UNC

UNIVERSITY OF NORTHERN COLORADO

Extended Campus

College of Education & Behavioral Sciences
Department of Technology, Innovation & Pedagogy

In Partnership With:

iLearn Collaborative

TIP 508 Workshop
Digital Tools for Blended Learning

Instructor of Record:	TBD
Address:	iLearn Collaborative 1550 Wewatta St., Suite 200 Denver, CO 80202
Email:	berholtz@ilearncollaborative.org
Phone:	(303) 522-2319
Course Credits:	2.0 graduate credits
Dates & Times:	Online: TBD The student must spend a minimum of 10 hours online per unit on the LMS completing course requirements and is expected to spend approximately 5 hours offline per unit compiling and submitting assignments. Three one-hour synchronous sessions will be offered. Dates and times for these sessions will be communicated to students.

SCHOOLOGY LMS ACCESS CODE: GT25K-GGPMG

COURSE DESCRIPTION:
This course provides educators with the opportunity to study tools and best practices for supporting effective digital learning. Participants will investigate strategies and resources for engaging 21st century learners and building digitally responsible students in a blended setting. Learners will design various activities/lessons integrating technology and implement one of them, reflecting on the overall instructional and learning experience.

STUDENT LEARNING OUTCOMES:

Upon completion of this course, students will be able to:

1. Identify the 4Cs for 21st century skills
2. Explore digital tools for effective instructions and learning in online and blended settings
3. Examine best practices for governing effective digital learning
4. Investigate resources and strategies for promoting digital citizenship
5. Design and deliver a lesson that incorporates digital learning and engages learners

TEXTS, READINGS, INSTRUCTIONAL RESOURCES:

Supplemental Reading:

Article links for openly sourced, supplemental reading and videos are included in each unit's topic.

In order to receive a Passing grade, the participant must complete the following course requirements:

1. Discussion Board Postings: Two (2) Original Posts and three (3) Responses per post per topic. Discussion board postings are typically based upon course readings and videos and require students to analyze, synthesize, reflect, and respond.
2. Assignments: Assignments require students to apply session content to current blended practices, designing and developing learning activities for classroom implementation.
3. Final Project: The final project is a culminating assignment that requires students to design, develop, and deliver a lesson that integrates technology that supports blended learning. Students will engage in peer observation, gather and analyze data, make observations, and reflect on the learning and instructional experience.
4. Reflective Essay: This assignment requires students to conduct deeper investigations into the subject matter, producing an essay that synthesizes their findings, observations, and reflections.

GRADE DISTRIBUTION AND SCALE:

Grade Distribution:

Discussion Participation	20%
Assignment Completion	10%
Final Project	30%
Reflective Essay	40%

Grade Scale:

Grading will be Pass/Fail: A minimum score of 80% will be required to pass.

COURSE SCHEDULE:

UNIT ONE: Digital Tools in Education
- Topic 1: 21st Century Learning & Technology
- Topic 2: The 4Cs-Critical Thinking
- Topic 3: The 4Cs-Communication and Collaboration
- Topic 4: The 4Cs-Creativity

UNIT TWO: Digital Tools for Online and Blended Settings
- Topic 1: Digital Tools for the Online Classroom
- Topic 2: Digital Tools for the Blended Classroom
- Topic 3: Digital Tools for Classroom Management

UNIT THREE: Theory Into Practice
- Topic 1: Planning for Success
- Topic 2: Theory Into Practice

UNIT FOUR: Reflective Essay

UNC's Policies
UNC's policies and recommendations for academic misconduct will be followed. For additional information, please see the Dean of Student's website, Student Handbook link www.unco.edu/dean-of-students/pdf/student-code-of-conduct.pdf.

Disability Resources
It is the policy and practice of the University of Northern Colorado to create inclusive learning environments. If there are aspects of the instruction or design of this course that present barriers to your inclusion or to an accurate assessment of your achievement (e.g. time-limited exams, inaccessible web content, use of videos without captions), please communicate this with your professor and contact Disability Support Services (DSS) to request accommodations. Office: (970) 351-2289, Michener Library L-80. Students can learn more about the accommodation process at http://www.unco.edu/disability-support-services/.

