

PBS TeacherLine Course Syllabus

Title

Capstone Introduction: Planning a Technology Portfolio

Target Audience

This course is intended for K-12 educators who have experience with technology integration and are interested in demonstrating their proficiency with the International Society for Technology in education (ISTE) National Education Technology Standards for Teachers (NETS*T).

Prerequisites

To successfully participate and complete the assignments in this course, the learner must:

- Have experience using information and communication technologies (e.g., Internet, word processors, spreadsheets, multimedia authoring tools) in a K-12 classroom.
- Be familiar with elementary, middle, or high school curriculum content.
- Have taken an online course or have completed the PBS “Practice Learning Online with TeacherLine” course.

Course Description

This course will start participants on a path toward ISTE NETS*T proficiency. Through readings, examination of their own teaching practices and the ISTE NETS*T, and exploration of available technologies and sample technology-integration projects, they will increase understanding of and comfort with the NETS*T and their practical applications in the classroom.

Instructor/Facilitator

See instructor/facilitator sheet

Credit

To be determined by a college or university

Goals

The overall goal of this course is for learners to gain familiarity with the ISTE NETS*T and the role these standards play in educating students through exposure to and understanding of emerging learning technologies.

By the end of this course, learners will:

- be familiar with the NETS*T and have specific strategies for applying these standards in their classroom.
- be familiar with a range of technological tools and have specific ideas for incorporating them into teaching practices to satisfy the NETS*T.
- have developed a plan for a project to address the NETS*T in the classroom, with the *teacher as the primary user* of technology.
- have developed a plan for a project to address the NETS*T in the classroom, with *the teacher empowering students* to learn through technology.
- be familiar with the goals and requirements of the Capstone I and II courses.

Outline of Content and Assignments

After previewing the documents in the Course Information area, learners will proceed to the Course Content area to complete the following five sessions, working through each session in order. Throughout the sessions, learners are asked to articulate their ideas in various contexts:

they are encouraged to reflect on their ideas and experiences both privately and in online discussions, and they are expected to create two plans for classroom technology integration projects, which will comprise the final project for the course.

This course is designed to address all of the ISTE *Educational Technology Standards and Performance Indicators for All Teachers*. These standards define the fundamental concepts, knowledge, skills, and attitudes for applying technology in educational settings.

Session 1: Self-Assessing the Use of Technology

Objectives

By the end of this session, the learner will be able to:

- Define professional goals and expectations for this course in the online journal.
- Explain prior knowledge and experiences using technology in teaching
- Identify strengths and gaps in the application of the ISTE NETS*T in the classroom.
- Analyze the use of media by school-aged children and extrapolate the importance of technology standards in the classroom to address the growing media savvy of students.
- Evaluate current teaching practices for use of the NETS*T.

Read

- “Teens and Social Media”
- “A New Crop of Kids: Generation We”
- ISTE NETS*T
- “The Guide to NETS*T in Practice”

Write in Online Journal

- Reflect on professional goals and expectations.
- Reflect on how the NETS*T are reflected in state standards and in teaching practices.

Participate in an Online Discussion

- Respond to the “Getting to Know Each Other” discussion questions in the discussion forum.
- Discuss how students’ casual use of technology differs from classroom technology use.

Complete Activities and Assignments

- Submit a self-survey of technology integration.
- Add examples of classroom activities for each NETS*T standard to a graphic organizer.

Session 2: Technology Integration

Objectives

By the end of this session, the learner will be able to:

- Explore traditional and innovative uses of technology in the classroom and compare this knowledge to classroom technology use.
- Evaluate technology tools and discuss implementing them in the classroom.
- Recognize the gap between Internet-savvy students and their schools.
- Compare and contrast the described gap with his/her professional experience.

Read

- “The Digital Disconnect: The Widening Gap between Internet-Savvy Students and their Schools”

Explore

- A variety of technology tools that may be useful in the classroom.

Write in Online Journal

- Evaluate classroom technology use within the framework of the reading for this session.

Participate in an Online Discussion

- Read and discuss the technology reviews of other learners.

Complete Activities and Assignments

- Submit a review of three to five technology tools.

