



**Department of Education  
MATTC  
EDUC 251/276 (3 units)  
Technology for TK-12 Teachers  
Fall 2023**

**Professor:** [Reinhold Steinbeck](#)

**Office Hours:** Fridays before In-Person Class or  
via Zoom by Appointment

**Email:** [rsteinbeck@scu.edu](mailto:rsteinbeck@scu.edu)

**Course Meeting:** F, 5 pm - 8 pm

**Classroom:** GH Room 203/ 204

### **Mission and Goals of the Department of Education**

Rooted in the Jesuit tradition at Santa Clara University, the mission of the Department of Education is to prepare professionals of competence, conscience, and compassion who will promote the common good as they transform lives, schools, and communities. Our core values of reflective practice, scholarship, diversity, ethical conduct, social justice, and collaboration guide both theory and practice. Faculty, staff, and students in the Department of Education:

1. Make student learning our central focus
2. Engage continuously in reflective and scholarly practice
3. Value diversity
4. Become leaders who model ethical conduct and a commitment to social justice
5. Seek collaboration with others in reaching these goals

### *MS/SS Teaching Credential Program Learning Goals (PLGs)*

The PLGs represent our commitment to individuals who earn their MS/SS credential at Santa Clara University. The MS/SS faculty focus on ensuring each student will begin their teaching career ready to:

1. Maximize learning for every student.
2. Teach for student understanding.
3. Make evidence-based instructional decisions informed by student assessment data.
4. Improve your practice through critical reflection and collaboration.
5. Create productive, supportive learning environments.
6. Apply ethical principles to your professional decision-making.

The PLGs guide our program. Therefore, all MS/SS teaching credential program course objectives are cross-referenced with the PLGs. (A fully elaborated version of the MS/SS PLGs can be found in the Teacher Candidate Handbook, Pre-Service Pathway.)

### **Course Description**

This course is designed to acquaint teacher candidates with learning theories, practices, hardware, software applications, and web resources that are useful in integrating technology into the daily practice of K-12 teachers. The course meets the requirements identified in the technology standard for teacher preparation for the State of California. The guiding philosophy for the course is Constructivism. It is instantiated in the design of collaborative, project-based learning activities that capitalize on the full potential of educational technologies. Students will be expected to fully engage in classroom exercises, group projects, small and whole-class discussions on the assigned readings and activities.

## Course Objectives

By the end of this course, students will be equipped with the ability to...		Standard/Goals Addressed			
		DG #	PLG #	TPE #	MMSN TPE #
1	<i>Integrate</i> constructivist learning principles into the design of meaningful and authentic learning experiences for all students, including students with identified learning disabilities.	1	1, 5	1.1, 3.8	
2	<i>Design</i> learning experiences that enhance student achievement through meaningful use of technology and Artificial Intelligence.	1	2	2.2, 3.8	
3	<i>Choose</i> from a variety of media types (text, graphics, audio, video, web) to make student learning visible.	1, 3	2, 5	1.7, 3.4	
4	<i>Develop</i> and <i>monitor</i> students' capacity to communicate, collaborate, create, and think critically through the effective and appropriate use of technology tools including the skillful use assistive technology, augmentative and alternative communication. (AAC).	1, 5	1, 4	2.2, 3.7	2.2, 2.3, 4.1, 7.5
5	<i>Identify</i> and use appropriate technology tools that support the <i>design</i> and <i>interpretation</i> of formative and summative assessments of student learning including rubrics and electronic portfolios that develop accommodations and modifications for students with disabilities that incorporate assistive technology.	4	3	1.8, 4.3, 5.1	1.1, 1.2, 2.1, 2.9, 3.1, 7.5
6	<i>Explain</i> the value of coding (programming) for students' development of thinking and problem-solving skills.	1	2	4.8	
7	<i>Identify</i> and <i>use</i> appropriate technology tools, and resources informed by the Universal Design for Learning (UDL) framework in their lesson/unit design to address the learning needs of all students including unique learning, sensory and access needs of students with physical/orthopedic disabilities, and other health impairments, and multiple disabilities.	1, 3, 4	1	1.6, 3.6, 4.4	2.9, 3.1, 5.2
8	<i>Apply</i> the TPACK model (Technological Pedagogical Content Knowledge) to <i>plan</i> their own professional development.	2	4, 6	6.3	
9	<i>Demonstrate</i> to students the responsible use of technology, awareness of safety, and security issues when using technology, basic knowledge of copyright laws and why they are important including the social, psychological, and ethical issues surrounding the role of technology in society.	4	2, 6	3.7	
10	<i>Design</i> and <i>create</i> an electronic portfolio showcasing their knowledge and skills including the integration of California State Common Core Standards into their lessons/units.	1, 3, 4	2, 4, 6	1.1, 2.2, 3.4, 4.3, 5.1, 6.3	
*DG=Department Goals; PLG=Program Learning Goal; TPE=Teaching Performance Expectation Standard; MMSN TPE = Mild Moderate Support Needs TPE					

## **Required Texts**

Gonzalez, J. (2023). [The teacher's guide to tech 2023](#). Cult of Pedagogy. (on [Course Google Drive](#))

## **Recommended Text(s) or Readings:**

1. Bugaj, C., Janowski, K., Marotta, M., & Pass, B. (2021). [Inclusive learning 365—Edtech strategies for every day of the year](#). Portland, OR. (\$28.94)
2. [California Content and Common Core Standards](#)
3. Grant, K., & Perez, L. (2022). [Dive into UDL, Second Edition. Immersive practices to develop expert learners](#). (\$31)

## **Professional Conduct**

The professional conduct requirement includes the six dimensions described below.

### **1. Attendance**

Regular attendance at all class meetings is a requirement in the MATTC program. Each of you will be granted ONE Emergency Release (ER) per course. Your ER excuses you from one class entirely without any point reduction. To use your ER, you must notify me by email or phone BEFORE class.

- 1 unexcused absence – 20% deducted from your final grade.
- 2 absences –40% deducted from your final grade.
- 3 or more unexcused absences – You will be dropped.

Students will not be penalized for absences due to the observance of religious holidays falling on scheduled class days; please give me advance notice of these absences so I can make the necessary accommodations.

### **2. Punctuality**

Arriving to class on time and ready to learn is a course expectation. Knowing that there are times when unexpected circumstances arise that may result in late arrival, please text me ahead of time when this occurs.

### **3. Preparation**

The quality of our class sessions and the depth of your learning depend directly on your preparation. Please be prepared for class based on the expectations outlined in the course syllabus and by the class norms.

### **4. Participation**

This requirement includes but is not limited to (a) engaging actively in all discussions and activities (this includes making contributions, listening actively, and *withholding contributions to leave space to allow other classmates to participate*), (b) completing all in-class learning activities.

### **5. Responsible Use of Technology**

While our class is in session, please engage in activity that is directly related to what is taking place in our classroom. Electronic devices will be used during class to support learning.

### **6. Communication**

Email using our SCU email address will be our primary means of communication outside of class. You must check your SCU email and our course's Camino site every day to ensure you maintain a connection with the course content, your classmates, and your instructors. Your Professional Conduct grade will be determined by analysis of evidence gathered through my ongoing observation and documentation throughout each quarter. If I have reason to feel you are not meeting the expectations spelled out in this syllabus, I will contact you privately to discuss the issue.



