

Instructional Technology Academy

October 10, 2009 - April 22, 2010

This course is open to all PK-16 educators and administrators.
Previous SITA Academy participants may enroll as well!

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Prerequisite: Graduate standing (must have earned a bachelor's degree)

Location: Face-to-Face and Online at www.ils.k12.wi.us/Wiki

Schedule: This course begins with a face-to-face meeting on Saturday, October 10, 2009 from 8:30 a.m.-4:30 p.m. at the CESA 7 Office in Green Bay. Participants will then continue their participation in online modules through April 22, 2010. Two-credit participants will display and three-credit participants will present their action research project at the Best Practices in Technology Fair at Lakeshore Technical College in Cleveland, Wisconsin on April 15, 2010. Final course grades will be awarded in May 2010.

Enrollment Options	Course Number	*Tuition	Final Course Grade Reported
Two Graduate credits	EDUC 695-9, 710, (0621CC)	\$745.10	May 2010
Three Graduate credits	EDUC 695-9, 711 (0621CCC)	\$1,117.65	May 2010

**For persons who qualify as a Wisconsin resident for tuition-purposes. This amount does not include student activity/segregated fees that are charged for on-campus courses. Segregated fees are waived, unless you are enrolled on-campus during the same semester/session.*

Course Description:

The Instructional Technology Academy (ITA) is an online technology integration course for educational teams. The rationale of the course is to bring teams in CESA 7 together to develop an integrated technology project for their district (one project per team). Completion of this course will fulfill requirements of the EETT Grant requirements. The ITA will offer technology training modules online. These modules will focus on current strategies in technology integration. The number of credits chosen by the participant will determine the course requirements. Credit participants are required to participate online in several modules including: introduction to online learning, vision and levels of technology integration, action research, online software tutorials and Internet searching, a technology integrated unit or lesson plan, assessment, coaching peers, and dissemination of their product.

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UW-Green Bay Office of Outreach and Extension, 920-465-2480 or 1-800-621-2313
Website: www.uwgb.edu/educationoutreach Email: educationoutreach@uwgb.edu

Course Emphasis:

This course is designed to expand the participant’s knowledge base in the area of technology integration as established by the Wisconsin Information and Technology Literacy Standards. Phases of the course include acquiring technology skills and integrating technology into the curriculum and/or school district plan. Research in the area of current technology integration practices will be addressed through a reflective research paper or journal reflections through action research methods. Each technology workshop session leader will provide Internet sites for course participants to research in addition to the Internet sites required by the credit course instructor (a required reading list of Internet sites will be disseminated on the Wiki course site).

Course Goals:

1. Acquiring technology skills to support the integration of technology into the curriculum or school/district.
2. Exploring current research in technology integration and its effects on student learning.
3. Developing a collegial support network with participants in the Instructional Technology Academy through shared decision-making.
4. Reflecting on professional writings and modules completed as they relate to integration practices in school setting, planning, developing and implementing a professional unit of practice integrating technology outcomes with current curriculum practices. Three-credit students will also develop an instructional improvement plan based on the results of their action research investigation.

Two-credit students will display and three-credit student will present the results of their action research and implementation at the Best Practices in Technology Fair on the evening of April 15, 2010 at Lakeshore Technical College in Cleveland, WI.

5. Reflecting upon integration practices through action research and/or engaged learning.

Course timeline depending on number of credits selected

Date	Activity	Location
<p>Registration deadline is October 10, 2009!</p>	<p>Registration</p>	<p style="text-align: center;">TO REGISTER:</p> <ol style="list-style-type: none"> 1. Register for the course at www.cesa7.k12.wi.us 2. Register for Credit at www.uwgb.edu/educationoutreach

Course Outline

First Day- Face-to-Face Meeting, Saturday, October 10, 2009 (8:30 a.m.-4:30 p.m.) at the CESA 7 Office in Green Bay

Welcome, Treasure Hunt Activity (Roxann), Go over grant-focus on transformative lesson plan (Chris), Go over wiki (Dena) Create an intro page on the wiki - using the same format as the instructors. Discuss blocking issues in your district ([Diigo bookmarks](#) - articles on not blocking) (All) , Google Groups- set up account (Dena), Badgerlink.net- Jing video (Mary), Facebook - set up account (Dena & Roxann), Twitter- set up account (Roxann), Skype demo

Activity 1: Click on the link and share a reflection in [Google Groups](#). (Directions will be on the post page, but we included them here too. Please share one or two ideas you learned from our introductory day together that you think might help you transform the way you teach. If you care to respond to a classmates' post, feel free to do so.

