

MORAVIAN COLLEGE
Bethlehem, Pennsylvania

EDUC 140: Technology in the Classroom

Spring 2016

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January 19 - March 3, 2016

T/Th – 7:00 – 9:00 PM

Location: Memorial Hall 201

There are two essential questions that need to be addressed if teachers and prospective teachers are to effectively use technology in schools and classrooms:

1. *What do we mean by the “21st century classroom?”* There are a variety of answers to this question, but few get at the *transformation in teaching and learning* that can be brought about by the shifts that are happening in our world today.
2. *How do we apply technology tools in ways so that we can more easily achieve meaningful teaching and learning in the 21st century?* Our focus on technology in education rarely gets beyond the dimension of technical skill. Education professionals must have additional skills to be able to evaluate emerging and ever-evolving technology tools and determine how they will meet the needs of the 21st century learner.

Together we will focus our work in this course on developing some answers to these questions.

Goals

1. Experience a blended learning environment (synchronous and asynchronous) that models the necessary conditions for the most effective integration of content and technology.
2. Collaboratively develop a repository of knowledge (the [Learning Commons](#)) to assist you during and beyond this course as you integrate technology into your own teaching and learning.
3. Experience a wide variety of technology tools and their educational applications in the classroom.

Texts

Barnes, M. (2014). *Teaching the iStudent: A quick guide to using mobile devices and social media in the K-12 classroom*. Thousand Oaks, CA: Corwin.

Ripp, P. (2014). *Empowered schools, empowered students*. Thousand Oaks, CA: Corwin.

Whitby, T. & Anderson, S. W. (2014). *The relevant educator: How connectedness empowers learning*. Thousand Oaks, CA: Corwin.

Assignments and Grading

Assignments are due as indicated on the course [Learning Commons](#). (The long address of the Learning Commons is: <https://sites.google.com/site/educ1402016/home>.) Please note that unless a mutually agreeable revised due date is negotiated with the instructor, late assignments will not be accepted. It is within the instructor's purview to apply qualitative judgment in determining grades for an assignment or for a course.

1. Regular Reflective Blog Posts and Twitter Participation 25%

You will be asked to develop regular blog posts of approximately 300 words that connect your work in the course with a personal teaching or learning experience. You will also be asked to participate in conversations regarding the course text and other topics using Twitter.

2. Application Project 50%

Working individually or with a group, you will be asked to transform a previously created unit of study using the SAMR framework and Webb's Depths of Knowledge (DOK). The project will be outlined more completely sometime in the first two weeks of the semester.

3. Concluding Assignment 25%

This will be an assignment in a format of your choice that will address *either* (1) your answers to the essential questions listed above or (2) your growth over the course as related to the [ISTE standards for teachers](#).

Attendance

Due to the nature and structure of the course, attendance at each meeting (face-to-face and virtual) is crucial. If you must miss a session, please speak to me in class or call me to explain. Please do not email, text or relay a message through another student. More than one absence will impact your ability to engage with your classmates and may result in a failing grade for the course.

Academic Honesty

All work must be your own. Be certain to cite sources that you use, and take care to avoid plagiarism, which the *Moravian College Student Handbook* defines as “the use, deliberate or not, of any outside source without proper acknowledgement” (33). Note that academic dishonesty will result in a zero for the assignment and notification of the Academic Dean, in accordance with Moravian College policy.

All violations of academic honesty reported to the Academic Dean are shared with the Teacher Education Committee at the time the candidate's application for student teaching is being considered. In the past, such violations have prevented the Committee from approving some candidates for student teaching.

Accommodations

Students who wish to request accommodations in this class for a disability should contact the Academic Support Center, located in the lower level of Monocacy Hall, or by calling 610-861-1401.

Accommodations cannot be provided until authorization is received from the Academic Support Center.

Anticipated Course Schedule

Please note that while every effort will be made to follow the schedule indicated below, the syllabus is subject to change as the instructor deems necessary to help students meet the objectives of the course.

Session 1
January 19

Setting the Stage
Syllabus review
Setting up Technology

Session 2
January 21

Networked Learning

Edmodo Sharing
Networked Learning video/discussion
Navigating social networks as learning tools

Session 3
January 26

Education in 2014 - Pt. 1

Twitter
Education in the world today
The Relevant Educator
Edmodo sharing

Session 4
January 28

Education in 2014 - Pt. 2

Twitter chats
TED education videos

Session 5
February 2

SAMR - Pt. 1

SAMR framework for technology use
Teaching the iStudent
Twitter chat - participation
Twitter sharing

Session 6
February 4

SAMR - Pt. 2

SAMR framework for technology use
Checking in on the course essential questions

Session 7
February 9

SAMR - Pt. 3

SAMR workshop - ladder development
Empowered Schools, Empowered Students
Twitter sharing
Mid-course self-assessment

Session 8
February 11

TED-Ed

TED-Ed lesson
Planning for final project
Twitter sharing

Session 9
February 16

Putting the pieces together

Finish SAMR workshop
TED-Ed lesson review
Twitter sharing

Session 10

February 18	Webb's Depths of Knowledge (DOK) - Pt. 1 DOK workshop Twitter sharing Final Project Plans
Session 11 February 23	Webb's Depths of Knowledge (DOK) - Pt. 2 DOK workshop Twitter sharing Final Project Plans
Session 12 February 25	Final Project, etc. Independent or group work on final project details Concluding assignment Course self-assessment
Session 13 March 1	Individual/Group Consultations Final project/course review meetings Final project written reflection
Session 14 March 3	Wrapping it up Final project sharing Final self-assessment