### **Camino (Canvas) Course Management System**

To access course materials and participate in online activities, please be sure to review the Camino course site. Reminders, rubrics, readings, and assignment descriptions will be made available through this online course management system.

Your SCU username and password gets you access to Camino and the [Course Google Folder](#).

### **Office of Accessible Education**

If you have a disability for which accommodations may be required in this class, please contact the [Office of Accessible Education](#) (OAE), located in Benson 216, as soon as possible to discuss your needs and register for accommodations with the University. The OAE office would be grateful for advance notice of at least two weeks. For more information, you may contact OAE at 408-554-4109.

### **Accommodations for Pregnancy and Parenting Students**

Santa Clara University does not discriminate against any student based on pregnancy or related medical conditions. Absences due to medical conditions relating to pregnancy and childbirth will be excused for as long as deemed medically necessary by a student's doctor, and students will be given the opportunity to make up missed work.

Students needing accommodations can often arrange accommodations by working directly with their instructors, supervisors, or departments. Students needing accommodations can also seek assistance with accommodations from the Office of Office of Accessible Education (OAE) or from the Office of Equal Opportunity and Title IX Office.

The following link provides information for students and faculty regarding pregnancy rights. <https://www.scu.edu/title-ix/resources/pregnancy/pregnancy>.

### **Discrimination, Harassment, and Sexual Misconduct (Title IX)**

Santa Clara University is committed to providing all students with a safe learning environment free of all forms of discrimination, sexual harassment, and sexual violence. Please know that as a faculty member, California law SB 493 requires me to report any information brought to my attention about incidents of sexual harassment or misconduct to the SCU [Equal Opportunity and Title IX Office](#) (408) 551-3043.

This includes, but is not limited to, disclosures in writing assignments, class discussions, and one-on-one conversations. Should you need support, SCU has dedicated staff trained to assist you in navigating campus resources, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and filing a formal complaint with the University or with law enforcement.

Please see the [Student Resources](#) page for more information about reporting options and resources. If you or someone you know has experienced sexual harassment or sexual violence and wishes to speak a **confidential** resource who is not required to report, please contact one of the following SCU resources for support:

- [SCU Wellness Center](#)
- [CAPS](#)
- Any individual (clergy, counselors) acting in a professional capacity for which confidentiality is mandated by law.

## Academic Integrity

The Academic Integrity pledge is an expression of the University's commitment to fostering an understanding of—and commitment to—a culture of integrity at Santa Clara University. The Academic Integrity pledge, which applies to all students, states:

**I am committed to being a person of integrity. I pledge, as a member of the Santa Clara University community, to abide by and uphold the standards of academic integrity contained in the Student Conduct Code.**

Academic integrity is part of your intellectual, ethical, and professional development. I expect you to uphold the principles of this pledge for all work in this class. I will clarify expectations on academic integrity as needed for assignments and exams.



If you have questions about what is appropriate on any assignment, please let me know before you hand in work. For more resources about ensuring academic integrity in your work, including the appropriate use, of course, sharing sites such as Chegg, see [THIS SITE](#) created by the SCU Library at <https://libguides.scu.edu/academic-integrity> OR visit [THIS SITE](#).

## Safety Measures

To meet our learning objectives, we will adhere to the highest standards for safety and mutual respect. It is expected that everyone will follow university guidelines about health and public safety measures outlined in this [email](#).

## Use of Classroom Recordings

All online class meetings will be recorded and made available on Camino. As is stated in the [Student Conduct Code](#): "...Dissemination or sharing of any classroom recording without the permission of the instructor would be considered "misuse" and, therefore, prohibited. Violations of these policies may result in disciplinary action by the University. At the instructor's discretion, violations may also have an adverse effect on the student's grade."

## Copyright Statement

Materials in this course are protected by the United States copyright laws. I am the copyright holder of the materials I create, including notes, handouts, slides, and videos. You may make copies of course materials for your own use and you may share the materials with other students enrolled in this course. You may not publicly distribute the course materials without my written permission.

## Technology Support

SCU can provide you with technical assistance, and you can also reach out to our providers directly for questions. For Camino (SCU's branded instance of Canvas) support, contact [caminosupport@scu.edu](mailto:caminosupport@scu.edu) or call 408-551-3572. You can also use the help button within the Camino platform (on the left-hand navigation) for 24/7 support via chat or phone with our vendor.

For Zoom assistance, contact Media Services [mediaservices@scu.edu](mailto:mediaservices@scu.edu) or 408-554-4520. You can also get support from the [Zoom Help Center](#) website. For SCU network and computing support, contact the SCU Technology Help Desk at [techdesk@scu.edu](mailto:techdesk@scu.edu) or 408-554- 5700. They can provide support for MySCU Portal, Duo, eCampus, hardware and software issues, and more.



### **Land Acknowledgment**

Santa Clara University occupies the unceded ancestral homeland of the **Ohlone** and **Muwekma Ohlone People**.

*We offer our gratitude to these First Nations for their care for, and teachings about, our earth and our relations. May we honor those teachings.*

### **Respect for Diversity**

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit.

It is also my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, religion, and culture.

Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can plan for you.

### **Gender Inclusive Language**

This course affirms people of all gender expressions and gender identities. If you go by a name different from what is on the class roster, please let me know.

Using correct gender pronouns is important to me, so I encourage you to share your pronouns with me and correct me if I make a mistake. If you have any questions or concerns, please do not hesitate to contact me. For more on personal pronouns see [www.mypronouns.org](http://www.mypronouns.org)

### **Wellness Statement**

I know you will do the best you can in this class however, it should never be at the expense of your own mental health, physical health, and/or well-being. Jesuit education is grounded in *cura personalis*, concern for the whole person—mind, body, and spirit.

What does this mean for you?

Be kind to others, and more importantly, be kind to yourself. Attend to your sleep (quantity *and* quality); drink lots of water; move; get outside; and pay attention to beauty that isn't coming to you on a screen.

Eat good food; laugh; enjoy friends and family; look for opportunities to connect with others in new ways; pray, meditate, or otherwise attend to your spirit.

Remember to ask for help, even if you don't think you need it. Lots of folks, including me, are here to support you. It's never too late to reach out, and I am committed to helping you. SCU has many resources and programs to support you (see below).

## Wellness Center:

The Wellness center provides resources to aid and promote student well-being across the eight dimensions of wellness, including student peer groups for healthful living, violence prevention, and recovery.

## CAPS:

Santa Clara students are provided confidential counseling sessions at no cost through Counseling and Psychological Services (CAPS).

Students have access to clinically appropriate, short-term therapy; group therapy; and other resources for care. A new 24/7 support line is also available: **408-554-5220**.

## SCU Culture of Care:

If you are concerned for the mental or physical welfare of one of your peers, the [Office of Student Life Culture of Care](#) website provides resources for recognizing and helping someone in distress.





## RESPECT FOR DIVERSITY AGREEMENT

The following agreement is inspired by the work of [Santa Clara University's Racial Justice Coalition](#) and the [Showing Up for Racial Justice](#) network.

*I agree to value the perspectives of individuals from all backgrounds, reflecting the diversity of all my class colleagues. I broadly define diversity to include race, gender identity, national origin, ethnicity, religion, social class, age, sexual orientation, political preferences, and physical and learning ability. I will strive to make the classroom an inclusive learning environment for all learners.*

### **I commit to the following principles and values:**

1. Respect the dignity and essential worth of all individuals.
2. Esteem practices of inclusivity, integrity, solidarity that celebrate racially diverse identities & experiences.
3. Value the courage needed to engage in [antiracist dialogue](#).
4. Strengthen agency and empowerment by embracing difference.
5. Reject bigotry, discrimination, violence, or intimidation of any kind.
6. Practice personal integrity and expect it from others.
7. Do the work to become an [antiracist educator](#).

