

Course Syllabus

Course Title: ED/D 9757: Digital Learning: Empowering Teachers for the 21st Century

Instructor: 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: 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.

Course Objective/Goals:

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

Learning Outcomes:

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

Course Outline:

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

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 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)
	<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 -Missing documentation of sources	<u>Form:</u> -Distracting grammatical errors -Confusing content -Inconsistent or missing documentation of sources	<u>Form:</u> -Participant has written a solid essay or lesson plan, including appropriate detail and in an interesting style	<u>Form:</u> -No grammatical errors -Eloquent expression -Proper citation of sources
	<u>Content:</u> -No main idea and/or main idea is irrelevant to the assignment -No apparent paragraph organization	<u>Content:</u> -The main idea is not clear in the opening paragraph -Relevance to main idea of supporting	<u>Content:</u> -Essay is organized around a thesis or main idea -Paragraphs are organized around ideas relevant to	<u>Content:</u> -Essay is organized around a thesis or main idea -Paragraphs are organized around ideas relevant to

	<p>-No supporting evidence for supporting ideas -No evidence in the lesson plan—in objectives, activities, or assessments—that the learner comprehends the course content</p>	<p>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</p>	<p>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</p>	<p>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</p>
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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. 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

Recommended Reading:

Bibliography:

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



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.