

UW-Whitewater
College of Education and Professional Studies

Course Syllabus

Semester & Year: Summer 2013

Proposed Course Title: Digital Learning

Course Number:

Course Location: Sun Prairie, Wisconsin

Instructor: Michael Mades

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Office Location: Virtual via Webex

Office Hours: 8-9 am, Tuesday and Thursdays

Course Description:

This course provides educators an opportunity to define goals and instructional strategies related to using technology to blend face-to-face instruction with various methods of online learning.

Prerequisites:

None

Required Materials and Texts:

Survey

Blended Learning Teacher Survey (2012).

Pre-Conference: <http://surveyasp.uww.edu/selectsurvey/TakeSurvey.aspx?SurveyID=72L2989K>

Post-Conference: <http://surveyasp.uww.edu/selectsurvey/TakeSurvey.aspx?SurveyID=94L2mm41>

Readings

Keppel, M. (2013). Blended Learning: The Future of Higher Education. Flexible Learning Institute.

<http://www.slideshare.net/mkeppell/blended-learning-the-future-of-higher-education>

DeNisco, A. (2013). Preparing for Online Teaching. District Administration.

<http://www.districtadministration.com/article/preparing-online-teaching>

Lepi, K. (2013). How Teachers are Using Blended Learning Right Now. Edudemic.

<http://www.edudemic.com/2013/03/how-teachers-are-using-blended-learning/>

Hart, J. (2013). 5 characteristics of how Knowledge Workers like to learn at work. Learning in the Social

Workplace. <http://www.c4lpt.co.uk/blog/2013/04/25/5-characteristics/>

Moravec, J. (2013). Education 2.0 vs Education 3.0-Awesome Chart. Educational Technology and Mobile Learning.

<http://www.educatorstechnology.com/2013/06/education-20-vs-education-30-awesome.html>

Dunn, J. (2013). The 20 Best Pinterest Boards About Education Technology. Edudemic.

<http://www.edudemic.com/2012/10/pinterest-education-technology/>

Digital Learning Now: 2012 Digital Learning Report Card

<http://www.digitallearningnow.com/reportcard/>

Caramanico, N. (2013). Flipping Your Faculty Meetings. Tech& Learning.

<http://www.techlearning.com/features/0039/all-play-and-no-work/53436>

Borris, C. (2013). Books, Blogs, Ideas: Salman Kahn. Scholastic.
<http://www.scholastic.com/browse/article.jsp?id=3757851>

Heick, T. (2012). 25 Tips For A Better MOOC Experience. TeachThought.
<http://www.teachthought.com/technology/25-tips-for-a-better-mooc-experience/>

Christensen, C., Horn, M., & Staker, H. (2013) Is K-12 blended learning disruptive? An introduction of the theory of hybrids. Clayton Christensen Institute for Disruptive Innovation.
<http://www.christenseninstitute.org/publications/hybrids/>

Videos

Koller, D. (2012). What we're learning from online education.
http://www.ted.com/talks/daphne_koller_what_we_re_learning_from_online_education.html

Mitra, S. (2013). Build a School in the Cloud. http://www.ted.com/playlists/24/re_imagining_school.html

Course Objectives and WI Teacher and/or Administrator Professional Standards:

| Objectives | WI Professional Standards | |
|---|---------------------------|---------------|
| | Teacher | Administrator |
| 1. Synthesize information concerning the various aspects of digital learning in education gained from the conference sessions and research. | 2, 6 | 2 |
| 2. Apply digital learning structures and strategies to an action plan for implementation. | 5 | 5 |

Course Requirements: (Assignments and Rubrics)

Pre Conference July 29-Aug. 5

1. Complete online pre-conference survey. The pre- and post-surveys are to be considered major assignments of this course. The extensive reflection on practice and attitudes/beliefs concerning digital learning will provide information for followup support.
2. Complete online research and assigned readings posted on Edmodo. A tutorial on the use of Edmodo is provided on the site. Readings, videos and websites concerning issues, practice and structures on digital learning provide the background information necessary for optimal learning during the conference.
3. Summarize research and readings; post to Edmodo. The summary of research papers, readings and videos should be written to the participant's current understanding of digital learning including concerns and questions. The summary should provide a foundation on which to build a comprehensive digital learning program.
4. Prepare questions to be answered during the conference; post to Edmodo.

