



## **Course Number and Name:**

CITEC 901 – Innovative Pedagogies

## **Instructor's Name:**

TBD

## **Contact Information:**

TBD

## **Number of Units:**

Three semester units

Units are post-baccalaureate level, professional development units primarily used for professional advancement and are accredited through Fresno Pacific University.

## **Grade Level:**

K-12 educators

### **Course Description:**

This course will focus on a range of cutting-edge technology tools to advance student achievement across the curriculum. The curriculum will utilize various technologies while keeping the focus squarely on teaching and learning. These revolutionary tools transform pedagogy, but they are often used ineffectively to automate instruction rather than enhance it. This course will examine these disruptive technologies and share best use strategies for their use..

Course participants can expect to spend 90 hours of work for 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 synchronous class meetings.
5. Maintaining a reflective blog

6. CUE community participation

## **Course Dates:**

1. TBD
2. Required Synchronous Session TBD

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](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](mailto:helpdesk@fresno.edu).

#### **Communication Guidelines:**

##### **Discussion Boards:**

We will use discussion boards within this course. If you have a question about an assignment, 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 "XXX XXXX " in the subject of your email to help the instructor prioritize responses for this class.

#### **Course Requirements and Expectations:**

## **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](http://docs.moodle.org/en/Student_tutorials))

## **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 Education Certification you will be required to post reflections on a blog. In this course you will create your blog using a Google site. The template is available for you to copy. A link to the sample site is available here (<https://sites.google.com/site/cuefpusample/home>)

## **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 Community

### **Required Synchronous Meetings**

**Each course in the Innovative Education Certification will have weekly synchronous meetings. These meetings are interactive and required and will be delivered using Elluminate Live!**

#### Course Structure

The course is divided into seven modules.

Module 1: Educational Philosophies

Module 2: Creating and displaying information through video

Module 3: Interactive White Boards

Module 4: Document Cameras

Module 5: Tablets

Module 6: Flipped Teaching

Module 7: Video Conferencing

Module 8: Online Resources

Module 9: Closure & Summary

## **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. Students in the Innovative Pedagogies course will have an understanding of effective teaching practices. (NETS-T 1, 2, 3, 5)
2. Students will apply these effective teaching practices to various technologies and be able to create lesson plans that integrate the technologies. (NETS-T 1, 2, 3, 4, 5)
3. Students will connect and collaborate with fellow students in formulating educational philosophies as well as creating and designing effective lesson plans. (NETS-T 5)
4. Use language for the outcomes that aligns with State/National Standards pertinent to the content area of the course. (NETS-T 5)
5. Students will identify how to apply effective teaching strategies to the use of an interactive white board (IWB), tablets, and document camera. Students will be able to compare the effectiveness of these technologies to that of traditional or alternative teaching methods. (NETS-T 1, 2, 3, 5)
6. Students will be able to analyze the quality and effectiveness of selected online resources available for teaching. (NETS-T 2, 5)
7. Students will be able to utilize video conferencing software to deliver instruction and/or collaborative processes. (NETS-T 1, 2, 3, 5)
8. Students will be able to describe and compare the flipped teaching classroom model to a traditional classroom setting. (NETS-T 1, 2, 3, 5)

## Schedule of Topics, Suggested Pacing Guide and Assignments

Weekly reflective blogs, synchronous reflection and CUE community participation due by SATURDAY AT MIDNIGHT each week.

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

Dates	Schedule of Topics	Assignments
Module 1	Educational Philosophies	
Dates TBD	Learning Objectives:	1. 1.1 Read documents pertaining to

In this module, participants will:

1. Become familiar with educational learning philosophies.
2. Constructivism
3. Behaviorism
4. Cognitivism
5. Multiple Intelligence Theories

educational learning philosophies. Create an online presentation to explain each type. Include sample applications.

1. Groups of 4
  2. Each person will create the informational slide(s) for one philosophy.
  3. Each person will create a sample application for each philosophy.
  4. Post completed presentation to assignment blog.
- 
2. 1.2 Participate in discussion board of how to address these learning styles in an educational environment.

### Creating and Displaying Information Through Video

Learning Objectives:

In this module, participants will:

1. Understand basic video principles.
2. Create a video to display information.
3. Apply learning philosophies to video creation.

1. 2.1 Read documents pertaining to video making principles. Post notes to assignment blog.
2. 2.2 Critique sample videos in discussion board
3. 2.3 Create a video in any format that teaches a concept. Post video in blog along with explanation of what learning philosophy the video addresses and how it will enhance learning.

