

**Graduate Education Mission**

*The mission of the Graduate Education Department at Wilkes University is to provide the educational community with opportunities to become leaders in classroom instruction and in the administration of schools. As such, the Graduate Education Department seeks to promote the highest levels of intellectual growth and career development through a collaborative environment that supports teaching in a diverse learning environment, while valuing commitment to the educational communities it serves.*

ED Number <b>ED530</b>		Course Title <b>Utilizing Emerging Technologies to Improve Learning</b>	
Section/Semester <b>CRN 11137 OAB</b>	Location <b>LIU Tech Center 300 East Seventh Avenue York, PA 17404</b>	Meeting Times <b>Mondays, Jan 20-Apr 14, 2014 4:30 pm - 8:00 pm</b>	

**Instructor Contact Information**

Instructor Name <b>Douglas J. Tyson</b>		Office Hours (if applicable) <b>Before and after class</b>	
Phone Number <b>717-855-3311</b>	E-mail <a href="mailto:tyson.doug@gmail.com">tyson.doug@gmail.com</a>	Best time(s) to be contacted <b>Anytime by email</b>	

**Course Description**

**This course provides an overview of the emerging technologies that can be used to improve teaching and learning. Students will explore, apply, and evaluate a variety of emerging technologies and their utilizations for teaching, learning, curriculum decision-making, and diverse learning needs. Students will also explore and demonstrate the ethical and legal implications of using such technologies in education.**

**Graduation Reminder to Students:**

If this is the final semester of your program and you will be completing all requirements for the master's degree, you must register for the graduation audit (GRD-OOOB). For more information go to: <http://www.wilkes.edu/pages/589.asp>. Scroll to the Graduate Education section at the bottom of the page and click on the current semester link. You'll find the graduation audit information at the top of the current semester schedule. Be sure to check with your advisor before registering for graduation to ensure that you will meet all of the program requirements.

**Recommended Textbook(s) & Readings**

Richardson, W. (2010), *Blogs, Wikis, Podcasts, and Other Powerful Web Tools for Classrooms (3<sup>rd</sup> ed.)* Thousand Oaks, CA: Corwin Press. \*

**\* There is no required textbook for this course. Required readings are listed in the course through D2L. You will be able to complete the course without purchasing the recommended book listed below, but it would serve as a useful reference should you decide to purchase it.**

**Recommended Reading List or Resources**

American Psychological Association. (2010). *Publication manual of the American Psychological*

Association (6<sup>th</sup> ed.). Washington, DC: Author.\*

D'Souza, Q. (2007). *100 Web 2.0 Ideas for Educators: A Guide to RSS and more*. Retrieved from <http://www.teachinghacks.com/audio/100ideasWeb2educators.pdf>

#### **APA Online References:**

<http://apastyle.apa.org/>

<http://owl.english.purdue.edu/owl/resource/560/01/>

email [apasupport@wilkes.edu](mailto:apasupport@wilkes.edu) with any APA questions

go to <http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>

\* You will be able to complete the course without purchasing these books, but they would serve as useful references should you decide to purchase them.

## **Student Learning Objectives & Evidence of Student Learning**

### **Institutional Student Learning Outcomes (ISLO)**

Students will develop and demonstrate through coursework, learning experiences, co-curricular and extracurricular activities:

1. the knowledge, skills, and scholarship that are appropriate to their general and major field areas of study.
2. effective written and oral communication skills and information literacy using an array of media and modalities.
3. practical, critical, analytical, and quantitative reasoning skills.
4. actions reflecting ethical reasoning, civic responsibility, environmental stewardship, and respect for diversity.
5. interpersonal skills and knowledge of self as a learner that contribute to effective team work, mentoring, and life-long learning.

### **School of Education Learning Outcomes (SELO)**

Education students will develop and demonstrate the following learning outcomes as appropriate to their selected level and field:

1. the knowledge, skills, and scholarship appropriate in their chosen field of study;
2. effective written and oral communication skills;
3. information literacy that fosters intelligent and active participation in the educational community;
4. technical competence and pedagogical skill to infuse technology in support of the teaching and learning process;
5. practical, critical, and analytical thinking strategies;
6. the ability to make informed decisions based on accurate and relevant data;
7. actions reflecting integrity, self-respect, moral courage, personal responsibility, and the ability to understand individual differences in order to meet the needs of the students and communities served
8. collaborative skills that promote teamwork.

