

## **Request for New Course Approval Per 2014 Guidelines**

**1. Abbreviated Course Title:**

Technology for Global Teaching

**2. Full Title:**

Using Emerging Technologies for Global Teaching and Learning

**3. Credits:**

3 credits/15 sessions

**4. Course Components:**

The course will be conducted online course utilizing the University's Learning Management System, a class Wiki, online tutorials accompanying the textbook, and a variety of other web-based, educational technology applications.

**5. Course Level:**

Graduate

**6. Catalogue Description:**

Prepare to teach in the 21<sup>st</sup> Century with hands-on experiences in emerging technologies, while you keep pace with education in the Global Village by exploring educational technology use in countries around the world. This course is ideal for those planning to teach multi-cultural populations or work in a school overseas.

**7. Course Prerequisites or Co-requisites:**

None

**8. Rationale:**

The goal of our Graduate Education Department is to prepare 21<sup>st</sup> Century educators who are both skilled in pedagogy and the tools of educational delivery. Technology literacy is a primary skill for teachers in today's schools. This course will provide the graduate education student with an understanding of foundational educational theory, best practice in pedagogy, and practical applications for technology within the school and classroom.

The challenge of the 21<sup>st</sup> Century classroom lies not only in the need to integrate technology, but also within the student population itself. In a nation of immigrants, teachers often find themselves working with culturally diverse students. Distance learning tools bring the Global Village to the schoolroom. In addition, many graduates are undertaking a year or

two of teaching abroad as a way to travel and make a meaningful contribution in developing countries. In short, the horizon for teaching is now global.

The dual focus of this course, emerging technologies and a global perspective of technology in education, will present our students with a unique opportunity to develop a richer understanding of the world of 21<sup>st</sup> Century education. At the same time, it will also maintain this University's status as a leader in innovative instruction.

### **9. Student Learning Outcomes:**

By the end of this course, students will be able to:

- A. Explain how learning theory supports the use of technology in education and aligns with needs of the 21<sup>st</sup> Century global learner.
- B. Discuss the process for integrating technology in the school and classroom.
- C. Incorporate standards for exemplary digital citizenship in their work and online interactions.
- D. Demonstrate how educational technologies can be used to achieve learning objectives.
- E. Recommend tools and procedures for measuring the effectiveness of technology deployment in both local and global teaching.
- F. Investigate and critique technology use in current programs for multi-cultural and global learners.
- G. Design a new program, curriculum, or course for multi-cultural or global learners demonstrating technology integration.
- H. Reflect upon the application of educational technologies in global teaching.
- I. Model effective communication and collaboration in a 21<sup>st</sup> Century learning community.

### **10. Instructional Procedures:**

Instruction will take the form of a five-step process:

- Framing: In lieu of weekly lectures, the instructor will present a brief, pre-recorded video with essential questions and recommendations designed to frame the students' exploration of the topic. (Student Learning Outcomes A, C, H)
- Content Exploration: Assigned readings from required texts and articles, along with recommended readings will form the basis of content development. (Student Learning Outcomes A, B, C, F, G, H, I)
- Experimentation and Application: Students will examine and experiment with a variety of technologies. Students will create examples of the use of assigned technologies demonstrating how they are used in teaching environments. (Student Learning Outcomes E, G, H, I)
- Collaboration and Sharing: Students will post examples of their use of assigned technologies in a class Wiki, where other students will be able to examine them and comment. In addition, one assessment will require structured collaboration between students. (Student Learning Outcomes A, B, F, H, I)
- Reflection: Students will discuss their research and experiences with technology in the class' online discussion board. (Student Learning Outcomes A, B, D, E, F, H, I)

**11. Course Content:**

Week	Topic	Learning Outcomes
1	Technology and the 21 <sup>st</sup> Century Learner	A, B, C, D
2	Learning Theory and Technology	A, B, D
3	Technology Integration in the School and Classroom	A, B, C, D, E, G, H, I
4	Digital Citizenship: Copyright and Fair Use	A, B, C, G
5	Technology and the Learning Community	A, B, C, D, F, H
6	SMART Technologies and Other Classroom Tools	B, D, E, G
7	Technology for Learning Management and Assessment	A, B, D, E, G
8	Mobile Learning Tips and Tools	A, B, D, E, F
9	Web-based Learning, Part One: Critical Thinking and Problem Solving	A, B, C, D, E, F, G
10	Web-based Learning, Part Two: Using the Creative Canvas	A, B, C, D, E, F, G
11	Customizing Learning for Diverse Needs	A, B, C, D, E, F, G
12	Design for Distance Learning	A, B, C, D, G
13	Internet Safety and Security	A, C, G
14	Technology Trends and the School of the Future	A, B, C, D, E, F
15	Student Presentations and Reflections: The Global Classroom	A, B, C, D, E, F, G, H

**12. Undergraduate General Education Course:**

Does not apply

**13. Graduate Course Status:**

The unique aspects that justify a graduate designation for this course are:

- A dual focus on emerging technologies and global applications in education that will demand that the students think and work beyond familiar parameters. The overall goal of the course is a synthesis of these two areas of study.
- Weekly assignments and periodic course assessments that will direct the students toward higher order thinking skills. Examples include the analysis of case studies for technology use in global education, the use of academic research to support class discussions, and the final project entailing the design of a new product, program, or curriculum showcasing technology use in global education.

