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American Public University System

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School of Education

EDUC639

Online Teaching Technology Integration

Credit Hours - 3

Length of Course - 8 weeks

(Course Equivalent = EDUC626)

Instructor's Information

Please refer to the Syllabus tab for your instructor's contact information and biography.

Course Description

This course will examine the different technological platforms, digital tools, and apps that have emerged and are appropriate for online, face-to-face, and hybrid learning environments, with a focus on online contexts. Candidates, or course participants, learn about the potential for using social networking sites as vehicles for effective communication that can promote as well as inform. Candidates will explore writing applications for Apple proprietary products such as iPhone and iPad and other smart phones and tablet devices. Candidates will be exposed to cloud computing, WebQuest, and collaboration tools to be better prepared to integrate technology into K-16 instruction in ways that promote learners connecting, engaging, interacting, creating, problem-solving, and experiencing immersive learning.

Course Scope

This course will examine a variety of tools and technology applications that can be used in the classroom setting. Students will explore current and emerging technologies that can fundamentally change teaching and learning interactions.

Course Objectives

Upon successful completion of this course, candidates will be able to:

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1. Evaluate technology tools and their potential for having an effect on learning.
2. Explain how social networking sites have the potential for enabling learning communities to connect for the purpose of expanding knowledge.
3. Evaluate of Apple i-Phone, i-Pad applications and similar proprietary technology advances.
4. Analyze how future technologies may affect student learning.
5. Apply technology/interactive applications to their particular grade level and content area, demonstrating the ability to integrate tools into their virtual/face-to-face/hybrid classroom instruction.

Program & Policy

Plagiarism

Plagiarism is a serious violation of APUS's code of academic conduct. Please view the APUS Student Handbook for explanations and examples.

Additionally, the School of Education offers further clarification. Specifically, all students in this course are to follow these guidelines:

- Do not quote or paraphrase published sources, including assigned readings and Web-based sources, without explicit reference to the original work. Credit the source using APA style. Cutting and pasting from a website without citing the electronic source is plagiarism, as is taking phrases, sentences and/or paragraphs from textbooks without referencing the source.
- Do not insert parts of class lectures, online modules, or tutorials, including examples, into your own work, without permission or citation. These are published by the instructors, who properly cite the sources of any externally published sources.
- Do not insert parts of previous students' work or current students' work into your own work, without permission and/or citation.

You are expected to use your own words to demonstrate your understanding of the content of this course. While it is appropriate to reference experts and outside resources, students should do so judiciously to avoid simply summarizing and paraphrasing what all other sources have stated about a given topic. Remember to always cite any work that is not your own intellectual property. Failure to do so may result in failing an assignment and/or course; and ultimately may result in being removed from the program due to a violation of professional dispositions.

Course Delivery Method

This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning

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management system will be made available to each student. Online assignments are due weekly as noted on the course outline and can include Forum questions and some written assignments. Assigned faculty will support the students throughout this course.

Course Materials

Required Textbook(s) for this course:

Solomon, G., & Schrum, L. (2010). *Web 2.0: How-to for educators*. Eugene, OR: International Society for Technology in Education. ISBN: 978-1-56484-272-5

Required Text for this degree program:

Candidates are expected to adhere to APA style throughout the program. *The Publication Manual of the American Psychological Association* (6th ed.) should be purchased and used in all courses.

Course Guidance

Assigned Reading & Resources:

Each week in addition to the Required Reading, additional resources may be provided to offer you background information or further understanding the terminology as well as the material for the week. Each week you will be expected to read the Required Reading and review the additional resources.

Library:

Please take a moment to explore the APUS Library via the tab at the left menu of the course. Here you will find helpful information for forums and assignments. If you have any questions on using the library you can find tutorials on the library website or you can contact a university librarian.

Websites:

Feel free to explore other websites that may be helpful to getting your point across in the forums. However, please remember to properly cite each source. Remember that Wikipedia (or any other Wiki site) is not an appropriate resource.

Documents/Files:

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Save all documents and files with your last name and the name of the assignment prior to uploading work to the assignments area or forums area of the course.

PowerPoints:

Save all documents and files with your last name and the name of the assignment prior to uploading work to the assignments area or forums area of the course.

Media:

You can link directly to media sources inside each lesson. If you choose to submit an assignment in a different media resource than indicated above you can embed the media into the text box in the assignment or forum, or you can provide a link.

