Catalog Description

This course is designed to provide School Media Specialists and Technology Integrators with hands-on experience with multimedia technology and its effects on the 21st century learner. Current web and multimedia tools will be explored. Other topics to be covered are collaboration/teamwork with other educators and the role of the Library Media Specialist in integrating technology.

Textbooks and Recommended Reading

All reading materials will be available in Moodle.

Course Overview

Course Overview: The course covers the use of current technologies as a tool in the school setting. A variety of tools will be explored and discussed. A hands-on approach will give students a better understanding of the uses of technology. Details on assignments are posted in Moodle.

Course Objectives:

1. A working understanding of 21st century digital tools. (ALA/AASL 3.3)(NH 507.21(3)g ; (ISTE III.d , V.b) (NH 507.22 (3) a (5)a)
2. Ability to integrate the use of current technologies to enrich curriculum and enhance learning. (ALA/AASL 1.4) (NH 507.21 (1) g (4) a 3.4. ; (ISTE II.b, I.b, IV.d.) (NH 507.22 (1) c (2) a (4) d
3. Understand the importance of collaboration, modeling, and sharing with educators and administrators in integrating technology. (ALA/AASL 1.4) (NH 507.21 (1) g) (ISTE II.b, I.d. III.b, III.c,V.b) (NH; 507.22 (1) c, (2) b (3) b (5) e
4. Awareness of current and emerging technology trends in schools. (ALA/AASL 3.3) (NH 507.21 (5) h) ; (ISTE IV.d, V.b) (NH 507.22 (4) d (5) b.e)
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Standards addressed</th>
<th>Assessment Tool</th>
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</thead>
</table>
| Web 2.0 Assignments | NH 507.21 (1)g Integrate current technologies for creative teaching  
NH 507.21 (3)g Demonstrate proficiency in 21st century tools  
NH 507.21 (4) a.4 Integrate current technologies for effective teaching and learning  
NH 507.21 (2)a Use knowledge of tools to advance student learning, creativity and innovation  
NH 507.22 (2)b Collaborate with other educators to promote creative thinking to engage students in real-world problem solving  
NH 507.22 (2)d Model collaborative knowledge construction to create more engaging learning experiences  
NH 507.22 (3)a Manage and integrate digital tools within school  
NH 507.22 (3)b Provide instruction in and promote use of digital tools  
NH 507.22 (4)d Facilitate access to digital resources that promote cross-cultural awareness  
NH 507.22 (5)a Promote and demonstrate effective use of tools/resources  
NH 507.22 (5)e Provide leadership to colleagues  
AASL 1.4 Integration of 21st century skills and learning standards; advocate for 21st literacy skills to support the learning needs of the school community; demonstrate how to collaborate with other teachers to plan and implement instruction of the AASL Standards for the 21st Learner and state student curriculum standards; employ strategies to integrate multiple literacies with content curriculum; integrate the use of emerging technologies as a means for effective and creative teaching and to support P-12 students’ conceptual understanding. | Rubric #1 Web 2.0 Assignments/Scenarios             |
critical thinking and creative processes
AASL 3.3 demonstrates ability to design and adapt relevant learning experiences that engage students in authentic learning through the use of digital tools and resources. Model and facilitate the effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research, learning, creating, and communicating in a digital society.

ISTE I.a Promote, support, and model creative and innovative thinking and inventiveness.

d Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments.

II.a Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.

III. b Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation.

c. Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital age media and formats.

d. Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning.

IV. d Develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital age communication and collaboration tools.

V. b Exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others.

| Personal Learning Network Assignment | NH 507.21 (5)h Ensure integration of current research and best practices | Rubric #2 Personal Learning Network Assignment |
by keeping up-to-date.

NH 507.22 (5)e Evaluate, adapt, and reflect on emerging tools/trends by participating in local and global learning communities and by reviewing current research and literature.

AASL 1.4 Integration of 21st century skills and learning standards; advocate for 2st. literacy skills to support the learning needs of the school community; demonstrate how to collaborate with other teachers to plan and implement instruction of the AASL Standards for the 21st Learner and state student curriculum standards; employ strategies to integrate multiple literacies with content curriculum; integrate the use of emerging technologies as a means for effective and creative teaching and to support P-12 students’ conceptual understanding, critical thinking and creative processes.

AASL 3.3 demonstrates ability to design and adapt relevant learning experiences that engage students in authentic learning through the use of digital tools and resources. Model and facilitate the effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research, learning, creating, and communicating in a digital society.