### **Discussion Norms**

I agree to adhere to the following norms for all class discussions including breakout room and asynchronous conversations.

### **Ground Rules**

- This is a safe and brave space.
- Listen actively with an open mind and heart.
- Take space, give space.
- What is said here stays here and what is learned here, leaves here.
- Challenge ideas, not individuals.
- Be accountable for your words and their impact.
- Avoid assumptions.

### **Permission Slip**

- It is okay if I do not know all the answers or if at times my ignorance and misunderstandings become obvious regarding human diversity and issues of oppression.
- I have permission to ask questions that may appear simple or self-explanatory.
- I have permission to be upfront and honest about my feelings.
- I have the right to state my opinion.
- I do not feel guilty about who I am or what I know.
- I will respect the opinions of others, even if they are different from my own.



## Assessments & Grading Criteria

1. All written and oral assignments must reflect graduate-level standards. As a future teacher, you must be able to model communication skills for your students.
2. Letter grades are assigned on the standard scale based upon a possible total of **210** points. Distribution of points across assignments is as follows:

<b>A</b>	94-100	<b>B</b>	84-86	<b>C</b>	74-76	<b>D</b>	63-66
<b>A-</b>	90-93	<b>B-</b>	80-83	<b>C-</b>	70-73	<b>D-</b>	>63
<b>B+</b>	87-89	<b>C+</b>	77-79	<b>D+</b>	67-69		

3. For assignments done in pairs or small groups, all partners will receive the same grade.
4. Final grades will reflect students' contributions (e.g., attendance, class discussions, quality of presentation, ability to lead discussion groups, completion, and quality of course assignments), critical thinking and ability/degree to which student integrates theory, research, and practice.
5. All assignments are expected to be turned in on their due dates by midnight. If you need more time to complete them please don't hesitate to ask for an extension.

Course Assignments		Due Date	Points	Objectives	TPE	MMSN TPE
1	Discussions	Weekly	30	1, 2, 4, 5, 7, 8, 9,	1.1, 1.6, 1.7, 2.2, 3.4, 3.6, 3.7, 3.8, 4.4, 6.3	2.2, 2.3, 2.9, 3.1, 4.1, 5.2, 7.5
2	Session Learning Activities	Weekly	30	1-8, 10	1.1, 1.6, 1.7, 1.8, 2.2, 3.4, 3.6, 3.7, 3.8, 4.3, 4.4, 5.1, 6.3	1.1, 1.2, 2.1, 2.2, 2.3, 2.9, 3.1, 4.1, 5.2, 7.5
3	Exit Tickets	Weekly	30	1-10	1.1, 1.6, 1.7, 1.8, 2.2, 3.4, 3.6, 3.7, 3.8, 4.3, 4.4, 5.1, 6.3	1.1, 1.2, 2.1, 2.2, 2.3, 2.9, 3.1, 4.1, 5.2, 7.5
4	Reading Assignments	9/29, 10/6, 11/10, 11/17	20	1, 2, 3, 5, 7	1.2, 1.3, 1.5, 1.8, 2.2, 2.3, 2.5, 2.6, 4.4 4.5	2.2, 2.3, 2.9, 3.1, 4.1, 5.2, 7.5
5	Curriculum Design Project	12/8	50	1-5, 7, 9	1.6, 1.8, 2.2, 3.6, 3.7, 4.3, 4.4, 5.1	1.1, 1.2, 2.1, 2.2, 2.3, 2.9, 3.1, 4.1, 5.2, 7.5
6	*ePortfolio	12/8	50	1-5, 6-10	1.1, 2.2, 3.4, 4.3, 5.1, 6.3	1.1, 1.2, 2.1, 2.2, 2.3, 2.9, 3.1, 4.1, 5.2, 7.5

**1. Discussions (30 pts.)****Due Dates: Weekly**

Every week, you will reflect on the supplemental reading for the week and post your response to the questions posed by the instructor in the online Discussions Forum on Camino. In addition, you will need to post a reply to at least one of your peer's postings each week. Postings must adhere to the [Netiquette Guidelines](#) for meaningful and respectful participation in online discussions.

Each weekly posting and reply will be worth 3 points as show in the Camino Rubric for this assignment.

Weekly Discussions Rubric				
Criteria	3 points	2 points	1 point	0 points
<i>Postings and Replies</i>	On-time posting and at least one reply	On-time posting and no reply	Late posting and no reply	No posting or reply.

**2. Session Learning Activities (30 pts.)****Due Dates: Weekly**

Each week, you will be introduced to a variety of learning applications involving various types of technology and multimedia. It will be a time for you to “play” with each application in the role of a student. You will collaborate on the design of grade level or content area learning activities that enhance student achievement through meaningful use of technology.

**SESSION LEARNING ACTIVITIES SCHEDULE**

DATE	SESSION	ACTIVITY	TASK DISCRPTION
9/22	1	Scratch	<p><b><u>SCRATCH PROJECT</u></b></p> <ul style="list-style-type: none"> <li>• Look through some examples on the Course Google Drive Folder labeled <a href="#">Scratch</a>.</li> <li>• Create a program (script) by dragging programming blocks from the left side onto the area in the middle (your programming 'canvas') that makes the cat (sprite) draw a square on the area on the right (the "stage").</li> <li>• Upload your project to your instructor's <a href="#">Scratch Folder</a> on the Course Google Drive.</li> </ul>
9/29	2	Socrative	<p><b><u>INDIVIDUAL EXPLORATION</u></b></p> <ul style="list-style-type: none"> <li>• Introduction to <a href="#">Socrative</a>: A Formative Assessment Tool for Teachers</li> <li>• Explore in <a href="#">Socrative.com</a></li> <li>• Experience through a quiz.</li> </ul> <p>Visit <a href="http://gosocrative.com">gosocrative.com</a> and enter room name BOWEN123</p> 