Resources:

Outside resources are encouraged to support your discussions and assignments. Please make sure you are evaluating your resources for appropriateness and validity prior to using them.

Forum

Please join the forums each week. Replies must be posted within the week(s) they are due. The Forums are for student interaction and input should be submitted before the week(s) ends in order to fully participate in the discussions. Students should demonstrate their own knowledge in the forums and avoid copying and pasting from websites.

Guidelines:

- Post the initial response to each forum by 11:55pm, ET, Thursday.
- Initial responses should be no less than 300 words.
- Initial responses are to be original in content and demonstrate a thorough analysis of the topic.
- Reply to at least 2 of your classmates in each forum by 11:55pm, ET, Sunday.
- Replies to classmates should be no less than 150 words.
- Responses to classmates are significant to advance the forum.
- All forums can be accessed in the Forums section of the course.

[Forum Rubric](#)

Assignments

Assignment 1: Personal Learning Network (Part 1)

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One important aspect of staying current with technology and web-based resources and tools is to develop a Personal Learning Network (PLN) to learn from and to support you as you try new things. You will begin to develop your PLN now, and later in the course, you will revisit your PLN to evaluate its effectiveness and change or expand it as needed.

Instructions:

Create an informative PLN to guide you in this course and beyond. Feel free to be creative in your approach to this assignment; consider creating a chart or other graphic, an interactive presentation such as [Prezi](http://www.prezi.com) (<http://www.prezi.com>), or an interactive poster such as [Glogster](http://www.edu.glogster.com) (<http://www.edu.glogster.com>). Include the following in your PLN:

- Technology-related topics of interest you would like to learn more about
- Social media/electronic resources
- Specific professional blogs or wikis (include URLs)
- Electronic journals (include URLs)
- Twitter or Facebook individuals or groups to follow (include URLs or “handles” as appropriate)
- Professional organizations and/or conferences that can support your learning (include dates and URLs as appropriate)
- Professional contacts who you know personally (include job title and/or description)

Assignment 1: Personal Learning Network (Part 2)

In the first week of the course, you began to develop your own Personal Learning Network (PLN) by identifying various resources and individuals who could support you as you grow and learn. Now at the end of the course, take a moment to reflect on the effectiveness of your PLN.

Instructions:

Write a brief reflection or blog post (250 words) in which you evaluate your PLN you created in Week One. Consider the following questions in your reflection:

- *Topics:* Are the topics you identified at the beginning of the course still interesting to you? Are there any you would add or delete?
- *Resources:* Are the resources you identified at the beginning of the course the best resources for you? Are there any you would add or delete?
- *Sharing:* How will you share the knowledge you gain with others? How might you become part of another colleague’s PLN?

Assignment 2: Social Bookmarking List

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During this course, you will collect web resources related to each topic studied in class and save them in your social bookmarking account. If you are unfamiliar with social bookmarking, please view [Social Bookmarking in Plain English](http://www.commoncraft.com/video/social-bookmarking) (<http://www.commoncraft.com/video/social-bookmarking>). You might select from one of the following (digg.com, stumbledupon.com, folkd.com, etc.)

There are eight topics introduced in this course, and you are required to identify a minimum of five web resources for each topic. Each source must be saved and meaningfully tagged and must include a 3-5 sentence description of the resource. You will submit this assignment for evaluation at the end of Lesson 8.

Learning Activity 1: “Day in the Life” Chart

Reflect on a typical day in your professional life. Consider a variety of web-based productivity tools that were introduced in this lesson.

Instructions:

Create a chart or other graphic organizer to provide a time-line of a typical day in your professional life. Identify a minimum of five (5) cloud-computing tools or applications that you can use to increase your professional productivity. Provide the following information about each identified tool or application in your chart or graphic organizer:

- Title, URL, and brief description of each cloud-computing tool
- Unique features of the tool that make it suited for the identified task in your time-line
- Benefits and challenges of each tool

Note: It is recommended that you use a Web 2.0 tool such as [Gliffy](http://www.gliffy.com/) (<http://www.gliffy.com/>) to create your chart or graphic organizer.

Learning Activity 2: Blog Instructional Plan

During this course, you will create a series of three instructional plans that incorporate the use of various Web 2.0 tools. You will create the first plan incorporating the use of blogs. The use of blogs and blogging tools discussed in this lesson must be thoroughly integrated into your plan. Students may use blogging tools for research and learning and/or they may author their own blogs as a product of their learning.

