



Course Syllabus

Course Title: Authentic Innovation in the 21st Century Classroom

Presenters: Cheryl Lemke

Course Grader: Robin Bromley

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Grader Bio:

Robin Bromley earned a Master of Philosophy degree and a Master's degree in English literature at Columbia University and her Bachelor of Arts degree from New York University. After nearly two decades in publishing and writing, she is currently teaching at LaGuardia Community College and Kean University. She has also taught at NYU and CUNY and served as assistant director of composition at Columbia College.

Course Description: Today's global high-tech world requires instruction and assessment that incorporate the latest social, learning, and neuroscience research on critical thinking, multi-tasking, multimodal learning, collaboration, and engagement. From classroom footage and lecture educators will learn how to use technologically advanced tools that extend students' thinking by serving as a means to explore ideas, research questions, test hypotheses, compose thoughts, and come to conclusions. Educators will learn to teach their students to use these tools as vehicles for exploring rigorous academic concepts in authentic environments—i.e., in the world around them. They will help their students become genuine innovators who will thrive in the 21st century culture of collaboration.

Course Objective/Goals:

After completing this course, educators will know:

- Digital innovations in education
- The implications for education of the democratization of knowledge
- Educators' evolving responsibilities in the 21st century
- What authentic collaboration looks like
- The foundations of authentic cooperative learning opportunities
- Students' needs as informed consumers, composers/producers of multimedia, and as visual and multimodal thinkers

Learning Outcomes:

After completing this course, educators will be able to apply the following in their classrooms:

- Employ digital innovations in education
- Adapt teaching styles to accommodate the democratization of knowledge
- Embrace new responsibilities as educators



- Create authentic collaborative and cooperative learning opportunities
- Advance students’ critical thinking skills
- Advance students’ creative thinking skills
- Address students’ needs as informed consumers, composers/producers of multimedia, and as visual and multimodal thinkers
- Create classroom structures that compel profound learning

Course Outline:

1. An Introduction to Innovation in Education
2. Democratization of Knowledge
3. Collaboration
4. Critical/Lateral Thinking
5. Creative/Vertical Thinking
6. Authenticity
7. Multimodal Learning
8. Getting Started—Innovative Classroom Structures

All steps listed under each topic must be completed to receive credit for the course. No partial credit is given.

Plagiarism Policy

KDS recognizes plagiarism as a serious academic offense. Plagiarism is the dishonest passing off of someone else’s work as one’s own and includes failing to cite sources for others’ ideas, copying material from books or the Internet, and handing in work written by someone other than the participant. Plagiarism will result in a failing grade and may have additional consequences. For more information about plagiarism and guidelines for appropriate citation, consult plagiarism.org.

KDS Rubric for Letter Grade Courses: 3 Credits

Percentage of Course Credit

- Reflection questions 25%
- Quizzes 15%
- Midterm 25%
- Final 35%

A: 90 - 100 points

B: 80 - 89 points

C: 70 - 79 points

F: Fewer than 70 points

Component	Unsatisfactory	Basic	Proficient	Distinguished
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Quizzes	<u>(6 points)</u> <u>Quizzes:</u> 0-40% correct	<u>(9 points)</u> <u>Quizzes:</u> 60% correct	<u>(12 points)</u> <u>Quizzes:</u> 80% correct	<u>(15 points)</u> <u>Quizzes:</u> 100% correct
Reflection questions	<u>(10 points)</u> <u>Reflection questions:</u> -Participant includes no content from the course in his or her responses -Participant does not address the questions posed	<u>(15 points)</u> <u>Reflection questions:</u> -Participant includes some content from the course, usually appropriate, in his or her responses -Participant answers the questions directly, not always fully	<u>(20 points)</u> <u>Reflection questions:</u> -Participant includes appropriate content from the course in his or her responses -Participant makes thoughtful comments in direct response to the questions	<u>(25 points)</u> <u>Reflection questions:</u> -Participant provides rich detail from the content of the course in his or her responses -Participant makes his or her responses to the questions personally meaningful
Midterm	(10 points)	(15 points)	(20 points)	(25 points)
Final	(20 points)	(25 points)	(30 points)	(35 points)



