

CEA
Professional Development for Educators
Syllabus

Course Title: MORE Tech Tools for Increasing Student Engagement (Tech Tools 2.0)

Course #: (UND)

of Credits: 3 PD credit = 45 hours

Delivery: Online

Dates: [ENTER COURSE START DATE, END DATE, AND YEAR]
Note: end date should reflect the final date when all course work is due

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Course Description

This course is designed for teachers who want to learn more about using EdTech in the classroom. Students will explore six online tools that can increase student engagement and learning. The information in this course can be used in any class as an alternative to traditional assignments.

Learning Objectives

As result of participation in this course, participants will

1. The student will create and design projects for classroom use.
2. The student will design lesson plans & project examples, while identifying ways to implement the following tools in their classroom:
 - a. Flipgrid
 - b. Jamboard
 - c. Nearpod
 - d. Animoto
 - e. Gimkit
 - f. Blooket
3. The students will use technology to foster collaboration within their classroom.
4. The students will implement curriculum methods and strategies that use technology to maximize student learning
5. The students will use technology to facilitate learning beyond the walls of the classroom.

Course Schedule

The approach to be used for meeting the course objectives is a combination of reading assignments, class participation, lecture discussion, independent work field visitations, and group presentation. Some time will be reserved during class sessions for consulting on individual classroom projects.

Course work online as follows:

- Assignments41 hours
- Reflections.....22 hours

Total Hours = 63

Schedule of Readings, Topics, and Assignments

Participants will complete assignments as well as other assigned activities to achieve the course objectives. Specific guidelines for each course requirement will be discussed.

Textbook/Materials: Laptop/Desktop w/ microphone and webcam

MODULES

<p>Module 1: Introduction and Flipgrid</p> <p>Anticipated hours of work: Video: .5 hour Reading: 3.5 hours Creating Project: 7 Hours Reflection: 2 Hours</p>	<ol style="list-style-type: none">1. Students will read the syllabus.2. Students will write an introductory paper including educational background, teaching experiences, and what experience you have using technology in the classroom.3. Students will research and read 2 articles on their own about Flipgrid and the potential impact on learning, in addition to the two articles below:<ol style="list-style-type: none">a. What is Flipgrid? (7 pages)b. 9 Ways to Use Flipgrid (3 pages)4. Watch this video for a tutorial on how to use Flipgrid.<ol style="list-style-type: none">a. Watch this video!5. Students will post an introductory video in the instructors Flipgrid Topic.6. Students will explore the Discovery Library in Flipgrid.7. Students will create 2 different Flipgrid Topics AND add 1 response to each of their own Topics (as an example for their students).8. Students will submit links to their Flipgrid Topics, along with a 2-3 paragraph reflection on what they learned about Flipgrid and how they could potentially use Flipgrid in the classroom.
<p>Module 2: Project Two---Jamboard</p> <p>Anticipated hours of work: Videos: 1 hour Reading: 3 hours Creating Project: 11 Hours Reflection: 2 Hours</p>	<ol style="list-style-type: none">1. Students will research and read 2 articles on their own about potential uses of Jamboard in addition to the two articles below:<ol style="list-style-type: none">a. Ditch that Textbook (8 pages)b. How to use Jamboard for Distance Learning Success (5 pages)2. Students will watch these videos to see how Jamboard can be used in the classroom and with remote learning.<ol style="list-style-type: none">a. https://www.youtube.com/watch?v=8ikEojc9_wIb. https://www.youtube.com/watch?v=S9m4HCjOkcA3. Students will go to jamboard.google.com to create their account.4. Students will explore this site with templates for Jamboard.5. Students will create 2 Jamboards of their own that could be shared with their class today.6. Students will share links their Jamboards with the instructor, along with a 2-3 paragraph reflection on their research of Jamboard and how they could use Jamboard in their own classroom.