### Interactive White Boards

Learning Objectives:

In this module, participants will:

1. Understand how Interactive White Boards can enhance student learning.
2. Explain available tools that make IWB's transformational.
3. Create lessons to address the different learning philosophies.

1. 3.1 Read documents pertaining to Interactive White Boards. Post notes to assignment blog.
  2. 3.2 Participate in discussion board on the value and proper use of an IWB.
  3. 3.3 Groups of 4.
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1. Create 3 lesson plans utilizing IWB tools, addressing different learning philosophies.
  2. Include discussion of how the lesson plan adapts to different learning styles.
  3. Include graphics and multi-media
  4. Submit peer graded rubric on the

Module 2

Dates TBD

Module 3

Dates TBD

		contributions of each team member.
		1. 4.1 Research and post comparisons to assignment blog of at least 4 different types of document cameras.
	Document Cameras	1. What features they have. 2. Venn Diagram of similarities and differences.
Module 4	Learning Objectives: In this module, participants will:	2. 4.2 Participate in forum discussion about how document cameras are used correctly and incorrectly in an instructional environment.
Dates TBD	4. Understand how Document Cameras can enhance student learning. 5.	3. 4.3 Read documents pertaining to document cameras, design a lesson plan that integrates the use of a document camera in an innovative method. Post lesson plan to <a href="http://www.curriki.com">www.curriki.com</a>
	Tablets	2. 5.1 Read documents pertinent to Tablets. Participate in discussion forum ways that tablets can be used to create interactive learning environments.
Module 5	Learning Objectives: In this module, participants will:	4. 5.2 Create an online presentation that illustrates the use of a tablet in an innovative method.
Dates TBD	1. Utilize effective strategies that apply tablet use to the classroom.	1. Give specific examples
	Flipped Teaching	3. 6.1 Read documents pertaining to flipped teaching and participate in forum discussion on barriers to implementation, proposed solutions and student benefits.
	Learning Objectives: In this module, participants will:	4. 6.2 In groups of 4
Module 6	1. Gain new content knowledge in the concept of flipped teaching. 2. Apply flipped teaching in an instructional situation.	1. In a wiki, design a flipped classroom model unit. 2. Include all instructional materials, videos and assessments. 3. Include a page discussing the educational pedagogy being utilized in the unit. 4. Submit peer graded rubric on the



		contributions of each team member.
	Video Conferencing	
	Learning Objectives: In this module, participants will:	5. 7.1 Read documents pertaining to video conferencing. Create a lesson plan that involves video conferencing, discuss how the video conferencing enhances the learning beyond reading of documents. Post to assignment blog.
Module 7	<ol style="list-style-type: none"> <li>1. Explain how video conferencing can be effectively used to instruct.</li> <li>2. Conduct a video conferencing lesson.</li> </ol>	<ol style="list-style-type: none"> <li>6. 7.2 In groups of 4 <ol style="list-style-type: none"> <li>1. Create a rubric to assess a video conferencing lesson.</li> <li>2. Present a short lesson within a video conferencing environment (around 10 min) to the group that follows the rubric.</li> <li>3. Assess group members against the rubric.</li> </ol> </li> </ol>
	Online Resources	
	Learning Objectives: In this module, participants will:	7. 8.1 Read documents pertaining to online resources. Post to the discussion forum how Web 2.0 tools can enhance or distract from student learning. Give specific examples.
Module 8	<ol style="list-style-type: none"> <li>1. Explore Web 2.0 tools for education.</li> <li>2. Create applications using Web 2.0 tools</li> </ol>	<ol style="list-style-type: none"> <li>8. 8.2 Post to discussion forum specific examples of web 2.0 tools and discuss how they could be used in an educational setting.</li> <li>9. 8.3 Use a minimum of 3 Web 2.0 tools to create resources for student learning. Post links to resources in assignment blog along with descriptions for each detailing how the tool enhances the learning environment.</li> </ol>
	Closure and Summary	
	Learning Objectives: In this module, participants will:	1. Refer back to the learning philosophies.
Module 9	<ol style="list-style-type: none"> <li>1. Summarize applications of innovative pedagogies</li> <li>2. Think of how module</li> </ol>	<ol style="list-style-type: none"> <li>10. 9.1 Course wrap up <ol style="list-style-type: none"> <li>1. Q&amp;A</li> <li>2. Submit online grade form</li> <li>3. Course Evaluation</li> </ol> </li> <li>11. 9.2 Post assignment blog reflecting on</li> </ol>

lessons can be applied to their final project.

what was learned in the course.