Instructions:

Create an instructional plan that covers one to five instructional days. Include the following components in your instructional plan:

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- Grade level and/or content area and brief description of plan
- Instructional objectives
- Required technology resources, including URLs as appropriate
- Student instructions, including any needed ancillary materials
- Assessment plan, including rubrics, checklists, etc

Learning Activity 3: Wiki Instructional Plan

For this learning activity, you will create the second of three instructional plans that incorporate the use of various Web 2.0 tools. This plan must be a collaborative learning plan, and the use of wikis must be thoroughly integrated into your plan.

Instructions:

Create an instructional plan that covers one to five instructional days. Include the following components in your instructional plan:

- Grade level and/or content area and brief description of plan
- Instructional objectives
- Required technology resources, including URLs as appropriate
- Student instructions, including any needed ancillary materials
- Assessment plan, including rubrics, checklists, etc

Learning Activity 4: Original Podcast

Instructions:

Based on what you have learned this week, create an original instructional podcast. Include the following in your podcast:

- Introduction of speaker, production date, and topic
- Relevant instructional content that incorporates appropriate vocabulary
- Music or other sounds to enhance podcast

Note: While there are a variety of tools that can be used to create podcasts, you might consider using [Audacity](http://audacity.sourceforge.net/) (<http://audacity.sourceforge.net/>). The following [Teacher Training Video on Audacity](http://www.teachertrainingvideos.com/audacity1/index.html) (<http://www.teachertrainingvideos.com/audacity1/index.html>) may be useful to you as you prepare this assignment.

Learning Activity 5: WebQuest

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Instructions:

Develop an original WebQuest that incorporates a variety of the Web 2.0 tools you have discovered in this course. Be sure your WebQuest includes each of the following components:

1. Introduction
2. Tasks
3. Process
4. Resources
5. Evaluation
6. Conclusion

Your WebQuest must be creatively and professionally presented on the Internet and must incorporate a minimum of three media types (e.g., text, images, audio, video). Consider one of the following to present your WebQuest:

- [Zunal](http://zunal.com)
http://zunal.com
- [Google sites](http://sites.google.com)
http://sites.google.com
- [Wix](http://www.wix.com)
http://www.wix.com

Resources:

The following resources will assist you in preparing your WebQuest:

[What are the essential parts of a WebQuest?](http://www.thirteen.org/edonline/concept2class/webquests/index_sub3.html)

http://www.thirteen.org/edonline/concept2class/webquests/index_sub3.html

WebQuest 101 (four-part video series):

<http://www.youtube.com/watch?v=o4rel5qOPvU>

<http://www.youtube.com/watch?v=Cyht-ehlAWY>

<http://www.youtube.com/watch?v=VrljNfEnSk0>

<http://www.youtube.com/watch?v=lHZOh-KoEF4>

Learning Activity 6: Handheld/Mobile Devices Instructional Plan

In this learning activity, you will create the third and last instructional plan by incorporating the use of handheld/mobile devices.

Instructions:

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Create an instructional plan that covers one to five instructional days. The plan may incorporate individual or collaborative learning, and the use of handheld/mobile devices discussed in this week's lesson must be thoroughly integrated into your plan. Include the following components in your instructional plan:

- Grade level and/or content area and brief description of plan
- Instructional objectives
- Required technology resources, including URLs as appropriate
- Student instructions, including any needed ancillary materials
- Assessment plan, including rubrics, checklists, etc

Learning Activity 7: Future Trends Presentation

Instructions:

Create a Future Trends Presentation on your approved topic. Your presentation must include the following elements:

1. Description of the future trend
2. Discussion of the benefits and challenges associated with the trend
3. Your prediction regarding the trend
4. Current supporting references and resources about the trend

Note: Your presentation must be presented digitally on the Internet and must incorporate various media into the presentation. Use one of the following digital presentation tools to create your presentation:

[SlideShare](http://www.slideshare.net)

<http://www.slideshare.net>

[ZohoShow](https://show.zoho.com/login.do)

<https://show.zoho.com/login.do>

[Google Docs/Presentations](http://docs.google.com)

<http://docs.google.com>

[Prezi](http://prezi.com)

<http://prezi.com>

Course Grading Outline	
Grading Instrument	Percentage of Final Grade
Forums	20%

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Assignments and Learning Activities	80%
TOTAL	100%

Citation and Reference Style

Publication Manual of the American Psychological Association, Sixth Edition

The [American Psychological Association](#) states, "The Publication Manual of the American Psychological Association is the style manual of choice for writers, editors, students, and educators in the social and behavioral sciences. It provides invaluable guidance on all aspects of the writing process, from the ethics of authorship to the word choice that best reduces bias in language. Well-known for its authoritative and easy-to-use reference and citation system, the Publication Manual also offers guidance on choosing the headings, tables, figures, and tone that will result in strong, simple, and elegant scientific communication."

