

Unit 0: Getting Situated and Started

Week of August 17-21

🔗 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

Monday

Warm-Up:

- Name and one thing learned over the break

Activities:

- SHORT intro, skip reading syllabus out loud
- Do drawing activity: what does it look like to teach with technology? Short discussion
- I will read poem out loud, ask students to contribute to Google Doc (anonymously) with initial reactions to each poem, discuss 10am: <http://goo.gl/FTNFcm>, 12pm: <http://goo.gl/L8mRBg>

Reflection:

- Use reflection sentence stem using Google Doc “What is something that surprised you in class today?”
10am: <http://goo.gl/VKf1Fk>, 12pm: <http://goo.gl/SZWHq1>

Wednesday

Warm-Up:

- Name and something you are excited about for the coming semester

Activities:

- Pause for questions about the course, requirements, or due dates
- Watch video in three sections (<http://goo.gl/CqgQxW>)
 - What do you notice? What do you find interesting, what do you recognize, what good stuff is going on, what not so good stuff is going on?
 - Write responses into Word Doc (on Blackboard)
 - Short discussion
 - * Make connections to readings, especially Deprogramming article
 - * What does “doing school” look like for you?

Reflection:

- Complete Passport Action Plans

Friday

Warm-Up:

- Name and an event that has had a big impact on your life as a student

Activities:

- Present Reflection Framework
- Watch video (<http://bit.ly/1N7pK7N>)
 - What do you notice? What are the teachers discussing in terms of what happened? What are the teachers discussing in terms of what to do next?
 - Running responses in TodaysMeet (on Blackboard)
 - Short discussion
 - * Make connections to readings, especially reflection
 - * Where do you see the connections with the reflection framework?
 - * Where do you see connections with the attributes of a reflective classroom? (esp., mutual respect, culture of questioning, diverse viewpoints)

Reflection:

- Have students complete Passport Action Plan, make sure to mention about prizes and connect with the idea of reflection

Unit 1: Communicating the Role of Technology in Education

Week of August 24-28

🔗 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

Monday

Warm-Up:

- Silicon connections: **REMEMBER TO BRING SILICON CHUNK TO CLASS.**

Activities:

- Re-Present Reflection Framework
- Watch video (<http://bit.ly/1N7pK7N>)
 - What do you notice? What are the teachers discussing in terms of what happened? What are the teachers discussing in terms of what to do next?
 - Running responses in TodaysMeet (on Blackboard)
 - Short discussion
 - * Make connections to readings, especially reflection
 - * Where do you see the connections with the reflection framework?
 - * Where do you see connections with the attributes of a reflective classroom? (esp., mutual respect, culture of questioning, diverse viewpoints)
- Have teams write out themes that emerge from TodaysMeet, and then share with class

Reflection:

- Use reflection sentence stem using Google Doc “What is something that surprised you in class today?”
10am: <http://goo.gl/VKf1Fk>, 12pm: <http://goo.gl/SZWHq1>

Wednesday

Warm-Up:

- Brad Paisley video: Ask for “What is the message or messages about technology in Brad Paisley’s music video?” Think-Pair-Share: <http://goo.gl/fvQqzA>

Activities:

- Make **transition to first unit**, which will help us think about what technology in learning and teaching is about and also to help prepare for the Core exam. Students will be writing an argument, which is one of the writing tasks on the writing section of the Core exam.

- What's an argument? Create a list on the board.
- Identify phrases that Grant Wiggins would say fits for argument and what fits for "persuasive essay." Argument is about demonstrating an understanding.
- Take photo of board once it is all done.

Reflection:

- **LEAVE 15 MINUTES FOR SURPRISE TWEET:** Ask them to complete the Surprise Tweet and then ask for some people to share.
- Remember that Syllabus "Quiz" is due by end of day

Friday

Warm-Up:

- Share the name of one technology that has made a difference in your life

Activities:

- Share example from me and kids (Adventures in Fugawiland, <http://goo.gl/vEVmVK>)
- ScreenChomp, Most Memorable Experience Learning with Technology
- Ask students to share what they talked about and then what they noticed: were experiences surprising, similar, different?

Reflection:

- Sentence stem for reflection: **My latest thinking about technology in learning and teaching is. . .**

Week of August 31-September 4

🔗 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, Monday, September 7 (no class) 📢

🔗 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) 🔊

🔍 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) 🔊

🔍 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

🔍 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	Metacognitive Check Due Friday (no Learning Tweet)
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🔊 Special Week: Mid-Semester Point 🔊

Unit 3: Exploring the Many Sides of Diversity

Week of October 12-16





 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	Learning Tweet Due Friday
 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 PDF for Printing Due by Friday, October 23 Diversity Poster Culminating Performance Due by Friday, October 30

Unit 4: The Quest to Build a WebQuest





Week of October 26-30

 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

 <i>Priming Questions</i>	How do Performances of Understanding help the learning process? What are the different ways a teacher can use scaffolding in a WebQuest?
 <i>Readings</i>	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)
 <i>Tools</i>	Google Sites (https://sites.google.com/)
 <i>Reflection Task</i>	Learning Tweet Due Friday






Week of November 9-13

 Focus and Project Time 	
 <i>Reflection Task</i>	Learning Tweet Due Friday
 <i>Performances</i>	Prezi Teaching for Understanding Map Intermediate Performance Due Friday November 13

Week of November 16-20

 Focus and Project Time 	
 <i>Reflection Task</i>	Learning Tweet Due Friday
 Special Week: Thanksgiving Recess, November 23-27 (no class) 	

Week of November 30-December 4

 <i>Priming Questions</i>	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”?
 <i>Readings</i>	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)
 <i>Reflection Task</i>	Metacognitive Check Due Friday (no Learning Tweet)
 <i>Performances</i>	WebQuest Design Culminating Performance Due by Friday, December 4
 Special Week: Last Day of Class, Friday, December 4 