



IPAD Explorations Professional Development Course

Course Description

Educators will learn how to use the iPad, set guidelines for classroom use, explore work productivity/classroom management apps, apps related to specific teacher content areas and how to develop lesson plans using a single iPad or classroom set of iPad. Educators will become skilled on how the iPad can promote their content area, provide multiple representations, and assess their students to maximize the learning environment.

System Requirements

- Internet access connection
- Online video viewing capabilities
- Software capable of reading PDF files
- iPad 2 or newer
- Ability to download apps

Global Goals of the Course

To deepen and/or apply the content and skills of the teacher's existing professional knowledge base by meeting the following global goals of this course:

1. To design and develop 21st century skills across curriculums (NBPTS 1; ISTE 1; InTASC 1, 3, 5, 7; DFFET 1abe, 2bc, 3cde, 4acef)
2. To appraise key technological tools (iPads and Apps) and strategies for their impact on teaching and learning (NBPTS 1, 2, 3, 5; ISTE 2, 3; InTASC 1, 2, 4-8; DFFET 1de, 2bc, 3ce, 4af)
3. To employ emerging technology tools and the iPad to design, develop, and evaluate relevant experiences for students (NBPTS 1, 2, 3, 4, 5; InTASC 1-8; DFFET 1abde, 2c, 3bcde, 4acef)
4. To employ other educational professionals to improve student learning through the use of the iPad in the classroom (NBPTS 5; ISTE 5; InTASC 9,10; DFFET 2c, 3ce, 4acef)
5. To demonstrate proficient knowledge of skills and concepts related to iPad Apps and integration of the iPad to create learning experiences for students (NBPTS 1-5; ISTE 1-4; InTASC 4, 5, 6; DFFET 1abcdef, 2c, 3cde, 4acef)

Instructional Objectives:

1. Utilize the basic tools of the iPad to enhance delivery and improve student learning
 - 1.1 Evaluate management options of the iPad classroom
 - 1.2 Understand basic features of the iPad: screen commands, browsing the internet, downloading an App, using the camera

- 1.3 Understand the iPad support options
- 1.4 Identify personal classroom management structure
2. Examine and utilize the Apple App Store and the Apple Educational App Store to enhance classroom management and improve student learning
 - 2.1 Launch the iTunes App Store
 - 2.2 Explain App evaluation criteria
 - 2.3 Appraise rubrics used to evaluate Apps
 - 2.4 Explore and evaluate Apps that support work productivity
 - 2.5 Explore and evaluate websites that share tips and “tricks” of the iPad in the educational classroom
3. Examine and utilize Apps that enhance classroom management to improve student learning
 - 3.1 Explore and evaluate Apps that support classroom management
 - 3.2 Explore and evaluate websites that discuss Apps that improve classroom management
 - 3.3 Identify and explain strategies for classroom management using the iPad
4. Examine and utilize the iPad and Apps related to the educator’s content area
 - 4.1 Explore and evaluate Apps related to teaching content area
 - 4.2 Explore and evaluate websites related to teaching content area
 - 4.3 Synthesize goals and initiatives of content App use in your classroom
 - 4.4 Formulate use of iPad Apps within in a content area or unit of study
5. Create, demonstrate, and evaluate lesson plans with the iPad and using the iPad as an assessment tool in the classroom to enhance student learning
 - 5.1 Discuss instructional design with iPad lesson plans
 - 5.2 Review sample formats and templates of lesson plans using the iPad
 - 5.3 Construct a lesson plan that effectively incorporates the iPad
 - 5.4 Analyze and evaluate Apps involving assessment

Compliance with Interstate Teacher Assessment and Support Consortium (InTASC) Standards

The Interstate Teacher Assessment and Support Consortium’s work is guided by one basic premise: An effective teacher must be able to integrate content knowledge with the specific strengths and needs of students to assure that all students learn and perform at high levels. All teachers should meet the following standards: (1) learner development, (2) learning differences, (3) learning environments, (4) content knowledge, (5) application of content, (6) assessment, (7) planning for instruction, (8) instructional strategies, (9) professional learning and ethical practices, and (10) leadership and collaboration.

Teaching Methodology and Delivery Model

Teaching methodologies used in this course are specifically designed to maximize learning in a self-paced, online distance-learning model.

- Online methodologies include presentations, skill practice, assessment completion, and the synthesis of new knowledge and skills.
- Course content and assignments are organized into modules that participants may

complete at their own pace during a 4-week span of time.