**14. Degree Requirements:**

This course is an elective.

**15. Specialized Accreditation, Certification, and Licensure:**

Does not apply

**16. Assessment/Evaluation of Student Outcomes and Determining Student Grades:**

Assessments	% Of grade
#1 Demonstrate and Analyze Technologies	20
#2 Create a Collaborative, Multi-media, Lesson Plan Project	20
#3 Write a Book Review for an Academic Journal	20
#4 Prepare for a Global Teaching Assignment	25
#5 Participation in Discussion Board	15
Total	100

**Assessment #1: Demonstrate and Analyze Technologies**

In tandem with assigned reading in Lever-Duffy and McDonald (2011), the students will complete online assignments using a variety of tools. The students' work product will be posted on the class Wiki, along with their comments about the process and potential for the tool.

**Assessment #2: Create a Collaborative, Multi-media, Lesson Plan Project**

Groups of students will research and develop a lesson plan that incorporates the use of technology. Each lesson will be presented in a multi-media format. These lesson plans will be shared with the class.

**Assessment #3: Write a Book Review for an Academic Journal**

Each student will receive an "invitation" to write a book review for an academic journal. This review is not to exceed 1000 words and must follow the format determined in accepted academic resources.

The book for review may be selected from the following list:

Nwokefor, C. U. (2015). *Information communication technology (ICT) integration to educational curricula: A new direction for Africa*. Lanham, MD: University Press of America.

Merriam, S. B., Courtenay, B. C., & Convero, R. M. (2006). *Global issues and adult education: Perspectives from Latin America, southern Africa, and the United States*. San Francisco, CA: Jossey-Bass.

Sahlberg, P. (2011). *Finnish lessons: what can the world learn from educational change in Finland?*, Series on School Reform. New York, NY: Teachers' College Press.

Zhao, Y. (2012). *Who's afraid of the big bad dragon? Why China has the best (and worst) education system in the world*. San Francisco, CA: Jossey-Bass.

**Assessment #4: Prepare for a Global Teaching Assignment**

A well-known educational foundation has announced that it is funding an exciting new program that will promote educational technology use in developing countries around the world. Acceptance into this program will be determined by a contest between potential participants. The prize is an all-expense paid trip to one of the participating countries, a stipend to cover living

expenses, etc., and funding to pilot your program. All of the students in this course are contestants hoping to win first prize.

#### Assessment #5: Participation in Discussion Board

Students will be graded on both the quality and frequency of their participation. The discussion board is the vehicle for the students to incrementally reflect on the content and technologies they experience in this course in order to build a foundation for their work in the other assessments.

### 17. Bibliography:

#### A. Required Texts:

Lever-Duffy, J., & McDonald, J.B. (2011). *Teaching and learning with technology*. (4th ed.). Boston, MA: Pearson.

Robinson, L. K., Brown, A. H., & Green, T. D. (2010). *Security vs. Access: Balancing safety and productivity in the digital school*. Washington, DC: International Society for Technology in Education.

Selwyn, N. (2012). *Education in a digital world: Global perspectives on technology and education*. New York, NY: Routledge.

#### B. Supporting Bibliography:

Beauchamp, G. (2012). *ICT in the primary school: From pedagogy to practice*. New York, NY: Taylor & Francis.

Bergmann, J., & Sams, A. (2012). *Flip your classroom: Reach every student in every class*. Washington, DC: International Society for Technology in Education.

Boss, S. (2012). *Bringing innovation to school: Empowering student to thrive in a changing world*. Bloomington, IN: Solution Tree.

Bray, B., & McClaskey, K. (2015). *Make learning personal: The what, who, wow, where, and why*. Thousand Oaks, CA: Corwin.

Collins, A., & Halverson, R. (2009). *Rethinking education in the age of technology: The digital revolution and schooling in America*. New York: Teachers College Press.

Perez, L. (2013). *Mobile learning for all: Supporting Accessibility with the iPad*. Thousand Oaks, CA: Corwin.

Solomon, G., & Schrum, L. (2010). *Web 2.0: how-to for educators: The indispensable companion to web 2.0: new tools, new schools*. Washington, DC: International Society for Technology in Education.

Squire, K. (2011). *Video games and learning: Teaching and participatory culture in the digital age*. New York, NY: Teachers College Press.

Tapscott, D. (2009). *Grown up digital*. New York: McGraw Hill.

Vai, M., & Sosulski, K. (2011). *Essentials of online course design: A standards-based guide*. New York, NY: Routledge.