Click [here](#) to see how to set up APA Sixth Edition Publication Manual formatting in all of your Microsoft Word documents.

[The Five-Paragraph Essay: Three Formulas for Writing the Basic Academic Essay](#)

[APA - APUS epress](#)

Late Assignments

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. If you find that you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

Disability Accommodations

Students are encouraged to email dsa@apus.edu to discuss potential academic accommodations and begin the review process.

Course Calendar				
Lesson	Objectives	Reading	Assignment(s)	Forum(s)
1	1. Develop a professional	<ul style="list-style-type: none"> Solomon & Schrum - 	<ul style="list-style-type: none"> Assignment 1: Personal Learning Network (Part 1) 	Introductions

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	<p>personal learning network (PLN).</p> <ol style="list-style-type: none"> 2. Articulate the appropriate uses of social networking for teachers and students. 3. Use social networking and social bookmarking for professional development. 	<p>Introduction and Chapter 5</p>	<ul style="list-style-type: none"> • Assignment 2: Social Bookmarking List <i>(This assignment is due at the end of Lesson 8.)</i> 	<p>Forum 1: Mission and Purpose</p>
2	<ol style="list-style-type: none"> 1. Define cloud computing and its uses in education. 2. Recommend productivity tools for teachers and students. 	<ul style="list-style-type: none"> • Solomon & Schrum - Chapter 4 	<ul style="list-style-type: none"> • Learning Activity 1: “Day in the Life” Chart 	<p>Forum 2: Security in the Cloud</p>
3	<ol style="list-style-type: none"> 1. Distinguish between blogs and microblogs. 2. Articulate the benefits and challenges of microblogs. 3. Plan instruction using blogging tools. 	<ul style="list-style-type: none"> • Solomon & Schrum - Chapters 1 and 2 	<ul style="list-style-type: none"> • Learning Activity 2: Blog Instructional Plan 	<p>Forum 3: 140 Characters or Less</p>
4	<ol style="list-style-type: none"> 1. Articulate benefits and challenges of using wikis in teaching. 2. Plan instruction using wiki tools. 	<ul style="list-style-type: none"> • Solomon & Schrum - Chapter 8 	<ul style="list-style-type: none"> • Learning Activity 3: Wiki Instructional Plan 	<p>Forum 4: Wiki Sharing</p>
5	<ol style="list-style-type: none"> 1. Distinguish between podcasts and vodcasts. 2. Articulate the benefits and challenges of 	<ul style="list-style-type: none"> • Solomon & Schrum - Chapter 3 	<ul style="list-style-type: none"> • Learning Activity 4: Original Podcast 	<p>Forum 5: Podcast Sharing</p>

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	podcasts and vodcasts. 3. Create an original podcast.			
6	1. Distinguish among various types of visual learning tools. 2. Articulate the benefits and challenges of visual learning tools. 3. Create an original instructional WebQuest that incorporates multimedia.	<ul style="list-style-type: none"> Solomon & Schrum - Chapter 6 	<ul style="list-style-type: none"> Learning Activity 5: WebQuest 	Forum 6: Visual Learning Creation
7	1. Recommend educational uses of handheld and mobile devices. 2. Examine the use of electronic textbooks in education. 3. Plan instruction using handheld and mobile devices.	<p>Pierce, M. (2011). <i>i-Pads make better readers, writers</i>. Retrieved from http://thejournal.com/articles/2011/09/06/ipads-make-better-readers-writers.aspx</p> <p>McCaffrey, M. (2011). <i>Why mobile is a must</i>. Retrieved from http://thejournal.com/articles/2011/02/08/why-mobile-is-a-must.aspx</p> <p>Trotter, A. (2009). <i>Mobile devices seen as key to 21st-century learning</i>. Retrieved from http://www.edweek.org/dd/articles/2009/01/09/04mobile.h02.html</p> <p>Waters, J.K. (2011). <i>E-textbooks: 4 keys to going all-digital</i>. Retrieved from</p>	<ul style="list-style-type: none"> Learning Activity 6: Handheld/Mobile Devices Instructional Plan 	Forum 7: An "App" a Day

