Introduction to Teaching with Digital Tools
Spring, 2012
Course15:255:503:91

Instructor: Cynthia Pope

Contact Information

Email: cynthiaspope@gmail.com and (cell) 908-235-2986

Course Syllabus Video 1: http://screencast-o-matic.com/watch/clVboMxg6

Course Syllabus Video 2: http://screencast-o-matic.com/watch/clVbrxxpA

Virtual Office Hours
By appointment

Websites
Course eCollege Site-http://ecollege.rutgers.edu

Thinkfinity Group- http://community.thinkfinity.org/groups/introduction-to-teaching-with-digital-tools-spring-2012

Course Overview

Our world is rapidly moving to a digital society where digital forms of expression are increasingly replacing printed forms. The ways in which we communicate and disseminate information are constantly changing. As new technologies continue to emerge, it is imperative that educators take a closer look at what it means to help individuals become proficient and literate in a 21st Century society (Reinking, 1998).

Despite an increased focus on technology and the recognition that educators must be prepared to provide and participate in technology-supported learning environments, research has shown that few educators are using technology in meaningful and transformative ways (Bruce & Hogan, 1998; Cuban, 2003). There are various reasons why individuals might not take advantage of the educational power of technology, some of which include limited access to computers, insufficient technological support, and lack of personal knowledge of the literacies that surround new technologies (Reinking, Labbo, & McKenna, 2000; Zhao, Pugh, Sheldon, & Byers, 2002).

This course is the first in a series of three courses designed to help educators develop proficiency in educational technology and address the challenges of preparing learners for the demands of an information rich, Digital Age society. In this course, you will explore collaborative web 2.0 tools, learn the basics of web design, address internet safety, and create an educational project that incorporates technology integration.

Introduction to Teaching with Digital Tools follows the philosophy that knowledge is socially constructed and that all people learn best when *learning by doing*. This course will provide you with various opportunities to engage in both individual and collaborative, project-based activities that emphasize

inquiry-based learning. You will explore theories of learning based upon how they inform the effective uses of technology in educational environments. Additionally, you will investigate what the latest research has to say about the integration of technology in educational settings, with emphasis being placed on the types of 21st Century skills that are required to be successful in today's Digital Age society. By engaging in a variety of inquiry-based, collaborative activities throughout the semester, this course will introduce you to the various ways that new technologies are challenging traditional ways of communicating and learning.

We will explore how new technologies are changing the educational landscape, and we will also discuss the potential challenges and benefits that arise from these changes. By the end of the semester, all students who successfully complete the course should be able to do the following:

1. Design an educational website that illustrates a working knowledge of online collaborative tools (e.g., wikis, blogs, discussion forums, etc.) and how these tools can be used to enhance teaching and/or learning.
2. Create and respond to blog postings that require individuals to examine and reconsider their knowledge and beliefs about the role of technology in educational settings.
3. Develop and respond to online discussions while drawing connections between course readings, individual assignments, group projects, and other uses of technology used in educational environments today.
4. Create an online multimedia library that identifies and locates technology resources and evaluates them for accuracy and suitability for teaching and/or learning.
5. Analyze and evaluate software, educational websites, and information and communication technologies (ICTs) for their suitability for instruction.
6. Critique and design an instructional plan that illustrates how technology can be used to enhance learning through online communication and/or collaboration.
7. Design an instructional plan and relevant resources that demonstrate knowledge of social, ethical, and human issues concerning use of computers and new technologies such as Web 2.0 tools.
8. Identify computer and technological resources that facilitate lifelong learning and create emerging roles for the learner and educator.

Course Organization
This course is organized into six sections, which consist of an introduction and five learning modules.
- *Module 1* is designed to introduce you to an array of digital technologies that will be used throughout the course. You will review the standards and skill sets needed for 21st Century learning. In addition, you will complete a questionnaire to determine your technology interests and needs. Using collaborative Web 2.0 tools, you will introduce yourself to your collegial learning community.
- *Module 2* "sets the stage" for technology use in education and introduces you to characteristics needed for successful learning and teaching in the Digital Age. You will learn about research and theory that support technology use in educational environments. You will also begin to develop a conceptual framework for the integration of technology into instructional practice while fostering higher order thinking skills among learners. The role of the educator as a facilitator and designer will be explored through the introduction of the ADDIE model of instructional design.
- *Module 3* takes a closer look at using social networking in educational settings, including the challenges, benefits, and limitations of its use. You will be introduced to various online tools

that allow individuals to communicate and collaborate online. Additionally, you will determine how to safely engage your learners to produce work for authentic audiences using today's networking tools.

