COLLEGE OF CHARLESTON
DEPARTMENT OF TEACHER EDUCATION
TEDU 436 - USING INSTRUCTIONAL TECHNOLOGY & PROBLEM BASED LEARNING

3 Credit Hours - Fall 2017
Class: Tuesday 4:00 - 6:45 PM
CRN: 13896

W. Ian O'Byrne, Ph. D.
obyrne@cofc.edu
(843) 953-3376

Office hours:
I will have a weekly open office hour via Google Hangout. We will agree on the time for this meetup as a group. I am also available via Google Hangout (obyrne@cofc.edu).

Course Description:
Educational technology is moving classroom instruction beyond its oral and print-based tradition to embrace online and electronic texts as well as multimedia. ICT tools have created opportunities for reading, writing and collaborating beyond the traditional classroom walls and practices. However with all of these changes taking place, there is debate as to how to provide authentic and effective educative experiences for students. This course will incorporate students' previous experiences using technology with advanced computer techniques such as importing files between programs, integrating files into finished documents, and using new educational technology. The class will be based on hypermedia and related technologies to allow students to create their own educational software. The class will incorporate instructional design theory with using an authoring system in this process. Related technologies will include video and audio digitizing, and Web 2.0.

At the heart of this course are the following principles of action:
- Intellectual curiosity and rigor;
- reflective, research-based practice;
- collaboration and consensus building;
- field-oriented service and community outreach;
- cultural sensitivity and understanding.

Course Objectives:
All teacher preparation programs in the School of Education (SOE) are guided by a commitment to Making the Teaching Learning Connection through three Elements of Teacher Competency. These elements are at the heart of the SOE Conceptual Framework: 1) understanding and valuing the learner, 2) knowing what and how to teach and assess and how to create an environment in which learning occurs, and 3) understanding themselves as professionals. These three competencies underlie all learning and assessment in this course; they help you develop the knowledge, skills, and dispositions necessary to become an effective teacher.

A. UNDERSTANDING AND VALUING THE LEARNER
1. Define and defend personal and class definitions of language (INTASC 1; NAEYC 1; ACEI 1; NMSA 1; SOE Standards I & II).
2. Compare and Critique the models of language acquisition as well as the many theories concerning language development (INTASC 1; NAEYC 1; ACEI 1; NMSA 1; SOE Standards I & II).

3. Explore the impact of family and community upon language development and implement ways to include families and local communities within the classroom (INTASC 1, 5c; NAEYC 1, 2; ACEI 1 & 5.2; NMSA 1 & 6; SOE Standard V).

4. Describe how language instruction should be aligned with the patterns of child growth and development (INTASC 1; NAEYC 1; ACEI 1 & 2.1; NMSA 1; SOE Standard 1).

B. KNOWING WHAT AND HOW TO TEACH AND ASSESS AND HOW TO CREATE AN ENVIRONMENT IN WHICH LEARNING OCCURS
   1. Match competencies necessary for appropriate language and reading development with required standards (INTASC 2b; NAEYC 4b; ACEI 1 & 2.1; NMSA 1; SOE Standard II; COMMON CORE Standards for Reading, Writing, Speaking & Listening, and Language, SC 7).
   2. Recognize the impact of differing language patterns and dialects upon language use and success in school (INTASC 1 & 3a, 3b; NAEYC 1 & 4; ACEI 1 & 3.2; NMSA 1; SOE Standards I & III; SC 7, SC 12).
   3. Recognize the importance of story/narrative in communication within every culture and every classroom (INTASC 1, 3b, & 5b, 5c; NAEYC 1, 4, & 2; ACEI 1, 2.1, &3.5; NMSA 1; SOE Standards III, V, VII).
   4. Appreciate personal storytelling as an effective teaching tool for communication with students and parents and for incorporating the local community within the classroom (INTASC 1, 3b, 5b, 5d; NAEYC 1, 4, 5, 2; ACEI 1, 2.1, 3.5, & 5.2; NMSA 1 & 6; SOE Standards III, V, VII).

C. UNDERSTANDING YOURSELF AS A PROFESSIONAL
   1. Model effective use of the English language (INTASC 1, 2b; NAEYC 6; ACEI 5.1; NMSA 7; SOE V; SC 5).
   2. Evaluate changing self-perceptions about language use in teaching and learning (NCATE 5; ACEI 2.1, NMSA 1; SOE Standards I, IV, V, VI, VII; SC5).
   3. Collaborate and cooperate with other course participants in class and in the evaluation of course projects (NCATE 5; NAEYC 5 & 6; ACEI 5.1; NMSA 7; SOE Standards I, II, III, IV; SC 5 & SC 6).
   4. Use technologies to optimize instruction (NCATE 5; NAEYC 3, 4, &5; ACEI 3.2, 3.4, & 3.5; NMSA 7; SOE I, II III, V; ISTE I A & B, V A & D, VI B; SC 16). 1. Define and defend personal and class definitions of language (INTASC 1; NAEYC 1; SOE Standards I & II; SC 16).

