Course Number and Name: CE 5120 The Integration of Digital Technology in the Common Core Standards (3 graduate credits)
Instructor: Kiley Kapp
Office and/or Online Availability: Arranged at your convenience
Phone: 603-236-6684 (cell)
PSU E-mail: krkapp@mail.plymouth.edu
Course Delivery: 100% online

Catalog Description

This instructional technology foundation course is designed to provide technology integrators, K-12 educators, school librarians/media teachers and administrators with an understanding of ways current and emerging technologies can be used to facilitate teaching, learning and managing instruction. Discussions will focus on issues, trends and current uses of technology in K-12 education. Sessions will focus upon gaining experience integrating digital technology within the Common Core Standards, evaluating web 2.0 tools, exploring video resources, and designing technology enhanced lessons utilizing digital storytelling for K-12 curriculum integration.

Course Overview

Essential Question: Will technology be integrated seamlessly into the curriculum, becoming as ubiquitous as pencils, encouraging effective, creative teaching and deeper, richer learning?

Goals: A Conceptual Framework (CHECK)

- Understand the use of technology tools to teach topics in the K-12 curriculum (Experience)
- Foster independence by utilizing practical and applied hands-on approach to learning technology skills which will impact immediate applications in the curriculum (Holistic);
- Identify overall guidelines for integrating technology into the Common Core Standards (Knowledge);
- Collaborate with other students in the class in designing technology enhanced projects and demonstrating the integration of technology in the curriculum to enhance student learning (Collaboration);
- Design, present and evaluate appropriate technology integration for application in teaching (Commitment); and
- Integrate the Internet into existing curriculum by injecting online resources and tools into existing lesson plans and classroom projects (Knowledge).

Textbook List/Bibliography/Recommended Reading/Resources

All reading materials and videos are provided online and will be assigned in Moodle.

Use APA 6th edition format. For assistance with APA style, see the APA website for rich resources:
http://www.apastyle.org/index.aspx
Professional Standards, Course Goals/Objectives, and Assessment

Education Technology Integrator Program Outcomes

Candidates have the knowledge, skills, and sensitivities needed to become accomplished teachers, researchers, advocates and leaders within the field. In this program they will develop the knowledge, skills and dispositions to be leaders in the educational technology field as guided by the International Society for Technology in Education (ISTE) Standards. The educational learning outcomes were developed from these standards which are aligned with the New Hampshire Ed 612.19 Education Technology Integrator Program.

Education Technology Integrator Candidates will:

1. Facilitate and Inspire Student Learning and Creativity:
   A. Use knowledge of digital tools and technology applications to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.
   B. Collaborate with other educators within the school and district to promote creative thinking and inventiveness using digital tools to engage students in real-world problem solving and learning.
   C. Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding.
   D. Model collaborative knowledge construction to create more engaging learning experiences.

2. Design and Develop Digital Age Learning Experiences and Assessments:
   A. Design and implement digitally-based learning experiences with multiple and varied formative and summative assessments.
   B. Manage digital portfolio processes and procedures as specified in Minimum Standards for School Approval, Ed 306.42, Information and Communication Technologies Programs.
   C. Collaborate with other educators within the school and district to incorporate contemporary digital tools and resources to maximize content learning in context.
   D. Model the use of adaptive technologies and other digital resources to personalize and differentiate learning activities for every student.

3. Model Digital Age Work and Learning:
   A. Manage and integrate all available and emerging digital tools within the school community.
   B. Provide instruction in and promote the use of digital tools for teaching, collaboration, and communication with students, parents, peers, and community members.
   C. Illustrate how state and national standards are implemented within the curriculum.