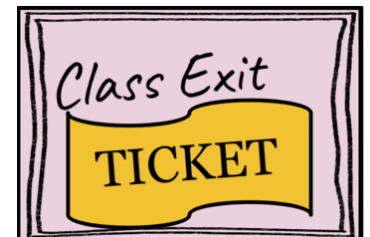
10/6	3	<p><b>ASYNCHRONOUS</b> *Complete in Pairs or Small Groups</p> <ol style="list-style-type: none"> <li>1. Twisted Wave</li> <li>2. Explore other formative assessment apps: <a href="#">Kahoot</a> <a href="#">Poll Everywhere</a> <a href="#">Mentimeter</a></li> </ol>	<p><b><u>SMALL GROUP (PAIRS) ACTIVITY:</u></b></p> <ul style="list-style-type: none"> <li>• Working in pairs, create a 3- to 5-minute audio recording using Zoom discussing the readings, "Minds on Fire" and "Education 3.0 - User Generated Education." <b>Record it to your computer (not to the cloud!). <a href="#">Detailed instructions are available here.</a></b></li> <li>• When done, find the .mp3 file that contains only the audio of your Zoom recording.</li> <li>• Go to <a href="#">TwistedWave.com</a> and create a free account (only one person in the team edits and submits the final, edited version of the podcast). Upload the Zoom-generated .mp3 file of your recording.</li> <li>• Edit it so it's no longer than 5 minutes—if you go over 5 minutes it will cut off!</li> <li>• When done, export the file of your completed podcast from TwistedWave, again as an .mp3 file.</li> <li>• Upload the .mp3 file <b>ONLY</b> to your instructor's <a href="#">Podcasts Folder</a> in the Course Google Drive—make sure the file name includes your names!</li> </ul>
10/13	4	WeVideo	<p><b><u>INTRODUCTION TO DIGITAL VIDEO</u></b></p> <ul style="list-style-type: none"> <li>• Plan a collaborative digital video project to complete during next class meeting.</li> <li>• Explore <a href="#">WeVideo</a>. (<i>sign up for a one-month free account</i>)</li> </ul> <p><b><u>RESOURCES</u></b></p> <ul style="list-style-type: none"> <li>• Project checklists for students <a href="#">PBL Checklists</a></li> <li>• <a href="#">Digital Movie Process Checklist</a></li> </ul>
10/20	5	<p><b>ASYNCHRONOUS</b> Digital Video</p>	<p><b><u>SMALL GROUP ACTIVITY</u></b></p> <ul style="list-style-type: none"> <li>• Look through some of the digital video <a href="#">Examples</a> on the Course Google drive.</li> <li>• Use your smartphone, Zoom, or any screen recording app to produce your video (45 minutes to video)</li> <li>• Edit your video using <a href="#">Wevideo</a> or iMovie (1.5 hours to edit)</li> <li>• Upload finished movies (.mp4 format) to your instructor's class <a href="#">Digital Video Folder</a> on the Course Google Drive.</li> </ul>
10/27	6	Games for Change	<p><b><u>SMALL GROUP ACTIVITY</u></b></p> <ul style="list-style-type: none"> <li>• Each student plays either game (<i>Mission US</i> or <i>Walden</i>) and analyzes the learning approach, content covered, and skills applied.</li> <li>• Click on Create Account. It's free.</li> <li>• <i>Mission US: An Interactive way to learn history</i> <a href="#">Mission US</a></li> <li>• <i>Walden EDU: a game-based open-world learning experience.</i> <a href="#">Walden EDU</a> <ul style="list-style-type: none"> <li>• Scroll down to select one of the modules, then use the password "<b>waldenedu</b>" [all lower case, no quote marks!] to access it.</li> </ul> </li> <li>• If time allows... Look at the <a href="#">Games for Change</a> website. Find a game you would want to use with your students. <i>Games for Change empowers game creators and social innovators to drive real-world impact through games.</i></li> </ul>

11/3	7	Assistive Technology Products for Information Access	<p><b><u>SMALL GROUP ACTIVITY</u></b></p> <ul style="list-style-type: none"> <li>Explore the following tools to increase equity and access in the <a href="#">Course Google Drive</a>. <ul style="list-style-type: none"> <li>Text-to-speech</li> <li>Dictation (speech-to-text)</li> <li>Translation tools <ul style="list-style-type: none"> <li>Google Translate</li> <li>Google Docs: Tools &gt; Translate Document</li> <li>MS Word: Tools &gt; Translate.</li> </ul> </li> </ul> </li> <li>Explore other <a href="#">Assistive Technology Products</a></li> </ul>
11/10	8	<ol style="list-style-type: none"> <li>EDpuzzle</li> <li>Flipgrid</li> <li>Screencastify</li> <li>Loom</li> </ol>	<p><b><u>SMALL GROUP ACTIVITY</u></b></p> <p>Re-design your Curriculum Design Project as a blended learning experience using technology tools explored in this class or others you might know how to use. Refer, "<i>Teacher's Guide to Tech 2023</i>," p 107.</p> <p><b><u>Possible Resources:</u></b></p> <ul style="list-style-type: none"> <li><a href="#">EDpuzzle</a></li> <li><a href="#">Flipgrid</a></li> <li>Also, explore the <a href="#">Screencastify</a> and <a href="#">Loom</a> extensions for the Chrome browser to create video recordings of your screen (i.e., to prepare a mini-lesson for your students to view ahead of time, or for review).</li> </ul> <p><b>WHOLE GROUP:</b> Share blended learning designs.</p>
11/17	9	<a href="#">30 AI Tools for the Classroom</a>	<p><b><u>TIME TO PLAY PAIRED ACTIVITY</u></b></p> <p>AI for education is more than ChatGPT. Explore 30 tools that can be used for education. Which ones could you use for your Curriculum Unit Design and/or your ePortfolio?</p>
12/1	10	Canva	<p><b><u>SURPRISE ACTIVITY</u></b></p> <ol style="list-style-type: none"> <li>Look at some examples on the Course Google Drive folder labeled <a href="#">Surprise Activity/Examples</a>.</li> <li>Go to <a href="#">Canva.com</a></li> <li>Click on Log in (Upper <i>Right corner</i>)</li> <li>Log in with Google</li> <li>Find the Comic Strip template</li> <li>Check "Blank"</li> <li>Select any blank template</li> <li>Upload some pictures</li> <li>Use the pictures you uploaded to complete 2-3 pages with captions.</li> <li>Export your completed comic as a PDF</li> <li>Upload the PDF to your instructor's folder on the Course Google Drive labeled <a href="#">Surprise Activity</a>.</li> </ol>

### 3. Exit Tickets (30 pts.)

**Due Dates: Weekly**

One of the hallmarks of a Jesuit education is the practice of reflection and the ability to articulate beliefs. Jesuit institutions have been known over the centuries for teaching people to think critically, to inform their consciences, and to cultivate habits of ongoing reflection and self-evaluation. There are 10 exit ticket worth 3 points each.



**NOTE:** Session 1 has two exit tickets (one is the Course Start Quiz). There are no exit tickets for Sessions 10-11.

**4. Reading Assignments (20 pts.)****Due Dates: 9/29, 10/6, 11/10, 11/17**

For this course you will read the following 4 articles in the Camino Reading Assignments to prepare for the upcoming class session. Read and annotate the first three readings and for the fourth reading choose up to three articles from the list to read.

Reading	Session	Due Date	Reading Selection	Annotation Assignment	Points
1	1	9/29	<a href="#"><u>Closing The Gap – Chapter 2</u></a>	In Camino Reading Assignments – Read and annotate the article with your comments, questions, and reactions using Hypothese.is	5
2	2	10/6	<a href="#"><u>3 Ways Student Data Can Inform Your Teaching</u></a>		5
3	7	11/10	<a href="#"><u>Designing Online Lessons</u></a>		5
4	8	11/17	<a href="#"><u>Reading Options on Artificial Intelligence</u></a>	In Camino Reading Assignments – Select up to 3 articles from the list to read.	5

**5. Curriculum Design Project (50)****Due Date: 12/8**

For this project, you will work in grade level, subject matter teams to develop a curriculum design and build on it throughout the quarter (e.g., identify appropriate assessments, develop a rubric, consider “gamifying” the learning activities or including a game or simulation as part of it, define accommodations for one or more categories of students with special needs based on the Universal Design for Learning (UDL) framework.

Utilize strategies from the [Inclusive Learning 365](#) and [The Teacher’s Guide to Tech 2023](#) textbooks purchased for this course in your project design.

