

**FAU**  
FLORIDA ATLANTIC  
UNIVERSITY

College of Education **Department of Teaching &**

**Learning**

**Course Title:** Educational Technology for 21<sup>st</sup> Century Teaching

**Course Number:** EME 4312

**Credit Hours:** 2 semester hours

**Prerequisites/Corequisites:** None

**Course Logistics:**

- \* Terms: fall, spring, summer
- \* Instructional Method: in-person, distance learning
- \* Class location and time: Davie, Boca, Jupiter (time not available)

**Instructor:** Dr. Ann Musgrove  
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**Phone Number/Email:** To be determined

**TA contact information:** Not applicable

**Catalog Description:** This course prepares learners to integrate technology into the classroom. Emphasis is on the use of current technology tools to facilitate teaching, learning, and assessment.

**Required Text:**

Roblyer, M. & Doering, A. (2015). *Integrating educational technology into teaching (7th ed.)*. Upper Saddle River, NJ: Pearson Education, Inc.

**Special Course Requirements:**

- \* *Livetext* (active 5 years), required for all College of Education classes at <http://coe.fau.edu/livetext>.
- \* USB Drive or OneDrive Account.
- \* Internet access for Blackboard and other web based apps.
- \* Access to FAU student email at <http://myfau.edu/>.
- \* Microsoft Office: You may use the free version at: <http://www.fau.edu/oit/getoffice365/>

**Supplementary/Recommended Readings:**

**Book**

Magaña, S., & Marzano, R. (2011). *Enhancing the Art & Science of Teaching with Technology*. Solution Tree Press.

### Websites

- 5 Online Tools for Differentiated Instruction and Assessment  
<http://edtechreview.in/news/498-5-online-tools-for-differentiated-instruction-and-assessment>
- 6 Ed Tech Tools to Try in 2016 (Cult of Pedagogy)  
<http://www.cultofpedagogy.com/6-ed-tech-tools-to-try-in-2016/>
- 10 Sites for Differentiated Instruction (Tech Learning)  
<http://www.techlearning.com/default.aspx?tabid=100&entryid=6226>
- CPALMS - <http://www.cpalms.org/Public/>
- Coding - <https://code.org/>
- Education Chats - <https://sites.google.com/site/twittereducationchats/>
- Enhancing Learning through Differentiated Technology  
<http://www.edutopia.org/blog/enhanced-learning-through-differentiated-technology-julie-stern>
- Graphite - <https://www.graphite.org/>
- Common Sense Media - <https://www.common Sense Media.org/educators>
- National Education Association, The 10 Best STEM Resources  
<http://www.nea.org/tools/lessons/stem-resources.html>
- National Education Technology Plan (Office of Educational Technology)  
<http://tech.ed.gov/files/2015/12/NETP16.pdf2016>
- National Science Foundation, Resources for STEM education  
<http://www.nsfresources.org/topic.cfm?topic=TD&allh=true>
- Partnership for 21st Century Skills - <http://www.p21.org/our-work/resources/for-educators>
- Spotlight on Differentiated Instruction 2016 (Education Week)  
<http://www.edweek.org/ew/marketplace/products/spotlight-on-differentiated-instruction-2016.html>
- TeachersFirst, Thinking Teachers Teaching Thinkers - <http://teachersfirst.com/>
- Technology Integration Matrix - <http://fcit.usf.edu/matrix/>
- What is Differentiated Instruction? (Examples of Strategies)  
<http://education.cu-portland.edu/blog/teaching-strategies/examples-of-differentiated-instruction>

### Standards and Guidelines Used for Developing Course Objectives

#### International Society for Technology in Education (ISTE) Standards for Teachers at

<http://www.iste.org/standards>:

1. Facilitate and inspire student learning and creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.
  - a. Promote, support, and model creative and innovative thinking and inventiveness.
  - b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources.
  - c. Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes.
  - d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments.
2. Design and develop digital age learning experiences and assessments. Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and develop the knowledge, skills, and attitudes

identified in the Standards.