	<p><u>Requirements of Assignment:</u></p> <p>-The assignment is substantially incomplete</p>	<p><u>Requirements of Assignment :</u></p> <p>-Many requirements met, but a few pieces are missing, while others are underdeveloped—e.g., missing reflection or rubric or scant reflection and vague rubric</p>	<p><u>Requirements of Assignment:</u></p> <p>-Participant has fulfilled all the requirements of the assignment</p>	<p><u>Requirements of Assignment:</u></p> <p>-Participant has fulfilled all the requirements of the assignment with marked creativity, intelligence, and thoughtfulness</p>
	<p><u>Form:</u></p> <p>- Plentiful grammatical mistakes -Confusing content -Missing documentation of sources</p>	<p><u>Form:</u></p> <p>-Distracting grammatical errors -Confusing content -Inconsistent or missing documentation of sources</p>	<p><u>Form:</u></p> <p>-Participant has written a solid essay or lesson plan, including appropriate detail and in an interesting style</p>	<p><u>Form:</u></p> <p>-No grammatical errors -Eloquent expression -Proper citation of sources</p>
	<p><u>Content:</u></p> <p>-No main idea and/or main idea is irrelevant to the assignment -No apparent paragraph organization -No supporting evidence for supporting ideas -No evidence in the lesson plan—in objectives, activities, or</p>	<p><u>Content:</u></p> <p>-The main idea is not clear in the opening paragraph -Relevance to main idea of supporting paragraphs is not always clear -Supporting ideas are only minimally illustrated by examples or</p>	<p><u>Content:</u></p> <p>-Essay is organized around a thesis or main idea -Paragraphs are organized around ideas relevant to the main idea -Supporting ideas are evident, and usually include illustrating examples and/or quotes</p>	<p><u>Content:</u></p> <p>-Essay is organized around a thesis or main idea -Paragraphs are organized around ideas relevant to the main idea -Supporting points are illustrated with examples and/or quotes -Lesson plan</p>



	assessments—that the learner comprehends the course content	quotes -The lesson plan does not show enough evidence that the learner understands the course content. Objectives and/or activities and/or assessments only vaguely apply to the course content	-The lesson plan shows evidence of understanding of the course content in its objectives, activities, and/or assessments	shows evidence of a deep understanding of course content and participant uses that understanding to create opportunities for students to authentically show what they have learned
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KDS Pass/Fail Option: 3 credits

Passing Requirements

- Grade of “C” or higher

Presenter Overview:

Cheryl Lemke is President and CEO of the Metiri Group, a consulting firm dedicated to advancing effective uses of technology in schools. She also serves as the practice leader for Metiri Group Policy Consulting. Prior to launching the firm, she was the executive director of the Milken Exchange on Education Technology for the Milken Family Foundation. Lemke specializes in public policy for K-12 learning technology, working at many levels with governors, legislators, superintendents, business leaders, and teachers. Last year, she facilitated public hearings in Silicon Valley, CA, and Atlanta, GA, for the Web-based Education Congressional Committee. This year, she is working with several states on leadership in technology initiatives, and most recently authored the definitive work on 21st century skills, published by the North Central Regional Educational Laboratory and the CEO Forum. Lemke's 25-year career in the public sector and her work with Metiri Group have included projects related to assessing the impact of technology on learning; gauging the progress of states, districts, and schools in bringing technology to the learning process; conducting surveys and focus groups; convening national experts in discussions on policy issues; and designing and prototyping educational technology frameworks.

Texts and/or Other Materials:

PowerPoint presentations from resource tab and lecture transcriptions from the transcription tab:



1. An Introduction to Innovation in Education
2. Democratization of Knowledge
3. Collaboration
4. Critical/Lateral Thinking
5. Creative/Vertical Thinking
6. Authenticity
7. Multimodal Learning
8. Getting Started—Innovative Classroom Structures

Recommended Reading:

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

Brandsford, John D., Ann L. Brown, and Rodney R. Cocking, Eds. *How People Learn: Brain, Mind, Experience, and School*. National Academy Press, 1999.

Getting the Most from Technology in Schools. WestEd, 2002. Web/PDF version:
http://www.wested.org/online_pubs/kn-02-01.pdf

McCain, Ted. *Teaching for Tomorrow: Teaching Content and Problem-Solving Skills*. Corwin Press, 2005.

Net Choices, Net Gains: Supplementing the High School Curriculum with Online Courses. WestEd, 2003. Web/PDF version: http://www.wested.org/online_pubs/KN-03-02.pdf

Project-Based Learning with Multimedia (PBL+MM). (CD-ROM.) San Mateo County Office of Education & WestEd, 2001. Order from <http://www.wested.org/cs/we/view/rs/608>

Tapscott, Don and Anthony D. Williams. *Wikinomics: How Mass Collaboration Changes Everything*. Portfolio Hardcover, 2008.



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