**Task:** You will work in groups of 4 people to collaborate on a curriculum design and build a Google Slides presentation that addresses all key elements supporting your design: (*see template, resources, examples, and project explanation on our [Course Google Drive](#)*).

**Your design should include:**

- A clear and succinct description of the Lesson Design (note: **not** a lesson or unit plan!).
- Direct connections to a relevant standard (CCSS, NGSS, etc.).
- Articulation of why specific technologies and resources are to be used (by you and especially the students);
- How your group would modify/adapt the lesson/unit to accommodate the needs of all students relying on principles from the [Universal Design for Learning \(UDL\) framework](#).
- Identify specific steps your group would take to change the instructional modality from in-person to remote synchronous, asynchronous, blended/flipped, concurrent.
- Identify any games, simulations, AR and/or VR resources that would enhance your students’ learning, and
- Include an assessment plan (including at least one rubric) that will allow you to determine the degree to which your students met the learning outcomes for the lesson/unit.

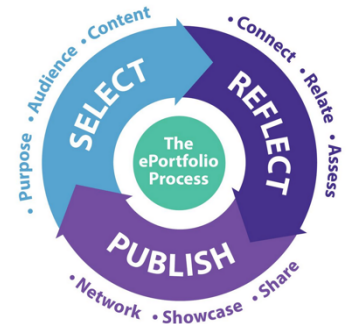
**Criteria for Success:** The Group Curriculum Design Project will be assessed by the rubric located on the [Course Google Drive](#) and on Camino. All group members will receive the same grade. Your group will build a Google Slides presentation summarizing your work on this project, using the [template provided](#). The template is deliberately plain, and your group is welcome to make it more visually attractive. Each group will have 5-10 minutes to present their work to the entire class and allow time for questions (and answers!). **PLEASE** upload your ePortfolio to your [Instructor Google Drive Folder](#) as well as Camino.

## 6. \*ePortfolio (50 pts.)

DUE: 12/8

The ePortfolio is the **\*signature assignment** for this course. You will create and present an individual “ePortfolio” document that incorporates at least four or more examples of the work products generated in class—both alone and in group projects, such as Podcasts or digital videos—as well as links to other products (files, websites) that cannot be integrated directly.

The ePortfolio document will be created as a PowerPoint, Keynote, Google Slides Presentation, or website. You have full creative control over the design and content of your ePortfolio document.



\*\*Examples can be found in the [ePortfolio Folder](#) on the Course Google Drive as well as the [ePortfolio Rubric](#) and [ePortfolio Resources](#).

**PLEASE** upload your ePortfolio to your [Instructor Google Drive Folder](#) labeled ePortfolio as well as Camino.

### ePortfolio Requirements

- Learning experiences that enhance student achievement through meaningful use of technology.
- A variety of media types (text, graphics, audio, video, web) to make student learning visible.
- How to monitor students’ ability to communicate, collaborate, create, and think critically through the effective and appropriate use of technology tools.
- How to identify and use in your lesson/unit designs appropriate technology tools and resources, informed by the Universal Design for Learning (UDL) framework, to address the learning needs of all students.
- Multiple examples of your ability to integrate the California Common Core State Standards into your lessons/units.
- The application of the TPACK model (Technological Pedagogical Content Knowledge) to plan your own professional development.

**Task:** I encourage you to think about the ePortfolio as a project that you can be developing over time as the quarter progresses. Your ePortfolio project should answer this essential question: “How can I use an electronic portfolio to demonstrate my knowledge and skills as designer of learning experiences, both in person and online?”






Your ePortfolio can be seen as your professional educator “21st Century Calling Card.” Because you will be creating it using a flexible presentation tool (*PowerPoint, Keynote, Google Slides, PDF*) or as a website, with complete creative freedom in terms of design and “look and feel,” it is best to consider the audience for your multimedia ePortfolio beyond this course—a potential employer, or your professional peers.

**With that in mind, your ePortfolio should include:**

- Your name, program/subject (i.e., “*Single Subject: English*” or “*Desired grade level: 3rd Grade*”), and SCU email address.
- A Table of Contents linking to every section of your ePortfolio.
- A short self-introduction that gives the viewer a good idea of your personal background and who you are as an educator.
- At least four examples (to “*Meet*” expectations; five or more to “*Exceed*” expectations) of work products generated in class—either alone or in group projects—as well as links to other products (files, websites) that cannot be integrated directly. For each example included provide:
  - A one-paragraph “*lesson overview*” with a sketch of the lesson/unit where you are integrating the technology application (e.g., *creating a podcast recording*)
  - A description of each example application or software included (e.g., *concept mapping*) with links that navigate to the web resource associated with the application or software, and what you did with the app in class (e.g., *a screenshot of a completed concept map or Scratch diagram*).
  - Each lesson overview should be linked to a relevant and appropriate California Common Core State Standard (CCSS), and each CCSS identified should include the number, domain, and standard.
- A brief annotation of how the lesson could be adapted using the Universal Design for Learning (UDL) framework to meet the needs of students with special needs or English Language Learners
- A summary of 100-200 words of your Personal Development Plan based on the “*Technological Pedagogical Content Knowledge*” (TPACK) model.
- A reflection of 100-200 words on your key takeaways from the course.

Although you may be using a presentation tool like PowerPoint, remember that you are not limited to one “slide” per example—this will be a multimedia document that can also be seen as a website. Therefore, appropriate navigation tools are to be included in your document, so that, for example, the viewer can “jump” from the Table of Contents to any section of your ePortfolio and be able to navigate back—or in any direction they choose.

## COURSE CALENDAR

	Topic	Assignments
<p><b>Class #1</b> <b>9/22</b></p>	<p><b>CONSTRUCTIVIST THEORY &amp; PRACTICE</b> <i>What is constructivism? Why is it important for learning?</i></p> <p><b>DUE:</b></p> <ul style="list-style-type: none"> <li>• Pre-Class Introduction Discussion</li> </ul>  <p><b>Instructor</b></p> <ul style="list-style-type: none"> <li>* Welcome</li> <li>* Learning = Looking for Patterns and Connections (<a href="#">Bevoncé</a>)</li> <li>* Review Course Components /Camino/Google Drive</li> <li>* Explore Constructivist Theory and Practice</li> <li>* Sign up for Curriculum Design Project Team</li> </ul> <p><b>Curriculum Design Project – Team Activity #1:</b></p> <ul style="list-style-type: none"> <li>• Choose a group work folder in your instructor’s Course Google Drive Folder labeled <a href="#">Curriculum Design Projects</a>. Remember your Group Number.</li> <li>• COPY Curriculum Design Project Template, Project Assignment Explanation, and Project RUBRIC from the <a href="#">Course Google Drive Folder</a> and upload it to your work folder.</li> </ul>  <p><b>Session Learning Activity #1</b> Constructivism Activity – Scratch Project</p> <ul style="list-style-type: none"> <li>• Create a program (script) by dragging programming blocks from the left side onto the area in the middle (your programming 'canvas') that makes the cat (sprite) draw a square on the area on the right (the "stage").</li> <li>• Upload your project to your instructor’s <a href="#">Scratch Folder</a> on the Course Google Drive.</li> </ul>  <ul style="list-style-type: none"> <li>• Complete Course Start Quiz</li> <li>• Write a reflection on the following quote based on your own learning experiences in relation to today's activities and conversations:</li> </ul> <p><i>"Give the pupils something to do, not something to learn; and the doing is of such a nature as to demand thinking; learning naturally results." — John Dewey</i></p>	<p><b>Due: 9/29</b></p>  <p><b>READ:</b></p> <ol style="list-style-type: none"> <li>1. <a href="#">ISTE’s Educational Technology Standards for Students</a> (2 pages) For additional details, <a href="#">watch short videos</a> on each standard component.</li> <li>2. <a href="#">Read ISTE’s Educational Technology Standards for Teachers</a> (2 pages). For additional details, <a href="#">watch short videos</a> on each standard component.</li> </ol>  <p><b>CAMINO ASSIGNMENTS:</b></p> <ol style="list-style-type: none"> <li>1. <b>Complete: Reading Assignment #1</b> <a href="#">Closing the Gap – Chapter 2</a></li> <li>2. <b>Complete Discussion #1</b> <ul style="list-style-type: none"> <li>• Describe a favorite class you had in K-12.</li> <li>• Why was it your favorite?</li> </ul> </li> </ol>



Class #2  
9/29

## DESIGNING LEARNING

What is learning?

