

**MARIAN UNIVERSITY
SCHOOL OF EDUCATION
MASTER OF ARTS DEGREE IN EDUCATION**

COURSE NUMBER: EDT 604 - Grantsburg

SEMESTER/YEAR: Spring 2012

Course Dates: April 27,28 and May 11, 12. Also Online April 29-May 10

COURSE TITLE: INTEGRATING IPADS IN THE CLASSROOM: BASICS

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CREDITS: 1, 2, or 3

(See Highlighted Section Below)

I. COURSE DESCRIPTION:

Students will learn how to use the iPad and iTunes for delivering differentiated curriculum to learners and allow teachers to expand learning beyond the classroom. Students will gain knowledge of the capabilities of the iPad for learning, including how to promote literacy, support second language learners, address diverse learners, motivate struggling readers as well as support their own professional development. Students will gain knowledge, and experience the web, email, photos, and videos on a multi-touch screen with the use of wireless Internet.

II. PURPOSE AND RELATIONSHIP TO THE CONCEPTUAL FRAMEWORK:

The conceptual framework for professional preparation programs in the School of Education at Marian University is oriented toward the development of learning-centered educators. The framework is organized around five interconnected themes: *Values and Ethics, Knowledge, Reflection, Collaboration, and Accountability*.

Using iPads in the Classroom embellishes all the areas of the conceptual framework. This class deals with informational subjects that reflect values and ethics, the development of knowledge to communicate, collaboration with colleagues as well as the accountability of appropriate technology use in education.

III. COURSE OBJECTIVES:

A. Values and Ethics

Students will:

1. Understand the history of the iPads and its roll in education (1K1, 1K2, 1D1, 1D5) NETS IB
2. Students will appreciate value of the iPad in their lives (4K1, 4S1, 4S3, 4D1,4D2) NETS IB

B. Knowledge

Students will:

3. Learn how to use the basic skills of the iPad (1K1, 1D4, 1D5) NETS IB, VIIC
4. Learn how to use education specific software designed for the iPad (1K1, 1D1, 4K3, 6S7) NETS IIB,D VI B,C

C. Reflection

Students will:

5. Students will understand the iPad and its possibilities (1K1, 1K2, 1K3, 1D5) NETS IIB, IIIB, IIIC
6. Students will become more aware of emerging technologies (1K1, 1D1, 4K3, 6S7) NETS IIIB,C VIIC

D. Collaboration

Students will:

7. Students will gain knowledge of the capabilities of iPad for supporting teaching and learning (1K1, 1D1, 4K3, 6S7) NETS IA, IIC,D

E. Accountability

Students will:

8. Create lessons using the iPad and related software (1K1, 1D1, 4K3, 6S7, 7K1, 7K2, 7S3) NETS IID,E, III, V A,B,C,

IV. SEQUENTIAL OUTLINE:

- A. Introduction
- B. Educational Relevance
- C. iPad specifications / features
- D. Settings
- E. Personalization / Accessibility
- F. Wireless Internet / 3G
- G. Creating & Synching Email, Calendars & Contacts
- H. Applications
- I. Lesson Plan
- J. Digital Books
- K. iTunesU – Educational Resources
- L. Music / Video / Podcasts
- M. Synchronizing with iTunes
- N. Collaboration
- O. Creating Video / Audio Projects & Files
- P. Accessories

V. TEACHING STRATEGIES:

- A. Webpage presentations
- B. Demonstration
- C. Hands on
- D. Lecture
- E. Collaborative learning
- F. Online Assignment Completion