- ▪ *Module 4* continues to look at safe uses of technology. You will have the opportunity to evaluate not only your own online practices but also those of your learners. We will look at examples of Acceptable Use Policies (AUPs) and begin to look critically at how technology is used in learning environments and content specific applications. Models of technology use are reviewed as a foundation for development of new units of instruction including the formulation of digital learning objectives and applications.
- ▪ *Module 5* takes an in-depth look at the assessment of new technologies in learning environments. We will pay particular attention to some of the latest technologies that are available for educators and administrators to evaluate learning plus evaluate the effectiveness of technology use.
- ▪ Finally, *Module 6* will explore how one can be an advocate for school change through the use of technology and the opportunity that it provides for collaboration. Participants will reflect upon their experience as cohorts of a professional learning community and their collegial work to produce individual Instructional Implementation Plans.

Required Texts
- Richardson, W. (2010). *Blogs, Wikis, Podcasts, and Other Powerful Web Tools for Classrooms.*Thousand Oaks, CA: Corwin Press. ISBN # 978-1-4129-7747-0 (This is the 3rd edition of the text.)
- Schrum, L. M., & Levin, B. B. (2009). *Leading 21st-Century Schools: Harnessing Technology for Engagement and Achievement*. Thousand Oaks, CA: Corwin Press. ISBN # 978-1-4129-7295-6
- National Educational Technology Standards (NETS) for Students, Teachers, and Administrators http://www.iste.org/AM/Template.cfm?Section=NETS
- New Jersey World Class Standards http://www.state.nj.us/education/cccs/
  (NJ 2009 Core Curriculum Content Standards& Common Core for Language Arts &Mathematics)

Recommended Text
- Richardson, W. &Mancabelli, R. (2011) *Personal Learning Networks: Using The Power of Connections to Transform Education*, Bloomington, IN: Solution Tree Press.

* Additional required readings, in the form of websites and PDF files, will be supplied by the course instructor.

Assignments & Grading
Online Discussions (20%)
Reflections on Technology and Learning (20%)
Website Design Project (30%)
Technology Implementation Project (30%)

Grading Scale   **Grading Summary**
A = 90-100
B+ = 87-89   A = Outstanding work
B = 80-86   B = Good work
C+ = 77-79   C = Satisfactory work
C = 70-76   D = Poor work

D   = 60-69   F = Failing work
F   = below 60

Course Policies

Technology Policy
In order to make the most of your online learning experience, there are several technical requirements you will need to fulfill. Refer to the guidelines at the following website to help ensure your online success: **https://ecollege.rutgers.edu/technicalreq.jsp.**

Throughout the semester, you will be learning about and using various online programs and tools. Many of these are Web 2.0 tools that are found on free, public websites. It is your responsibility to ensure that you have the appropriate technology capabilities to successfully complete assignments and activities. Rutgers University does provide technology assistance for programs like eCollege, and I am also available to assist you whenever I can.

Murphy's Law states, "Anything that can go wrong, will go wrong". Computers crash. Internet access can be limited during a thunderstorm. All of these issues cannot prevent you from submitting assignments on time. My advice to you is:

