



Midwest Teachers Institute
Teachers Helping Teachers

www.MidwestTeachersInstitute.org

MTI 562: The 21st Century Digitally-Infused Teacher

Credits: 3 graduate semester hours/credits from Calumet College of St. Joseph

Calumet College of St. Joseph is an independent co-educational, liberal arts institution, fully accredited by the Higher Learning Commission, a member of the North Central Association. CCSJ is accredited to offer master's, baccalaureate and associate's degrees, certificates, and diplomas by the **Higher Learning Commission**, a member of **North Central Association (NCA)** 30 N. LaSalle St., Chicago, IL 60602-2504, (800) 621-7440. CCSJ is also accredited by the **Council for the Accreditation of Educator Preparation (CAEP)**, formerly NCATE of Washington, DC.

Instructor Information:	
Instructor Name:	Jacqui Murray
Instructor Email:	AskaTechTeacher@gmail.com
MTI Email:	info@midwestteachersinstitute.org
Instructor Background:	Jacqui Murray is a 15-year K-8 technology teacher both online and in classrooms. She is editor of a K-8 technology curriculum , K-8 Keyboard Curriculum , K-8 Digital Citizenship Curriculum , and author of over one hundred books that integrate technology into classes. She mentors, coaches, and guides educators on topics including Common Core, digital citizenship, and gamifying education. She is webmaster for four blogs, an Amazon Vine Voice , Editorial Review Board member for Journal for Computing Teachers , CAEP reviewer, CSTA presentation reviewer, freelance journalist on tech ed topics, and tech ed columnist for Examiner.com and TeachHUB.

Course Information	
Course Format (distance learning, online, webinar, experiential onsite)	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

<p>courses):</p>	<p>course. If you have not received an invitation, please email us at the MTI email address listed above.</p> <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>
<p>Prerequisites</p>	<p>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.</p>
<p>Required Books and Materials</p>	<ul style="list-style-type: none"> ● Internet access ● Google account ● Lesson plans, videos, pedagogic articles. ● Ebooks (in PDF format) include: <ul style="list-style-type: none"> ● <u><i>98 Tech Tips from the Classroom</i></u> ● <u><i>K-8 Keyboarding Curriculum</i></u> ● <u><i>K-8 Digital Citizenship Curriculum</i></u> ● <u><i>How to Teach Common Core With Tech: Language</i></u> ● <u><i>How to Teach Common Core With Tech: Math</i></u> ● <u><i>How to Teach Common Core With Tech: Reading</i></u> ● <u><i>How to Teach Common Core With Tech: Writing</i></u>
<p>Learning Outcomes/Competencies: At the completion of this course, the learner will be able to:</p> <ol style="list-style-type: none"> 1. Integrate and adapt blogs, wikis, Twitter, and Google Hangouts to collaborate and share. INTASC 2, 3, 5, 6, 8, 10 2. Research ways to safely and effectively search and research on the internet, including how to be a good digital citizen. INTASC 1 3. Appraise technology to support teaching and achieve Common Core Standards. INTASC 1, 7 4. Integrate keyboarding skills into classroom activities and prepare for yearly assessments. INTASC 8 5. Assess student technology use organically. INTASC 1, 8 6. Develop digital portfolios to store, share, and curate classwork and justify their inclusion. INTASC 8, 9 7. Develop and employ a Personal Learning Network. INTASC 2, 5, 10 8. Solve common tech problems that arise in the classroom. INTASC 4 	
<p>Course Description: The 21st Century lesson blends technology with teaching to build a collaborative, differentiated, and shared learning environment. In this course, teachers will use a suite of digital tools to make that possible while addressing overarching concepts like digital citizenship, internet search and research, authentic assessment, critical thinking, and immersive keyboarding.</p>	

Teachers will actively collaborate, share knowledge, provide constructive feedback to classmates, and publish digitally. Classmates will become the core of the teacher’s ongoing Personal Learning Network. Assessment is project-based so participants should be prepared to be fully-involved and eager risk-takers.
Learning Strategies: Professional literature analysis, whole group discussions, personal reflection, project-based learning.
Experiential Learning Opportunities: Students will be reflecting on the assessments and tools that they develop/learn about in class and measuring/estimating the intended impact on student learning in the classroom. Students will learn by doing while completing a variety of activities throughout the course.

Assessments	
Classroom discussions (via blogs, Twitter, and wiki)	100 points
Google Hangout / Tweetup participation	50 points
Classroom management: Digital portfolio and Google spreadsheet of activities completed	100 points
Projects: teacher blog, online tools, Common Core and technology, and digital citizenship	160 points
Final evaluation essay	100 points
Total points possible	510 points
Grading Scale: A (90-100%); B (80-89%) <i>*Anything below a B will not receive graduate credit</i>	

Discussion Rubric			
Category	Superior (100 pts)	Sufficient (80 pts)	Minimal (70 pts)
Practical evidence ____/100	Strong evidence of ideas and insights from this course and how they are applied to the classroom. Consistently cites evidence for discussion contributions.	Evidence of ideas and insights from this course and how they are applied to the classroom. Occasionally cites evidence for discussion contributions.	Some evidence of ideas and insights from this course and how they are applied to the classroom. Rarely cites evidence when contributing to a discussion.
Involvement with classmates ____/100	Always replies to required number (or more) of classmate discussions. Comments are thorough, helpful supportive, on-task. Grammar/ spelling is always correct.	Usually replies to required number of classmate discussions. Comments are supportive and on-task. Few grammar/spelling problems.	Replies to less than required number of classmate discussions. Comments are not always well-thought out, seem rushed, and have grammar/spelling problems.

