



Course Number and Name:

CITEC 900A – Introduction to the Innovative Educators Advanced Studies Certificate

Instructor's Name:

Mary Bennett, MA

Contact Information:

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Number of Units:

0 semester units

Grade Level:

K-12 educators

Course Description:

This course serves as the foundation course to the Innovative Educators Advanced Studies Certificate and an introduction to the tools and technology utilized throughout the program. Course participants will gain practical "hands-on" experience using Moodle, and other technologies used throughout the program. In addition the culminating experience, the Innovative Education Project, will be discussed. Participants will also become part of an active network of educational professionals whose goal is to advance education through technology.

Course participants can expect to spend 10-15 hours of work for the two weeks of the course. The work will include:

1. Reading course materials and exploring examples.
2. Completing projects and assignments.
3. Sharing and reflecting with other class participants in discussion forums.
4. Attending a synchronous class meeting.

1. Maintaining a reflective blog
2. CUE community participation

Course Dates:

1. October 1, 2012 through October 13, 2012
2. Required Synchronous Session: Wednesday, October 10th, 2012 5:00pm - 6:00pm PST

Prerequisites:

Online learners should possess some specific characteristics and skills. You should:

1. Be an independent learner.
2. Be collaborators
3. Be self-disciplined.
4. Have average to advanced computer skills.
5. Possess a willingness to explore new tools.

Course Materials:

There is no required print textbook for this course. Everything you need will be available online in the links and e-text found in this course. Students do not have to purchase any materials, nor will any be sent. An office productivity suite such as Microsoft Office or Apple iWork is recommended but not required. A wider range of free alternatives, such as the Open Office suite of programs, Zoho, ThinkFree Online, and Google Docs, can be used as an alternative. A Google Docs account is required; additional free accounts with a variety of Web 2.0 tools will be needed as well.

Technology Requirements:

Required

1. Headset/microphone
2. Web cam for expanding your "presence" within the course
3. [Screenr](#), [Screencast-o-matic](#), or other screencasting account or tool.
4. Free online accounts for Google, VoiceThread, Glogster, YouTube and other Web 2.0 tools that emerge in the course.
5. Current web browser with appropriate plugins:
6. [Quicktime Player](#) for Mac or Windows

7. [Windows Media Player](#)
8. [Flash Player](#)
9. [Adobe PDF Reader](#)

File Formats Accepted

1. .doc or docx
2. .pdf
3. Google docs

Moodle

This course will be delivered totally online through the course management system, Moodle. In Moodle you will access online lessons, course materials, and a variety of multimedia resources. Throughout the course, you will participate in a blend of self-paced and adaptive released (instructor-paced) activities using Moodle and alternative Internet-based technologies.

To learn more about Moodle go to: (http://docs.moodle.org/en/Student_tutorials)

Illuminate/Blackboard Collaborate

Illuminate/Blackboard Collaborate is the a real-time virtual classroom and collaboration environment utilized throughout the program. This robust and interactive conferencing software allows for both audio and video adding live discussion and interactions to the course. You will need a both a microphone and a web camera to take full advantage of Blackboard Collaborate You will also need to configure the computer you will be using for the live sessions by visiting the support area of the Illuminate/Blackboard Collaborate website prior to your first synchronous meeting:

(<http://support.blackboardcollaborate.com/ics/support/default.asp?deptID=8336&task=knowledge&questionID=1279>)

Getting Help

If you need help logging on to the Moodle site, contact The Help Desk at Fresno Pacific University by telephone 1-559-453-3410 or by email helpdesk@fresno.edu.

Communication Guidelines:

Discussion Boards

We will use discussion boards within this course. If you have a question about an assignment or a specific technology, it is likely that many other students will have the same question - please post your question in either the Q & A Forum (for course questions) or in the discussion board for the particular assignment. Because we are all learners together, please feel free to respond to your classmates' questions if you know the answer or have suggestions!

Email

Email is generally the best way to reach your instructor. Email is checked regularly throughout the day and your instructor will respond within 24 hours. Please write "CITEC 900 " in the subject of your email to help the instructor prioritize responses for this class.

Course Requirements and Expectations:

Using Moodle

As you progress through this course you will be actively engaging with the common Moodle activities through My Practice Assignments. These assignments are easily identified by the icon next to each assignment. In some cases, you will be prompted to upload documents for various assignments and it is very important that you only submit accepted file types.