Online Modules:

Section 1 (October 11-November 8, 2009) - Creating Personal Learning Networks

During Section 1 we will be learning how to find and organize resources online to enrich our learning and our curriculum. We will also be learning more about the way our students and how they learn.

Activity 1: [What is a wiki?](#) Click on the link watch the videos, read some of the articles and explore the sites provided. Once completed, you will need to create a wiki page for our site by creating a new page. Please name it after your school district. You will be sharing all of your assignments on this page. Click on the link to view an [example page](#).

Activity 2: [Google Groups](#) You will receive an email message inviting you to join ITA Google Group. Click on the Google Groups link and take the Tour to learn more about it.

Activity 3: [Delicious](#) Click on the link and watch the videos, read some of the articles and explore the sites provided. Next go to the www.delicious.com/cesa7 site and explore some of the web 2.0 links. Once completed, you will need to create a delicious page for your group. You will link all of your resources you find that will support your lesson plan (don't forget to add some of those cool sites you found on the CESA 7 delicious account.) Add a link to your delicious page on your wiki page. You might consider creating an individual account to bookmark sites of personal interest.

Activity 4: [Twitter](#) Click on the link and watch the videos, read some of the articles and explore the sites provided. Once completed, you will need to create a Twitter account. (Each person in the group will need to create their own account.) Once your account is created add your Twitter Account Name to the [Twitter Account Names](#) wiki page. Next take note of other ITA participant names and follow them. Finally, go to www.wefollow.com or the other sites listed on the Twitter link and search for other colleagues in your area of education and also technology specialists. This site allows you to search by tag, so try technology education specialist, mathematics, social studies, etc. We will have assignments to follow once everyone has their account created.

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Activity 5: Share a reflection on the various tools that you've used to create your own personal learning network. Which one was the most effective for you and why? How do you see your PLN changing your teaching practices? Also, please respond to at least one other person's post.

Section 2 (November 9-December 19, 2009) - Finding sharing resources on your PLN

Activity 1: [RSS Feed Pages](#)- click on the link to learn about RSS feed pages. Create a page with one of the resources mentioned. Next find some websites, blogs or wikis pertaining to technology education and your subject matter. (I suggest you use Google and search for "technology integration," "social studies" etc) Once your RSS site is set up, link it to your wiki page. Next, start checking it on a regular basis and in the next few weeks, add interesting sites and links to your Delicious page.

Activity 2: [Badgerlink](#)- Find articles on topics pertaining to technology integration that you think are interesting and might want to focus your project around. Once you find some articles- save them and then upload them to your wiki page).

Activity 3: Add your top 5 favorite finds to twitter to share with others! We prefer you to use Badgerlink for research articles, but if you use Google try some of these [Must-Have Google Search Tips](#) Follow this link to find out about the Wonder Wheel- which will help make your search simple. [Wonder Wheel](#)

Activity 4: Post your thoughts about what you saw on at least one other [district's wiki page](#). Were there any resources you found that you could use to transform your teaching and how might you use them? Or, you can share any "Aha moments" that you had as you viewed them. Feel free to respond to other classmate's posts to this discussion.

Section 3 (January 4 - 17, 2010) - Determining a Lesson Plan Topic- Continue Finding Resources

After viewing the various resources, please share your lesson ideas with your instructor via Skype.

Section 4 (January 18 - February 21, 2010) - 21st Century Learners

Activity 1: [KWL on Google Docs](#)- (a great tool for brainstorming) Digital Learners (Natives) - What is your perception of our students today? Fill in the **Know** and **Want to Know** sections of the KWL. Read, Listen or watch the following selections and fill in the learned section.

- [Learning in the Digital Age- Listen to the Natives](#) - Marc Prensky
- [Understanding Digital Kids](#) - Ian Jukes (This link has great charts and all the pdf's of the Prensky and Jukes articles)
- [why do teachers not practice what they believe.pdf](#)
- [A Tale of Two Cities.pdf](#)
- Wes Fryer on Social Media <http://www.speedofcreativity.org/podcasts/2009/2009-07-25a-speedofcreativity.mp3>

Activity 2: Read [Bloom's Taxonomy Blooms Digitally](#) (You will be able to respond to the article in the Google Discussion Group.)