### DUE:

- Reading Assignment #1
- Discussion #1



### Instructor

- Homework Discussion
- Syllabus Quiz using Socrative.
- What is digital literacy?
- Exploring generational differences



### Session Learning Activity

Explore Socrative.

- Take the Socrative Quiz
- Explore in [Socrative.com](https://www.socrative.com)
- Experience through a quiz.



### Curriculum Design Project

- Introduction and examination of the [California Common Core State Standards](#)
- In your Curriculum Design Project Groups:
  - Open the [Curriculum Design Folder](#) on the Google Drive.
  - Open the Bowen/Steinbeck Friday Class Folder.
  - Open your Group Folder. *Make sure you have the following 6 documents in your folder:*
    1. California State Content Standards
    2. Curriculum Design Project Worksheet
    3. ISTE Standards
    4. Project Assignment Explanation
    5. Project Rubric
    6. Template – Group Curriculum Design Project.pptx
  - Now open the Curriculum Design Project Worksheet and complete the work for Session #2.



Write a short reflection (200 words or less) on the following quote, connecting it to your class takeaways:

*“Establish a learning culture that promotes curiosity and critical examination of online resources and fosters digital literacy and media fluency.”*– ISTE Standards for Educators

Due: 10/6



### READ:

1. [Minds on fire. Open education, the long tail, and learning 2.0](#)
2. [Education 3.0 - User Generated Education](#)



### CAMINO ASSIGNMENTS:

1. **Complete: Reading Assignment #2**  
[3 ways student data can inform your teaching.](#)
2. **Complete Discussion #2**
  - What is Learning 2.0? How do John Seely Brown and Richard P. Adler define learning 2.0”
  - In what ways is Education 3.0 different from Learning 2.0
  - What are the implications of Learning 2.0 and Education 3.0 for students with learning disabilities and for Emerging Bilingual students?

**REMINDER:** Asynchronous Class Next Week!

\*\*Complete Module #3 in small groups or pairs



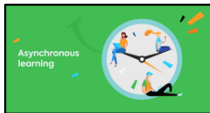
**Class #3**  
**10/6**

**ASYNCHRONOUS CLASS!**

*How do I identify and use appropriate technology tools that support formative and summative assessments?*

**DUE:**

- Reading Assignment #2
- Discussion #2



**Session Learning Activity #3**

Complete in Small Groups or Pairs on Camino.

- Create a podcast using Zoom and Twisted Wave.
- Upload the .mp3 file ONLY to your instructor's [Podcasts Folder](#) in the Course Google Drive—make sure the file name includes your names!

**Curriculum Design Project Activity:**

- Complete the work for Sessions 2 and 3 on your Curriculum Design Project Worksheet in your Curriculum Work Folder on the drive.



Reflect and comment on the following quote connecting your own experiences/feelings/preferences on assessment and how you envision assessing your students' learning:

*Assessment and feedback are crucial for helping people learn. Assessment that is consistent with principles of learning and understanding should a) mirror good instruction, b) happen continuously, but not intrusively, as part of instruction and c) provide information about the levels of understanding that students are reaching.*

— John Bransford, Ann Brown, and Rodney R. Cocking  
*How People Learn. 2000*

**Due: 10/13**



**READ:**

1. [Constructing knowledge in the classroom](#)
2. [Constructivism in the classroom: If I teach this way, am I doing my job?](#)

**Additional Resources** (recommended but not required)  
Kathy Schrock's web page, [Podcasts in the Classroom](#).



**CAMINO ASSIGNMENTS:**

**Complete Discussion #3**

- Write a short commentary on the article, [Constructivism in the classroom: If I teach this way, am I doing my job?](#)
- What are the connections or implications from reading the two articles on constructivism that you see would be beneficial for teaching Generation Z and Generation Alpha students?

Class #4  
10/13

## BLOOM'S TAXONOMY OF LEARNING OBJECTIVES

What is Bloom's Taxonomy? What is the role of digital videos in learning?

### DUE:

- Discussion #3



### Instructor

- \* Introduction to Bloom's Taxonomy
- \* Review ePortfolio Signature Assignment



### Session Learning Activity #4

Plan a collaborative digital video project.

- Explore [WeVideo.com](https://www.wetvideo.com) / create a free account.



Reflect on the following quote—written more than 40 years ago!) focusing on what you consider the most important "learning conditions" for your students:

*"Education must be increasingly concerned about the fullest development of all children and youth, and it will be the responsibility of the schools to seek learning conditions which will enable each individual to reach the highest level of learning possible."* – Benjamin Bloom

Due: 10/20



### READ:

Use the electronic text on the Course Google Drive in the Readings/Supplemental Readings folder [The Teacher's Guide to Tech 2023](#) to explore the following:

- **Page 31**, "Where do people get music for video and podcasts?" Click on the "Podcasting" link.
- **Page 26**, "My students and I need images for all kinds of projects. Where can we get them?" Click on the link, "This article explains how to teach students to legally use images online."
- **Page 144**, "Images and icons" Click on the link, "This article" spells out the guidelines.
- **Page 208**, "Adding Music" Click on the link, "Using Copyrighted Music and Media in your podcast."

**Additional Resources** (recommended but not required)  
[Educators and copyright and Fair Use](#),



### CAMINO ASSIGNMENTS:

#### Complete Discussion #4









After completing the free online course, "(K-12/HE) Copyright for Educators" offered on the Canvas Network and the links to the short readings, write a critique.

Include the following:

- What were the main concepts you learned about regarding copyright and fair use?
- How might copyright and fair use apply to online learning environments?
- What are your thoughts about the design of this course? What did you feel about how the content was presented? Did it meet the course objectives?
- How might the design of the course be improved?
- Describe your experience with taking this online course.
- What elements might you use in the design of your online courses?
- Anything else about this course or design of online learning environments that you would like to share.  
(Reply to at least one other student posting.)

