



**SCHOOL OF EDUCATION  
Department of Teacher Education**

**Course Syllabus  
EDUC 513  
Digital Age Literacies**

**Lisa Rodriguez, Ph.D.**

**Mission Statement of Azusa Pacific University**

Azusa Pacific University is an evangelical Christian community of disciples and scholars who seek to advance the work of God in the world through academic excellence in liberal arts and professional programs of higher education that encourage students to develop a Christian perspective of truth and life.

**Diversity Statement**

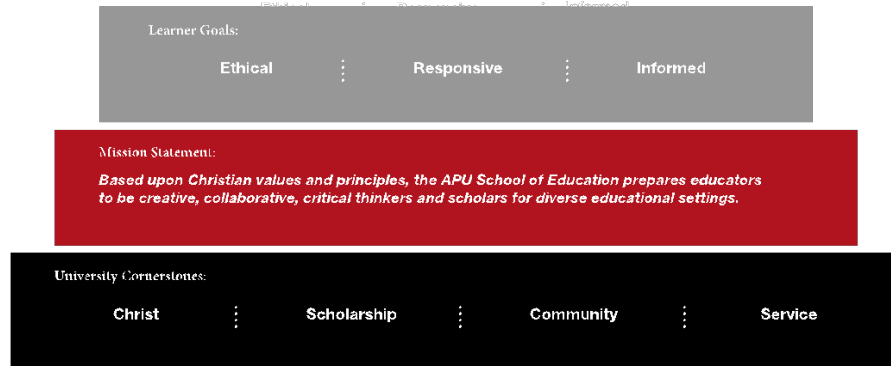
Azusa Pacific University is deeply committed to God-honoring diversity as reflected in the mission, academic vision, positional statement on diversity and the institution's strategic plan. As part of Azusa Pacific University's commitment to diversity, each individual should expect to be treated with respect in a safe environment for expression of ideas regardless of personal background and abilities.

**The School of Education's Conceptual Framework**

The School of Education Learner goals are imbedded in the Four Cornerstones of the University: Christ, Scholarship, Community and Service. Our symbol for the APU School of Education demonstrates this:



## School of Education Conceptual Framework



1. **Ethical** educators who are able to understand and articulate the integration of a Christian worldview in their professional communities of practice
2. **Responsive** educators who practice reflective critical thinking in their engagements with diverse communities of learners, and
3. **Informed** and collaborative scholarly educators who are dedicated to professional growth and lifelong learning.

### Course Syllabus: Web Design for the Classroom

Instructor: Lisa Ann Rodriguez, PhD	Class Location: <a href="https://apu-celt.adobeconnect.com/_a1092948453/lrodriguez/">https://apu-celt.adobeconnect.com/_a1092948453/lrodriguez/</a> Hours: 4:45-9:30 - Wednesdays
Office Phone: 971-221-5246	Office location: Adobe Connect: <a href="https://apu-celt.adobeconnect.com/_a1092948453/lrodriguez/">https://apu-celt.adobeconnect.com/_a1092948453/lrodriguez/</a>
Office Email: lrodriguez@apu.edu	Office hours: Wednesdays & Thursdays 6:00 pm - 9:00 pm Saturdays - any time, by appointment
IDEA Link for EDUC 522	Adobe Connect link <a href="http://apu-celt.adobeconnect.com/r3s5p1qgew3/">http://apu-celt.adobeconnect.com/r3s5p1qgew3/</a>

### Course Description

Information, communication, and technological (ICT) literacies provide the foundation for effective classroom technology integration. The knowledge, skills, and applications explored in

this course prepare students to access, organize, and communicate beyond traditional classroom practices through the use of Web 2.0 technologies for more engaging instructional experiences.

## **Program/Course Policies**

### **Attendance**

1. **Face to face:** (virtually/online) Attendance is a vital part of this experiential-based learning environment, therefore absences will affect your grade. Two absences will result in a one-letter grade reduction. Three or more absences will necessitate your withdrawal/failure of the course. Tardiness and early departures will also affect your grade. Please see your professor immediately if you anticipate any difficulties in fulfilling your attendance requirements. ***Attendance in a course taught remotely requires a camera (turned on, not paused for the entire class time) and a mic.***
2. **Online:** Attendance for online classes is assessed through the instructor's examination of a number of factors, including a candidate's full participation in assignments and activities in the online environment, engagement with colleagues in discussions, responding to prompts and forum posts, and overall contribution to the class learning. Nonparticipation for the equivalent of two sessions will result in a one-letter grade reduction (e.g., "A" to "B"). Nonparticipation for more than two sessions will result in a failing grade.
3. **Hybrid classes:** Candidates must attend all face-to-face required meetings.

