**Building Your Blended Classroom: *Leveraging Our Resources to Reach All Learners*
ED 501**

Course Syllabus and Assignments

Credits: 3 Semester credits   **Grade Type:** Letter Grade

Required Text: all required readings are available within the e-course site.

Instructor: David Beyers Ed. M 989.350.3040, dbeyers@teacherslearningcenter.com

Course Format: Online

Course Description:
This course is intended for teachers who are interested in or have already begun incorporating online instruction into their classrooms. Students will be given the opportunity to explore the advantages of online and technology-enriched instructions, define the roles of the instructor in the online environment, and evaluate current web technology. The overall goal of the workshop is to provide participants with a sound methodology and practical strategies for teaching with the Internet.

In the final project, participants will put the knowledge and skills gained throughout the course to use in order to outline an instructional unit that can be delivered online or face to face as well as synchronously or asynchronously. The unit plan will demonstrate the participant's knowledge of the applications, implementation strategies, and best practices explored throughout the course, as well as an understanding of the unique needs and challenges of his or her students.

Course Objectives:
By the end of this course, learners will:
1. Evaluate the potential for online and technology-enriched instruction to engage and teach today's learners.
2. Identify the major components of Behaviorism, Cognitivism, Constructivism, and Connectivism, and apply these theories to online and blended instruction.
3. Define the roles of an online instructor, and evaluate the importance of these roles.
4. Explore various Web 2.0 technologies and assess their potential as learning tools in an online or technology-rich classroom.
5. Create a unit outline for blended classroom application.

Student Learning Outcomes: (SLOs): This course addresses the following student learning outcomes to the degree shown and rated in the table and scale below.

1=Basic, 2=Developing, 3=Proficient, 4=Advanced

Educator Student Learning Outcome	Degree Addressed
1. Demonstrate growth in content knowledge related to teaching assignment and the application of content knowledge to classroom instruction and assessment.	3
2. Understand scientifically based practices in teaching and learning, including strategies in literacy education, instructional technology, differentiation of instruction, and apply them to raise student achievement.	2
3. Demonstrate multiple means of assessing and evaluating student learning and use them to change teaching and learning.	2
4. Locate, interpret, synthesize, and apply educational research in best practices in teaching.	2
5. Understand models for professional change, including teacher collaboration, professional learning communities, strategies for mentoring and coaching to facilitate change, and effective professional development.	1
6. Demonstrate understanding of reflective practice that results in improved classroom teaching and learning, including teacher reflection, use of technology in self-assessment, collaboration for change, and self-management of change.	2
7. Demonstrate understanding of system and organizational change in education, including models for school change and current research and trends in school change.	1
8. Demonstrate responsibility for student learning at high levels.	3
9. Demonstrate responsibility for school reform and leadership in school change.	1

Discussion Board Reflections: Participants will post a personal summary of main ideas or information that was significant from the section.

Module Topics

1. A New Type of Student

2. Behaviorism

3. Cognitivism

4. Constructivism

5. Connectivism

6. Roles of the Online Instructor

7. Addressing the Digital Divide

8. Integrating Technology

9. Best Practice-Lesson/Unit Design & Implementation

Course Outline:
Module 1: A New Type of Student
- Turning on the Lights
- Looking Back
- The Future of the Classroom
- Discussion Board: Benefits of Technology-Rich Education
- Assignment #1: Self-Assessment

Module 2: Behaviorism
- Behaviorism: The Basics
- Behaviorism: A Little Deeper
- Research: Classroom Applications
- Discussion Board: Learning Theory Review
- Assignment #2: Subject-Specific Application Plan

Module 3: Cognitivism
- Cognitivism: The Basics
- Cognitivism: A Little Deeper
- Research: Classroom Applications
- Discussion Board: Learning Theory Review
- Assignment #3: Subject-Specific Application Plan

Module 4: Constructivism
- Constructivism: The Basics
- Constructivism: A Little Deeper
- Research: Classroom Applications
- Discussion Board: Learning Theory Review
- Assignment #4: Subject-Specific Application Plan

Module 5: Connectivism
- Connectivism: The Basics
- Connectivism: A Little Deeper
- Research: Classroom Applications
- Discussion Board: Learning Theory Review
- Assignment #5: Subject-Specific Application Plan

Module 6: Roles of the Online Instructor
- Learning and Knowing in Networks
- Discussion Board: Four Roles of Online Educators
- Assignment #6: Guest Speaker Presentation

