

Introduction to Teaching with Digital Tools

Spring, 2013
Course15:255:503:90



Instructor: Cynthia Pope

Contact Information Email: cindy.pope@gse.rutgers.edu and Text/Talk: 908-235-2986

Virtual Office Hours By appointment

Websites

Course eCollege Site-<http://ecollege.rutgers.edu>

Whole Class Thinkfinity Group- <http://www.thinkfinity.org/groups/introduction-2-teaching-with-digital-tools-spring-2013?view=overview>

Google Calendar- https://www.google.com/calendar/embed?src=cynthiaspoke%40gmail.com&ctz=America/New_York

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.)
- Rose, D. & Meyer, A. (2002). *Teaching Every Student in the Digital Age: Universal Design for Learning*, Alexandria, VA: ASCD. ISBN-13: 978-0871205995
Retrieved from <http://www.cast.org/teachingeverystudent/ideas/tes> (When Available Online)
- 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)

* 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

- A = 90-100
- B+ = 87-89
- B = 80-86
- C+ = 77-79
- C = 70-76
- D = 60-69
- F = below 60

Grading Summary

- A = Outstanding work
- B = Good work
- C = Satisfactory work
- D = Poor work
- F = Failing work

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 and 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. **If you have not heard from me in 24 hours, contact me, it is possible I have a filtering issue.**
- 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. **Frequently links are moved to other web addresses which will cause links not to work.**
- 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. Please note that you will be responsible for any weekly information that is posted on the site. 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: cindy.pope@gse.rutgers.edu 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 be available for posting on on-line classes or for submitting to me a one hundred word e-mail highlighting the top points made in the recorded archives of live classes. Two points will be issued for a maximum of 10 extra credit points.**

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 and peer discussions, etc.
- Use study guide resources, including PowerPoint presentations and chapter reviews, to help you engage with and understand the content that is presented throughout the semester.
- Participate in online discussions on our eCollege website to illustrate your understanding of weekly readings and how they connect to your own lives,
- Use Thinkfinity 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://academicintegrity.rutgers.edu>. 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.

Disability Accommodation Policy

"Rutgers, the State University of New Jersey abides by the Americans with Disabilities Act of 1990, the Americans with Disabilities Act Amendments (ADAA) of 2008, and Sections 504 and 508 which mandate that reasonable accommodations be provided for qualified students with disabilities and accessibility of online information. If you have a disability and may require some type of instructional and/or examination accommodation, please contact me early in the semester so that I can provide or facilitate in providing accommodations you may need. If you have not already done so, you will need to register with the Office of Disability Services, the designated office on campus to provide services and administer exams with accommodations for students with disabilities. The Office of Disability Services is located in Lucy Stone Hall, Livingston Campus, 54 Joyce Kilmer Ave., Suite A145, phone number 848-445-6800. I look forward to talking with you soon to learn how I may be helpful in enhancing your academic success in this course."

For details visit: <http://disabilityservices-uw.rutgers.edu/faculty.html>

Contact Information

Anyone who hasn't received listserv emails from marie.pavelchak@gse.rutgers.edu, Administrative Coordinator should contact her directly as these messages contain important notices such as class cancellations and updates. Please make certain that the GSE has current contact information for you.

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 one response 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 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 one final blog entry of a least 350 words that documents your teacher beliefs about what you have learned pedagogically and technologically throughout the course.
2. The blog entry should reflect on what you learned 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 blog for this class, make connections to the module readings/guiding questions and cite author's work appropriately. You are invited to look at other student's posts before responding. If you are among the first to post, you may edit your posts to reflect some of the collaborative input that you see.
3. Illustrate your ideas and enhance your blog by adding links, images, video, multimedia, etc. I advise using Blogger if you want to create a new blog site. View this [video](#) to create a blog and sign up with a Google account.
4. You are encouraged to make a final reflective *screencast* linked to your blog site using www.screencastomatic.com