- Aim to complete all assignments **one day early**. This way you have one more day to get to the library or a friend's house if the worst happens. You'll also have time to contact me and notify me of any problem. I will always respond to you within 24 hours, however, if you only have 2 hours to submit the assignment there is no guarantee I will get your message in time.
- Be sure your computer is in **good working order**. If it has any problems or issues you want to make sure those are ironed out BEFORE the course begins.
- Be sure to arrange access to a **2nd computer**. This could be your own; this could be the computer lab or a friend's. Technical glitches are not excuses for late work.
- **Test** the websites you are assigned to use as soon as you receive the assignment. Our E-College course website may work at your place of business; however, you may find that later in the course a social networking site is filtered (not accessible from your place of business). Some sites don't work on older computers while others don't work on newer computers. Videos may not play. Security settings may need to be checked. It only takes a moment to click around and try this out.
- Keep **usernames and passwords** in a safe place. Since we'll be accessing various sites, you'll have several different places where you'll need login credentials. Keep these in a safe place so that they cannot be lost or stolen.
- **Create back-ups**. There are a lot of digital equivalents to the dog eating your homework. You should always have **two copies** of your work, preferably one being in your e-mail, online or off-site. Copying your file to a USB drive and deleting the original is not a back-up. The USB drive can fail too. It may not be going too far to say that important work should be stored online as well as locally. Francis Ford Coppola lost his life's work when thieves entered his home and stole his laptop AND back-up hard drive. While unlikely, lost data can really set you back in this course.
- **Double-check** work. Make sure assignments are uploaded and posts are submitted.
- **Get phone numbers.** Some of our work will be in groups and group work may require chat sessions or other synchronous meetings. If you encounter a technical problem, you'll want to be able to have phone numbers for a back-up means to connect.

Netiquette

A friendly reminder that communicating online should not be any different from when you communicate in a face-to-face class. Although some of your writing assignments do allow for less "academic" and more informal conversations, please refrain from using Internet slang, abbreviations, and acronyms. We cannot assume that everybody understands them. All communications should be courteous and professional. There are a number of online resources that highlight good netiquette. Please become familiar with them. I'm sure that they will also be helpful with your own students. You might want to start with the 10 Best Rules of Netiquette and The Core Rules of Netiquette.

Grading Policy & Turning in Assignments

Assignments are due as indicated on the course schedule. The syllabus, course schedule, and due dates can be found on our class eCollege website. You are responsible for knowing what the due dates are. Unless arrangements are made in advance of the due date, late assignments will not be accepted. I will do my best to post any updates and notices by 11 pm each Sunday evening. If I need to communicate any urgent information and/or class changes to you, I will also follow these postings with an email.

Some of your assignments require you to post information onto our class eCollege site or our class Thinkfinity group. I will be regularly visiting these sites, so please make sure all comments and responses are posted by their due dates. If activities and assignments are not required to be publically shared and published online, please email them to me by their due date. You can submit them to the following email address: cynthiaspope@gmail.com. Whenever I receive your assignment, I will send a reply to you that acknowledges that I have received it. ***If you do not receive an email acknowledgement from me, do NOT assume that I have received your assignment!*** Expect to receive a reply from me within 24 hours. It is your responsibility to retain email proof of acknowledgement, so please do not delete any messages from me that indicate I have received your coursework.

Extra credit points will not be available.

Participation Policy
Your active participation in this course is vital to the course and to your learning. Your colleagues and I depend on you to share your load of reading for meaning, participating in online discussions, giving feedback to your peers, sharing how you connect readings to classroom experiences, and so on. You are expected to participate in a variety of ways throughout the semester, and your various assignments and projects will incorporate participation as part of their grade. In summary, however, you will be expected to do the following:

- Log into our eCollege class website every week to access your assignments. All weekly assignments will be posted by Monday morning at 8 am. Look in the Announcements section.
- Log into our eCollege and Thinkfinity group at least three times a week to keep updated on assignments, group activities, peer discussions, etc.
- Use study guide resources, including PowerPoint presentation and chapter reviews, to help you engage with and understand the content that is presented throughout the semester.
- Participate in online discussions on our Thinkfinity website to illustrate your understanding of weekly readings and how they connect to your own lives,
- Create Thinkfinity groups and use these groups to engage in weekly discussions to support you in your learning.

- Keep a reflective, educational blog that illustrates the connections that you are making between course content and your own teaching and learning experiences.
- Meet deadlines for assignments so that you can keep on track, make steady progress throughout the course, and provide feedback to your peers in a timely manner.

Confidentiality

If you are a teacher or student teacher and discuss classroom situations in class, do so carefully. Please mask the name of a student (or students) on any written or visual work shared in class or used in an assignment.

