

Using Educational Technology Effectively in 21st Century Schools

Instructor: Tori Cameron

Location: Online

Office Hours: By Appointment

Course Credit:

3 graduate credits will be granted through Fitchburg State University

The work expectations for this six week online course are equivalent of 37.5 hours of meeting time.

If you plan on matriculating into a graduate program at Fitchburg State University, please be aware that twelve semester hours of Fitchburg State University credit taken within a year prior to the candidate's admission may be applied to the degree program with the approval of the program chairperson. Anything over 12 credits prior to matriculation will NOT be accepted towards the degree.

Course Description:

This course is designed to provide participants the opportunity to rethink teaching and learning through building and strengthening essential 21st century technology skills. Through participation in this course, educators will have the opportunity to become well versed in current techniques, issues, and best practices in the field of educational technology. Participants will examine national and state standards in the area of educational technology while framing a personal technology portfolio. Engaging with a variety of learning activities and course materials, participants will develop important skills for using current technology tools as teaching and learning tools. Participants will make connections between standards and classroom practice as they create projects and lessons that promote technology infused school environments..

Required Readings/Online Resources:

Aldridge, Keighley. "Using Class Dojo to Build Relationships with Parents and Students." *ASCD Express 12.13 - Using Class Dojo to Build Relationships with Parents and Students*, 2017, www.ascd.org/ascd-express/vol12/1213-aldridge.aspx.

Boschen, Jessica. "Using QR Codes in the Classroom to Enhance Learning." *What I Have Learned*, 25 Feb. 2020, www.whatihavelearnedteaching.com/using-qr-codes-in-the-classroom/.

Cameron, Tori, et al. "S3 Epi 6 Green Screen Tech with Do Ink and Green Screen Gal." *SoundCloud, STEAM Up the Classroom*, 2020, soundcloud.com/steamuptheclassroom/s3-epi-6-green-screen-tech-with-do-ink-and-green-screen-gal.

Cameron, Tori, et al. "Season 2 Episode 5: Student Choice and Voice." *Soundcloud*, 2019, soundcloud.com/steamuptheclassroom/season-2-episode-5-student-choice-and-voice.

Canva, Canva. "Canva in the Classroom." *Canva*, 2019, designschool.canva.com/courses/canva-for-teachers/?lesson=build-design-literacy.

Daly, Lindsey. [.contest-social .share-links svg](#). "How I Use Choice Boards to Increase Student Engagement." *WeAreTeachers*, 6 Feb. 2019, www.weareteachers.com/choice-boards/.

Delzer, Kayla. "Reimagining Classrooms: Teachers as Learners and Students as Leaders | Kayla Delzer | TEDxFargo." *YouTube*, TEDxFargo, 13 Oct. 2015, www.youtube.com/watch?v=w6vVXmwYvgs.

Dobbs, Meredith. "How to Build a Digital Escape Room Using Google Forms - Bespoke ELA: Essay Writing Tips + Lesson Plans." *Bespoke ELA*, Bespoke ELA, 4 Oct. 2019, www.bespokeclassroom.com/blog/2019/10/4/how-to-build-a-digital-escape-room-using-google-forms.

edutopia, edutopia. "Green Screen Videos Bring Content to Life." *YouTube*, Edutopia, 30 July 2020, www.youtube.com/watch?v=5llAZoHmW20.

Fard, Adam. "Top 7 Benefits of Technology in Education." *Adam Fard UX Studio | UI UX Design for Startups & Leading Brands*, adamfard.com/blog/benefits-of-technology-in-education.

George, Steph, et al. *On the Podcast: What Is the Role of Technology in Education with Sarah Gilmore and Katierose Deos*, 2020, blog.heinemann.com/on-the-podcast-technology-in-education-sarah-gilmore-katierose-deos.

Gonzalez, Jennifer. "Connecting Students in a Disconnected World." *Cult of Pedagogy*, 23 Nov. 2020, www.cultofpedagogy.com/breakout-rooms-social-interaction/.

Gonzalez, Jennifer. "Episode 132: How to Spot Dyslexia, and What to Do Next." *Cult of Pedagogy*, 13 Oct. 2019, www.cultofpedagogy.com/pod/episode-132/.

Massachusetts Department of Elementary and Secondary Education. (2016). *Massachusetts Digital Literacy & Computer Science Curriculum Framework*. Retrieved from <http://www.doe.mass.edu/frameworks/dlcs.pdf>

Martin, Tara M. "#BookSnaps – Snapping for Learning." *Tarammartin.com*, 2016, www.tarammartin.com/booksnaps-snapping-for-learning/.

Miller, Andrew. "Twelve Ideas for Teaching With QR Codes." *Edutopia*, George Lucas Educational Foundation, 5 Jan. 2014, www.edutopia.org/blog/QR-codes-teaching-andrew-miller?page=1.

Miller, Jake. "Educational Duct Tape: Screencastify VS Loom on Apple Podcasts." *Apple Podcasts*, 17 July 2020, podcasts.apple.com/us/podcast/screencastify-vs-loom/id1447821443?i=1000485269617.