Conference Attendance Aug. 5

5. Attend digital learning conference sessions
 - a. Participants enrolling in the conference for graduate credit will attend a specific session to review course requirements.

Post-Conference Aug. 6-16

6. Summarize findings to initial questions generated in Pre-Conference readings/research. The participant will use the questions generated through the research to guide note taking during the conference sessions. Review of colleagues' posted questions will be incorporated into information search during the conference.

7. Partner with colleague to review developing digital learning strategies. Working with a colleague with similar concerns and goals for digital learning, participants will meet online to reflect on conference learning and new understandings to be incorporated into the digital learning action plan.
8. Develop digital learning action plan. A template for the types of plans will be provided. The plan will develop specific purposes for implementing digital learning for instruction. How will the digital learning strategy better serve student learning needs.
9. Post action plan to the Edmodo site. The digital learning action plans will be unique. Complete plans will be necessary for posting in order to provide various perspectives on digital learning for colleagues.
10. Review two action plans posted on Edmodo. Reading colleagues' plans should provide the participant with additional understanding of digital learning applications.
11. Write analysis of posted action plans and file on Edmodo site. The analysis of the plans of colleagues should focus on clarity of goals and alignment of implementation strategies; the inclusion of assessments that will provide data for student achievement monitoring as well as evaluation of the impact of digital learning instruction.
12. Complete online post-conference survey and write analysis of change. The participation in the Digital Learning Conference should assist in changing ideas and perspectives. The analysis should be written with a focus on change in both.

Assignments:

1. Completion of pre/post surveys and written analysis
2. Summary of online research and assigned reading with prepared questions to be answered during the conference
3. Summary of conference learnings and questions answered
4. Collaboration with partner
5. Digital learning action plan
 - a. Post on Edmodo
6. Review two posted action plans and write analysis

Assignment Rubric

| | A 4 points | B 3 points | C 2 points | F 0 points |
|---|---|--|---|--|
| Pre-/post-conference survey Post-conference analysis | <ul style="list-style-type: none"> • Pre-/Post- completes all analysis sections of the survey • Pre-/post- comparison of responses analyzes knowledge change as well as attitude | <ul style="list-style-type: none"> • Pre-/Post- completes most of the analysis sections of the survey • Pre-/Post- comparison of responses analyzes changes in knowledge | <ul style="list-style-type: none"> • Pre-/Post- completes no analysis sections of the survey • Pre-/post-written comparison is not completed | <ul style="list-style-type: none"> • Does not complete either or both of the surveys |
| Online reading and research summary | <ul style="list-style-type: none"> • Read and study all readings assigned • Research additional resources concerning digital learning and implementation issues • Prepare notes and questions concerning readings and preparation | <ul style="list-style-type: none"> • Read and study all readings assigned • No additional resources located • Some questions prepared or brief notes prepared | <ul style="list-style-type: none"> • Skim chapters • No additional resources located or read when assigned • No questions or notes prepared | <ul style="list-style-type: none"> • No evidence of preparation |
| Conference and course attendance | <ul style="list-style-type: none"> • Attend all conference/academy sessions for the assigned time | <ul style="list-style-type: none"> • Attend all conference sessions for the assigned time | <ul style="list-style-type: none"> • Missed one conference sessions | <ul style="list-style-type: none"> • Does not attend complete sessions |
| Participation Session Summary and reflection | <ul style="list-style-type: none"> • Clearly identifies new learning citing specific examples (programs, tools, uses) • Clearly identifies specific new learnings/questions | <ul style="list-style-type: none"> • Identifies knowledge acquired (programs, tools, uses) • Identifies general thoughts/questions | <ul style="list-style-type: none"> • Lists tools and programs learned • Identifies general next steps for learning | <ul style="list-style-type: none"> • No learning analysis • No new learnings needed identified |
| Digital learning action plan | <ul style="list-style-type: none"> • Plan clearly states long-range development, implementation and implications of digital learning • Plan is clearly linked to essential understandings of digital learning • Plan provides specific descriptors and procedures for evaluation of effectiveness digital learning strategy • At least 5 reference sources are identified and appear in the plan document correctly formatted | <ul style="list-style-type: none"> • Plan clearly states long-range plan development and implementation of digital learning • Plan demonstrates connection of digital learning structures • Plan includes reference to evaluation of effectiveness of digital learning strategy • At least 4 reference sources are cited and appear in the plan document correctly formatted | <ul style="list-style-type: none"> • Plan demonstrates immediate implementation of digital learning but not long range • Plan references some structures or strategies of digital learning • Plan includes some evaluation descriptors or contents of plan can be extrapolated to evaluation • Less than 4 references that may not be cited correctly | <ul style="list-style-type: none"> • Plan contains few of the essential elements of plan description or process of implementation |

