

Course Syllabus

Course Title: Teaching, Learning, and Leading in the Digital Age

Number of Credits:

Option A: 3 Graduate Credits (Semester Hours), issued by Chapman University, regionally accredited by the Western Association of Schools and Colleges (WASC)

Option B: 15 Professional Development Hours (can be applied towards state license recertification/renewal with district approval)

Instructor: Dr. Diane Moroff

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Instructor Bio:

Dr. Diane Moroff, the author of *Fornes: Theatre in the Present Tense*, a study of Maria Irene Fornes' plays, earned her Ph.D in English Language and Literature at the University of Michigan. She taught English to college and high school students for just over fifteen years and chaired the English department at Atlanta International School. While working as a freelance researcher and writer, she wrote curriculum for the National Endowment for the Humanities' educational website EDSITEment. She now works as a curriculum developer and course instructor for Knowledge Delivery Systems, Inc.

Course Description:

Raised on technology, students today thrive on media, both in and outside the classroom. In this course, teachers and administrators learn to engage and educate the millennial learner using still images, video and audio clips, assorted technological soft- and hardware, and Web 2.0 collaborative tools to augment instruction and assessment. Interventions for students with learning difference and struggling students will be highlighted. Aided by panel discussions, interviews, and screen capture sessions, educators will investigate new projects and resources to replace textbook-driven instruction and to motivate and edify their "powered up" students.

Course Objective/Goals:

After completing this session, educators will know:

- Uses in curriculum for still images, video, audio, video streaming, and movie-making
- Resources for photos, documents, and technological tools
- How to use Tag Clouds to enhance content analysis
- How to save into and organize files and folders
- Email organization systems to manage and streamline communication
- The definition of uses Web 2.0 tools
- Advanced searching strategies
- How and why the role of the teacher must change
- The implications of brain-based research regarding multimedia
- The tools and resources that make possible a movement away from paper-based classrooms
- The culture of Wikinomics
- How to use multimedia to engage students actively in a lesson

Learning Outcomes:

After completing this session, educators will apply the following skills:

- Incorporate multimedia into instruction and assessment
- Employ differentiation strategies through technology to meet the needs of students with different abilities
- Organize and save files and folders
- Craft a list and a plan to outfit classrooms for the 21st century
- Model and meet NET standards
- Use technology such as Wikis, Twitter, Ning, and Skype to streamline educational leaders' work
- Create and maintain a digital filing cabinet
- Organize their email, create folders, and automate their tasks
- Use advanced searching skills to locate resources for lesson planning and activities
- Develop teaching strategies that use Google tools such as Google Earth, News, Maps, SketchUp, Calendar, Docs, and Sites
- Replace textbook-driven instruction with 21st century tools for learning

Course Outline:

Eight Lessons Students Will Be Focusing On:

1. Technology Tools to Support Students with Learning Disabilities
2. The Future of Leadership—Technology and the School Leader
3. InfoClutter: Processing Information in New Ways
4. Web 2.0 Tools All Instructional Leaders Should Have in Their Backpacks
5. Power Googling for Educators
6. Paper-Trained Teachers in a Video Game World
7. Culture Clash! Wired Kids in Text Driven Classrooms
8. If A Picture Says A Thousand Words, STOP TALKING

Discussion Board Collaboration:

- Educators will engage in collaborative discussions by sharing ideas, reflecting on teaching practices, and exchanging teaching strategies through discussion board postings. Teachers are required to make two (2) postings to the discussion board per lesson, one original posting and one reply to a posting. Additionally, educators may create new discussions.
- When responding to others' postings, please be thoughtful and respectful with your communication. When expressing a different point of view, please explain your rationale without judgmental or confrontational language.

Method of Evaluating Student's Performance:

- Monitored video lectures
- Interactive study guide questions
- Graded post assessment questions
- Discussion board interaction*
- Midterm project*
- Classroom based final project*

Methods of Instruction:	Percentage of Course Credit	Option A: Graduate Credit	Option B: Recertification Credit
Interactive study guides	–	Required	Required
Graded post-assessments	15%	Required	Required

Video lectures	30%	Required	Required
Discussion board postings	10%	Required (2 postings minimum per lesson)	Optional (strongly encouraged)
Midterm project	20%	Required	Optional
Final project	25%	Required	Optional

Converting Recertification Credits to Graduate Credits

Students completing the recertification option may convert to graduate course credit by completing the required discussion board postings (two minimum per lesson), the midterm and final exams, and submitting an additional payment of \$250. Call 1-877-294-4537 or email support@fetcuniversity.org for assistance.

Texts and/or Other Materials:

PowerPoint presentations from resource tab and lecture transcriptions from the transcription tab (200 pages)

Recommended Reading

Bibliography:

(Minimum of 5 sources that reflect current research/thinking. Please use standard MLA or APA format.)

Frei, Shelly, Amy Gammill, and Sally Irons. *Integrating Technology Into the Curriculum (Professional Development for Successful Classrooms)*. Shell Education: 2007.

Ormiston, Meg. *Conquering Infoclutter: Timesaving Technology Solutions for Teachers*. Sage: 2004.

Ormiston, Meghan J., and Mark Standley. *Digital Storytelling with PowerPoint*. Visions Technology in Education: 2003.

Pitler, Howard, Elizabeth R. Hubbell, Matt Kuhn, and Kim Malenoski. *Using Technology with Classroom Instruction that Works*. ASCD: 2007.

Richardson, Will. *Blogs, Wikis, Podcasts, and Other Powerful Web Tools for Classrooms*. Corwin Press: 2008.

Smith, Grace E., Throne, Stephanie, (2009). *Differentiating Instruction with Technology in Middle School Classrooms*. ISTE Books - [http://www.iste.org/The Partnership for 21st Century Skills](http://www.iste.org/ThePartnershipfor21stCenturySkills): <http://www.21stcenturyskills.org>

Multimodal Learning Through Media: What the Research Says:

<http://www.cisco.com/web/strategy/docs/education/Multimodal-Learning-Through-Media.pdf>

The Partnership for 21st Century Skills: <http://www.21stcenturyskills.org>

Grading Scale

Option A: Graduate Credits

Grade	Equivalent
97-100%	A+
93-96%	A
90-92%	A-
87-89%	B+
83-86%	B
80-82%	B-
77-79%	C+
73-76%	C
70-72%	C-
69% or below	N/P

Option B: Professional Development Hours

PASS/FAIL

All steps listed under each lesson must be completed to receive credit (PASS) for the course. No partial credit will be given.