VI. COURSE PERFORMANCE ASSESSMENT REQUIREMENTS:

Method of Evaluation	Relationship to Conceptual Framework & Objectives	Relationship to Wisconsin Teacher Standards	% of Grade/ Points
Assignment 1: Explore and discuss 5 articles found about integration of the iPad	Knowledge 3,4 Collaboration 7	1,5,7,10	15%
Assignment 2: Find 10 content specific and 5 personal applications	Values & Ethics 1 Knowledge 3 Reflection 6	2,3,4,5,6,7	15%
Assignment 3: Prepare a Mini-lesson using an iPad Application	Collaboration 7 Knowledge 4 Values & Ethics 2	1,3,4,6,10	20%
Assignment 4: Explore 2 Audio and/or Digital eBooks	Values & Ethics 1 Knowledge 3,4 Reflection 5,6 Collaboration 7	1, 5, 6, 7	10%
Assignment 5: Subscribe to Video, Podcast or iTunesU Resource	Collaboration 7 Knowledge 4 Values & Ethics 2	1,3,4,6,10	10%
Assignment 6: Find a Video for educational use & Create an Animoto or iMovie video	Values & Ethics 2 Knowledge 3,4 Reflection 5 Collaboration 7 Accountability 8	1,2,3,5,7	15%
Assignment 7: Summary and Reflection	Collaboration 7 Knowledge 4 Values & Ethics 2	2,3,4,5,6,7	5%
Class Attendance & Participation, Wiki	Values & Ethics 1 Collaboration 7 Accountability 8	2,4,5,7	10%

Students interested in completing the course for 1 credit must complete Assignments 2, 3, 7, and the Class Attendance, Participation and Wiki.

Students interested in completing the course for 2 credits must complete Assignments 2, 3, 4, 5, 7 and the Class Attendance, Participation and Wiki.

Students interested in completing the course for 3 credits must complete all Assignments as well as the Class Attendance, Participation and Wiki.

A	93-100	B	83-88	C	73-78	D	63-68
A-	91-92	B-	82-81	C-	72-71	D-	62-61
B+	89-90	C+	80-79	D+	70-69	F	60-0

NETS Standards: Highlighted Standards covered in this class:

I. TECHNOLOGY OPERATIONS AND CONCEPTS

Teachers demonstrate a sound understanding of technology operations and concepts.
Teachers:

- A. demonstrate introductory knowledge, skills, and understanding of concepts related to technology (as described in the ISTE National Education Technology Standards for Students)**
- B. demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.**

II. PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES

Teachers plan and design effective learning environments and experiences supported by technology. Teachers:

- A. design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.**
- B. apply current research on teaching and learning with technology when planning learning environments and experiences.**
- C. identify and locate technology resources and evaluate them for accuracy and suitability.**
- D. plan for the management of technology resources within the context of learning activities.**
- E. plan strategies to manage student learning in a technology-enhanced environment.**

III. TEACHING, LEARNING, AND THE CURRICULUM

Teachers implement curriculum plans, that include methods and strategies, for applying technology to maximize student learning. Teachers:

- A. facilitate technology-enhanced experiences that address content standards and student technology standards.**
- B. use technology to support learner-centered strategies that address the diverse needs of students.**
- C. apply technology to develop students' higher order skills and creativity.**
- D. manage student learning activities in a technology-enhanced environment.**

VII. OTHER RELEVANT INFORMATION:

The Academic Honesty Statement

Academic Honesty: The rules and procedures dealing with academic honesty set forth in the Marian University Academic Bulletin will be followed in this class. Students are expected to have familiarized themselves with these rules and procedures. This applies to cheating, plagiarism and intentional misrepresentation of the truth. If a paper is prepared by a student for this class, it is expected that the paper be the student's own work and that any use of the work of another in a student's paper be properly quoted and cited pursuant to Marian University Reference Manual (available on the Marian University Writing Center website).

Incomplete Policy (change of grade)

An Incomplete (I) grade may be reported for a student who has carried a subject with a passing grade until the end of the semester and then, because of illness or other unusual or extraordinary reasons beyond his/her control, has been unable to take or complete the final examination or to complete some limited amount of term work. An Incomplete grade may not be given to permit a student to correct work already completed or to improve upon a grade.

An Incomplete grade may be given to a student who is absent from a final examination if the instructor is satisfied that the absence resulted from illness or extraordinary cause beyond the student's control. In default of such proof, the examination grade shall be "F". The student must obtain permission from the instructor for an Incomplete grade prior to the end of the course. The Incomplete grade will carry 0 credit points and will not be computed in the GPA. Undergraduate students who have received an incomplete do not qualify for the Dean's List.

An Incomplete grade is automatically changed to "F" if course work is not finished within twelve (12) calendar weeks after the close of the semester in which it was issued (i.e., twelve weeks after final grades were due in the Registrar's Office for the Fall, Spring, or Summer semester). The instructor, at his or her discretion and in consultation with the student, may set an earlier deadline within the allowable period. Exceptions to this policy require approval of the appropriate School Dean. Once an incomplete grade has lapsed to an "F" grade, it may not be changed back to an Incomplete grade.