### **Graduate Education Student Program Outcomes (GEPO)**

1. The student will develop the knowledge, skills, and scholarship that are appropriate to the educational program.
2. The student will demonstrate effective written and oral language skills appropriate to knowledge acquisition and professional responsibilities of the discipline.
3. The student will demonstrate data driven decision-making skills.
4. The student will demonstrate an understanding of diversity by applying differentiation to the educational process.
5. The student will understand the critical role of collaboration in creating an effective educational process.

The students will attain the listed learning objectives by completing the key instructional assignments, activities, or assessments as evidence of learning in this course.

<p align="center"><b>Student Learning Objectives</b></p> <p><b>The students will:</b></p>	<p align="center"><b>ISLO SELO GEPO CTPO ITSPO</b></p>	<p align="center"><b>Evidence of Learning</b> ~ Key Instructional Assignments, Activities, or Assessments ~</p>
<p><b>Examine the role of emerging technologies in enhancing teaching and learning processes.</b></p>	<p>ISLO (1) SELO (1, 4) GEPO (1) CTPO (3) ITSPO (1, 2)</p>	<p>Forum 1.2F: Web 2.0 Video Reflections Forum 3.5F: Google Maps &amp; Earth Discussion Forum 4.1F: RSS Reflections Forum 5.1F: Blogging in Education Forum 8.1F: Podcasting Subscriptions Forum 8.2F: Podcasts in Education Forum 7.1F: Online Media Forum 6.1F: Wikis Forum 9.1F: Teacher Tools using Web 2.0 Forum 10.1F: Social Networking and Bookmarking Forum 11.1F: Virtual Frontiers</p>
<p><b>Develop model lessons using emerging technologies to facilitate active student learning.</b></p>	<p>ISLO (1, 3) SELO (1, 4) GEPO (1) CTPO (1, 2, 3) ITSPO (7)</p>	<p>Unit 3.1A: Google Account Unit 3.2A: Google Calendar Unit 3.3A: Google Docs and Spreadsheet Forum 3.5F: Google Maps &amp; Earth Discussion Forum 4.1F: RSS Reflections Forum 5.1F: Blogging in Education Forum 6.2F: Podcasts in Education Forum 9.1F: Teacher Tools using Web 2.0</p>
<p><b>Present curricular information using emerging technologies.</b></p>	<p>ISLO (1, 3) SELO (1, 4) GEPO (1, 5) CTPO (1, 2, 3) ITSPO (1, 2)</p>	<p>Unit 3.3A: Google Docs and Spreadsheet Unit 3.4A: Google Custom Search Engine Unit 3.5A: Google Maps Unit 3.7A: Google Earth Unit 4.1A: RSS: Subscribing to a News Aggregator Unit 5.2A: Blog Creation and Maintenance Unit 7.1A: Online Media Review Unit 6.2A: Wiki creation Unit 10.1A: Twitter</p>
<p><b>Design whole group, small group, and individual instruction using emerging technologies.</b></p>	<p>ISLO (1, 3) SELO (1, 4) GEPO (1, 5) CTPO (1, 2, 3) ITSPO (2, 3)</p>	<p>Unit 2.1A: Social Bookmarking Account Creation Unit 10.1A: Social Bookmarking Account Maintenance Unit 4.1A: RSS: Subscribing to a News Aggregator Unit 3.3A: Google Docs and Spreadsheet Unit 3.4A: Google Custom Search Engine Unit 3.5A: Google Maps Forum 3.4F: Google Mashups Unit 3.7A: Google Earth Forum 4.1F: RSS Reflections Unit 7.1A: Online Media Review Unit 6.2A: Wiki creation</p>
<p><b>Design developmentally appropriate instruction using emerging technologies to support diverse learning needs.</b></p>	<p>ISLO (1, 3, 4) SELO (1, 4, 7) GEPO (1, 5) CTPO (1, 2, 3) ITSPO (2)</p>	<p>Unit 3.3A: Google Docs and Spreadsheet Forum 3.1F: Using Google Apps in the Classroom Forum 3.4F: Google Mashups Unit 3.7A: Google Earth</p>
<p><b>Demonstrate ethical and legal use of emerging technologies in education.</b></p>	<p>ISLO (4) ITSPO (5)</p>	<p>Forum 2.1F: Form, Content, and Copyright Forum 6.1F: Wikis Unit 6.1A: Wikipedia entry</p>