**REMINDER:** Asynchronous Class Next Week!  
\*\*Complete [K-12 HE Copyright for Educators](#)



<p><b>Class #5</b> 10/20</p>	<p><b>ASYNCHRONOUS CLASS!</b> <i>How can I use media types to make student learning visible by creating a variety of learning activities?</i></p> <p><b>**Mid-Quarter Evaluation</b></p> <p><b>DUE:</b></p> <ul style="list-style-type: none"> <li>• Discussion #4</li> </ul>  <p><b>Session Learning Activity #5</b> Complete in Small Groups or Pairs on Camino.</p> <ul style="list-style-type: none"> <li>• Look through some of the digital video <a href="#">Examples</a> on the Course Google drive.</li> <li>• Use your smartphone, Zoom, or any screen recording app to produce your video (45 minutes to video)</li> <li>• Edit your video using <a href="#">Wevideo</a> or iMovie</li> <li>• Upload finished movies (.mp4 format) to your instructor's class <a href="#">Digital Video Folder</a> on the Course Google Drive.</li> </ul>  <p>In the Digital Video folder on the Course Google Drive, open the <a href="#">Digital Video Jamboard</a>. Post your ideas about how you could use digital videos in your Curriculum Design Project.</p>	<p><b>Due: 10/27</b></p>  <p><b>READ/VIEW:</b></p> <ol style="list-style-type: none"> <li>1. <a href="#">Good video games and good learning</a></li> <li>2. Watch the video – <a href="#">Kris Alexander: How Video Games Can Level Up the Way You Learn</a></li> <li>3. <a href="#">The Minecraft Generation</a></li> </ol>  <p><b>CAMINO ASSIGNMENTS:</b></p> <p><b>Complete Discussion #5</b></p> <ul style="list-style-type: none"> <li>• What are your thoughts about using <b>student centered</b> video games as a tool for learning in the classroom?</li> <li>• How might <b>new</b> and <b>emerging</b> technologies that you know of be used for teaching and learning? (Refer to the <a href="#">The Teacher's Guide to Tech 2023</a>)</li> </ul>
<p><b>Class #6</b> 10/27</p>	<p><b>SIMULATIONS AND GAMES</b> <i>How do games and simulations enhance learning?</i></p> <p><b>DUE:</b></p> <ul style="list-style-type: none"> <li>• Discussion #5</li> </ul>  <p><b>Instructor</b> * Pros and Cons of Using Simulations and Games for Learning <a href="#">Padlet Activity</a></p>   <p><b>Session Learning Activity #6</b></p> <ul style="list-style-type: none"> <li>• Each student plays <a href="#">Mission US</a> or <a href="#">Walden</a> and analyzes the learning approach, content covered, and skills applied.</li> <li>• Explore the <a href="#">Games for Change</a> website. Play a game you would use with your students.</li> </ul>	<p><b>Due: 11/3</b></p>  <p><b>READ/VIEW:</b></p> <ol style="list-style-type: none"> <li>1. <a href="#">What is Universal Design for Learning?</a> [website]</li> <li>2. <a href="#">Universal Design for Learning Guidelines 2.2</a></li> <li>3. <a href="#">Use Technology to Close Equity Gaps</a> (13 min)</li> <li>4. <a href="#">How to Be An Antiracist Educator</a></li> <li>5. <a href="#">Can Computer Programs Be Racist and Sexist?</a></li> <li>6. <a href="#">How Stereotypical Cues Impact Gender Participation in Computer Science</a> [Read Abstract, introduction up to Hypotheses, and Discussion sections (p. 1045-1047)]</li> </ol> <p><b>Additional Resources</b> (recommended but not required):</p> <ol style="list-style-type: none"> <li>1. Mindshift (podcast episode, Sept. 13, 2022): <a href="#">Heritage Languages in Schools: A Story of Identity, Belonging and Loss</a>. (25 minutes).</li> <li>2. LatinoUSA (podcast episode, Dec. 11, 2015): LA Unified's 1.3 Billion Dollar iPad Blunder "<a href="#">When tech goes wrong in the classroom.</a>" (18 minutes)</li> </ol>

### Curriculum Design Project – Team Activity #4

- Explore some educational game publishers.
- Select an existing game or two to link to your Curriculum Design Project that addresses the standard:

[Filament Games](#)

[PBS Kids Games](#)

[Education Games](#)

[Fun Brain](#)

[Knowledge Adventure Games](#)

[Brainpop](#) (sign up for a 30-day sneak peek)

[KQED Mindshift](#)

[We Are Teachers](#)

- Create an outline for a tech-based game, or AR/VR, and upload it into your [Curriculum Design work folder](#) on the Course Google Drive.
- Include the following:
  - The kind of game
  - How the game meets curricular standards
  - How the game advances deeper understanding



Consider the two quotes below and reflect on one or both in relation to your own experiences as a learner:

*“Play is often talked about as if it were a relief from serious learning. But for children, play is serious learning. Play is really the work of childhood.”* – Fred Rogers

*“Immediate and concrete feedback in video games serves to reward continual effort and keep players with what Vygotsky coined as the ‘Zone of Proximal Development.’”*

– The Benefits of Playing Video Games



### CAMINO ASSIGNMENTS:

1. **Complete: Reading Assignment #3**  
[Designing Online Lessons](#)
2. **Complete Discussion #6**
  - Should learning be fun? Why or why not?
  - How might game-design principles be applied to the design of learning experiences and content?

\*\*Select a couple of the 16 learning principles that good games incorporate from the session five article, [“Good Video Games and Good Learning,”](#) by Gee.

Class #7  
11/3

### UNIVERSAL DESIGN FOR LEARNING (UDL) ASSISTIVE TECH & ANTI-RACIST EDUCATION

*What technology tools are effective in supporting Emerging Bilingual students and students with special learning needs?*

#### DUE:

- Reading Assignment #3
- Discussion #6



#### Instructor

- \* Small group discussion of week’s readings/videos
- \* Each group creates a Google Slides presentation addressing the following 3 questions:
  1. What access, equity, and antiracism issues do you find as a group to be most pressing and in need of addressing in schools?
  2. How might the challenges of access and equity be addressed?
  3. Identify two actions your group agreed that you can take as new teachers to engage in antiracist education.

Due: 11/10



#### READ/VIEW:

1. What is blended learning? Blended learning is an education technique involving a combination of online materials and in-person instruction. A flipped classroom is a type of blended learning where students view their lecture material at home and do coursework in class.
2. Watch the video - [Blended Learning and Flipped Classrooms](#)
3. [Designing Online Lessons](#)
4. [Blended and Online Learning](#)

**Additional Resources** (recommended but not required):

1. [Transitioning to Blended Learning](#)
2. [EDPuzzle](#)
3. Watch - [Blended Learning with EDPuzzle](#) (7 min)

\* Copy the [Google Slide Template](#) on the Course Google drive and upload your slide in your instructor's [Access-Equity-Antiracist Education Folder](#).



### Session Learning Activity #7

- Explore the following tools to increase equity and access in the [Course Google Drive](#).
  - Text-to-speech
  - Dictation (speech-to-text)
  - Translation tools
    - o Google Translate
    - o Google Docs: Tools > Translate Document
    - o MS Word: Tools > Translate.
- Explore other [Assistive Technology Products](#)
- Discuss in small groups:
  - How would you use these tools to teach reading and writing in your grade level or subject area?
  - How will you use the UDL Framework to guide your decisions?
- Share your discussion conclusions with the class.



- Step #1 - Use Google Slides to create a blank slide.
- Step #2 - Use "Voice Type in speaker notes" to describe how you might incorporate one or more assistive technologies in your practice.
- Step #3 - Copy the text "as is" in the body of the slide.

If you prefer, you can also use other tools like Word, Google Docs, or any other that supports Speech-to Text (dictation) to create your entry.