- a. Design or adapt relevant learning experiences that incorporate digital tools and resources that promote student learning and creativity.
  - b. Develop technology enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress.
  - c. Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources.
  - d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards, and use resulting data to inform learning and teaching.
3. Model digital age work and learning. Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.
- a. Demonstrate fluency in technology systems and transfer of current knowledge to new technologies and situations.
  - b. Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation.
  - c. Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital age media and formats.
  - d. Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning.
4. Promote and model digital citizenship and responsibility. Teachers understand local societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.
- a. Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and appropriate documentation of sources.
  - b. Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources.
  - c. Promote and model digital etiquette and responsible social interactions related to the use of technology and information.
  - d. Develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital age communication and collaboration tools.
5. Engage in professional growth and leadership. Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.
- a. Participate in local and global learning communities to explore creative applications of technology and to improve student learning.
  - b. Exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others.
  - c. Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning.
  - d. Contribute to the effectiveness, vitality, and self-renewal of the teaching profession and school and community.

**Florida Educator Accomplished Practices (FEAPs) at**

<http://www.fldoe.org/teaching/professional-dev/the-fl-educator-accomplished-practices.stml>:

1. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding (FL-FAU-FEAP-2010.A.3.g).
2. The effective educator consistently utilizes current and emerging assistive technologies that enable students to participate in high-quality interactions and achieve their educational goals (FL-FAU-FEAP-2010 A:2:i)
3. The effective educator consistently uses a variety of assessment tools to monitor student progress, achievement and learning gains (FL-FAU-FEAP-2010.A.4.c).
4. The effective educator consistently applies technology to organize and integrate assessment information (FL-FAU-FEAP-2010.A.4.f).

**Course Objectives/Student Learning Outcomes (The teacher candidate):**

1. Identifies technology resources available in schools and analyzes how those resources affect planning for instruction (ISTE.T 2a, FL-FAU-FEAP-2010.A.3.g).
2. Identifies, selects, and uses hardware, software applications, and technology resources specially designed for use by K-6 students to meet specific teaching and learning objectives (ISTE.T 2c, FL-FAU-FEAP-2010.A.3.g).
3. Applies appropriate technology-based assessment strategies that are aligned with state and national standards (ISTE.T 2d, FL-FAU-FEAP-2010.A.4.c).
4. Identifies appropriate strategies for teaching in blended and online learning environments (ISTE.T 3a, 5a)
5. Utilizes digital tools to analyze instructional data for the purposes differentiating instruction (ISTE.T 2d, FL-FAU-FEAP-2010.A.3.g, FL-FAU-FEAP-2010.A.4.c).
6. Uses online collaboration tools to enhance productivity and professional practice (ISTE.T 1d, 5c).
7. Models appropriate digital citizenship and promotes the responsible use of digital information and technology (ISTE.T 4a, c).
8. Evaluates current research and professional practice to make effective use of existing and emerging digital tools and resources in support of student learning (ISTE.T 5c).
9. Students will explain universal design principles and select appropriate technology tools that will link outcomes to instruction for students with special and/or diverse needs (ISTE.T 5b, FL-FAU-FEAP.A.2. i).

**Teaching Methodologies:**

Modeling; guided practice; simulations; lecture; in-class and online discussions; internet communication

(e-mail, websites, distance learning, learning management system); presentations by instructor and students; videos; computer; and other media.

**Course Evaluation Method (minimum grade of "C" required to pass course):**

<i>Item</i>	<i>Possible Points Percentage of Final Grade</i>	
Group Presentation (1)	100	17%
Critical Assignments (2 @ 100 points each)	200	33%
Quizzes (4 @ 50 points each)	200	33%
Other Assignments (4 @ 25 points each)	100	17%
<b>Total</b>	<b>600</b>	<b>100%</b>

**Critical Assignment Information (must be posted on *LiveText*):**

*The teacher candidate will develop the following artifacts:*

- **Critical Assignment 1:** Technology-Based Assessment Toolbox (FL-FAU-FEAP-2010.A.4.c, FL-FAU-FEAP-2010.A.4.f).
- **Critical Assignment 2:** Technology-Based Lesson (FL-FAU-FEAP-2010.A.3.g).