<b>PROGRAM MISSION</b> <b>Instructional Technology Specialist</b>		
Provide professionals with opportunities to become managers and integrators of technology services within schools.		
<b>*IT Program Outcomes</b>	<b>**Student Learning Outcomes</b>	<b>Evidence of Learning</b>
<p>Program Outcome 1:</p> <p>To demonstrate the ability to inspire, lead development and implementation of a shared vision for comprehensive integration of technology to promote excellence and support transformation throughout the organization.</p>	<p>Students will ...</p> <p>I. B. Integrating technology into curricular planning and instructional design</p> <p>III. D. Communicating effectively with parents/guardians, other agencies and the community at large to support learning by all students</p>	<p>ED 583 - Course Unit - Course Unit Rubric</p> <p>ED 587 - School Board Presentation - Oral Presentation Rubric</p>
<p>Program Outcome 2:</p> <p>To create, promote, and sustain a dynamic, digital-age learning culture that provides a rigorous, relevant, and engaging education for all students.</p>	<p>Students will ...</p> <p>I. A. Identification, selection, installation and maintenance of technology infrastructure, and hardware and software applications for school administration and instruction</p> <p>I. D. Research, problem solving and product development of technological applications</p> <p>II C. Selecting, implementing and adapting technology to teaching methodologies, curriculum resources and administrative functions in collaboration with other educators and integrating a variety of software, applications, and learning tools</p>	<p>ED 588 - Unit Tasks - Checklist</p> <p>ED 588 - Trends Paper - WC rubric</p> <p>ED 583 - Formal Courseware Project - Courseware Project Rubric</p> <p>ED 5082 - Unit 9 Assignment - Assignment Rubric</p> <p>ED 5081 Unit 6 Assignment - Assignment Rubric</p>
<p>Program Outcome 3:</p> <p>To promote an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources.</p>	<p>III C. Collaborating with school colleagues to enhance student, teacher and administrative capabilities and improve student learning</p>	<p>ED 530 - Wiki Creation Project - Wiki &amp; Research Tool Rubric</p>
<p>Program Outcome 4:</p> <p>To provide digital-age leadership and management to continuously improve the organization through the effective use of information and technology resources.</p>	<p>II.E. Developing leadership techniques for working with all levels of the educational community and to manage and administer instructional technology programs at the building and district levels</p> <p>I.C. Management and administration of technology programs at the building, district and regional levels</p> <p>II.A. Managing instructional technology services</p> <p>III. A. Professional organizations, publications and resources</p> <p>II.D. Selecting, developing and administering assessments that utilize technological applications and involve multiple indicators of student progress and using technology to maintain records on student achievement</p>	<p>ED 587 - Leadership Reflection Paper - Leadership Reflection Paper Rubric</p> <p>ED 588 - Unit Tasks 7-10 - Checklist</p> <p>ED 588 - Unit 123 Troubleshooting Report - WC Rubric</p> <p>ED 5080 - Final Project - Assignment Rubric</p>
<p>Program Outcome 5:</p> <p>To model and facilitate understanding of social, ethical and legal issues and responsibilities related to an evolving digital culture.</p> <p><b>*National Educational Technology Standards for Administrators, Second Edition ©2009, ISTE® (International Society for Technology in Education), <a href="http://www.iste.org">www.iste.org</a> &lt;<a href="http://www.iste.org">http://www.iste.org</a>&gt; . All rights reserved.</b> <b>**PDE Instructional Technology Specialist Standards</b></p>	<p>III. B. Integrity and ethical behavior, professional conduct as stated in Pennsylvania's Code of Professional Practice and Conduct for Educators; and local, state, and federal laws and regulations.</p>	<p>ED 577 - Legal and Ethical Issues Assignment - Quiz and Assignment Rubric</p>

