

Teaching with Technology

Dr. Jeremy Price

Spring 2015

Welcome to EDUC2201, Teaching with Digital Media and Technology. We will be exploring the different ways that technology can be used to support learning, understanding, and creativity in the classroom or in other types of learning environments. We will be paying special attention to the role that you play as facilitator and intentional designer of materials and of the environment to encourage learning, understanding, and creativity.

What is a syllabus? The syllabus is your map for success in this course. It provides you with the course practices and expectations, a schedule for readings and assignments, and a breakdown of the points you can earn in the class. Put your syllabus in your binder and *bring your syllabus with you to class everyday.*



“Teaching is two-parts planning, one-part reflection, and extra heavy on the experimentation.” - Rebecca Alber

Get to Know Your Professor

Dr. Jeremy Price

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Visit me during my student drop-in hours:

| Mondays | Wednesdays | Fridays |
|-------------------|-------------------|--------------------------------------|
| 10:00am - 12:00pm | 10:00am - 12:00pm | 10:00am - 12:00pm 1:00pm - 2:00pm |

Psst: Email is the best way to contact me.

If you can't make my student drop-in hours, schedule an appointment with me at <https://jeremyprice.youcanbook.me/>

The EDUC2201 Contract

***Your first job** is to work at developing an academic relationship with me as your professor just as you should work to develop a relationship with all of your professors. This job for you extends to *all* of your classes; you will find that putting the effort into building an academic relationship with your professors pays off. Putting effort into building an academic relationship with your professor will make your other two jobs flow much more smoothly. I am (and all of your professors are) here to help you succeed. In order to help me support you, you need to help me know what you need. If you have a question, if you don't understand something, if you are having trouble getting to class, if you need a different explanation of something, *talk to me*. Sometimes this means coming to my Student Drop-In Hours or scheduling an appointment with me outside of class. I work very hard to get to know my students in class, but I get to know them even better (and I can provide more targeted support) when my students talk with me outside of class.*

***Your second job** is to get to know and learn how to use all of the course materials. I will provide you with information, models, and scaffolding in the syllabus and other companion documents. These companion documents include Reference Sheets, Project Packages, and Model Assignments. Success in this class involves organizing and understanding these sources of information; we will go over the syllabus in depth during the first class, and I am happy to meet with you to discuss the course and its requirements further.*

***Your third job** is to consider the long-term returns you will gain from putting effort into the work of this course. When you are in college, your primary work responsibilities are to your coursework. You are in the Teacher Education Program and the effort you put into your coursework will pay off in terms of becoming a better prepared and more successful teacher. It is hard to find a balance between these long-term payoffs and short term needs (such as paying for rent, clothing, or entertainment and fun activities). You may also be more responsible for your time and attention than you ever have been before, so it is easy to slip into a pattern of missing classes. I am more than happy to help you find the right balance and to connect you with people and resources that can provide further support.*

***My jobs as your professor** include designing an engaging, relevant, productive course, facilitating class activities that I believe will be effective in the learning process, assessing your work in a fair, timely manner, and creating a safe, supportive space in which everyone can be who she or he is and freely contribute to the class. I am here to support you as you succeed in this course and in the Teacher Education Program, but I can only do so with your help.*

Thank you to Dr. Terry Murray of the State University of New York at New Paltz for his inspiration (and some of the language) for including a course contract.

Becoming a Teaching Superhero

I WANT TO HELP YOU TO BECOME TEACHING SUPERHEROES WITH TECHNOLOGY. The children and young adults with whom you will be working deserve nothing less. In order to help you get there, we will be supporting you along the way to develop the practices and routines, digital tools, and knowledge for teaching necessary to be teaching superheroes with technology and getting accepted into the Teacher Education Program in the School of Education, Health and Human Performance at Fairmont State University. We will work hard together to accomplish that goal.

Course Throughlines

In this course, we will explore the questions. . .

- How do I see my role as a teacher with technology?
- How do I relate teaching, technology, and me?
- What practices and routines, digital tools and knowledge for teaching can I develop to support my role as a teacher with technology?

↓ *By engaging in these experiences. . .* ↓

practice designs
simulations creative
planning projects
papers discussions
reflections

↓ *To help you become. . .* ↓

A thoughtful educator who uses technology to support learning by facilitating the growth of understanding and creativity in each learner.



Using vocabulary of the profession is important and will help you communicate with your professors and colleagues in a precise and professional manner. We will therefore be using the ideas and language of the Teaching for Understanding (TfU) framework. According to TfU, *throughlines* “describe the most important understandings that students should develop during an entire course.” Throughlines are the big ideas that we will be exploring and developing understandings around over the semester.

Course Practices and Routines

A Commitment to Universal Learning

I AM COMMITTED TO THE PRINCIPLE OF UNIVERSAL LEARNING. This means that our classroom, our virtual spaces, our practices, and our interactions be as inclusive as possible. Mutual respect, civility, and the ability to listen and observe others carefully are crucial to universal learning.

