

**EDFN 587: Technology Institute *Technologies*
for Online and Blended Teaching** Millersville

University of Pennsylvania

Dixon Center, Harrisburg, PA

June 20-24, 2016 (Summer 2 Session)

Institute Director & Professor of Record

Dr. Oliver Dreon

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INSTITUTE COURSE DESCRIPTION

Technology offers exciting new opportunities to change how and when students learn. In this institute, we explore new technologies to support online, blended and flipped instruction and examine how the classroom environment can expand and adapt to meet the needs of today's learners.

Target Audience: Elementary, Middle Level, and Secondary Classroom Teachers; Technology Coordinators, Instructional Technology Coaches

INSTITUTE GOALS & OBJECTIVES (tentative)

Upon completion of this course, participants will be able to:

- Utilize synchronous and asynchronous technologies to support rigorous student learning
- Create learning objects that drive instruction in online and flipped learning environments
- Examine ways to incorporate game elements to motivate students to learn
- Identify critical laws and methodologies for securing student online safety
- Implement high quality Open Educational Resources in classroom instruction
- Differentiate online and flipped instruction to support a variety of learners
- Use a variety of technologies to foster student creativity and assess student learning

INSTITUTE TEXTS (tentative)

Participants in this Institute will choose **ONE** of these books to read and write a reflection/response paper:

- 1) Trilling, B., & Fadel, C. (2009). *21st Century Skills*. San Francisco: Jossey-Bass.
- 2) Bergmann, J. & Sams, A. (2012). *Flip our Classroom*. Washington, DC: ISTE.
- 3) Rice, K. (2012). *Making the move to K-12 online teaching*. Pearson Education, Inc.

Other readings and articles will be provided by the professor.

INSTITUTE POLICIES

You are expected to conduct yourself as a professional. That includes coming to class each day, fully participating in class activities, providing thoughtful input to class discussion and written assignments, and submitting work that demonstrates rigor at a high level.

Conceptual Framework for Professional Education

In this course, we will be enacting the MU Professional Education Unit's Conceptual Framework that contains the following foci:

Learning Communities of Inquiry and Action	We will engage in learning communities in which reflection, collaboration, lifelong learning, and habits of mind are developed and nurtured.
Focus on Students	We will balance knowledge and the principles and concepts delineated in professional and state standards with an appreciation of all students' individuality, diversity, and cultures.
Exemplary Professional Practices	We will demonstrate the knowledge, skills and dispositions of exemplary professionals. We will have strong competence in our content knowledge, pedagogical content knowledge and skills as delineated in professional, state, and institutional standards. We will demonstrate professional dispositions or standards of conduct, will be supportive of students, families, and the school and community and will serve as catalysts for positive and responsible change.

To view the full text of the Conceptual Framework & Dispositions Guidelines, visit the School of Education web page linked to MU's home page.

Academic Honesty:

Academic integrity includes refraining from cheating and/or plagiarizing from the work of others. All students are expected to act with personal integrity at all times.

Academic integrity includes a commitment to not engage in or tolerate acts of falsification, misrepresentation, or deception. Such acts of dishonesty include but are not limited to cheating, copying, plagiarizing, submitting other people's work as one's own, using Internet sources without citation, fabricating citations, tampering with the academic work of another student or facilitating other student's acts of academic dishonesty.

Students charged with a breach of academic integrity will receive due process and if the charge is found valid, academic sanction may range depending upon the severity of the offense, from an F for the assignment to an F for the course. The University's statement on academic integrity is available on the MU website.

Accommodations for Students with Special Needs

Students with special needs should submit pertinent documentation to the Office of Learning Services. This will allow the professor to better accommodate those students with special needs.

Additionally, individual students are encouraged to approach the instructor directly at any time during the semester regarding necessary accommodations.

Assignments

Participants will be assessed on the following areas:

1. Daily attendance and active participation in online and face-to-face discussions and learning experiences

Daily attendance for the full week is an expectation. In the case of illness or emergency, please provide documentation for your absence. Undocumented/unexcused absences will result in the reduction of one letter grade for each day missed.

