

**MARIAN UNIVERSITY
SCHOOL OF EDUCATION
INSTITUTE OF PROFESSIONAL DEVELOPMENT (IPD)**

COURSE NUMBER: EDT 604

SEMESTER/YEAR:

COURSE TITLE: USING IPADS IN THE CLASSROOM

INSTRUCTOR:

CREDITS: 3

MEETING DATES/TIMES:

CLASS LOCATION:

I. COURSE DESCRIPTION:

Learners will gain the basic skills necessary to utilize the Apple iPad for both personal, professional development, and classroom educational application. Applications covered will include those for differentiation of instruction, interactive content creation, assessment, and professional development. Learners will explore increasing efficiency as well as the paperless classroom.

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. Value the many capabilities of iPads in an educational setting demonstrated in coursework (1K1, 1K2, 1D1, 1D5; NETS-T 1a, 1d, 5a; NETS-C 1a, 3f, 3g)
2. Appreciate the educational benefits, creativity and discovery of technology to enhance teaching and learning through discussion and reflection (3K1, 3K4, 3K5, 3S7, 3S8, 3D1, 3D3, 3D5, 4K1, 4K3, 4S4; NETS-T 1a, 1c, 1d, 3d, 5a; NETS-C 1a, 2g, 3e, 3f, 3g, 6a)

B. Knowledge

Students will:

1. Identify the features of operating systems and applications for iPads to build basic knowledge and skills necessary for use (1K1, 1D4, 1D5, 1S4, 3K1, 3K2, 3K3, 9K3, 9S1, 9S3, 9D4; NETS-T 1a, 3d; NETS-C 2g, 3b, 3e, 3f, 6a)

- Utilize operating systems and education specific applications designed for iPads (1K1, 1D1, 1S5, 3K2, 3K3, 3K4, 3S1, 4K3, 6S2, 6S7; NETS-T 1a, 3d; NETS-C 2g, 3b, 3e, 3f, 6a)

C. Reflection

Students will:

- Reflect on research-based pedagogy for application of mobile devices in education (1K1, 1K2, 1K3, 1D5, 3K1, 3S4, 3S5, 6S2, 8K1, 8S4, 8D2; NETS-T 1c, 1d, 3a, 5a; NETS-C 1a, 3b, 3f, 3g, 5a, 6a, 6b, 6c)
- Develop awareness through discussion of emerging technologies and best practices for teaching with technology (1K1, 1D1, 4K3, 4S2, 4S3, 4S4, 4S5, 4D1, 4D2, 6K4, 6S2, 6S7; NETS-T 1c, 1d, 3b, 5a; NETS-C 1a, 3f, 3g, 6a, 6b)

D. Collaboration

Students will:

- Discuss the capabilities of mobile devices for supporting teaching and learning (1K1, 1D1, 2S1, 2S2, 2S3, 2D2, 3S3, 3S4, 3S5, 3D1, 4K1, 4K2, 4K3, 6K4, 6S5, 7K1, 7S1, 7S3, 7D3; NETS-T 1c, 1d, 3b, 5a; NETS-C 1a, 3f, 3g, 6a, 6b)
- Collaborate with appropriate school personnel to develop a plan for effective implementation of mobile devices, applications and management resources in a school-wide and/or in a classroom setting (7K2, 7S2, 9K1, 9S2, 9D2; NETS-T 1c, 1d, 3a, 5a; NETS-T 1c, 1d, 5a; NETS-C 3b, 3f, 3g)

E. Accountability

Students will:

- Create lessons and assessment strategies for the integration of mobile devices and related applications (1K1, 1S5, 1S6, 1D1, 2K1, 2K2, 2S1, 4K1, 4K3, 4S2, 4S5, 4D1, 4D2, 5K1, 5S2, 5S6, 5D5, 6S7, 7K1, 7K2, 7S1, 7S2, 7S3, 8K1, 8S1, 8D2; NETS-T 1a, 2a, 2b, 2c, 3d; NETS-C 2d, 2e, 3a)
- Develop a plan for utilizing mobile devices for assessment of student learning and demonstrate the related applications for educational or professional use (3K1, 3S1, 4K2, 4K3, 4S5; NETS-T 1a, 1b, 1d, 2a, 2b, 2d; NETS-C 1a, 1b, 2d, 2e, 3d, 3f, 3g, 4b, 5a, 5c)