### **Requests for Graduate Course Incompletes**

Request for Graduate Course Incomplete is discouraged. An Incomplete is given only under special circumstances, as described in the Graduate Catalog. In addition, an Incomplete can only be granted if the student has completed a substantial part of the coursework (approximately 75%), is in good academic standing in the course at the time the Incomplete is filed, and has satisfactory attendance up to the last day to withdraw in the term. Please note that additional documentation related to the extenuating circumstance that prevented the MA candidate from completing her/his work may be required.

### **Carnegie Hours**

Per APU Credit Hour Policy, one (1) hour of class time must be accompanied by three (3) hours of out of the class student work.

### **Credit Hours**

Following the APU Credit Hour policy, to meet the identified student learning outcomes of this course, the expectations are that this three unit course, delivered over a nine-week term will approximate:

- 5 hours/week classroom or direct faculty instruction
- 0 hours/week laboratory work
- 0 hours/week internship
- 3 hours/week practice
- 0 hours/week studio work
- 4 hours/week online work
- 2 hours/week research
- 4 hours/week guided study

0 hours/week study abroad

0 hours/week other academic work

In addition, other out of class student work will approximate a minimum of 2 hours each week.

Total time = 45 hours faculty contact and 135 hours per week outside of the classroom work (total = 180 hours)

## **Digital Teaching and Learning Program Mission Statement**

The Master of Arts in Education: Digital Teaching and Learning program prepares teacher candidates to effectively design and implement technology-embedded curriculum to meet the needs of all K-20 digital learners.

## **Program Goals**

Graduates of the Master of Arts in Education: Digital Teaching and Learning Program are more fully competent users of technology in their own instructional practices as well as becoming leaders and models for the use of technology impacting their school sites for effective uses of technology throughout the school community.

## **Program Objectives**

Students will have the opportunity to:

- Demonstrate a sound understanding of technology operations and concepts.
- Examine, explore, and articulate their role as a Christian educator.
- Plan and design effective learning environments and experiences supported by technology to maximize student learning.
- Apply technology to facilitate a variety of effective assessment and evaluation strategies.
- Understand the social, ethical, legal and human issues surrounding the use of technology in PreK-14 schools and apply that understanding in practice.
- Use technology to support learner-centered strategies that address the diverse needs of students.
- Design and develop digital-age learning experiences and assessments.

## **Vision Statement**

To develop highly effective, innovative, visionary educators and scholarly practitioners of high moral and ethical character based upon Christian values and principles. Our vision is grounded in the four cornerstones that define the mission of Azusa Pacific University: Christ, Scholarship, Community, and Service.

## **Student Outcomes and Expected Competencies:**

To meet the goals and requirements of the course, students will have the opportunity to:

1. Establish a personal learning network.
2. Demonstrate the use of collaborative tools to engage students in critical thinking and problem-solving.
3. Design a research-based learning experience using emerging digital tool.
4. Reflect on the implications of ICT from a global perspective.
5. Design and create subject-specific formative and summative tools.
6. Evaluate how faith-based institutions utilize ICT literacies.

## IDEA Objectives

**Essential** IDEA objectives for this course:

- #4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

**Important** IDEA objectives for this course:

- #1: Gaining factual knowledge – terminology, classifications, methods, trends
- #2: Learning fundamental principles, generalizations, or theories

By the end of this course, students should be able to demonstrate mastery of the following learning outcomes. The classroom assignments that the instructor will use to assess mastery are identified in the table.