<b><u>CT program Mission/Goal:</u></b>		
Prepare educators to integrate technology into their curriculum and update their computer skills.		
<b>*CT Program Outcomes</b>	<b>*Student Learning Outcomes</b>	<b>Evidence of Learning</b>
Core Competency 1:  <b>*Student Learning and Creativity</b> Professionals use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.	a. promote, support, and model creative and innovative thinking and inventiveness.  b. engage students in exploring real-world issues and solving authentic problems using digital tools and resources.  c. promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes.  d. model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments.	
Core Competency 2:  <b>*Digital Learning</b> Professionals design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources that promote the use of technology to meet current academic needs.	a. design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.  b. develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress.  c. customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources.  d. provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching.	
Core Competency 3:  <b>*Information &amp; Technological Literacy</b> Professionals exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.	a. demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations.  b. collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation.  c. communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats.  d. model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning.	
Core Competency 4: <b>*Digital Citizenship and Responsibility</b>  Professionals understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.	a. advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources.  b. address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources.  c. promote and model digital etiquette and responsible social interactions related to the use of technology and information.  d. develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools.	
Core Competency 5: <b>*Professional Growth and Leadership</b>  Professionals continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.  *National Educational Technology Standards for Teachers, Second Edition ©2008, ISTE® (International Society for Technology in Education), <a href="http://www.iste.org">www.iste.org</a> < <a href="http://www.iste.org">http://www.iste.org</a> > . All rights reserved.	a. participate in local and global learning communities to explore creative applications of technology to improve student learning.  b. exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others.  c. evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning.  d. contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community.	

## Course Requirements & Assessments

### Activities to Support Course Objectives:

#### 1. Class Discussions (WC, TC, CA&R, IL)

Students are expected to participate in all unit discussions. Unit discussions are initiated by the course instructor and are designed to engage your thinking about the readings as well as your interaction with other students in the course. Discussions will occur in class in a face-to-face format. Each student is expected to give input, insight, and opinion during the Unit discussions.

#### 2. Class Module Assignments (WC, TC, IL)

See class schedule in syllabus and online class modules for specific assignments for each module

#### 3. Collaborative Project: Emerging Technology Integration Paper (WC, TC, CA&R, IL)

Using your present subject area and grade-level, focus on one type of emerging technology and develop a 5-6 page plan for designing an engaging classroom using the emerging technology identified. The paper should be contain a section of research that justifies the use of the emerging technology as an effective tool, with at least three credible resources, and a section that includes specific plan on how you would integrate the technology into your classroom, including specific goals, activities, timelines and evaluation of effectiveness. In addition, the final section of the paper should be a summary reflecting on the collaborative experience of the project.

The instructor will assign members into teams (with 2-3 members in each team) for this collaborative project. The team will collaborate on ideas, research and resources in creating their papers, and will peer edit each other's plan through Google Docs. Research will be gathered and shared using an online research notation tool, such as Zotero or Diigo. The research part of the paper may be written collaboratively or individually, while the individual integration plan should be written separately.

The professional development plan will be graded according to the Written Communication Rubric. The online research tool, and the Google Doc will be graded in part according to a collaboration rubric. The Skype assignment will be graded using the Oral Communication rubric.

Here is an excellent resource for writing your paper, see **APA Online References**, below. There are also some additional resources at the end of this syllabus.

### **Middle States Competencies addressed in assignments are indicated in parenthesis.**

Written communication (WC)

Oral communication (OC)

Scientific reasoning (SR)

Quantitative reasoning (QR)

Technological competence (TC)

Critical analysis & reasoning (CA&R)

Information literacy (IL)

<b>Formal Oral Presentation Scoring Rubric © Wilkes University, Master's Education Dept.</b>						Pts. Earned
Points/Proficiency	Advanced 4	Proficient 3	Basic 2	Below Basic 1		
Oral Skills						
Organization	Well-structured; material focused and ordered to make a unified point or effect.	Adequately structured; material ordered to make a general point or effect.	Somewhat structured; material is thematic, but point unclear.	Lacks structure; speaker provides little or no focus or order to the material.	No credit  Assignment not submitted	
Flow/Impromptu responses to Questions	Addresses questions carefully and thoroughly, integrating evidence and additional information in responses.	Adequately addresses questions.	Somewhat able to appropriately address questions.	Limited ability to appropriately address questions.		
Delivery	Voice, facial expression, body movements effectively and consistently engage listeners and support important points of presentation.	Voice, facial expression, body movements engage listeners and support important points most of the time.	Voice, facial expression, body movements sometimes engage listeners or support important points.	Voice, facial expression, body movements ineffective in engaging listeners or supporting important points.		
Language	Word choices clearly demonstrate an awareness of the listeners; language is deliberately chosen to aid the listeners' understanding and is appropriate for age, education, and background knowledge of the listeners.	Word choices demonstrate an awareness of the listeners; language is consistent and seems generally appropriate to the listeners' understanding of the subject.	Word choices indicate an awareness of the listeners; although the vocabulary is appropriate, the language seems chosen more for the speakers' convenience than the listeners' understanding.	Word choices fail to reflect an awareness of the listeners, because either the vocabulary of the reference to the listeners is inconsistent or inappropriate.		
Audio/Visual Materials	Audio/visual materials are polished; substantially supporting and enhancing presentation content.	Audio/visual materials how attempt at polish; adequately support presentation content.	Audio /visual materials basic; somewhat support presentation content.	Audio/visual materials lack polish; do not support presentation content.		