Accepted File Types

Moodle does not fully support use of special characters in file names. When naming files to be uploaded into Moodle, please do not include any special characters such as #, %, & or spaces. Only use letters, numbers, and underscores. All files must have a correct extension (.docx, .rtf, .pptx, .pdf, etc.) in order for them to open in Moodle.

File Naming Nomenclature

It is required that you name your assignments according to the nomenclature. Failure to adhere to the format will result in your assignment not being accepted. CourseID_AssignmentTitle_LastName_FirstInitial

Google Accounts

You will need to create a Google Account if you do not already have one.
(<https://accounts.google.com/>)

Blog

Throughout the duration of the Innovative Educators Advanced Studies Certificate you will be submitting assignments and weekly reflections to your GoogleSite. In addition to assignments, you will be required to post weekly reflections on a blog. In this course you will create your blog using a Google site. The template is available for you to copy and a link to the template is available here: (<https://sites.google.com/site/ieasctemplate/>)

Computer Using Educators

You will be required to become an active member of Computer Using Educators (CUE), whose mission is to provide leadership and support to advance student achievement in the educational technology community. (<http://www.cue.org>)

Required Weekly Activities for the Innovative Education Certification

There are several activities that you will be required to submit in each course as you progress through the Innovative Education Certification Program. These activities are in addition to the course assignments and are due each Saturday no later than midnight.

1. Weekly Reflective Blog Posts
2. Weekly Synchronous Session Notes
3. Weekly Participation in the CUE Social Media Community

Required Synchronous Meetings

Each course in the Innovative Education Certification will have weekly synchronous meetings. Meeting times are at the discretion of the instructor and will be posted in the course schedule. These meetings are interactive and required and will be delivered using Elluminate/Blackboard Collaborate.

Course Structure:

The course is divided into seven modules.

Module 1: Welcome to the Program

Module 2: Using Moodle

Module 3: Creating Innovative Education Certification Blog

Module 4: Computer Using Educators

Module 5: Introduction to the Innovative Education Project

Module 6: Electives

Module 7: Closure and Summation

National Standards:

National Educational Technology Standards for Teachers

The Course Objectives directly addresses The National Educational Technology Standards for Teachers (<http://www.iste.org/standards/nets-for-teachers/nets-for-teachers-2008.aspx>) in all five areas.

1. Facilitate and Inspire Student Learning and Creativity
2. Design and Develop Digital-age Learning Experiences and Assessments
3. Model Digital-age Work and Learning
4. Promote and Model Digital-Age Citizenship and Responsibility
5. Engage in Professional Growth and Leadership

National Board for Professional Teaching Standards

In an effort to enhance the learning experiences, as well as demonstrate knowledge, skills, abilities, and commitment, teachers will infuse the five core propositions set forth by The National Board for Professional Teaching Standards in their teaching practices. This will be accomplished as teachers reflect upon the experience. In addition, teachers will be networking with their colleagues as part of a learning community. (<http://www.nbpts.org/>)

1. Teachers are committed to students and their learning.
2. Teachers know the subjects they teach and how to teach those subjects to students.
3. Teachers are responsible for managing and monitoring student learning.
4. Teachers think systematically about their practice and learn from experience.
5. Teachers are members of learning communities.

Student Learning Outcomes:

Upon completion of the course, you will be able to:

1. Identify the specific computer and browser requirements required to successfully use the Moodle Learning Management System. (NETS-T 3)
2. Install any software or plug-ins required to successfully use Moodle. (NETS-T 3)
3. Investigate online communication protocol including netiquette. (NETS-T 3)
4. Identify accepted file types and successfully upload them into Moodle through My Practice Assignments. (NETS-T 3)
5. Distinguish between synchronous and asynchronous communication. (NETS-T 3)
6. Exhibit the ability to successfully use the Moodle activities and resources through My Practice Assignments. (NETS-T 3)
7. Explore Blogs as a tool for reflective practice. (NETS-T 2,3,4)
8. Actively participate in a network of educational professionals. (NETS-T 1,3,4,5)

Schedule of Topics and Assignments:

Weekly reflective blogs, synchronous reflection and CUE community participation due by SATURDAY AT MIDNIGHT each week throughout the Innovative Education Certification Program.