Required Text:
All required readings provided in OAKS.
## TENTATIVE SCHEDULE (subject to revision as needed)

<table>
<thead>
<tr>
<th>DATE</th>
<th>Agenda</th>
<th>Week One Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>What is Project Based Learning? Understanding by Design Web Literacies</td>
<td>Due at end of Week 1 (8/28): Review the elements of the Unit Planning workbook and Unit Plan Template.</td>
</tr>
<tr>
<td>8/22</td>
<td>Explore options and start up a new website</td>
<td>Supplemental: Three steps to identify and develop your digital identity Develop your own personal cyberinfrastructure Thimble: My Six Word Bio</td>
</tr>
<tr>
<td></td>
<td>Hypothesis</td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>GAFE</td>
<td>Due at end of Week 2 (9/4): Continue to play with tools to develop your website. I’ll share more links in OAKS announcements</td>
</tr>
<tr>
<td>8/29</td>
<td>Google Docs, Mastering sharing settings for Google Docs, Google Slides</td>
<td>Write an Intro post for yourself in a Google Doc, you may decide to share your six word memoir...and the Thimble project. You should also write up a post on “What do I want to assess?” and save it in a Google Doc for later.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Supplemental: Veronica Belmont</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Five keys to comprehensive assessment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Erase All Kittens</td>
</tr>
<tr>
<td>Week 3</td>
<td>Module One, SAMR, ISTE NETS Standards, GAFE - Google Sheets, Forms, Drawing</td>
<td>Due at end of Week 3 (9/11): Complete Module One</td>
</tr>
<tr>
<td>9/5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td>Module One</td>
<td>Due at end of Week 4 (9/18):</td>
</tr>
<tr>
<td>-------</td>
<td>------------</td>
<td>------------------------------</td>
</tr>
<tr>
<td>9/12</td>
<td>Lesson Planning</td>
<td>Complete Website Development “My Website” &amp; Unit Plan update #1 on Google Doc and share in OAKS. Give your peers feedback on their work.</td>
</tr>
</tbody>
</table>

**Supplemental:**
- Nichole Pinkard on Digital Literacy
- 3 rules to spark learning
- Middle School Project: Public Art

<table>
<thead>
<tr>
<th>Week 5</th>
<th>Module Two</th>
<th>Due at end of Week 5 (9/18):</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/19</td>
<td>Begin planning for Project Based Learning Unit using the Unit Project Planning Workbook. Complete Parts A &amp; B in the copy you make. This is for your Internet Inquiry Unit Plan. Share this work with your Critical Friends for review. Unit Plan update #1: Discuss the development of</td>
<td>Complete module two reflection post and share via Google Doc in OAKS. Give your peers feedback on their work.</td>
</tr>
</tbody>
</table>

**Supplemental:**
- My restaurant project
- What is a domain?
- The web we need to give to students
- Unit Planning workbook & Unit Plan Template

**TPACK - slide deck** reflection post in Google Doc and share in OAKS. Give your peers feedback on their synthesis.

**Supplemental:**
- My restaurant project
- What is a domain?
- The web we need to give to students
- Unit Planning workbook & Unit Plan Template
your Unit Plan project, and larger questions. You may also use the “Reflect” prompts Unit Project Planning Workbook for guidance.

<table>
<thead>
<tr>
<th>Week 6</th>
<th>Module Two</th>
<th>Due at end of Week 6 (10/2):</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/26</td>
<td>Screencapture/Screencast Video/Audio editing Stop motion animation Digital Identity Assessment/Digital Badges Online Security/Privacy Acceptable Use Policies</td>
<td>Complete Online Collaborative Inquiry Lesson Plan &amp; Unit Plan update #2 on Google Doc and share in OAKS. Give your peers feedback on their work.</td>
</tr>
</tbody>
</table>

Supplemental:
Example of an Internet Inquiry Project: *Eagleton, Guinee, & Langlais (2003)*
The Screencasting Handbook