Academic Integrity Policy

You can find the Policy on Academic Integrity for Undergraduate and Graduate Students at the following site: http://teachx.rutgers.edu/integrity/policy.html. You are responsible for understanding and inhering to the policy. Please pay particular attention to the information provided on Cheating, Fabrication, and Plagiarism. Also, please become familiar with copyright laws and the Internet. As stated by Christopher Skvarka (http://www.pitt.edu/~skvarka/education/copyright/):

> One of the biggest mistakes that people believe is that if a work has no copyright notice, it is not copyrighted. The correct form of a copyright notice is "Copyright or © (date) by (author/owner)" (Templeton 1). Many people believe that if this notice is absent, they can post, use, or take any work on the Internet. Although no name can be copyrighted, the owner's work is (Templeton 2). In fact, everything from April 1, 1989 is copyrighted by the owner or author whether it has a notice or not… All Internet users must assume that the work is copyrighted, unless otherwise specified by the author.

Assignments

Online Discussions (20%)
Your participation and collaboration are necessary in the effectiveness of this course. In order to fully develop your understanding of the ideas and concepts reviewed in the modules, you will be participating in online discussions with the members in your small group. You will also complete a beginning-of-the-semester and end-of-the-semester online questionnaire and reflection. Online discussions with your classmates will take place on a regular basis with one discussion topic per module. In these discussions, you will construct responses to given topics and reply to the posts of the members in your group. These discussion topics will require you to not only demonstrate your understanding of the required readings, but to take that information and reflect on how it relates to your personal experiences with education, as well as society around you. All online discussion assignments and two questionnaires (one given at the beginning of the semester and one at the end of the semester) are worth 20 points each. All of these assignments will be averaged together to obtain your final Online Discussion grade. Although requirements for online discussions may differ per module, the following are the general criteria I will be looking for in your responses:

1. Your initial discussion posts should be approximately 250-300 words; responses to the members in your small group should be approximately 100 words.
2. Discussion posts should be supported by your readings and properly cited.

3. All posts and responses to posts should be completed by the due dates that appear below in this syllabus.
4. A minimum of two responses should be given for each original post that you share.
5. All responses should clearly and adequately answer the entire discussion prompt.
6. It is advisable to not use postings such as "I agree," "I don't know either," "ditto," etc. These types of responses take up space and do not add anything substantial to the conversation. It is important to know that such responses will not be counted for assignment credit.
7. Respect each other's ideas, feelings and experience when posting responses.

Reflections on Technology and Learning Blog (20%)
The purpose of this assignment is to expose you to blogging—an online communication and collaboration venue which can be utilized for various purposes within an educational setting. This assignment is designed to allow you to familiarize yourself with blogging software and its applications while you also reflect on what you are learning in this course, discover ways to implement blogging within your own classroom practice, and have the opportunity to share your blogs in an authentic online community.

By the end of this project you will: (1) learn what a blog is and how you can design and enhance them to support learning and teaching; (2) create and utilize a blog for reflecting on what you are learning in this course; (3) share ideas with other students in the online blog community created for this assignment; and (4) make explicit connections between what you are learning in this course and your own classroom practice.

An overview of your blog postings includes the following:

1. Create a total of 4 blogs, at least 350 words each. Blog entries will be created during Modules 3, 4, 5, and 6.
2. Each blog entry should reflect on what you are learning in class and how it makes you think about online communication and collaboration, your own teaching, and how you could use blogs to augment/add to your lessons or to teaching in general. In your blogs for this class, make connections to the module readings/guiding questions and cite author's work appropriately.
3. Each time you post your blog, respond to 2 other blogs (diversify who you respond to so everyone is not responding to the same posts).

Illustrate your ideas and enhance your blog by adding links, images, video, multimedia, etc. I advise using Blogger. View this video to create a blog and sign up with a Google account.

Website Design Project (30%)
The purpose of this project is to provide you with the opportunity to design a website that meets your interests and needs while simultaneously allowing you to demonstrate your understanding of 21st century skills. It also provides you with an opportunity to create a website related to a topic of interest that will be of use to you as you plan to integrate technology into your own learning environments. Your involvement in this project allows you to put into practice the things you will be learning throughout the first half of our course. The project consists of 3 phases spread across Modules 2, 3, and 4.

