

Course Syllabus

Course Title: Differentiation Using 21st Century Technology

Course Grader: Jessica Kessler

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Grader Bio:

Course grader Jessica Kessler has a Master of Science degree in education from Bank Street College of Education and a Bachelor of Arts from the University of Delaware. She has been a teacher, museum docent, professional development coordinator, director of school programs, deputy executive director for education and programs at the South Street Seaport Museum, coordinator of a number of different educational programs, and freelance writer.

Course Description:

Today, most students are technology-savvy having grown up in the computer age surfing the Internet, making friends through social networking, tweeting, playing electronic games, downloading music to their iPods, and viewing or posting videos on youtube. Research shows that students find school more satisfying and have greater academic success when they are taught in ways that are responsive to their interests, readiness levels, and learning profiles. Using technology in the classroom is a way to connect with students across all subject areas by offering many approaches to differentiate instruction. Participants will learn to incorporate technology tools and resources that engage students in their own learning and to implement strategies for differentiating instruction based on their students' learning styles and multiple intelligences. Participants will learn to differentiate instruction in English language arts, social studies, science, math and encore subjects using traditional technology tools and Web 2.0 tools for collaborating, communicating, and creating multimedia projects. Participants will come away with the skills needed to create technology-driven 21st Century classrooms that address the varying levels of their students' learning needs and actively engages students in their own learning.

Course Objective/Goals:

After completing this course, participants will:

- Pre-assess students to determine interests and passions
- Differentiate instruction and teaching strategies based on students' needs, interests, and readiness
- Employ teaching strategies that appeal to different learning styles
- Integrate technology to support curriculum objectives
- Extend curriculum through technology projects
- Incorporate traditional and Web 2.0 technologies into instruction
- Harness and build upon collective intelligence
- Apply strategies to effectively assess students and manage the differentiated classroom

Course Outline:

Eight Sections Students Will Be Focusing On by Stephanie Throne and Grace E. Smith :

1. DI + Tech = 21st Century Learning
2. Differentiating with Technology by Student Interest
3. Differentiating with Technology in English and Language Arts
4. Differentiating with Technology in Social Studies
5. Differentiating with Technology in Science
6. Differentiating with Technology in Math
7. Differentiating with Technology in Encore Subjects
8. Using Technology to Assess and Manage Classroom Learning

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
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</u>	<u>(15 points)</u> <u>Reflection</u>	<u>(20 points)</u> <u>Reflection</u>	<u>(25 points)</u> <u>Reflection</u>



	<u>questions:</u> -Participant includes no content from the course in his or her responses -Participant does not address the questions posed	<u>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>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>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)
	<u>Requirements of Assignment:</u> -The assignment is substantially incomplete	<u>Requirements of Assignment :</u> -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	<u>Requirements of Assignment:</u> -Participant has fulfilled all the requirements of the assignment	<u>Requirements of Assignment:</u> -Participant has fulfilled all the requirements of the assignment with marked creativity, intelligence, and thoughtfulness
	<u>Form:</u> - Plentiful grammatical mistakes -Confusing content	<u>Form:</u> -Distracting grammatical errors -Confusing	<u>Form:</u> -Participant has written a solid essay or lesson plan, including	<u>Form:</u> -No grammatical errors -Eloquent expression

	-Missing documentation of sources	content -Inconsistent or missing documentation of sources	appropriate detail and in an interesting style	-Proper citation of sources
	<u>Content:</u> -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 assessments—that the learner comprehends the course content	<u>Content:</u> -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 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	<u>Content:</u> -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 -The lesson plan shows evidence of understanding of the course content in its objectives, activities, and/or assessments	<u>Content:</u> -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 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

KDS Pass/Fail Option: 3 credits

Passing Requirements

- Grade of “C” or higher

Texts and/or Other Materials:

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

1. DI + Tech = 21st Century Learning
2. Differentiating with Technology by Student Interest
3. Differentiating with Technology in English and Language Arts

4. Differentiating with Technology in Social Studies
5. Differentiating with Technology in Science
6. 2Differentiating with Technology in Math
7. Differentiating with Technology in Encore Subjects
8. Using Technology to Assess and Manage Classroom Learning

Recommended Reading:

Bibliography:

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

1. Armstrong, T. (2000). *Multiple intelligences in the classroom (2nd ed.)*. Alexandria, VA: Association for Supervision and Curriculum Development.
2. Duncan, D., & Lockhart, L. (2000). *I-search, you search, we all learn to research*. New York: Neal-Schuman.
3. Jacobs, H. H. (1997). *Mapping the big picture: Integrating curriculum and assessment K–12*. Alexandria, VA: Association for Supervision and Curriculum Development.
4. Macrorie, K. (1988). *The I-search paper: Revised edition of searching writing*. Portsmouth, NH: Boynton/Cook
5. Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.
6. McKenzie, W. (2002). *Multiple intelligences and instructional technology: A manual for every mind*. Eugene, OR: International Society for Technology in Education.
7. Pitler, H., Hubbell, E. R., Kuhn, M., & Malenoski, K. (2007). *Using Technology with Classroom Instruction that Works*. Alexandria, Virginia: Association for Supervision and Curriculum Development.
8. Smith, G. E., Ph.D., & Throne, S., Ph.D. (2007). *Differentiating Instruction with Technology in K-5 Classrooms*. Eugene, Oregon: International Society for Technology in Education.
9. Sternberg, R. (1999). *Thinking styles*. New York: Cambridge University Press.
10. Tomlinson, C. A. (2003). *Fulfilling the promise of the differentiated classroom: Strategies and tools for responsive teaching*. Alexandria, VA: Association for Supervision and Curriculum Development.
11. Wormeli, R. (2006). *Fair Isn't Always Equal*. Portland, Maine: Stenhouse Publishers.