



**Advanced iPad Applications
Collaborate, Create, Communicate, and Assess
Online Self-Paced Participant Syllabus**

Course Description

This course is specifically designed to teach educators how to collaborate with parents and students using the iPad, create lessons, book, videos, and more using the iPad, communicate with students and Parents using the iPad, and how to assess students using the iPad. Educators will leave the course knowing a wide range of applications to maximize the learning environment.

Course Prerequisites

This course is recommended for K-12 school personnel who require a greater understanding of the iPad and its impact on teaching and learning across curriculums. Participants must hold a baccalaureate degree.

System Requirements

This is specific for technology or online course.

- Computer with word processing software
- Internet access connection
- Software capable of reading PDF files
- Software capable of viewing PowerPoint presentations

Text Books/Supplemental Reading

No textbook is required for this course. Critical reading of assigned articles and supplementary materials is embedded throughout the course. Assigned and recommended readings are listed in each milestone.

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 the course:

1. To design and develop 21st century skills across curriculums (NBPTS 1; ISTE 1; DFFET (Danielson Framework for Effective Teaching. These are the Domains and Standards) 1abe, 2bc, 3cde, 4acef)
2. To appraise key technological tools (iPad and Apps) and strategies for their impact on teaching and learning (NBPTS 1, 2, 3, 5; ISTE 2, 3; 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; 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;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; 5, 6; DFFET 1abcdef, 2c, 3cde, 4acef)

Instructional Objectives

By the conclusion of the course, each participant should be able to do the following:

1. Utilize the tools/apps of the iPad to enhance communication between students/parents and improve student learning
 - 1.1 Evaluate communication app options of the iPad classroom
 - 1.2 Understand methods of communication using the iPad
 - 1.3 Explore several apps that are focused on classroom communication
 - 1.4 Identify personal classroom management structure of iPad communication
2. Examine and utilize the iPad and a variety of apps to enhance collaboration and improve student learning:
 - 2.1 Explore classroom models that enhance collaboration using the iPad.
 - 2.2 Explore iPad apps that create a collaborative environment
 - 2.3 Explore Learning Management Systems
 - 2.4 Perform basic options within a selected LMS
 - 2.5 Demonstrate collaboration using an iPad
3. Examine and explore lesson plan ideas using the iPad
 - 3.1 Explore lesson plan apps and websites that are iPad specific
 - 3.2 Explore methods of using the iPad in lessons
 - 3.3 Create a mini lesson using an iPad
 - 3.4 Explore differentiation options using an iPad
 - 3.5 Demonstrate an understanding of creating lesson plans using the iPad as a medium to reach students
4. Examine and utilize iPad apps to create books and journals
 - 4.1 Explore apps on the iPad that can create books
 - 4.2 Explore apps on the iPad that focus on journaling
 - 4.3 Explore and demonstrate book editing capabilities in a selected app
 - 4.4 Learn about book lesson plan options in a variety of content areas
5. Examine and utilize the iPad and a variety of apps to create videos in the classroom to improve student learning
 - 5.1 Learn about apps that can create videos in the classroom
 - 5.2 Appraise methods of videos use in the classroom
 - 5.3 Explore and evaluate lessons that use videos

- 5.4 Explore and evaluate websites that share tips and “tricks” of video use in the classroom
6. Examine and utilize apps that screencast to enhance classroom lessons and improve student learning
 - 6.1 Explore and evaluate Apps that can screencast
 - 6.2 Explore and evaluate websites that discuss screencasting apps
 - 6.3 Identify and explain strategies for the flipped classroom
7. Examine and utilize the iPad and apps that provide classroom assessment options for the educator’s content area to enhance student learning
 - 7.1 Explore and evaluate Apps related to assessment using the iPad
 - 7.2 Explore and evaluate websites related to assessment using the iPad
 - 7.3 Synthesize goals and initiatives of content using an app in your classroom
 - 7.4 Discuss instructional design with assessment apps
 - 7.5 Analyze and evaluate an LMS with that has an assessment feature
8. Examine and create an assessment using an iPad to enhance delivery and promote student learning
 - 8.1 Explore, evaluate, and construct an assessment using a selected iPad app
 - 8.2 Discuss the pros and cons of a variety of assessment apps

Teaching Methodology and Delivery Model

Teaching methodologies used in this course are specifically designed to maximize learning in a graduate-level, online distance-learning model. Each course facilitator is trained and/or experienced in facilitating graduate-level online courses as well as the specific content and skills of this course.