Honor Code
All members of the University of Northern Colorado community are entrusted with the responsibility to uphold and promote five fundamental values: Honesty, Trust, Respect, Fairness, and Responsibility. These core elements foster an atmosphere, inside and outside of the classroom, which serves as a foundation and guides the UNC community's academic, professional, and personal growth. Endorsement of these core elements by students, faculty, staff, administration, and trustees strengthens the integrity and value of our academic climate.

Special Term/Short Course
Special Term Courses do not meet during a typical semester (begin or end earlier or later), these courses have different add/drop/withdrawal dates. It is the responsibility of the student to be aware of these dates. Please refer to "special term/short course deadlines" from this link: http://www.unco.edu/registrar/current-students/course-add-drop.aspx, to learn the dates for this course.

Billing & Requesting Transcripts
You will receive an email (to the UNC student Bear email account) when your bill has been posted. Bills are sent monthly; if your registration is processed in the middle of the month, you will not receive a billing statement until the following month. If you do not receive a billing statement, please contact UNC's Bursar's Office (part of Bear Central) at 970-351-4862.

There are two options for requesting transcripts. For an unofficial transcript, on your Student tab in URSA, choose "Unofficial transcript" located under the "Grades" heading. For an official transcript, go to: http://www.unco.edu/registrar/etranscripts.aspx.

DIGITAL TOOLS FOR BLENDED LEARNING RUBRIC

FORMATIVE ASSESSMENTS
Formative assessments measure your engagement with and understanding of content delivered in each topic. These assessments provide opportunities to reflect on your assignment as well as deliberate over topic content with your classmates in a discussion forum. Each assessment has a maximum rating of 30 points indicating topic knowledge and reflection.

FINAL COURSE PROJECT: Design and Deliver a Digital Tool-Based Lesson

Criteria	Grading Scale		
Implementation and Supporting Documentation	25 The supporting documentation incorporates all elements addressed in the instructions. Details are clearly communicated, and content demonstrates mastery of key concepts of digital tool integration and implementation.	15 Most criteria of the supporting documentation are included. One or more items are missing and/or lacking details. Content mastery is evident for the most part with only one or two elements excluded.	5 The digital tool-based lesson is missing most of the listed criteria.
Reflection	25 Addresses all criteria, providing depth in response to questions.	15 Addresses most of the criteria, though little depth is added to response.	5 Lacks depth and details in response.
Peer Observation	10 Addresses peer observation requirements, provides clear feedback.	5 Attempt at feedback as per observation requirements.	0 Does not provide peer feedback.

COLLEGE CREDIT ASSIGNMENT: Reflective Essay

Criteria	Grading Scale		
Responsiveness to Topic	15 Demonstrates thoughtful understanding of topic and criteria. Responds effectively to all aspects of assignment.	12 Addresses most of the assignment criteria. May slight some aspects of topic in response.	5 Demonstrates inability to understand assignment criteria and lacks a meaningful response to the topic.
Communication of Ideas	15 Thoroughly explores topics, going beyond scope of subject matter to include insightful comments, ideas,	12 Demonstrates some comprehension of topic though	5 Is unfocused and incoherent.

	and observations of key concepts and texts.	treats subject matter simplistically or repetitively.	
Length and Organization	15 Meets length requirement and Is clearly organized with well-supported ideas.	12 Meets length requirement and is somewhat organized with some supported ideas.	5 Does not meet minimum length requirement and Is undeveloped with little or no support.
Mechanics, Sentence Structure, Grammar, and Spelling	15 Is free from errors in mechanics, structure, grammar, and spelling.	12 Has some errors but demonstrates control of mechanics, structure, grammar, and spelling.	5 Contains serious issues in mechanics, structure, grammar, and spelling.