**Grading Scale (minimum grade of "C" required to pass this course):**

<i>Grade</i>	<i>Percent</i>	<i>Grade</i>	<i>Percent</i>	<i>Grade</i>	<i>Percent</i>
A	94-100	B-	80-82	D+	67-69
A-	90-93	C+	77-79	D	63-66
B+	87-89	C	73-76	D-	60-62
B	83-86	C-	70-72	F	Below 60

**Content Topical Outline: Access to required online readings discussed in class.**

<b>Module</b>	<b>Topics</b>
#1	<p><b>Chapter 1</b>  <i>Educational Technology in Context: The Big Picture</i> (ISTE.T 4,5)</p> <ul style="list-style-type: none"> <li>· Instructional technology trends past shapes the present</li> <li>· Standards, assessment and teaching competencies</li> </ul> <p><b>Assignment #1: Reflection Question, determined by instructor; possible topic: Should the elementary classroom continue in a traditional manner, or adapt with the advancing technological world?</b></p>
#2	<p><b>Chapter 2</b>  <i>Theory into Practice: Foundations for Effective Technology Integration</i> (ISTE.T 2.5)</p> <ul style="list-style-type: none"> <li>· TIP model, theory into practice</li> <li>· The Technology Integration Matrix (<a href="http://fcit.usf.edu/matrix/">http://fcit.usf.edu/matrix/</a>)</li> <li>· Differentiation</li> </ul> <p><b>Quiz 1 - Chapters 1 &amp; 2</b></p>
#3	<p><b>Chapter 3</b>  <i>Instructional Software for 21<sup>st</sup> Century Teaching</i> (ISTE.T 2,3)</p> <ul style="list-style-type: none"> <li>· Types and uses of educational websites and apps</li> </ul> <p><b>Assignment #2: Collaborative Document, determined by instructor, possible topics: students will contribute to a table of educational websites and apps (table may include name, web address, description, grade level appropriateness, terms of service, considerations for students).</b></p>
#4	<b>Chapters 4 &amp; 5</b>

	<p><b>Technology Tools for 21<sup>st</sup> Century Teaching</b> (ISTE.T 1,2,3,5)</p> <ul style="list-style-type: none"> <li>• The Basic Suite</li> <li>• Beyond the Basic</li> </ul> <p><b>Quiz 2 - Chapters 3, 4 &amp; 5</b></p>
#5	<p><b>Chapter 6</b></p> <p><b>Linking to Learn Technology Tools and Strategies</b> (ISTE.T 1,2,3,4,5)</p> <ul style="list-style-type: none"> <li>• Types of online tools, uses and web-based development</li> <li>• Locating and selecting educational websites and apps</li> <li>• Digital Citizenship</li> </ul> <p><b>Assignment#3: Reflection; Possible topic, determined by Instructor: after participating in a social networking professional learning activity, describe how teachers can benefit from this type of participation.</b></p>
#6	<p><b>Chapters 7 &amp; 8</b></p> <p><b>Linking to Learn Technology Tools and Strategies</b> (ISTE.T 2,3,4,5)</p> <ul style="list-style-type: none"> <li>• Distance education, online and blended environments</li> <li>• Web-based lessons in blended environments</li> <li>• Online models, courses, and programs</li> </ul> <p><b>Quiz 3 - Chapters 6, 7 &amp; 8</b></p>
#7	<p><b>Using Technology for Comprehensive Assessment</b> (ISTE.T 2, FL-FAU-FEAP-2010.A.4.c, FL-FAU-FEAP-2010.A.4.f)</p> <ul style="list-style-type: none"> <li>• Traditional and authentic assessments</li> <li>• Integrating technology into the assessment process</li> <li>• Web-based tools for summative assessment</li> </ul> <p><b>Assignment #4 - Reflection; Possible Topic, determined by Instructor: Define formative and summative assessments. Describe how a performance task can be used as either a formative or a summative assessment.</b></p>
#8	<p><b>Using Technology for Comprehensive Assessment</b> (ISTE.T 2, FL-FAU-FEAP-2010.A.4.c, FL-FAU-FEAP-2010.A.4.f)</p> <ul style="list-style-type: none"> <li>• Web-based tools for formative assessment</li> </ul>
#9	<p><b>Chapter 9</b></p> <p><b>Teaching and Learning with Technology in English and Language Arts</b> (ISTE.T 2,4,5; FL-FAU-FEAP-2010.A.3.g)</p> <ul style="list-style-type: none"> <li>• <b>Assignment: Group 1 Presentation</b> <i>Using technology to teach word fluency, vocabulary development, reading comprehension and literacy development</i></li> </ul> <p><b>Critical Assignment 1: Technology-Based Assessment Toolbox Due</b></p>
#10	<p><b>Chapter 9</b></p> <p><b>Teaching and Learning with Technology in English and Language Arts</b> (ISTE.T 2,4,5; FL-FAU-FEAP-2010.A.3.g)</p> <ul style="list-style-type: none"> <li>• <b>Assignment: Group 2 Presentation</b> <i>Using technology to teach the writing process, literature learning, issues and challenges</i></li> </ul>
#11	<p><b>Chapter 11</b></p> <p><b>Teaching and Learning with Technology in Math and Science</b> (ISTE.T 2,4,5; FL-FAU-FEAP-2010.A.3.g)</p> <ul style="list-style-type: none"> <li>• <b>Assignment: Group 3 Presentation</b> <i>Teaching math with technology (STEM education and coding)</i></li> </ul>
#12	<p><b>Chapter 11</b></p> <p><b>Teaching and Learning with Technology in Math and Science</b> (ISTE.T 2,4,5; FL-FAU-FEAP-2010.A.3.g)</p> <ul style="list-style-type: none"> <li>• <b>Assignment: Group 4 Presentation</b></li> </ul>