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 K-Adult 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. If you choose a platform other than [Wikispaces](#) (\$1 or [Free Upgrade](#)), <http://www.wix.com>, [Word Press](#) or [Google Sites](#), I would like to approve 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 (uploaded to your eCollege dropbox); (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 (chat/blog/discussion), 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 1- 6. **The final phase 4 is the completed Technology Implementation Unit Template which is a plan for several technology integrated lessons including content standards and at least one assessment for the unit theme. For example, teaching opinion writing in Grade 7 language arts.**

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>,

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

Google Resources. We will use Google Docs for document sharing as needed. This is a helpful video: <http://youtu.be/OAfzcYWh5Gg>

SUPPLEMENTAL RESOURCES TO USE WITH EACH MODULE

SUPPLEMENTAL RESOURCES TO USE WITH EACH MODULE	
Module 1	Readings Zimnas, A., Kleftouris, D. & Valkanos, N. (2009). <i>IDEL - A simple Instructional Design Tool</i> . Retrieved from World Academy of Science and Technology website.
Module 2	Readings Koehler, M. J. & Mishra, P. (2009). What is technological pedagogical content knowledge? <i>Contemporary Issues in Technology and Teacher Education</i> , 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 <i>The Cambridge Handbook of Personal Relationships</i> (pp. 709-723). Oxford: Blackwell. http://tinyurl.com/248dl75

	<p>Nardi, B.A. & Schiano, D.J., Gumbrecht, M. & Swartz, L. (2004). Why we blog. <i>Communications of the ACM</i>, 47(12), 41-46.</p> <p>Siegle, D., (2010) Cloud computing: A free technology option to promote collaborative learning, <i>Gifted Child Quarterly</i>, 33 (4) pp. 41-45.</p> <p>Websites Examples of Educational Podcasts Examples of Educational Blogs Examples of Educational Wikis</p>
Module 4	<p>Readings Hodell, C. (2011) From the Ground Up, (Chapter 9, pp. 79-101), Chelsea, MI: Sheridan Books, Inc. Also available in eCollege Document Sharing.</p> <p>Moersch, C. (2011). Turning Up the H.E.A.T. on Student Learning: Assessing 21st Century Skills in Classrooms Today. <i>Educational Technology</i>, 51(3), 43-46.</p> <p>Websites Quia (create activities/quizzes) Edmodo http://www.edmodo.com/home Safe Strategies to Engage in Social Media</p> <p>Websites Dept of Ed Bill A592 (student consent) Acceptable Use Policies</p> <p>Video 3 Steps to 21st Century Learning</p>
Module 5	<p>Reading 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), <i>Handbook of special education technology research and practice</i>. Whitefish Bay, WI: Knowledge by Design, Inc.</p> <p>Websites Using IPADS in Evaluations Clickers: Students & Teachers Speak</p>
Module 6	<p>Reading Ertmer et al. (2011) Teacher beliefs and technology integration practices: A critical relationship, <i>Computers and Education</i>, Volume 59, Issue 2, 423-435. Retrieved from http://www.edci.purdue.edu/ertmer/docs/AERA06_TchrBeliefs.pdf (See eCollege Doc Sharing)</p> <p>Rodriguez, G., & Knuth, R. (2000) Critical issue: Providing professional development for effective technology use,</p>

<p>North Central Regional Educational Laboratory, http://www.ncrel.org/sdrs/areas/issues/methods/technlgy/te1000.htm</p> <p>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. <i>Journal of Systemics</i>,</p> <p>Videos I Need My Teachers to Learn</p> <p>PLN: Your Personal Learning Network</p> <p>Leadership Lessons from Dancing Guy</p> <p>Lesson Plans Building On-Line Classroom Communities</p>