Miller, Matt, and Kasey Bell. "Meaningful Group Work with Google Tools - GTP123." *Google Teacher Podcast*, 11 Nov. 2020, googleteacherpodcast.com/meaningful-group-work-with-google-tools-gtp123.

Miller, Matt, and Kasey Bell. "Support Students with Google Sites - GTP121." *Google Teacher Podcast*, 10 Oct. 2020, googleteacherpodcast.com/support-students-with-google-sites-gtp121.

Miller, Matt. "20 Ways to Use Pear Deck to Engage Students." *Ditch That Textbook*, 2 Sept. 2020, ditchthattextbook.com/20-ways-to-use-pear-deck-to-engage-students/.

National Education Technology Plan: The U.S. Department of Education. (2016). *Future Ready Learning: Reimagining the role of technology in education*. Retrieved from <https://tech.ed.gov/files/2015/12/NETP16.pdf>

Nesi, Christopher J. "#EdTech to Support Project-Based Learning - HoET163 - Christopher J. Nesi: House of #EdTech." *Christopher J. Nesi | House of #EdTech*, 6 Sept. 2020, chrisnesi.com/edtech-to-support-project-based-learning-hoet163.

Nieves, Kathryn. "9 New Ways to Use Flipgrid in the Classroom." *Edutopia*, George Lucas Educational Foundation, 27 Jan. 2020, www.edutopia.org/article/9-new-ways-use-flipgrid-classroom.

Ramin, Shana. "How to Use Google Slides to Facilitate Virtual Book Club Meetings (+ FREE Template!)." *Hello, Teacher Lady*, Hello, Teacher Lady, 10 Oct. 2020, www.helloteacherlady.com/blog/2020/10/how-to-use-google-slides-for-virtual-book-club-meetings.

Stanberry, Kristin, and Marshall Raskind. "Assistive Technology for Kids with Learning Disabilities: An Overview." *Reading Rockets*, 26 Sept. 2019, www.readingrockets.org/article/assistive-technology-kids-learning-disabilities-overview.

Stout, Emily. "5 Surprising Things You Can Do With Seesaw." *WeAreTeachers*, 23 Sept. 2019, www.weareteachers.com/5-surprising-things-you-can-do-with-seesaw/.

Trach, Elizabeth. "A Beginner's Guide to Flipped Classroom." *Schoology*, 2020, www.schoology.com/blog/flipped-classroom.

Widman, Scott. "Technology, The Best or Worst Thing for Education." *TED*, www.ted.com/talks/scott_widman_technology_the_best_or_worst_thing_for_education.

Woolley-Wilson, Jessie. "Blending Technology and Classroom Learning: Jessie Woolley-Wilson at TEDxRainier." *YouTube*, TEDxRainier, 17 Dec. 2012, www.youtube.com/watch?v=o0TbaHimigw.

**Other online resources may be assigned at the discretion of the course instructor.*

Fitchburg State University Teacher Education Conceptual Framework



LEARNING OUTCOMES / OBJECTIVES:

This course will address the dispositions of the Conceptual Framework in the following ways:

Knowledgeable - As a result of the learning experiences in this course, you will become more cognizant of:

- Categories of technology use within the curriculum
- Technology tools and their best applications in building lessons
- Linking uses of technology with curriculum goals
- Available free downloadable educational software
- Choosing best websites for student learning
- How methods and resources can improve strategies for addressing curriculum challenges
- Types of assessments

Skillful – As a result of the learning experiences in this course, you will enhance your ability to:

- Plan, implement and assess technology rich lessons
- Use tools and resources to design technology infused learning activities
- Design lessons and projects that enhance and extend student learning
- Assess the effects of infusing technology into the curriculum
- Integrating technology in useful and engaging ways
- Provide student learning choices within lessons
- Blending technology and classroom/remote learning

Caring – As a result of the learning experiences in this course, you will:

- Manage student activities in a classroom/remote/hybrid setting

Ethical – As a result of the learning experiences in this course, you will enhance your ability to:

- Reflect concern for student welfare and safety in all interactions

INSTRUCTIONAL STRATEGIES

<input type="checkbox"/>	Lecture/Presentation	<input type="checkbox"/>	Data Collection and Analysis
<input checked="" type="checkbox"/>	Discussion/Questioning	<input type="checkbox"/>	Pre-Practicum
<input checked="" type="checkbox"/>	Laboratory	<input type="checkbox"/>	Role Playing/Simulation
<input checked="" type="checkbox"/>	Problem Finding/Solving	<input checked="" type="checkbox"/>	Independent Learning
<input checked="" type="checkbox"/>	Discovery	<input type="checkbox"/>	Field Trip
<input type="checkbox"/>	Interviewing	<input checked="" type="checkbox"/>	Computer Application
<input type="checkbox"/>	Collaborative Learning Groups	<input checked="" type="checkbox"/>	Viewing or Listening to be Followed by
<input checked="" type="checkbox"/>	Reflective Response		Discussing
<input type="checkbox"/>	Creating Visual Illustrations of Concepts	<input type="checkbox"/>	Other _____

Technology Initiatives:

Users of the Fitchburg State University computer systems are subject to all applicable federal, state, and international computer laws. Questions regarding regulations may be directed to the office of Information Technology Systems.

