Course Title: Digital Learning: Empowering Teachers for the 21st Century
Presenter: Ferdi Serim
Length: 15 hours

Course Description:

School leaders face the immediate challenges of raising student achievement while also preparing students for success in a digital age. While test scores are a highly visible measure of a limited subset of skills, they leave invisible other crucial thinking, communication, and application skills students need upon graduation. The Visible Thinking Process provides a practical pathway for developing 21st century skills and simultaneously strengthening student core subject-area learning, by seeing both how and what students are thinking. It also allows educators to implement research-based, evidence-based practice to strengthen and assess the ISTE NETS Standards. In this course, educators learn to incorporate tasks that include questions designed to cause students to think in 21st century ways. Educators also learn a process for making this thinking visible for reflection by students and teachers and to see evidence of mastery of 21st century skills. The course is enhanced by interviews with experts and embedded movies, screenshots, and activities.

Learning Outcomes:

After completing this course, educators will know:

- The Partnership for 21st Century Skills Knowledge Domains for 21st Century Learning
    - Core subjects
    - Learning skills
    - 21st century tools
    - 21st century context
    - 21st century content
    - 21st century assessments
- The International Society for Technology in Education's National Education Standards (ISTE NETS) for Teachers and Students
- Marzano's Nine Essential Instruction Strategies
- Serim's Theorems on Communication and Collaboration
- Principles of Andragogy (adult learning)
- Universal Design for Learning
- Center for Applied Special Technologies (CAST) definitions of expert learners
- The Buck Institute for Education's four stages of project-based learning
- The Visible Thinking Process
- What constitutes Information, Communications, and Technology literacy
- The relationship between English, math, science, and geography and digital age learning
- Career Clusters and career pathways

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

- Align instruction with NETS Standards

- Incorporate Marzano's strategies into instruction
- Incorporate concepts of Universal Design for Learning into curriculum
- Foster expert learners
- Employ the four stages of project-based learning
- Engage in the steps of the Visible Thinking Process (with Inspiration software)
- Employ digital communication tools into instruction
- Foster ICT literacy
- Align one's personal practice to the NETS Standards for Teachers
- Link content from particular disciplines to students' future employment
- Teach:
    - 21st century content
    - 21st century learning skills
- Employ:
    - 21st century tools
    - 21st century assessments

Units:

1. Digital Age Learning—Why Now? Why Me?
2. Rethinking Best Practices and Digital Age Learning
3. The Visible Teaching, Thinking, and Learning Approach
4. NETS for Students, in Depth (Part 1)
5. NETS for Students, in Depth (Part 2)
6. NETS for Teachers
7. Checking Your Digital Age Teaching & Learning Toolkit
8. Connecting Your Classroom and Real Life: Career Clusters

Presenter Overview:

Ferdi Serim helps people learn to read, write, and think using technology to expand the boundaries of what they read, write, and think about. His experience includes board membership for the International Society for Technology in Education (ISTE) and for the Consortium for School Networking (CoSN), director of the New Mexico State EdTech; and editor of *MultiMedia Schools Magazine*. He is the author of the following books: *NetLearning - Why Teachers Use the Internet; From Computers to Community - Unlocking the Potentials of the Wired Classroom; Information Technology for Learning - No School Left Behind;* and *Visible Thinking, Teaching & Learning: Strengthening and Assessing Digital Age Skills.*

Methods of Instruction:
Methods of instruction will include

- Video lectures (8)
- Embedded activities and journal reflections
- Graded post assessments (8)

Texts (included in program)

- Transcripts, handouts, and PowerPoint presentations (400 or more pages)
- Suggested reading

Assignments

- Graded post assessment Q&A sessions (8)

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

Due dates:

Online, self-running programs can be started and completed at participants' own leisure within two months from the day they begin the course.

Suggested Reading:

Bonk, Curtis J. *The World is Open: How Web Technology is Revolutionizing Technology*. Jossey-Bass, 2009.

Larmer, John, David Ross, and John Mergendoller. *PBL Starter Kit*. Buck Institute for Education, 2009.

Rose, David H. and Anne Meyer, Eds. *A Practical Reader in Universal Design for Learning*. Harvard Education Press, 2006.

Schrum, Lynne M. and Barbara B. Levin, Eds. *Leading 21st-Century Schools: Harnessing Technology for Engagement and Achievement*. Corwin Press, 2009.

Serim, Ferdi. *Information Technology for Learning: No School Left Behind*. ISBN 0-9725391-0-7. To order: call 1-800-247-6553; fax 419-281-6883

Trilling, Bernie and Charles Fadel. *21st Century Skills: Learning for Life in Our Times.* Jossey-Bass, 2009.