ISTE V. c Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning.

| Final Reflection Essay | NH 507.21 (5)h Ensure integration of current research and best practices by keeping up-to-date. NH 507.22 (5)e Provide collaborative leadership to colleagues at all positions. AASL 1.4 Integration of 21st century skills and learning standards; advocate for 2st. literacy skills to support the learning needs of the school community; demonstrate how to collaborate with other teachers to plan and implement instruction of the AASL Standards for the 21st Learner and state student curriculum standards; employ strategies to integrate multiple literacies with content curriculum; integrate the use of emerging technologies as a means for effective and creative teaching and to support P-12 students’ conceptual understanding, critical thinking and creative processes. | Rubric #3 Graduate Reflective Writing Rubric |
Learner and state student curriculum standards; employ strategies to integrate multiple literacies with content curriculum; integrate the use of emerging technologies as a means for effective and creative teaching and to support P-12 students’ conceptual understanding, critical thinking and creative processes.

AASL 3.3 demonstrates ability to design and adapt relevant learning experiences that engage students in authentic learning through the use of digital tools and resources. Model and facilitate the effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research, learning, creating, and communicating in a digital society.

<table>
<thead>
<tr>
<th>Rubric #1 for Weekly Web 2.0 Assignments/Scenarios:</th>
<th>Unacceptable 0 points</th>
<th>Acceptable 1-3 points</th>
<th>Target 4-5 points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Collaboration:</strong></td>
<td>No collaboration or links to instructional goals.</td>
<td>Minimal collaboration. Link to instruction goals not clearly outlined</td>
<td>Concisely outlines how technology tool will be used for instruction. Describes collaborative process with teacher, students or other personnel.</td>
</tr>
<tr>
<td><strong>Effectiveness:</strong></td>
<td>Have no idea what presenter is trying to communicate. Tools selected not appropriate for instructional goals. Unclear and confusing; hard to follow</td>
<td>Fairly certain what presenter is trying to communicate. Good use of tools. Generally clear, but a couple of places there was confusion</td>
<td>Presenter is clear and consistent in communicating. Tool chosen is effective for instructional goals.</td>
</tr>
<tr>
<td><strong>Presentation:</strong></td>
<td>Many technical problems; presentation not effective or engaging for audience.</td>
<td>Less than one technical issue. Good presentation. Keeps audience engaged</td>
<td>No technical issues. Excellent overall presentation. Effective link of technology and instructional goals; efficient use of time</td>
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</table>
Worksheet: Questions not addressed | Some of questions answered; not enough detail. | Effective description of learning objectives or goals as well as points of collaboration; detailed reflection of personal learning.

Rubric #2 for Personal Learning Network Essay:

<table>
<thead>
<tr>
<th>Goal (8 points)</th>
<th>Unacceptable</th>
<th>Target</th>
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<tbody>
<tr>
<td>Resources are not oriented toward development of a PLN</td>
<td>Resources in PLN are directed towards being more effective integrating of technology.</td>
<td></td>
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</table>

| Resources (7 points) | Resources in the PLN are from dubious sources; no evidence of reflection | Resources in PLN are from trusted and reliable sources. Reflection on personal needs. |

| Language use and style (5 points) | Uses basic language and sentence structure; many grammatical errors are present | Language is fluent, engaging, and precise; limited or no grammatical errors. |