\*\*It is important that you do NOT edit the text generated by your dictation but submit it "as is"!



### CAMINO ASSIGNMENTS:

#### **Complete Discussion #7**

- How might a blended/flipped class design be useful for the grade level or content that you are interested in teaching?
- Identify the major differences in the types of classroom management issues you might encounter in a classroom *without any* technology used by students, and a classroom where students have access to technology.
- In thinking about your future classroom, what tech management strategies will you implement?

**Class #8**  
**11/10**

**CLASSROOM MANAGEMENT WITH TECHNOLOGY**  
*How can I design remote/blended learning experiences?*

#### **DUE:**

Discussion #7



#### **Instructor**

\* Small group discussion – What tech management strategies do you plan to use? Share your ideas with the class.

#### **\* Poll Everywhere Activity:**

[Pro/Con argument on Blended/Flipped Learning classroom environments.](#)

**Due: 11/17**



#### **READ/VIEW:**

1. [Teachers Need PD on Artificial Intelligence.](#)
2. [Helping Kids Navigate the World of Artificial Intelligence](#)
3. [AI Literacy Explained](#)
4. Watch the Ted Talk – [How AI Could Save \(not destroy\) Education](#)
5. Explore [Sal Khan's Resource List](#)



### Session Learning Activity #8

#### SMALL GROUP ACTIVITY

Re-design your Curriculum Design Project as a blended learning experience using technology tools explored in this class or others you might know how to use. Refer to *Teacher's Guide to Tech 2023/The Tools*, p. 53

#### Possible Resources:

[EDpuzzle](#)

[Flipgrid](#)

Also, explore the [Screencastify](#) and [Loom](#) extensions for the Chrome browser to create video recordings of your screen (i.e., to prepare a mini-lesson for your students to view ahead of time, or for review).

**WHOLE GROUP:** Share blended learning designs.

#### ePortfolio Work Session

1. Open the [ePortfolio Folder](#) on the Course Google Drive.
2. Look through the [Examples](#).
3. Review the [ePortfolio Rubric](#).
4. With a partner, request and receive feedback on your progress.



Briefly describe how you might include a blended and/or flipped learning approach in your classroom.



### CAMINO ASSIGNMENTS:

1. **Complete: Reading Assignment #4**  
[Reading Options on Artificial Intelligence](#)  
\*Choose 3 articles to read.
2. **Complete Discussion #8**
  - Should all kids learn at least the basics of AI?
  - What do you consider to be the most significant benefits and drawbacks of using AI for teaching and learning?

Class #9  
11/17

### ARTIFICIAL INTELLIGENCE FOR TEACHING, LEARNING, AND ASSESSMENT

*How can I design learning experiences that enhance student achievement through meaningful use of Artificial Intelligence?*

#### **DUE:**

- Reading Assignment #4
- Discussion #8



#### Instructor

- \* Discussion/Questions on AI Readings
- \* [Unleashing AI's Educational Potential](#) (Richardson & Morrison Presentation, January 2023)



### Session Learning Activity #9

#### SMALL GROUP ACTIVITY

AI for education is more than ChatGPT. [Explore 30 AI Tools](#) that can be used for education. Which ones could you use for your Curriculum Unit Design and/or your ePortfolio?

**WHOLE GROUP:** Share AI discoveries.

Due: 12/1



#### READ/VIEW:

1. [What is TPCK?](#)
2. [Escape From the Zero Learning Zone](#)
3. [26 Research-based Tips You Can use in the Classroom Tomorrow](#)
4. [Parent Communication Toolbox](#)
5. Download 6-8 pictures from public domain photo sites. Save them on an USB/thumb drive or your SCU Google Drive so that you will have them available for the next class meeting. (*You may include some photos or images that you have created.*)

#### Free Public Domain Photos/Illustrations/Videos

[New York Public Library](#)

[Pixabay](#)

[Libreshot](#)

[PDphoto](#)

[Photos Public Domain](#)

[Pond 5](#)

[Public Domain Review](#)

[Library of Congress](#)

Also, explore the [Free version of Canva](#)

### ePortfolio / Curriculum Design Project Work Session

This class time is devoted to project work. You may stay in class to work or use this time asynchronously.



Reflect on the following quote, connecting your own experiences with any professional development (or broadly, professional learning) opportunities you may have had in the past. Expand by writing about what kinds of "things" you'd like to learn more about to continue improving as a "Designer of Learning Experiences."

*Professional development should not be regarded as an administrative duty, but rather as a career-long endeavor aimed at disclosing the factors that contribute to the success of all students and teachers. Mandatory professional development offered only when it is convenient to administrators has little to offer to teachers.*

– User Generated Education



### CAMINO ASSIGNMENTS:

#### **Complete Discussion #9**

- At this point, what will motivate you to keep learning and growing as a professional educator? How will you build your "personal learning network"?

The following question was addressed in an earlier discussion. How might you answer now?

- How might new and emerging technologies that you know of be used for teaching and learning?

**NO CLASS Next Week!**



**Class #10**  
**12/1**

### **PLANNING YOUR PD WITH TPCK**

How can I develop my own self-directed professional development?

#### **DUE:**

- Discussion #9
- Curriculum Design Project
- ePortfolio



#### **Instructor**

- \* Introduction to TPCK
- \* Watch a [video](#) about TPCK.

#### **INDIVIDUAL ACTIVITY**

Develop a Personal Learning Plan that addresses the components of the TPCK framework. (*Use the TPCK template in the TPCK folder to guide you.*)

- \* Open the [TPCK](#) Course Google Drive Folder.
- \* Look through a few examples in the Examples Folder.
- \* Create a folder with your first name in your instructor's Personal Learning Plan Folder.
- \* Copy the [TEMPLATE](#) and place it in your folder.
- \* Add a summary of your TPCK to the final ePortfolio.

**Due: 12/8**



### CAMINO ASSIGNMENTS:

#### **1. Complete Discussion #10**

- Overall, what ideas, methods, and skills are you taking away from this course?
- How can your experiences with technology use begin to address your future role as a teacher of English learners and students with special needs?

#### **2. Complete Curriculum Design Project**

**\* Upload to Camino and the Google Drive**

#### **3. Complete ePortfolio**

**\* Upload to Camino and the Google Drive**



**REMINDER:** Multicultural Buffet on last day of class. Bring a dish to share!





**Session Learning Activity #10**

**SURPRISE ACTIVITY**

1. Look through examples on the Course Google Drive folder labeled [Surprise Activity/Examples](#).
2. Go to [Canva.com](http://Canva.com). Click on Log in (Upper Right corner)
3. Log in with Google
4. Find the Comic Strip template. Check “Blank”
5. Select any blank template
6. Upload some pictures
7. Use the pictures you uploaded to complete 2-3 pages with captions.
8. Export your completed comic as a PDF
9. Upload the PDF to your instructor’s folder on the Course Google Drive labeled [Surprise Activity](#).



**Please complete the Course Evaluation Online!**

**Class #11**  
12/8

**FINAL CLASS**

*What have I learned in this class?*



**Multicultural Buffet – EAT-DRINK-SHARE**

**DUE:**

- Discussion #10
- Curriculum Design Project / ePortfolio



- \* Share ePortfolios in Grade Level Groups
- \* Peer Review 2 assigned ePortfolios
- \* Digital Video Showcase
- \* Course Conclusion and Goodbyes!

**Enjoy the Winter Quarter!**