<b>Collaboration Scoring Rubric</b>						Pts. Earned
Points/Proficiency	Advanced 4	Proficient 3	Basic 2	Below Basic 1		
Leadership & Initiative	Group member provided leadership to the group by thoughtfully organizing and dividing the work, checking on progress, or providing focus and direction for the project.	Group member played an active role in generating new ideas, took initiative in getting tasks organized and completed and sought help when needed	Group member played a passive role, generating few new ideas; tended to only do what they were told to do by others, or did not seek help when needed	Group member played a passive role, generating no ideas; tended to only do what they were told to do by others, or did not seek help when needed	No credit	

Facilitation & Support	Group member would actively checked with others to understand how each member was progressing and how he or she may be of help.	Group member demonstrated willingness to help other group members when asked, actively listened to the ideas of others, and helped create a positive work environment.	Group member seemed unable or unwilling to help others, made non-constructive criticisms toward the project or other group members or was distracting other members.	Group member did not help others, made non-constructive criticisms toward the project or other group members or was distracting other members.	Assignment not submitted
Contributions & Work Ethic	Group member made up for work left undone by other group members, demonstrated willingness to spend significant time to complete the project. Contributions were above the requirements	Group member was prepared to work, met due dates by completing assignments/duties, and worked hard on the project a most of the time. If absent, other group members knew the reason and progress was not impeded. Contributions met the requirements.	Group member was often off task, did not complete assignments or duties, or had attendance problems that significantly impeded progress on project. May have worked hard but on unimportant parts of the project. Contributions met the requirements.	Group member was always off task, did not complete assignments or duties, or had attendance problems that impeded progress on project. May have worked hard but on unimportant parts of the project. Contributions were below the requirements.	

<b>Formal Writing Assignment Scoring Rubric © Wilkes University, Master's Education Dept.</b>						Pts. <b>Earned</b>
Written Communication	<b>Advanced 4</b>	<b>Proficient 3</b>	<b>Basic 2</b>	<b>Below Basic 1</b>	<b>No credit</b>	
<b>FOCUS</b> <i>The single controlling point made with an awareness of task (mode) about a specific topic.</i>	Sharp, distinct controlling point made about a single topic with evident awareness of task	Apparent point made about a single topic with sufficient awareness of task	No apparent point but evidence of a specific topic	Minimal evidence of a topic Incoherent	Assignment not submitted	
<b>ORGANIZATION</b> <i>The order developed and sustained within and across paragraphs using transitional devices including introduction and conclusion. APA style is utilized correctly.</i>	Sophisticated arrangement of content with evident and/or subtle transitions. In sections of the assignment specified in	Functional arrangement of content that sustains a logical order with some evidence of transitions. In sections of the assignment	Confused or inconsistent arrangement of content with or without attempts at transition. In sections of the assignment	Minimal control of content arrangement. In sections of the assignment specified in assignment instructions,*		

	assignment instructions,* APA style is utilized with 0 errors	specified in assignment instructions,* APA style is utilized with 1 to 4 errors	specified in assignment instructions,* APA style is utilized with 5 to 8 errors	APA style is utilized with 9 or more errors		
<b>STYLE</b> <i>The choice, use of arrangement of words and sentence structures that create tone and voice.</i>	Precise, illustrative use of a variety of words and sentence structures to create consistent writer's voice and tone appropriate to audience	Generic use of variety of words and sentence structures that may or may not create writer's voice and tone appropriate to audience	Limited word choice and control of sentence structures that inhibit voice and tone	Minimal variety in word choice and minimal control of sentence structures		
<b>CONVENTIONS</b> <i>The use of grammar, mechanics, spelling, usage and sentence formation.</i>	Evident control of grammar, mechanics, spelling, usage and sentence formation	Sufficient control of grammar, mechanics, spelling, usage and sentence formation	Limited control of grammar, mechanics, spelling, usage and sentence formation	Minimal control of grammar, mechanics, spelling, usage and sentence formation		

\* Assignment instructions will specify expectations for APA use, such as, completion of title page, reference page, abstract, etc.

