Classroom Applications of Technology

EDUO 9179 1 or 2 Semester Credits/Units
Instructor – Joe Herz jherz@dominicancaonline.com

Public Syllabus

Note: This is a public syllabus. For the full syllabus, contact the course instructor

Course Overview

Earn professional development credit by developing, implementing and assessing an *original* technology-dependent curriculum project that cultivates student creativity, innovation, and learning that meets SAMR: *Redefinition of Learning* objectives and ISTE Standards. Collaborate with the course instructor as the project's stages unfold. Share formative and summative-based assessments. Reflect on successes and difficulties. Isolate technology's influence to engage, excite and promote learning by all students. *Earn 1 or 2 Semester Credits/Units. Each credit must approval by the instructor, documented in a Project Planner and signed-off by an administrator. Google Drive will be used in this course. If you do not have a Google Drive account, let the instructor know at jherz@dominicancaonline.com so alternative submission of documents can be arranged.*

Course Objectives

Share your innovative, self-created uses of technology that meet the Course Overview

- Submit an original project* overview to the instructor for review and approval.
- Share your project's progress through a collaboratively monitored Google Drive Proposal, Tracking and Reflection document.
- Provide evidence of student-created products and assessment of the project upon completion.
- Administrator validation and sign-off is required

Original; not previously submitted for professional development credit

Course Relation to Professional Standards

National Board for Professional Teaching Standards; Five Core Propositions:

- Proposition 1: Teachers are committed to students and their learning
- Proposition 2: Teachers know the subjects they teach and how to teach those subjects to students
- Proposition 3: Teachers are responsible for managing and monitoring student learning
- Proposition 4: Teachers think systematically about their practice and learn from experience
- Proposition 5: Teachers are members of learning communities

ISTE Standards
- [Teachers](#): Deepen your practice, promote collaboration with peers, challenge you to rethink traditional approaches and prepare students to drive their own learning.
- [Students](#): Designed to empower student voice and ensure that learning is a student-driven process.
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How to Complete and Submit Coursework

All writing assignments will be submitted via shared Drive *Project Proposal, Tracking and Reflection document.* You will receive feedback within 3-5 days indicating successful completion of the assignment or the need for revision. Assignment grades will be averaged for the final course grade. If you do not have a Google account or want to submit work via a Word or other document, use the *Project Proposal, Tracking and Reflection document* found in the Moodle course page to guide your work. Contact the instructor using jherz@dominicancaonline.com for further instructions.

A Course Assessment Rubric is located in this document.

Course Assignment Sequence and Items to submit

Part A - Identifying the Objective
You will be making a copy of *the Project Proposal, Tracking and Reflection Document* to share with the instructor. Give editing rights jherzdominicancourses@gmail.com Include your name and EDUO 9719 in the Subject and Share window.
Objective: Propose your project to the instructor for approval via your shared copy of the Project Proposal, Tracking and Reflection document.
        The following will be filled out on the shared document:

Your Name:
Validating Administrator Name:
Grade Level:
Subject/Curriculum:
Overview of Your Project (based on the course Overview) Await approval from the instructor before working on Assignment 2. Include:

a) Learning Environment: *Self-contained (K-6); Single period; Learning Spaces, other*
b) Technology: Sufficient to fully support the project's learning objectives; tools available to students in class, school, home and community
c) Accommodations needed to meet the needs of all learners; Differentiation; Personalization; Special Needs; ELL or others.

Resources: List these on the Project Planner
List with short descriptions, any Non-tech resources needed to support the project: texts; media center teacher; parents; hands-on items/tools; art supplies; guest speakers; field trips, etc.

Part B - Implementation: Project Tracking (B) section. Start tracking. Reshare the entire document several times during the process OR at any time you would like it reviewed. Share it at least twice before completing the project.
Objective: Engage students in the project. Keep track of and document (photos; video; notes)

Part C - Final Assessment and Project Proof

Objective: Assessment and show evidence of the learning that technology use brought to the project.

a) Course Project Planner completed and approved.

b) Write a page reflection of the full project.

c) Submit visual proof of students engaged and of student-produced final projects/products. Submit the proof by attaching items to email or by sharing product links.

d) Validation Document: <u>Submit a signed photo or pdf copy of the document to the instructor by email.</u>

End of Course Assignments!

Course Assessment Rubric

EXCELLENT Meets or Exceeds Course Objectives: A to A-	ACCEPTABLE Majority of Work Meets Course Objectives; B+ to B-	NOT ACCEPTABLE Needs Considerable Improvement: Resubmit Work Suggested: C or below
All work submitted reflects in-depth understanding of course objectives.	Most work submitted reflects in-depth understanding of course objectives.	Work shows little or no in-depth understanding of course objectives.
Assignment responses show evidence of new knowledge evidenced by lesson plans created and the written reflective summary	Most responses show evidence of new knowledge evidenced by lesson plans created and the written reflective summary	Responses show little to no evidence of new knowledge evidenced by incomplete lesson plans created and the written reflective summary that does not address the required questions.
Work submitted was organized and clearly articulated.	Most work submitted was organized and clearly articulated.	Work submitted was not organized or not clearly articulated.
<u>Assignment content and required projects were original.</u>	Assignment content and required projects were original.	Evidence that not all assignment content and required projects were original.
Work is free of spelling and/or grammatical errors.	Work has few spelling and/or grammatical errors.	Work has numerous spelling and/or grammatical errors.