<b>Course/Student Learning Outcomes</b> By the end of this course, students should be able to:	<b>IDEA Objective</b>	<b>Assignments Used to Assess</b>
Establish a personal learning network	Learning fundamental principles, generalizations, or theories  Gaining factual knowledge – terminology, classifications, methods, trends	Course discussions  Project Three: Collaborative Tools  Project Five: Digital Portfoliio
Demonstrate the use of collaborative tools to engage students in critical thinking and problem-solving	Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	Course discussions  Project Three: Collaborative Tools
Design a research-based learning experience using emerging digital tool	Gaining factual knowledge – terminology, classifications, methods, trends	Project One: Technology Implementation and Management Plan
Reflect on the implications of ICT from a global perspective	Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	Course discussions  Project Two: Evaluation of Faith-Based Institution's ICT  Project Four: Interview of District IT Personnel
Design and create subject-specific	Developing specific skills,	Course discussions

formative and summative tools	competencies, and points of view needed by professionals in the field most closely related to this course	Project One: Technology Implementation and Management Plan  Project Five: Digital Portfolio
Evaluate how faith-based institutions utilize ICT literacies	Learning fundamental principles, generalizations, or theories	Project Two: Evaluation of Faith-Based Institution's ICT

## Course textbooks – none

### Optional Texts:

1. Solomon, Gwen, and Lynne Schrum (2007). Web 2.0: New Tools, New Schools. Eugene, OR: International Society for Technology in Education.
2. "2011 Horizon Report." Our Web Publishing Platform — NMC Words Pressed. Web. <http://wp.nmc.org/horizon2011/>
3. Kolb, Liz (2008). Toys to Tools Connecting Student Cell Phones to Education. Eugene, OR: International Society for Technology in Education.
4. Lerman, James, and Ronique Hicks (2010). Retool Your School: the Educator's Essential Guide to Google's Free Power Apps. Eugene, OR: International Society for Technology in Education.
5. November, Alan C. (2008). Web Literacy for Educators. Thousand Oaks, CA: Corwin, 2008

### Copyright Responsibilities

Students and faculty are both authors and users of copyrighted materials. As a student you must know the rights of both authors and users with respect to copyrighted works to ensure compliance. It is equally important to be knowledgeable about legally permitted uses of copyrighted materials. Information about copyright compliance, fair use and websites for downloading information legally can be found at [http://apu.libguides.com/content.php?pid=241554&search\\_terms=copyright](http://apu.libguides.com/content.php?pid=241554&search_terms=copyright)

### Class participation

- Weekly participation in course assignments and threaded discussions will enable all students to benefit from knowledge, experiences, and creative thought processes of each other. Together, we will create a truly meaningful learning experience for all members of the class. It is expected that all students read, reflect upon, and respond to online articles and threaded discussion posts of other students. Online posts are expected to be thoughtful, academically and spiritually sound, and constructive. It is also expected that students complete all projects and other assignments before each class meeting. **No posts will be accepted for credit after the week ends. There are no exceptions.**

**ISTE NETS\*T**

This course focuses on the following ISTE National Educational Technology Standards for Teachers: 1.a., 1.d., 3.a., 3.c., 4.a., 4.b., 4.c., 5.a., and 5.c. Go to <http://www.iste.org/welcome.aspx> for a detailed listing of these standards.

## Course Projects

These projects are designed to be embedded in real, purposeful activities that can be applied to professional work or goals. By sharing projects and ideas together, we benefit from the unique perspectives and strengths of each other. Sharing our work in a professional environment benefits our professional practice as well as personal insight and knowledge base.

Project One: Technology Implementation and Management Plan .....	60 points
Project Two: Evaluation of Faith-Based Institution's ICT .....	30 points
Project Three: Collaborative Tools .....	30 points
Project Four: Interview of District IT Personnel .....	30 points
Project Five: Digital Portfolio (using LiveBinders) .....	26 points
Weekly discussions (worth 3 points each) .....	24 points
<i>Total Points:</i> .....	200 points

*Rubrics for the assignments listed above are located in the EDUC513 LiveBinder*

## Description of Projects

Projects are intended to provide opportunities for meaningful application of required text reading, online articles, threaded discussion, and other daily professional experiences of class participants. It is imperative that students make every attempt to develop projects with direct relevance and application to current teaching/educational situations. Organizational charts, sample projects, and self-check rubrics are embedded in course readings. Other resources will be available online in the Doc Sharing section of E-College for reference. If at any time you need further clarification regarding any course project, or if you simply want to brainstorm a bit, please feel free to contact me by e-mail or telephone. I welcome the opportunity to help you on your journey!

All projects will be uploaded to your LiveBinders or presented in either threaded discussion or chat forums in E-College. Project grades will be determined by thoughtful, successful completion of the work. This includes meeting all of the requirements, submission of the work on time, quality, and relevance of the work to student's professional practice.