Any student with particular needs should contact the coordinator of Disability Services at the start of the semester. Services are available to any student, full or part-time, who has a need because of a [documented] disability. It is the student's responsibility to register for services with the coordinator of students with disabilities and to provide any necessary documentation to verify a disability or the need for accommodations. You and I can work out the details of any accommodations for this course.

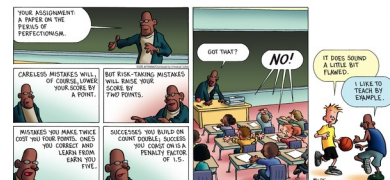
Improve Your Chances for Success by Coming to Class Every Day

BEING PRESENT IS IMPORTANT TO SUCCESS IN THIS CLASS.¹ This class is very collaborative and you will often be working in teams: your teammates depend on you. Attendance will be taken at every class, both as a way to help me learn your names and as a way to help you stay on track with attendance.

I also understand that life happens and sometimes you might need to miss class. ² Keep an open line of communications with me about your absences from this class. **If you need to miss class, please notify me directly by email.** Although I would prefer to be notified ahead of time of your absence, if you have an excuse for your absence you have 24 hours after class to notify me. I will notice patterns of absences—unexcused *and* excused—and I will call you on it because I want to do everything I can to help you succeed.

Building Trust: "Ooops!" Days

You might forget me to send me an email, so **each teacher candidate in the course receives two "Ooops!" days.** Each unexcused absence



The coordinator of Disability Services can be reached at 304.367.4686 or 800.641.5678 Ext. 8.

¹ Research has found that just showing up to class is a better way to tell if you will do well in your college classes than anything else, including how you might have done in high school (Crede, Roch, and Kieszczynka, 2010).

² Some acceptable reasons to miss class include family emergencies, car troubles break down, icy or snowy roads, or illness. Some not acceptable reasons to miss class include oversleeping, conflict with outside jobs, or the "I don't feel like going to class" excuse.

beyond your two “Ooops!” days will result in 50 points taken off your final grade for the course. *If you need to be excused from class for an extended period of time* for a particular reason, you must speak to me directly outside of class—such as during my drop-in hours, or if you can’t come at those times, schedule an appointment with me—so that we can work out a way for you to participate in the structure and activities of the course. I will be posting your attendance status on TaskStream each month.

If you earned an B in the course but had two unexcused absences beyond your two “Ooops!” days, you will receive a C for your final grade.

THE MOST IMPORTANT THING IS TO KEEP AN OPEN LINE OF COMMUNICATIONS OPEN WITH ME: I am here to help you succeed. I recognize that students are required to miss class for many different reasons. The important thing to remember is to keep an open line of communications with me so your grade is not adversely affected.

Be Better Prepared for Class with Active Reading

We will be reading a series of articles from educational journals and blogs each week. You are expected to complete readings prior to the start of class; if you do, you will be better prepared and be able to participate more fully in the discussions. We will be discussing these readings in class, drawing upon their ideas and concepts, and you will be asked to support your statements with evidence from the readings. I will also help you to make sense of these readings by helping you find the important and salient concepts. I recommend using the SQ3R Method for reading for this course (and all courses), which is illustrated and described in the Course Tools and Practices companion document.

Get in the Right Groove for Class

Every class will begin with a cognitive warm-up, a short activity designed to you make the transition into class and to help everyone get on the same page for a successful class. Many of the activities are designed to *activate your prior knowledge* and *prime you*³ for the work to follow. Most students have said that this helps them prepare and participate in each class. So, *arriving on time is important* and is a sign of respect to your classmates and to your professor. If you arrive during the cognitive warm-up, please wait outside in the hall until the activity is over. Use this time to take a deep breath and mentally prepare for class until the activity is over, when you are welcome to come in and find a seat.

³ *Prior knowledge* is the knowledge that you bring with you to your school work. *Priming* is getting you in the right mindset to engage in the work at hand.

Participate Effectively to Get More Out of Class Time

WE LEARN BEST when we converse with others about ideas and concepts, and participation is an important practice for success in university academic life in general. Ongoing participation is an important and required practice in this course. I understand that this may be out of some students' comfort level, but as you will be educators in the near future, I want to help you develop the skills and confidence to lead a discussion and take intellectual risks⁴. Teaching is also a highly collaborative career, meaning that you will be working closely with other teachers, school and district administrators, your students and parents just to do your job. Our classroom is a safe environment in which to practice participation skills.

Quality participation does not mean that you talk the most, or even responding to my questions all the time. Some of the behaviors that show me that you are developing strong participatory and collaborative practices include:

- **Asking questions**
- Responding to a **fellow student**
- **Providing assistance** or helping another student
- Making comments drawn from the **course readings**
- Agreeing or disagreeing with something in the text or said in class by the instructor or another student in a way that **takes the conversation to a new level**

It is good to “answer questions” (and sometimes I will ask the class a question to better understand the current level of understanding) and it is often good to draw on your personal experience. But there's more to it than that; participation also involves bringing in what you have learned from the readings and applying what you learn from the in-class discussions to your Learning Performances.