CLASS SCHEDULE:

UNIT 1: DIGITAL TOOLS IN EDUCATION

Unit 1 - Topic 1: 21st-Century Learning & Technology

- **What is 21st Century Education?**
  - **Reflection:** Teachers will be prompted to reflect on a question prior to beginning Topic 1: *The landscape of education is changing. Are you?*
  - Teachers will understand that education today is more than just book learning, fact memorization, and worksheet completion. The landscape of education now includes technology integration, real-world problem solving, global connections, and virtual collaboration and communication.
    - Resource exploration:
      - Video: EF Explore America - What is 21st century education? (2012)
      - Article: Brookings - "Skills for a changing world: The global movement to prepare students for the 21st century" (McAlpin, 2017)
      - Blog: WeForum - "7 skills your child needs to survive the changing world of work" (2017)

- **What Skills Matter?:** As teachers consider preparing their students for 21-century learning, they will begin to understand the ever-changing world our students are living in and the importance of preparing them to successfully navigate it. With the focus being on technology, teachers will focus on the 4Cs of education and how they apply to 21-century learning.
  - Resource exploration:
    - Article: EdSurge - "It's 2019. So Why Do 21st-Century Skills Still Matter?" (Boss, 2019)
    - Article: Queensland - "21st century skills: Preparing students for a changing world"
    - Video: Kayla Scheer - "On Demand Learning in the 21st Century Classroom" (2015)

- **Digital Literacy in the US:** Building a solid 21st-century learning environment in the classroom flips the process of knowledge acquisition, as students learn through the work they produce rather than the

work they are assigned. This is the basis for digital literacy. Teachers will learn that we're moving toward transforming education so that every student will have access to the internet, and each teacher will be fully equipped to meet the individual needs of their learners through promoting and implementing best practices for effective digital learning. Teachers will explore the myriad benefits of promoting digital literacy in their blended classrooms.

- Resource exploration:
  - Website: U.S.Department of Education's Future Ready
  - Website: U.S. Digital Literacy
  - Video: Scott Millar - Building the 21st Century Classroom
  - Video: Jason Seliska - Room 20 A 21st Century Classroom
  - Article: National Association of Independent Schools - "Stories of Excellence"

Unit 1 - Topic 1 Activity:

- **1.3 Discussion: Your Favorite Digital Tools**
  - Are you already using digital tools to supplement your content? If so, share how you incorporate these tools in your blended classroom. If you are new to the digital world, share how you would like to incorporate digital tools into your content area.
  - Be sure to read and respond to your classmates' posts.

Unit 1 - Topic 2: The 4Cs - Critical Thinking

- **Critical Thinking:** As educators move forward in developing their best practices in blended and online classrooms, they must consider the direction in which education is heading. 21st-century skill development is an essential component of transformative education. The specific skills students will need to be successful have been broken down into the 4Cs of Education: Critical Thinking, Communication, Collaboration, and Creativity. Teachers will begin their 4Cs exploration with critical thinking. In order for students to be able to compare evidence, evaluate competing claims, and make sensible decisions, they must develop critical thinking skills. Breaking down the elements of this skill, educators can better focus their instruction, activities, and assessments to include: 1) effective reasoning, 2) systems thinking, 3) judgment and decision making, and 4) problem solving.
  - **Resource exploration:**
    - Article: Applied Educational Systems - "What Are the 4 C's of 21st Century Skills?"(Stauffer, 2020)
    - Video: Common Sense Education - "Introduction to the 4Cs" (2014)

- **Critical Thinking - Deeper Dive:** Teachers will explore myriad strategies and tools that are effective in developing critical thinking skills.
  - Resource exploration:
    - Resource guide: NEA - "Preparing 21st Century Students for a Global Society"
    - Blog: Digital Learning Collaborative - "Using technology to teach critical thinking skills" (Marczak, 2019)
    - Video: Pearson North America - "Improving Critical Thinking with Digital Strategies" (2014)
    - Video: Tech EDGE - "Tech EDGE, Mobile Learning In The Classroom - Episode 15, Critical Thinking With Games" (2016)
    - Article: Tech EDGE - "Game-Based Learning: Preparing Students for The Future" (2019)
    - Article: ISTE - "5 Virtual Worlds for Engaged Learning" (Wheelock, 2015)
    - Tools:
      - Timelines and maps
        - TikiToki