<table>
<thead>
<tr>
<th>Week 7</th>
<th>Module Three</th>
<th>Due at end of Week 7 (10/09):</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/3</td>
<td>Research and reflect on materials for online reading comprehension. Typically this includes questioning, locating, evaluating, synthesizing, and communicating. Create a lesson plan to teach a part of this in your classroom. In your Unit Project Planning Workbook, complete Parts C &amp; D. This is for your Internet Inquiry Unit Plan. Share this work with your Critical Friends for review. Unit Plan update #2: How will you ensure that your assessments are authentic in your unit plan? What formative, and/or summative assessments will you include? You may also use the “Reflect”</td>
<td>Complete module three reflection post and share via Google Doc in OAKS. Give your peers feedback on their work.</td>
</tr>
</tbody>
</table>
| Week 8 | Module Three | Due at end of Week 8 (10/16):  
Complete Online Collaborative Inquiry Lesson Plan & Unit Plan update #2 on Google Doc and share in OAKS. Give your peers feedback on their work.  
*Give Me Shelter* |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>10/10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 9</td>
<td>FALL BREAK</td>
<td></td>
</tr>
<tr>
<td>10/17</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 10</td>
<td></td>
<td>Gallery Walk Feedback on unit plan</td>
</tr>
<tr>
<td>10/24</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Week 11 | Module Four | Due at end of Week 11 (11/6):  
Complete module four reflection post and share via Google Doc in OAKS. Give your peers feedback on their work. |
| 10/31 | Research and reflect on materials for online content construction. Typically this includes planning, generating, organizing, composing, and revising.  
Create a lesson plan to teach a part of this in your classroom.  
In your Unit Project Planning Workbook, complete Parts E, F, & G. This is for your Internet Inquiry Unit Plan. Share this work with your Critical Friends for review.  
Move over materials from Workbook to the finalized Unit Plan template. You will submit both documents with your final website for review.  
Unit Plan update #3: How have you mapped out the progress of the unit? How will you share this timeline with students so they understand and are not confused? You may also use the “Reflect” prompts Unit Project Planning Workbook for |
|  |  |  |
Week 12
11/7
Module Four
Due at end of Week 12 (11/13):
Complete Online Content Construction Lesson Plan & Unit Plan update #3 on Google Doc and share in OAKS. Give your peers feedback on their work.

Week 13
11/14
Wikipedia & Website
Tuning protocol on unit plan workbook

Week 14
11/21
Wikipedia & Website

Week 15
11/28
IGNITE Talks

Last day of classes is 12/4, Reading Day is 12/5, Finals from 12/6 to 12/13

Course Assignments:

This course is designed to engage participants in literacy-based instruction. As future practitioners, your responsibility will be to support all learners in your classes and help them become increasingly more independent as readers, writers and thinkers. Becoming reflective about learning is the hallmark of an effective educator. The following will capture your thinking as you learn, provide opportunities for independent exploration of topics of interest, and support your learning through collaborative learning opportunities.

You will please submit the following on the appropriate due dates:

- **Website Construction** (25 points)
- **Hypothesis & Blogging** (10 points)
- **Three Lesson Plans & Teaching Materials** (30 points)
- **Internet Inquiry Unit Plan** (25 points)
- **Editing Wikipedia** (10 points)

**Website Construction**
Throughout the semester, you will build a website that will serve as your digital portfolio, and help you create your identity as an educator in digital spaces. You will make the decisions about what you share, and what you do not share on your website. You will decide how you connect (or do not connect) this to other identities you have online.
You will build content for your website over the course of the semester. All of these materials will be completed as Google Docs and shared for review with your peers and the course instructor. As your website takes shape, you will move (copy/paste) these materials over from the Google Docs to your website posts and pages.

We’ll discuss more about this in the course. At the conclusion of the course, we’ll develop a rubric for assessment of this work product.

**Hypothesis & Blogging**

Literacy and teaching are a social process. You will be expected to use Hypothesis to markup and annotate as you read online. To use Hypothesis, please review this post. Please include the hashtag #cofcedu and any other relevant hashtags as you annotate online. Your content saved on Hypothesis details the breadcrumbs left behind as you read throughout the course. Your content will be viewable for the instructor, your peers, and the public. As such, you can actively participate in class through sharing your reflections and responding to and building upon your classmates’ ideas.

In this course you will be required to complete and share work from projects online in the form of blog posts. You will be posting anywhere from two to four times per module reflecting on what you have learned during your research, where you found your information, and challenges/opportunities that have popped up as you synthesize this information. You should link directly to the annotations made in Hypothesis in your blog posts.