4. Promote and Model Digital Citizenship and Responsibility:
   A. Demonstrate a comprehensive understanding of safe, ethical, and legal practices related to digital information and technology, including, but not limited to respect for copyright and intellectual property and practices relating to the appropriate documentation of sources.
   B. Provide instruction and modeling to the school community regarding digital etiquette and responsible social interactions related to the use of technology and information.
   C. Promote and use digital tools and assistive technologies that provide equitable access for all school community members.
   D. Facilitate access to digital-age resources which promote cross-cultural awareness and connections.
5. **Engage in Professional Growth and Leadership.**
   A. Promote and demonstrate effective use of digital tools and resources.
   B. Evaluate, adapt, and reflect on emerging tools and trends by participating in local and global learning communities and by reviewing current research and professional literature.
   C. Demonstrate the role of digital media literacies to best equip young people to succeed in a globally interconnected, multicultural world.
   D. Participate in developing policies, procedures, and budgets concerning digital resources.
   E. Provide collaborative leadership to colleagues at all position levels.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Standard(s) Assessed</th>
<th>Assessment Tool</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily Article Reflections &amp; Discussions</td>
<td>NETS Administrators #s: 1 (a, b, &amp; c) 3 (a, b, c, &amp; d) 5 (a, b, c, d) NETS Teachers #s: 4 (a, b, c, d)</td>
<td>Reflective Writing Rubric</td>
</tr>
<tr>
<td></td>
<td>NH Ed610.09 Standard 9 NH Ed 612.19</td>
<td></td>
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<tr>
<td>Web 2.0 Activity</td>
<td>NETS Administrators #s: 2 (a, b, c, d, &amp; e) 4 (b &amp; e) 5 (a, b, c, d) NETS Teachers #s: 1 (a, b, c, &amp; d) 2 (a, b, c, &amp; d) 3 (a, b, c, d) 4 (a, b, c, d) 5 (a, b, c, d)</td>
<td>Reflective Writing Rubric</td>
</tr>
<tr>
<td>Collaboration Activity</td>
<td>NH Ed612.19</td>
<td></td>
</tr>
<tr>
<td>Digital Storytelling</td>
<td>NETS Administrators #s: 2 (a, b, c, d, &amp; e) 4 (b &amp; e) 5 (a, b, c, d) NETS Teachers #s: 1 (a, b, c, &amp; d) 2 (a, b, c, &amp; d) 3 (a, b, c, d) 4 (a, b, c, d) 5 (a, b, c, d)</td>
<td>Reflective Writing Rubric</td>
</tr>
<tr>
<td>Assistive Technology Lesson Plan for Implementing NETS for Students &amp; Common Core Standards: Model the use of adaptive technologies and other digital resources to personalize and differentiate learning activities for every student</td>
<td>NETS Administrators #s: 2 (a, b, c, d, &amp; e) 4 (b &amp; e) 5 (a, b, c, d) NETS Teachers #s: 1 (a, b, c, &amp; d) 2 (a, b, c, &amp; d) 3 (a, b, c, d) 4 (a, b, c, d) 5 (a, b, c, d)</td>
<td>Assistive Technology Lesson Plan Evaluation Rubric</td>
</tr>
<tr>
<td>Flip Your Classroom while integrating NETS into the Common Core</td>
<td>NH Ed 612.19 NH Ed 610.02 Standard 6 &amp; 9</td>
<td>Reflective Writing Rubric</td>
</tr>
</tbody>
</table>

**Evaluation Plan/Grading Scale**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Grade Percentage</th>
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</thead>
<tbody>
<tr>
<td>Article Reflections &amp; Discussions</td>
<td>30% of grade</td>
</tr>
<tr>
<td>Web 2.0 Activity</td>
<td>10% of grade</td>
</tr>
</tbody>
</table>
Collaboration Activity grade 10% of grade

Digital Storytelling grade 10% of grade

Assistive Technology Lesson Plan for Implementing NETS for Students & Common Core grade 20% of grade

Flip Your Classroom while integrating NETS into the Common Core grade 20% of grade

Incompletes: An instructor may decide to enter a grade of incomplete (IC) on a student’s record if unusual circumstances prevent completion of the course on time, and a minimal portion of the total class work needs to be completed. The course must be completed by the date specified by the instructor which cannot exceed one year beyond the original term of course completion. If the course is not completed by this date, the grade specified by the instructor will be recorded. If no grade is specified, a default grade of F will be recorded. The instructor is responsible for documenting and notifying the student of the work to be completed and the deadline. A student may not graduate with an incomplete on his or her transcript.

Course Calendar/Agenda: See Moodle for Specific Information

Daily Reflections
There will be articles and/or packets posted online in Moodle. Students will post a reflection about the articles and/or packets online, using Moodle. The reflections posted on Moodle will be about 1/2 page long (double spaced), and will be able to be viewed by other students in the class. Students will be required to respond to at least two other students’ postings. Responses are approximately a paragraph in length.

Web 2.0 Internet Activity
Use of a web 2.0 tool that you could use in your classroom setting. There will be multiple lists on Moodle to choose from or feel free to use any web 2.0 tool of your choice. Students will write a one-two page reflection on their experience with the web 2.0 tool.