Take Knowledge from Class to Projects by Taking Notes

We will be discussing a number of important ideas in class that you will need to use in your assignments and projects. I will be asking you to write how you used the ideas we discussed in class to complete your projects, the more specific the better. There are a number of ways to take notes but the most important thing is that you find the method of note-taking that works for you. Remember that *effective note-taking is more than writing down bullet points from PowerPoint slides*.

TO HELP YOU DEVELOP THE PRACTICE OF NOTE-TAKING, I will be asking you to cite specific information from class and from the readings

⁴ Another way of thinking about *intellectual risks* is contributing without the fear of being 100% right. As Ms. Frizzle of the *Magic School Bus* once said, “Take chances, make mistakes, get messy!”

Technology is a wonderful tool, but it is also a way to avoid being present. There is no texting allowed in class, and I will notice when you use the laptops and tablets for reasons other than the task at hand, such as checking Facebook, playing games, or shopping.

in your Reflection Write-Ups for your Performances of Understandings. Taking notes will help you to refer back to our discussions and use them in your Reflection Write-Ups. An important part of becoming a successful learner is moving ideas from one context to another, and I hope that this process will help you build some of the same practices with your own students in the future.

Stay Current by Keeping In Touch Outside of Class

COMMUNICATIONS BETWEEN ME AND YOU OUTSIDE OF CLASS WILL OCCUR OVER EMAIL. Please do not send me a message through Blackboard. Please make sure to check your Fairmont State email on a regular basis (at least 4-5 times per week). If you do not have a smart phone, a computer or internet access at home or in your dorm room, make it a regular practice to go to the library and check your email there.



Figure1: Don't be like Ted: check your email and check it often.

Learn More by Submitting Assignments

IT IS IMPORTANT TO SUBMIT ASSIGNMENTS ON TIME as a professional courtesy to yourself, your professor, and your classmates. All assignments are due in TaskStream before *Pumpkin Hour*⁵. It is best not to wait until the Very Last Minute to submit assignments on TaskStream, as the submission process requires several steps.

I completely understand that life happens and emergencies, illnesses, and other situations come up when you least want them to. If you are involved in an emergency, illness, or situation, please inform me via email as soon as possible, preferably before the due date, and we can discuss an extension. I also understand that things may happen on the

⁵ *Pumpkin Hour* is 11:59pm on the day the assignment is due.

The *Things Happen Buffer* gives you a little wriggle-room when it comes to handling the things that come up in life. Make sure to send me an email within 24 hours after the due date if something comes up. The sooner you contact me the better.

date an assignment is due, so every student in the course has a *Things Happen Buffer*.

Keeping the Learning Going by Reviewing Your Feedback

I spend a great deal of time and effort reviewing your work and providing feedback that I think will be helpful for you. There is also a possibility that you did not fulfill the requirements of the task; in this case, I will ask you to revise and resubmit your work through TaskStream before I assign you points. If you don't check TaskStream and look at your feedback, you won't know this.

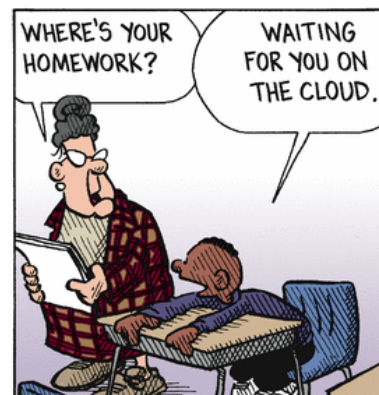
YOU CAN LEARN A GREAT DEAL FROM FEEDBACK so it is important to take the time and effort to read it closely. I *critique* your work, meaning that I provide information about what you did well and information for helping you to do better work in the future. Use this feedback to improve your work in other assignments because the learning performances in this class are related to each other. ***You always have the option of resubmitting your work if you feel that you have learned from my feedback and want to show me what you have learned.***

There is no shame in resubmissions. Making adjustments to your work is part of the learning process. I also agree with educator Richard Curwin who says that education should really be about giving students second, third, fourth chances. . .

You have one week from the time I provide you with feedback to resubmit your work for review.

Performances of Understanding

PERFORMANCES OF UNDERSTANDING ARE A WAY FOR YOU TO DEMONSTRATE WHAT YOU UNDERSTAND WHILE ALSO BUILDING YOUR UNDERSTANDING. These performances can be ongoing short check-ins or projects that can take anywhere from 2 to 5 weeks to complete.



Become a Scholar by Building Your Metacognitive Skills

METACOGNITION MEANS THINKING ABOUT THINKING. Being aware of your own thinking will help you learn more and help you succeed throughout your college career. It is also something that I hope you will help your own students develop when you are a teacher. Metacognition happens in part through (1) setting goals, (2) being intentional about your effort, and (3) reflecting on your learning.