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		https://campustechnology.com/articles/2011/08/03/e-textbooks-4-keys-to-going-all-digital.aspx		
8	1. Analyze how future technologies may affect student learning.	<ul style="list-style-type: none"> Solomon & Schrum - Chapter 9 	<ul style="list-style-type: none"> Assignment 1: Personal Learning Network (Part 2) Assignment 2: Social Bookmarking List Learning Activity 7: Future Trends Presentation 	Forum 8: Course Reflection

Disclaimer Statement

Course content may vary from the outline to meet the needs of this particular group.

Online Library

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to librarian@apus.edu.

- **Charles Town Library and Inter Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors' publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- **Tutor.com:** AMU and APU Civilian & Coast Guard students are eligible for 10 free hours of tutoring provided by APUS. Tutor.com connects you with a professional tutor online 24/7 to provide help with assignments, studying, test prep, resume writing, and more. Tutor.com is tutoring the way it was meant to be. You get expert tutoring whenever you need help, and you work one-to-one with your tutor in your online classroom on your specific problem until it is done.

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[Request a Library Guide for your course](http://apus.libguides.com/index.php) (<http://apus.libguides.com/index.php>). The AMU/APU Library Guides provide access to collections of trusted sites on the Open Web and licensed resources on the Deep Web. The following are specially tailored for academic research at APUS:

- Program Portals contain topical and methodological resources to help launch general research in the degree program. To locate, search by department name, or navigate by school.
- Course Lib-Guides narrow the focus to relevant resources for the corresponding course. To locate, search by class code (e.g., SOC111), or class name.

If a guide you need is not available yet, please email the APUS Library: librarian@apus.edu

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Acronyms and Initializations for Educators

ADA	American with Disabilities Act	LEA	Local Education Agency
ADD	Attention Deficit Disorder	LEP	Limited English Proficient
ADHD	Attention Deficit Hyperactivity Disorder	LRE	Least Restrictive Environment
AFT	American Federation of Teachers	MI	Mentally Impaired

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APA	American Psychological Association	MMI	Mild Mentally Impaired
ASCA	American School Counselor Association	NAESP	National Association of Elementary School Principals
ASCD	Association for Supervision and Curriculum Development	NAME	National Association for Multicultural Education
AYP	Adequate Yearly Progress	NASSP	National Association of Secondary School Principals
BD	Behavior Disorder	NBPTS	National Board of Professional Teaching Standards
BOE	Board of Education	NCATE	National Counsel for Accreditation of Teacher Education
CE	Continuing Education	NEA	National Education Association
CPD	Center for Professional Development (West Virginia)	NETS	National Education Technology Plan
CSO	Content Standards and Objectives for WV	OSEP	Office of Special Education Programs
CWS	Child Welfare Services	OT	Occupational Therapy
DCIS	Division of Curriculum and Instructional Services	PBL	Problem Based Learning
DDS	Disability Determination Services	PD	Professional Development
DI	Direct Instruction	PDK	Phi Delta Kappa
DOC	Department of Corrections	PT	Physical Therapy
DRS	Division of Rehabilitation Services	PTO/PTA	Parent Teacher Organization/Association
DSSS	Division of Student Support Services	S&P	Severe & Profound
ED	Emotionally Disturbed	SAT	Standard Assessment Test
ESL	English as a Second Language	SEMS	Substitute Employee Management System
G&T	Gifted and Talented	SIP	School Improvement Plan
HI	Hearing Impaired	TBI	Traumatic Brain Injury
ID	Indirect Instruction	UNESCO	United Nations Education, Scientific, and Cultural Organization
IDEA	Individuals with Disabilities Act	VI	Visually Impaired
IEP	Individual Educational Plan	VLE	Virtual Learning Environment
IS	Instructional Support	WBL	Work Based Learning
ISTE	International Society for Technology in Education	WVBE	West Virginia Board of Education
KDP	Kappa Delta Pi - International Honor Society in Education	WVDE	West Virginia Department of Education
LD	Learning Disability/Disabled	WVEA	West Virginia Education Association

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