



Midwest Teachers Institute
Teachers Helping Teachers

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MTI 566- Education and Social Media: Toward A Digital Future

ONLINE COURSE

Instructor Information:	
Instructor Name:	Kimberly Karzen
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Instructor Background:	Kimberly Karzen is a high school teacher in the northwest suburbs of Chicago. She teaches Business Education Courses. Kimberly earned a Bachelors in Marketing with a Psychology Minor from Indiana University, a Masters of Secondary Education from Maryville University, and a Business Education Certificate from the University of Missouri. Along with her teaching duties, she is the curriculum coordinator assisting with curriculum change proposals. Kimberly also has experience running PLC meetings, and is a sponsor for the Business Professionals of America Club. For the last 22 years she has taught classes such as marketing, intro to business, economics, and law. In her spare time Kim enjoys teaching and taking yoga, traveling, and golf.

Course Information	
Course Format (distance learning, online, webinar, experiential onsite courses):	Online Course The LMS for delivering the course will be Canvas. An invitation will be sent to you by your instructor during the week prior to the start of your course. If you have not received an invitation, please email us at the MTI email address listed above.

	<p>Approximately 45 hours of instructional time is devoted to this course.</p> <p>We recommend that you take an introduction to Canvas course as well to become more comfortable with our LMS. This can be done by clicking on the <i>help</i> tab, then Canvas 101.</p> <p>If you are having trouble with Canvas, technical support is available online 24/7 under the <i>help</i> tab, then <i>report a problem</i>.</p>
Prerequisites	All MTI courses are designed for educators who have a minimum of a bachelor's degree and professional educator license. Prior to beginning the course, check with your district office to ensure that credit will be accepted for salary increase and professional development. All courses are for 3 graduate semester hours/credits. When you register, you may choose which of our accredited university partners you would like to receive your official transcript from.
Accrediting Partners	For information about our accrediting partners, please visit our website at www.midwestteachersinstitute.org and click on partners to learn more about the choices available for you.
Required Books and Materials	Greenhow, Christine. Sonnevend, Julia. Agur, Colin. <i>Education and Social Media, Toward a Digital Future</i> . MIT Press. ISBN: 9780262529044.
<p>Learning Outcomes/Competencies: At the completion of this course, the learner will be able to:</p> <ol style="list-style-type: none"> 1. Articulate the effect of social media on the minds of our students (physically and mentally); thus, altering their learning styles and preferences, self-identity and decision-making. InTASC 1,2,3,5,6 2. Develop a framework for integrating social media into traditional curriculum. InTASC 4,5,6,7,8 3. Analyze pedagogical approaches for teaching students in the 21st century, with different types of social media. InTASC 1,3,5 4. Identify and detail the process for developing unit plans that address digital education and its possibilities for the agency of learners as seekers, creators, sharers, and consumers of knowledge. InTASC 1,3,9,10 	
<p>Course Description: Social media has changed how students communicate, relate, receive information, and learn. This course will help classroom teachers develop the knowledge, skills and techniques necessary to responsibly embed social media into the classroom. We will examine how social and digital media is changing the future of education, explore the challenges of integrating social media in the classroom, and use research and case studies to improve the way social media is being used in the classroom today.</p>	

Learning Strategies: Group discussions, professional collaboration, personal reflection, interviews, individual assignments (applications, research projects and evaluation essays).

Experiential Learning Opportunities: Educators will reflect on their current practices and improve as a leader in the classroom.

Format of the Course and Submitting Work

This course has a total of 5 individual assessments/assignments. You are required to complete all of the pieces with a total grade of an A or B in order to receive the credit for the course. It is recommended that the coursework be completed in the sequence listed below in the assessments chart below. This is an ONLINE course that runs for a five (5) week duration. Each week as directed by your instructor you will have assignments due. Answer and Discuss and Reflect and Respond assignments will be completed online using our LMS(Learning Management Software) Canvas. Your application, research project and evaluation assignments will be submitted electronically to your instructor. Files can be saved in PDF's or WORD Documents. You can also share via Google Drive format. Please contact your instructor if you have any questions or need help with the Google Drive format.

Assessments		Approximate contact hours for each assessment
Answer and Discuss- Weekly Questions Posted By Instructor to Online Classroom at Canvas Forum. Questions Found On Canvas Classroom. One question per week for 5 weeks. 9 points per question.	45 points	6 hours
Reflect and Respond to 2 Posts Weekly (10 posts total) Made By Colleagues Online at Canvas Classroom Forum. 9 points per response.	90 points	9 hours
Application Assignments#1 and #2 (45 points ea)	90 points	10 hours
Research Project- Due end of week # 4	100 points	10 hours
Evaluation/Reflection Paper- Due end of week #5	100 points	10 hours
Total	425 points	45 hours

Grading Scale: A (90-100%); B (80-89%)

****Anything below a B will not receive graduate credit and result in a failing grade of F.***

If you do not receive a B or higher, your work will be returned to you for further correction and completion. You will be allowed one (1) re-submit to your instructor to achieve a grade of B or higher. If after your re-submit, you still do not achieve a B or higher you will receive a failing grade of F and therefore forfeit the 3 graduate credits.