1. List 3 things that participant found to be the most transformational in terms of their own teaching.
2. Explain how these are pedagogically sound.
3. Reflect on if any of the practices, pedagogy's or tools will be integrated into final project.

## **Evidence of Learning**

1. Student demonstrated understanding of course objectives through the development of an online presentation applying the educational learning philosophies
2. Course instructor observed evidence of understanding of course objectives as demonstrated through students' interactions and discussions.
3. Student demonstrated understanding of course objectives through the development of a Blog.
4. Course instructor observed evidence of understanding of course objectives as demonstrated through students' self-reflections.
5. Student demonstrated understanding of course objectives through the development of a video applying video presentation techniques and applications of educational learning philosophies.
6. Course instructor observed evidence of understanding of video presentation techniques as demonstrated through students' critique of video presentations.
7. Course instructor observed evidence of understanding of course objectives for interactive white boards as demonstrated through students' creation of exemplary lesson plans that effectively utilize the tools of the IWB and reflect educational learning philosophies.
8. Course instructor observed evidence of understanding of interactive white board techniques as demonstrated through students' discussions and interactions.
9. Course instructor observed evidence of understanding of document camera techniques as demonstrated through students' discussions and interactions.
10. Course instructor observed evidence of understanding of slate techniques as demonstrated through students' discussions and interactions.

11. Course instructor observed evidence of understanding of course objectives for interactive white boards, document cameras and tablets as demonstrated through students' creation of exemplary lesson plans that effectively utilize the tools and reflect educational learning philosophies.
12. Course instructor observed evidence of understanding of flipped teaching as demonstrated through students' discussions and interactions.
13. Course instructor observed evidence of understanding of course objectives for flipped teaching as demonstrated through students' creation of a wiki creating an entire educational unit that effectively utilize the tools and reflect educational learning philosophies.
14. Course instructor observed evidence of understanding of video conferencing objectives as demonstrated through students' creation of video conferencing lesson plan.
15. Student demonstrated their ability to create a purposeful, accessible and informative video conferencing lesson through the presentation of lesson to peers.
16. Course instructor observed evidence of understanding of online resources as demonstrated through students' discussions and interactions.
17. Student demonstrated understanding of online resources through the development of creating student resources with Web 2.0 tools.

## **Grading Policies and Rubrics**

Weekly Synchronous Session Participation - 10%

Weekly Reflection Blog - 5%

Weekly CUE community Participation - 5%

Course Assignments - 80%

175 total points possible

175 – 157 =A

156 – 140 = B or Credit Grade

Below 140 points = no credit

18. Students may earn either a Letter or Credit Grade.

19. 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).
20. Coursework falling short of a quality equaling a B or a Credit Grade will be returned with further instructions.
21. 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

Online Presentation Educational Philosophies	20 points
Learning Style Discussion Board	5 points
3. Video Making Notes	5 points
4. Critique Sample Videos	5 points
5. Learning Philosophy Video	10 points
6. Interactive White Board Notes	5 points
7. IWB Discussion Board	5 points
8. IWB Group Project: Lesson plans	20 points
9. Research Document Cameras	5 points
10. Document Camera Discussion Board	5 points
11. Design a Document Camera Lesson Plan	10 points
12. Tablet Discussion Board	5 points
13. Tablet Online Presentation	10 points
14. Flipped Teaching Discussion Board	5 points
15. Group Project: Use a Wiki to Create a Unit Implementing Flipped Teaching.	30 points
16. Video Conferencing Lesson Plan	5 points
17. Group Project: Deliver Video Conferencing Lesson	10 points
18. Web 2.0 Pedagogy Discussion Forum	5 points
19. List of Web 2.0 Tools	5 points
20. Create 3 Resources Using Web 2.0 tools	20 points
21. Reflective Blog Post	5 points

## Rubrics for Assignments

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

## Writing Requirements

22. Superior: Writing is clear, succinct, and reflects graduate level expectations.
23. Standard: Writing is acceptable with very few mistakes in grammar and spelling.

24. 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**

The Introduction to the Innovative Education Certification course kicks off with a required synchronous meeting. 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 at 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](http://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:

25. Oral and written communication in individual and group settings
26. Content knowledge, and application of such knowledge in the student's area of interest to affect change
27. Reflection for personal and professional growth
28. Critical thinking
29. 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 Education Certification Introductory Course

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