Instructor:
  Katherine Kinsey
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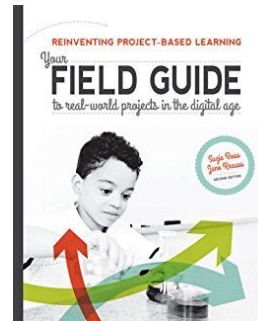
Required Materials:
Textbook:
  Reinventing Project-Based Learning.
  2nd Edition (2014) by Suzie Boss & Jane Krauss.
  ISBN #9781564843531
Computer Headset with Microphone:
  Recommend Logitech Clearchat Style

Course Description
Learning Technology for Educators provides the Educational Studies student and Teacher Education candidate with learning technology coursework to become a more effective 21st century educator – not simply a computer literate one. The course is designed to provide a learning context that interests, excites, and challenges course members to reflect on and discuss 21st century teaching practices and ways effective instruction is evolving with the use of learning technology.

This course has both a theoretical and an experiential orientation. Course members will investigate and respond to research on learning, teaching, and the use of new learning technologies in a global educational landscape. Extensive time will be spent developing educationally rich teaching content.

Technical Requirements & Skills
*This is not a remedial technology course; students are expected to have basic technical skills and use good judgment when seeking online help as well as help from the instructor & classmates.

Course Communication Policy
In order to facilitate timely answers to questions and concerns, I have created a Questions & Answers Discussion Board within Blackboard. It is my intention to check in here at least once a day during the week. If you see a question in the Questions & Answers Discussion Board that you have an answer to, please feel free to assist your classmates. In addition, you can email me kkinsey@laverne.edu If you do not hear from me within 48 hours, please resend your email because it is possible I did not receive it.

Modifications to this syllabus may be made at any time at the professor's discretion.

Enrollment Policy

Since we do not meet in person, your assignments are your commitment to join the course. **To complete your enrollment in this course, it is required that you complete all of the first unit's assignments.** Students who do not complete the first units assignments, will be contacted to consider dropping the class.

Late Policy

Participation in the course is equivalent to your attendance and is a confirmation of your commitment to the Educational Studies program. Late assignments will be accepted for 1 week for 50% credit. **Any student who has more than 5 late, incomplete, or missing assignments shall receive a failing grade.**

Techtastrophe

Occasionally, we all experience technical difficulties that prevent an assignment from being turned in on-time or completed. **Each student will receive one "Reset" for an assignment. The reset will give the student additional time, at the discretion of the instructor, to complete the assignment.** Once the "reset" is used it cannot be transferred to another assignment.

Course Netiquette

Working in an online course is different than our everyday use of the internet. **Students should at all times maintain college level writing that is both grammatically correct and appropriate**. Please keep in mind that your tone will not be obvious to the reader. Anything you say online you should also be willing say directly to that person.

Academic Honesty

Each student is responsible for performing academic tasks in such a way that **honesty is not in question**. Unless an instructor specifically defines an exception, students are expected to maintain the following standards of integrity:

- All assignments and recitations are to be the work of the students presenting the material.
- Any use of wording, ideas, or findings of other persons, writers, or researchers requires the explicit citation of the source; use of the exact wording requires a "quotation" format.
- Deliberately supplying material to a student for purposes of plagiarism is also culpable.

Academic dishonesty will not be tolerated at the University of La Verne. A faculty member who has clear evidence that academic honesty has been violated may take appropriate disciplinary action. Such action may include, but is not limited to, requiring the student to redo the assignment, give the student an F on the assignment and/or in the course, and/or recommend expulsion. (Please refer to the ULV catalog for complete expectations.)

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Family Education Right to Privacy Act (FERPA)

This course may incorporate digital technologies for educational purposes beyond those provided by the University of La Verne. The use of these technologies may require that you either create an account on an external site or develop content using external tools. Your privacy is important. If you prefer not to use third-party tools because of an interest in protecting your data privacy, please contact the course instructor to discuss alternative activities.

Course Grades

Your grade will be based on attendance and class participation, readings, online assignments, and presentations.

Grading	Points
Major Assignments	
· Reflective Course WordPress Blog	120 pts
· Book Club Group Google Doc	75 pts
· Project-Based Quest (PBQ)	110 pts
· Cool Tool Duel	75 pts
Minor Assignments	
· Screencast Tutorial	30 pts
· ePortfolio	25 pts
· Cell Phone Fairy Tale	30 pts
· Google Classroom	50 pts
· Google Map or Expedition	30 pts
Other Assignments	
· PBQ About PBQ (Google Doc)	15 pts
· Copyright Commercial	20 pts
Total	565 pts

Late assignments will be accepted for up to 50% credit at the professor's discretion. An absence is not an excuse for a late assignment. Students should communicate with the professor to receive additional time or be considered for late credit.

Final Grades:

90-100%	A	
80-89.9%	B	
70-79.9%	C	
70-76.9%	C	
60-69.9%	D	
59.9 or below	F	

Please note: If you are taking this course for graduate credit, the minimum passing grade is a C. (ULV Catalog)

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UNIT 1: Technology in the K-12 Classroom

Week	Content	Due Wednesday @11:59pm	Due Sunday @11:59pm
ONE **June 11 to June 17**	● Blogs in Education & WordPress ● School of the Future & Child Driven Education	1. Complete Entry Survey ASAP! 2. Create WordPress Blog 3. Child Driven Education Google Doc	1. Complete Content Folders and Assignments 2. Introduce yourself to classmates by commenting on their blogs

UNIT 2: 21st Century Technology for the Classroom

Week	Content	Due Wednesday @11:59pm	Due Sunday @11:59pm
TWO **June 18 to June 24**	● Screencasting ● YouTube & Embed Code	● Review materials on Screencasting ● Create and turn in Screencast tutorial ● Screencasting Brainstorming Google Doc	1. Book Club Team Introductions 2. Set up team Google Doc 3. Introduce yourself to your team 4. Comment on 2 classmates' blogs 5. Screencasting blog post
THREE **June 25 to July 1**	● Google Apps for Education: Docs, Slides, Calendar, Maps, Expedition	1. Review materials on Google Apps for Education 2. Complete Google Apps Brainstorming Doc	1. Collaborative Story Telling (Cell Phone Fairy Tale)
FOUR **July 2 to July 8**	● Google Classroom	1. Create a Google Classroom 2. Cloud Based Education Post	1. Enroll in your Books Club group members' classrooms 2. Comment on 2 classmates' blogs 3. Add assignments to your Google Classroom

UNIT 3: Creating a Safe Digital Space

Week	Content	Due Wednesday @11:59pm	Due Sunday @11:59pm
FIVE	● Digital Citizenship ● Social Media	1. Review Digital Citizenship Materials	1. With Book Club Teams: Digital Citizenship

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July 9 to July 15		2. Digital Citizenship blog post 3. Social Media Materials	Policy (using Google Docs) 2. Comment on 2 classmates' blogs
SIX **July 16 to July 22**	● Creative Commons ● Copyright	1. Review Copyright Materials 2. Copyright blog post 3. Copyright Commercial	1. Book Club Section I (Ch. 1-2) 2. Comment on 2 classmates' blogs

UNIT 4: EdTech Tools for Teachers

Week	Content	Due Wednesday @11:59pm	Due Sunday @11:59pm
SEVEN **July 23 to July 29**	● Ed Tech Tools & Google Forms ● Cool Tool Presentations & Rubrics	1. Cool Tool Brainstorm Google Doc 2. Cool Tool Screencast and Quiz 3. Book Club Section II – Individual Part	1. Book Club Section II (Ch. 3-6) – Group Meeting 2. Vote for a Cool Tool
EIGHT **July 30 To August 5**	● Project Based Learning ● SAMR	1. Review materials on PBL and SAMR 2. PBQ about the PBQ Part 1 – Individual 3. Book Club Section III (Ch 7-8) – Individual Part	1. Book Club Section III (Ch 7- 8) – Group Meeting 2. PBQ about the PBQ Part 2 - Group

UNIT 5: Developing a PBQ

Week	Content	Due Wednesday @11:59pm	Due Sunday @11:59pm
NINE **August 6 to August 12**	● Creating the PBQ	1. Begin building PBQ site or classroom 2. Book Club Sections IV & V (Ch. 9-12) – Individual Part 3. Blog Post on PBL	1. Book Club Sections IV & V (Ch. 9-12) – Group Meeting 2. Comment on 2 classmates' blogs
TEN **August 13 to August 19**	NO NEW CONTENT	1. Wow! I Think I Made It! Post (including screencast tour of PBQ)	2. Submit PBQ 3. Comment on 2 classmates' blogs

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<p style="text-align: center;"><u>University of La Verne Mission Statement</u></p>

The University of La Verne offers a distinctive and relevant educational experience to a diverse population of traditional-age, adult, and graduate learners preparing them for successful careers and a commitment to life-long learning across the liberal arts and professional programs.