- ○ Time Glider (Preceden)
- ○ MyHistro
- ○ SoftSchools
- ○ ARCGis
- ○ ScribbleMaps
- Real-world simulations
  - ○ Geoguessr
  - ○ ClassroomArchitect
  - ○ The Power Toy
  - ○ Little Alchemy 2
  - ○ Quandary

Unit 1 - Topic 2 Activity:

- **Knowledge Check: Critical Thinking Elements** (interactive matching activity)

Unit 1 - Topic 3: The 4Cs - Communication & Collaboration

- **Communication & Collaboration:** Considering the global expansion of business, it is crucial that students develop strong, effective communication and collaboration skills. As technology continues to build global work teams, more than ever is there a need for intense human interactions, and that involves adapting to a technical world that is continually changing, developing, and advancing. Teachers will learn that communication and collaboration can take multiple forms when technology is effectively leveraged.
  - ○ Resource exploration:
    - ■ Video: SECCEducationalTV - "21st Century Skills: Collaboration – Communication" (2014)
  - ○ **Reflection:** Teachers will be prompted to reflect on the information they gleaned from the resource: *How are you training your students to become effective communicators and collaborators in as well as outside of the classroom?*

- **Communication & Collaboration - Deeper Dive:** Teachers will explore myriad strategies and tools that are effective in developing communication and collaboration skills.
  - ○ Resource exploration:
    - ■ Resource guide: NEA - Preparing 21st Century Students for a Global Society
    - ■ Article: University of Brunswick article - "Using Technology Outside the Classroom to Improve Face-to-Face Classroom Interaction"
    - ■ Article: eLearning Industry - "5 Effective Uses Of Mobile Technology In The Classroom" (Adeboye, 2016)
    - ■ Article: NEA - "Using Smartphones in the Classroom" (Graham,2020)
    - ■ Article: Edutopia - "Blogging in the 21st-Century Classroom"(Lampinen, 2013)
    - ■ Webinar: Dianne Csoto - "Blogging: Writing in a 21st Century Classroom" (2017)
    - ■ Article: Education World - "Blogging? It's Elementary, My Dear Watson!" (Jackson, 2012)
    - ■ Article: Sharon Davis - "Blogging with Elementary Students" (2019)
    - ■ Article: Edublogs - "13 Examples of Great Class Blogs" (Morris, 2019)
    - ■ Video: Pearson North America - "York County Students Grow Through Online Collaboration" (2013)
    - ■ Resource: Google Tools
    - ■ Article: Shake Up Learning - "15 Collaborative Tools for Your Classroom That Are NOT Google" (Bell, 2018)
    - ■ Article: Teach Thought - "30 Of The Best Digital Collaboration Tools For

Students"(2020)
- Article: Getting Smart - "10 EdtEch Tools for Encouraging Classroom Collaboration" (2017)
- Tools:
  - Classroom on the go
    - Wix
    - Edmodo
    - Class Dojo
    - Seesaw
  - Blogging and communication
    - KidBlog
    - Edublogs
    - Blogger
  - Collaboration in and out of the classroom
    - Trello
    - Twiddla
    - DrawOnThe.Net
    - CoSketch
    - DebateGraph

Unit 1 - Topic 4: The 4Cs - Creativity

- **Creativity:** Incorporating opportunities for creative learning in a blended or online classroom is as important as developing literacy skills. In order to meet the ever-changing demands of our global economy, students will require leading-edge skills that include original, innovative, and inventive thinking. Teachers will understand that creativity can be broken down into three segments: 1) thinking, 2) working, and 3) implementing.
  - Resource exploration:
    - Video: Sir Ken Robinson - "Do schools kill creativity? | Sir Ken Robinson" (2017)

