COURSE TITLE:	EDUC 3239PPY – Special Topics: Digital Teaching and Learning
Instructor:	Helen DeWaard
Class Room and Time	OA 2017, 5:30-7:00
Office	TBD
Office Hrs:	Two hours prior to class and one hour immediately following class each week; other times on Tuesday or Thursday mornings are available upon request
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COURSE DESCRIPTION

EDUC 3239 is a **survey course** to **introduce** students to current trends in education technology (ET) and the application of ET within education to support teacher and student learning. Consideration will be given to the cognitive structures, pedagogical strategies and policies that support teaching and learning in a collaborative, complex contexts. Experiences with technology and Web 2.0 applications, particularly social media and the tools of the 'read/write' web, form a significant portion of this course. Students will access, analyze, create, reflect and take action using digital tools. Students will demonstrate understanding of issues relevant to digital resources [hardware and software tools] used to collaborate, connect, communicate, create, instruct, and inspire. This is a course about Educational Technology, but it is not a course about tools. The goal is *not* to teach any specific area of ET nor to achieve a level of competency with a specific tool. It is an introduction to ET and an opportunity to develop the literacies required to make good decisions about technologies for teaching and learning.

COURSE CONTENT

Week/Dates	TOPICS	Focus Question
Wk 1 – Sep 7	We learn and teach digitally	Where are you a visitor or resident?
Wk 2 – Sep 14	Who are *YOU* in digital spaces?	How do you model teaching and learning in the digital age?
Wk 3 – Sep 21	Who do *YOU* need to be?	How do you promote digital citizenship?
Wk 4 – Sep 28	Who can help?	Who is in your social media network?
Wk 5 – Oct 5	Keep it R.E.A.L.	Where and how do you locate authentic voices on the internet?
READING WEEK - BREAK		
Wk 6 – Oct 19	Finding *YOUR* voice	Where can you participate and share locally, nationally, globally?
Wk 7 – Oct 26	Learning: Inside & Out	How can you inspire student learning and creativity?
Wk 8 – Nov 2	Teaching: Open, Engaged, Inspiring	What can you learn from Angry Birds or Pokemon Go?
Wk 9 – Nov 9	Networked communities of practice	Who's in your PLN or your affinity spaces?
Wk 10 –Nov 16	Work to learn: Learn to work	How can you apply the *Feedback Loop*?
Wk 11 –Nov 23	Teaching as Learning: Learning as Teaching	How can you leading by example in digital teaching and learning?
Wk 12 –Nov 30	Reflect and Connect	When and how do you review & reflect on the paths once taken or paths not taken?

FOUNDATIONS OF PROFESSIONAL PRACTICE

A commitment to a clear vision of what it means to be a teacher is at the core of teacher professionalism. The principles of the Ontario College of Teachers' (OCT) *Professional Standards* have been embedded in the learning expectations for this course. Visit http://www.oct.ca/public/professional-standards

COURSE OBJECTIVES

The expectations of this course are that students will:

- connect, integrate and collaborate within digital teaching and learning contexts
- explore and critically analyze new and emerging technologies for use with K-6 students
- develop competencies in accessing, analyzing, creating, connecting, reflecting and taking action with hardware and software in personal and educational contexts
- model networked participatory activity through discussion, collaboration and creation using media, digital and text based formats
- investigate digital teaching and learning opportunities in local, national and global contexts
- critically analyze, evaluate and reflect on technology issues in primary and junior classrooms by articulating ideas in multimodal forms
- demonstrate an understanding of the components in the teaching and learning of digital literacy, digital safety, and digital citizenship within Ontario educational contexts

TEXTS/READINGS
Required Textbook: NONE
Other Required Resources:
- EDUC 3239 course website and selected weekly readings outlined on course site
- Ontario Software Acquisition Program Advisory Committee (OSAPAC)
  - Digital Learning Resources
  - Digital Citizenship resources
  - SAMR Model Framework
- Media Smarts Canada
  - Use, Understand & Create: A Digital Literacy Framework for Canadian Schools - Overview
  - Mapping Digital Literacy – pages 33 to 54

Throughout the course, additional readings will be assigned. Please make sure you stay current with course readings. These will be made available to you on the course website and linked to D2L.

