**NEW JERSEY CITY UNIVERSITY**

**EDTC 625** **USING INTEGRATED SOFTWARE ACROSS THE CURRICULUM**

# SPRING 2016

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| **Professors** | Dr. Leonid Rabinovich  Deborah Nagler |
| **Phone** | Educational Technology main phone number: 201-200-3078 or direct line 201-200-2564  To reach Mrs. Nagler: 201-694-5126 |
| **E-mail** | (Email to the university email below will be the best way to reach us)  [lrabinovich@njcu.edu](mailto:lrabinovich@njcu.edu)  dnagler@njcu.edu |
| **Office Hours** | **Office:** Professional Studies Building Room 337  **On campus:** Monday 12:00 - 5:00  **By appointments**  I am more than willing to accommodate your requests for in-person, or via phone/web-conference meetings Monday through Friday, including evening hours. (For example: if you need to talk at 9:00 p.m. on Thursday, we can set this up) |
| **Credits** | 3 |
| **Prerequisites** | None |

**Course Description**

This course focuses on technology and learning environments.  Candidates will learn how to apply a variety of technology in systemic approaches to curriculum design and implementation. Topics will include accessible curriculum design, project-based instruction, student use of technology, educator use of technology, and educational environments.

**Course and Programs**

This course is required in the Ed.D. in Educational Technology Leadership

**Required Texts**

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

\*Kindle edition of this book is available for download from Amazon.com.

Bers, M.  (2007). *Blocks to robots:  Learning with technology in the early childhood classroom*.  New York, NY:  Teachers College Press.

CAST. (2011).  [available online] Universal Design for Learning guidelines, Version 2.  Retrieved  March 15 2011 from    [http://www.udlcenter.org/sites/udlcenter.org/files/UDL\_Guidelines\_Version\_2.0\_(Final).doc](http://www.udlcenter.org/sites/udlcenter.org/files/UDL_Guidelines_Version_2.0_%28Final%29.doc)

Reiser,  R. (2011). [available online] What field did you say you were in?  Chapter 1 from *Trends and issues in Instructional Design*.  Princeton, NJ: Pearson.  <http://www.pearsonhighered.com/assets/hip/us/hip_us_pearsonhighered/samplechapter/0132563584.pdf>

Senge. P. (2006).  *The fifth discipline: The art and practice of the learning organization, Revised edition*.  New York, NY: Doubleday.

\*Kindle edition of this book is available for download from Amazon.com.

*Anybody can read Kindle books—even without a Kindle device—with the FREE Kindle app for smartphones, tablets and computers.*

* Apple

<https://www.amazon.com/gp/digital/fiona/kcp-landingpage?ie=UTF8&ref_=kcp_pc_mkt_lnd>

* Android

<https://play.google.com/store/apps/details?id=com.amazon.kindle&hl=en>

* Windows

http://apps.microsoft.com/windows/en-us/app/kindle/1d7e4396-0143-4aed-8892-84eb75e799f3

**Course Objectives**

* Identify research-based practices for the effective use of technology for a variety of students
* Develop student-centered units using technology and connected to the common core
* Identify models of educational technology use by educators
* Develop systematic approaches to using educational technology in educational settings.

Instructional Strategies/Activities

1. Research
2. Individual learning activities and reflections (often the reflections will be writing exercises)
3. Small group discussions and learning activities (usually triads or quads)
4. Whole class discussions and activities
5. Presentations

***Assignment 1-* Universal Design for Learning**

***(20% of the course grade)***

Before and After: Take a standard, worksheet, objective, or lecture/test based activity and make it UDL. Examples will be provided. You will share your work.

***Assignment 2 –* Blocks to Robots**

***(20% of the course grade)***

Develop a curriculum project that employs one of the following student-centered technologies: Audio-editing, video-editing, robotics, digital photography, 3D printing, science probes, virtual or remote labs (or another technology with the consultation of the professor). Use common core or NJ State Standards in your work.

***Assignment 3 –*** **Flip Your Classroom, Library, or Organization**

***(20% of the course grade)***

Develop a series of instructional materials to engage students outside of the classroom. Include a description of how this can be used in a systemic approach including engaging classroom activities. Video, Audio, Animation, sketch casting, screen capture, Smart Notebook.

***Assignment 4-* Systems Thinking**

Create a 20-slide PowerPoint that synthesizes Senge’s work into the examples and ideas from Blocks to Robots and Flipping Your Classroom.

Evaluation Measures for Determining Candidates’ Grades

**Evaluation Measures for Determining Candidates’ Grades**

The value of the assignments for the course is:

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| Assignment 1 | 20% of the course grade |
| Assignment 2 | 20% of the course grade |
| Assignment 3 | 20% of the course grade |
| Assignment 4 | 20% of the course grade |
| Participation | 20% of the course grade |

# Grading Scale

**Points Final Grade**

93-100 A

90-92 A-

87-89 B+

84-86 B

80-83 B-

77-79 C+

74-76 C

73-Below F

***For Assignments 1 through 4***

All written assignments must show evidence of preparation and adherence to the rules of grammar, spelling, punctuation, and formatting. Each of the written assignments will be graded following the rubric at the end of the syllabus.

All assignments are due by the Friday of the week that they are to be submitted. Work may be submitted earlier than the due date (for example, if you know that you are going to be away). However, work that arrives in my e-mail box after 9 PM on that Friday will not be accepted and will receive a grade of "F".

Work will be returned by Friday of the next week.

To calculate the final grade, I average the grades together, using the chart shown above.

