



Course Number and Name:

CITEC 904 – Mobile Learning

Instructor's Name:

TBD

Contact Information:

TBD

Number of Units:

One semester unit

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:

The iPad and Android tablets change the way teachers and students access the web, share media, and learn on the go. This course will cover the initial setup of the iPad or Android tablet, how to add content, and how to find the best educational Apps available - including Apps for creating content and media on the tablet. iPad users will learn how to make the most of iTunes U. An overview of mobile learning in the classroom, cutting-edge 1:1 programs, volume licensing for education and a primer on using the mobile version of Google Docs (and Forms). Fun hands-on activities and opportunities to explore new Apps make this session a highlight of the conference.

Course participants can expect to spend 30 hours of work for the Two 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 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

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, 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)

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: iPad or Android set up

Module 2: Accessing Learning & Educational Apps

Module 3: Mobile Learning in the Classroom

Module 4: 1:1 Implementation & Volume Pricing

Module 5: 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 Mobile tablet course will be able to apply effective teaching practices utilizing the iPad device. (NETS-T 2, 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)
3. Students will connect and collaborate with fellow students in formulating educational philosophies as well as creating and designing effective lesson plans. (NETS-T 1, 2, 3, 5)
4. Students will be able to analyze the quality and effectiveness of selected applications for the tablet as it pertains to teaching and education. (NETS-T 1, 2, 3, 5)
5. Students will be able to analyze the implementation of a tablet in an instructional setting. (NETS-T 2)
6. Students will be able to discuss applications of mobile technology that connect students to learning. (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.

Students choose from an iPad focused assignment track or an Android focused assignment track.

iPad focused Assignments

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

Dates	Schedule of Topics	Assignments
	iPad Setup	
	Learning Objectives: In this module, participants will:	
Module 1	1. Investigate and set settings for their iPad device.	1. 1.1 Participate in Interactive Workshop. Post work samples and notes on synchronous blog post.
Dates TBD	2. Investigate settings for student devices. 3. Learn techniques for searching the app store. 4. Practice advanced techniques such as multi-tasking, closing background apps, finger	2. 1.2 Create assignment blog discussing how taking the time to set up settings and key apps can enhance instructional effectiveness.

gestures, notifications,
etc...

5. Get started with key apps such as Google Search, QR code readers, iBooks, Maps, Twitter, etc...

iTunesU & Educational Apps

Learning Objectives:

In this module, participants will:

1. Become proficient with iTunesU.
2. Search and identify iTunesU podcasts that can be used within their subject area.
3. Install and practice Educational Apps.
4. Plan out integrating apps for education.

1. 2.1 Participate in Interactive Workshop. Post work samples and notes on synchronous blog post.
2. 2.2 In assignment blog demonstrate understanding of iTunesU. Create lesson plans/directions for how iTunesU can enhance classroom environment.
3. 2.3 Identify at least 20 iPad apps that can be used for classroom instruction. Post on collaborative class wiki along with at least one paragraph each describing classroom application and what educational learning style the app helps address or how it assists the instructor in managing the class.

Module 2

Dates TBD

Mobile Learning in the Classroom

Learning Objectives:

In this module, participants will:

1. Understand sound pedagogy for using iPads in classroom.
2. Be able to effectively apply cell phone technology to the classroom.
3. Share best practices for mobile technology integration.

4. 3.1 Participate in Interactive Workshop. Post work samples and notes on synchronous blog post.
5. 3.2 Participate in discussion forum on ideas for including mobile learning in the classroom.

Module 3

Dates TBD

1:1 Implementation & Volume Pricing

Learning Objectives:
In this module, participants will:

Module 4

Dates TBD

4. Understand issues involved in the technical side of undertaking a 1:1 iPad implementation.
5. Discuss volume pricing.
6. Discuss best practices for how best to facilitate 1:1 at their site.
7. Apply 1:1 iPad use at the classroom level that transforms instruction.
- 8.

6. 4.1 Participate in Interactive Workshop. Post work samples and notes on synchronous blog post.

7. 4.2 Post to discussion forum hindrances and possible solutions to implementing a 1:1 iPad rollout.

1. Explain school demographics.

8. 4.3 Groups of 4

1. Create presentation showing instructors how 1:1 can change the way they instruct.
2. Innovative applications.

Closure and Summary

Learning Objectives:
In this module, participants will:

Module 6

1. Summarize applications of Mobile Technology
2. Think of how module lessons can be applied to their final project.

1. 6.1 Course wrap up

1. Q&A
2. Submit online grade form
3. Course Evaluation

2. 6.2 Create an assignment blog that helps educators understand the importance of Mobile Technology and how they can start integrating it in the short term and building up to the long term.

Android focused assignments

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

Dates

Schedule of Topics
Tablet Setup

Assignments

Module 1

Learning Objectives:
In this module, participants will:

Dates TBD

1. Investigate and set settings for their Android device.
2. Investigate settings for student devices.

1. 1.1 Participate in Interactive Workshop. Post work samples and notes on synchronous blog post.