1. Online methodologies include instructor/expert presentations, directed skill practice, Forum and Assessment completion, as well as the synthesis of new knowledge and skills in designing educational applications.
2. The course is taught in a supportive learning environment with teacher-participant interaction and feedback.
3. Content focuses on the presentation of advanced concepts linked to instructional strategies which accommodate learning needs of a diverse student population.
4. Course content, activities, and assignments are organized into Milestones that participants complete during the 12-week span of the course. Course content is intended to cover material equal to 45 seat hours of instructional time.
5. Class participants actively construct their own learning and make it personally relevant by acquiring and applying course knowledge/skills to their own teaching

Learning Assessment

Formative assessment of learning objectives for this course is conducted informally throughout the course via discussion, critiques, peer- and self-evaluations, journal entries, instructor feedback, small-group sharing and activities requiring participants to make sense of new knowledge and/or skills within their realm of teaching. Additionally,

three formative assessments are embedded within the course. Summative assessment for the course occurs in the form of a final project which requires each participant to synthesize class content and apply it within the teacher's specific teaching environment.

Final Projects

In keeping with best instructional and assessment practices, this course requires participants to demonstrate synthesis and application of course knowledge in an applied final project linked to the instructional objectives of this course. Assessment of the project should not be limited to the quantity of work submitted but should carefully consider the quality and intellectual value of the work.

Participants taking courses for professional development unit (not-for-credit) must follow the same Participation Expectations as posted in the course syllabus. Participants complete readings and tasks as outlined in the Task List. Forum Post Reflections are also required. However, participants will be exempt from completing the Formative and Summative Assessments unless otherwise noted. Proof of seat hours will be presented to the participants after completing the state required course evaluation located on the student portal.

Final projects are due and will be submitted to the instructor within 12 weeks of the allotted class time. Unless the instructor states otherwise, all papers are expected to be properly formatted electronically.

Assessment and Grading

Throughout the course, participants will engage in both formal and informal formative and summative assessments. Points are assigned based on a four-point criterion rubric specifically delineated for each assessment that can be further defined as follows:

Distinguished: The assessment is highly imaginative; demonstrates critical thought; is unique; shows substantial application to one's own teaching or professional position; *goes above and beyond requirements*; is creative; demonstrates both breadth and depth of knowledge of transition-related subject matter; shows individual's personality; is professional in presentation and appearance; and demonstrates considerable effort. The assessment is exceptionally completed and demonstrates clear understanding of the tasks, gives explanations, and shows how the assessment applies to a teaching/learning situation. The assessment meets the specific criteria delineated in "Distinguished" on the course rubric.

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.

Basic: This is the lowest passing grade. The assessment meets minimum requirements; includes general information but lacks descriptive detail; shows limited application to teaching/learning; and lacks originality. This denotes work that does not meet **all** aspects of standards for academic performance in a graduate-level course. The assessment meets the specific criteria delineated in “Basic” 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	30%
Formative Assessments	30%
Summative Assessments	40%

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 receiving a zero for that assignment or paper.

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 instructor at the beginning of the first session. Reasonable academic accommodations, aids, and adjustments may be made as needed to provide for equitable participation.

Attendance

Participants will have 12 weeks from the time of their first date of login to complete the course. They will need to contact their instructor and The Connecting Link at (888) 550-5465 should they not be able to complete the online class in the time given. Failure to complete all work in the 12 week time frame may result in an **incomplete** or a grade of **F** for the work, depending on the reason for the delay.

Late Work and Make-Up Policy

Participants are expected to keep pace with assignments and expectations. If a situation arises in which an assignment cannot be completed, the participant is expected to make arrangements with the instructor for the timely submission of such work. Failure to complete all work in this time frame will result in an **incomplete** or a grade of **F** for the work, depending on the reason for the delay.

University Compliance

Course content and instruction are bound by policies associated with the university granting academic credit for the course. Such policies include, but are not limited to: academic integrity and honor codes, institutional objectives and grade grievance procedures. These policies are located within the official academic catalogs which can be accessed through the university's official website.

Alignment to the Danielson Framework for Effective Teaching

The *Danielson Framework for Effective Teaching* is designed to provide educators with a structure for analyzing and assessing teacher practice and in constructing techniques to strengthen that practice.

Danielson, C. (2009). *Implementing the framework for teaching in enhancing professional practice*. Alexandria, VA: Association for Supervision and Curriculum Development.

Compliance with National Board of Professional Teaching Standards (NBPTS)

The NBPTS represents the highest level of professional achievement in the continuum of teacher professional development.

National Board for Professional Teaching Standards, www.nbpts.org

Compliance with Council for the Accreditation of Educator Preparation

CAEP advances excellent educator preparation through evidence-based accreditation that assures quality and supports continuous improvement to strengthen P-12 student learning.

Council for the Accreditation of Educator Preparation. (2016, June). www.caepnet.org