### **Project One: Technology Implementation and Management Plan**

Goal: organize the implementation and management of technology resources within an instructional time frame. This will be a course long project. You will manage instruction for 25 students in your class. You will develop three scenarios with your 25 students: (a) one computer, (b) five computers, and (c) 25 computers. The time frame of instruction will be 3 - 5 days. Remember there are three scenarios for this project; single computer access, five computers, and a computer for every student in your class. This project will be completed through the use of Google Docs presented in Live Binders.

Resources:

<http://livebinders.com/>

[http://www.internet4classrooms.com/links\\_grades\\_kindergarten\\_12/one\\_computer\\_classroom\\_lesson.htm](http://www.internet4classrooms.com/links_grades_kindergarten_12/one_computer_classroom_lesson.htm)

<http://www.tangischools.org/TangiTech1/documents/Multi-Computer%20Classroom.pdf>

### **Project Two: Evaluation of Faith-Based Institution's Information, Communication, and Technology (ICT)**

Goal: Evaluate the use of ICT by a faith-based institution such as a church, temple, or university/college. Project will include a discussion of the selected institution's use of ICT in communicating with the public. Additionally, the project will include a reflection on the effective use of ICT by the institution. A video presentation must accompany this project. The 3 – 5 minute presentation must be posted online via PowerPoint through LiveBinders, YouTube, Prezi, Vimeo, or another presentation sharing website.

Resource:

<https://docs.google.com/leaf?id=0B9efMm6s7UHEZGJiZjJmNTEtMDIyNS00MjFILTlhM2QtNTU2MjIzNDNhMzk0&sort=name&layout=list&num=50&pli=1>

### **Project Three: Collaborative Tools**

Goal: Demonstrate the use of collaborative tools. A collection of evidence: establishing and use of social networking, managing files and documents, and experience with “cloud computing” will be placed in the Digital Portfolio. This project will also include a critique of an online tool for use in the classroom setting.

Resources: [www.facebook.com](http://www.facebook.com) , [www.google.com](http://www.google.com) , [www.airset.com](http://www.airset.com) , [www.mindmeister.com](http://www.mindmeister.com) , <http://askthejudge.info/> , and other sites to be shared during class.

### **Project Four: Interview of District IT Personnel**

Goal: Contact and interview an IT person within a school district about what they believe are the biggest advantages/disadvantages of technology within their educational setting. In your interview, include questions about security, bandwidth, and how they determine access to web sites.

### **Project Five: Digital Portfolio**

Goal: Add content to the Digital Portfolio. The Digital Portfolio will include specific tabs and subtabs that relate directly with the learning outcomes of this course. The Digital Portfolio will be developed during the first module and students will be responsible to add all requirement content throughout the course.

Resource: <http://livebinders.com/>

## **Information Literacy and the Use of the Library**

Use of APU libraries is not required for this course.

Information literacy is defined as “a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information” (American Library Association, 1989). In this course, teaching and learning processes will employ the following information literacy standards, as endorsed by the



American Association for Higher Education (1999), the Association of College and Research Libraries (2000), and the Council of Independent Colleges (2004). The students in this course will:

- Determine the nature and extent of the information needed.
- Access needed information effectively and efficiently.
- Evaluate information and its sources critically and incorporates selected information into his or her knowledge base and value system.
- Individually or as a member of a group, use information effectively to accomplish a specific purpose.
- Understand many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.

## **Grade Evaluation**

The activities / tasks are designed to assist students in moving to a level of proficiency necessary to complete the remainder of the Master of Arts in Digital Teaching and Learning coursework. All work must be completed by the due dates specified in the course syllabus.

**Late work:** There will be a 10% deduction for work that is submitted up to one week late from the due date. All work submitted later than one week will receive a 20% point deduction.