Candidates will utilize technology to:

- Build and strengthen technology skills for both participants and their students
- Gather resources best suited for student projects
- Communicate via apps, online resources
- Design and enhance lessons and curriculum units with the use of technology

COURSE REQUIREMENTS

Content will be shared through weekly modules. Modules will contain text, discussion boards, multimedia, links to articles and related resources. Each module will be made available on Saturday at 12:00am at the start of each week. Modules will run from 12:00am on the starting Saturday to 11:59pm the following Sunday. All work for online modules can be completed at your convenience within the Saturday- Sunday time frame.

Participants are expected to actively engage with all assigned work and regularly participate in online discussions throughout each week. Assignments and readings/materials are outlined in this syllabus. If you have any questions about the course structure or content, please contact the course facilitator as soon as possible. In addition to regular feedback in the module discussions and on assignments, you can expect a response to any messages sent to the course facilitator within 48 hours.

Course Objectives:

- Course participants develop skills in navigating and using common features of the Canvas learning management system as a means of becoming versed in the logistics of online learning.
- Course participants acquire knowledge of the changing of the world through the lens of the technological revolution.
- Course participants develop familiarity with the Instructional Technology Standards required by MA DESE as well as the policy involved in the National Educational technology Plan.
- Course participants acquire knowledge of the SAMR model and 4Cs as a framework for using educational technologies.
- Course participants acquire skills in integrating best practices in technology with subject area curriculum standards.
- Course participants acquire knowledge of practical experience engaging with tools as teaching and learning tools.

- Course participants research and prepare technology infused lessons and projects.

EVALUATION OR GRADING POLICY:

All assignments will be graded using rubrics. The rationale for this form of evaluation is to provide you with assignment criteria so you will understand how your work will be evaluated and what is expected prior to beginning any assignment. This allows for objective and consistent assessment and should enhance your overall learning during this course as you will be able to exactly pinpoint your strengths and weaknesses relative to each assignment. **All rubrics can be found at the end of the syllabus.**

All assignments will be submitted through Canvas and feedback returned through this medium as well. Late assignments will be accepted up to one week after the due date.

Use the grading table, below, to see how your course grade will be calculated and track your own grades throughout the semester on Canvas.

Assignment(s)	% of final grade
Online Discussions	20%
Ed Tech Projects	60%
Final Lesson Plan	10%
Infographic	10%
	100%

FITCHBURG STATE UNIVERSITY GRADUATE GRADING SYSTEM

4.0	95 - 100	A
3.7	92 - 94	A-
3.5	89 - 91	A-/B+
3.3	86 - 88	B+
3.0	83 - 85	B
2.7	80 - 82	B-
2.5	77 - 79	B-/C+
2.3	74 - 76	C+
2.0	71 - 73	C
0.0	0 - 70	F
W	Withdrawn	
IN	Incomplete	
IP	In-Progress	

Course Content / Topical Outline

Date	Topic(s)	Class Material Due	Assignment(s) Due
Week 1	<ul style="list-style-type: none"> • Introduction to Canvas • Course Overview • Importance of Technology in the Classroom 	<ul style="list-style-type: none"> • Blog: Top 7 Benefits of Technology in Education • Video: Technology, The best or worst thing for education • Podcast: Cult of Pedagogy: Connecting Students in Disconnected World #159 	<ul style="list-style-type: none"> • Introductory Discussion: Introduce yourself • Topic Discussion: What are benefits to using technology in education?
Week 2	<ul style="list-style-type: none"> • G Suite <ul style="list-style-type: none"> ◦ Assistive Tech in G Suite ◦ Google Drive ◦ Google Classroom ◦ Google Sites ◦ Google Forms 	<ul style="list-style-type: none"> • Blog: How to Build a Digital Escape Room • Blog: How to Use Google Slides to Facilitate Virtual Book Club Meetings • Podcast: Google Teacher Podcast: Support Students with Google Sites #121 	<ul style="list-style-type: none"> • Topic Discussion: What are ways you can use G-Suite in your classroom? • Project: Create a Digital Escape Room
Week 3	<ul style="list-style-type: none"> • G Suite Continued <ul style="list-style-type: none"> ◦ Assistive Tech in G Suite ◦ Google Slides <ul style="list-style-type: none"> ■ UDL Choiceboards ■ PearDeck ◦ Docs <ul style="list-style-type: none"> ■ Hyperdocs ■ Sharing/Comments 	<ul style="list-style-type: none"> • Blog: How I Use Choice Boards to Increase Student Engagement • Blog: 20 ways to use Pear Deck to engage students - Ditch That ... • Podcast: Google Teacher Podcast: Meaningful Group Work with Google Tools #123 	<ul style="list-style-type: none"> • Topic Discussion: What are benefits to using assistive technology? • Project: Enhance a slides presentation with PearDeck
Week 4	<ul style="list-style-type: none"> • Ed Tech Techniques <ul style="list-style-type: none"> ◦ Videoing for effective teaching <ul style="list-style-type: none"> ■ Screencastify ■ Flipped Classrooms • QR Codes 	<ul style="list-style-type: none"> • Blog: Twelve Ideas for Teaching With QR Codes Coding ... - Pinterest • Blog: Using QR Codes in the Classroom to Enhance Learning • Blog: A Beginner's Guide to Flipped Classroom • Podcast: Educational Duct Tape: Screencastify vs Loom 	<ul style="list-style-type: none"> • Topic Discussion: How can teacher recorded videos benefit flipped/remote classrooms? • Project: Create a QR Scavenger Hunt
Week 5	<ul style="list-style-type: none"> • Ed Tech Tools <ul style="list-style-type: none"> ◦ FlipGrid ◦ Seesaw ◦ Jamboard ◦ Remind/ClassDojo ◦ Kahoot/Quizizz ◦ Wakelet • Assistive Technology <ul style="list-style-type: none"> ◦ Proloquo2go ◦ BoardMaker 	<ul style="list-style-type: none"> • Blog: ASCD Express 12.13 - Using Class Dojo to Build ... • Blog: 5 Surprising Things You Can Do With Seesaw - WeAreTeachers • 9 New Ways to Use Flipgrid in the Classroom Edutopia 	<ul style="list-style-type: none"> • Topic Discussion: What 2 Ed Tech Tools stick out the most to you? • Project: Build a Site for Ed Tech Tools or Assistive Technology