Module 7: Addressing the Digital Divide
- Defining the Digital Divide
- The Impact of the Digital Divide on Learning
- Discussion Board: Evidence of the Digital Divide in Your Classroom
- Google Drive and the Digital Divide
- Discussion Board: Challenges and Opportunities
- Assignment #7: Proposal to Locally Bridge the Gap in Your Classroom

Module 8: Integrating Technology
- Discovery Education
- Common Sense Education Tools Review
- Recording Lessons: Screencastify
- Discussion Board: Web Tools
- Assignment #8: Graphic Organizer of Web Tools

Module 9: Best Practice-Lesson/Unit Plan Design & Implementation
- Research Best Practice Studies on Blended Classrooms
- Discussion Board: Top Reveals from Best Practice Research
- Assignment #9 Final Project: Unit Plan with 1 Sample Lesson Plan

Participants will create a unit plan designed to be implemented in a blended classroom. This unit plan will include a sample of one lesson. The plan will address specific learning outcomes and include rationale for the tools and strategies chosen. It will also include an exploration of the potential challenges and intended benefits of the unit, specific to its intended audience(s). All learning objectives, resources, and assessments will be listed in the plan. The lesson and unit plan should be designed to be able to be completed both synchronously or asynchronously.

Writing Format: APA writing style format.

Grading

Discussions	10 (per)-90	162-180 = A
Self-Assessment	10	144-161 = B
Subject-Specific Application Plan	10 (3)- 30	126-143 = C
Guest Speaker Presentation	10	108-125 = D
Proposal	10	0-107 = F
Graphic Organizer	10	20
Unit Plan	20	

Total 180   Grade B or better required

Student Contact Hours Course Work Time 3 credits

Article Readings		Average of 5 hours per module
Module 1 ● **Turning on the Lights- 10 pages** ● **Looking Back from the Future- 1 pg** ● **10 Reasons Today's Students NEED Technology in the Classroom- 4 pages**	Module 1: 7.7 hours Module 2: 4.1 hours Module 3: 3.4 hours	

• **Future of the Classroom- 53 pages** • **Supporting 21st-Century Teaching and Learning: The Role of Google Apps for Education- 9 pages** **Module 2** • **Behaviorism, Cognitivism, Constructivism- 25 pages** • **Behaviorist Approach- 7 pages** • **HOW BEHAVIORISM IMPACTS LEARNING- 9 pgs** **Module 3** • **Cognitive Learning- 13 pgs** • **Cognitive Learning: How to Use It, Benefits and Examples- 7 pgs** • **Cognitive Constructivism- 7pgs** • **Cognitive Theories of Learning- 7pgs** **Module 4** • **Constructivism as a theory for teaching and learning- 6pgs** • **Constructivist Learning Theory- 6pgs** • **Constructivist Learning Theory a Museum Educator Perspective-7pgs** • **Constructivism Learning Theory: A Paradigm for Teaching and Learning-5pgs** • **Embracing The Learning Theory: Constructivism-10pgs** • **Education Theory: Constructivism and Social Constructivism-6pgs** **Module 5** • **Connectivism – Foundations of Learning and Instructional Design Technology-8pgs** • **Connectivism: A Learning Theory for Today's Academic Advising- 4 pgs** • **Connectivism as a Digital Age Learning Theory-7pgs** • **Becoming Relevant Again: Applying Connectivism Learning Theory to Today's Classrooms-12pgs** • **Connectivism: Learning by Forming Connections- 8pgs** **Module 6** • **Learning and Knowing in Networks: Changing roles**	Module 4: 3.9 hours Module 5: 4.1 hours Module 6: 4.1 hours Module 7: 3.7 hours Module 8: 5.6 hours Module 9: 4.0 hours Total:40.6 hours	

