The Learning Tree Professional Development Network, LLC
Course Syllabus

Course Title: 21st Century Classrooms: Internet Connected Students
Credits: 3 credits
Class Type: Accelerated Fully Online
Participants taking this course for PDPs are required to complete ONE discussion board post, ONE written response, and a modified (to a lesser degree) final assignment in order to earn a Massachusetts' Department of Elementary and Secondary Education approved certificate.

Participants taking this course for CEUs are required to complete ONE discussion board post, ONE written response, and a written reflection on an educator's professional accomplishment and growth resulting from participation in the course.

COURSE DESCRIPTION:
This course will introduce participants to best practical and applicable instructional methodologies and strategies for creating a 21st Century Classroom of internet connected students. Participants will examine newer electronic technologies/media for integration in the classroom with the goal of increasing student engagement and achievement. Participants will gain an understanding for application of course principles in order to develop and implement a technology rich classroom environment to maximize the opportunity for hands-on learning. Course topics will include integration of technology in educational settings for the enhancement of teaching and learning, design and development of digital-age learning experiences and assessments, digital citizenship and responsibility, and recognition of the importance of continued professional growth and leadership in achieving and maintaining expertise in the use of educational technology.

COURSE PREREQUISITES: None

LEARNING GOALS:
GLOBAL GOALS OF THE COURSE:
1. Critique and synthesize current research and theories on 21st Century classrooms.
2. Critique, synthesize, and interpret current research and theories on best instructional classroom technologies/media.
3. Synthesize and apply principles of best instructional classroom practices for integration of technologies in educational settings.

INSTRUCTIONAL OBJECTIVES:
1. Design and implement an effective classroom technology plan.
2. Design and implement an effective classroom technology plan for increasing student engagement.
3. Design and implement an effective classroom technology plan for increasing student achievement.

4. Identify, critique, synthesize, and implement effective technological instructional methodologies.
5. Implement essential facets of 21st Century teaching and learning.
6. Develop technology-infused educational plans.
7. Select and implement technology/media to improve academic achievement.
8. Design and implement the best practical and applicable instructional strategies for implementation of the technology in educational settings.

TEACHING/LEARNING ACTIVITIES:
Video clips, PowerPoints, readings, graphic organizers, teaching tools, sample lessons, classroom discussion, lecture, etc. will all be implemented to demonstrate concepts.

REQUIRED READINGS:

Daccord, T. and Reich, J. How to Transform Teaching with Tablets. Alexandria, VA: Association for Supervision and Curriculum Development, May 2015. 72.8. Pgs. 18-23.

Richardson, W. Getting Schools Ready for the World. Alexandria, VA: Association for Supervision and Curriculum Development, December 2016/January 2017. 74.4. Pgs. 24-29.

Tucker, C. The Techy Teacher / Escaping the Lesson-Planning Doldrums. Alexandria, VA: Association for Supervision and Curriculum Development, October 2016. 74.2. Pgs. 83-84.

EVALUATION METHODS:

1. <u>One Page Response Journals:</u> Participants should write a one page response to the required reading article. Participants should respond to the article, not summarize it. How does it affect you as an educator? How can you implement this in your own educational setting? Would you want to implement it? Journals should be a minimum of one page in length (12 point Times New Roman, double spaced).
2. <u>Online Discussions:</u> Participants are asked to discuss assignments. These discussions can include **meaningful** questions, stories, examples, concerns, ideas, etc. To get full credit for these discussions, a participant must post a response, question, story, etc. at least once during the assigned week and include a minimum of 150 words.
3. <u>Final Assignment:</u> For the final assignment, you will write a 2-3 page report on a plan of action for integrating technology in an educational setting of choice (i.e. classroom, therapy sessions, school) with the goal of increasing student engagement and achievement   The report should include student population data as well as steps to be taken in order to integrate technology in an educational setting and rationale for steps. Participant papers should include the integration of course topics and materials. The final assignment is due at the end of week 6 / the close of the course.