- **Communication & Collaboration - Deeper Dive:** Teachers will explore myriad strategies and tools that are effective in developing creativity skills.
  - Resource exploration:
    - Article: Edvocate - "How Technology Can Expand Creativity and Innovation in Education" (Lynch, 2017)
    - Article: AZEDNEWS - "Technology in class increases creativity, decreases discipline issues" (Negrete, 2017)
    - Webinar: ESU8 - "Everyone Can Create" (2018)
    - Article: Grant Wood Area Education Agency - "Using Green Screen in the Classroom"
    - Video: PBS Idea Channel - "Is Minecraft the Ultimate Educational Tool?" (2013)
    - Article: MinecraftEdu - Minecraft Education Edition
    - Videos: Minecraft on YouTube
    - Webinar: Classroom 20 - "Spark Creativity in Your Classroom with Adobe Spark" (2017)
    - Video: NCOE Educational Technology - "Instagram in the Classroom" (2014)
    - Article: Makerspace for Education - "Stop Motion Animation - What is it?"
    - Article: Ted Edvocate - "38 Amazing EdTech Tools for Student Creation and Innovation" (Lynch, 2018)
    - Tools:
      - Presentations, animations, and moviemaking
        - Magisto
        - Animoto

- ○ PowToon
- ○ Kizoa
- ○ Emaze
- ○ Prezi
- ○ PosterMyWall
- ● Screencasts, podcasts, and audio recordings
  - ○ MinicastMaker
  - ○ Screencast-o-Matic
  - ○ Screencastify
  - ○ Podbean
  - ○ Podomatic
  - ○ Vocaroo
- ● Virtual storytelling
  - ○ FlipSnack
  - ○ Storybird
  - ○ StoryBoardThat
  - ○ MakeBeliefsComix
  - ○ Pixton
  - ○ PuppetPals
  - ○ Scratch
  - ○ ClayAnimator
  - ○ Voki

Unit 1 - Topics 4 Activities:

- **Knowledge Check - Critical Thinking Elements** (interactive multiple choice)
- **1.4 Discussion: Digital Tools for the 4Cs**
  - ○ Share with your classmates your thoughts about the various tools you explored for the 4Cs of Education.
  - ○ Refer back to TIM. Discuss how one or more tools align with the TIM characteristics and/ or levels of engagement.
  - ○ Explain how you'll incorporate one or more tools from each "C" into your BL classroom. Which of your choices support your TIM goal for this course (speak to the specifics of your goal and the tools).
  - ○ Be sure to read and comment on your classmates' posts.
- **1.5 Assignment: Digital Tools Activity/Lesson Design-4Cs**
  - ○ You're now ready to design an activity/lesson utilizing one or more of the digital tools you have examined in this unit.
  - ○ Keep in mind that students learn best when you're modeling the digital tool you're integrating into your instructional practice. For example, if you design a task that includes a timeline of 5 events that led to Romeo and Juliet's demise in Shakespeare's *Romeo and Juliet*, you'll want to create your own version. If you've got a class full of tech-savvy students, consider providing a playlist (choice board/menu) of tech options for the activity/lesson, allowing them to experiment and choose themselves. *Please refer to Kaey Bell's "Interactive Learning menus (Choice Boards) with G-Suite FREE Templates" (2017) for choice boards/menus.
  - ○ Steps:
    - ■ Make a copy of this view-only template, which you'll use for this activity/lesson.
    - ■ Review content from the existing unit of study you chose for this course and consider the learning objectives you'd like to focus on for the activity/lesson. *Refer back to your TIM goal as a guide for your activity/lesson design.
    - ■ Determine the guidelines/outcomes of the activity/lesson. *Do they align with your TIM goal?*

- ■ If necessary, spend additional time exploring the digital tools presented in this unit.
- ■ Choose a tool that's appropriate for the targeted learning objectives.
- ■ Build an example using your digital tool to illustrate your product expectations. *Remember, you're modeling the tool you're having your students utilize.
- ■ Post your template's link to this forum. Prior to posting, change the viewing option to "Anyone with the link can view".
  - ○ Read through and comment on your classmates' posts, offering feedback and insight.