Tentative Course Schedule Jan 22-May 10/Spring Recess Mar 16-24

Week	Topic & Guiding Questions	Readings and Resources	Due
1 Jan 22- Jan 27-	<p>MODULE 1: Introduction</p> <p>What are current state and national standards for educational technology?</p> <p>What are 21st Century skills and why are they important?</p> <p>What are the needs of 21st Century learners?</p> <p>In what ways can technology meet the needs of 21st century learners?</p>	<p>Websites 2009 New Jersey Core Curriculum Content Standards</p> <p>National Educational Technology Standards (NETS) for Students, Teachers, and Administrators</p> <p>Partnership for 21st Century Skills</p> <p>View Video Pay Attention</p> <p>Complete Student Questionnaire</p> <p>Read & View Power Points - Schrum & Levin Chapters 1-2 Richardson Chapter 1</p>	<p>Thinkfinity Intro (Jan 25); One Reply (Jan 27)</p> <p>Complete Student Questionnaire (Jan 25)</p> <p>Begin TIP Step 1 Explore Websites</p>

<p>2-3 Jan 28-- Feb 10</p>	<p>MODULE 2: Setting the Stage and Establishing a Framework</p> <p>What knowledge, skills, and dispositions do teachers and students need in order to be successful in today's 21st Century, Digital Age society?</p> <p>What are the qualities and characteristics of a successful 21st Century learners and teachers?</p> <p>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?</p> <p>MODULE 2: Setting the Stage and Establishing a Framework Continued</p> <p>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?</p> <p>NETS for Teachers 1(a)(d), 3(a-d), 4c, 5(a-d)</p> <p>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</p>	<p>Readings and Power Point Schrum & Levin Chapter 3</p> <p>Moersch Turning Up the H.E.A.T. on Student Learning: Assessing 21st Century Skills in Classrooms Today</p> <p>Zhao, Y., Pugh, K., Sheldon, S. & Byers, J. (2002). Conditions for classroom technology innovations. <i>Teachers College Record, 104(3)</i>, 482-515.</p> <p>Websites A.D.D.I.E. Model (Wikipedia)</p> <p>Instructional Design Basics</p> <p>Videos Introduction to LOTI</p> <p>ADDIE VIDEO</p> <p>Richardson Video</p> <p>Jukes Video</p> <p>Instructional Design Video</p> <p>Holan Multimedia Video Password Summer12</p> <p>Conditions for Classroom Technology Innovation Part 1: The Innovator; Part II: The Innovation; Part III: The Context</p>	<p>Discussion Post #1 (Feb 2); One Reply (Feb 5)</p> <p><i>Website Project</i> Proposal (Feb 9) Submit to Module 2 Drop Box</p>
<p>4-6 Feb 11- Mar 3</p>	<p>MODULE 3: Why Online Communication and Collaboration?</p> <p>What new technologies and tools support online communication and collaboration? How do these to tools work? What are the advantages and disadvantages to using these tools?</p> <p>How might online communication and collaboration support and/or hinder teaching and learning?</p>	<p>Read and View Power Points Richardson Chapters 2, 3, 4 & 6</p> <p>Websites Rules of Good Design (full web site design online course)</p> <p>Social Networking Goes to School (links to tools)</p> <p>NJ Dept. of Ed. Technology Toolbox (links to web resources)</p>	<p>Discussion Post #2 (Feb 17) & One Reply (Feb 20)</p> <p>Complete TIP Step 1 Post the TIP Lesson idea that you will develop in your Thinkfinity PLC (Feb 24) Give feedback to two others (Feb 27). Website Draft Link Post in Thinkfinity By (Feb 24)</p> <p>Give Website Feedback to Two Classmates By (Feb 27)</p>