The website that you will be designing could be a classroom website, virtual field trip, cyber-pal portal or something that can be used to support classroom teaching and/or learning. An alternative website project can also be proposed by you or your classmates; however, it must be designed for educational or

informative purposes. Before starting your project, you must complete a project proposal and have it approved by me. I highly recommend using Wikispaces to develop your project, but other platforms may be permissible. Many students have also created website using http://www.wix.com If you choose to use something other than Wikispaces, I would like to approved it before you begin designing your site.

By the end of the project, you should be able to (1) submit a proposal outlining the plans for your project (sent to your professor's Google Mail Account cynthiaspope@gmail.com); (2) share your project proposal and a draft of your project in Thinkfinity in order to get feedback from your classmates; (3) provide comments and suggestions for at least one or more of your classmates' projects; and (4) submit and share your final project website link through our Thinkfinity community group and in the eCollege Webliography. All projects will include a written proposal, the development of a website that takes advantage of web software, an evaluation rubric, an interactive discussion component, the use of multimedia, and a final written reflection.

Technology Implementation Project (TIP) (30%) & ADDIE Instructional System Development (ISD)
The purpose of this project is to give you the opportunity to apply what you are learning in this course to your own teaching practice. For the *Technology Implementation Project* you will decide upon, plan, and develop a lesson plan or unit plan that incorporates technology to enhance student learning. This project is designed so that you can work with your peers to develop and improve upon your instructional plan using concepts of the Instructional System Development model. This project will also provide you with the opportunity to reflect upon the ways that technology can best be used to enhance student learning. It consists of 3 phases or "steps" spread across Modules 4, 5, and 6.

By the end of this project, you should be able to (1) critique and design an instructional plan which illustrates how technology can be used to enhance student learning through online communication and/or collaboration; (2) seek out and develop resources that will support your instructional plan, and (4) provide feedback to your peers while sharing resources and lessons with them through Thinkfinity.

Resources for Getting Started
eCollege Login Instructions http://rutgersonline.pbworks.com/eCollege-Login-Instructions

eCollege Technical Requirements https://ecollege.rutgers.edu/technicalreq.jsp

eCollege Help Videos https://ecollege.rutgers.edu/students_videos.jsp

Online Learning Articles http://tiny.cc/m7dy6, http://tiny.cc/ndx9i, http://tiny.cc/a26gm, http://tiny.cc/hrffd

Wikispaces Video Tour http://www.wikispaces.com/site/tour

Google Resources. We will use Google Docs for document sharing as needed.
Class Google Calendar: http://tinyurl.com/3wkqc7p will prompt you to register for a Google Account.
Google for Educators http://www.screenr.com/Pfw, Google Sites http://screenr.com/Tvw

Tentative Course Schedule

Week	Topic & Guiding Questions	Readings and Resources	Due
1 Jan 17- Jan 23	**MODULE 1: Introduction** What are current state and national standards for educational technology? What are 21st Century skills and why are they important? What are the needs of 21st Century learners? In what ways can technology meet the needs of 21st century learners?	Websites 2009 New Jersey Core Curriculum Content Standards National Educational Technology Standards (NETS) for Students, Teachers, and Administrators Partnership for 21st Century Skills Thinkfinity Tour (select one Webinar) Video Pay Attention Complete Student Questionnaire	Thinkfinity Intro (Jan 22); Responses (Jan 25) Complete Student Questionnaire (Jan. 22) Begin TIP Step 1 EXPLORE & CRITIQUE
2 – 3 Jan 24- Feb 6	**MODULE 2: Setting the Stage and Establishing a Framework** What knowledge, skills, and dispositions do teachers and students need in order to be successful in today's 21st Century, Digital Age society? What are the qualities and characteristics of a successful 21st Century learners and teachers? What is the LoTi Framework? How can it be used to inform teaching and learning? What supports and hinders the successful integration of technology in K-12 classrooms? What does it mean to be "teacher as designer"? What is the ADDIE model of design and why might it be beneficial for teachers to think from a design perspective? NETS for Teachers 1(a)(d), 3(a-d), 4c, 5(a-d) NJ Professional Standards for Teachers 4.2, 4.4., 4.10, 8.1, 8.3, 8.6, 10.1, 10.2, 10.3, 10.4 **MODULE 2: Setting the Stage and Establishing a Framework (Continued)**	Schrum & Levin Chapters 1-2 Richardson Chapter 1 Readings LoTi Framework Moersch, C. (2010). LoTi Turns Up the HEAT!*Learning & Teaching with Technology (Feb.),* 20-23. Websites A.D.D.I.E. Model (Wikipedia) Instructional Design Basics Videos Introduction to LOTI ADDIE VIDEO Richardson Video Jukes Video Instructional Design Video Conditions for Classroom Technology Innovation Part 1: The	TIP Step 1 EXPLORE & CRITIQUE (Complete by Feb. 4/ No assignment posting required) Discussion Post #1 (Jan. 30); Replies (Feb. 1) *Website Project* Proposal Due (Feb. 6) Submit to Pope Gmail