Learning Tweets

You will be writing a “Learning Tweet” each week. You won’t be using Twitter to write your tweets (you will be writing it directly to me using TaskStream), but just like Twitter your Learning Tweet will be on the short side. You will be asked to post a Learning Tweet during some weeks directly on the readings, some weeks on class discussions, and some weeks on anything from class that surprised you. *Make sure that your Learning Tweets have something to do with **this** class.*

The task of each Learning Tweet will be provided in TaskStream. The structure of the general Learning Tweet that focuses on something from the class that surprised you will follow the **Moment of Surprise, Why It Was Surprising, and What This Tells Me** format:

- **Moment of Surprise:** a short summary of the reading, discussion, or activity you are writing about;
- **Why It Was Surprising:** a short description of what about the reading, discussion, or activity caught your attention, surprised or intrigued you;
- **What This Tells Me:** your “take away” from this surprise, what you learned, how your perspective has changed.

Your Learning Tweet should be a little longer than the typical tweet on Twitter: no less than three sentences.

The Learning Tweets allow you to make sense of your experiences and gives me a sense of what you are taking away from the class. I often readjust my teaching based on what students tell me through the Surprise Tweets. Keeping track of these “surprises” is a form of ongoing reflection and is an essential component of learning and teaching. We will be reading a short article on surprises in learning during the first week.

↳ *Each Surprise Tweet is worth 10 points, for a total of 120 points.*

Metacognitive Self-Checks

You will complete a Metacognitive Self-Check at three points in the semester to allow you to reflect on your learning and participation practices for the class. You will choose three metacognitive practices that you wish to improve on over the course of the semester. You will then complete a rubric on these three practices, rating yourself on a scale of Beginning-Developing-Succeeding. These Self-Checks will also allow me to see how you see yourself as a learner and a member of the class and allow me to provide you with added feedback, support and resources to help you succeed as a learner in the course and in college in general. Many students have found this to be a useful way to help them focus on improved participation in the class. You will not have to complete a Learning Tweet when a Metacognitive Self-Check is due.

↳ *Each Self-Check is worth 20 points, for a total of 60 points.*

Reflection Write-Ups

Reflecting on your work and your practice is an important part of being a teacher. I will help you develop these skills through structured reflections on your experiences throughout the semester. Each reflection will follow a slightly different structure, so make sure that you look closely at what is required of the reflection. The basic parts of a reflection involve framing and reframing. This method of reflection will allow you to look back on what you’ve done as well as project into the future as to how you might use what you have learned in your own teaching practices.

↳ *Each Reflection is worth 10% of Culminating Performance points. The Reflection Write-Up is a required part of the project process and your submission will be returned to you if you do not also submit a Reflection Write-Up.*

The Beginning-Developing-Succeeding rubric scale is based on educational psychologist Carol Dweck’s idea of a *growth mindset*. Adopting a growth mindset will help you recognize that you continuously learn.

Framing refers to describing in detail the way that your project was completed. *Re-framing* refers to describing in detail how you—or a make-believe educator—might use your project in the future.

Passport Activities

Fairmont State University is looking to improve the learning experience of all students and help students build a successful academic career from admissions to graduation. Part of building this success is to become involved in campus life. As such, as a student in this course, you will be required to participate in the Fairmont State Passport Program. You are required to create a plan of action for attending Passport Activities over the course of the semester and attend them. Of these activities, you will attend one of two “core” activities and write a reflection on your experience. You will also attend **four additional Passport Activities**. The Passport Activities options will be provided for you early in the semester. If you have a Passport Activity you would like to organize, please let me know.

⇒ *Attendance at a Passport Core Activity and the written reflection is worth **60 points**. Attendance and short reflections at four additional Passport Elective Activities are worth 10 points each for a total of **40 points**.*

Certain individuals who are already participating in the life of the University may qualify for an exemption.

The two core activities are Dr. Sidwell's *Personal Health & Safety Plan* or Dr. Rohrbaugh's *The Human Brain: Studying for University Classes*.

Intermediate and Culminating Performances of Understanding

The *Performances of Understanding*⁶ are what you produce in each of the 5 units of the course. Each of these Performances are designed to not only help me see what you understand, but also to help you deepen your knowledge and develop your skills around the use of technology in teaching and learning. You will receive a Project Package at the beginning of each unit which will include more specifics about what I expect from you, including a copy of the rubric that I will be using to evaluate your work. In addition to the Culminating Performances themselves, you will engage in Intermediate Performances to help you get ready for the Culminating Performances.

⁶ Performances of Understanding are a concept from the Teaching for Understanding framework. You will be learning about this framework in depth during Unit 4 (The Quest to Build a WebQuest).

Unit 0: Getting Started and Situated

The first week of class will be dedicated to helping everyone get into the flow of the course. We will be establishing expectations and practices for the semester. You will be completing an open-syllabus “quiz.” This will allow you to get familiar with the syllabus, the expectations of the class and TaskStream.