***No discussion board posts will be accepted for credit after the week ends. There are no exceptions.***

Your final grade will be based on the following point ranges:

188-200 = A

180-187 = A-

176-179 = B+

166-175 = B

160-167 = B-

140-159 = C

Below 139 = F

### **Definition of work quality as demonstrated by letter grades:**

- A. Superior acquisition of factual knowledge of fundamental principles and theories, application of course material related to problem solving and decision-making, and development of skills and competencies in the field of education.
- B. More than adequate acquisition of factual knowledge of fundamental principles and theories, application of course material related to problem solving and decision making, and development of skills and competencies in the field of education.
- C. Adequate acquisition of factual knowledge of fundamental principles and theories, application of course material related to problem solving and decision-making, and development of skills and competencies in the field of education. Satisfactory progress toward the master's degree program is required. A 3.0 grade-point average (GPA) is considered satisfactory progress. Receipt of grade lower than a B- or cumulative GPA lower than 3.0 may result in academic probationary status. A student may be disqualified from further graduate work at APU if a 3.0 grade-point average is not maintained. Probation and dismissal actions are posted on a student's transcript.

Please consult and refer to the Graduate Catalog Graduate Center Policies and specific program catalogs and guidelines for further information.

### **Academic Integrity and Dishonesty Policy**

The practice of academic integrity to ensure the quality of education is the responsibility of each member of the educational community at Azusa Pacific University. It is the policy of the university that academic work should represent the independent thought and activity of the individual student, and work that is borrowed from another source without attribution or used in an unauthorized way in an academic exercise is considered to be academic dishonesty that defrauds the work of others and the educational system.

### **Teacher Candidate Dispositions**

In alignment with our Conceptual Framework, Azusa Pacific University is committed to supporting our candidates in their endeavor to become Ethical, Responsive, and Informed educator candidates. Dispositions will be addressed and will be assessed in designated courses across all programs. MA Candidates who fail to maintain the appropriate dispositions can be removed from the program.

In the Department of Teacher Education; Digital Teaching and Learning, dispositions are assessed in EDUC 512, EDUC 522 and EDUC 526 courses. The dispositional assessment will be completed by the instructor in Taskstream in the final week of these courses. Dispositional assessments are a requirement of MA candidates and intended to show growth over the course of their program participation.

### **Course Taskstream Requirements:**

All candidates in the School of Education are required to maintain a current subscription to Taskstream and be enrolled in the applicable program folios. All candidates are required to submit particular assignments and other forms in Taskstream as they progress through their program. It is the responsibility of the student that these assignments are submitted in Taskstream by the deadline specified in the syllabus. Students failing to submit the signature assignment in Taskstream by the last day of the term will receive a non-passing grade in the course.

#### **For Taskstream assistance, go to:**

Taskstream –	800-311-5656	<a href="mailto:help@Taskstream.com">help@Taskstream.com</a>
IMT Help Desk -	626-815-5050	<a href="mailto:support@apu.edu">support@apu.edu</a>

(Monday – Thursday, 5:00 am – 8:00 pm PT; Friday, 5:00 am – 4:00 pm PT;  
Saturday, 9:00 am – 2:00 pm PT; Sunday, 3:00 pm – 8:00 pm PT)

### **Learning Enrichment Center**

Students in this course who have a disability that might prevent them from fully demonstrating their abilities should meet with an advisor in the Learning Enrichment Center as soon as possible to initiate disability verification and discuss reasonable accommodations that will allow the opportunity for full participation and for successful completion of course requirements. For more information, please visit [www.apu.edu/lec](http://www.apu.edu/lec), or contact the LEC by phone at [626-815-3849](tel:626-815-3849), or email at [lec@apu.edu](mailto:lec@apu.edu).