IV. SEQUENTIAL OUTLINE:

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|---|--|
| A. Introduction | M. iTunesU |
| B. Educational Relevance | N. Lesson Planning with Apps |
| C. iPad specifications | O. QR Codes in Education |
| D. Settings | P. YouTube for Education |
| E. Built in Apps | Q. Animoto |
| F. Explore resources to discover new apps | R. Accessories – (hardware & software) |
| G. Laptops vs. iPads | |
| H. Apps to check for understanding | |
| I. The "Cloud" | |
| J. Setting up a Dropbox account | |
| K. Article Reviews | |
| L. iBooks | |

Class Content Covered:

Day 1:

Introduction to assignments/expectations

Setting up Dropbox

iPad Settings

Built in apps

iPads vs. Laptops

Day 2:

Educational apps

Socrative, Nearpod, iTunesU, iBooks

looking at resources to find educational apps

Go over assignments in depth and begin working on #2-5

Online worktime

Day 3:

YouTube

Animoto

More apps you can use in education

Personal apps

Day 4:

QR Codes

Classroom of the future discussion

Article review - small group discussions

Presentations

V. TEACHING STRATEGIES:

A. Webpage presentations

B. Demonstration

C. Hands on

D. Lecture

E. Collaborative learning

VI. COURSE PERFORMANCE ASSESSMENT REQUIREMENTS:

Method of Evaluation	Relationship to Conceptual Framework & Objectives	Relationship to InTASC Teacher Standards	% of Grade
Assignment 1: Explore and discuss 5 articles found about integration of the iPad	Knowledge 3,4 Collaboration 7	3,4,7,10	15%
Assignment 2: Find 10 content specific and 5 personal applications	Values & Ethics 1 Knowledge 3 Reflection 6	1,2,3,7,8	15%
Assignment 3: Present an iPad Application and lesson	Collaboration 7 Knowledge 4 Values & Ethics 2	2,3,4,5,8,10	20%
Assignment 4: Explore iBooks	Values & Ethics 1 Knowledge 3,4 Reflection 5,6 Collaboration 7	3,4,7	10%
Assignment 5: Explore iTunesU	Collaboration 7 Knowledge 4 Values & Ethics 2	2,3,4,8,10	10%
Assignment 6: Find a Video for educational use & Create an Animoto video	Values & Ethics 2 Knowledge 3,4 Reflection 5 Collaboration 7 Accountability 8	1,2,3,4,5,7	15%
Assignment 7: Summary and Reflection	Collaboration 7 Knowledge 4 Values & Ethics 2	1,2,3,7,8	5%
Class Attendance & Participation	Values & Ethics 1 Collaboration 7 Accountability 8	1,3,7,8	10%

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:

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.

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.

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:

Academic Honesty Policy

A policy of Academic Honesty speaks to the Mission Statement of Marian University by ensuring academic integrity and thereby furthering the personal, moral and intellectual development of the learning community.

The intent of this policy is to establish consistency and to heighten the moral responsibility of the entire university community (faculty, staff and students) by identifying areas that would violate the concept of academic honesty.

Little distinction is made between the student who is actually guilty of academic dishonesty and anyone who aids the student (i.e. by providing a copy of a stolen exam or by writing a paper for another student). An instructor and the University can change a student's grade at any time, even after a course has been completed, if the student has violated the Academic Honesty Policy.

The University has identified three major violations of academic honesty, including plagiarism, cheating, and intentional misrepresentation of the truth. All rules and standards of academic honesty apply equally to all electronic media, particularly all Intranet and Internet activities.

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.

Disability Statement

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

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.

VIII. DESCRIPTION OF WORK TO BE DONE OUTSIDE CLASSROOM:

Entering data for calendar and 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. RECOMMENDED TEXTS:

Latest version of iPad User Guide (available free for download in iBooks)

X. RECOMMENDED RESOURCES:

ipadprof.wikispaces.com
App Shopper (app)