Final Assignment Rubric:	
<u>Student Population Data</u> included to provide background on the students in the educational setting of choice and to identify factors for student engagement and achievement	__ / 10
<u>Plan of Action</u> includes steps to be taken to integrate technology in an educational setting.	__ / 25

<u>Rationale</u> includes reasons for the Plan of Action's steps to be taken to integrate technology in an educational setting.	__ / 25
<u>Course Integration</u> (integration of course topics and materials)	__ / 30
<u>Assignment Requirements</u>: 2-3 pages	__ / 10
Total: ___ / 100	

TESTING AND GRADING:
- 40% Written assignments (one page response journals)
- 20% Online discussions
- 40% Final Assignment

ADA Policy
If you as a student qualify as a person with a disability as defined in Chapter 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), you are strongly encouraged to register through the accrediting affiliated college or university. As a student, it is your responsibility to present your accommodation letter to your instructor at the beginning of each semester.

Academic Integrity Statement
Students are required to abide by the *Academic Integrity Policy*.

Course Credit Guidelines
For a graduate three credit course, students are expected to receive a minimum of 135 hours of instruction and work outside of the class by the conclusion of the course.
6 Week online course - This course is a 3-credit course, which means that students are expected to do at least 22.5 hours of course-related work each week of the 6-week term. This includes work done completing assigned readings, studying for test and examinations, preparing written assignments, and other course-related tasks.

Class attendance is expected of all students up to and including the last day of scheduled classes in the semester. Students must plan accordingly.

TOPICAL TIMELINE
Week One
- Review Syllabus
- Topics Covered:
  o Profile of a 21st century classroom

Assignment(s)
Online Discussion

Week Two
- Topics Covered:
  o Digital citizenship and responsibility

Assignment(s)
Required Reading:

Richardson, W. Getting Schools Ready for the World. Alexandria, VA: Association for Supervision and Curriculum Development, December 2016/January 2017. 74.4. Pgs. 24-29.

One Page Response Journals - Written Response

Week Three
- Topics Covered:
  o Technology for increasing student engagement

Assignment(s)
Required Reading:
Tucker, C. The Techy Teacher / Escaping the Lesson-Planning Doldrums. Alexandria, VA: Association for Supervision and Curriculum Development, October 2016. 74.2. Pgs. 83-84.

One Page Response Journals - Written Response

Week Four
- Topics Covered:
  o Technology for increasing student achievement

Assignment(s)
Required Reading:
Daccord, T. and Reich, J. How to Transform Teaching with Tablets. Alexandria, VA: Association for Supervision and Curriculum Development, May 2015. 72.8. Pgs. 18-23.

One Page Response Journals - Written Response

Week Five
- Topics Covered:
  o Design and development of digital-age learning experiences and assessments

Assignment(s)
Online Discussion

Week Six
- Topics Covered:
  o Continued professional growth and leadership in achieving and maintaining expertise in the use of educational technology

Assignment(s)
Final Assignment.

Syllabus is subject to change.

TOPICAL OUTLINE

Instructional Activity	Description of Activity	Time Spent
Week One - Review Syllabus - Topics Covered:	Posted Lecture Notes, Articles, PowerPoint, and	22.5

o Profile of a 21st century classroom	Websites, Discussion Board, Written Response	
Assignment(s) Online Discussion		
Week Two ● Topics Covered: o Digital citizenship and responsibility **Assignment(s)** Required Reading: Richardson, W. Getting Schools Ready for the World. Alexandria, VA: Association for Supervision and Curriculum Development, December 2016/January 2017. 74.4. Pgs. 24-29. One Page Response Journals - Written Response	Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response	22.5
Week Three ● Topics Covered: o Technology for increasing student engagement **Assignment(s)** Required Reading: Tucker, C. The Techy Teacher / Escaping the Lesson-Planning Doldrums. Alexandria, VA: Association for Supervision and Curriculum Development, October 2016. 74.2. Pgs. 83-84. One Page Response Journals - Written Response	Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response	22.5
Week Four ● Topics Covered: o Technology for increasing student achievement **Assignment(s)** Required Reading: Daccord, T. and Reich, J. How to Transform Teaching with Tablets. Alexandria, VA: Association for Supervision and Curriculum Development, May 2015. 72.8. Pgs. 18-23. One Page Response Journals - Written Response	Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response	22.5
Week Five ● Topics Covered: o Design and development of digital-age learning experiences and assessments **Assignment(s)**	Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response	22.5

Online Discussion		

Week Six
    ● Topics Covered:
        o   Continued professional growth and leadership in achieving and maintaining expertise in the use of educational technology
 	
Assignment(s)
Final Assignment.
	Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response	22.5

		Total 135 hours