	<i>Teaching science with technology</i>
#13	<b>Chapter 12</b> <b>Teaching and Learning with Technology in Social Studies</b> (ISTE.T 2,4,5; FL-FAU-FEAP-2010.A.3.g) <ul style="list-style-type: none"> <li>• <b>Assignment: Group 5 Presentation</b> <i>Teaching social studies with technology</i></li> </ul>
#14	<b>Chapter 15</b> <b>Teaching and Learning with Technology in Special Education</b> <ul style="list-style-type: none"> <li>• (ISTE.T 5b, FL-FAU-FEAP.A.2. i)</li> <li>• Issues and challenges in special education</li> <li>• Technology integration strategies to meet special needs</li> <li>• UDL</li> <li>• <b>Critical Assignment 2: Technology-Based Lesson Due</b></li> </ul>
	<b>Final Exam (Quiz - Chapters 9, 11, 12 &amp; 15)</b>

**Critical Assignment 1: Technology-Based Assessment Toolbox  
(FL-FAU-FEAP-2010.A.4.c, FL-FAU-FEAP-2010.A.4.f)**

**LiveText Description:**

The teacher candidate will develop a technology-based assessment toolbox that:

- Contains at least 3 examples of technology-based assessment tools to monitor student progress, achievement and learning gains.
- Demonstrates understanding of how to use technology-based assessment tools to organize and integrate assessment information

**Rubric**

	<b>Exemplary (3,000 pts)</b>	<b>Satisfactory (2,000 pts)</b>	<b>Emerging (1,000 pt)</b>	<b>Unsatisfactory (0,000 pt)</b>	<b>No Attempt (0) (0,000 pt)</b>
<b>Assessment FL-FAU-FEAP-2010.A.4.c</b>	Developed at least 3 exceptional examples of technology-based assessment tools to monitor student progress, achievement and learning gains.	Developed at least 3 appropriate examples of technology-based assessment tools to monitor student progress, achievement and learning gains.	Developed at least 3 acceptable examples of technology-based assessment tools to monitor student progress, achievement and learning gains.	Did not create at least 3 appropriate example of technology-based assessment tools to monitor student progress, achievement and learning gains.	The student failed to submit, or failed to submit on time, assignments related to the competency.
<b>Assessment FL-FAU-FEAP-2010.A.4.f</b>	Demonstrated an exceptional level of understanding of how to use technology-based assessment tools to organize and integrate assessment information	Demonstrated a satisfactory level of understanding of how to use technology-based assessment tools to organize and integrate assessment information.	Demonstrated an acceptable level of understanding of how to use technology-based assessment tools to organize and integrate assessment information.	Did not demonstrate an adequate level of understanding of how to use technology-based assessment tool to organize and integrate assessment information.	The student failed to submit, or failed to submit on time, assignments related to the competency.