Course Requirements: Course will not be offered for undergraduate credit.

Grading Policy:

Evaluation and Grading Policy:

Grading will be based on the quality of work with components weighted as follows:

| Assignments | Weight |
|--|-------------|
| 1. Pre/Post Survey & Analysis | 10% |
| 2. Online Reading and Research Summary | 20% |
| 3. Conference Summary | 10% |
| 4. Digital Learning Plan | 50% |
| 5. Analysis of Posted Plans | 10% |
| Total | 100% |

Graduate Credit

A=31-40 points

B= 19-30

C= 15-20

F=0-14

Attendance Policy and Defined Excuses:

Participants are expected to attend each class. Any absences must be reported to the instructor prior to class and the participant is responsible for all work assigned as a result of the absence.

Tentative Course Schedule:

| Pre-Conference July 29-Aug. 5 | In-class Instruction | Online Instruction | Preparation |
|---|----------------------|--------------------|-------------|
| Complete online pre-conference survey | | 1 | |
| Complete online research and assigned readings posted on Edmodo | | 3 | |
| Summarize research and readings; post to Edmodo | | | 4 |
| Prepare questions to be answered during the conference; post to Edmodo | | | 1 |
| Conference Attendance Aug. 5 | In-class | Online | Preparation |
| Attend Digital Learning Conference sessions | 8 | | |
| Post-Conference Aug. 6-16 | In-class | Online | Preparation |
| Summarize findings to initial questions generated in Pre-Conference readings/research | | | 3 |
| Partner with colleague to review developing digital learning strategies | | 2 | |
| Develop digital learning action plan | | | 17 |
| Post action plan to the Edmodo site | | | 1 |
| Review two action plans posted on Edmodo | | 2 | |
| Write analysis of posted action plans and file on Edmodo site | | | 3 |
| Complete online post-survey and write analysis of change | | | 3 |
| Totals | 8 | 8 | 32 |

The University of Wisconsin-Whitewater is dedicated to a safe, supportive and non-discriminatory learning environment. It is the responsibility of all undergraduate and graduate students to familiarize themselves with University policies regarding Special Accommodations, Academic Misconduct, Religious Beliefs Accommodation, Discrimination and Absence for University Sponsored Events (for details please refer to the Schedule of Classes; the "Rights and Responsibilities" section of the Undergraduate Catalog; the Academic Requirements and Policies and the Facilities and Services sections of the Graduate Catalog; and the "Student Academic Disciplinary Procedures (UWS Chapter 14); and the "Student Nonacademic Disciplinary Procedures" (UWS Chapter 17).