	<p>How can Web 2.0 tools be used to support higher-order thinking, engaged learning, and authentic learning?</p> <p>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?</p> <p>What are the four principle web design elements and how would you address them in your web site?</p> <p>NETS for Teachers 1(a)(d), 3(a-d), 5(a-d)</p> <p>NJ Professional Standards for Teachers: 4.2, , 4.4.,4.5, 4.10, 8.1, 8.3, 8.4</p>	<p>View Videos Loti Examples to View (Choose 1-2) Kindergarten Classroom High School Lesson Secondary Math</p> <p>WikiSpaces in 10 Minutes</p> <p>WORD PRESS VIDEO</p>	<p><i>Website Project</i> Rubric due (Mar 3) Submit to Module 3 Drop Box</p>
7-9 Mar 4- Mar 31	<p>MODULE 4: New Technologies for Teaching and Learning</p> <p>How can technology be used to support subject/content matter learning?</p> <p>What kinds of technological resources exist to support technology integration in your field of study?</p> <p>What needs to be taken into consideration when using technology with a broader audience?</p> <p>What resources exist to support safe uses of technology?</p> <p>How do you distinguish between instructional goals and objectives?</p> <p>NETS for Teachers 1(a)(d), 2(a)(c), 3(a-d), 5(a-d)</p> <p>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</p>	<p>Read and View Power Points Schrum & Levin Chapters 4 & 5</p> <p>Richardson Chapters 5, 7 & 8</p> <p>Design & Development Readings Read Objectives Hodell, C. (2011) From the Ground Up, (Chapter 9, pp. 79-101), Sheridan Books, Inc</p> <p>Video Richardson Video</p> <p>Website Internet Safety</p>	<p>Mid Course Reflection Due (Mar 8)</p> <p>Discussion Post #3 (Mar 11) & One Reply (Mar 14)</p> <p>Website Project Completion and Reflection due (March 25) Submit Module 4 Drop Box Post link on eCollege Webliography</p>
10-12 Apr 1- April 21	<p>MODULE 5: Evaluating the Use of New Technologies</p> <p>What are the stages to technology adoption?</p> <p>What internal site-based resources can promote and support technology integration?</p>	<p>Readings Rose, D. H., Hasselbring, T. S., Stahl, S., & Zabala, J. (2004). Assistive technology and universal design for learning: Two sides of the same coin</p> <p>Schrum & Levin Chapter 6 View Power Point</p>	<p>TIP Step 2: TIP proposal Submit to Module 5 Drop Box (Apr 7)</p> <p>Discussion Post # 4 (Apr 14) One Reply (Apr 17)</p>

	<p>How can governmental and organizational guidelines drive technology quality standards and adoption timelines?</p> <p>What technology tools can be used to make formative and summative assessments of learning, teaching and leading?</p> <p>What is the evidence of successful technology adoption?</p> <p>NETS for Teachers 1(a)(b)(d), 2(a), 3(a-d), 5(a-d)</p> <p>NJ Professional Standards for Teachers: 4.2, 4.3, 4.4, 5.7</p>	<p>Turning Up the H.E.A.T. on Classroom Walkthroughs</p> <p>NJ State Technology Plan</p> <p>National Technology Plan Summary</p> <p>View Video Universal Design for Learning</p>	
<p>13-15 April 22- May 10</p>	<p>MODULE 6: Leadership and Professional Development</p> <p>NETS for Teachers 3(a-d), 4 (a), (c) ,(d),5(a-d)</p> <p>NJ Professional Standards for Teachers: 8.3, 8.4, 8.6,10.1, 10.2, 10.3, 10.4, 10.5</p>	<p>Read and View Power Points Schrum & Levin Chapters 7& 9</p> <p>Richardson Chapter 9</p> <p>Ertmer et al. Teacher beliefs and technology integration practices: A critical relationship, (See eCollege Doc Sharing)</p> <p>Website Professional Development: Individual Plans 21</p>	<p>TIP Step 3: TIP Unit Template Draft post in Thinkfinity PLC (Apr 27) post template in Module 6 Drop Box</p> <p>TIP Step 3: TIP Unit Template Give feedback to two others in Thinkfinity by (May 3)</p> <p>Discussion Post #5 (Apr 26) & One Reply (Apr 29)</p> <p>TIP Step 4: Finalize TIP Unit Plan; Finalize TIP Unit Plan by (May 10) Submit to Module 6 Drop Box</p> <p>Blog Entry in Thinkfinity = Final Reflection (May 6)</p>
	<p>Learning Communities & Networks</p> <p>NETS for Teachers 3(a-d), 4 (a), (c) ,(d),5(a-d)</p> <p>NJ Professional Standards for Teachers: 10.1, 10.2, 10.3, 10.4, 10.5</p>	<p>Personal Learning Network Video</p>	<p>Student Questionnaire (May 6) Submit Online</p>

Revised 1/13/13 cp

www.ecollege.rutgers.edu