- Online assignments are facilitated using a variety of research-based instructional approaches appropriate for adult learners in an online setting, which allow teachers to acquire, practice, apply, and evaluate course content and skills.
- Class participants actively construct their own learning and make it personally relevant by acquiring and applying course knowledge/skill to their own teaching situation.

Final Projects

In keeping with best instructional and assessment practices, the course requires participants to demonstrate synthesis and application of course knowledge in a final course reflection document to the instructional objectives of this course.

Final projects are due and will be submitted within the 4 weeks of the allotted class time. Unless stated otherwise, all papers are expected to be properly formatted electronically.

Assessment of the work will not be limited to the quantity of work submitted but will carefully consider the quality and intellectual value of the work. To receive full credit for completion, all work must be completed at a level of "Proficient" or above.

Formative Assessments:

- Complete all readings and online video viewing within a 4-week time frame.
- Complete Forum questions posted in each milestone.
- Complete Course Reflection Document at a level of Proficient or above.

Grading

Points are assigned based on a rubric that can be further defined as follows:

Proficient: The assessment is well-organized and complete; is effectively and clearly presented; demonstrates clear understandings; applies what has been learned to the author's own classroom situation; clearly shows connections; is detailed; and is thoughtful and supported with ideas. A thoroughly completed assessment demonstrates that the participant shows awareness of the tasks, gives explanations, and shows how the assessment applies to a teaching/learning situation. The assessment meets the specific criteria delineated in "Proficient" on the course rubric.

Unsatisfactory: The assessment is missing evidence or information; is sloppy and poorly organized; demonstrates only surface understandings; shows no evidence of application to the author's own teaching situation; is poorly written; and does not meet minimum standards for academic performance in a graduate-level course. The assessment meets the specific criteria delineated in "Unsatisfactory" on the course rubric.

The assessments for this course are weighted as follows:

Participation and Reflection Document: 100%

To receive full credit for completion, all work must be completed at a level of "Proficient", which is equivalent to 80% or higher out of 100% possible.

Academic Honesty and Integrity

All participants are expected to maintain academic honesty and integrity by doing their own work to the best of their ability. Academic dishonesty (cheating, fabrication, plagiarism, etc.) will result in the participant being removed from the course; no partial credit will be granted.

Americans with Disabilities Act Compliance

In compliance with Section 504 of the Rehabilitation Act and The Americans with Disabilities Act, participants who have any condition, either permanent or temporary, which might affect their ability to perform in this class, are encouraged to inform The Connecting Link prior to the start of the course. Reasonable academic accommodations, aids, and adjustments may be made as needed to provide for equitable participation.

Attendance, Late Work, and Make-Up Policy

Participants will have 4 weeks from the time of their first date of login to complete the course requirements. Failure to complete all work in this time frame will result in an incomplete. Please contact The Connecting Link directly at (888) 550-5465 if seeking an extension for any reason.

Course Reflection Assessment Rubric

	<i>Proficient</i>	<i>Unsatisfactory</i>
Milestone 1 Quality of Response	Provided complete responses that directly referenced milestone content	Unable to locate specific details to show connection to milestone content
Organization	Displayed logical and organized flow using appropriate writing conventions and standards	Information presented is not organized; no logical progression of ideas; or numerous writing errors
Adherence to due dates	Postings were submitted within the allotted time frame of the course	Postings were submitted outside the allotted time frame of the course (an extension was required)
Milestone 2 Quality of Response	Provided complete responses that directly referenced milestone content	Unable to locate specific details to show connection to milestone content
Organization	Displayed logical and organized flow using appropriate writing conventions and standards	Information presented is not organized; no logical progression of ideas; or numerous writing errors
Adherence to due dates	Postings were submitted within the allotted time frame of the course	Postings were submitted outside the allotted time frame of the course (an extension was required)
Milestone 3 Quality of Response	Provided complete responses that directly referenced milestone content	Unable to locate specific details to show connection to milestone content
Organization	Displayed logical and organized flow using appropriate writing conventions and standards	Information presented is not organized; no logical progression of ideas; or numerous writing errors
Adherence to due dates	Postings were submitted within the allotted time frame of the course	Postings were submitted outside the allotted time frame of the course (an extension was required)
Milestone 4 Quality of Response	Provided complete responses that directly referenced milestone content	Unable to locate specific details to show connection to milestone content
Organization	Displayed logical and organized flow using appropriate writing conventions and standards	Information presented is not organized; no logical progression of ideas; or numerous writing errors
Adherence to due dates	Postings were submitted within the allotted time frame of the course	Postings were submitted outside the allotted time frame of the course (an extension was required)