Digital Storytelling
Use of a digital storytelling tool that you could use in your classroom setting. There will be multiple lists on Moodle to choose from or feel free to use any digital storytelling tool of your choice. Students will write a one-two page reflection on their experience with the digital storytelling tool.

Collaboration Activity
Complete a ‘trial’ collaboration project that would work well in your classroom. Please choose another person in the class to work with. Once you choose a partner, pick a date/time to meet online to play Mystery Skype, Google Hang out, the Monster Exchange Project, Give a brief description of a project you would implement, the pros and cons of the project, and how you would use the project in your classroom. Please prepare a one-two page write up.

Assistive Technology Lesson Plan for Implementing NETS for Students & Common Core Standards
This lesson plan should be created for a whole class of students and include assistive technology designed tools and resources, and a description on how you would use the adaptive technologies and other digital resources to personalize and differentiate learning activities for students with special needs and/or various different learning styles, as well as the general population of students. Please include the NETS-A, NET-T, or NET-S, and refer to the Lesson Plan Rubric listed on Moodle.
Flip Your Classroom while integrating NETS into the Common Core

Describe the way you would ‘flip’ your classroom by becoming the facilitator of the classroom and using recorded lectures, slideshows, iTunes University, short video clips, or student created video clips to personalize and differentiate learning activities for each and every student in your classroom. You could ‘flip’ your classroom by allowing students to create the instructional videos or they can be teacher created videos. Please include the NET-T, NET-S, or NET-A, which you would meet, and include (list) which Common Core Standards your assignment would meet. Remember that the new Common Core Standards advocate for reading and writing across all subject areas, so feel free to list the writing standards (which include technology) and/or the reading standards for any subject. A reference list is not required; just utilize the APA format for writing.

Projects will be graded on:

- Completeness (the project includes all the necessary information);
- Appropriateness (the technology used in the project is appropriate for the curriculum);
- Usability (the technology used in the project could be reasonably used by the audience and supported by the school’s technology infrastructure);
- Learning potential (the designed and constructed project will enhance learning, especially active and collaborative learning, and critical thinking. The project will help students learn in a way that they would not be able to otherwise); and
- Format & Style (the project is of professional quality i.e., packaging, word processing, etc.).

Assignments: Full credit will be given to assignments that are turned in on time. Late assignments will be deducted 5 points per day including weekends. If the assignment has not been turned in within a week of the due date, a grade of “0” will be recorded. Completing work does not necessarily guarantee an “A”. It is the quality of the work that matters.

Illness: If you miss an online unit due to illness, please notify the instructor.

Evaluation

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>94 – 100</td>
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<tr>
<td>A-</td>
<td>93 – 90</td>
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<tr>
<td>B+</td>
<td>89 – 87</td>
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<tr>
<td>B</td>
<td>86 – 84</td>
</tr>
<tr>
<td>B-</td>
<td>83 – 80</td>
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</table>

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 immediately 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 Accommodation for this course from the PASS Office, please provide the instructor with that information privately so that you and the instructor can review those accommodations.

Assessment Rubrics

Refer to the Reflective Writing Rubric for the following assignments:

- Reflections
- Web 2.0 Internet Activity
- Collaboration Activity
- Digital Storytelling
- Flip Your Classroom

Refer to the Assistive Technology Lesson Plan Evaluation Rubric for the following assignment:

- Assistive Technology Lesson Plan for Implementing NETS for Students and Common Core Standards
Conceptual Framework

PSU College of Graduate Studies Program Hallmarks

Plymouth State is dedicated to providing learning experiences that promote understanding and respect for all people, and constructive discourse that includes a range of perspectives. The University strives to create an environment that embraces diversity, equity, and inclusiveness for the entire community.

The College of Graduate Studies is dedicated to providing a learning environment that supports development of the mind, body, and spirit. By providing a solid foundation for continuous learning, students are encouraged to grow and serve as scholars and professionals. The College of Graduate Studies recognizes the contributions of faculty and students to disciplinary and interdisciplinary best practices.

The purpose of graduate study is to:

- promote intellectual curiosity;
- investigate advanced subject matter in depth and breadth;
- master scholarly techniques and developmental research;
- cultivate an atmosphere of intellectual discipline that facilitates faculty and student scholarship and research; and
- contribute to the knowledge base of professionals and improve society’s understanding of the systems in which people, organizations, and communities thrive.