ASSIGNMENTS
This course is about YOUR learning – complete tasks in a way that interests and excites you. Add to your knowledge and skills with digital resources, and demonstrate your fluency with digital tools. Much of the thinking, and thus the learning, in this course will take place through **tinkering with technology in class**. Your interactions, within the classroom and with external sources and resources, will provide essential learning opportunities.

The grade you receive will be based on how you show what you know. Your work plan should include a weekly block of time to create and collaborate using digital tools. Ultimately, you will decide how much work you would like to do. Throughout this course, you will get to choose your learning experience and make it fit your context, priorities and interests. You will be in control of your learning.

Class time will be provided to ensure that support, feedback and collaboration is built into classroom learning and assignment completion. Dividing the 90-minute period into talk time/tech time will allow for tinkering together. There is something to complete each week, thus spreading the work across the length of the course. All assignments should be submitted electronically, underline not in hard copy.
Due Dates: Assignments are due by 11:59 p.m. on the **due date and** posted to your blog or the assignment folder in D2L.

EVALUATION
- Your grade will be based on the Lakehead Rubric
- You may discuss work in progress before final grading, but it must be in person during scheduled office hours or by appointment. Please do this no less than 4 or 5 days before the due date.
- You will find the University's policies regarding evaluation in the University Calendar.

Assignments	Date Due	Value
Assignment #1 Engaged Learning		
Reading responses, in-class discussions, responses to surveys, familiarity with course content, ongoing reflection and collaboration throughout the course	Weekly, ongoing, substantive submissions in D2L & blogs; Responses to online and in-class questions and topics; Incorporates self/peer assessment and feedback from others, Final reflection statement **10% - Oct 5th; 15% - Nov 30th**	25%
Assignment #2 Digital Self Portrait Blog		
Creation of a DIGITAL SELF PORTRAIT (blog) that reflects personal and professional interests; includes an educational and/or curricular focus, with demonstration of weekly additions from course readings, explorations, or activities.	• Initial URL – Sept 14th • Peer Review – Nov. 16th (done in class) • Self assessment – Dec. 7th • FINAL completed web document – Dec 7th	40%
Assignment #3 Blog Comments		
Engage in connected conversations with classmates and educators using the comment feature on a variety of educational blog sites. Complete three comments, posted to blog posts of your choice and linked to your own blog.	• Sept 28th • Oct 19th • Nov. 2nd	15%
Assignment #4: Inquiry Project		
This task includes two parts – a preliminary statement of the question being investigated and the summary of findings. See description below.	• Statement of the question - Sept 21st • Summary of findings - Oct 26th	20%

The assignments will encompass digital and media tasks published to the web and/or within Desire2Learn. These will reflect personal learning and growth in accessing, using, understanding and creating with digital technologies. This showcase of achievements will support learning strategies, resources and assessments within an educational context. It will reflect ideas, pedagogy, innovations and approaches of the course participant.

A SHARED GOOGLE CALENDAR will help you stay on track, as well as this summary of due dates:

Sept 7th Week 1 - intro survey and begin DSP blog	**Sept 14** Week 2 Blog URL - first page, first post	**Sept 21st** Week 3 Inquiry statement of question	**Sept 28th** Week 4 Blog comment	**Oct 5th** Week 5 Engaged learning reflection
Oct 12th Reading Week Break	**Oct 19** Week 6 Blog comment	**Oct 26** Week 7 Inquiry summary of findings	**Nov 2nd** Week 8 Blog Comment	**Nov 9th** Week 9
Nov 16th Week 10 Peer Review done in class	**Nov 23rd** Week 11	**Nov 30th** Week 12 Final reflection	**Dec 7th** Final DSP and self assessment	**CONGRATULATIONS and CELEBRATE!**

LAKEHEAD UNIVERSITY and/or FACULTY OF EDUCATION REGULATIONS/POLICIES

INCOMPLETE STANDING (University Regulation, V Standing)
http://navigator.lakeheadu.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=21&chapterid=3506&loaduseredits=False