		<ul style="list-style-type: none"> • Blog: Assistive Technology for Kids with Learning Disabilities: An • Podcast: Cult of Pedagogy: How to Spot Dyslexia, and What to do Next #132 	
Week 6	<ul style="list-style-type: none"> • Project Based Learning <ul style="list-style-type: none"> ◦ STEM/STEAM ◦ Makerspaces 	<ul style="list-style-type: none"> • Blog: Reimagining Classrooms: Teachers as Learners and Students as Leaders • Podcast: House of #Edtech: EdTech to Support PBL #163 • Podcast: Season 2 Episode 5: Student Choice and Voice by STEAM Up ... 	<ul style="list-style-type: none"> • Topic Discussion: How can technology support Project Based Learning? • Project: Create a STEAM Choiceboard
Week 7	<ul style="list-style-type: none"> • Green Screens • Videos and Pictures <ul style="list-style-type: none"> ◦ Booksnaps ◦ Background Remover ◦ Canva 	<ul style="list-style-type: none"> • Video: Green Screen Videos Bring Content to Life • Blog: #BookSnaps – Snapping for Learning – Be REAL - Tara Martin • Video: Canva in the classroom • Podcast: STEAM Up the Classroom:S3 Epi 6: Green Screen Tech 	<ul style="list-style-type: none"> • Topic Discussion: How can green screen technology be used in your classroom? • Project: Create a slides picture research “scrapbook”
Week 8	Putting It All Together!	<ul style="list-style-type: none"> • Blog:Blending technology and classroom learning: Jessie Woolley ... • Podcast: Heinemann Podcast: What is the Role of Technology in Education? #162 	<ul style="list-style-type: none"> • Infographic • Discussion: How will you use ed tech moving forward? • Final Lesson Plan <ul style="list-style-type: none"> ◦ Integrate 3 topics from this class

*Additional readings and assignments may be assigned at the discretion of the course instructor.

Week 1	
Topics	<ul style="list-style-type: none"> ● Introduction to Canvas ● Course Overview ● Importance of Technology in the Classroom
Objectives	<p>After engaging with this week's content, students will be able to:</p> <ul style="list-style-type: none"> ● Discuss the impact of technology in the classroom ● Discuss the importance of connecting and engaging students in all ways of learning ● Create a gif
Class Materials	<p>Choose 2 materials to listen/watch/read:</p> <ul style="list-style-type: none"> ● Blog: Top 7 Benefits of Technology in Education ● Video: Technology, The best or worst thing for education ● Podcast: Cult of Pedagogy: Connecting Students in Disconnected World #159
Assignments Due	<ul style="list-style-type: none"> ● Introductory Discussion: Introduce yourself <ul style="list-style-type: none"> ○ Introduce yourself with a gif <ul style="list-style-type: none"> ■ Unscreen ○ Are you a teacher? What do you teach? Where do work? ○ 2 fun facts about yourself ● Topic Discussion: What are benefits to using technology in education? <ul style="list-style-type: none"> ○ Choose 2 materials to listen/watch/read and answer the question ○ Finish with a question for your colleagues to answer ○ Answer 2 colleagues questions

Week 2	
Topics	<ul style="list-style-type: none"> ● G Suite <ul style="list-style-type: none"> ○ Assistive Tech in G Suite ○ Google Drive ○ Google Classroom ○ Google Sites ○ Google Forms
Objectives	<p>After engaging with this week's content, students will be able to:</p> <ul style="list-style-type: none"> ● Have a basic understanding of G-Suite tools ● Create engaging ways to use G-Suite in the classroom ● Create a Digital Escape Room
Class Materials	<p>Choose 2 materials to listen/watch/read:</p> <ul style="list-style-type: none"> ● Blog: How to Build a Digital Escape Room ● Blog: How to Use Google Slides to Facilitate Virtual Book Club Meetings ● Podcast: Google Teacher Podcast: Support Students with Google Sites #121

Assignments Due	<ul style="list-style-type: none"> ● Topic Discussion: What are ways you can use G-Suite in your classroom? <ul style="list-style-type: none"> ● Choose 2 materials to listen/watch/read and answer the question ● Finish with a question for your colleagues to answer ● Answer 2 colleagues questions ● Project: Create a Digital Escape Room <ul style="list-style-type: none"> ○ See rubric
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Week 3	
Topic	<ul style="list-style-type: none"> ● G Suite Continued <ul style="list-style-type: none"> ○ Assistive Tech in G Suite ○ Google Slides <ul style="list-style-type: none"> ■ UDL Choice Boards ■ PearDeck ○ Docs <ul style="list-style-type: none"> ■ Hyperdocs ■ Sharing/Comments
Objectives	<p>After engaging with this week's content, students will be able to:</p> <ul style="list-style-type: none"> ● Utilize G-Suite for assistive tech ● Have a basic understanding of Universal Design for Learning ● Enhance slides presentations into engaging lessons
Class Materials	<p>Choose 2 materials to listen/watch/read:</p> <ul style="list-style-type: none"> ● Blog: How I Use Choice Boards to Increase Student Engagement ● Blog: 20 ways to use Pear Deck to engage students - Ditch That ... ● Podcast: Google Teacher Podcast: Meaningful Group Work with Google Tools #123
Assignments Due	<ul style="list-style-type: none"> ● Topic Discussion: What are benefits to using assistive technology? <ul style="list-style-type: none"> ● Choose 2 materials to listen/watch/read and answer the question ● Finish with a question for your colleagues to answer ● Answer 2 colleagues questions ● Project: Enhance a slides presentation with PearDeck <ul style="list-style-type: none"> ○ See Rubric

Week 4	
Topics	<ul style="list-style-type: none"> ● Ed Tech Techniques <ul style="list-style-type: none"> ○ Videoing for effective teaching <ul style="list-style-type: none"> ■ Screencastify ■ Flipped Classrooms ● QR Codes
Objectives	<p>After engaging with this week's content, students will be able to:</p> <ul style="list-style-type: none"> ● Determine good uses for QR codes ● Use video recordings to create lesson content ● Create a QR scavenger hunt

Class Materials	Choose 3 materials to listen/watch/read: <ul style="list-style-type: none"> ● Blog: Twelve Ideas for Teaching With QR Codes Coding ... - Pinterest ● Blog: Using QR Codes in the Classroom to Enhance Learning ● Blog: A Beginner's Guide to Flipped Classroom ● Podcast: Educational Duct Tape: Screencastify vs Loom
Assignments Due	<ul style="list-style-type: none"> ● Topic Discussion: How can teacher recorded videos benefit flipped/remote classrooms? <ul style="list-style-type: none"> ○ Choose 3 materials to listen/watch/read and answer the question ○ Finish with a question for your colleagues to answer ○ Answer 2 colleagues questions ● Project: Create a QR Scavenger Hunt <ul style="list-style-type: none"> ○ See rubric

Week 5	
Topics	<ul style="list-style-type: none"> ● Ed Tech Tools <ul style="list-style-type: none"> ○ FlipGrid ○ Seesaw ○ Jamboard ○ Remind/ClassDojo ○ Kahoot/Quizizz ○ Wakelet ● Assistive Technology <ul style="list-style-type: none"> ○ Proloquo2go ○ BoardMaker
Objectives	After engaging with this week's content, students will be able to: <ul style="list-style-type: none"> ● Determine assistive tech tools to use in the classroom ● Determine educational technology tools to use in the classroom ● Create a website
Class Materials	Choose 4 materials to listen/watch/read: <ul style="list-style-type: none"> ● Blog: ASCD Express 12.13 - Using Class Dojo to Build ... ● Blog: 5 Surprising Things You Can Do With Seesaw - WeAreTeachers ● Blog: 9 New Ways to Use Flipgrid in the Classroom Edutopia ● Blog: Assistive Technology for Kids with Learning Disabilities: An ... ● Podcast: Cult of Pedagogy: How to Spot Dyslexia, and What to do Next #132
Assignments Due	<ul style="list-style-type: none"> ● Topic Discussion: What 2 Ed Tech Tools stick out the most to you? <ul style="list-style-type: none"> ● Choose 4 materials to listen/watch/read and answer the question ● Finish with a question for your colleagues to answer ● Answer 2 colleagues questions ● Project: Build a Site for Ed Tech Tools or Assistive Technology <ul style="list-style-type: none"> ○ See rubric

Week 6	
Topics	<ul style="list-style-type: none"> ● Project Based Learning <ul style="list-style-type: none"> ○ STEM/STEAM ○ Makerspaces