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:

1. Leadership and advocacy
2. Scholarship and action/application
3. Reflection and innovation
4. Professionalism and service
5. Global awareness and social responsibility
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 Curtailed 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.
<table>
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<tr>
<th>Essential Elements</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose</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</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</td>
<td>Virtually no relevant details</td>
<td>Few relevant details</td>
<td>Details lack elaboration; important details omitted</td>
<td>Logical progression of ideas; transitions are used effectively</td>
<td>Details are adequate &amp; relevant</td>
<td>Details are specific &amp; enhance development</td>
</tr>
<tr>
<td>Organization</td>
<td>Lacks organization</td>
<td>Unclear organizational strategy; few relationships between ideas are presented</td>
<td>Sentence structure interferes with communication</td>
<td>Complete sentences generally support communication</td>
<td>Logical progression of ideas; transitions are used effectively</td>
<td>Logical &amp; controlled organization from beginning to end; non-formulaic</td>
</tr>
<tr>
<td>Sentences</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>Complete sentences; some sentence variety</td>
<td>Sentence variety &amp; patterns are appropriate for style &amp; effect</td>
</tr>
<tr>
<td>Word Choice</td>
<td>Extremely limited vocabulary</td>
<td>Limited vocabulary</td>
<td>Appropriate vocabulary</td>
<td>Effective diction</td>
<td>Varied, precise diction</td>
<td>Sophisticated diction</td>
</tr>
<tr>
<td>Grammar, Usage, Mechanics</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>No errors in the application of the required style in any part of the piece</td>
<td>Mastery of grammar, usage &amp; mechanics</td>
</tr>
<tr>
<td>Required Style, Format, Reference List (APA, MLA, Chicago, etc.) as appropriate for a reflective essay</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, &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>No errors in the application of the required style in any part of the paper</td>
<td>Mastery of all applicable style requirements throughout the work.</td>
</tr>
</tbody>
</table>

**Totals:** 8 16 24 32 40 48

### Assistive Technology Lesson Plan Evaluation Rubric

<table>
<thead>
<tr>
<th>Element</th>
<th>Grade: A</th>
<th>Grade: B</th>
<th>Grade: C</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Common Core: Curriculum and Standards</td>
<td>Lesson Design</td>
<td>Technology Integration</td>
<td></td>
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<tr>
<td>--------------------------------------</td>
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</tr>
<tr>
<td>The lesson supports core curriculum content appropriate to the targeted student group, is aligned with the Common Core Standards, and would be well integrated within a unit of study.</td>
<td>The lesson procedures and resources are complete, deep, and adaptable. They identify potential challenges inherent to the lesson and suggest alternative instructional strategies.</td>
<td>The lesson’s use of technology helps students achieve their learning objectives by involving them as active participants.</td>
<td></td>
</tr>
<tr>
<td>The lesson provides connections to core curriculum with clear references to Common Core Standards.</td>
<td>The lesson procedures and resources are complete and in depth, but do not acknowledge potential challenges in implementing the lesson.</td>
<td>The lesson’s use of technology enables students to be meaningfully involved.</td>
<td></td>
</tr>
<tr>
<td>The lesson appears to be related to curriculum standards but the connections are not clear.</td>
<td>The lesson procedures are nearly complete, but lack depth. Teacher may need to seek out resources for the lesson.</td>
<td>The lesson’s use of technology is focused but does not involve students in any of the ways described at left.</td>
<td></td>
</tr>
<tr>
<td>NET-S</td>
<td>NETS-A, NETS-T, or NETS-S are clearly included and detailed.</td>
<td>NETS-A, NETS-T, or NETS-S are clearly included.</td>
<td></td>
</tr>
<tr>
<td>Proper Citations</td>
<td>All sources cited (if applicable). No mistakes in formatting.</td>
<td>All sources cited (if applicable). Some mistakes in formatting.</td>
<td></td>
</tr>
<tr>
<td>Assistive Technology: Model the use of adaptive technologies and other digital resources to personalize and differentiate learning activities for every student.</td>
<td>The lesson procedures and resources offer several adaptations for students with special needs and/or learning style preferences.</td>
<td>The lesson procedures and resources offer 1 detail in adapting to students with special needs and/or learning style preferences.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The lesson procedures and resources lack details in adapting to students with special needs and/or learning style preferences.</td>
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