TIMELY FEEDBACK (University Regulation XII)
http://navigator.lakeheadu.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=21&chapterid=3506&loaduseredits=False
     25% feedback for <u>term</u> courses
          →   Fall term = **November 7, 2016.**

ACADEMIC MISCONDUCT (University Regulation, IX Academic Misconduct)
http://navigator.lakeheadu.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=21&chapterid=3506&loaduseredits=False

THE FACULTY OF EDUCATION ASSESSMENT RUBRIC
http://education.lakeheadu.ca/undergraduate/uploads/Microsoft%20Word%20-%20Professional%20Grading%20Policy-1.pdf
Expectations
The ability to learn, understand, and retain knowledge has been demonstrated through the undergraduate degree required for entry into the Professional Year. The focus of the Professional Year is on building understanding of the issues and complexities of the teaching and learning process, and on gaining the skills necessary for becoming a successful teacher. To that end:
1. Attendance is an expectation. Courses are based on reflection, discussion, and interaction, much of which takes place in class. Courses may have a set limit on the number of sessions that can be missed for ANY reason. These permissible absences should be saved for *emergencies*. Students who do not attend regularly will be removed from the program.

2. Requirements on the course outline will be used for assessment. The course outline and assessment rubric make expectations and deadlines explicit. Late assignments are accepted only under rare, documentable circumstances. Students cannot redo assignments, rewrite exams, or make additional submissions to boost a mark once a *summative* assessment has taken place.

3. Assessment is a reflection of academic rigour. Only in instances where there is unusual disparity among marks or abnormal inconsistency in outcomes will an instructor re-examine a final assessment.

EDUCATION ACADEMIC REGULATIONS
http://navigator.lakeheadu.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=21&chapterid=3497&topicgroupid=11173&loaduseredits=False

PROFESSIONAL BEHAVIOUR AND THE USE OF DIGITAL TECHNOLOGY
Digital learning and digital technology are at the forefront of conversations about 21st century classrooms. The Ontario Ministry of Education frames the effective and appropriate use of technology as compelling contributors to student success (see *Achieving Excellence: A Renewed Vision for Education in Ontario*, p.4). The Ontario Public School Boards Association has offered its own *Vision for Learning & Teaching in a Digital Age*. Research indicates that digital literacy and digital citizenship are important to help students engage with the world (see for example *21st Century Teaching and Learning*). In the Faculty of Education, it is the responsibility of teacher candidates to conduct themselves professionally while using technology in the classroom (e.g., cell phones, tablets, laptops, interactive whiteboards, etc). The classroom may be in the university setting, in an elementary or secondary school, or in an alternate setting. The Ontario College of Teachers provides guidance in its *Professional Advisory: Use of Electronic Communication and Social Media*. The goal of each teacher candidate is to exhibit professional behaviour, with accountability to themselves, to other learners, to instructors, and to associate teachers. In an educational setting, teacher candidates must demonstrate appropriate use of technology to support teaching and learning.