⇒ *Your Syllabus Quiz is worth **10 points**.*

Unit 1: Communicating the Role of Technology in Education

This first unit will introduce you to the idea of technology in education and challenge you to consider why using technology to support

learning is important. This unit is also structured to help you succeed on the Praxis Core Academic Skills for Educators Exam. The essay you will write is similar to the argumentative essay you will write for the Core Exam. I will be helping you through the writing process that you can then bring into your own classrooms to support your own students when you are a teacher. In addition to writing the essay, I will be requiring you to accomplish two other steps: *take a draft of your paper to the Writing Center* and *meet with me to discuss the feedback on your paper*. The Writing Center is an excellent free on-campus resource for you. In our meeting, I will help you make good use of the feedback on your essay and it will help us get to know each other better.

⇒ *Your visit to the Writing Center is worth **40 points**. Your Argumentation Essay Culminating Performance is worth **90 points**.*

Unit 2: Creating an Online Book for All Learners

As a way to engage in digital authoring and inclusive digital practices, you will write an online book for high school or college students about a time when you felt like you persisted, belonged, or saw things in a new way in order to succeed in a learning (although not necessarily classroom) environment. Helping students persist, develop a sense of belonging, and seeing ideas or problems in new ways has been shown to support academic achievement; this unit will help you explore your own experiences as well as help to prepare you to impress the value of the same practices on your future students.

⇒ *Your Outline is worth **20 points** and your Storyboard is worth **40 points**. The Online UDL Book is worth **150 points**.*

Unit 3: Exploring the Many Sides of Diversity

Fully understanding—and supporting—diversity in the classroom will help you become a more successful teacher. This WebQuest will lead you through a number of activities to help you recognize, understand, and advocate for classroom diversity. You will be working as a team to create a public exhibit illustrating diversity through music. You will also become familiar with the structure of WebQuests.

⇒ *Your Diversity Poster Culminating Performance is worth **90 points**.*

Unit 4: The Quest to Build a WebQuest

As a way to engage in constructing digital learning environments and “get your feet wet” in using the Teaching for Understanding framework, you will construct a well-structured WebQuest for elementary, middle, or high school pupils on a particular topic of your choosing. As part

of the process, you will create a “map” with Prezi using the Teaching for Understanding framework. You will also use additional media from other digital tools covered over the course of the semester in your WebQuest.

⇒ *Your TfU Map Intermediate Performance is worth **100 points**. Your WebQuest Culminating Performance is worth **180 points**.*

Course Point Breakdown

Keep in mind that ***you earn your grade***. I do not “give” you a grade. As a teacher, I place a great deal of emphasis on becoming aware of learning processes and progress. *This is a practice that is important to bring to your own students*, so I want to give you a head start.

900-1000 points is an A, 800-899 points is a B, 700-799 points is a C, 650-699 is a D, 649 or less is an F.

| Unit | Performance | Points |
|--------------|---|-------------|
| 0 | Syllabus “Quiz” | 10 |
| 1 | Writing Center Feedback Intermediate Performance | 40 |
| | Argument Paper Culminating Performance | 90 |
| 2 | Outline for UDL Book Intermediate Performance | 20 |
| | Storyboard for UDL Book Intermediate Performance | 40 |
| | UDL Book Culminating Performance | 150 |
| 3 | Diversity Poster Culminating Performance | 90 |
| 4 | Prezi Teaching for Understanding Map Intermediate Performance | 100 |
| | WebQuest Culminating Performance | 180 |
| MC | Preparatory & Reflection Tweets (Total) | 120 |
| MC | Metacognitive Checks (Total) | 60 |
| MC | Passport Core Activity | 60 |
| MC | Passport Elective Activities (Total) | 40 |
| Total | | 1000 |

📅 Course Schedule 📅



Intermediate and Culminating Performances of Understanding Due Dates

| Unit | Performance | Due Date |
|------|---|-------------|
| 0 | Syllabus "Quiz" | January 26 |
| 1 | Writing Center Feedback Intermediate Performance | February 13 |
| | Argument Paper Culminating Performance | February 20 |
| | Meeting with Professor | March 15 |
| 2 | Outline for UDL Book Intermediate Performance | February 23 |
| | Storyboard for UDL Book Intermediate Performance | February 27 |
| | UDL Book Culminating Performance | March 13 |
| 3 | Diversity Poster Culminating Performance | March 27 |
| 4 | Prezi Teaching for Understanding Map Intermediate Performance | April 13 |
| | WebQuest Culminating Performance | May 1 |

Unit 0: Getting Situated and Started

Week of August 17-21

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|---------------------|--|
| 🔍 Priming Questions | What are some of the rules of the "program" for "doing school"? Should an effort be made to "deprogram" students from "doing school"? What does the author mean by "surprise," and why is surprise important for learning? Which components of a reflective classroom have you seen? |
| 📖 Readings | How Deprogramming Kids From How To Do School Could Improve Learning (http://goo.gl/pnkkRM) Surprise Journal: Notice the Unexpected (http://goo.gl/h2ESqJ) 8 Components of a Reflective Classroom (http://bit.ly/10XeCrp) |
| 🔧 Tools | TaskStream (https://www.taskstream.com/) Microsoft Word 365 |
| 💡 Reflection Task | Learning Tweet Due Friday |