Activity 3: Create a Facebook account and find some friends (yes, you will have some out there). Search your high school, college etc. Please include at least one of your instructors. (You will be able to respond to your experience in the Google Discussion Group.)

Activity 4: Select a link below and create a cartoon portraying a digital learner, with your newly learned information.

Pixton <http://pixton.com/> (site used to create the cartoon with directions)

ToonaDoo <http://www.toondoo.com/Home.toon>

KerPoof <http://www.kerpoof.com/>

Stripgenerator <http://digg.com/d11Cj9>

Comic Creator <http://www.readwritethink.org/MATERIALS/COMIC/>

StripCreator <http://www.stripcreator.com/>

Make Beliefs Comix <http://makebeliefscomix.com/Comix/>

BitStrips <http://www.bitstrips.com/>

Activity 5: Please share your general thoughts about your experiences with the various tools and the revised Bloom's Taxonomy that you were introduced to in Section 4. How are 21st Century Learners different? How will what you learned about them cause you to transform your teaching? Feel free to respond to your classmates' posts.

Section 5: (February 22-April 4, 2010) (April 15th Best Practices Fair) - Developing and Implementing Lesson Plan

Action Research articles: Pick three articles from the [Research Folder](#) to read and summarize. Use the action research template to reflect on your findings. Also post on Twitter, sharing new things learned, aha moments, etc. Create a lesson plan with 21st Century Skills as an outcome.

Completion of Course (April 5-April 22, 2010)

Complete all assignments, disseminate your project, take the post-test, claim your stipend.

Dissemination Options - Select one or more:

1. Best Practices Fair-April 15, 2010 at LTC from 4:00-7:30: Contact denabud@gmail.com
2. Staff in-service in your district
3. Present at a conference
4. Publish a news article
5. Develop a website
6. Upload on a blog, wiki or social networking site

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<u>Two Graduate Credits</u> Beginning October 10, 2009 and Ending April 22, 2010	<u>Three Graduate Credits</u> Beginning October 10, 2009 and Ending April 22, 2010
▶ Participation in online ITA Wiki course. 30%	▶ Participation in online ITA Wiki course. 15%
▶ Required readings and research utilizing professional journals. 5%	
▶ View action research video of the course instructors. 10%	
▶ Investigation of an action research question focused on using technology to improve student learning. Participants will engage in this process by developing and implementing a unit of practice that is aligned with the Wisconsin Information and Technology Literacy Standards and is designed with the intent of measuring the impact on student learning. 25%	
▶ Assessment of student learning: Participants will reflect on two questions as a result of implementing their unit of practice. 1). How did integrating technology into the unit improve student learning? 2). What evidence tells me this? 20%	
	▶ Improvement plan: Participants will outline an instructional improvement plan based on the results discovered through their action research investigation. 15%
▶ <u>Display</u> of the action research project at the Best Practices in Technology Fair April 15, 2010 in Cleveland, WI or other dissemination option. 10%	▶ <u>Presentation</u> of the action research project at the Best Practices in Technology Fair April 15, 2010 in Cleveland, WI or other dissemination option. 10%

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Evaluation:

Two Graduate Credits

1. Acquired technology skills from participation in online ITA Wiki course - **30%**
2. Research of current trends in technology integration through visitation of chosen web sites and journal articles as suggested by the course instructors- **5%**
3. Participation in instruction emphasizing technology integration to enhance student learning utilizing the Wisconsin Information and Technology Literacy Standards -**10%**
4. Investigation of an action research question focused on using technology to improve student learning -**25%**
 - a. Selection of a current unit of study
 - b. Identification of the learner(s) or district/building plan
 - c. Comparison of options and choice of a technology skill to integrate
 - d. Matching of technology and unit standards to anticipated outcomes
 - e. Implementation of the unit
5. Reflection on development of the unit, reactions to the unit (student, teacher, or administrator), implementation of the unit (positive and/or negative developments), adjustment of the unit for final submission -**20%**
6. **Display** of project outcomes at the Best Practices in Technology Fair April 15, 2010 or other dissemination option -**10%**