All Incomplete grades must be completed and grades that apply toward the degree must be received in the Registrar's Office by the end of a student's last semester of attendance within the published degree completion deadline.

Attendance Policy

Marian University has at the heart of its core values that it is a community committed to learning. Class attendance is essential to the learning process of the entire community. Absence from class by a student not only limits that student's learning, but it also limits the learning of the entire class that is deprived of that student's input. Any absence, for any reason, prevents the student and the class from getting the full benefit of the course. Students should be aware that class attendance may also be required for financial aid purposes and could impact existing or future financial aid. Students are, therefore, expected to attend all classes of the courses in which they are registered and to be on time. Instructors may include class attendance as a measure of academic performance for grading purposes in the course syllabus. Such criteria are supported by Marian

University. It is the responsibility of the student to contact the instructor to discuss any missed class work due to absences. When a student is absent from class, it is up to the instructor to determine what make-up work, project or test may be allowed.

Classroom and Campus Expectations

Students are encouraged to maximize the learning experience offered through Marian University. Ideal learning takes place in environments where trust, mutual respect and active engagement is valued and observed by all participants.

Students enrolled at Marian University are expected to conduct themselves in a manner appropriate to a professional setting. Students are expected to be respectful of the learning environment established by the instructor. No student has the right to be disruptive, disrespectful or uncivil in their conduct – including language – in any setting at Marian University (this includes online, Face Book, web-based venues).

A student who is deemed to be inappropriate in the classroom may be asked to leave the class for a session or longer, or may be administratively withdrawn by University officials.

Statement regarding Persons with Disabilities

Marian University will provide reasonable accommodations to qualified people with disabilities. If you feel you need accommodations to fully participate in this class, please contact Lisa Olig Coordinator of Disability Services at lmolig65@marianuniversity.edu or Academic Support at 920-923-8951.

VIII. DESCRIPTION OF WORK TO BE DONE OUTSIDE CLASSROOM:

Entering data for calendar and address book, email; creating classroom integration lesson plan; subscribing to Podcast / Vodcast sites in iTunesU; locating digital / ebooks for personal and professional use; researching articles related to iPads in education; downloading 15 applications for personal and professional use; syncing iPad to the computer for backup and management of device; online discussion.

IX. REQUIRED TEXTS:

McCrea, B. (2010). Measuring the iPad's potential for education. *T.H.E. Journal*. Available online at <http://thejournal.com/articles/2010/01/27/measuring-the-ipads-potential-for-education.aspx>

McCrea, B. (2011). Prepping for iPads in school. *T.H.E. Journal*. Available online at <http://thejournal.com/articles/2011/04/28/prepping-for-ipads-in-school.aspx>

X. RECOMMENDED TEXTS: Distributed during face-to-face class

The Big Book of iTunes (available as a PDF) from MakeUseOf.com
Latest version of iPad User Guide / Software Guide (available for download in iBooks through iTunes)

XI. BIBLIOGRAPHY:

Fontichiaro, K. (2008). *Podcasting at school*. New York: Libraries Unlimited.

Geoghegan, M., Klass, D. (2005). *Podcast Solutions: The complete guide to podcasting*, New York: Apress company.

Geoghegan, M., Cangialosi, G., Irelan, R., Bourguin, T., & Vogeles, C. (2008). *The business Podcasting book: Launching, marketing, and measuring your Podcast*. New York: Elsevier, Inc.

King K. P., Gura M. (2007). *Podcasting for teachers*. United States: Information Age Publisher.

Richardson, W. (2006). *Blogs, Wikis and Podcasts and other powerful web tools for classrooms*. New York: Corwin Press.

Schmidt, D. (2007). *Kidcast: Podcasting in the classroom*, Bloomington, IN: FTC Publishing.

Williams, B. (2007). *Educator's Podcast guide*, Portland, OR: ISTE

Suggested Websites:

[Apple - iPod in Education](#)

[Nike+ Collection - Lessons in the Apple Learning Interchange](#)

[Apple Distinguished Educators' Podcast Collection](#) - A collection of podcasts created and produced by Apple Distinguished Educators.

REVISED 11/30/2011