ASSIGNMENT DESCRIPTION

Engaged Learning	
Engagement is manifested in a number of clear behaviours beyond mere presence. Students who **consistently contribute to the learning of others** will succeed in this class. Students will exhibit observable, quantifiable manifestations of engagement that including any of the following: ❑ completing the readings before class, ❑ checking the course site at least once a week, ❑ contributing to discussions at least *once per class* in a way that advances, not dominates, the conversation, ❑ demonstrating engagement with and appropriate use of technology to support teaching and learning, ❑ treating yourself and your colleagues with courtesy and respect, ❑ responding to communication from instructors in a timely manner, ❑ meeting with the instructors as required/requested ❑ taking advantage of opportunities to engage in meaningful tasks with others ❑ engaging fully with in-class tasks, events and assignments. A rating of Satisfactory can be achieved by consistently modelling of these expectations.	
Digital Self Portrait – Blog Post	
A Satisfactory blog post responds to digital literacy topics that related to teaching and learning. Response topics will be self selected based on individual interests, passions and inquiry. Responses will include evidence of at least **TWO** recognizable connections. Responses will: - Range from 150 to 300 words (approximately 3-4 paragraphs) and posted to your own professional blog site - Demonstrate a storytelling style of writing using a first person perspective - Include some integration of theory, research, and/or professional experience - Include examples and/or substantiating evidence from course readings, in-class discussions, and related experiences with a variety of digital tools and resources (see Creative Makes list) - Include in-text citations and references - Include ONE embedded hypertext link to an additional source or resource – see Hyperlink Pro Tips - Include ONE embedded object (e.g. an image, video, graphic) – see Embedding Pro Tips - Demonstrate proper spelling, grammar, and journalistic tone	
Digital Self Portrait – Blog Comments	
A Satisfactory blog comment builds connections by asking questions, responding to information or adding additional information to a blog post. Responding to blog comments is a means of engaging in conversations about digital teaching and learning topics. Comments will: - Range from 50-70 words - Be posted to another person's blog site but can be linked to your own digital self portrait blog post - Include an open ended question with evidence of using the Q chart (key words will be evident) - Include one idea or thought that connects to the blog post - Include comments to a variety of blogs e.g. classmates as well as educators in Ontario	
Inquiry Project	
This task includes two parts – a preliminary statement of the question being investigated and the summary of findings. - Establish a preliminary question for the project. This question should be specific and focused. It will include a statement of action for the inquiry and should be no more than two paragraphs. Include the question and a few resources that will help you answer the question. Use the Media Smarts document Mapping Digital Literacy (pages 33 to 54) to focus your inquiry question. This is submitted for feedback and clarification. - The completed inquiry should be no more than two pages, double-spaced, between 500 – 600 words and integrate a variety of digital tools/resources (see Creative Makes list). Following a *WHAT, SO WHAT, NOW WHAT* framework provides structure to the completed inquiry. It should include a minimum of TWO references. Embedded hypertext links (2-3) within the inquiry, as well as images, icons or other media are expected. This is a summary of your investigation and explores these questions:<ol type="a"> - What did you find? What is the answer to the question you asked? What does it mean for teaching and learning? What is it all about? - So what? So, what does it mean for YOU as a learner and aspiring teacher? So what will this change, if	

anything? So what connections to other topics did you make?
c.   Now what? Now what can you do with this information? How will this impact your learning or teaching?

Reflections

Reflections are intended to develop your ability *to reflect upon your learning and your understanding of the impact of digital teaching and learning resources*. They are not meant as a **description or reiteration of class topics.** This task is not meant to provide feedback on the class. You will respond to the following questions in 250-300 words:
- How and where have you learned in this course?
- Who helped you to learn in this course? How did they do it?
- How did *you* help others to learn?
- What digital teaching and learning topics, tools or resources will impact your personal practice with technology?

Creative Make List

Creative Make tasks will model experimentation and playing with digital tools and resources that relate to teaching and learning topics. Creative Makes will be self selected based on individual interests, passions and inquiry. Creative Makes can relate to this course or another course you are taking and are open-ended for content or focus. Consider writing a short (2 paragraph) reflection to record the Creative Make, outlining how this creative make connects to teaching and learning with digital technologies.
Suggested Creative Makes to model proficiency and problem solving.
- Make a meme poster for a topic OR make a 'gif' e.g. Giphy.
- Create a word cloud image e.g. Tagul.
- Create a comic or animated avatar image to represent you in digital spaces.
- Make a simple infographic (4-5 elements included).
- Make a ThingLink image with 4-5 embedded hyperlinks.
- Make an audio recording using your own voice e.g. Audioboom, Adobe Voice, Blabberize
- Make a poster using an online tool or resource e.g. Canva, Google Draw.
- Make a Twitter list for this or other course/class
- Create a survey with 4-5 simple questions using Google Forms.
- Make a mind map with 4-5 ideas or concepts e.g. Mindomo, Cacoo.
- Make a digital bulletin board of 4-5 ideas or images e.g. Padlet.
- Make a YouTube collection of 4-5 relevant videos – either embedded into a blog post OR as a YouTube playlist.