Three Graduate Credits

1. Acquired technology skills from participation in online ITA Wiki course -**15%**
2. Research of current trends in technology integration through visitation of chosen web sites and journal articles as suggested by the course instructors - **5%**
3. Participation in instruction emphasizing technology integration to enhance student learning utilizing the Wisconsin Information and Technology Literacy Standards -**10%**
4. Investigation of an action research question focused on using technology to improve student learning -**25%**
 - a. Selection of a current unit of study
 - b. Identification of the learner(s) or district/building plan
 - c. Comparison of options and choice of a technology skill to integrate
 - d. Matching of technology and unit standards to anticipated outcomes
 - e. Implementation of the unit
5. Reflection on development of the unit, reactions to the unit (student, teacher, or administrator), implementation of the unit (positive and/or negative developments), adjustment of the unit for final submission -**20%**
6. Improvement Plan: Outline an instructional improvement plan based on the results discovered through their action research investigation -**15%**
7. **Presentation** of the unit with student samples at the Best Practices in Technology Fair in April 15, 2010 or other dissemination option -**10%**

Wisconsin Standards for Teacher Development and Licensure:

1. Teachers know the subjects they are teaching.

The teacher understands the central concepts, tools of inquiry, and structures of the disciplines she or he teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.

4. Teachers know how to teach.

The teacher understands and uses a variety of instructional strategies, including the use of technology, to encourage children's development of critical thinking, problem solving, and performance skills.

6. Teachers communicate well.

The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.

7. Teachers are able to plan different kinds of lessons.

The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.

8. Teachers know how to test for student progress.

The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.

9. Teachers are able to evaluate themselves.

The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.

10. Teachers are connected with other teachers and the community.

The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being and acts with integrity, fairness and in an ethical manner.

Wisconsin Standards for Administrator Development and Licensure are assessed in this course:

1. The administrator has an understanding of and demonstrates competence in the [Ten Teacher Standards](#).
2. The administrator leads by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared by the school community.
3. The administrator manages by advocating, nurturing and sustaining a school culture and instructional program conducive to pupil learning and staff professional growth.

Suggested Readings

<http://www.pageflakes.com/budrecki>

This is a collection of resources relating to technology integration, action research and more.

Two and Three-Credits:

*Workshop leaders will include sites as they pertain to the technology training

Journal Article Resources:

<http://www.dpi.state.wi.us/badgerlink/>

BadgerLink. Wisconsin Department of Education's link to information sources.

Use this source to search for a research article that supports your viewpoints in your final paper. (see rubric for paper components)

<http://www.edweek.org/ew/index.html>

Education Week-Search this site for the latest news on education research in the area of technology.

<http://www.ascd.org>

ASCD on line

<http://kite.missouri.edu/>

Integration Practices and Units

Integration Practices:

Back to the Source

<http://www.bestlibrary.org/primary/>

Learn how to effectively use primary sources in your classroom and encourage your students to break away from textbooks to become active participants in their own learning. Primary sources on this site include documents, images, and audio and video clips from museums, universities, libraries, and governments.

Educational Hotlinks for Middle School People and New Teachers

<http://131.125.2.61/~njcms/newTeacherResources/index.php>

The following sites are both sponsored by the New Jersey Consortium for Middle Schools. **Educational** Hotlinks for Middle School People (<http://tinyurl.com/15xst>) contains over 450 entries, each with a brief description. The links are grouped into 19 categories, including all curricular areas, as well as advisories; careers, guidance, and counseling; homework help; information literacy; lesson plans; professional development; projects and project-based learning; teaming; and technology. A companion site, **Educational** Hotlinks for New Teachers (<http://tinyurl.com/zp4ee>), contains a large number of links for new teachers. More than 135 sites are briefly described and grouped into categories such as first days of school; classroom management; general teacher support; lesson plans and curricula; books, guides, and articles (free and for sale); new teacher support websites; English as a first language, English as a second language, bilingualism; special education; online mentoring; policies and practices; and professional organizations.

International Digital Children's Library www.icdlbooks.org

The International Digital Children's Library is a long-term project designed to provide children aged 3 to 13 with an opportunity to experience cultures through literature, by accessing online books. The library's goal is to build a collection that represents outstanding historical and contemporary children's books from throughout the world and to make them freely available on the Internet. It has a user interface accessible in 13 languages; it has had over 1 million unique visitors since its founding; and it is visited by more than 75,000 unique visitors every month from 166 countries. Currently, children and adults can read online over 1,500 books in 38 languages.