for Educators and Designers: 20pgs ● **Redefining the Role of the Teacher: It's a Multifaceted Profession-17pgs** ● **The New Role of Educators During and After COVID-19- 4pgs** **Module 7** ● **What is the Digital Divide? 5 pgs** ● **How to Close the Digital Divide in the U.S.- 10 pages** ● **Digital divide persists even as Americans with lower incomes make gains in tech adoption- 3 pages** ● **Understanding the Digital Divide in Education- 6 pages** ● **Understanding the Digital Divide in Education- 5 pages** ● **How Teachers Can Narrow the Digital Divide in Their Classrooms- 7 pages** ● **USING GOOGLE TO PROMOTE DIGITAL EQUITY- 1 page** **Module 8** ● **What to do with Web 2.0 Tools- 27pgs** ● **27 Tech Tools Teachers Can Use to Inspire Classroom Creativity- 7pgs** ● **75 digital tools and apps teachers can use to support formative assessment in the classroom-6pgs** ● **Online Education Tools for Teachers-16 pgs** **Module 9** ● **Blended learning effectiveness: the relationship between student characteristics, design features and outcomes- 12 pages** ● **Blended learning: the new normal and emerging technologies- 9 pages** ● **Emergent transition from face-to-face to online learning in a South African University in the context of the Coronavirus pandemic- 19 pages**		
Module Reflections/ Discussions	27 hours	9 sections

Research Article Review - Research Timeframe	12 hours	Research multiple topics through the modules: Web Tools, Digital Divide, Best-Practice.
Graphic Organizer Development	6 hours	Create a graphic organizer that shows how a variety of Web 2.0 technologies can be used to address the four learning theories described in the course.
Proposal	10 hours	Analyze populations in your classroom. Focus on developing solutions to resolve the divide.
Lesson Plan Project Activity	3 hours	Design writing of lesson
Unit Plan	15 hours	Unit plan development
Total:	113.6 hours	

Academic Dishonesty

Academic dishonesty is any form of cheating which results in students giving or receiving unauthorized assistance in an academic exercise or receiving credit for work which is not their own. In cases of academic dishonesty, the instructor will inform the chair of the department prior to implementation of punitive action. Academic dishonesty is grounds for disciplinary action by both the instructor and the Dean of Student Services and Enrollment Management. Any student judged to have engaged in academic dishonesty may receive a failing grade for the work in question, a failing grade for the course, or any other lesser penalty which the instructor finds appropriate. To dispute an accusation of academic dishonesty, the student should first consult with the instructor. If the dispute remains unresolved, the student may then state his or her case to the department chair (or the dean if the department chair is the instructor of the course).

Accommodations

Colorado State University-Pueblo abides by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, which stipulates that no student shall be denied the benefits of an education "solely by reason of a handicap." If you have a documented disability that may impact your work in this class and for which you may require accommodations, please see the Disability Resource & Support Center as soon as possible to arrange accommodations. In order to receive accommodations, you must be registered with and provide documentation of your disability to the Disability Resource & Support Center, which is located in the Library and Academic Resources Center, Suite 169.

Building Your Blended Classroom

Discussion Rubric

Discussion	Basic (6 pts.)	Proficient (8 pts.)	Advanced (10 pts.)
For each module you are expected to participate in the discussion board focused on the module topic Each discussion will have posted criteria to guide your post design	Initial post fails to address all of the required prompts	Initial post addresses all of the required prompts Application of course content is sufficient	Initial post clearly and fully addresses all of the required prompts Demonstrates thoughtful application of course content

Self-Assessment Rubric

Self-Assessment	Basic (6 pts)	Proficient (8 pts)	Advanced (10 pts)
Participants will be completing a self assessment and reflection on areas cued in the resource	One or more scores are missing from the self-assessment	Quality explanation is provided for each of the four assessment areas	Scores are provided in each of the four assessment areas All four explanations are thoughtful and demonstrate a thorough understanding of the self assessment rubric

Subject Specific Application Plan Rubric

Learning Theory Application Plan	Basic (5 pts.)	Proficient (8 pts.)	Advanced (10 pts.)
In Modules 2-5 participants will apply the content reviewed by developing a 1-3 page synopsis including: -Key points of theory -Personal review sharing how this theory has been utilized in their own classroom prior to review.	Brief summary of theory Minimal detail in implementation plan	Thorough summary of key points of learning theory Sufficient detail on implementation plan	Thorough summary of learning theory Explicit detail of implementation planning

-Implementation plan stating how purposeful integration of theory will be utilized.			