Unit 1: Communicating the Role of Technology in Education

Week of August 24-28

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|---------------------|---|
| 🔍 Priming Questions | According to Grant Wiggins, what are the differences between an <i>argument</i> and a persuasive essay? According to John Spencer, how is it <i>about</i> the technology? |
| 📖 Readings | Argument—the Core of the Common Core—and a clarifying example (http://goo.gl/1nhpHs) Actually, It Is About the Technology (http://goo.gl/BE79FJ) |
| 🔧 Tools | Padlet (https://padlet.com/) ScreenChomp (http://www.techsmith.com/screenchomp.html) |
| 💡 Reflection Task | Metacognitive Check Due Friday (no Learning Tweet) |
| 📋 Performances | Syllabus “Quiz” Due Monday, August 24 |

Week of August 31-September 4

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|---------------------|--|
| 🔍 Priming Questions | According to Tom Whitby, what are the differences between <i>then</i> and <i>now</i> ? What is the advice Bill Ferriter gives to help make students more engaged in learning with technology? |
| 📖 Readings | The Longer View: EdTech and 21st-Century Education (http://goo.gl/iuJk59) Are Kids Really Motivated by Technology? (http://goo.gl/s3orWi) |
| 💡 Reflection Task | Learning Tweet Due Friday |

Unit 2: Creating an Online Book for All Learners

Week of September 7-11

🔊 Special Week: Labor Day on Monday, September 7 (no class) 🔊

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|---------------------|--|
| 🔍 Priming Questions | What is the ultimate goal of Universal Design for Learning? What are the different “modes” according to UDL? What examples of these different modes have you seen in your own educational career? |
| 📖 Readings | What Is Universal Design for Learning? (http://goo.gl/V9YHNw) UDL At A Glance Video (http://goo.gl/1xhgQh) UDL Questions & Answers (http://goo.gl/watsXV) |
| 💡 Reflection Task | Learning Tweet Due Friday |
| 🔧 Tools | Socrative (http://b.socrative.com/login/student/) |
| 📋 Performances | Feedback from Writing Center Completed by Friday, September 11 |

Week of September 14-18

🔊 Special Week: Rosh Hashanah, Monday, September 14 (class via VoiceThread) 🔊

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|---------------------|---|
| 🔍 Priming Questions | According to Carol Dweck, why are the two mindsets—fixed and growth—important? What are times that <i>you</i> have taken on a fixed mindset? A growth mindset? |
| 📖 Readings | Mindsets: How to Motivate Students (And Yourself) (http://goo.gl/N997iN) The Power of Believing You Can Improve (http://goo.gl/ADvfw4) |
| 🔧 Tools | Storyboard That! (https://www.storyboardthat.com/) UDL BookBuilder (http://bookbuilder.cast.org) |
| 💡 Reflection Task | Learning Tweet Due Friday |
| 📋 Performances | Written Argument Due by Friday, September 18 |

Week of September 21-25

🔊 Special Week: Yom Kippur, Wednesday, September 23 (class via VoiceThread) 🔊

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|---------------------|---|
| 🔍 Priming Questions | What are the four Reciprocal Teaching Strategies? What do the Reciprocal Teaching Strategies do for learners? |
| 📖 Readings | Reciprocal Teaching Strategies (http://goo.gl/pIk8XA) |
| 💡 Reflection Task | Learning Tweet Due Friday |
| 📋 Performances | UDL Book Outline Intermediate Performance Due by Monday, September 23 UDL Book Storyboard Intermediate Performance Due by Friday, September 25 |

Week of September 28-October 2

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|---------------------|--|
| 🔍 Priming Questions | According to the authors, what are the benefits of students becoming digital authors? According to the authors, why is it important for students to use technology in school? What does it mean to write purposefully? |
| 📖 Readings | Creating Digital Authors (http://goo.gl/nTCziC) |
| 💡 Reflection Task | Learning Tweet Due Friday |

Week of October 5-9






🔊 Special Week: Dr. Price at ACMHE Conference, Friday, October 9 🔊

| | |
|----------------------------|---------------------------|
| 📅 Focus and Project Time 📅 | |
| 💡 Reflection Task | Learning Tweet Due Friday |




🔊 Special Week: Mid-Semester Point 🔊

Unit 3: Exploring the Many Sides of Diversity

Week of October 12-16





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|---|--|
|  Priming Questions | What is a WebQuest? What can a student learn from engaging in a WebQuest? |
|  Readings | Exploring the Many Sides of Diversity WebQuest (http://bit.ly/webquest-diversity) What is a WebQuest? (http://goo.gl/M9HDsK) What are the Essential Parts of a WebQuest? (http://goo.gl/737kms) What Kinds of Topics Lend Themselves to WebQuests? (http://goo.gl/ZrD7r4) |
|  Tools | See the Exploring the Many Sides of Diversity WebQuest (http://bit.ly/webquest-diversity) |
|  Reflection Task | Metacognitive Check Due Friday (no Learning Tweet) |
|  Performances | UDL Book Major Performance Due by Friday, October 16 |

