

**Course Number and Name:**

CITEC 905 – Innovative Education Project

**Instructor's Name:**

Mary Bennett

**Contact Information:**

Phone: 800-967-9365/559-322-7067

Office Hours: M-F 8:00am – 5:00pm by phone

Email: maryebennett@sbcglobal.net

Email will be answered within 24hours Monday through Friday

**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:**

This course serves as the culminating experience to the *Innovative Educators Advanced Studies Certificate*.

Throughout the program, participants have been engaging with tools and resources as they developed their own personal branding through a public-facing professional project. This course ties all courses together through a capstone portfolio project demonstrating expertise in innovative education, that those who complete the certificate will carry on well beyond their time in the program.

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

- Reading course materials and exploring examples.
- Completing projects and assignments.
- Sharing and reflecting with other class participants in discussion forums.
- Attending a synchronous class meeting.
- Maintaining a reflective blog

- CUE community participation

### **Course Dates:**

- March 17, 2013 through April 5, 2013
- Required Synchronous Sessions: Wednesday, March 20, 2013 5:00pm - 6:00pm and Wednesday, March 27, 2013 5:00pm - 7:00pm

### **Prerequisites:**

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

- Be an independent learner.
- Be collaborators
- Be self disciplined.
- Have average to advanced computer skills.
- 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**

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

### **File Formats Accepted**

- .doc or docx
- .pdf
- 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))

## **Blackboard Collaborate**

**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 Elluminate/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 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 905" in the subject of your email to help the instructor prioritize responses for this class.

## **Course Requirements and Expectations:**

## 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. 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 six modules.

- Module 1: The IEASC Final Project
- Module 2: Elevator Pitch Videos

- Module 2: Elective Reporting
- Module 3: Portfolio Practicum
- Module 4: Synchronous Meetings
- Module 5: 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.

### **Common Core Standards**

The Common Core State Standards Initiative is a state-led effort coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO). The goal of this initiative is to develop a common core of state standards in English-language arts and math in grades K-12. The point of this effort is simple: improving teaching and learning to ensure that high school graduates in every part of the nation have the knowledge and skills they need for college or a career. The Common Core Standards are both research and evidence-based as well as internationally benchmarked. These standards define the knowledge and skills students should have within their K-12 education careers so that they will graduate high school fully prepared for college and careers.

Though the program is optional, states that adopt it are more likely to receive Race to the Top federal dollars.

### **Common Core State Standards Initiative**

<http://www.corestandards.org/the-standards>

The standards are:

Aligned with college and work expectations.

- Clear, understandable and consistent.
- Include rigorous content and application of knowledge through high-order skills.
- Build upon the strengths and lessons of current state standards.
- Informed by other top performing countries so that all students are prepared to succeed in our global economy and society.
- Evidence and researched based.

As you create lessons for your students you will be exploring National, State, District, or the Common Core Standards and identify how the lessons and activities you implement and develop align with those standards.

### Student Learning Outcomes:

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

1. Develop and publish a sustainable Innovative Education Project designed to transform education using technologies explored throughout the certificate program. (NETS-T 1,2,3)
2. Create a video presentation designed to quickly and simply summarize the Innovative Education Project and its value to education. (NETS-T 1,2,3)
3. Describe and explain the reasoning for selected electives and how they will support your Innovative Education Project as well as impact your teaching practices. (NETS-T 1,3)
4. Develop and present a digital archive of work created throughout the certification program. (NETS-T 2,3, 5)
5. Collaborate with colleagues through the use of web-based technologies. (NETS-T 3, 5)
6. Demonstrate appropriate use of technologies to enhance student learning. (NETS-T 1,2)

### 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.

| <i>Dates</i>                                 | <i>Schedule of Topics</i>   | <i>Assignments</i>  |
|--|---|---|
| Module 1<br><br>Dates<br>3/17/13 -<br>4/5/13 | <b>Elevator Pitch Videos</b><br><b>Learning Objectives:</b><br>In this module, participants will:<br><br>Create a one-minute video that sums up the unique aspects of the final project.<br><br><ul style="list-style-type: none"> <li>• Peer review course participants videos and Innovative Education Projects.</li> </ul> | <b>1.1</b> Discussion: Elevator Pitch Drafts (Pass/No Pass) DUE 3-24<br><br><b>1.2</b> Assignment: “Elevator Pitch” videos (15 points) DUE 3-27-13<br><br>(SLO 1,2,5,6)   |
| Module 2<br><br>Dates<br>3/17/13 -<br>4/5/13 | <b>The IEASC Final Project</b><br><b>Learning Objectives:</b><br>In this module, participants will:<br><br>Execute the final IEASC Project.<br><br>Peer review course participants Innovative Education Projects.   | <b>2.1</b> Assignment: Signature Assignment Innovative Education Project (25 points) DUE 4-4-13<br><br><b>2.2</b> Discussion: The IEASC Projects (Pass/NoPass) DUE 4-4-13 |