Answer and Discuss Rubric - 5 answers @ 9 points each total 45 points

Category	Superior (3 pts)	Sufficient (2 pts)	Minimal(1pt)
<i>Supporting Evidence in Practice</i> ____/3	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.
<i>Accuracy</i> ____/3	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.
<i>Grammar and Spelling</i> ____/3	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.

Reflect and Response Rubric- 10 responses @ 9 points each for 90 points

Category	Superior (3 pts)	Sufficient (2 pts)	Minimal(1pt)
<i>Supporting Evidence in Practice</i> ____/3	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.
<i>Accuracy</i> ____/3	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.
<i>Grammar and Spelling</i> ____/3	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.

Application Rubric- 2 assignments @ 45 points each

Category	Superior (15-13 pts)	Sufficient (12-10 pts)	Minimal(9-7pts)
<i>Supporting Evidence in Practice</i> ____/15	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.
<i>Accuracy</i> ____/15	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.

Grammar and Spelling ____/15	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.
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Project Rubric- 100 points			
Category	Superior (20-18 pts)	Sufficient (17-16 pts)	Minimal (15-14pts)
Understanding of web tool ____/20	Shows strong understanding of activity, concept, or tool and maximize learning	Shows adequate understanding of activity, concept, or tool and benefit learning.	Shows little understanding of activity, concept, or tool and may not benefit learning.
Practical evidence ____/20	Shows strong evidence of ideas and insights gained from this course and how they are applied to classroom.	Shows evidence of ideas and insights from this course and how they are applied to classroom.	Shows little evidence of ideas and insights from this course or how they are applied to the classroom.
Completion ____/20	Completed in a thoughtful and meaningful manner.	Completed, but with minimal quality.	Not all projects are completed and of those that are, some are minimal quality.
Grammar and Spelling ____/20	Includes no mistakes in grammar or spelling.	Includes few grammar and spelling mistakes.	Includes numerous grammar and spelling mistakes.
Sequencing ____/20	Sequenced, showing if-then thinking and the logical order required to complete skill, solve problem, or use tool.	Not always sequenced, showing incomplete if-then thinking and understanding of logical order required to complete skill.	Confusing making it difficult to replicate activities; little understanding of logic or if-then thinking evidenced.

Evaluation Rubric- 100 points				
Category	Superior (20-17 pts)	Sufficient (16-13 pts)	Minimal(12-9pts)	Below Standard (8 pts)
Supporting Evidence in Practice ____/20	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows little evidence of ideas and insights from this course and there is little evidence they are applied to the classroom.
Accuracy ____/20	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.	Many of the supporting facts and statistics are inaccurately represented.
Grammar and Spelling ____/20	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.	Response includes numerous grammar and spelling mistakes.
Logical Sequencing ____/20	Response is written in a clear, concise, and well organized manner.	Response is mostly clear, concise, and well organized. Thoughts are	Response is somewhat unclear and/or disorganized. Some	Response is mostly unclear and/or disorganized. Many

	Thoughts are presented in a coherent and logical manner.	presented in a coherent and logical manner.	thoughts are presented in a coherent and logical manner.	thoughts are presented in an incoherent and illogical manner.
Reflection _____/20	Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	Response demonstrates some reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	Response demonstrates no reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.

Course Schedule
<p><u>Week 1</u></p> <ul style="list-style-type: none"> ● Please read chapter 1 and 2 ● Please reply to the discussion question posed by the teacher. Must be completed by Tuesday night ● Read the posts from other students and respond to at least 2. Must be completed by Thursday night. <p><u>Week 2</u></p> <ul style="list-style-type: none"> ● Please read chapter 3 and 6 ● Please reply to the discussion question posed by the teacher. Must be completed by Tuesday night. ● Read the posts from other students and respond to at least 2. Must be completed by Thursday night. ● Application Assignment #1. Must be completed by Sunday night. <p><u>Application #1</u></p> <p>On page 98 the author writes, “In part because of the weakness in the classical model of education many students who excel academically do not fare well later in life; the challenges of work, citizenship, and daily life do not resemble the multiple-choice items on high stake tests.”</p> <p>Part I: How can digital and/or social media applications provide students a more authentic experience compared to multiple-choice tests?</p> <p>Part II: Discuss the pros and cons of using digital and social media in the classroom based on your knowledge, experience, and research.</p> <ul style="list-style-type: none"> - 2-3 pages in APA format - Provide examples from course content, personal experience, or a colleague's viewpoint - Cite all sources

Week 3

- Please read chapter 7 and 9
- Please reply to the discussion question posed by the teacher. Must be completed by Tuesday night.
- Read the posts from other students and respond to at least 2. Must be completed by Thursday night.
- Application Assignment #2. Must be completed by Sunday night.

