COURSE SYLLABUS

Transforming Curricular Pedagogy with 21st Century Practices

Please note this is considered a Fall 2012 course for reporting purposes, due to the start date occurring before the official start of the UW-Green Bay Winter/Spring 2013 semester.

Course Number: ED & HUD 795-9, section 7404 (#0999C)

Credits: Two (2) Graduate Credits

Prerequisite: Graduate Standing (Must have earned a bachelor’s degree)

Instructors: Todd Hunt and Amy Bogenschuetz

Location: Mondays, January 21, 28; February 11, 18, 25; March 4, 11, 18, 2013 (4:00-7:00 p.m.); as well as three hours of social networking focused on collegial discussion of curricular integration and three hours for an observation.

Course Emphasis:

This course will emphasize best practices for increasing knowledge and understanding of how digital literacy affects our current classroom practices. Teachers will learn how to analyze the targets of curriculum units and determine how the integration of new technologies, web 2.0, i-touches, ipods and other devices can be used to enhance student learning.

Course Rationale:

This course will begin with a review of current research and discussion of appropriate pedagogy. Teachers will learn how to expand on their content expertise to provide instruction that supports 21st century skills. Examples of how technology can enhance classroom content will be provided as well as a wide variety of interactive learning experiences for helping to build a web-based digital resource file. Participants will engage in hands-on practice using different types of hardware to enhance instructional practices.

Course Description:

This hands-on course is designed to assist teachers in understanding best practices in 21st Century Skills and in utilizing technology to increase student comprehension in the classroom.
Course Objectives:

- Understand the comprehensive nature of digital literacy and how it applies across all curriculum areas
- Explore a variety of uses of handhelds that can enhance student learning
- Learn the different technology tools and online resources that will enhance instructional techniques
- Build a Personal Learning Network (PLN) that will encourage involvement with educational cohort groups, including global colleagues
- Learn how to use technology to enhance student comprehension in the classroom
- Work together as an educational cohort group to develop instructional tools that align with different abilities and content areas

Required Reading:


Course Requirements:

- Attendance and active participation in all activities
- Completion of all reading assignments
- Completion of reflection journal
- In-class reaction assignments
- Development and presentation of a technology-integrated lesson
- Creation of PLN and social networks
- Three hours of social networking
- Three hours of observation

Evaluation and Assessment:

- 20% - Active participation and reaction assignments
- 20% - Reflection logs (electronic forums)
- 20% - The creation of a Personal Learning Network (PLN) and social networking resources
- 40% - Technology-integrated lesson that includes appropriate assessment rubric
- 100%
Outline:

- Discussion of 21st Century Learners - Global Community. Why do we need to consider the integration of technologies into our classroom? How can technology enhance the content areas?

- How can technology enhance the content areas? Digital devices that can be used in the classroom.

- Web 2.0 tools to support collaborative learning

- Social Bookmarking and RSS feeds

- Creating a PLN and social networking sites

- Organizing your digital world

Wisconsin Standards for Teacher Development and Licensure:

2. Teachers know how children grow.
The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.

3. Teachers understand that children learn differently.
The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.

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.

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.
Bibliography:


