

Syllabus
Introduction to Teaching with Digital Tools
15:255:503:91

Fall 2014
Revised: August 27, 2014

Instructor Information

Dr. Debbie Beaudry
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Office Hours:

Office hours are available by appointment. Please email the instructor to schedule a time for a phone, Skype, or Elluminate session.

Course Delivery: 100% online

Course Description:

The course was developed based on the philosophy that knowledge is socially constructed and that students and teachers learn best when *learning by doing*. While participating in this course, students will have various opportunities to engage in both individual and collaborative, project-based activities that emphasize learning through inquiry. They will explore theories of learning and how they inform the effective uses of technology in K-12 environments. Additionally, students will investigate what the latest research has to say about the integration of technology in K-12 classrooms, 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 students in a variety of project-based activities throughout the semester, this course will introduce them to the various ways that new technologies are challenging traditional ways of communicating and learning. Students will be introduced to various online communication and collaboration tools while exploring how these new technologies are changing the teaching landscape. The course will also introduce students to the potential challenges and benefits that arise from these changes.

Important Dates:

This course begins on September 2 and ends on December 17, 2014.

Required Textbooks & Materials:

- 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

- ISTE Standards (formerly NETS) national technology standards for students, teachers, administrators, and coaches.
<http://www.iste.org/STANDARDS>
- New Jersey Core Curriculum Content Standards: <http://njcore.org/standards/statestand>

Optional 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, may be provided by the course instructor or require that you download from the Rutgers Libraries

Course Objectives:

Upon successful completion of the course, you will be able to

1. Design an educational website that illustrates a working knowledge of online collaborative tools (e.g., wikis, 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.

Assignments

All written assignments must be submitted via the eCollege Dropbox.

Assignment	Percentage of Grade
Online discussions	30

1. Introduction	
2. Social bookmarking & website evaluation	
3. Locate & critique a technology integrated lesson plan	
4. Social networking	
5. Barriers to integrating educational technology	
6. Leadership & professional development	
Peer feedback	5
Blog	5
Website design project	30
Technology implementation project	30

Grading Response Time

Assignments should be graded within one week of the due date. Assignments that are lengthy may take longer to grade.

Grading Scale

Final grades will be assigned according to the following scale:

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

Late Submission Policy

Due dates for each module are published on the course calendar. Assignments, discussion board posts, discussion board replies, projects, and peer feedback submitted after the due date will automatically receive a 10% deduction. If you experience an unavoidable personal situation that prevents you from completing work on time, please contact me *prior* to the assignment due date to request an extension.

Communication Policy

If you have questions or concerns, please email me anytime at debbie.beaudry@rutgers.edu or you may text me between 7:00 a.m. and 9:00 p.m. at 201-381-0488. Please include your name in your text message. My goal is to respond to emails and text messages within 24 hours.

Video Conference or Telephone Meetings

For more complex questions or issues, please email me to schedule a telephone call or video conference. Times are available evenings and weekends. Video conferences can take place using Elluminate or Skype.

Participation Policy

Your active participation in this course is vital to the course and to your learning. This means that you need to:

- Log into eCollege class website three times a week to check for any new announcements and changes.
- Participate in online discussions to illustrate your understanding of weekly readings and how they connect to your own life,
- 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.

Online Course Site

This is a fully online course which can be accessed through <https://onlinelearning.rutgers.edu/ecollege>

Technology Policy

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 eCollege 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. Technology is not always reliable and can fail. All Rutgers students have access to a Google drive which provides cloud storage of up to 30 MB. You'll need to login through your Scarlet Mail email address. The Google drive could serve as your back-up location for your class projects or as your primary workspace. This website provides instructions on how to add a Google drive to your computer: <https://tools.google.com/dlpage/drive>
- **Double-check work.** Make sure assignments are uploaded and posts are submitted.

Technical Assistance

eCollege technical assistance is available 24 hours a day, 7 days a week at:

help@ecollege.rutgers.edu
877-778-8437

Other technical support
New Brunswick Computing Help Desk
Hill Center, Room 013
848-445-HELP
helpdesk@nbc.rutgers.edu

Required technological skills:

- Ability to utilize eCollege
- Ability to learn how to create a personal website

Required equipment / materials:

- Computer that has all requirements needed to use eCollege:
<https://onlinelearning.rutgers.edu/technical-requirements>
- Computer with Internet access and speakers or headsets
- Software that can save a file in the format of Microsoft Word or PDF

Time Commitment

To be successful in this course, we estimate that you will need to commit to at least 9 hours of coursework per week for the fifteen-week semester. Some weeks will require more time, some less. This is the standard expectation for a 3-credit course.

Attendance and Participation Policy

There are no on-campus meetings for this class. You are expected to login to the course at least three times per week to ensure you do not miss pertinent postings, messages, or announcements.

Participation in the course discussion boards is required. Unless otherwise stated, you will be required to post one original response and reply to at least two of your classmates for each

discussion board assignment. To ensure that we have a productive discussion, you are required to post by the specified due dates.