Wagner, D. (2014). *Learning and education in developing countries: Research and policy for the post-2015 UN development goals*. New York, NY: Palgrave MacMillan

### C. Periodical Sources:

Afacan, G., Er, E., & Arifoglu, A. (2013). Public Internet access points (PIAPs) and their social impact: a case study from Turkey. *Behaviour & Information Technology*, 32(1), 14-23. doi:10.1080/0144929X.2011.582149

\*Armenta, A., Serrano, A., Cabrera, M., & Conte, R. (2012). The new digital divide: the confluence of broadband penetration, sustainable development, technology adoption and community participation. *Information Technology For Development*, 18(4), 345-353. doi:10.1080/02681102.2011.625925

\*Chiu, Y. J. (2009). Facilitating Asian students' critical thinking in online discussions. *British Journal Of Educational Technology*, 40(1), 42-57. doi:10.1111/j.1467-8535.2008.00898.x

\*Cooper, N., Lockyer, L., & Brown, I. (2013). Developing multi-literacies in a technology-mediated environment. *Educational Media International*, 50(2), 93-107. doi:10.1080/09523987.2013.795350

Downes, J. M., & Bishop, P. (2012). Educators engage digital natives and learn from their experiences with technology: Integrating technology engages students in their learning. *Middle School Journal*, 43(5), 6-15.

Hwang, G. J., Sung, H. Y., Hung, C. M., Huang, I., & Tsai, C. C. (2012). Development of a personalized educational computer game based on students' learning styles. *Educational Technology Research and Development*, 60(4), 623-638.

\*Jacobs, G. E. (2013). Multi, digital, or technology? *Journal Of Adolescent & Adult Literacy*, 57(2), 99-103. doi:10.1002/JAAL.227

\*Jianwei, Z. (2010). Technology-supported learning innovation in cultural contexts. *Educational Technology Research & Development*, 58(2), 229-243. doi:10.1007/s11423-009-9137-6

- \*Jumani, N. B., & Rehman, F. (2011). Educational technology landscape - a Pakistani scene. *International Journal Of Academic Research*, 3(3), 757-765.
- Kumar, P. (2013). Bridging East and West educational divides in Singapore. *Comparative Education*. 49(1), 72-87.
- \*Lee, D. (2011). Korean and foreign students' perceptions of the teacher's role in a multicultural online learning environment in Korea. *Educational Technology Research & Development*, 59(6), 913-935. doi:10.1007/s11423-011-9219-0
- \*Morrell, E. (2012). 21st-Century literacies, critical media pedagogies, and language arts. *Reading Teacher*, 66(4), 300-302. doi:10.1002/TRTR.01125
- \*Nampota, D., Thompson, J., & Wikeley, F. (2009). The development of human capacity in Malawi: The role of science and technology. *International Review Of Education/ Internationale Zeitschrift Für Erziehungswissenschaft*, 55(1), 59-74. doi:10.1007/s11159-008-9113-0
- Ozanne, W. I. (2010). Religious identity and governmental education policies: The case of the Sikh community. *Comparative Education*, 46(3), 339-358.
- \*Schlein, C. (2010). Resonating effects of cross-cultural teaching. *Curriculum & Teaching Dialogue*, 12(1/2), 163-175.
- \*Ping Lim, C., Yong, Z., Tondeur, J., Ching Sing, C., & Chin-Chung, T. (2013). Bridging the gap: Technology trends and use of technology in schools. *Journal Of Educational Technology & Society*, 16(2), 59-68.
- Richardson, J. W. (2011). Challenges of adopting the use of technology in less developed countries: The case of Cambodia. *Comparative Education Review*, 55(1), 8-29.
- Tezci, E. (2011). Turkish primary school teachers' perceptions of school culture regarding ICT integration. *Educational Technology Research and Development*, 59(3), 429-443.
- Thomas, M. K. & Yang, W. L. (2013). Neoliberalism, globalization, and creative educational destruction in Taiwan. *Educational Technology Research and Development*, 61(1), 109-129.
- \*Valcanis, T. (2011). An iPhone in every hand: Media ecology, communication structures, and the global village. *ETC: A Review Of General Semantics*, 68(1), 33-45.
- \*Voogt, J., & Knezek, G. (2013). Building a global community of policymakers, researchers and educators to move education systems into the digital age. *Journal Of Computer Assisted Learning*, 29(5), 399-402. doi:10.1111/jcal.12028

\*Xiao, L., & Abadeh, H. (2011). Inclusive and segregated classroom assignments in China and the United States. *International Studies In Educational Administration (Commonwealth Council For Educational Administration & Management (CCEAM))*, 39(1), 49-63.

D. Online Materials

<http://www.ascd.org>

<http://www.educause.edu>

<http://www.edutopia.org>

<http://www.iste.org>

<http://www.p21.org>

<http://www.teachaway.com>

<http://www.ted.com>

E. Audiovisual Materials

TED. (Producer). (2011, March 9). *Salman Kahn: Lets use video to reinvent education.* (Video). Retrieved from <http://youtu.be/nTFEUsudhfs>

TED. (Producer). (2013, February 27). *Sugata Mitra: Build a School in the Cloud.* (Video). Retrieved from <http://youtu.be/y3jYVe1RGaU>

TED. (Producer). (January 6, 2007). *Sir Ken Robinson: Do schools kill creativity?* (Video). Retrieved from <http://youtu.be/iG9CE55wbtY>

## 18. Budget

No additional budget is required.