## Class Schedule

Module	Readings (prior to next session)	Threaded Discussion Educ Learning facebook page (One initial post and two responses)	Assignment(s) to work on in your Live Binder
One  9/9	<p>Electronic Books/Mobile Devices Horizon Report 2011 (pp 2 – 15) <a href="http://net.educause.edu/ir/library/pdf/HR2011.pdf">http://net.educause.edu/ir/library/pdf/HR2011.pdf</a></p> <p>How Apple is Changing Kids Brains <a href="http://money.msn.com/investing/how-apple-is-changing-kids-brains-fiscaltimes.aspx">http://money.msn.com/investing/how-apple-is-changing-kids-brains-fiscaltimes.aspx</a></p>	<p>Read the following article <a href="http://money.msn.com/investing/how-apple-is-changing-kids-brains-fiscaltimes.aspx">http://money.msn.com/investing/how-apple-is-changing-kids-brains-fiscaltimes.aspx</a></p> <p>Watch the video: <a href="http://www.neatorama.com/2010/08/11/a-vision-of-students-today-2/">http://www.neatorama.com/2010/08/11/a-vision-of-students-today-2/</a></p> <p>Whether you agree or disagree please comment on your thoughts on Bushweller (2011) quote, “Technology builds on good teaching; it makes bad teaching worse”.</p>	<p>Establish accounts with Google, LiveBinder.com. Copy the Educ513 student binder template into your shelves in Live Binder.</p> <p>Post your reflections in the proper location of your Digital Portfolio.</p> <p>Work on Project One: Technology Implementation and Management Plan</p> <p>5 Computers: selection of grade level and topic. Physical layout of resources.</p>
Two  9/16	<p>Augmented Reality/Game-Based Learning Horizon Report 2011 (pp 16 – 23) <a href="http://net.educause.edu/ir/library/pdf/HR2011.pdf">http://net.educause.edu/ir/library/pdf/HR2011.pdf</a></p> <p>Deubel (2006) Game on! <a href="http://thejournal.com/articles/2006/01/01/game-on.aspx">http://thejournal.com/articles/2006/01/01/game-on.aspx</a></p> <p>Hough (2007) Handhelds, Avatars, and Virtual Aliens <a href="http://www.gse.harvard.edu/news_events/ed/2007/fall/features/handhelds.html">http://www.gse.harvard.edu/news_events/ed/2007/fall/features/handhelds.html</a></p> <p>Villano (2008) When Worlds Collide an</p>	<p>Watch the videos on augmented reality and post your thoughts on the integration of AR into education. <a href="http://www.youtube.com/watch?v=18SZuG1m7WM">http://www.youtube.com/watch?v=18SZuG1m7WM</a> <a href="http://www.youtube.com/watch?v=ZKw_Mp5YkaE">http://www.youtube.com/watch?v=ZKw_Mp5YkaE</a></p> <p>Visit the web site below and comment on any discoveries found and its potential use in the classroom. <a href="http://www.kinecteducati">http://www.kinecteducati</a></p>	<p>Work on Project One: Technology Implementation and Management Plan</p> <p>5 Computers: Lesson plan, misc.</p> <p>Project Two: Evaluation of Faith-Based Institution’s ICT (Project two is due the first day of week 6)</p>

Module	Readings (prior to next session)	Threaded Discussion Educ Learning facebook page (One initial post and two responses)	Assignment(s) to work on in your Live Binder
	<p>Augmented Reality Check  <a href="http://thejournal.com/articles/2008/02/01/when-worlds-collide-an-augmented-reality-check.aspx">http://thejournal.com/articles/2008/02/01/when-worlds-collide-an-augmented-reality-check.aspx</a></p> <p>Sanford (2007) Understanding the Power of New Literacies through Video Game Play and Design  <a href="http://www.ernwaca.org/panaf/pdf/RCE_texte.pdf">http://www.ernwaca.org/panaf/pdf/RCE_texte.pdf</a></p>	<p><a href="#">on.com/</a></p>	
<p>Three  9/23</p>	<p>Apps in Education</p> <p>Horizon Report 2011 (pp 24 – 30)  <a href="http://net.educause.edu/ir/library/pdf/HR2011.pdf">http://net.educause.edu/ir/library/pdf/HR2011.pdf</a></p>	<p>Apps in Education. So, this week we discussed different apps for instructional, professional, and personal use. Please discuss some ideas for integrating apps into daily or weekly classroom activities or instructional practices. If your students were allowed to use their own device, what apps would you require that they download and how would you integrate the apps into teaching and learning activities?</p>	<p>Work on Project One: Technology Implementation and Management Plan</p> <p>5 Computers: presentation of plan. What modifications will need to be made for your own teaching situation?</p> <p>Work on Project Two: Evaluation of Faith-Based Institution's ICT (due week 6)</p>
<p>Four  9/30</p>	<p>Cyber Presence  <a href="http://cordelia.wordpress.com/">http://cordelia.wordpress.com/</a></p> <p>Professional Web Presence</p> <p>Net Cetera  <a href="http://www.onguardonline.gov/videos/net-cetera-chatting-with-kids.aspx">http://www.onguardonline.gov/videos/net-cetera-chatting-with-kids.aspx</a></p> <p><a href="http://www.edutopia.org/parent-21st-">http://www.edutopia.org/parent-21st-</a></p>	<p>Follow a contact on your Facebook as far as possible. What surprises did you encounter as you "drilled down" through the levels of contacts?</p>	<p>Work on Project One: Technology Project One: Implementation and Management Plan</p> <p>25 Computers: Lesson plan, miscellaneous. What modifications will need to be made for your own teaching situation?</p>

