

Course Syllabus

Course Title: Teaching, Learning, and Leading in the Digital Age – 3 Units

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:

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 these 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 Sections 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

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)



	<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 assessments—that the learner</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 quotes -The lesson plan</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 -The lesson plan shows evidence</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 shows evidence of a deep</p>

	comprehends the course content	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	of understanding of the course content in its objectives, activities, and/or assessments	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

Texts and/or Other Materials:

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

Recommended Reading

Bibliography:

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.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>