|   |  |  |
|---|--|--|
|   |  | (SLO 1,2,5,6)  |
| <p>Module 3</p> <p>Dates<br/>3/17/13 -<br/>4/5/13</p> | <p><b>Elective Reporting Forms</b></p> <p><b>Learning Objectives:</b><br/>In this module, participants will:</p> <ul style="list-style-type: none"> <li>Describe the elective courses you selected and reflect upon how they integrate into the certification and your teaching practices.</li> <li>Submit Elective Reporting Forms for completed courses or plan for proposed electives.</li> </ul> | <ul style="list-style-type: none"> <li>3.1 Activity: Submit Elective Reporting Forms or plan for proposed Electives (Pass/No Pass) DUE 4-4-13</li> <li>3.2 Discussion: Sharing Electives Discussion Forum (Pass/No Pass) DUE 4-4-13</li> </ul> <p>(SLO 3)</p>                                    |
| <p>Module 4</p> <p>Dates<br/>3/17/13-<br/>4/5/13</p>  | <p><b>Portfolio Practicum</b></p> <p><b>Learning Objectives:</b><br/>In this module, participants will:</p> <ul style="list-style-type: none"> <li>Compile final artifacts and finalize construction of portfolio .</li> <li>Peer review course participants portfolios.</li> </ul>  | <ul style="list-style-type: none"> <li>4.1: Discussion: Self-Evaluations and Sharing ePortfolios (Pass/NoPass) <i>First Thread DUE 3-23, Second Thread DUE 3-30</i></li> <li>4.2 Assignment: Final IEASC ePortfolio Submission (10 points) DUE 4-4-13</li> </ul> <p>(SLO 1,4,5,6)</p>            |
| <p>Module 5</p>                                       | <p><b>Synchronous Meetings</b></p> <p><b>Learning Objectives:</b><br/>In this module, participants will:<br/>Collaborate with colleagues through the use of web-based tools.</p>   | <p>5.1 Activity: Attend and participate in the required Synchronous Meetings (Pass/No Pass)</p> <ul style="list-style-type: none"> <li>3-20-13/ 5:00pm - 6:00pm PST<br/>Topic: Final Q &amp; A</li> <li>3-27-13/5:00pm - 6:00pm PST<br/>Topic: Portfolio Presentations</li> </ul> <p>(SLO 5)</p> |
| <p>Module 6</p> <p>4/5/13</p>                         | <p><b>Closure &amp; Summation</b></p> <p><b>Learning Objectives:</b><br/>In this module, participants will:</p> <ul style="list-style-type: none"> <li>Actively participate in a community of educational professionals.</li> <li>Reflect upon the experiences with a community of educational professionals and synthesize how this network will impact your teaching.</li> </ul>                   | <ul style="list-style-type: none"> <li>6.1 Assignment: Submit Final Reflection, Synchronous Session Notes and CUE Community Participation Reflection 3 points (DUE 4-5)</li> <li>Submit the Online Grade Form to Fresno Pacific University</li> <li>Course Evaluation</li> </ul> <p>(SLO 5)</p>  |

## Evidence of Learning

- Course instructor observed evidence of understanding of course objectives as demonstrated through students' video presentation.
- Course instructor observed evidence of understanding of course objectives as demonstrated through students' application of innovative technologies to a sustainable project.
- Course instructor observed evidence of course objective through student's application of elective course concepts to teaching practice.
- Course instructor observed evidence of understanding of course objectives as demonstrated through students' submissions into an ePortfolio.
- Course instructor observed evidence of understanding of course objectives as demonstrated through students' self-reflections.
- 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

- Students may earn either a Letter or Credit Grade.
- 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).
- Coursework falling short of a quality equaling a B or a Credit Grade will be returned with further instructions.
- 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. Elevator Pitch Video | 15 points |
| 2. Final Project        | 25 points |
| 3. Final Portfolio      | 10 points |

## Rubrics for Assignments



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

## **Writing Requirements**

- **Superior:** Writing is clear, succinct, and reflects graduate level expectations.
- **Standard:** Writing is acceptable with very few mistakes in grammar and spelling.
- **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.cnet.iste.org/teachers/t\\_stands.html](http://www.cnet.iste.org/teachers/t_stands.html))

**Common Core Standards:**  
(<http://www.corestandards.org/>)

## **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:*

- *Oral and written communication in individual and group settings*
- *Content knowledge, and application of such knowledge in the student's area of interest to affect change*
- *Reflection for personal and professional growth*
- *Critical thinking*
- *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

Published by [Google Drive](#) – [Report Abuse](#) – Updated automatically every 5 minutes