UNIT 2: DIGITAL TOOLS FOR ONLINE AND BLENDED SETTINGS

Unit 2 - Topic 1: Digital Tools for Online Classrooms

- **Digital Tools for the Virtual Learning Experience:** There is an online component to blended learning that includes communication and collaboration between students and teachers. Implementation of digital tools in the virtual space can encourage engagement and promote positive relationships. Teachers will understand that a variety of digital tools can be utilized to enhance the online learning experience. However, in order to choose the right tool, there are several considerations:
  - ○ Will you deliver something in a synchronous session? If so, can the tool be utilized by all attending said session?
  - ○ Is the tool easily tracked so you can monitor what students are mastering or completing?
  - ○ How does the digital tool enhance or encourage student engagement?
  - ○ Resource exploration:
    - ■ Article: eLearning Industry's "Top 10 Tools for the Digital Classroom" (Ekaran, 2018)

- **Technology Integration in the Online Classroom:** Teachers will explore myriad strategies and tools that are effective in developing 21st-century skills in an online learning environment.
  - ○ Resource exploration:
    - ■ Article: LiveTiles - "15 Must-Follow Teaching Strategies For The Digital Classroom" (2016)
    - ■ Tools:
      - Beneylu
      - Tumblr
      - Easely
      - Padlet
      - Popplet
      - Timetoast
    - ■ Article: Common Sense Media - "Best Student-Collaboration Tools"
    - ■ Article: eLearning Industry - "7 Tools for Your Digital Classroom"(Rooheart, 2017)
    - ■ Article: Getting Smart - "5 Ways to Build Collaborative Learning Skills In and Out of the Classroom" (Poth, 2019)
    - ■ Article: Top5OnlineColleges.org - "99 Top Tools for Online Teaching" (Hart, 2019)
    - ■ Article: eLearning Industry - "11 Digital Education Tools For Teachers And Students" (Chauhan, 2018)

Unit 2 - Topic 2: Digital Tools for Blended Classrooms

- **Choosing the Right Digital Tools:** Teachers will learn that when teaching in a blended/hybrid or flipped setting, they should find tools that can be seamlessly incorporated into a variety of settings. Teaches will understand that many digital tools can be utilized to deliver content, create collaboration, encourage engagement, and diversify learning experiences in the blended/flipped classroom.
  - ○ Resource exploration:

- Video: Edutopia - "The Flipped Class: Which Tools Are Right For You" (2014)

- **Technology Integration in the Blended Classroom:** Teachers will explore myriad strategies and tools that are effective in developing 21st-century skills in a blended learning environment.
  - Resource exploration:
    - Tools:
      - LiveBinders
      - GoClass
      - Kahoot
    - Vidoe: Edmonton Regional Learning Consortium - ERLC - "Using Technologies to Support Diverse Learning Needs" (2017)
    - Article: Edutopia - "5 Ways to Use Scannable Tech in the Math Classroom" (Burns, 2016)
    - Video: SanBdoCitySchools - "The Use of Self-Made Videos in a Blended Learning Classroom" (2019)
    - Article: FreeTech4Teachers - "Excellent Tools for Creating Videos Without Installing Software" (Byrnes, 2013)
    - Article: TeachThought - "34 Diverse Blended Learning Apps For IPad" (2016)

Unit 2 - Topic 2 Activity:

- **2.1 Discussion: Digital Tools for the Online & Blended Classrooms**
  - You have explored myriad tools for online and blended classrooms. Discuss how you'll use one or more of the tools in your instructional model. Include specifics of the model and your digital tool(s) integration strategy.
  - Speak to how one or more of the tools align with TIM's characteristics/levels of engagement and more specifically, your TIM goal.
  - Be sure to read and respond to your colleagues' posts.