## Graduate Education Course Policies

### Attendance Policy:

Students taking fully online courses or online courses with minimized face-to-face meeting times or residencies are required to check the course site regularly, participating in the daily work of the course. Online courses require students to participate in discussions and interact with their classmates through dialogue and reflection. Students are expected to follow the discussion guidelines and rubrics posted by the instructor. Discussion posts must occur within the timeline provided by the instructor. Discussions cannot be "made-up" after the due date. Late discussion posts will not be accepted and no points will be awarded for late posts.

In cases of emergency, students should contact the instructor to request an extension for a course deadline. The instructor reserves the right to set absolute due dates with no option for extension, and by default all assignment due dates are assumed to be absolute unless prior permission for an extension has been granted.

### Course Expectations & Late Work Policy:

All coursework will be completed and submitted when due in a manner consistent with the high expectations of a graduate level student. Late work may result in a point or grade reduction as communicated by the instructor.

### Required Reference Format:

All students are expected to follow the most current APA guidelines for giving credit to and citing Internet and non-internet sources and references. Please be aware that points will be deducted for reference citations that do not follow APA format or do not give due credit to all relevant sources, whether used as a reference or quoted directly. References will be cited within the body of the assignment, as well as on a separate reference page following APA format.

### Recommended Reference Text:

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author.

### Course Grading:

Grading Scale			
4.0	A	94-100%	Academic achievement of superior quality
3.5	B+	87-93%	Academic achievement of good quality
3.0	B	80-86%	Academic achievement of acceptable quality in meeting graduation requirements
2.5	C+	75-79%	Academic achievement of adequate quality but below the average required for graduation
2.0	C	70-74%	Academic achievement below the average required for graduation
0.0	F	Below 70%	Failure. No graduate course credit

A grade of "X" indicates assigned work yet to be completed in a given course. Except in thesis work, grades of "X" will be given only in exceptional circumstances. Grades of "X" must be removed through satisfactory completion of all course work no later than four weeks after the end of the final examination period of the semester in which the "X" grade was recorded. Failure to complete required work within this time period will result in the conversion of the grade to 0. An extension of the time allowed for the completion of work should be endorsed by the instructor in the form of a written statement and submitted to the Registrar.

## Class Assignments for ED 530

### Unit 1 – Introduction to Web 2.0

- **Assignment A: Getting to Know Each Other (10 pts)**  
Write a short autobiography. We are especially interested in knowing a bit about the varied backgrounds of the teachers participating in this class. Tell us about yourself, your job, where you live, your level of comfort with technology, and anything else to help us know you better.
- **Assignment B: Web 2.0 Video Reflections (10 pts)**  
Read the articles and view the videos on Web 2.0. Write a short reflection giving your thoughts regarding Web 2.0, its uses, limitations, and impact on education.

### Unit 2 – Form, Content, and Web 2.0

- **Diigo Account (20 pts)**  
Create a Diigo account and start posting bookmarks related to this class throughout the course. Submit your Diigo account and post your account name so that I (and your other classmates) may join your network. Please join my Diigo network as well. Keep the account active and used for the semester. You will be adding relevant bookmarks throughout the duration of the course. There should be a minimum of 50 bookmarks with appropriate tags dated throughout the semester (not done all in 1-2 sittings.)

### Unit 3 – Google Apps in the Classroom

- **Assignment A: Google Calendar (10 pts)**  
Create a Google Calendar and set up a recurring event for this class. Allow the instructor to view the calendar. Grant the instructor access to view the calendar end events. Submit the unique URL of the calendar and a statement stating this was completed.
- **Assignment B: Google Document and Spreadsheet (10 pts)**  
Explore Google Docs and Spreadsheets and learn the different features. Go to the two shared documents in Google Docs that are posted in the Discussions and make revisions as noted.
- **Assignment C: Google Custom Search Engine (10 pts)**  
Create a Custom Search Engine in Google. Submit the link. The search engine should not have ads in its results, which can be adjusted in the settings in the Control Panel (under Business). Post the resulting link in the Discussion Forums.
- **Assignment D: Google Map (10 pts)**  
Explore the features of Google Maps. Create a map using My Maps using the map tools that roughly outlines your school district's boundaries and put placemarkers with titles and addresses for each school in the description (at least 3 schools.) The map should show roughly the boundaries of your district (not the school) using the line tool. Submit the map link using the URL in the Google Maps Sharing section.
- **Assignment E: Google Earth/Sky Placemark (10 pts)**  
Explore the various features of Google Earth and Google Sky. Submit a placemark (.kmz file) of your dream vacation and explain why you chose it.