Rubric #3 - Graduate Reflective Writing Rubric

<table>
<thead>
<tr>
<th>Essential Elements</th>
<th>Misses Target</th>
<th>Does Not Meet Standard</th>
<th>Approaching Target</th>
<th>On Target</th>
<th>Completely Meets Standard</th>
<th>Exemplary</th>
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</thead>
<tbody>
<tr>
<td>Purpose (5 pts)</td>
<td>Lacks purpose</td>
<td>Unclear purpose</td>
<td>Limited expression of purpose</td>
<td>Purpose is clearly expressed</td>
<td>Purpose is clearly expressed and is justified</td>
<td>Purpose is clearly expressed; demonstrates creativity</td>
</tr>
<tr>
<td>Development (4 pts)</td>
<td>Inappropriate response to assignment, or lacks thesis; no topic development</td>
<td>Undeveloped or vague theme or topic</td>
<td>Rudimentary development of theme or topic; limited in depth or clarity</td>
<td>Good development of theme or topic; conclusion is more than a summary</td>
<td>Fully developed theme or topic; writer comes to a conclusion</td>
<td>Fully developed, original, insightful reflection; comes to a conclusion</td>
</tr>
<tr>
<td>Details (4 pts)</td>
<td>Virtually no relevant details</td>
<td>Few relevant details</td>
<td>Details lack elaboration; important details omitted</td>
<td>Details are adequate &amp; relevant</td>
<td>Details are specific &amp; enhance development</td>
<td>Rich supporting details enhance the effectiveness of the reflection</td>
</tr>
<tr>
<td>Organization (3 pts)</td>
<td>Lacks organization</td>
<td>Unclear organizational strategy; few relationships between ideas are presented</td>
<td>Organizational strategy is clear and includes transitions</td>
<td>Logical progression of ideas; transitions are used effectively</td>
<td>Logical &amp; controlled organization from beginning to end; non-formulaic</td>
<td>Writer expresses relationships among ideas; careful &amp; subtle organization</td>
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<tr>
<td>Sentences (1 pt)</td>
<td>Many fragments, fused sentences &amp;/or run-ons</td>
<td>Sentence structure interferes with communication</td>
<td>Complete sentences generally support communication</td>
<td>Complete sentences; some sentence variety</td>
<td>Sentence variety &amp; patterns are appropriate for style &amp; effect</td>
<td>Sentence variety &amp; patterns are used to enhance style &amp; effect</td>
</tr>
<tr>
<td>Word Choice (1 pt)</td>
<td>Extremely limited vocabulary</td>
<td>Errors in grammar, usage &amp; mechanics interfere with communication</td>
<td>Errors in grammar, usage &amp; mechanics are distracting</td>
<td>Errors in grammar, usage &amp; mechanics are disproportionate to length &amp; complexity of piece</td>
<td>Some errors in grammar, usage &amp; mechanics but they do not distract significantly from the overall quality of the piece</td>
<td>Mastery of grammar, usage &amp; mechanics</td>
</tr>
<tr>
<td>Grammar, Usage, Mechanics (1 pt)</td>
<td>Errors in citations, formatting &amp; writing interfere with communication, or work contains plagiarized content</td>
<td>Errors in citations, formatting &amp; writing are distracting</td>
<td>Errors in citations, formatting &amp; writing are distracting</td>
<td>Several errors in citations, formatting &amp; writing, &amp;/or errors appear to be careless</td>
<td>Few errors in the application of required writing style, format, citations &amp;/or reference list</td>
<td>Mastery of all applicable style requirements throughout the work.</td>
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**Course Requirements & Grading**

**Grading:**

- “What I Hope to Learn” Essay: 2 points
- Video upload & Introduction: 10 points
- Weekly Multimedia Assignments: 120 points (20 points each)
- Online Discussion Postings: 28 points (4 points each week)
- Personal Learning Network assignment: 20 points
- Reflection Paper: 20 points

Points may be deducted for late submissions.

- 189+ points: A
- 182-188: A-
- 174-181: B+
- 166-173: B
- 158-165: B-
Weekly Web 2.0 Assignments/Scenarios:

Each week you will create a brief Web 2.0 presentation based upon a scenario. The learning objective or goal of the scenario should drive the assignment, not the Web 2.0 tool. In addition to the Web 2.0 presentation, you will complete a worksheet that outlines how the learning objective or goal for the scenario was accomplished and how the tool you chose contributed to the objective. The entire class will be able to view your assignment. Please contact the instructors if you have an issue with classmates viewing your assignment.

Weekly readings and discussion postings:

The weekly reading(s) will be released on Wednesday at 9 am. Two substantial posting are required each week. Comments posted online should be carefully phrased to avoid sounding negative or rude. An online environment, with its lack of visual feedback, requires particular attention to courtesy and phrasing.

Personal Learning Network:

A two page essay on your plan for developing a Personal Learning Network for keeping current with technology

Reflection:

A 3-5 page (double spaced) paper reflecting on the assigned reading, including how you view the integration of technology in the school based on this course.