Unit 2 - Topic 3: Digital Tools for Classroom Management
- **Relinquishing Control:** Educators who are new to the blended world of instruction that combines online learning with face-to-face guidance discover that they have to relinquish control over material and time, making room for an infrastructure makeover. It may sound scary, but teachers will understand that it is possible to relinquish control while also promoting engagement and achievement.
  - Resource exploration:
    - Article: EdWeek - "Creating Successful Blended-Learning Classrooms" (Tolley, 2014)

- **Technology Integration and Classroom Management:** Teachers will explore myriad strategies and tools that are effective for blended or online classroom management.
  - Resource exploration:
    - Video: Common Sense Education - "How to Set Up Your Digital Classroom for Success" (2016)
    - Resource: Invisible Tech Integration Presentation - Student Engagement Visual
    - Tools:
      - Bloomin Apps
      - The Differentiator
      - Class Dojo
    - Video: "Improving participation with ClassDojo" (2014)
    - Video: For Teachers - "Class Dojo Tips | Setup and Beginners | For Teachers"(2018)
    - Website: DigitalCitizenship.net

Unit 2 - Topic 3 Activities:

- **2.2 Discussion: Digitizing Classroom Management**
  - You have investigated myriad digital tools for classroom management in a blended setting. For this assignment, write a brief summary addressing these questions:
    - How is your blended classroom management different from your traditional style of management? What are some of the challenges and rewards of "leading" in this new environment?
    - Which tool(s) did you explore that you will incorporate in your management? Explain in detail how the tool(s) will support your blended classroom management style. Is there a tool you use that others should know about? Share it and elaborate on its effectiveness in your setting.
  - Be sure to read and respond to your classmates' posts.
- **2.3 Assignment: Digital Tools Activity/Lesson Design-Online, Blended & Classroom Management**
  - You're now ready to design an activity/lesson utilizing one or more of the digital tools you have examined in this unit.
  - Steps:
    - Make a copy of this view-only template, which you'll use for this activity/lesson.
    - Review content from the existing unit of study you chose for this course and consider the learning objectives you'd like to focus on for the activity/lesson. *Refer back to your TIM goal as a guide for your activity/lesson design.
    - Determine the guidelines/outcomes of the activity/lesson. *Do they align with your TIM goal?*
    - If necessary, spend additional time exploring the digital tools presented in this unit.
    - Choose a tool that's appropriate for the targeted learning objectives.
    - Build an example using your digital tool to illustrate your product expectations. *Remember, you're modeling the tool you're having your students utilize.
    - Post your template's link to this forum. Prior to posting, change the viewing option to "Anyone with the link can view".
    - Read through and comment on your classmates' posts, offering feedback and insight.

UNIT 3: THEORY INTO PRACTICE

Unit 1 - Topic 1: Planning for Success

- **Bring Everything Together:** As teachers prepare for intentional technology integration in their online or blended classrooms, they'll take into account steps they need to take for successful implementation. This will include executing best practices and understanding their "why" for technology integration. As they peruse valuable resources in this topic, they will consider their plan of action as it applies to their TIM goal and instructional practice moving forward.
  - Resource exploration:
    - Article: Edutopia - "Digital Tools and Distraction in School" (Hertz, 2017)
    - Article: EdSurge - "Making Technology Click in the Classroom: Teachers Share What Makes Digital Tools "Worth The Time" (Johnson, 2016)
    - Video: Educause - "8 Lessons Learned from Teaching Online" (2013)
    - Article: Eric Sheninger - "Getting Digital Tools On Your Side: 4 Steps" (2015)
    - Article: A Principal's Reflections - "The Pedagogy of Digital Discussion" (Sheninger,

2018)
- Article: GoGuardian.com - "How Does Technology Prepare Students for the Future"(2020)
- Video: Educause - "Students of the Future" (2017)
- **Reflection:** Teachers will be prompted to reflect on the information they gleaned from the resources: *How you can successfully implement a lesson in your content area using digital tools?*

Unit 3 - Topic 1 Activity:

- **iLearn Collaborative's Digital Content Warehouse**
  - Peruse iLC's Digital Content Warehouse (DCW)