2. 1.2 Create assignment blog discussing how taking the time to set up settings and key apps can

3. Learn techniques for searching the android market.
4. Practice advanced techniques such as managing battery life, hidden browser settings, widgets, advanced controls, app install/uninstall, voice search, translate, browser,
5. Get started with key apps such as Google docs, evernote, QR droid, etc...

enhance instructional effectiveness.

Accessing Learning on Android & Educational Apps

Learning Objectives:
In this module, participants will:

- | | |
|-----------|--|
| Module 2 | 1. Utilize Google Scholar to find educational resources. |
| Dates TBD | 2. Identify android specific apps for education. |
| | 3. Install and practice Educational Apps. |
| | 4. Create lesson plans that integrate apps. |

1. 2.1 Participate in Interactive Workshop. Post work samples and notes on synchronous blog post.
1. 2.2 In assignment blog demonstrate understanding of how to access content on Android. Create lesson plans/directions for how Android can enhance classroom environment.
1. 2.3 Identify 20 Android educational apps. Post to collaborative class wiki along with a paragraph for each on how they can be used for educational purposes.

Mobile Learning in the Classroom

Learning Objectives:
In this module, participants will:

- | | |
|-----------|---|
| Module 3 | 1. Understand sound pedagogy for using Android tablets in classroom. |
| Dates TBD | 2. Be able to effectively apply cell phone technology to the classroom. |
| | 3. Share best practices for mobile technology integration. |

1. 3.1 Participate in Interactive Workshop. Post work samples and notes on synchronous blog post.
1. 3.2 Participate in discussion forum on ideas for including mobile learning in the classroom.

	1:1 Implementation & Volume Pricing		1. 4.1 Participate in Interactive Workshop. Post work samples and notes on synchronous blog post.
	Learning Objectives: In this module, participants will:		1. 4.2 Post to discussion forum hindrances and possible solutions to implementing a 1:1 Android rollout.
Module 4	1. Understand issues involved in the technical side of undertaking a 1:1 Android implementation.		1. Explain school demographics.
Dates TBD	2. Discuss volume pricing.		1. 4.3 Groups of 4
	3. Discuss best practices for how best to facilitate 1:1 at their site.		1. Create presentation showing instructors how 1:1 android implementation can change the way they instruct.
	4. Apply 1:1 use at the classroom level that transforms instruction.		2. Innovative applications.
	Closure and Summary		1. 6.1 Course wrap up
	Learning Objectives: In this module, participants will:		1. Q&A
			2. Submit online grade form
			3. Course Evaluation
Module 6	1. Summarize applications of Mobile Technology		1. 6.2 Create an assignment blog that helps educators understand the importance of Mobile Technology and how they can start integrating it in the short term and building up to the long term.
	2. Think of how module lessons can be applied to their final project.		

Evidence of Learning

1. Course instructor observed evidence of understanding of course objectives as demonstrated through discussions in Moodle.
2. Student demonstrated understanding of course objectives through student reflections in their blog.
3. Course instructor observed evidence of understanding of educational applications of iPads through their explanation of app applications in a classroom environment.
4. Student demonstrated their ability to strategize mobile learning through discussion forum on Moodle.

5. Student demonstrated understanding of workshop objectives through posting notes, reflections and work samples on their blog.

Grading Policies and Rubrics

Workshop Synchronous Session Participation - 50%

Weekly Reflection Blog - 5%

Weekly CUE community Participation - 5%

Course Assignments - 40%

100 total points possible

100 – 90 =A

89 – 80 = B or Credit Grade

Below 80 points = no credit

6. Students may earn either a Letter or Credit Grade.
7. 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).
8. Coursework falling short of a quality equaling a B or a Credit Grade will be returned with further instructions.
9. 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

**In addition to these assignments participants will have additional activities to complete from the synchronous workshops. Evidence of participation as well as activity samples will be posted to the blog. Each synchronous session is equally weighted in the synchronous sessions category.

iPad track

Assignment Blog for iPad SetUp

10 points

Assignment Blog iTunes U	10 points
3.20 iPad Apps and Educational Application	20 points
4.Mobile Learning Discussion Forum	10 points
5.iPad implementation Discussion Forum	10 points
6.Group 1:1 iPad Innovative Presentation.	20 points
7.Assignment blog on Mobile Technology	10 points

Android track

1.Assignment Blog for Android Tablet SetUp	10 points
2.Assignment Blog & Lesson Plan	10 points
3.20 Android Apps and Educational Application	20 points
4.Mobile Learning Discussion Forum	10 points
5.Android implementation Discussion Forum	10 points
6.Group 1:1 Android Innovative Presentation.	20 points
7.Assignment blog on Mobile Technology	10 points

Rubrics for Assignments

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

Writing Requirements

10. Superior: Writing is clear, succinct, and reflects graduate level expectations.
11. Standard: Writing is acceptable with very few mistakes in grammar and spelling.
12. 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 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:

13. Oral and written communication in individual and group settings

14. Content knowledge, and application of such knowledge in the student's area of interest to affect change
15. Reflection for personal and professional growth
16. Critical thinking
17. 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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