**Assignment Overview:**

- Select a grade level and subject area you will be teaching.
- Create an online course site using a free web-based learning management system (LMS)
  - Choose from a list of LMS course tools, web-based tools and apps. Develop one technology-based summative assessment tool to monitor student progress, achievement, and learning gains. Add the assessment tool to your online course site.
  - Choose from a list of LMS course tools, web-based tools and apps. Develop one technology-based formative assessment tool to monitor student progress, achievement, and learning gains. Add the assessment tool to your online course site.

- Choose from a list of LMS course tools, web-based tools and apps and develop one technology-based performance task to assess student understanding of a selected subject area standard (ELA, Math, Science, or Social Studies). Add the assessment tool to your online course site.
- Set up the gradebook on your online course site.
- Add at least 5 students to the class.
- Add a variety of grades for the assessments you have developed for each of the 5 students.
- Analyze the grade data by answering the set of questions given by your instructor.

### **Creating a Technology-Based Performance Task:**

**LO4:** The teacher candidate identifies appropriate strategies for teaching in blended and online learning environments (ISTE.T 3a, 5a).

FL-FAU-FEAP-2010.A.1.f: Applying concepts from human development and learning theories, the effective educator consistently develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.

Need to Know:

- What is a performance task?
- What is a blended classroom?

How do you know when your students have learned the content you are teaching? When they can apply what they have learned in an authentic, real-world context. In this assignment, you will be applying what you know about blended learning, human development, and learning theories to **design an age appropriate performance task that incorporates the elements of the blended classroom.**

To help you develop an understanding of what a performance task is, and how you might begin to design one, read the following articles:

- [Jay McTighe: What is a Performance Task?](#)
- [What is Performance Assessment?](#)
- [Designing Performance Assessment Tasks](#)

Select a grade level, subject area, and standard(s) that you will be assessing at <http://www.cpalms.org/Public/search/Standard>.

As the classroom teacher, create a performance task that will allow you to determine if your students have learned the selected standards and met the criteria that you have set for them. This performance task should be something that your students can complete in about two class periods (about two hours total). Include a rubric that can be used to score the performance task, based on the criteria the students have been given.

### **Critical Assignment 2: Technology-Based Lesson (FL-FAU-FEAP-2010.A.3.g)**

#### ***LiveText Description:***

The teacher candidate will create an example of a technology-based lesson that:

- Provides comprehensible instruction for student understanding.
- Demonstrates a comprehensive knowledge of the subject taught.
- Applies varied instructional strategies and resources, including an appropriate use of technology.



## Rubric

	Exemplary (3,000 pts)	Satisfactory (2,000 pts)	Emerging (1,000 pt)	Unsatisfactory (0,000 pt)	No Attempt (0) (0,000 pt)
Instructional Delivery FL-FAU-FAEP-2010.A.3.g	Created a thoroughly developed example of a technology-based learning material to provide a high level of comprehensible instruction for student understanding. The learning material demonstrated a deep and comprehensive knowledge of the subject taught and applied varied instructional strategies and resources, including an excellent use of technology.	Created an appropriate example of a technology-based learning material to provide a satisfactory level of comprehensible instruction for student understanding. The learning material demonstrated a comprehensive knowledge of the subject taught and applied varied instructional strategies and resources, including an appropriate use of technology.	Created an acceptable example of a technology-based learning material to provide a satisfactory level of comprehensible instruction for student understanding. The learning material demonstrated a basic knowledge of the subject taught and applied varied instructional strategies and resources, including an appropriate use of technology.	Did not create an appropriate example of a technology-based learning material to provide a satisfactory level of comprehensible instruction for student understanding. The learning material did not demonstrate sufficient knowledge of the subject taught and/or did not apply varied instructional strategies and resources, including an appropriate use of technology.	The student failed to submit, or failed to submit on time, assignments related to the competency.
Learning Environment FL-FAU-FAEP.A.2.1	The lesson commendably incorporates all three of the principles of Universal Design for Learning (UDL). The teacher candidate exceptionally selects and describes assistive technology that supports children who have a hearing impairment, a visual impairment, a learning disability, and autism to participate in the technology-based lesson.	The lesson incorporates all three of the principles of Universal Design for Learning (UDL). The teacher candidate selects and describes assistive technology that supports children who have a hearing impairment, a visual disability, and autism to participate in the technology-based lesson.	The lesson incorporates at least two of the principles of Universal Design for Learning (UDL). The teacher candidate selects and describes assistive technology that supports children to participate in the technology-based lesson for students with at least three out of four of the following types of special needs: a hearing impairment, a visual impairment, a learning disability, and autism.	The lesson does not adequately incorporate the principles of Universal Design for Learning (UDL). The teacher candidate did not select and describe assistive technology that sufficiently supports children who have a hearing impairment, a visual disability, and autism to participate in the technology-based lesson.	The student failed to submit, or failed to submit on time, assignments related to the competency.

