

Title: Technology Integration for the 21st Century

Class Dates: June 19 + online through July 31

Class Times: 8:00 AM - 4:30 PM

Class Location:

This online course will be paired with the Academy Summer Technology Integration symposium. Those wanting credit will be required to attend the June 19 all-day session and follow it up with the online component.

Instructor(s)

Credits: 1

Description:

This hybrid course explores the integration of technology and the 21st Century technology skills that students will need for a successful future specifically based on tools and information learned from the Summer Academy. Participants will explore the skills and strategies needed to participate in a global 21st Century learning space and the changes that will impact the classroom. Participants will plan and implement lessons, reflect on student learning, explore assessment strategies, and share with peers. At the completion of this course, participants will have a deepened knowledge of how to integrate technology into curriculum in new and exciting ways for students.

Audience: Site Based

Targeted Subject Area and Grade Level:
K-12 Teachers and Administrators

Subject Category: Technology Integration

Focus of Instruction: Pedagogy

Learning Goals or Targets:

Gain a deeper understanding of what knowledge and skills students will need to contribute positively in a 21st Century Global Community Articulate what a 21st Century classroom must look like to support the knowledge and skill-base students will need in a 21st Century Global Community Develop learning experiences to support student learning of 21st Century Skills Integrate technology use into classroom instruction that supports a 21st Century Classroom

Course Requirements and Participant Evaluation:

Course Requirements:

All assignments completed and handed in

Participation in all discussion forums (including original post and 2 replies)

Participant Evaluation:

A/Pass Grade - Met all course requirements Participants averaged 90% on assignments according to:
Unit and lesson Rubric
Course checklist

B/Pass Grade - Met all course requirements Participants averaged 80% on assignments according to the class rubrics.

C - Met all course requirements Participants averaged 70% on assignments according to the class rubrics.

D - Met all course requirements Participants averaged 60% on assignments according to the class rubrics.

F/Fail - Participants either did not finish all of the course requirements, or averaged less than 60% on them.

Research Base:

Research and Summary

The primary focus of this online course is to add depth and breadth to teachers in integrating technology in a student-centered classroom. The following resources were used to develop this process:

"Arizona Technology Integration Matrix." AZk12. N.p., n.d. Web. 16 Sept. 2013.

Bray, C., and McKlaskey, K. Personalize Learning retrieved on January 10, 2013 at

<http://barbarabray.us2.list-manage1.com/subscribe?u=03d1e8f0ddfcf06f76f762cbd&id=11294c02bb>

Coiro, J. (2011). Talking about reading as thinking: Modeling the hidden complexities of online reading comprehension. *Theory Into Practice*, 50, 107-115.

Collins, A., & Halverson, R. (2009). *Rethinking education in the age of technology: The digital revolution and schooling in America*. New York, NY: Teachers College Press. [Chapters 2 & 3] Harris, J., & Hofer, M.

(2009). *Grounded technology integration: Planning with curriculum-based learning activity types*.

Learning & Leading With Technology, 37(2), 22-25 Harvey, S., and Daniels, H. (2009). *Comprehension and Collaboration: Inquiry Circles in Action*. Portsmouth, NH: Heinemann.

Iowa Department of Education: retrieved on January 10, 2013:

http://www.educateiowa.gov/index.php?option=com_content&view=article&id=2485&Itemid=4602

Course Content/Syllabus:

Instructional Methods and Course Design

An introduction to Moodle (the online software used to deliver this course) will precede all instruction after attending the initial Summer Academy on June 19. Participants will achieve the goals/objectives by doing the following:

Topic 1: Summer Academy - attend all sessions on June 19 (8 hours) Topic 2: Welcome: Exploring Technology Use in the Classroom Read the course information sheet and expectations. Then complete the community builder forum to get to know the other participants in the class. Read the instructions and assignments carefully. E-mail either of your facilitators for clarification.

If this is your first online class, please review the Moodle - Basic Information handout. If you need more assistance on Moodle (the software used to create this class), go to the log in screen for Moodle and go through the Introduction to Online Learning under the Mentoring Modules.

¥ Course Expectations Word document

¥ Forum - Community Builder

¥ Moodle - Basic Information

Read the attached article about Bloom's Technology Taxonomy. Then explore the Arizona Technology Integration Matrix. After spending time here, respond to the discussion in Module 1. Be sure to respond to two other participants.

Topic 3: Technology and the Classroom

Choose the article that applies most to your situation (K-3; 4-6; 7-12). Then examine the standards for your grade level around the Iowa Core State Standards for 21st Century Skills. Read, view and respond with reflection questions to Module 1 including the ISTE National Education Standards for Students (NET-S) and Bloom's Taxonomy. Respond to the questions in Module 3.

Topic 4: Exploring Technology Tools

Follow the link and watch the video on the SAMR model. Use the first part of Module 4 to explain where you currently fit on the model and why.

Teachers need time and space to explore various tools that they might use with students. Use the resources provided from the Summer Academy (or share resources you have found) to explore new tools you have not yet used. You will explain three different tools to other participants in Module 4. After explaining the tools, share ways you might use the tools with students. Then share where these tools would fit on Bloom's Technology Taxonomy according to how you might use them. How might these tools be used to meet NETS-S and Iowa Core State Standards for 21st Century Skills? Be sure to respond to at least two other participants.

Topic 5: Technology Integration Matrix

Technology integration can occur at many different levels. Use the link to watch a video explaining the Arizona Technology Integration, then read the information on the website. Choose a lesson from one of the links on the technology matrix. What do you think went well for this lesson? What might be a component or two you would add or change to make it a better lesson? Respond to Module 5 with the lesson you chose, what you would add/change, and why this might improve the lesson. When you respond to at least 2 others on the discussion forum, be sure to watch the same video they viewed before responding.

Topic 6: Planning a Lesson Incorporating Technology Read the article by Harris and Hofer. Use the steps listed in the article to plan a lesson integrating a technology tool you have explored. Include either district power standards or standards from the Iowa Common Core. Be sure to incorporate the assessment tools that match the goals and objectives of the lesson. Share your lesson in Module 5. Be sure to respond to two other participants.

Topic 7: Final Project

Participants will submit a final project with a video-taped lesson of students using technology in the classroom. Participants will share the video with other participants, explaining the concepts addressed in the lesson, the assessment strategy used, and how students responded. Each participant will be expected to reflect on three other lessons with constructive feedback.

Students will complete the out-of-class 30 hours by doing the following:

1. Complete the Summer Academy sessions (8 hours)
2. Complete the online Moodle introduction section and community builder (2 hours)
3. Read, view and respond with reflection questions to Module 1 including the ISTE National Education Standards for Students (NET-S) and Bloom's Taxonomy (4 hours)
4. Read about and view video of the SAMR model with reflection questions to Module 2 (4 hours)
5. Participants will explore various technology tools and how they can be used in the classroom. Participants will use the Arizona Technology Matrix to explore various levels of technology integration, explore lessons on the site, and determine how various tools might strengthen lessons on the ATM. Then respond to Module 3 discussion questions (4 hours)
6. Participants will read about lesson planning with technology that will work in their classroom. Participants will create and post a lesson and respond to discussion questions to Module 4 (3 hours)
7. Participants will complete a final project, including a video, podcast, or other media tool to explain the components of their lesson. Participants will share the video, podcast, or other media with other participants, explaining the concepts addressed in the lesson, the assessment strategy used, and how they predict students will respond. Each participant will be expected to reflect on three other lessons with constructive feedback. (5 hours)