Module	Readings (prior to next session)	Threaded Discussion Educ Learning facebook page (One initial post and two responses)	Assignment(s) to work on in your Live Binder
	<a href="http://century-learning-resource-guide">century-learning-resource-guide</a>  <a href="http://facebookforeducators.org/educators-guide">http://facebookforeducators.org/educators-guide</a>		<p>Project Three Introduction: Collaborative Tools (due week 7)</p> <p>Follow a contact on your Facebook as far as possible. What surprises did you encounter as you “drilled down” through the levels of contacts?</p>
Five  10/7	<p>Cyber Presence</p> <p><a href="http://www.ted.com/talks/adam_ostrow_after_your_final_status_update.html">http://www.ted.com/talks/adam_ostrow_after_your_final_status_update.html</a></p> <p>Cyber Safety (Student/Parent) <a href="http://www.educyberpg.com/Teachers/copyrightlaw.html">http://www.educyberpg.com/Teachers/copyrightlaw.html</a> <a href="http://www.youtube.com/watch?v=CIn_jC4FNDo">http://www.youtube.com/watch?v=CIn_jC4FNDo</a></p> <p><a href="http://www.plagiarism.org/">http://www.plagiarism.org/</a></p> <p><a href="http://www.ted.com/talks/eli_pariser_beware_online_filter_bubbles.html">http://www.ted.com/talks/eli_pariser_beware_online_filter_bubbles.html</a></p>	<p>Google yourself! Type your name in the Google search bar and see what comes up. Post what you learned about yourself in the threaded discussion. How does this align with your desired cyber presence?</p>	<p>Work on Project One: Technology Implementation and Management Plan</p> <p>25 Computers: Lesson plan, misc.</p> <p>Work on Project Three: Collaborative Tools (due week 7)</p>
Six  10/14	<p>Dede (2004) Enabling Distributed Learning Communities - part 1 &amp; 2 <a href="http://thejournal.com/articles/2004/09/01/enabling-distributed-learning-communities-via-emerging-technologies--part-one.aspx">http://thejournal.com/articles/2004/09/01/enabling-distributed-learning-communities-via-emerging-technologies--part-one.aspx</a></p> <p>All things PLC: Teachers as Professionals</p>	<p>Create a Twitter account and follow a person or an organization on Twitter for 3 days (Monday through Thursday). Please post a reflection. What did you find interesting about Twitter? What did you</p>	<p>Work on Project One: Technology Implementation and Management Plan</p> <p>1 Computer: selection of grade level and topic. Physical layout of</p>

Module	Readings (prior to next session)	Threaded Discussion Educ Learning facebook page (One initial post and two responses)	Assignment(s) to work on in your Live Binder
	<p>online  <a href="http://www.ted.com/talks/adam_ostrow_after_your_final_status_update.html">http://www.ted.com/talks/adam_ostrow_after_your_final_status_update.html</a></p> <p><b>Project Two presentations</b></p>	<p>dislike? How could you see this medium used to benefit learning? What are some drawbacks/dangers?</p>	<p>resources.1 Computer: Lesson plan, misc.</p> <p>Project Four introduction: Interview District IT Personnel (due week 8)</p>
<p>Seven 10/21</p>	<p>Project Three Collaborative Tool presentations</p> <p>Molebash (2003) Teaching and learning literacy with technology            Flipped classroom            "Salman Khan talks about how and why he created the remarkable Khan Academy, a carefully structured series of educational videos offering complete curricula in math and, now, other subjects. He shows the power of interactive exercises, and calls for teachers to consider flipping the traditional classroom script -- give students video lectures to watch at home, and do "homework" in the classroom with the teacher available to help."  <a href="http://usgovteducatorsblog.blogspot.com/2012/02/khan-academy-and-flipping-from-ted.html">http://usgovteducatorsblog.blogspot.com/2012/02/khan-academy-and-flipping-from-ted.html</a></p> <p>Here are the 8 best Ted Talks I've watched, that are targeted towards members of Generation Y.  <a href="http://www.genywealth.com/best-ted-talks-ever">http://www.genywealth.com/best-ted-talks-ever</a></p>	<p>What did you discover as you completed Project One? What positive discoveries did you make? What obstacles were there in completing your project? What surprised you and why?</p>	<p>Work on Project One: Technology Implementation and Management Plan</p> <p>1 Computer: presentation of plan. What modifications will need to be made for your own teaching situation?</p> <p>Work on Project Four: Interview District IT Personnel (due week 8)</p>