Week of October 19-23

| | |
|---|--|
|  Tools | See the Exploring the Many Sides of Diversity WebQuest (http://goo.gl/sUcRU1) |
|  Reflection Task | Learning Tweet Due Friday |
|  Performances | Diversity Poster Culminating Performance Due by Friday, October 23 |

Unit 4: The Quest to Build a WebQuest

Week of October 26-30

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|---|--|
|  Priming Questions | According to the authors, what does “understanding” mean? How is this definition similar to and different from your own definition of understanding? What do Generative Topics and Understanding Goals add to the teacher planning process? |
|  Readings | Introducing Teaching for Understanding (http://goo.gl/2F1CxV) Generative Topics (http://goo.gl/s1Jb0c) What are Understanding Goals? (http://goo.gl/qapL2r) |
|  Tools | Prezi (https://www.prezi.com/) |
|  Reflection Task | Learning Tweet Due Friday |

Week of November 2-6

| | |
|-------------------|--|
| Priming Questions | How do Performances of Understanding help the learning process? What are the different ways a teacher can use scaffolding in a WebQuest? |
| Readings | What are Performances of Understanding (http://goo.gl/0m1hT1) Using the “Zone” to Help Reach Every Learner (http://goo.gl/KCigdq) 24 Assessments That Don’t Suck (http://goo.gl/Qzu8Hv) |
| Tools | Google Sites (https://sites.google.com/) |
| Reflection Task | Learning Tweet Due Friday |

Week of November 9-13

| Focus and Project Time | |
|------------------------|---|
| Reflection Task | Learning Tweet Due Friday |
| Performances | Prezi Teaching for Understanding Map Intermediate Performance Due Monday April 13 |