Session 3: Teacher Use of Technology

Objectives

By the end of this session, the learner will be able to:

- Analyze sample technology-integration exhibits.
- Review and evaluate sample technology-integration plans.
- Create a technology-integration plan that focuses on the teacher as the primary user of technology.
- Assess the compatibility of the Capstone I course with his/her professional development goals.

Explore

- Sample technology integration exhibits that focus on teacher use of technology.

Write in Online Journal

- Reflect on the sample technology exhibits and how to use some of the techniques described in them in the classroom.
- Reflect on what might be gained professionally from the Capstone I course.

Participate in an Online Discussion

- Explain which technologies or strategies encountered in this course that lend themselves to teacher use. Discuss which of these technologies or strategies motivate teachers the most and why.

Complete Activities and Assignments

- Review notes from the previous two sessions and brainstorm topics for Individual Project Plan I that guides student learning through teacher use of technology.
- Use a rubric to evaluate sample project plans.
- Create an Individual Project Plan that focuses on the teacher as the primary user of technology.
- Complete a Capstone I self-assessment.

Session 4: Empowering Students with Technology

Objectives

By the end of this session, the learner will be able to:

- Analyze sample technology-integration exhibits.
- Create a technology-integration plan that focuses on student use of technology for learning.
- Assess the compatibility of Capstone II with his/her professional development goals.

Explore

- Sample technology integration exhibits that focus on student use of technology.

Write in Online Journal

- Which technologies or strategies in this course would lend themselves to student use of technology?
- Which of these technologies or strategies motivate teachers the most and why?
- What might be gained professionally from the Capstone II course?

Participate in an Online Discussion

- Discuss the use of technology in the classroom. What is its value? Can it be a distraction? How do teachers differentiate between active and passive use of technology?

Complete Activities and Assignments

- Review notes from the previous two sessions and brainstorm topics for an Individual Project Plan II that empowers student learning through student use of technology.
- Create an Individual Project Plan II that focuses on the student as the primary user of technology.
- Complete a Capstone II self-assessment.

Session 5: Completing Plans

Objectives

By the end of this session, the learner will be able to:

- Revise and finalize Individual Project Plans I and II.
- Critically evaluate another learner's Project Plans I and II and offer meaningful comments and suggestions.
- Assess learning in this course by comparing prior knowledge and acquired knowledge in a journal activity.
- Analyze the learning experience in this course by reflecting about professional goals and expectations in the online journal.
- Reflect on and analyze ways of expanding the use of instructional technology in his/her teaching practice.

Read

- "Adopt and Adapt: Shaping Tech for the Classroom"

Write in Online Journal

- Reflect on how current use of technology in the classroom and how it might be used in more meaningful ways.
- Reflect on the ways participants learned from this course.
- Reflect on the ways in which this course met or not met learning goals.

Participate in an Online Discussion

- Discuss how the conversations with colleagues, readings, and project experiences in this course affected understanding of and or confidence in technology integration in the classroom.

Complete Activities and Assignments

- Revise and finalize Individual Project Plans I and II based on coach and peer feedback.
- Peer review the Individual Project Plans I and II of a fellow learner.

Final Project

The final project for this course consists of two Individual Project Plans, both rooted in the NETS*T. The first focuses on the teacher as the primary user of technology. The second focuses on the student as the primary user of technology.

Schedule

This course is scheduled to take approximately 30 hours to complete this course. Each week-long session should take approximately 4-5 hours, with the exception of the last session, which is scheduled to take place over two weeks.

Requirements

Learners are expected to:

- Complete all assignments
- Maintain an online journal
- Participate and actively engage in discussions with fellow learners while contributing to the social construction of knowledge.
- Be self-directed and self-motivated.
- Ask for assistance when they need it

Materials

Technical Requirements

- Word processor
- Internet service provider
- E-mail
- TeacherLine required plug-ins

Academic Dishonesty Policy

To be inserted by university institution only

Evaluation

This course is evaluated on a letter grade basis, and may be available for graduate credit. See graduate credit details pertaining to specific graduate credit institutions.