### Unit 4 – RSS

- **News Aggregator Subscription (10 pts)**  
Establish a subscription account at Google Reader. Take the tour, and sign up, and subscribe to at least three RSS feeds. Submit a document listing the three RSS feeds you subscribed to and why you subscribed to them, along with examples of the articles and/or postings under each feed.

### Unit 5 – Blogs and Blogging

- **Assignment A: Blog Subscriptions (10 pts)**  
Search for and subscribe to 3 blogs on topics of your interest using an RSS aggregator. Spend some time following the blogs. Submit the names of the blogs, their URLs and a brief (one paragraph per blog) review of them.
- **Assignment B: Blog Creation and Maintenance (20 pts)**  
Create a blog for use in your classroom, or as a personal blog using Edublogs, Blogger or similar blog site. Submit the link to your blog along with your goals for its use. Maintain the blog on a regular basis (at least three postings on three separate dates) throughout the remainder of the course. Points will be deducted for ads or boilerplate text that is not user-created. Blog must be one not currently in use. Postings should have sufficient content matching the goals of your site.

## Unit 6 – Wikis

- **Assignment A: Wiki Page (10 pts)**

Create a personal wiki page within the class wiki page. Use this wiki page to organize your assignments, as required by the instructor. Grant the instructor and your classmates access to this page.

- **Assignment B: Web 2.0 Resource (10 pts)**

Add to the class wiki site a link to a Web 2.0 tool not covered in this course. Include the logo of this tool and a paragraph describing the use of this tool for educational purposes.

## Unit 7 – Online Media

- **Assignment A: Online Media Review (10 pts)**

Review Khan Academy, YouTube EDU and 2 other educational video sites of your choosing from the sites listed in the unit (not directory sites.) Write a brief one paragraph review for each of them, comparing and contrasting them and stating their strengths, weaknesses and suitability for a flipped classroom approach.

- **Assignment B: Skype Conference (10 pts)**

Connect via Skype with your instructor and have a discussion lasting at least 5 minutes about your progress in the course. This is expected to be an audio call, but you are welcome to try a video call as well.

## Unit 8 – Podcasting

- **Assignment: Podcast Subscriptions (10 pts)**

Search for and subscribe to 3 podcasts on topics of your interest using iTunes. Spend some time listening to the podcasts. Submit the names of the podcasts, their URLs and a brief (one paragraph per podcast) review of them.

## Unit 9 – Teacher’s Toolbox (Web 2.0 Version)

- **Assignment: Emerging Technology Integration Plan (150 pts)**

Using your present subject area and grade-level, focus on one type of emerging technology and develop a 5-6 page plan for designing an engaging classroom using the emerging technology identified. The paper should be contain a section of research that justifies the use of the emerging technology as an effective tool, with at least three credible resources, and a section that includes specific plan on how you would integrate the technology into your classroom, including specific goals, activities, timelines and evaluation of effectiveness. In addition, the final section of the paper should be a summary reflecting on the collaborative experience of the project.

The instructor will assign members into teams (with 2-3 members in each team) for this collaborative project. The team will collaborate on ideas, research and resources in creating their papers, and will peer edit each other’s plan through Google Docs. Research will be gathered and shared using an online research notation tool, such as Zotero or Diigo. The research part of the paper may be written collaboratively or individually, while the individual integration plan must be written separately.

The professional development plan will be graded according to the Written Communication Rubric. The online research tool, and the Google Doc will be graded in part according to a collaboration rubric.

## Unit 10 – Social Networking

- **Assignment: Twitter Account (10 pts)**

Create a Twitter account. Follow me, the other class members, at least one well-known person, an educational entity or person and one corporation. Create a list of the class members and the instructor. You must submit five tweets that include #ed530spr2014tyson. Submit a one-paragraph reflection on using Twitter. This should include the list of users you followed outside of the class.

## Unit 11 – Virtual Frontiers

- **Assignment: Feedback paper (10 pts)**

Write a short reflection paper (1 page) giving feedback on the class, with what you have learned, what was most useful and suggestions for improvement.