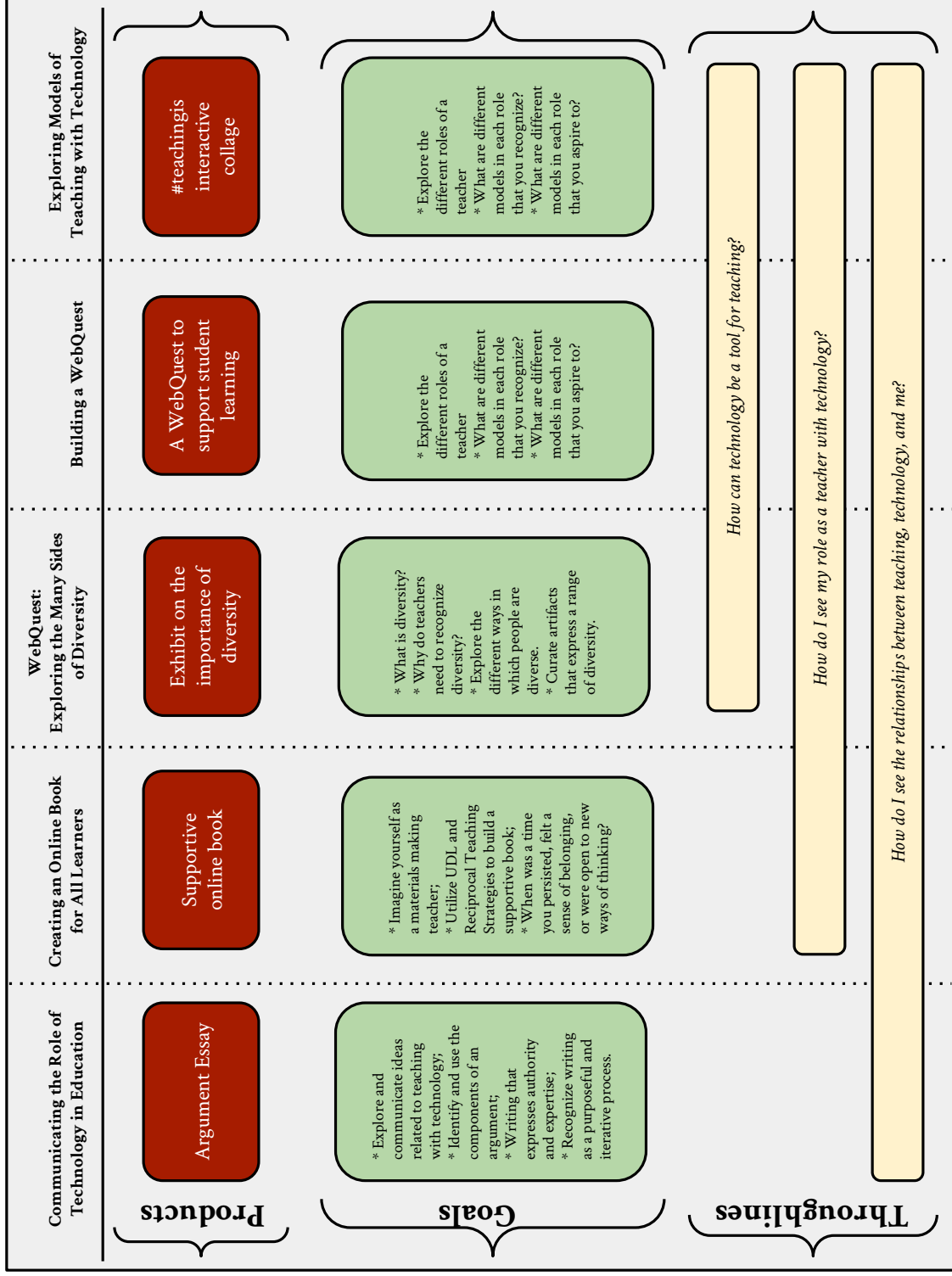
Week of November 16-20

| Focus and Project Time | |
|------------------------|---------------------------|
| Reflection Task | Learning Tweet Due Friday |

*Unit 5: What Does Teaching with Technology Look Like?**Week of November 30-December 4*

Special Week: Last Day of Class, Friday, December 4

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|-------------------|---|
| Priming Questions | What are some of the “pictures of teaching” presented in these articles? What experiences have you had as a learner that look like these “pictures of teaching”? |
| Readings | Mastering the Teaching Game (http://goo.gl/VqVZVx) #Teachingis Adapting (http://goo.gl/1NUWTh) The Importance of Saying “I’m Sorry” (http://goo.gl/gNKcBa) |
| Tools | Quozio (http://quozio.com/) Picadilo Collage Maker (http://www.picadilo.com/collage/) |
| Reflection Task | Learning Tweet Due Friday |
| Performances | WebQuest Design Culminating Performance Due by Friday, May 1 |



Appendix

Fairmont State School of Education Conceptual Framework

The mission of the Fairmont State University School of Education (FSU SoE) is to prepare reflective and responsive educators who possess the knowledge, skills, and dispositions to help all students learn. The FSU SoE mission is integrated across the curriculum, field experiences, clinical practice, and assessments of candidates. The conceptual framework (CF) provides the structure and guiding principles that are necessary to accomplish this mission. The five West Virginia Professional Teaching Standards (WVPTS) and their respective functions undergird the knowledge, skills, and dispositions that candidates must possess in order to facilitate learning for all students. Diversity and technology are included in the CF representing themes that are integrated throughout the unit's programs. Demonstrated competencies in the standards/functions empower candidates to function as reflective and responsive educators. The CF is based on research about effective teaching and learning best practices that apply to teacher candidates at the initial level as well as accomplished teachers at the advanced level. The CF and the WVPTS also are central guiding elements of the FSU Professional Development School (PDS) Partnership that provides a critical structure and context for teacher education and educator professional development.

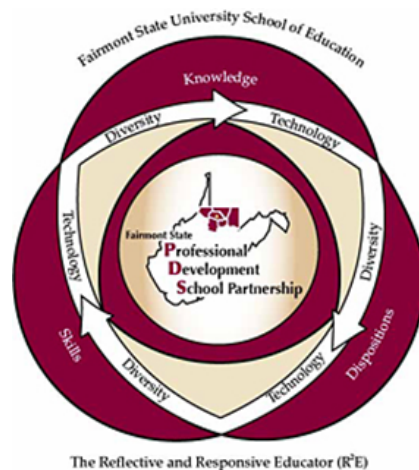
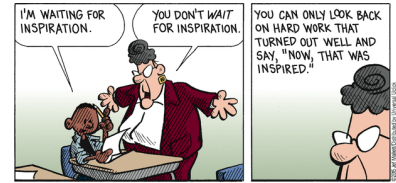


Figure2: Fairmont State University School of Education Conceptual Framework

Fairmont State University Policies

Academic Integrity

Fairmont State values highly the integrity of its student scholars. All students and faculty members are urged to share in the responsibility for removing every situation which might permit or encourage academic dishonesty. Cheating in any form, including plagiarism, must be considered a matter of the gravest concern. Cheating is defined here as: the obtaining of information during an examination; the unauthorized use of books, notes, or other sources of information prior to or during an examination; the removal of faculty examination materials; the alteration of documents or records; or actions identifiable as occurring with the intent to defraud or use under false pretense. Plagiarism is defined here as: the submission of the ideas, words (written or oral), or artistic productions of another, falsely represented as one's original effort or without giving due credit. Students and faculty should examine proper citation forms to avoid inadvertent plagiarism.

Disability Services

Disability services are available to any student, full or part-time, who has a need because of a documented disability. It is the student's responsibility to register for disability services and to provide any necessary documentation to verify a disability or the need for accommodations. Students must provide their professors with a copy of their academic accommodation letter each semester in order to receive accommodations. Faculty, students, and the Office of Disability Services must cooperate to ensure the most effective provision of accommodations for each class.

The Office of Disability Services is located in suite 316 of the Turley Student Services Center 333-3661. For additional information, please visit the Fairmont State University Office of Disability Services webpage at www.fairmontstate.edu/access or call (304) 333-3661.

