



ED 500

Tomorrow’s Technology Today

Course Format: Online

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Catalog Description: Graduate topics in education. Each has a subtitle; no subtitle may be repeated for credit. Counts for M.Ed. credit with approval of Program Director.

Additional Course Description:

In this course students will gain an understanding of several current technological resources that are available for free use, as well as, understand the advantages of implementing such resources. Through peer-to-peer and instructor interactions by the end of the workshop each student will have an understanding of how to effectively implement the online component of teaching in a traditional classroom.

The National Board for Professional Teaching Standards seeks to identify and recognize teachers who effectively enhance student learning and demonstrate the high level of knowledge, skills, abilities and commitments. This course aligns with 1, 4 & 5 of those standards.

Required Text(s) and Other Materials: None.

Course Objectives:

- Explore the variety and ever-growing availability of technological resources.
- Design a wiki project.
- Utilize virtual communication mediums.
- Discuss varying platforms for student implementation of technological resources.
- Implement a virtual survey.
- Create an online classroom using one of the recommended ecourse sites.

STUDENT LEARNING OUTCOMES (SLOs):

This course addresses the following student learning outcomes to the degree shown in the table. Degree Addressed is rated according to the following scale:

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

| 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 | 2 |

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| them to change teaching and learning. | |
| 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 |

Course Requirements:

| Topic | Learning Activities (Read & Watch) | Discussion(s) (Post & Reply) | Assignment(s) (Research & Apply) | Hours |
|--|---|--|---|-------|
| Topic 1: Intro to the 21st Century Teacher | The 21st century classroom Wiki exploration, research, and trial Wiki setup and practice (5 hours) | The Second Wave in Today's Classroom Wikis in the Classroom (4 hours) | Classroom Wiki Development (4 hours) | 13 |
| Topic 2: Blogs and Surveys | Bloggng in education Blog setup and design Best practices for blogging in the classroom (5 hours) | Blog Evaluation (3 hours) | Blog Participation Classroom Survey (6 hours) | 14 |
| Topic 3: Online Classroom Design | Moodle and other LMS exploration, research, and trial Online course design methods and practices (6 hours) | Classroom Design (3 hours) | Online Classroom (9 hours) | 18 |
| Total | | | | 45 |

Grading:

Grading Breakdown:

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|----------------------------|-------------------|
| Discussion (4 @ 5pts/each) | 20 points |
| Classroom Wiki Development | 20 points |
| Blog Participation | 20 points |
| Classroom Survey | 10 points |
| Online Classroom | 30 points |
| Total | 100 points |

Grading Scale:

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| 92-110 pts | Satisfactory |
| <92 pts | Unsatisfactory |

Rubrics:

Discussions (5 points):

| Criteria | Emerging | Competent | Proficient |
|----------------------|---|---|---|
| Initial Post (3 pts) | Initial post fails to address all of the required prompts. 0-1 point | Initial post addresses all of the required prompts. Application of course content is sufficient. 2 points | Initial post clearly and fully addresses all of the required prompts. Demonstrates thoughtful application of course content. 3 points |
| Responses (2 pts) | Responses to classmates are missing or insufficient. 0 points | Responses to classmates are sufficient. 1 point | Responses to classmates seek to further the discussion in meaningful ways. 2 points |

Classroom Wiki Development (20 points):

| Criteria | Emerging | Competent | Proficient |
|--------------------------|--|---|---|
| Title Page (5 points) | Lack of understanding of how to effectively use the customization tools is evident 0-2 points | Style is customized to show understanding of tools but not designed for direct implementation in school use 3-4 points | Page has a comfortable style that is appropriate to the field of expertise for the instructor 5 points |
| Index (5 points) | Lack of ordered structure in description of site options 0-2 points | Brief description of what is available 3-4 points | Clear concise list of what is available at the site 5 points |
| Picture (5 points) | Not available 0 points | | Available 5 points |
| Threads (5 points) | One thread that is related to the theme of the wiki 0-2 points | Two threads that are relevant to the overall theme of the wiki 3-4 points | Multiple discussion threads reflecting current topics in accordance with instructor's field 5 points |

Blog Participation (20 points)

| Criteria | Emerging | Competent | Proficient |
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| Title (5 points) | Lack of contextual information that would draw viewers to participate in blog 0-2 points | Accurate description of what the topic is about 3-4 points | Clear, creative description that will engage the viewer 5 points |