You will weekly receive more guidance in OAKS about the blog posts. Content of these posts should be about 500 words, relate to the question of inquiry posed by the Instructor, and relate back to the readings from the course. We will discuss rubrics and assessment of these posts in class.

**Three Lesson Plans and Teaching Materials**

Lesson plans will be based on a format presented to you in OAKS. Each lesson plan should be based on integration of one of the digital texts or tools we learn about in class. You are to identify a meaningful way to integrate the digital text or tool into instruction that is appropriate for your content area, and your age level. The lesson plans should all connect to one another and also to your Internet Inquiry Unit Plan. All lesson plans should include connections to the web literacy map and/or ISTE standards.

All lesson plans need to include any/all materials you indicate in the lesson plan. Put simply, if you suggest in the lesson plan that you want to teach it...you need to build it. It all needs to be made available on your lesson plan and your website.

Once again...all of this should focus on your content area, and the curriculum that you plan to teach. Please develop something that you plan on teaching to students or colleagues. Follow the guidance given in the modules and in class.

**Internet Inquiry Unit Plan**
We are living, learning, and educating in an information-rich (Shirky), connected (Siemens), creative (Florida), participatory (Jenkins) culture. We make the bold statement that “the Internet is the dominant text for our students.” In this activity you will use the Internet, the connected learning community, to allow students to identify and answer their questions. You will develop an Internet Inquiry Unit Plan that connects with the three other lesson plans and the multimodal tutorial you’ll create for this class. You will launch everything on your website and document learning over time through your reflections.

You will be evaluated on the basis of your organization, content, reflections, and thoughtful development of your unit plan. You should develop this unit plan for use with the classroom of your future.

You will use the Unit Project Planning Workbook to plan and develop your unit. Think of this as the messy space in which you create, revise, and iterate on your project. You will use the Unit Plan Template as the “final” version of your unit plan. Think of this as the document you’ll use to teach the unit in your classroom.

In this assignment you need to consider the following:

- What is your topic? Think of this as an Internet Inquiry Project...you pick the topic. What are you interested in?
- Identify your goals and student learning objectives. What do you think you’ll learn?
- Identify the driving question. What will students need to understand and respond to in the process?
- Identify your assessment (formative and summative) assessment techniques. How will you assess (and scaffold) student success in this activity?
- Identify the major products. What will students individually and collaboratively develop during the project?
- Identify how students will reflect on learning process and product during the project. How do you scaffold dialogue to help students think about thinking...and success?

We’ll discuss format, environment, and preparation in OAKS.

**Editing Wikipedia**
Over the course of the semester, you will be researching information about the web literacy map. This includes not only the main page, but also information about reading, writing, and participating online. In small groups, you will identify changes that need to be made to Wikipedia, and adding this content

**GENERAL INFORMATION**

**Attendance Policy:**
Class attendance is expected. Students are responsible for all content and assignments for each class. Two absences for any reason are allowed, but you WILL NOT receive participation credit for that class (no matter what the reason for your absence). *Upon a fifth absence, the student will be automatically withdrawn from a course with the grade of WA. WA becomes an F on a transcript.*
Students who qualify for SNAP must present their official letter from the SNAP office to the professor within the first two weeks of the course if they wish special accommodations.

Athletes who will miss class due to athletic events must see the professor within the first two weeks of the course and submit the athletic schedule for the semester, identifying classes that will be missed. No other absences will be allowed for athletes who miss the maximum allowable absences due to athletic events.

Students who miss more than 2 classes (one week) will receive a one point deduction for each additional missed class session. Multiple tardies will also result in loss of Attendance, Preparedness, & Professionalism points (after 2 tardies, a point is deducted for each following tardy). If you know that you will miss a class or be late for class, please notify me via email or text as soon as possible.

**Computer Participation:**
This course will be designed in modules. Each module will open on Sunday at midnight and all assignment due dates will be listed on the calendar link on OAKS. You are encouraged to log in to the course, check the announcements, participate on the discussion boards, check the calendar, and review assignments at least 4 times per week. You should expect to spend the same amount of time preparing for and participating in this course as you would if we met face to face (approximately 5 hours per week). If you have problems related to the course, please contact me immediately. If you have technical problems, please contact the Student Computing Support Desk at 843.953.5457 or email studentcomputingsupport@cofc.edu. Check for computing downloads and tutorials at blogs.cofc/scc/. Resolve problems promptly. **Computer failure/unavailability does not constitute an excuse for not completing assignments by the due date.**

**Communication with the Professor:**
Have a question? Email me, use the course discussion board or schedule a hangout or a face to face meeting. I will respond to all emails within 24-36 hours. I will respond to discussion board posts within 48-72 hours. Hangouts will be scheduled at a convenient time for us both.