In addition to the 3 postings due each week, below are additional assignments that are due.

| Dates | Schedule of Topics Welcome to the Program | Assignments |
|-----------------------------------|---|--|
| Module 1 10/1/12 - 10/6/12 | <p>Learning Objectives: In this module, participants will:</p> <ol style="list-style-type: none"> 1. Review the syllabus and course requirements. 2. Explore the CUE FPU IEASC website. 3. Collaborate with colleagues through the use of web-based tools. (SLO 2,8) | <ol style="list-style-type: none"> 1. 1.1 Discussion: Introductions 2. 1.2 Activity: Take the What Grade Level Do You Teach? poll |
| Module 2 10/1/12 - 10/6/12 | <p>Using Moodle</p> <p>Learning Objectives: In this module, participants will:</p> <ol style="list-style-type: none"> 1. Actively engage with the basic Moodle tools and demonstrate working knowledge from a student perspective. (SLO 1,2,3,4,5,6) | <ol style="list-style-type: none"> 1. 2.1 Activity: Moodle Student Orientation 2. 2.2 Assignment: Moodle Student Orientation Assignment (10 points) |
| Module 3 10/1/12 - 10/6/12 | <p>Curating Innovative Education Certification Google Site</p> <p>Learning Objectives: In this module, participants will:</p> <ol style="list-style-type: none"> 2. Create a website using the IEASC template. 3. Explore Blogs as a tool for reflective practice. (SLO 7) | <ol style="list-style-type: none"> 1. 3.1 Activity: Create a Google Site (Pass/No Pass) 3.2 Blog Assignment: Initial Reflection (5 points) |
| Module 4 10/7/12 - 10/13/12 | <p>Computer Using Educators Social Media Community</p> <p>Learning Objectives: In this module, participants will:</p> <ol style="list-style-type: none"> 1. Actively participate in a community of educational | <ol style="list-style-type: none"> 3. 4.1 Activity: Register for CUE (Pass/No Pass) 4. 4.2 Activity: Participate in CUE Social Media Community on Google+ (Pass/No Pass) 5. 4.3: Discussion: Connecting with CUE through Social Media |

- professionals. Synchronous Session Wednesday, 10/10,
 2. Reflect upon the experiences with a community of educational professionals and synthesize how this network will impact your teaching. 5:00pm - 6:00pm PST (SLO 8)

Google Workshop for Educators Network

Learning Objectives:
 In this module, participants will:

Module 5

6. Actively participate in a community of educational professionals.
 7. Reflect upon the experiences with a community of educational professionals and synthesize how this network will impact your teaching. (SLO 8)
8. 5.1 Activity: Explore GWEN (Pass/No Pass)
 9. 5.2 Activity: Register and participate in GWEN Community (Pass/No Pass)
 10. 5.4: Discussion: Reflect upon experience with the GWEN Community and the implications for your own teaching practices

Introduction to the Innovative Education Project

Learning Objectives:
 In this module, participants will:

Module 6

10/7/12 -
 10/13/12

11. Explore the ideas and work of others who are transforming education through the use of technology.
 12. Identify and critique potential innovative educational projects.
13. 6.1 Discussion: Ideas for Innovative Education Project (Pass/No Pass)
 (SLO 8)

Electives

Learning Objectives:
 In this module, participants will:

Module 7

10/7/12 -
 10/13/12

14. Explore the approved electives and identify at least three that will benefit you, your students, and your school.
16. 7.1 Discussion: Identify and share interesting electives (5 points)
 17. 7.3 Assignment: Submit your proposed plan for completing electives on your Assignments blog. (Pass/No Pass)
 (SLO 8)

15. Propose a plan for integrating the electives into the certification program.

Closure & Summation

Learning Objectives:
In this module, participants will:

Module 8

10/7/12 -
10/13/12

18. Actively participate in a community of educational professionals.
19. Reflect upon the experiences with a community of educational professionals and synthesize how this network will impact your teaching.