Objectives	<p>After engaging with this week's content, students will be able to:</p> <ul style="list-style-type: none"> ● Have a basic understanding of STEM/STEAM ● Provide student choice in learning ● Create a classroom experience where teachers take a facilitating role ● Create a choice board
Class Materials	<p>Choose 2 materials to listen/watch/read:</p> <ul style="list-style-type: none"> ● Blog: Reimagining Classrooms: Teachers as Learners and Students as Leaders ● Podcast: House of #Edtech: EdTech to Support PBL #163 ● Podcast: Season 2 Episode 5: Student Choice and Voice by STEAM Up ...
Assignments Due	<ul style="list-style-type: none"> ● Topic Discussion: How can technology support Project Based Learning? <ul style="list-style-type: none"> ● Choose 2 materials to listen/watch/read and answer the question ● Finish with a question for your colleagues to answer ● Answer 2 colleagues questions ● Project: Create a STEAM Choiceboard <ul style="list-style-type: none"> ○ See rubric

Week 7	
Topics	<ul style="list-style-type: none"> ● Green Screens ● Videos and Pictures <ul style="list-style-type: none"> ○ Booksnaps ○ Background Remover ○ Canva
Objectives	<p>After engaging with this week's content, students will be able to:</p> <ul style="list-style-type: none"> ● Create projects using green screen/chroma technology ● Enhance pictures and videos for learning experience ● Utilize pictures and videos for engaging prjects
Class Materials	<p>Choose 3 materials to listen/watch/read:</p> <ul style="list-style-type: none"> ● Video: Green Screen Videos Bring Content to Life ● Blog: #BookSnaps – Snapping for Learning – Be REAL - Tara Martin ● Video: Canva in the classroom ● Podcast: STEAM Up the Classroom:S3 Epi 6: Green Screen Tech
Assignments Due	<ul style="list-style-type: none"> ● Topic Discussion: How can green screen technology be used in your classroom? <ul style="list-style-type: none"> ● Choose 3 materials to listen/watch/read and answer the question ● Finish with a question for your colleagues to answer ● Answer 2 colleagues questions ● Project: Create a slides picture research “scrapbook” <ul style="list-style-type: none"> ○ See rubric ■ Remove Background ■ Kapwing ■ DoInk ■ Unscreen

Week 8	
Topics	<ul style="list-style-type: none"> ● Putting It All Together!
Objectives	<p>After engaging with this week's content, students will be able to:</p> <ul style="list-style-type: none"> ● Create a lesson plan using 3 topics discussed in class ● Use knowledge from course to create educational technology infographic ● Determine pathway to utilize educational technology in the classroom moving forward
Class Materials	<p>Choose both materials to listen/watch/read:</p> <ul style="list-style-type: none"> ● Blog: Blending technology and classroom learning: Jessie Woolley ... ● Podcast: Heinemann Podcast: What is the Role of Technology in Education? #162
Assignments Due	<ul style="list-style-type: none"> ● Infographic <ul style="list-style-type: none"> ○ See rubric ● Discussion: How will you use ed tech moving forward? <ul style="list-style-type: none"> ● Choose 2 materials to listen/watch/read and answer the question ● Final Lesson Plan <ul style="list-style-type: none"> ○ Integrate 3 topics from this class <ul style="list-style-type: none"> ■ See rubric

Fitchburg State University encourages all Extended Campus candidates to take advantage of our online student services. We have created a “virtual student center” just for you. Here you will find access to Counseling Services, Career Services, The Student Activity Center, the university bookstore and many other helpful links. You can access our student center by going to the university homepage at <http://www.fitchburgstate.edu> and clicking on Offices and Services. Scroll down and click on Extended Campus Center. You will find links to Library Services, our Virtual Student Center and other important information.

FITCHBURG STATE UNIVERSITY DISTANCE LEARNING & EXTENDED CAMPUS LIBRARY SERVICES

The Gallucci-Cirio Library at Fitchburg State University provides a full range of library services including borrowing privileges; document delivery (books and articles mailed to your home); Interlibrary Loan; reference assistance via: phone, email, IM, Blackboard’s Collaboration and Elluminate tools, Skype and in-person; library instruction; research help and more. Any questions relating to library services should be directed to the Linda LeBlanc, Access Services Librarian, at 978-665-3062 or dllibrary@fitchburgstate.edu. There is also a special section for Distance Learning and Extended Campus Services at <http://fitchburgstate.libguides.com/dlservices> outlining the wide range of services available to you and how to access them.