Course Calendar/Agenda

<table>
<thead>
<tr>
<th>SCHEDULE</th>
<th>September 11-November 13, 2013</th>
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<tbody>
<tr>
<td>Unit 1</td>
<td>Explore course resources; Upload video; Submit Essay</td>
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<tr>
<td>Unit 2</td>
<td>Grade K-3 focus</td>
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<td>Unit 3</td>
<td>Grade 4-8 focus</td>
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<tr>
<td>Unit 4</td>
<td>Grade 9-12 focus</td>
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<td>Unit 5</td>
<td>Diversity focus</td>
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<tr>
<td>Unit 6</td>
<td>Professional development &amp; leadership focus</td>
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<td>Unit 7</td>
<td>Your Choice</td>
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<tr>
<td>Unit 8</td>
<td>Personal Learning Network</td>
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<tr>
<td>Unit 9</td>
<td>Final Reflection</td>
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</tbody>
</table>
Conceptual Framework

Learners in the College of Graduate Studies are encouraged to be active agents in their graduate programs through dynamic collaboration with our diverse faculty of scholars and practitioners. The graduate programs foster inquiry and critical thinking through a commitment to the following **hallmarks**:

**Collaborative Leadership and Advocacy**

Students will gain skills in collaborative leadership and advocacy by modeling and sharing the use of current technologies. The Web 2.0 projects will give students skills and abilities in both using and sharing their knowledge with colleagues.

**Scholarship and Application**

Students will investigate, research, and use current technologies to better inform their practice and the practice of colleagues. The Web 2.0 projects are the opportunity to investigate many new technologies and share that knowledge with others.

**Reflection and Innovation**

Students will have opportunities to be innovative by using new technologies and to see the tools developed and used by others in the class. The final reflection allows for thoughtful discussion of how the coursework has changed and modified their use and promotion of technology as a learning tool.

**Professionalism and Service**

Students will understand their role as professionals in the areas of library and technology and importance of promoting the integration of technology to enhance learning. Their roles as leaders will be explored and discussed in class readings.

**Global Awareness and Social Responsibility**

Students will explore their role in using technology and digital tools to help foster global thinking and social responsibility both locally and on a wider scale.

University Policies and Procedures

- **ADA Policy**: Plymouth State University is committed to providing students with documented disabilities equal access to all university programs and facilities. If you think you have a disability requiring accommodations, you should contact the PASS office in Lamson library (535-2270) to determine whether you are eligible for such
accommodations. Academic accommodations will only be considered for students who have registered with the PASS Office. If you have a Letter of Academic Accommodation for this course from the PASS office, please provide the instructor with that information privately so that adaptations can be made to meet your needs. Course materials online comply with the Web-based Intranet and Internet Information and Applications Standards in accordance with ADA Section 508.

- **Academic Integrity**: Academic integrity is the foundation of the pursuit of knowledge. All members of the academic community are expected to be dedicated to the pursuit of knowledge in an honest, responsible, respectful, and ethical manner. Every violation of academic integrity is an affront to the academic community. Violations of academic integrity make fair evaluation impossible and cast doubt upon the seriousness with which students accept the responsibility of acquiring an education. Members of the academic community are expected to report all instances of those violations of academic integrity that come to their attention. Both faculty and administration consider it their duty, as guardians of academic standards and intellectual honesty, to enforce the academic integrity policy by prosecuting all cases of violation of academic integrity to the fullest extent. Students are urged to consider that it is the toleration of violations of academic integrity, and not the reporting of it, that is dishonorable. Please refer to the Graduate Catalog for more information and the entire policy.

- **Sensitive Materials**: Material in this course, in some instances, may be sensitive or emotionally provocative. As you review the syllabus, or at any time during the course, please let your instructor know if you anticipate, or are having, a problem with any assignment or classroom activity. We can then discuss how this assignment or activity is necessary for meeting course competencies and whether an alternative assignment or activity can be considered. We can also discuss campus resources that you may find helpful in dealing with your concerns.

- **Plymouth State University Curtained Operations Information**: Plymouth State University normally remains open through inclement weather. Because most students live within minutes of the campus, every effort is made to avoid an official closing. There may be times, however, when an emergency or extreme weather conditions necessitate a general closing of the University.

Please sign up for PSU Alert Emergency Text Messaging at: plymouth.edu/alerts

Following are the PSU curtailed operations and/or class cancellation notification procedures:
In the event of severe weather or an emergency, the University Administration will do all it can to decide on and post notifications of class/event cancellations and/or facility closures by 6:00 a.m. for classes running during the day. For canceling evening classes, the decision is usually made and communicated no later than 3:00 p.m. Every effort will be made to make the decision as early as possible. If you are wondering, call the storm line (603-535-3535) or check the PSU website.
Use your own judgment about travel during inclement weather; the best choice is the one that keeps you safe. Notify your instructor(s) if you have to miss a class.

- **Lamson Library and Learning Commons**
  Access to the IT Help Desk is available at 603-535-2929. Log in to MyPlymouth to access all of the Lamson Library and Learning Common resources and services. The Writing Center and the PASS office are located in the lower level of Lamson; the Help Desk is on the Main Floor.