<p>Module 3: Project Three--- Nearpod</p> <p>Anticipated hours of work: Videos: 1 hour Reading: 2 hours Creating Project: 10 Hours Reflection: 2 Hours</p>	<ol style="list-style-type: none"> 1. Students will research and read 2 articles on their own about potential uses of Nearpod in addition to the two articles below: <ol style="list-style-type: none"> a. Beginners Guide to Nearpod (5 pages) b. 10 Ways to use Nearpod in the Classroom (5 pages) 2. Students will watch videos on how to use Nearpod both in class and for online instruction. <ol style="list-style-type: none"> a. https://www.youtube.com/watch?v=6YI7hxmhJDM b. https://www.youtube.com/watch?v=ISIZX8RxoOQ 3. Students will follow directions to create and customize TWO of their own Nearpods. <ol style="list-style-type: none"> a. One will be a stand-alone lesson with the option for incorporating interactive features b. One will be an interactive lesson that will include 4 or more “activities” in the lesson. 4. Students will submit links their Nearpod lessons, along with a 2-3 paragraph reflection on their research and a response as to how they could use Nearpod in their class, either online, in-person, or both.
<p>Module 4: Project Five---Animoto</p> <p>Anticipated hours of work: Videos: 1 hour Reading: 3 hours Creating Project: 10 Hours Reflection: 2 Hours</p>	<ol style="list-style-type: none"> 1. Students will research and read 2 articles on their own about potential uses of Animoto in addition to the three articles below: <ol style="list-style-type: none"> a. Classroom Video Maker (4 pages) b. Education Video Features (4 pages) c. Instructables.com Tutorial for Animoto (5 pages) 2. Students will watch a video about how to use and create a video with Animoto. <ol style="list-style-type: none"> a. https://www.youtube.com/watch?v=hhDNpTpjOBw b. https://www.youtube.com/watch?v=hM2VP5G8UYM 3. Students will watch the instructor’s video as an example of what Animoto can do. https://animoto.com/play/VKLi91tsG8P2NaFfSW7PXg 4. Students will select a topic for a video that will be useful for their classroom. <ol style="list-style-type: none"> a. Instructional video for students to watch (washing hands, getting supplies out, etc.) b. Video example for a student project 5. Students will submit their Animoto link, along with a 2-3 paragraph reflection on their research of Animoto and how they might use Animoto.
<p>Module 5: Project Four---Gimkit</p> <p>Anticipated hours of work: Reading: 2 hours Videos: 2 hours Creating Project: 10 Hours Reflection: 2 Hours</p>	<ol style="list-style-type: none"> 1. Students will research and read 2 articles on their own about potential uses of Gimkit in addition to the three articles below. <ol style="list-style-type: none"> a. How to Use Gimkit (8 pages) b. Don’t Do Tests (6 pages) c. Up Your Student Engagement (5 pages) 2. Students will watch videos on how to use Gimkit. <ol style="list-style-type: none"> a. Gimkit Tutorial for Teachers b. Step by Step Tutorial for Gimkit 3. Students will use their free trial to create a Gimkit game for their classroom. 4. Students will submit the URL and/or code to their Gimkit game, along with a 2-3 paragraph reflection on their research of and how they might use Gimkit in their classroom. Additionally, students will address if they would purchase a subscription for their classroom.

<p>Module 6: Project Six---Blooket</p> <p>Anticipated hours of work: Videos: 2 hours Reading: 3 hours Creating Project: 12 Hours Reflection: 2 Hours</p>	<ol style="list-style-type: none">1. Students will research and read 2 articles on their own about potential uses of Gimkit in addition to the two articles below.<ol style="list-style-type: none">a. How to Use Blooket (5 pages)b. Using Blooket in the Classroom (8 pages)2. Students will watch this informational video about how to use Blooket.<ol style="list-style-type: none">a. Blooket Complete Teacher Tutorial3. Students will create TWO (2) different sets of Blooket questions. Each set of questions will include at least 5 questions.4. Students will share a link to both of their Blookets, along with a 2-3 paragraph reflection on their research of Blooket and share how they might use Blooket in their classroom.
<p>Module 7: Final Project/Lesson Plan</p> <p>Anticipated hours of work: Planning: 8 hours Creating Projects: 6 Hours Writing Lesson Plans: 3 Hours</p>	<ol style="list-style-type: none">1. Students will use the last Module of the course to create the final project.2. Final projects should include:<ol style="list-style-type: none">a. Pick at least <u>two</u> of the tools we studied in the class.b. Create two lesson plans using what you learned from the class.c. Please include any handout or links to the items you used.3. Students will post their lesson plans in the Module seven assignment drop box.

Evaluation and Grading

Assignment Grade Rubric:

Please use the following rubric as you prepare your projects.