Unit 3 - Topic 2: Theory Into Practice

- **Digital Tools Lesson Design, Development & Delivery:** Applying the content teachers have learned in the course, they will prepare and implement a lesson that integrates technology that supports online and blended learning.
  - Step 1: Determine which activity/lesson you'd like to implement in your classroom (refer back to your planning templates). Keep your TIM goal for the course in mind, as your activity/lesson should align with it.
  - Step 2: Produce a 3-5-minute video OR a photo journal of you delivering a portion of the lesson. Please note that due to FERPA, your video/photos should only capture teacher facilitation; students should not be in the video/photo unless you can blur their images. If you walk around the classroom, engaging with your students during the lesson, the video should capture audio. Photo journals may contain student quotes.
  - Step 3: Reflect on the instructional and student learning experience by responding to these questions in a written, video, or audio format:
    - Describe your experience in designing and developing an activity/lesson utilizing one or more of the digital tools you explored in this course.
    - What went well with the lesson you implemented? What were relevant challenges and how did you address those challenges?
    - How did you measure student engagement and achievement?
    - What did your student feedback reveal about this learning experience? **Provide specific details about the information you gathered from students in terms of 2-3 work samples, data, and observations and how they will be used moving forward.**
    - How did the activity/lesson align with your TIM goal for this course? Speak to the specifics of the goal and activity/lesson outcomes.
    - How did the overall learning experience inform your current instructional practice?
    - What are your next steps moving forward as a practitioner integrating technology into your blended instructional practice?
  - Step 4: Add your video/photo journal link to this form. In it, you will be asked if you'd like to share your lesson with other practitioners taking this course. We hope you'll consider allowing educators to learn from your experience and expertise. Just like our students, we learn best from one another!
  - Step 5: Post the link to the template, video, and reflection responses in Unit 3 of the course (in the assignment/discussion submission). Before you submit, go back through the lesson and in the discussion forum where you post the video, ask for specific feedback on sections where you need recommendations, ideas, or solutions to problems you see in your lesson design. For example, if there's a part of your lesson where you feel students were confused, not knowing what to do next, you might ask for scaffolding ideas for that portion of the lesson.
  - Step 6: Peer Observation: Choose one participant in the course, view his/her video, and provide feedback regarding the lesson (or portion of the lesson) that was captured in the video. Feedback

may include asking questions for clarity, commenting on lesson design or delivery, sharing thoughts and insights about student engagement, or anything else you deem helpful in your peer observation.

Unit 3 - Topic 2 Activities:

- **3.1 Assignment: Digital Tool Lesson Submission and Peer Observation**
  - Use this thread to post your final course project and complete your peer observation. Include the link to your video as well as all supporting documents, including the lesson plan template, student work samples (with names removed, please), observations, and reflection responses.
  - Once you post, choose one participant in the course for your peer observation.
- **3.2 Assignment: TIM Goal Reflection**
  - Now that you have learned about the power of intentional technology integration to support your blended instructional practice, reflect back on your TIM goal for this course.
    - Did you accomplish your goal? Speak to the connection between what you have learned and your goal attainment.
    - How will you utilize TIM moving forward?
- **3.3 Discussion: Your Blended Technology Integration Experience**
  - Now that you have completed this course, please create a video sharing your experience integrating digital tools into your BL model. You may use Screencast-o-Matic, Jing, Quicktime, or any other video making software/digital tool that you prefer.
  - Provide details regarding one or all of these elements:
    - student engagement/ownership of learning
    - personalization of learning through DT integration
    - student achievement
    - successes of DT integration and implementation
    - relevant challenges (and how you overcame them)
    - anything else you'd like to discuss regarding your blended instructional practice
  - Once you post your video, review and respond to your classmates' submissions and complete this form.

UNIT 4: REFLECTIVE ESSAY
Instructions:
- For this assignment, write a four-page, single-spaced reflective essay in APA format that addresses the following components:
  1. Highlights and Insights: What did you glean from the course content? Share your insights and "aha" moments as you progressed through the content. What did you learn from your classmates?
  2. Related Independent Research: Conduct an additional search for resources related to the course content. How will you apply this knowledge? Did you investigate anything that posed questions or concerns regarding the integration of technology into your instructional practices? What reinforced your ideas, observations, or insights?
  3. Instructional Focus: As you continue to move forward and grow as a blended educator, what goals have you set for yourself? What is your plan of action for developing your practices and skill sets?