**Discussion 1:** Universal Design for Learning

**Discussion 2:** Overview of Educational Technology

**Discussion 3:** Common Tools and Adaptive Learning Systems

**Discussion 4:** Blocks to Robots: Constructivism in Action

**Discussion 5:** Flipped Classroom

**Discussion 6:** Systems Thinking

**Discussion 7:** Wrap up and Evaluation

***For the Participation Grade***

The required reading for each week is found in the Course Schedule. All of the documents have been uploaded to Blackboard.

Your Participation grade is entirely determined **by you** and the degree to which you participate in the course.

For an "A" in Participation, you must post ***a minimum***of one quality, substantial postings per week and read 90% of the other posts. You should also respond to two of your classmates.

Participation must be on-going throughout the course and I grade Participation *toward* the end of the course, but not necessarily in the last week of the course. It is not about, “How many messages can I post in the last week of class.” Participation means being an active, viable member of the class *throughout* the *entire* course. Discussions will close and you will not be permitted to post to old discussions.

What does "quality, substantial" mean?

Your response must be related to concrete evidence based on the articles or the course textbook. Not "I think that...." I feel that...." Base it on concrete evidence.

Do not just discuss a problem. Present the solution.

There should be no one-sentence responses. At the graduate level your postings should be meaty, meaningful, and instructional to the reader.

Please do not post messages like, “Thank you, John” and “Great idea, Mary”. For that, you can use CyberCafe discussion forum or the email feature.

Blackboard provides an automatic statistical tally of the number of postings that you post. That is one source that I use for determining the quantity in the Participation grade.

# Academic Integrity Policy

If a student plagiarizes, s/he will automatically receive an F for the course and face probation, suspension or expulsion. Plagiarism can take many forms including using a previous work of downloading material from the Internet and is taken very seriously by the Educational Technology Department.

Turn-It-In.com

Students agree that by taking this course all assignments and subject to submission for textual similarity review to Turnitin.com. Assignments submitted to Turnitin.com will be included as source document in Turnitin.com’s restricted access database solely for the purpose of detecting plagiarism is such document. The terms that apply to the University’s use of the Turnitin.com service are described in the Turnitin.com web site. For further information about Turnitin, please visit http://www.turnitin.com.

# Special Needs Learners

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and the administrator for the Office of the Americans with Disabilities Act (ADA) as early as possible in the term.

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| **WEEK** | **DATES** | **TOPIC/READINGS** | **ASSIGNMENTS** |
| **1** | **Jan 19 –**  **Jan 22** | **Introduction and Overview**  **Universal Design for Learning**  CAST. (2011).  [available online] Universal Design for Learning guidelines, Version 2.  Retrieved  March 15 2011 from    [http://www.udlcenter.org/sites/udlcenter.org/files/UDL\_Guidelines\_Version\_2.0\_(Final).doc](http://www.udlcenter.org/sites/udlcenter.org/files/UDL_Guidelines_Version_2.0_%28Final%29.doc) |  |
| **2** | **Jan 25 –**  **Jan 29** | **Universal Design for Learning** Children’s executive functions and evidence-based activities that improve them: An interview with Adele DiamondPodcast: <http://govinnovator.com/adele_diamond/> | **(Discussion 1)** |
| **3** | **Feb 1 –**  **Feb 5** | **Universal Design for Learning)** | **(Project 1 Due** |
| **4** | **Feb 8 –**  **Feb 12** | **Educational Technology Overview**  **Overview : What is Educational Technology?**  **Overview : How do Teachers Learn to Integrate Technology?**  Reiser, R. & Dempsey, J. (2012) "What Field Did You Say We Were In?" from Trends and issues in instructional design and technology, Third Edition.  Saddle River, NJ: Pearson. | **(Discussion 2)** |
| **5** | **Feb 15 –**  **Feb 19** | **Overview: Systems in Classrooms: Common Tools and Adaptive Learning Systems.**  Riddell, R. (2013) Adaptive learning: The best approaches we’ve seen so far.  Meyer, D. (2013) Rocketship’s learning labs & the cost of personalization. | **(Discussion 3)** |
| **6** | **Feb 22 –**  **Feb 26** | **Blocks to Robots: Constructivism in Action**  Bers, M.  (2007). *Blocks to robots:  Learning with technology in the early childhood classroom*. | **(Discussion 4)** |
| **7** | **Feb 29 –**  **Mar 4** | ***Blocks to Robots: Systems Approach to Educational Technology*** |  |
| **8** | **Mar 7 –**  **Mar 11** | **Blocks to Robots: Designing a Systemic Unit** | **(Project 2)** |
| **9** | **Mar 14 –**  **Mar 18** | **Flipped Classroom: Tools and Technologies**  Bergmann, J & Sams, A. (2012).  *Flip your classroom: Reach every student in every class every day*.  Chapters 1-4 |  |
| **10** | **Mar 21 –**  **Mar 25** | **Flipped Classroom: Lessons and Caveats**  Bergmann, J & Sams, A. (2012).  *Flip your classroom: Reach every student in every class every day*.  Chapters 5-9 | **(Discussion 5)** |
| **11** | **Mar 28 –**  **Apr 1** | **Flipped Classroom: A Systems Approach** | **(Project 3)** |
| **12** | **Apr 4 –**  **Apr 8** | **Systems Thinking**  Senge. P. (2006).  *The fifth discipline: The art and practice of the learning organization* | **(Discussion 6)** |
| **13** | **Apr 11 –**  **Apr 15** | **Systems Thinking in Education** | **(Discuss Project)** |
| **14** | **Apr 18 –**  **Apr 22** | **Systems Thinking Project** | **(Project 4 Due)** |
| **15** | **Apr 25 –**  **Apr 29** | **Wrap up and Evaluation** | **(Discussion)** |
| **16** | **May 2 –**  **May 6** | **Culminating Discussion & Project grades returned** |  |

**Supporting Bibliography**  
  
   
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