Application #2

The author makes an argument that education can be enhanced if social media is interest-driven rather than friendship-driven. Create or modify a lesson that could incorporate an interest-driven social media component. Follow the format below:

Subject:

Grade(s):

Briefly describe the students in this class:

What should students know or be able to do as a result of this lesson (lesson objective)?

Describe the lesson, then address the following two questions

- What will the students be doing?
- What will you be doing?

Explain how this lesson will fit into your current unit of study?

- What did you cover the day before?
- What will you cover in the next class?

How will you know if students are successful achieving the learning objective(s)?

Week 4

- Please read chapter 10
- Please reply to the discussion question posed by the teacher. Must be completed by Tuesday night.
- Read the posts from other students and respond to at least 2. Must be completed by Thursday night.
- Research Project. Must be completed by Sunday night.

Research project

Research articles online, in the newspaper, or from a magazine where embedding social media into

curriculum is discussed. After reading the articles write an article review and a personal reflection connecting the article to your opinions of moving toward a more digital future in education.

- 2-3 pages in APA format
- Provide examples from course content and/or personal experience
- Cite all sources

Week 5

- Please read chapter 14 and 15
- Please reply to the discussion question posed by the teacher. Must be completed by Tuesday night.
- Read the posts from other students and respond to at least 2. Must be completed by Thursday night.
- Evaluation Assignment. Must be completed by Sunday night.

Evaluation assignment

The links below list ways that teachers can embed social media into their classrooms. Pick one way to embed social media in the classroom that speaks to you. Then,

Part I: Describe how you would use this in your class. How would incorporating this change the dynamic of the lesson? How do you anticipate your students responding?

Part II: Reflect on what you are able to take away from this course that will be useful in your classroom? How has your mindset changed? Why is social media becoming an important component in education?

<http://www.teachhub.com/50-ways-use-twitter-classroom>

<https://mashable.com/2013/08/18/social-media-teachers/#HjDGsqUwfgqz>

<https://www.iste.org/explore/articleDetail?articleid=1033&category=Digital-citizenship&article>

End of Course Survey

Now that you are finished with this class, please take the time to help us improve our product. In order to make sure that we are providing the best possible service, please take our [survey](#). We appreciate your help and your commitment to the profession.

Academic Honesty

Academic dishonesty is any form of cheating which results in students giving or receiving unauthorized assistance in an academic exercise or receiving credit for work which is not their own. Any academic dishonesty is grounds for dismissal. Any student judged to be engaged in cheating may receive a failing grade for the course, or any other penalty, which the instructor finds appropriate. Academic dishonesty is a behavioral issue, not an issue of academic performance. As such, it is considered an act of misconduct and is also subject to the University disciplinary process as defined in the Student Code of Conduct.

Acts of Dishonesty Include:

- Cheating—intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit or hours.
- Fabrication—intentional and unauthorized falsification or invention of information or citation in an academic exercise.
- Facilitating Academic Dishonesty—intentionally or knowingly helping or attempting to help another to violate a provision of the institutional code of academic integrity.
- Plagiarism—the deliberate adoption or reproduction of ideas, words, or statements of another person as one's own without acknowledgement.

Unauthorized Collaboration—intentionally sharing information or working together in an academic exercise when the course instructor does not approve such actions.

ADA Statement

The University abides by the Americans with Disability Act and Section 504 of the Rehabilitation Act of 1973, which stipulates that no student shall be denied the benefits of an education “solely by reason of a handicap.” If you have a documented disability that may affect your work in this class and for which you may require accommodations, please contact the Disability Resource Coordinator as soon as possible to arrange accommodations. In order to receive accommodations, you must be registered with and provide documentation of your disability to the Disability Resource Office.

The Disability Resource office will provide Extended Studies with documentation of the disability and any accommodations that are needed.

The ten INTASC standards are listed below. Specific standards for knowledge,

dispositions, and performances accompany each principle, but space does not permit listing them below. For a complete copy of the INTASC standards, contact Jean Miller, Director of INTASC, Suite 700, One Massachusetts Avenue NW, Washington DC 20001-1431.

The InTASC Model Core Teaching Standards (April 2011)

The Learner and Learning

Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content Knowledge

Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.