### Assignment Overview:

#### Digital Citizenship Learning Stations Grades 3-5 Instructions

Today's students live in a digital world. Understanding their responsibility in using and understanding the vastness of the internet is critical. Teachers are tasked with the important duty of modeling what it means to be a good digital citizen. In this lesson, the teacher will employ a variety of scenarios, digital tools and content to teach students how to navigate safely and responsibly in a digital environment.

#### The Lesson:

- The preservice teacher will design a lesson on digital citizenship (dc) providing hands-on activities in five learner stations. Review the Nine elements of digital citizenship. Also review the ISTE Standards for teachers and students. Choose 5 of the dc elements for the initial lesson.
- The preservice teacher will design the classroom configuration that will consider ADA compliance in the design of learner stations. Universal Design for Learning (UDL) principles should also be incorporated. Use Google draw (sample) to design a classroom layout that will accommodate 5 learning stations for a class of 23 students. The drawing should include any extraneous furniture including student desks, teacher desk, tables, cabinets, etc.

#### The initial lesson should require students to think critically about:

1. Responsibility - *What are my responsibilities to self, family, community?*
2. Respect - *What is respect? How do I define respect? How do I show respect?*

3. Privacy/Safety - *How can I protect myself, family, community?*
4. Cyberbullying - *Why should I use kind words?*
5. Protection of Intellectual Property - *Is it yours or mine? Can I take what's yours and claim it as mine?*

**Design 5 learning stations that address each of the critical thinking points:**

1. Responsibility Station
2. Respect Station
3. Privacy/Safety Station
4. Cyberbullying Station
5. Protection of Intellectual Property Station

*Note: Each station should have a 15-minute task that requires the participation of each student in the group.*

**Social Media**

**Voxer Groups**

<https://docs.google.com/spreadsheets/d/18zduXqMaa5vE8sJiHavp9gG2toMOW53XdFhBzsZX7bs/htmlview#gid=50015924>

**Periscope:** *Live video conversations on education. Meets Every Third Thursday: #PasstheScopeEDU (Follow on Twitter for updates)*

**Twitter Chat Groups:**

<https://sites.google.com/site/twittereducationchats/education-chat-calendar>

**Videos to preview:**

<https://www.teachingchannel.org/videos/teaching-digital-citizenship>

<https://www.teachingchannel.org/videos/tch-presents-student-internet-safety>

<https://www.teachingchannel.org/videos/conver-stations-strategy>

<https://www.teachingchannel.org/videos/carousel-activity-math-lesson>

**Websites**

**Creating Centers:**

<http://thecornerstoneforteachers.com/free-resources/centers/easy-and-creative-centers>

**Scope and Sequence on Digital Citizenship from Common Sense Media**

<https://www.common Sense Media.org/educators/scope-and-sequence>

**Suggested Activities:**

- [http://marvel.com/games/play/31/create\\_your\\_own\\_superhero](http://marvel.com/games/play/31/create_your_own_superhero)?)
- Students can use an online presentation tool with a teacher generated link for a group of students to build a presentation demonstrating their understanding of Digital Citizenship.
- **Digital Passport from Common Sense Media (free registration)**  
<https://www.digitalpassport.org/educator-registration>

**Center Ideas:**

- Use an interactive whiteboard as a center.
- Configure desks for group work.

- Use a listening center as a station.
- Create a tablet center

**Standards:**

**LAFS.5.SL.1.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

**LAFS.5.SL.2.5** Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

**The TIM Matrix:**

<http://fcit.usf.edu/matrix/>

**Policy on Makeup Tests, Late Work, and Incompletes:** Students are expected to attend all of the scheduled University classes and to satisfy all academic objectives as outlined by the instructor. It is the student's responsibility to make up all work missed during excused absences. In addition, it is the student's responsibility to give the instructor notice prior to any anticipated absence and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work that is missed without any reduction in the student's final course grade as a direct result of an excused absence. Please see **Classroom Etiquette Policy** below for information pertaining to excused absences. The grade of Incomplete ("I") is reserved for students who are passing a course but have not completed all the required work because of exceptional circumstances.