Candidates who are currently registered with the university may access any of the library’s subscription databases, including an increasing number with full-text, by visiting the Gallucci-Cirio Library’s homepage at <http://www.fitchburgstate.edu/academics/library> and clicking on the Research Databases button in the center of the page. Select the resource you want to access from the alphabetical or subject listing. Once you click on the database title you will be prompted for your Falcon Key logon information; this is the same logon you will use for your Fitchburg State email account and if you have any online Blackboard courses. If you do not know your Falcon Key username and password or if you have any problems logging in, contact the university’s

Technology Help Desk at 978-665-4500 or helpdesk@fitchburgstate.edu. The Library can issue you a temporary guest Falcon Key to use while the Technology Department is setting up your account: contact us at 978-665-3062 or dllibrary@fitchburgstate.edu

All registered Fitchburg State University students are eligible for a Fitchburg State University OneCard ID which also serves as his/her library card. If you have not received your OneCard yet, you can still access all of our online services as long as you have activated your library account. Activate your library account online at <http://fitchburgstate.illiad.oclc.org/illiad/> or in person at the Circulation Desk. After activation by the Gallucci-Cirio Library and receipt of your OneCard, students may also use any Massachusetts State College/University Library as well as participating libraries in the Academic and Research Collaborative (ARC) during the current semester. OneCards are available on campus all year round. Students wanting a OneCard must either complete the online Extended Campus OneCard request form <http://web.fitchburgstate.edu/technology/onecard/photoless/index.cfm> or present a course registration confirmation at the OneCard Office in the Anthony Building, main campus. Please call 978-665-3039 for available times or if you have any questions about your OneCard.

UNIVERSITY AND EDUCATION UNIT POLICIES

Policy on Disability

Disability Services is the primary support system for students with disabilities taking classes in the day and evening divisions. The office is located on the third floor of the Hammond Building and can be reached at 978-665-4020 (voice/relay). If you need course adaptations or accommodations because of a disability, if you have emergency medication information, or if you need special arrangements in case the building must be evacuated, please make an appointment at the beginning of the course to talk with me. It is important that the issues relating to disabilities be discussed with me as soon as possible.

Attendance and Participation

1. As an emerging professional, you are expected to attend every class session, to be on time, and to communicate with the instructor regarding any absences. Absences and tardiness may result in a permanent grade change. Attendance at all pre-practicum sessions is mandatory.
2. Participation in class discussions and cooperative groups is expected. All candidates are responsible for meeting required deadlines on projects and assignments; your ability to complete tasks in a timely fashion demonstrates professional maturity and an ability to organize and manage time. Completion of assigned reading is imperative to your individual development as a professional.
3. All of these behaviors regarding attendance, preparation, and meeting deadlines are critical for successful teaching and thus are factored into the final grade.

Education Unit Computer Literacy Requirement

All assignments must be typed, doubled-spaced; follow the Department Writing Guide; and use APA format when appropriate.

You are expected to use word processing for all assignments. You are expected to use the discussion board for dialogues with other class members, to examine the use of software in the field, and to use the Internet to obtain information, ideas and resources.

Cellular Telephones and Other Devices

Kindly turn-off cellular telephones during class time and field experiences and place them in book bags or purses. Please no texting in class. It reflects negatively upon you as a developing professional. Once class begins and if use of the laptop is not required, all laptops should be closed during class time so that your full attention can be focused on your colleagues and the discussion or lecture in progress. If you prefer to take class notes on your laptop, please inform the instructor. You are on your honor to be focused on note taking and not

on email, Facebook or other technological enterprise not germane to the class in progress. Thank you in advance for your consideration of colleagues and students.

Grade Appeal

If you disagree with the evaluation of your work or believe an improper grade has been assigned, an appeal may be followed. Please discuss the matter with the instructor and refer to the Fitchburg State University Grade Appeal Policy in your Student Handbook.

Academic Integrity Policy

The faculty in the Education Unit at Fitchburg State University expect that work submitted in fulfillment of course requirements will be solely that of the individual candidate and all other sources will be cited appropriately. University Academic Integrity Policy, as outlined in the University Catalogue, will be strictly adhered to.

Copyright Policy

You are reminded that, in preparing handouts for peers or the instructor, reproduction of copyrighted material without permission of the copyright owner is illegal. Such unauthorized copying may violate the rights of the author or publisher. Fitchburg State University adheres to federal laws regarding use of copyrighted materials. See the Electronic Use of Copyrighted Materials on the Fitchburg State University website for more details.

Assignments Rubrics:

Online Discussions (20% of grade)

Each discussion total points: 16

Topic	4 points	2 points	0 points
Candidate Post and Question	Candidate's response is at least 2-3 paragraphs of thoughtful reflection and includes a question at the end.	Candidate's response is at least 2-3 paragraphs of thoughtful reflection but does not include a question.	Candidate did not write a 2-3 paragraph response or did not respond at all.
Response to Questions	Candidate responded to two colleagues' questions with at least 3 sentences.	Candidate only responded to one colleague with at least 3 sentences.	Candidate did not respond to two colleagues' questions or did not fulfill the minimum 3 sentence requirement.
Timeliness of Post	Candidate posted reflection no later than 5 days into the start of the module		Candidate posted later than 5 days into the module.
Timeliness of Question Response	Candidate answered two colleagues' questions by the end of the module.		Candidate did not answer two colleagues' questions by the end of the module.