1. Activity 8.1: Submit Weekly Reflection, Synchronous Session Notes and CUE Social Media Community Participation Reflection on your Reflective Blog.
2. Activity 8.2 Discussion: Final Q & A
3. Course Evaluation

Evidence of Learning

1. Course instructor observed evidence of understanding of course objectives as demonstrated through students' working knowledge of Moodle.
2. Student demonstrated understanding of course objectives through the development of a Blog.
3. Course instructor observed evidence of understanding of course objectives as demonstrated through students' self-reflections.
4. Student demonstrated their ability to participant in a community of learners through their use of both synchronous and asynchronous tools.

Grading Policies and Rubrics

Weekly Synchronous Session Participation - 10%

Weekly Reflection Blog - 5%

Weekly CUE community Participation - 5%

Course Assignments - 80%

50 total points possible

50 – 45 =A

44 – 40 = B or Credit Grade

Below 40 points = no credit

5. Students may earn either a Letter or Credit Grade.
6. The discernment between an A or a B is at the discretion of the instructor based on the quality of work submitted (see assignment rubrics).
7. Coursework falling short of a quality equaling a B or a Credit Grade will be returned with further instructions.
8. All assignments must be completed in order to receive a grade. In addition, all assignments are expected to reflect the quality that teacher-training institutions require of professional educators. If completed assignments do not meet this standard, students will be notified with further instructions from the instructor.

Major Assignments

Assignments

- | | |
|--|-----------|
| 1. Moodle My Practice Assignments | 5 points |
| 2. Test Your Knowledge Moodle Quiz | 5 points |
| 3. Initial Blog Reflection | 10 points |
| 4. CUE Reflection | 10 points |
| 5. Innovative Education Project Discussion | 5 points |
| 6. Electives Discussion | 5 points |
| 7. Initial Thoughts Reflection | 10 points |

Rubrics for Assignments

Each assignment will be assessed with the use of a rubric.

Writing Requirements:

9. Superior: Writing is clear, succinct, and reflects graduate level expectations.
10. Standard: Writing is acceptable with very few mistakes in grammar and spelling.
11. Sub-standard: Writing contains noticeable mistakes in grammar and spelling.

Grading Options:

Course participants have the option of requesting a letter grade or a credit/no credit when submitting the online grade form. Students will submit grade form when coursework has been completed.

Instructor/Student Contact

Throughout this course and the entire certification program students will be communicating with the instructor and their classmates on a regular basis through the use of required synchronous sessions and asynchronous discussion forums. In addition, A Virtual Office is utilized for class questions, an 800 number is provided in the event they want to make phone contact, and students are encouraged to email the instructor at any time. Students will also receive feedback on the required assignments as they are submitted.

Cohort Instructor

For each cohort there will be one cohort instructor. The cohort instructor will act as the teacher on record for all of the courses throughout the program, with the exclusion of the independent study FPU courses where the cohort instructor will act as a supporting staff member. The cohort instructor will be a single point of contact for the certificate program and will act as the intermediary between the program and the students. The cohort instructor will assist in technology issues as well as curriculum, program and pedagogy issues.

References/ Resources:

Bloom's Taxonomy Blooms

Digitally (<http://www.techlearning.com/shared/printableArticle.php?articleID=196605124>)

National Educational Technology Plan. Transforming American Education: Learning Powered by Technology

(<http://www2.ed.gov/about/offices/list/os/technology/netp.pdf>)

National Educational Technology Standards for Teachers

(www.cnets.iste.org/teachers/t_stands.html)

Keeping Your Coursework:

You will have access to the course from course start date until a few weeks after the course ends. After this time you will no longer be able to access the course or related materials. We strongly recommend you retain copies of all your completed coursework in the event that the instructor asks for resubmission. You will also want to create a list of all the web sites URLs that you might want to return to at a later date.

Policy on Plagiarism:

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled according to the procedures set forth in the Fresno Pacific University Catalogue.

Fresno Pacific University Desired Student Outcomes:

Graduate level course work reflects Fresno Pacific University's Desired Student Learning Outcomes as it applies to professional development to demonstrate the following:

12. Oral and written communication in individual and group settings
13. Content knowledge, and application of such knowledge in the student's area of interest to affect change
14. Reflection for personal and professional growth
15. Critical thinking
16. Computational/methodological skills to understand and expand disciplines, including an understanding of technological systems

Subject to Change Statement:

The syllabus and schedule are subject to change.

Innovative Educators Advanced Studies Certificate Introductory Course

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