Guest Speaker Presentation Rubric:

Guest Speaker Presentation	Basic (6 pts)	Proficient (8 pts)	Advanced (10 pts)
Include the four roles as described by Seimens and any other roles you believe should be included. You can use any presentation software that you are comfortable with (PowerPoint, Google Sheets, Prezi, etc.). Regardless of which software program you chose, make sure your presentation is engaging and based on the readings.	Fails to adequately outline each role Presentation is unorganized or incomplete	Outlines each role and provides general support and examples throughout Presentation clearly conveys the content	Thoughtfully presents each role, providing clear examples in support of each Presentation is visually pleasing, well-organized, and free of grammar/spelling errors

Bridging the Gap Proposal

Proposal	Basic (6 pts.)	Proficient (8 pts.)	Advanced (10pts.)
Participants will develop a 1-3 page proposal detailing: ● current status of resource availability for the student population in their classroom ● solution proposals that can help provide the resources necessary for all students to have equal opportunity to succeed in the classroom	Proposal lacks details related to the varied resource availability situations within their classroom Solutions offered are not feasible within the environment	Proposal defines the varied populations within the classroom Solutions presented are within reach and could be implemented	Explicit listing of resource availability based on device availability and WiFi/internet availability within their student-load for one prep period Solutions are detailed, possible, and time-table provided for implementation

Graphic Organizer Rubric:

Graphic Organizer	Basic (5 pts)	Proficient (8 pts)	Advanced (10 pts)

Design a graphic organizer that shows how a variety of Web 2.0 technologies can be used to address the four learning theories described in class OR the four roles of the instructor as defined by Seimens. Include a reflection on these concepts and an explanation of how each technology you chose fits into the graphic organizer. Your reflection should be a minimum of 2 pages in length.	Graphic organizer is randomly organized and lacking detail Reflection does not provide ample detail of justification for use	Graphic organizer is easy to follow and shows variety of tools Reflection sufficiently details justification for tool selection	Graphic organizer is visually appealing and provides clear picture of intended use of tools Reflection details justification of tools demonstrating research supported implementation plans

Lesson Plan Rubric

Lesson/Unit Plan	Basic (6 pts.)	Proficient (8 pts.)	Advanced (10 pts.)
Write a unit and a lesson plan, project or activities that demonstrate the course concepts in a school classroom or instructional environment. Other activities include: staff development, State academic standards, parent outreach, department or committee work, curriculum development, presentations, and school events.	Creates a minimal activity and lesson plan that briefly demonstrates a simple application of a course concept or strategy that can be utilized in classrooms for instructional and/or evaluative applications Error Free	Creates a general lesson plan that demonstrates two or more course applications of the various topics or concepts Includes any state, district, or national academic standards that apply Contains a variety of teaching or learning styles and concrete or abstract practical applications of a concept from the course materials	Creates a detailed lesson plan for a variety of teaching and learning styles Contains multiple tools learned in the course Addresses any state, district, or national academic standards in the activity Creates a lesson plan or activity that helps students utilize course content to apply the knowledge or skills to school curriculum for their affective needs and improving achievement

Unit Plan Rubric:

Lesson/Unit Plan	Basic (6 pts.)	Proficient (8 pts.)	Advanced (10 pts.)

Write a unit plan that lays out how the resources, tools, strategies learned in the course will be implemented over the course of a unit.	Creates a minimal plan that briefly demonstrates a simple application of a course concept or strategy that can be utilized in classrooms for instructional and/or evaluative applications Error Free	Creates a general unit plan that demonstrates two or more course applications of the various topics or concepts Includes any state, district, or national academic standards that apply Contains a variety of teaching or learning styles and concrete or abstract practical applications of a concept from the course materials	Creates a detailed unit plan that includes a variety of teaching and learning styles Contains concrete and abstract activities for practical classroom applications of several concepts from the course content Addresses any state, district, or national academic standards in the activity

Mandatory Reporting

Colorado State University-Pueblo is committed to maintaining respectful, safe, and non threatening educational, working, and living environments. As part of this commitment, and in order to comply with federal law, the University has adopted a Policy on Discrimination, Protected Class Harassment, Sexual Misconduct, Intimate Partner Violence, Stalking, & Retaliation. You can find information regarding this policy, how to report violations of this policy, and resources available to you, on the Office of Institutional Equity website (www.csupueblo.edu/institutional-equity).

Please familiarize yourself with the reporting requirements of this policy. Because faculty and staff at CSU-Pueblo are "Responsible Employees," we have to report to the Director of the Office of Institutional Equity if you tell us that you were subjected to, or engaged in, any of the following acts: discrimination, protected class harassment, sexual misconduct, intimate partner violence, stalking, and retaliation.