<b>ASSIGNMENTS</b>	<b>POINTS</b>
Class Participation/Discussions	150
<b>Assignment 1A</b> – Getting to Know Each Other	10
<b>Assignment 1B</b> – Web 2.0 Video Reflections	10
<b>Assignment 2</b> – Diigo Account	20
<b>Assignment 3A</b> – Google Calendar	10
<b>Assignment 3B</b> – Google Document and Spreadsheet	10
<b>Assignment 3C</b> – Google Custom Search Engine	10
<b>Assignment 3D</b> – Google Map	10
<b>Assignment 3E</b> – Google Earth/Sky Placemark	10
<b>Assignment 4</b> – News Aggregator Subscription	10
<b>Assignment 5A</b> – Blog Subscriptions	10
<b>Assignment 5B</b> – Blog Creation and Maintenance	20
<b>Assignment 6A</b> – Wiki Page	10
<b>Assignment 6B</b> – Web 2.0 Resource	10
<b>Assignment 7A</b> – Online Media Review	10
<b>Assignment 7B</b> – Skype Conference	10
<b>Assignment 8</b> – Podcast Subscriptions	10
<b>Assignment 9</b> – Emerging Technology Integration Plan	150
<b>Assignment 10</b> – Twitter Account	10
<b>Assignment 11</b> – Feedback Paper	10
<b>GRAND TOTAL</b>	<b>500</b>

### Class Schedule for the Semester

Date	Topic(s)	Assignments
Jan 20	Unit 1 – Introduction to Web 2.0	Assignment 1A – Getting to Know Each Other Assignment 1B – Web 2.0 Video Reflections
Jan 27	Unit 6 – Wikis	Assignment 6A – Wiki page Assignment 6B – Web 2.0 Resource
Feb 03	Unit 2 – Form, Content, and Web 2.0	Assignment 2 – Diigo Account
Feb 10	Unit 4 – RSS <i>Intro to Emerging Technology Integration Plan</i>	Assignment 4 – News Aggregator Subscription <i>Begin Emerging Technology Integration Plan</i>
Feb 17	Unit 5 – Blogs and Blogging	Assignment 5A – Blog Subscriptions Assignment 5B – Blog Creation and Maintenance
Feb 24	Unit 3 – Google Apps	Assignment 3A – Google Calendar Assignment 3B – Google Document and Spreadsheet
Mar 03	Unit 3 – Google Apps	Assignment 3C – Google Custom Search Engine Assignment 3D – Google Map Assignment 3E – Google Earth/Sky Placemark
Mar 10	Unit 8 – Podcasting	Assignment 8 – Podcast Subscriptions
Mar 17	Unit 10 – Social Networking	Assignment 10 – Twitter account
Mar 24	Unit 7 – Online Media Worksheet	Assignment 7A – Online Media Review Assignment 7B – Skype Conference
Mar 31	Unit 9 – Teacher’s Toolbox	Assignment 9 – Emerging Technology Integration Plan
Apr 07	Project Development	
Apr 14	Presentations	

## **Collaborative Project:**

This is a suggested format, but feel free to personalize the document with modifications based on your needs.

### **Title Page and Running Head** *(see APA reference in syllabus)*

### **Introductory Justification of Emerging Technology**

*This narrative should include the emerging technology (or technologies) identified and why it was chosen*

### **Academic Research Narrative on Emerging Technology**

*This should include some scholarly research on the emerging technology and its effectiveness*

### **Integration Plan**

*Background/Teaching Context including the classes you teach (if any), classroom description, access to technology and teaching philosophy.*

*Plan for integrating emerging technology, which should include specific objectives, activities, timelines and evaluation of integration effectiveness.*

**Review Checklist for Objectives, Activities and Timelines, and Collaboration:** *Use this checklist to evaluate the plan. This should be done by your partner as a peer review and signed off. This section needs to be included in the paper.*

#### **1. Objectives**

*Does the objectives directly address the goal(s)?*

*Are the objectives observable and verifiable?*

#### **2. Description of Activities and Timelines**

*Do the activities align with the goal(s) and objectives?*

*Is the timeline stated?*

*Are there specific activities listed?*

*Are there evaluation measures of effectiveness discussed in the plan*

*Is the plan achievable?*

### **Feedback Narrative:**

*Include overall evaluation of paper, suggestions for improvement and additional commentary*

Peer Reviewer Name:

Peer Reviewer Date:

Date Feedback reviewed:

**Reflection & Summary:** *Reflect on your integration plan and the collaborative experience of the project.*

### **Works Cited**

*This should be in APA format and include all resources used in preparation of the professional development plan.*