WHAT’S IN YOUR DIGITAL TOOLBOX?
INST 560 Summer Session II 2014
Bridgewater State University

Meetings: Online Meetings 7/9/14- 7/30/14 (12.5 hours online instruction)
Location: BSU Course Moodle
Credit: One Graduate Credit
Instructor: Joanne McDonald, j1mcdonald@bridgew.edu

COURSE DESCRIPTION
Tried and true desktop tools such as word processing, spreadsheet, and presentation apps are now online fostering collaborations within classrooms across the globe. New digital tools go beyond the tried and true three; Google Forms generate surveys, and self-grading tests, Web Authoring tools spark creativity, while Screencasting tools record tutorials, capture class notes, and podcasts- essential for flipping a classroom. Online tools create learning environments where all learners review class work anywhere, and anytime. During this course, students will learn and use new tools, design instruction using the Technological Pedagogical Content Knowledge (TPACK) integration model, and a checklist of details to consider when using online tools. Each week students will explore and use a new group of tools to enhance teaching and learning. Assignments will include designing lesson plans for the new school year, and participation in online forum discussions.

TEACHING & LEARNING
Welcome to Digital Tools! This is a one credit online class where information, discussion, reflections, and collaborations take place on BSU’s Moodle. Synchronous and asynchronous meetings are employed during this class. Experiences and activities lead to constructing new understandings that are applied in assigned projects. Student reflections of course readings and assignment revisions based on instructor’s feedback are essential components of this course. Students are responsible to complete assignments on time, and keep up with the timeframe set for discussions. Communicating clearly through postings and course work are critical skills students will exercise. Creating conditions for learning digital tools, new pedagogies, integration models, and current practices of instructional technology is the responsibility of your instructor.

OUTCOMES & GOALS
By the end of this online course, students will be able to-

1. Choose online tools in support of teaching and learning
2. Evaluate online tools using the TPACK model
3. Create online collaborations for student learning
4. Create Flip Classroom resources
5. Use research in support of online tools for learning
6. Design lesson plans incorporating Common Core State Standards and the National Education Technology Standards (NETS)

SUGGESTED TEXTS

Web 2.0: How to for Educators by Gwen Solomon, & Lynn Schrum

ONLINE READING MATERIAL

Recommended PreK-12 Instructional Technology Standards .
http://www.doe.mass.edu/odl/student.html
International Society for Technology in Education http://www.iste.org/standards
National Education Technology Plan 2010 Summary

Special Accommodations: Any student who, due to a disability, needs special accommodations to participate in class and/or complete assignments should see the professor as soon as possible so that reasonable accommodations can be made.

One of the goals of constructivist learning is for learners to implement solutions they have developed to authentic problems. Students are strongly urged to discuss with the instructor adjustments for assigned projects that will enable them to solve a "real life" situation.

COURSE ASSIGNMENTS

Reading, class participation, and discussion: Participants are expected to be current in readings and discussions and expected to contribute posts in a timely manner. Discussion questions are designed to prompt thinking and reflection; most questions have no “right” answer. Refer to assignment rubric for all expectations. 40%

Lesson Plans: Participants are expected to complete two lesson plans written for their area of instruction. Lesson plans should be student-centered and include appropriate digital applications. This assignment should demonstrate understandings of topics addressed during this course. Refer to assignment rubric for all project requirements. 60%
*All assignments and discussions must be completed on time unless arrangements have been made with the instructor.

**COURSE SCHEDULE**

Consistent with a constructivist learning approach, this schedule is subject to change in response to learning needs of participants in class. Although course goals and objectives will remain constant, specific assignments and class activities may be revised to reflect the prior experience and knowledge that participants bring to the course.

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<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNMENTS</th>
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<tbody>
<tr>
<td>JULY 9</td>
<td><strong>Communication</strong></td>
<td><strong>Webinar-</strong> Common Core: Integrate Tech to Teach Language Arts</td>
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<tr>
<td>Synchronous</td>
<td>Intro Moodle &amp; Course</td>
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<td>8:00 p.m.</td>
<td>Online Tools</td>
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<td>TPACK Model</td>
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<td>NETS-S</td>
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<td>July 16</td>
<td><strong>Collaborations</strong></td>
<td><strong>Integrate</strong> digital tools into classroom instruction</td>
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<tr>
<td>Asynchronous</td>
<td>iEARN</td>
<td><strong>Follow</strong> TPACK model.</td>
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<td>Google Tools</td>
<td><strong>Post</strong> on Forum &amp; respond to prompts.</td>
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<td>Laws &amp; District Policies</td>
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<td>July 23</td>
<td><strong>Creativity</strong></td>
<td><strong>Refer to rubric-</strong></td>
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<td>Asynchronous</td>
<td>Web Authoring Tools</td>
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<td>July 30</td>
<td><strong>Lesson Plans due</strong></td>
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**SHELTERED ENGLISH IMMERSION (SEI) REQUIREMENT**

As a result, of the growth of English Language Learners in the state of Massachusetts, all initial licensure candidates are now required to complete state approved SEI training. To meet this requirement, the College of Education and Allied Studies will assess candidates for initial licensure (Teacher and other School-Related Personnel) on state approved SEI Subject Matter Knowledge using the specific indicators outlined by the Massachusetts Department of Elementary and Secondary Education.

All candidates must complete, sign, and submit the SEI acknowledgement form to the Office of Educator Licensure with the application to the Professional Educator Program and or the Student Teaching Application.

**CEAS DISPOSITIONS**

1. Exhibits sensitivity to community and cultural norms while recognizing individual differences and experiences.
2. Demonstrates a willingness to work with other professionals and members of the community to improve the overall learning environment for students.
3. Establishes a positive classroom climate and contributes to a positive school climate by engaging in appropriate professional and supportive practices for self and colleagues.
4. Appreciates and respects individuals and their rights to privacy and confidentiality of information.
5. Provides fair and equitable access to all learners and exhibits personal integrity and ethical behaviors with all members of the learning community.
6. Nurtures all aspects of each student’s well being which may include cognitive, emotional, social and physical well being, as appropriate.
7. Plans, assesses, reflects and revises instruction based on needs and changing circumstances and social contexts.
8. Demonstrates thoughtful, effective verbal and nonverbal communication skills and responsive listening skills.
9. Evinces commitment to professional growth and enthusiasm for subjects taught and keeps abreast of new ideas and developments in the field.
10. Connects academic content to everyday life.

**BIBLIOGRAPHY**


Alexandria, VA: Association for Supervision and Curriculum Development.