**Working in Small Groups:**
One of the most critical skills for a communication professional is the ability to collaborate and work with colleagues both face to face and in an online environment. As such, there are several small group activities and assignments in this course. You will be most successful in these groups if you define your expectations of one another (e.g. deadlines for work to be completed, whether you will meet synchronously on line or in person, who will do what, etc), and if you check in with your group regularly.

**A Note on Class Participation:**
As young professionals, I expect students in this class to communicate both ethically and professionally. I expect you to engage in communication that is sensitive to cultural values and beliefs, communication that is truthful and accurate and communication that fosters mutual
understanding and respect. I expect you will post responsibly to the discussion boards and spaces in this class.

You are invited (expected actually) to respectfully disagree with your classmates and question their positions. I will not tolerate flaming or personal attacks. If you receive more than 2 warnings for such postings you will receive a zero for ALL of the discussion board posting assignments for this class. You are welcome to post links to outside material for this course, but please do not post anything that most of your peers might find objectionable without checking with me first.

This class covers a wide range of topics, from the mundane to that I feel is potentially controversial or offensive, I will give students as much warning as possible. Please feel free to contact me with any questions or concerns you have about class material.

**Grading:**

Late submissions of assignments are unacceptable under normal circumstances. Assignments submitted late are automatically reduced by 10% of the total earned points for the assignments.

Any written assignment submitted is considered a final product that will be graded on both what is written (clarity, depth, insight) and how it is written (the form of the written work). Therefore, it is crucial to realize that correct grammar and spelling, proper punctuation, adherence to assignment guidelines, and neatness will affect your grade. As an educator, you will be expected to demonstrate competency not only in verbal but also in written communication with parents, administrators, and other educators. Please use the resources around you to proofread and to edit your work. A packet about writing and proofreading tips has been provided on WEBCT to assist you. The Writing Lab (Education Center, Room 216) also provides FREE, INDIVIDUALIZED help on all parts of the writing process. See www.cofc.edu/~csl/ for further information.

**College of Charleston Honor Code and Academic Integrity:**

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student’s actions are related more to a misunderstanding will handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The F is permanent. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.
Students should be aware that unauthorized collaboration—working together without permission—is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others’ exams, fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the Student Handbook at http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php

**Student Accommodations:**
In compliance with the Americans with Disabilities Act (ADA) all qualified students enrolled in this course are entitled to “reasonable accommodations.” Please notify the instructor during the first week of class of any accommodations needed for the course.

I encourage you to utilize the Center for Student Learning’s (CSL) academic support services for assistance in study strategies, speaking & writing skills, and course content. They offer tutoring, Supplemental Instruction, study skills appointments, and workshops. Students of all abilities have become more successful using these programs throughout their academic career and the services are available to you at no additional cost. For more information regarding these services please visit the CSL website at http://csl.cofc.edu or call (843)953-5635.

**Grading Scale:**
- A = 93-100
- B+= 88-92
- B = 83-87
- C+= 78-82
- C= 74-77
- F< 74

The point distribution for letter grades is pursuant to the UNH Education Department grading scale. According to the UNH Graduate Grading Scale, an A grade represents superior work, a B grade represents above average work, and a B- represents average work. Students who fall below this grade are required to repeat the course, as per University Graduate School Policy.

**Professional Behavior/Dispositions:** Students are responsible for all content and assignments for each class. They are expected to demonstrate professional behaviors consistent with the following dispositions:

- The belief that all students can learn.
- Value and respect for difference.
- Value of positive human interaction.
- Intellectual curiosity and willingness to learn new knowledge.
- A commitment to inquiry, reflection, and self-assessment.
- Value of responsible, collaborative, and cooperative work.
- Sensitivity to community and cultural context.
- Responsible and ethical practice.

**Honor Code:** All courses in the School of Education are conducted under the Honor Code of the College of Charleston. The Honor Code specifically forbids lying, cheating, attempted cheating, stealing, attempted stealing and plagiarism. Students at the College are bound by honor and by their acceptance of admission to the College to abide by the Code and to report violations. As members of the College community, students are expected to evidence a high standard of personal conduct and to respect the rights of other students, faculty, staff members, community neighbors, and visitors on campus. Students are also expected to adhere to all federal, state, and local laws. Faculty members are required to report violations of the Honor Code or Code of Conduct to the Office of Student Affairs. Conviction of an Honor Code violation in a class will result in the grade of “XF” for the course.