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| Widgets (5 points) | Widgets are missing or unrelated to the topic 0-2 points | Widgets are available but not a clear connection is made between widget use and topic relevance 3-4 points | Widgets are available and relevant to the blog 5 points |
| Picture (5 points) | Not available 0 points | | Available 5 points |
| Weekly Posts (5 points) | Post is general and not related to the field of study currently in the classroom 0-2 points | Post is within the field of study but bears no connection to the current lessons going on the class 3-4 points | Relevant weekly post that clearly reflects an activity that is ongoing in the classroom or within the field of study 5 points |

Classroom Survey (10 points):

| Criteria | Emerging | Competent | Proficient |
|------------------------------|---|--|---|
| Link to Survey (5 points) | Link is missing or inaccessible 0 points | | Survey link is accurate and easily accessible 5 points |
| Questions (5 points) | Questions are random, inconsequential, and/or do not vary in type 0-2 points | Questions are somewhat related to your field but may be limited in variety 3-4 points | Questions are relevant to your field and include various types including: multiple choice, short-answer, yes-no, etc. 5 points |

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| Theme (5 points) | Theme was not adjusted in any significant way 0-2 points | Theme is consistent but may not communicate a clear purpose or thoughtfulness 3-4 points | Theme was changed and designed to fit your school colors The theme was adjusted to fit your choice 5 points |
| Description (5 points) | Does not serve the purpose of clarifying the reason for the survey 0-2 points | Generally describes the purpose and content of the survey 3-4 points | Clearly conveys the purpose of the survey, including direct reference to the survey content and design 5 points |

Online Classroom (30 points):

| Criteria | Emerging | Competent | Proficient |
|-----------------------------------|--|---|--|
| Title (5 points) | Course title is inaccurate 0-2 points | Course title is accurate, but still in the default theme font color/style. 3-4 points | Course title was customized, including changes to both the font size and color. 5 points |
| Assignments (5 points) | Fails to include, describe, or otherwise make available course assignments 0-2 points | Assignments are available, but could be displayed or described more effectively 3-4 points | Assignments are clearly defined in concise text and displayed in a sequenced order 5 points |
| Assessment Strategy (5 points) | Assessment strategy is not varied in any significant way 0-2 points | Assessments are varied, but fewer than 3 assessment types are incorporated 3-4 points | Overall, assessments include a variety of reflection writings, quizzes, discussion, etc. |

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| | | | At least 3 assessment types are incorporated 5 points |
| Learning Material (5 points) | Learning materials are missing or irrelevant 0-2 points | One link/video is available in the course and relevant to the topic being covered 3-4 points | Two or more links are available to current pieces of information, links or videos are available to students and clearly relevant to the topic being covered 5 points |
| Discussion (5 points) | Discussion is missing or not relevant to what is being discussed in the week's lesson 0-2 points | Discussion is posted that has some relation to the topic of week, but no specific target assignment 3-4 points | Discussions are included and have a correlation with the assignments listed for the week 5 points |
| Syllabus (5 points) | Overall, the syllabus is generic and/or vague 0-2 points | Instructor name and contact information is available but not all components of the syllabus are clearly identified 3-4 points | Instructor name and contact information is available and up to date Syllabus sets clear goals, objectives, sequence of class, and grading policy 5 points |

Incomplete Grades: Incomplete Grades will be handled according to the University Catalog. If an incomplete grade is issued, the student, instructor, and Associate Dean will develop an agreement for the terms of the incomplete and sign it.

Student Conduct: Students are required to follow the policies set within the Student Code of

Conduct at CSU-Pueblo. This Code can be found on the Student Affairs website at <https://www.csupueblo.edu/student-affairs/student-conduct/index.html>. Students with questions regarding any guidelines within the Code should contact the Director of Student Conduct and Case Management at 719-549-2092.

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.

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).

Academic dishonesty is a behavioral issue, not an issue of academic performance. As such, it is considered an act of misconduct and is also subject to the University disciplinary process as defined in the CSU-Pueblo Student Code of Conduct Policies and Procedures Manual. Whether or not punitive action has been implemented by the faculty, a report of the infraction should be submitted to the Dean of Student Services and Enrollment Management who may initiate additional disciplinary action. A student may appeal a grade through the Academic Appeals Board. The Dean of Student Services and Enrollment Management's decision may be appealed through the process outlined in the Student Code of Conduct Policies and Procedures Manual.

Mandatory Reporting:

Colorado State University-Pueblo is committed to maintaining respectful, safe, and nonthreatening 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's website (www.csupueblo.edu/institutional-equity).