		Innovator; Part II: The Innovation; Part III: The Context **Required Reading** Zhao, Y., Pugh, K., Sheldon, S., &Byers, J. (2002). Conditions for classroom technology innovations. *Teachers College Record, 104(3),* 482-515.	
4 – 5 Feb. 7- Feb. 20	**MODULE 3: Why Online Communication and Collaboration?** What new technologies and tools support online communication and collaboration? How do these tools work? What are the advantages and disadvantages to using these tools? How might online communication and collaboration support and/or hinder teaching and learning? How can Web 2.0 tools be used to support higher-order thinking, engaged learning, and authentic learning? What are the elements of the ADDIE ISD model and how does this system approach provide an effective process for developing educational programs? Are there any disadvantages to using the ADDIE model? What are the four principle web design elements and how would you address them in your web site? NETS for Teachers 1(a)(d), 3(a-d), 5(a-d) NJ Professional Standards for Teachers: 4.2, , 4.4.,4.5, 4.10, 8.1, 8.3, 8.4	Schrum & Levin Chapter 3 Richardson Chapters 2, 3, 4 & 6 Websites Rules of Good Design (full web site design online course) *Social Networking Goes to School* (links to tools) NJ Dept. of Ed. Technology Toolbox (links to web resources)	TIP Step 2 ASSESSING NEEDS & DEFINING GOALS (Post in Thinkfinity PLC by Feb. 13) Discussion Post #2 (Feb. 11) & Replies (Feb. 14) Blog Post #1 (Feb. 17) & Replies (Feb. 19) *Website Project* Rubric due (Feb .20) Submit to Pope Gmail

| 6 – 9
Feb.
21-
Mar.9

(Mar.
10-18
Spring
Break) | **MODULE 4: New Technologies for Teaching and Learning**

How can technology be used to support subject/content matter learning?

What kinds of technological resources exist to support technology integration in your field of study?

What needs to be taken into consideration when using technology with a broader audience?

What resources exist to support safe uses of technology?

How do you distinguish between instructional goals and objectives?

NETS for Teachers 1(a)(d), 2(a)(c), 3(a-d), 5(a-d)

NJ Professional Standards for Teachers: 4.2, 4.3, 4.4., 4.8, 4.10, 7.2, 7.7, 9.3, 10.1, 10.2, 10.3, 10.4 | Schrum & Levin Chapters 4 & 5

Richardson Chapters 5, 7 & 8

Design & Development Readings

Read *Assistive Technology and Universal Design for Learning: Two Sides of the Same Coin* article* see resources below

Read *From the Ground Up* (pp. 79-101)** see resources below

Video
Richardson Video

Website
Internet Safety | Website Project Completion and Reflection due (Feb. 27) Submit to Pope Gmail

Discussion Forum Post #3 (Feb. 25) & Replies (Feb. 28)

TIP Step 3A: TIP proposal/peer feedback post in Thinkfinity PLC (Feb.21-March 2)

TIP Step 3B: TIP Unit Template post in Thinkfinity PLC (Mar. 9)

Blog Entry #2 (Mar. 3) & Replies (Mar. 5) |
| 10-12
Mar.
20-
Apr. 2 | **MODULE 5: Evaluating the Use of New Technologies**

What are the stages to technology adoption?

What internal site-based resources can promote and support technology integration?

How can governmental and organizational guidelines drive technology quality standards and adoption timelines?

What technology tools can be used to make formative and summative assessments of learning, teaching and leading?