2. Book Response & Reflection (50 points)

You are to read one of the course text options and submit a written or tech-based reflection about the book *no later than* Wednesday, June 22, 2016. This response and reflection should **not** be a summary of the contents of the book, but rather an opportunity for you to highlight key learnings, ah-ha moments, and critical areas of interest. You should think about what you gained from reading this book and how you might consider applying this information to your teaching practice. A typical book response is around 3-5 pages in length, but alternate formats that utilize digital tools are welcome. Links or files should be emailed to Dr. Dreon: oliverdreon@gmail.com

	Exceeds Expectations 45-50 points	Meets Expectations 40-44 points	Does Not Meet Expectations 35-39 points
Content	Thorough, thoughtful, & reflective response utilizing evidence from the text and connections to practice; Student identifies 5 or more ideas from the text that were significant to their own learning	Clear response that demonstrates minimal effort in completing assignment; Student identifies 3-4 ideas from the text that were significant to their own learning	Limited or vague response that does not demonstrate sufficient effort; Student identifies less than 3 ideas from the text that were significant to their own learning
Conventions	0-2 errors	3-4 errors	5 or more errors

3. Daily Reflection (10 points each/50 points total)

Each day before you leave, you will reflect and provide feedback using a Google form. Similar to a “ticket-out-the-door,” these daily reflections will provide evidence of your critical thinking and active participation.

4. Final project (100 points) DUE: NO LATER THAN AUGUST 12 VIA EMAIL OR GMAIL TO DR. DREON

A major objective of this summer institute is to provide you with an opportunity to actively think about and plan for the upcoming school year. The final project *that you will propose and create* will incorporate elements from the institute activities, speakers, and readings in a way that is meaningful to each individual. This project is intended to be open-ended in nature. Participants may work with grade level partners or teams or work independently on this culminating projects. **All projects are expected to be of appropriate graduate-level rigor and effort.** Possible projects might include, *but are not limited to*, these examples:

- Revise a unit that you currently teach to incorporate flipped or online learning tools and techniques.
- Create a series of lessons that incorporate ideas you learned from the institute.

All projects should include the following required elements:

- Rationale - a brief paragraph explaining *why* you selected this project and *how* the incorporation of new ideas from the institute will improve or enhance student learning
- Essential Questions, Goals, *or* Objectives - *what* are the overarching goals for student learning?
- PA Core Standards - what standards does this project connect with?
- Content/Body - varies according to project, but this is the heart of the assignment and should constitute the bulk of the project.
- Resources/Reference List - APA style that includes all resources cited and any texts that are used within the project

Grading

94-100 - A	77-79 - C+
90-93 - A-	74-76 - C
87-89 - B+	70-73 - C-
84-86 - B	60-69 - D
80-83 - B-	Below 69 - F

Tentative Weekly Schedule of Topics

Monday June 20, 2016

AM: Tools and best practices for effective synchronous learning

PM: Tools and best practices for effective asynchronous learning

Tuesday June 21, 2016:

AM: Incorporating Gamification & Game Based Learning in the classroom

PM: Targeting the Taxonomy for Learning Activity Types

Wednesday June 22, 2016:

AM: Utilizing Open Educational Resources

PM: Fostering a Culture of Creative

***Book Response due today!**

Thursday June 23, 2016

AM: Keeping students safe online

PM: Leveraging mobile pedagogy

Friday June 24, 2016

AM: Examining assessment in online and flipped learning environments

PM: Differentiating for all students

Tentative Daily Schedule:

8-8:30 - Breakfast, table talk

8:30-9:00 - Welcome & schedule for day

9:00-12:00 - Morning session

12:00-1:00 - Lunch

1:00-3:00 - Afternoon session

3:00-4:00 - Independent/Small Group work time on Institute Assignments

Invited speakers (tentative):

Kevin Bowers, Flipped Instruction 6/21/16

Chris Penny, West Chester University 6/22/16

Clint Walters, Game-based Learning 6/22/16

Greg Szczyrbak, Open Educational Resources 6/23/16

Julie Schell, University of Texas 6/24/16