<p style="text-align: center;"><u>Course Goals & Learning Outcomes</u></p>

Course Goal 1: Demonstrate a theoretical understanding of learning technologies in 21st century education.
Learning Outcome: Practice thoughtful, cognitive reflection and dialogue about the application and impact of technology in education as measured by participation in and completion of the following assignments:
1. Course Reflection Blog
2. Course Book Club
3. Cool Tool Duel – Trend Presentation

Course Goal 2: Demonstrate the ability to create content using new learning technologies.
Learning Outcome: Develop multiple assignments evidencing the mastery of a broad scope of learning technologies as measured by participation in and completion of the following assignments:
1. Course Reflection Blog Design
2. YouTube Channel & Content Creation
3. Screencasting
4. Google Apps (Drive, Docs, Presentations, Forms)
5. Google Classroom, Maps, and Expedition

Course Goal 3: Create comprehensive evidence of course mastery and program artifacts.
Learning Outcome: Develop a professional website evidencing mastery of inquiry or project-based teaching as measured by participation in and completion of the following assignments:
1. Project-Based Quest (PBQ)
2. ePortfolio

College of Education and Organizational Leadership Dispositions
Based on the principles of best teaching practice to provide all students with a safe, nurturing, and supportive environment, the students and faculty in the College of Education and Organizational Leadership at University of La Verne have agreed to the following dispositions and will work toward improving and modeling these dispositions on a daily basis and in our interactions with each other:
- Intellectual Commitment
- Respectfulness
- Empathy
- Socio-cultural Competence
- Responsibility
- Commitment to Professional Development
- Ethical Behavior
- Professionalism

<p style="text-align: center;">**Modifications to this syllabus may be made at any time at the professor's discretion.**</p>

The following is a brief summary of the major and minor course assignments. Additional details and rubrics can be found on Blackboard under "Assignments". Other assignments will be addressed in the course modules.

Reflective Course Blog

You will be asked to create and maintain a blog specific to this course using WordPress.com. You will write at least 12 entries in your course blog (worth up to 10 points each) following the provided topics. Blog reflections should be substantial and thoughtful and should incorporate what you are learning from course materials, readings, and activities. A portion of the points will be earned through thoughtful commenting on classmates' blogs. A rubric for this assignment can be found on Blackboard.

Book Club Team

You will be participating with a Book Club Team to help process and reflect upon the assigned course reading from the textbook. For each section of the book (outlined below and in the class schedule), you will do some individual reading and exploration. You will also meet with your group virtually (Skype, Google Hangout, etc.) or in person to further explore the reading. You will update your progress and reflections in a group Google Doc.

Project-Based Quest (PBQ)

As the culminating project for this class, you will design a PBQ using Google Sites. Your PBQ will be a demonstration of your understanding of the key elements of Project-Based Learning (as described in the textbook and class materials). Key elements of this assignment (project sketch) will be submitted separately for formative feedback, and the assignment will be graded as a whole at the end of the course. A rubric for this assignment can be found on Blackboard.

Collaborative Story Telling

In small groups, you will recreate a popular fairy tale using technology. Your group will create original pictures to illustrate the story. You will then use presentation software (Google Presentation) and screencasting software (SnagIt) to narrate the story. Each member of the group will be responsible for a portion of the story (pictures, 3-5 slides of the presentation, and screencasting). You will all upload your sections to your YouTube channels and create a playlist of the various pieces of your story. A rubric for this assignment can be found on Blackboard.

Cool Tool Duel

You will research a current (not more than 2 years old) technology-based educational tool. Find out who created and developed the tool, about the technology that supports it, and how it works. You will create a 3-6 minute presentation (using presentation software) to teach the class about how it works. You will also develop a 3-5 question quiz (using Google Forms) to test your classmates' understanding of the tool.

ePortfolio

You will create an electronic portfolio for your educational journey at the University of La Verne using Digication. For this assignment, you will complete a basic setup of your eportfolio using the provided template.

Screencast Tutorial

You will create a 5-minutes or less screencast of directions on something that can be done on the internet with narration. You will use a headset microphone for quality audio, demonstrate step-by-step instructions with narration, and switch between screens (instructions and live demonstration). You will upload your tutorial to YouTube with appropriate naming conventions.

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