**Classroom Etiquette Policy:** (late arrivals, unexcused absences, electronic devices)

Final grades may be affected by late arrivals and unexcused absences. Unavoidable absences include: family emergencies, illness, military obligations, and court imposed legal obligations. Students will not be penalized for absences due to participation in University-approved activities, including athletic or scholastic teams, musical and theatrical performances, and debate activities. These absences must be accompanied by documentation. The instructor reserves the right to approve or disapprove any absence. Reasonable accommodation must also be made for students participating in a religious observance. University policy on electronic devices states: *In order to enhance and maintain a productive atmosphere for education, personal communication devices, such as cellular telephones and pagers, are to be disabled in class sessions.*

**Dropping the Course:** If you must drop this course, please complete all necessary forms. Otherwise, the instructor is required to enter a grade of "F" for the course.

**Disability Policy Statement:** *In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations to properly execute coursework due to a disability must register with Student Accessibility Services (SAS) -- in Boca Raton, SU133 (561-297-3880); in Davie, LA 203 (954-236-1222); in Jupiter, SR 110 (561-799-8585) --and follow all SAS procedures.*

**Code of Academic Integrity policy statement:** *Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see the University Code of Academic Integrity at: [http://fau.edu/remulations/chapter4/4.001 Code of Academic Integrity.pdf](http://fau.edu/remulations/chapter4/4.001%20Code%20of%20Academic%20Integrity.pdf).*

### **Use of Student Work:**

All Teacher Education programs undergo periodic reviews by accreditation agencies and the state education department. For these purposes samples of students' work are made available to those professionals conducting the review. Student anonymity is assured under these circumstances. If you do not wish to have your work made available for these purposes, please let the professor know before the start of the second class. Your cooperation is appreciated

**Please Note: Due to the possibility of the implementation of new, required state standards, the Competency Assessments and rubrics within this course may change during the semester. If changes are made, you will receive advance notification.**

## **Bibliography**

### **Books and Articles**

- Bergmann, J. & Sams, A. (2012). *Flip your classroom: Reach every student in every class every day*. Association for Supervision and Curriculum Development (ASCD).
- Bonk, C. (2009). *The world is open: How web technology is revolutionizing education*. San Francisco, CA: Jossey-Bass.
- Dembo, S. & Bellow, A. (2013). *Untangling the web*. Thousand Oaks, CA: Corwin.
- Kilbane, C. & Milman, N. (2009). *What every teacher should know about creating digital teaching portfolios*. Columbus, Ohio: Pearson.
- Maloy, R., Verock-O'Loughlin, R., Edwards, S. & Woolf, B. (2016) *Transforming learning with new technologies (3rd Ed)*. Pearson e-Text.
- Prensky, M. (2010). *Teaching digital natives: Partnering for real learning*. Thousand Oaks, CA: Corwin.
- Riley, J. (2011). *Social media directory: The ultimate guide to Facebook, Twitter, and LinkedIn Resources*. Indianapolis, Indiana: QUE.

### **Professional Organizations, Reports and Standards**

CAEP Accreditation Standards

<http://caepnet.org/standards/introduction>

Bill and Melina Gates Foundation - What Educators Want from Digital Instructional Tools 2.0

<https://s3.amazonaws.com/edtech-production/reports/Teachers-Know-Best-2.0.pdf>

Florida Educator Accomplished Practices (FEAPs)

<http://www.fldoe.org/teaching/professional-dev/the-fl-educator-accomplished-practices.stml>

International Society for Technology in Education (ISTE) Standards for Teachers

<http://www.iste.org/standard>

The New Media Consortium (2013) *Horizon Report*. K12 Edition. Retrieved from

<http://www.nmc.org/publications/2013-horizon-report-k12>  
U.S. Department of Education, Office of Educational Technology - 2016 National Education  
Technology Plan  
<http://tech.ed.gov/files/2015/12/NETP16.pdf>

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