	Unsatisfactory (0 -1)	Basic (2-3)	Proficient (4)	Distinguished (5)
Completion of Project	Projects and discussions show little or no evidence of review of the application. Projects are incomplete.	Projects and discussions show some evidence of review of the application. Projects are somewhat complete. More could be done to show understanding and incorporation into the classroom.	Projects and discussions show valid evidence of review of the applications. The project is mostly complete and pretty well put together. It is evident the student understands the program and how to incorporate it into the classroom.	It is obvious the student spent time reviewing the site before preparing the project. The project is exceptional and thoroughly complete. The student has a firm grasp on the program and how to use it in the classroom.
Relevancy	There is little or no relevance to how this project and can be used in the classroom. There is no connection made.	There is vague relevance as to how this project can be used in the classroom. The student created a project, but it is unclear how it ties to the subject matter or classroom.	There is relevance to the project and how it can be used in the classroom. The student used the website to make the subject matter relevant to the students.	There is clear relevance and understanding of how this project will be used in the classroom. The student does an excellent job of tying the project to the subject matter and making it relevant for the students.
Writing conventions	Many spelling and/or grammatical errors	Some spelling and/or grammatical errors.	Few spelling errors	No spelling or grammatical errors.
Total score				

Final Project Grade Rubric:

Please use the following grade rubric as you prepare your final project.

	Unsatisfactory (0 - 3)	Basic (4-6)	Proficient (7-9)	Distinguished (10)
Structure of the Lesson Plan	Lesson Plan has no formal parts is not labeled and does not respond to issues and concepts displayed during class.	Lesson Plan shows some formal parts, but is not clear on topic choice. It is not clear what the student is trying to accomplish with the paper.	Lesson Plan is mostly formal and it mostly clear on topic choice. It is evident that the author explored the tools, but didn't go in depth while writing the reflection.	Lesson Plan has a formal approach. It is clear the author researched the tool and how it works best in their classroom and wrote the lesson accordingly.
Content of the Lesson Plan	The author does not explain the content or use the websites to enhance the content. No additional handouts are created to enhance the content of the lesson.	The author explains the content, but does not relate it to what was learned in the course. Irrelevant or no additional handouts are used to enhance the content of the lesson.	The author explains the course and audience, and uses the tool to fit the learning goals of the lessons. Some additional handouts are created, but it is a bit unclear how those relate to the content of the lesson.	The author clearly explains the intended course and audience and how the tool fits into the learning goals of the course. Any additional handouts used for the lesson are attached and enhance the content of the lesson.
Writing conventions	Many spelling and/or grammatical errors	Some spelling and/or grammatical errors.	Few spelling errors	No spelling or grammatical errors.
Total Score				

All assignments, regardless of length, must be typed and incorporate APA style references when appropriate. Written and oral assignments will be evaluated on accuracy of information, completeness of assignment, clarity of writing/presentation, organization of information and material, and accomplishment of the goals for each assignment.

Grading Criteria:

A/S = 90% - 100 %

B/S = 80-89 %

C/S = 70-79 %

F or U = less than 70 %

Note: Grades will reflect mastery of course content, not effort expended.

COURSE POLICIES

Instructor Feedback:

The instructor will return all emails within 3 days and issue assignment grades within 5 days of submission.

Scholastic Dishonesty:

Students enrolled in this course are expected to be aware of the seriousness of scholastic dishonesty.

Unacceptable behavior such as submitting someone else's work as your own, cheating on exams, or plagiarizing can result in failure of the course or other sanctions. For a more detailed description of these policies, please refer to the UND Code of Student Life; Appendix IIIa-3, at: <http://und.edu/student-affairs/code-of-student-life/>

American Disabilities Act

Classroom accommodations will be provided for class members with documented disabilities or special learning needs. Please contact the instructor for accommodations for the course prior to the second weekend of classes.

Attendance Policy

Students are expected to 'attend' all class sessions and complete all modules as described in the syllabus. If circumstances necessitate missing a class session, the student is expected to complete an assignment given by the instructor to compensate for the learning missed during the absence.

Registration Requirements

Students must hold a baccalaureate degree and may not schedule more than nine (9) semester credits for fall, and spring semesters or more than twelve (12) semester credits for summer term. Students cannot repeat this course number to receive credits. Credit cannot be awarded to students who take this course a second time.

Request for Transcript

Do not request an official transcript from the University until you receive an official grade report for this course or all courses you are taking in a term.

Tax Receipt:

A receipt for tax purposes is not provided by the University. If you wish to receive a receipt for tax purposes, please request this from CEA.