Dropping the Course

In order to withdraw from a course, it is not sufficient to stop posting assignments or contributing to discussion. In accord with university policy, students wishing to withdraw from a course must do so formally through the Registrar's office. It is the student's responsibility to complete all forms. If this is not done, the instructor must assign a grade of F at the end of the semester.

Netiquette

"Netiquette" is network etiquette, the dos and don'ts of online communication. When posting to our discussion board or communicating with others in our class, please remain courteous. Below are the guidelines we will follow in this course.

- Be professional and courteous
- Be respectful of other points of view
- Avoid using slang and abbreviations because they can lead to misinterpretation
- Do not capitalize all letters because this suggests shouting
- Think and proofread before you submit

Academic Integrity

Students at Rutgers University are expected to maintain the highest ethical standards. The consequences of academic dishonesty, including cheating and plagiarism, are very serious. Rutgers' academic integrity policy is at academicintegrity.rutgers.edu.

Multimedia presentations about academic integrity may be found at <http://www.scc.rutgers.edu/douglass/sal/plagiarism/intro.html> and http://wps.prenhall.com/hss_understand_plagiarism_1/0,6622,427064-,00.html

Serving Students with Disabilities

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the Office of Disability Services web site at: <https://ods.rutgers.edu/students/registration-form>.

Rutgers University Libraries

Many library resources are available online. You will be required to download scholarly articles through the Libraries databases. Assistance is available through phone, email and chat. Information about the library can be found here: <http://libguides.rutgers.edu/intro>

Please review this 2-minute video about the library online resources:
<http://www.youtube.com/watch?v=iJvFVqjz8Dg>

Course Schedule
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Note that additional required readings and resources will be identified within our course in eCollege.

Week	Topic & Guiding Questions	Textbook Readings	Assignments	Due Dates
1 Sept. 2 – Sept. 7	MODULE 1: Start Here What are current state and national standards for educational technology? What are 21 st Century skills and why are they important? What are the needs of 21 st Century learners? In what ways can technology meet the needs of 21 st century learners?	Schrum & Levin: Chapters 1-2 Richardson: Chapter 1	Discussion Post #1 Introduction	Initial post: Sept. 4
			Student questionnaire	2 response posts: Sept. 8
			Send your phone number	Sept. 8
			Course Intro Quiz	Sept. 8
			TIP Step 1	Don't need to submit anything
2-3 Sept. 8 –	MODULE 2: Setting the Stage and Establishing a Framework	Schrum & Levin: Chapter 3	Discussion post #2 Social bookmarking &	Initial post: Sept. 11

<p>Sept. 21</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?</p> <p>What supports and hinders the successful integration of technology in K-12 classrooms?</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</p> <p>1(a)(d), 3(a-d), 4c, 5(a-d)</p> <p>NJ Professional Standards for</p>		<p>website</p>	<p>2 response posts: Sept. 14</p>
			<p>TIP Step 2 & Parent Letter posted to discussion board</p>	<p>Sept. 21</p>

	Teachers 4.2, 4.4., 4.10, 8.1, 8.3, 8.6, 10.1, 10.2, 10.3, 10.4			
4-5 Sept. 22 – Oct. 5	<p>MODULE 3:</p> <p>Why Online Communication and Collaboration?</p> <p>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?</p>	Richardson: Chapters 2, 3, 4 & 6	<p>Discussion Post #3</p> <p>Locate and critique a technology integrated lesson plan</p>	<p>Initial post:</p> <p>Sept. 25</p> <p>2 response posts: Sept. 29</p>
			<p>Website project proposal</p> <p>Website project rubric</p>	<p>Oct. 6</p>

	<p>How might online communication and collaboration support and/or hinder teaching and learning?</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>			
6-9	<p>MODULE 4:</p> <p>New Technologies for</p>	Schrum & Levin:	Discussion Post #4 Social	<p>Initial post:</p> <p>Oct. 9</p>

Oct. 6 – Nov. 2	<p>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>	Chapters 4 & 5 Richardson: Chapters 5, 7 & 8	networking	2 response posts: Oct. 13
			Create draft website and post on webliography	Oct. 27
			Peer feedback	Nov. 2

<p>10-11</p> <p>Nov. 3 – Nov. 16</p>	<p>MODULE 5:</p> <p>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>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</p> <p>1(a)(b)(d), 2(a), 3(a-d), 5(a-d)</p>	<p>Schrum & Levin:</p> <p>Chapter 6</p>	<p>Discussion post #5</p> <p>Barriers to integrating educational technology</p> <p>TIP Step 3: Submit complete TIP Unit Plan</p>	<p>Initial post: Nov. 6</p> <p>2 response posts: Nov. 9</p> <p>Nov. 16</p>
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	NJ Professional Standards for Teachers: 4..4.3, 4.4, 5.7			
12-15 Nov. 17 – Dec. 14	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	Discussion post #6 Leadership & professional development	Initial post: Nov. 20 2 response posts: Nov. 23
			Complete website to match with proposal and rubric	Dec. 8
			Post link to your blog in webliography.	Dec. 15
			Complete course questionnaire	Dec. 17