Ed Tech Projects: (60% of grade)

Project: Create a Digital Escape Room (total points: 16)

Topic	4 points	2 points	0 points
Escape Room Topic	Has a clear topic and focus & includes DESE standard(s) being met		Does not have a clear topic and focus & does not include DESE standard being met
Tasks	Includes at least 4 tasks for students to accomplish	Includes 1-3 tasks for students to accomplish	Does not include tasks for students to accomplish
Passwords/Locks	Includes at least 4 passwords/locks	Includes 1-3 passwords/locks	Does not include passwords/locks
Story	Includes an engaging story for students to follow along		Does not include an engaging story for students to follow along

Project: Enhance a slides presentation with PearDeck (total points: 12)

Topic	4 points	2 points	0 points
Peardeck Subject Matter	Has a clear topic and focus & includes DESE standard(s) being met		Has a clear topic and focus & includes DESE standard being met
Google Slides	Google slides is used to integrate Peardeck		Google slides is not used to integrate Peardeck
Interactive questions	At least 3 different type of interactive Peardeck questions/slides are used	1-2 different type of interactive Peardeck questions/slides are used	0 interactive Peardeck questions/slides are used

Project: Create a QR Scavenger Hunt (total points: 12)

Topic	4 points	2 points	0 points
QR codes	Include at least 5 QR codes that work	Include 1-4 QR codes that work	Did not include QR codes or at least 1 code does not work
Scavenger Hunt Theme	Has a clear theme/topic and focus & includes DESE standard(s) being met		Does not have a clear theme/topic and focus & does not include DESE standard being met
Video	Include at least 1 teacher made video (of yourself)		Did not include teacher made video (of yourself)

Project: Build a Site for Ed Tech Tools or Assistive Technology (total points: 24)

Topic	4 points	2 points	0 points
Theme	Theme of website is either ed tech tools or assistive technology		Theme of website is not either ed tech tools or assistive technology
Pages/subpages	Includes at least 3 pages/subpages included home page	Includes 1-2 pages/subpages included home page	Does not include pages/subpages included home page

Tools/Tech	At least 4 ed tech tools/assistive tech tools are thoroughly explained	1-3 ed tech tools/assistive tech tools are thoroughly explained	0 ed tech tools/assistive tech tools are thoroughly explained
Useful/Thoughtful Links	1 link per tool is included		1 link per tool is not included
Published	Website is published		Website is not published
Creativity	Website is creative and eye catching (includes pictures/videos and colors/theme, etc)	Website has a theme/color but does not include pictures and/or videos	Website does not include pictures/videos and/or colors/theme and therefore is not creative

Project: Create a STEAM Choiceboard (16 points)

Topic	4 points	2 points	0 points
Theme/Topic	Has a clear theme/topic and focus & includes DESE standard(s) being met		Does not have a clear theme/topic and focus & includes DESE standard(s) being met
Choices	At least 5 choices are included	1-4 themed choices are included	0 choices included
STEAM	5+ choices are STEAM	1-4 choices are not STEAM	0 choices are STEAM
Hyperlinks	At least 3 of the choices include hyperlinks	1-2 choices include hyperlinks	0 choices include hyperlinks

Project: Create a slides picture research “scrapbook” (total points: 20)

Topic	4 points	2 points	0 points
Slides	Project is created using slides as the platform		Project is not created using slides as the platform
Theme/Topic	Has a clear theme/topic and focus & includes DESE standard(s) being met		Does not have a clear theme/topic and focus & includes DESE standard(s) being met
Pictures	At least 3 pictures must	1-2 pictures utilize green	0 pictures utilize green

	utilize green screen or chroma technology from: <ul style="list-style-type: none"> ■ Kapwing ■ DoInk ■ Unscreen ■ Remove Background 	screen or chroma technology	screen or chroma technology
Video	At least 1 video utilizes green screen/chroma tech		0 videos utilize green screen/chroma tech
Booksnap	At least 1 booksnap is included		0 booksnaps are included

Infographic: (10% of grade)

Total points: 28 points

Topic	4 points	2 points	0 points
Educational Technology Message	Has clear message of educational technology or specific topic discussed in course		Does not have clear message of educational technology or specific topic discussed in course
Cited Information	Information is cited at bottom and is accurate		Information is not cited at bottom and/or is accurate
Platform	Created using Canva as platform		Not created using Canva as platform
Data	At least 2 data points (numeric) are displayed in an eye catching way	1 data point is displayed	0 data points are displayed
Visual Perception	Minimal words that focus on visual perceptions	Too wordy at times	Too wordy and/or does not focus on visual perceptions
Symbols/Pictures	Includes at least 4 symbols/pictures	Includes 1-3 symbols/pictures	Does not include symbols/pictures
Creativity	Is creative and appeals to the eye- colorful	Is creative in some areas but lacks in others	Is not creative/does not appeal to the eye (or is black and white)

Lesson Plan: (10% of grade)

Lesson Plan total points: 57

Lesson plan uses Catherine Leahy Brine Strategic Lesson Plan model and rubric.

Strategic Lesson Plan Template:

<https://drive.google.com/file/d/1FcSNf64VzLZFLfp5fNztLYbAmslIermv/view?usp=sharing>

Strategic Lesson Plan Rubric:

<https://drive.google.com/file/d/1mxfW0CRdAsLG2Cfon75-MpF1-qjeeEIU/view?usp=sharing>