Module	Readings (prior to next session)	Threaded Discussion Educ Learning facebook page (One initial post and two responses)	Assignment(s) to work on in your Live Binder
Eight 10/28	<p>Cloud Technology for teachers  <a href="http://ccjournal2011.blogspot.com/2011/02/tim-berners-lee-ted-talk-on-next-web.html">http://ccjournal2011.blogspot.com/2011/02/tim-berners-lee-ted-talk-on-next-web.html</a>   <a href="http://ccjournal2011.blogspot.com/2011/02/web-30-semantic-web.html">http://ccjournal2011.blogspot.com/2011/02/web-30-semantic-web.html</a></p> <p>Project Four IT interview presentations</p>	<p>Discussion 1:  Read the article: Prensky (2005) Listen to the Natives  <a href="http://www.siprep.org/prodev/documents/Prensky.pdf">http://www.siprep.org/prodev/documents/Prensky.pdf</a>  Who are the real digital natives? If you were to put a date on the birth year of true digital natives, what would it be and why?</p> <p>Discussion 2:  In 1995, it was estimated that only 25% of teachers have managed to integrate technology into their classrooms (Office of Technology Assessment). An article written in 2010 (<a href="http://learnitin5.com/22-percent-of-teachers-using-technology">http://learnitin5.com/22-percent-of-teachers-using-technology</a>) states that Eduventures Inc. found only 22% of teachers regularly use technology in the classroom. What are your thoughts about why teachers are reluctant to integrate technology within their classrooms as a viable instructional strategy?</p>	<p>Complete Project One Technology Implementation and Management Plan (due week 9)</p> <p>Complete Project Five: Digital Portfolio (due week 9)</p>

Module	Readings (prior to next session)	Threaded Discussion Educ Learning facebook page (One initial post and two responses)	Assignment(s) to work on in your Live Binder
Nine  11/4	Wrapping it up Project One and Five presentations  Hinrichs (2003) A Vision for Life Long Learning – Year 2020	Where do we go from here? How can we apply what we have learned to our professional practice in the long term?	Complete Project One Technology Implementation and Management Plan (due week 9)  Complete Project Five: Digital Portfolio (due week 9)

## Other Helpful Web Resources

- 1 This site from the U.S. Department of Commerce has several links to resources and tutorials on digital literacy. <http://www.digitalliteracy.gov/>
- 2 <http://ictliteracy.info/About-us.htm> claims to be the “portal to Digital Literacy Resources”. Has articles on topics such as Cloud Computing in Education: [http://ictliteracy.info/rf.pdf/Cloud\\_Computing.pdf](http://ictliteracy.info/rf.pdf/Cloud_Computing.pdf)
- 3 K-12 Open Courseware Resources: <http://ictliteracy.info/open-courseware.htm>  
PBS Teachers website contains varies links and resources on the use of digital media within the classroom. [http://www.Information, communication, and technological \(ICT\) literacies provide the foundation for effective classroom technology integration](http://www.Information,communication,andtechnological(ICT)literaciesprovidefoundationforeffectiveclassroomtechnologyintegration). The knowledge, skills and applications explored in this course prepare students to access, organize, and communicate beyond the traditional classroom practices through the use of Web 2.0 technologies for more engaging instructional experiences.

## Contact Information

***Print this section and tape it to the inside of a cabinet for reference!***

1. Skype: lisa.rodriguez920
2. Facebook: [www.facebook.com/dr.lisa.rodriguez](http://www.facebook.com/dr.lisa.rodriguez)
3. Dr. Rodriguez’s Webpages:
  - a. <http://ottergirl2000.weebly.com>
  - b. <http://21stteachingeduc522.weebly.com>
4. Dr. Rodriguez’s cell: 971-221-5246 (also good for texting...)
5. Dr. Lisa Rodriguez’s email:
  - a. [lrodriguez@apu.edu](mailto:lrodriguez@apu.edu)
  - b. [dr.lisa.rodriguez@gmail.com](mailto:dr.lisa.rodriguez@gmail.com)