What is the evidence of successful technology adoption? | Schrum & Levin Chapter 6

Turning Up the H.E.A.T. on Classroom Walkthroughs

NJ State Technology Plan

National Technology Plan Summary | TIP Step 4: Finalize TIP Unit Plan; (solicit/provide peer feedback in Thinkfinity PLC and revise Mar. 20-Mar. 27)

Finalize TIP Unit Plan by (Apr. 2) Submit to Pope Gmail

Discussion Post # 4 (Mar. 26) Replies (Mar. 30)

Blog Entry # 3 (Mar. 31) Replies (Apr. 2) |

	NETS for Teachers 1(a)(b)(d), 2(a), 3(a-d), 5(a-d) NJ Professional Standards for Teachers: 4.2, 4.3, 4.4, 5.7		
13 – 14 Apr.3 - Apr. 16	**MODULE 6: Leadership and Professional Development** NETS for Teachers 3(a-d), 4 (a), (c) ,(d),5(a-d) NJ Professional Standards for Teachers: 8.3, 8.4, 8.6,10.1, 10.2, 10.3, 10.4, 10.5	Schrum & Levin Chapters 7& 9 Richardson Chapter 9 Website Professional Development: Individual Plans 21	Discussion Post #5 (Apr. 4) & Replies (Apr. 16) Blog Entry #4 (Apr. 5) & Replies (Apr. 16)
15 Apr. 17 -Apr.23	**Learning Communities & Networks** NETS for Teachers 3(a-d), 4 (a), (c) ,(d),5(a-d) NJ Professional Standards for Teachers: 10.1, 10.2, 10.3, 10.4, 10.5	*Personal Learning Network Video*	Questionnaire & Reflection (Apr.23) Submit to Pope Gmail
Module 1	**ADDITIONAL RESOURCES** Readings Moersch, C. (2011). Turning Up the H.E.A.T. on Student Learning: Assessing 21st Century Skills in Classrooms Today. *Educational Technology, 51(3),* 43-46. *Highly Recommended Zimnas, A., Kleftouris, D. &Valkanos , N. (2009). *IDEL - A simple Instructional Design Tool*. Retrieved from World Academy of Science and Technology website.		
Module 2	Readings Koehler, M. J., & Mishra, P. (2009). What is technological pedagogical content knowledge? *Contemporary Issues in Technology and Teacher Education*, *9*(1). *Highly Recommended Website A.D.D.I.E. Training Model		
Module 3	Readings Boase, J. & Wellman, B. (2006). Personal relationships: On and off the Internet. In The Cambridge Handbook of Personal Relationships (pp. 709-723). Oxford: Blackwell. http://tinyurl.com/248dl75 Nardi, B.A. &Schiano, D.J., Gumbrecht, M. & Swartz, L. (2004). Why we blog. *Communications of the ACM*, 47(12), 41-46. Siegle, D., (2010) Cloud computing: A free technology option to promote collaborative learning, *Gifted Child Quarterly*, 33 (4) pp. 41-45. Websites		

	The Education Podcast Network Examples of Educational Blogs Examples of Educational Wikis
Module 4	Readings Hodell, C. (2011) *From the Ground Up,* (pp. 79-101), Chelsea, MI: Sheridan Books, Inc. Rose, D. H., Hasselbring, T. S., Stahl, S., & Zabala, J. (2004). Assistive technology and universal design for learning: two sides of the same coin. In D. Edyburn, K. Higgins, & R. Boone (Eds), *Handbook of special education technology research and practice*. Whitefish Bay, WI: Knowledge by Design, Inc. Websites Quia (create activities/quizzes) Edmondo http://www.edmodo.com/home Safe Strategies to Engage in Social Media
	Additional Resources Continued
Module 4	Websites Dept of Ed Bill A592 (student consent) Acceptable Use Policies Video 3 Steps to 21st Century Learning
Module 5	Websites Using IPADS in Evaluations Clickers: Students & Teachers Speak
Module 6	Reading Salazar, D., Aguirre-Muñoz, Z**.** , & Fox, K., & Lucas, L. R. (2010). On-line professional learning communities: Increasing teacher learning and engagement in isolated rural communities. *Journal of Systemics,* Videos I Need My Teachers to Learn PLN: Your Personal Learning Network Leadership Lessons from Dancing Guy Lesson Plans Building On-Line Classroom Communities