Kids'Vid: Video Production for Students

<http://kidsvid.altec.org>

Kids' Vid is an instructional web site that gives teachers and students the tools necessary to implement video production in the classroom. Video production, if properly implemented, is more than a new toy for students. It provides the tools and the means for students to create and display serious work in a new, exciting, and engaging way that is appropriate for all age groups and abilities. This is a place for serious *fun*. There is a section called "Theater," where students can post their work. See this page for lessons and practical suggestions on how to integrate video production into the curriculum, <http://kidsvid.altec.org/nav%5fpages/teaching.html>.

National Library of Virtual Manipulatives http://free.ed.gov/resource.cfm?resource_id=1851

Interactive online math lessons, activities, and assessments are provided. Topics include fractions, functions, geometric transformations, integer arithmetic, patterns and sequences, probability, right-triangle trigonometry, slope, triangle geometry, and writing equations of lines. Calculate what an excavation company should charge for digging a hole. Analyze three pollution reduction plans. Determine the best rate for repaying a loan.

Wisconsin Information and Technology Literacy Standards www.dpi.wi.gov

www.thinkfinity.org

Highly recommended site for teachers. Search for lesson plans by subject and grade level that are matched to national standards. Online resources include panel-reviewed links to top sites in many disciplines, professionally developed lesson plans, classroom activities, materials to help with daily classroom planning, and powerful search engines.

<http://www.awesomelibrary.org/>

Awesome Library organizes the Web with 22,000 carefully reviewed resources, including the top 5 percent in education.

<http://www.iearn.org/projects/index.html>

All iEARN projects involve a final "product" or exhibition of the learning that has taken place as part of the collaboration.

<http://www.lessonplanspage.com/>

Over 2,000 free lessons! To find lesson plans that match your criteria, begin by selecting a subject below, or search for specific topics.

<http://www.pitt.edu/~edindex/WebQuests/IntegratingtheWeb.htm>

An in-service webquest for teachers who want to integrate the WWW into their curriculum.

<http://www.geocities.com/SiliconValley/Mouse/8059/CurriculumQuest.html>

Another curriculum quest for those who want to integrate the Internet into their curriculum.

<http://www.west.asu.edu/achristie/edresources.html>

Links to educational resources in the area of integrating technology. Also a valuable source for samples of AUP and technology plans.

<http://wilearns.state.wi.us/apps/>

Wisconsin's Reading and Literacy web site for resources in reading.

<http://www.oswego.org/staff/cchamber/webdesign/edwebdesign.htm>

Lessons and tutorials on creating a web site. Includes front page resources.

<http://www.teachnet.org/>

Allow teachers to search for lesson plans by subject and grade level.

<http://school.discovery.com/schrockguide/index.html>

Kathy Schrock's page for educational resources....a great variety of technology related sites as well as general subject areas.

<http://www.teachervision.com/tv/curriculum/lessonplans/index.html>

A wide variety of teach tools including lesson plans, quizzes, etc

<http://ali.apple.com/ali/uops.shtml>

Links to samples of integrated lesson plans by subject and grade level.

<http://www.ncrtec.org/tl/lp/>

A step-by-step tutorial in writing your own lesson plan that integrates technology into your current area of study

<http://www.ecb.org>

Links to lesson planning and assessment in technology plans

<http://www.ed.gov/Technology/>

US dept of education- technology-integration sources

<http://www.enc.org/>

ENC online

<http://midgefrazel.net/lrnwebq.html>

Learning about WebQuests-links to webquest collections

<http://www.pitt.edu/~edindex/WebQuests/frames.htm>

Weaving the Web into your K12 curriculum

<http://train.rps205.com/tift2/>

WebQuest- the internet for teachers

Assessment:

<http://school.discovery.com/schrockguide/assess.html>

<http://www.siue.edu/~deder/assess/catmain.html>

<http://www.awesomelibrary.org>

key in “assessment” in the search box

<http://www.ncrtec.org/capacity/profile/profeng.htm>

Assess your final product as it relates to student learning

Action Research Links:

<http://www.scu.edu.au/schools/gcm/ar/arhome.html>

A resource list of various links to answer questions on Action Research.

Evaluation Tools for Teachers/Administrators:

Learning with Technology NCrtec

<http://www.ncrtec.org/capacity/profile/profwww.htm>

http://techlearning.com/outlook/columns/tech_coord.jhtml

Tech learning for education technology leaders

September 23, 2009--CL