Google Hangout/TweetUp Participation Rubric			
Category	Superior (50 pts)	Sufficient (40 pts)	Minimal (35 pts)
Preparation ____/50	Came to GHOs prepared to discuss suggested topics, having read materials and thought about questions.	Came to GHOs usually prepared to discuss suggested topics, having read most materials and thought through most questions.	Came to GHOs unprepared to discuss suggested topics, without reading materials or thinking about questions.
Practical evidence ____/50	Shows strong evidence of ideas and insights gained from this course and how they are applied to the classroom.	Shows evidence of ideas and insights from this course and how they are applied to the classroom.	Shows little evidence of ideas and insights from this course and how they are applied to the classroom.
Participation ____/50	Listens respectfully to classmates, builds on their comments, and keeps conversation on-topic.	Usually listens to classmates respectfully, builds on their comments, but does not always keep conversation on-topic.	Often does not seem to listen to classmate comments; sometimes contributions are off-topic.
Reflection ____/50	Demonstrates in-depth reflection on, and personalization of, the theories, concepts, and strategies presented in this course.	Demonstrates some reflection on, and personalization of, theories, concepts, and /or strategies presented in this course.	Demonstrates no reflection on, and personalization of, theories, concepts, and /or strategies presented in this course.

Classroom Management Assignments Rubric			
Category	Superior (100 pts)	Sufficient (80 pts)	Minimal (70 pts)
Practical evidence ____/100	All projects are collated in digital portfolio with proper annotation. Portfolio is easy to understand with clear evidence of ability to use this format in classroom.	Most projects are collated and annotated so portfolio is understandable. Evidence of ability to use this format in classroom is not clear.	Some projects are collated and annotated, but others skipped. Portfolio is confusing and lacks evidence of ability to apply format to classroom.
Accuracy ____/100	All projects are well-presented in a clear manner. Grammar and spelling is always accurate.	Most projects are well-presented in a clear manner. Grammar and spelling is usually accurate.	Projects are neither well-presented nor clear. Grammar and spelling has many mistakes.

Projects Rubric			
Category	Superior (40 pts)	Sufficient (32 pts)	Minimal (28 pts)
Understanding of web tool ____/40	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 ____/40	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 ____/40	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 ____/40	Includes no mistakes in grammar or spelling.	Includes few grammar and spelling mistakes.	Includes numerous grammar and spelling mistakes.
Sequencing ____/40	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				
Category	Superior (40 pts)	Sufficient (32 pts)	Minimal (28 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 ____/40	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.
Sequencing ____/20	Response is written in a clear, concise, and well organized manner. Thoughts are presented in a coherent and logical manner.	Response is mostly clear, concise, and well organized. Thoughts are presented in a coherent and logical manner.	Response is somewhat unclear and/or disorganized. Some thoughts are presented in a coherent and logical manner.	Response is mostly unclear and/or disorganized. Many 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
<i>*All assignments must be completed the week assigned. In emergencies, please contact instructor.</i>
<u>Week 1 – Introduction and Classroom Management</u>
<ul style="list-style-type: none"> • If you don't have a Google Account, create one. Understand how to access Gmail, Google Plus, and Google Drive. Send a Gmail to teacher. Post a Hello on Google Plus. • If you don't have a Twitter account, create one and use it to greet classmates with assigned #hashtag. Follow all classmates and teacher on Twitter.

- Join class wiki and set up personal digital portfolio using assigned template; know where to find class weekly activities; and ‘Common Tech Problems’. Explore wiki.
- Review Classroom Management Activity materials. Read one article; review one lesson plan; watch 1-2 videos.
- Review Digital Portfolios Activity material. Read one article. Watch one video.
- Optional: If you aren’t familiar with Twitter in education, review Twitter in the Classroom Activity material. Read one article. Review one lesson plan. Watch one video.
- Update ‘Completed Activities’ Google spreadsheet using posted link, showing your progress with classwork.
- Participate in Google Hangout with classmates and teacher to discuss 1) how you want to set up your classroom next school year to facilitate tech tools in daily learning, and 2) how you will use a curriculum map to organize teaching. If you can’t make the GHO, arrange a separate time with the teacher.
- Project #1: If you don’t have a teacher blog, set one up. Make sure a link to your blog is on your digital portfolio page so classmates can find you. Post a Hello article discussing what you hope to learn in this class. Sign up to follow instructor’s blog and classmate blogs. Comment on two classmate posts.

Week 2 – Tech Problem Solving

- Review Problem Solving Activity material. Read two articles. Review one ebook. Review Presentation Board lesson plan—only Problem Solving Board. Watch ‘Common Core and Problem Solving’ and ‘Presentation Boards’ video—only Problem Solving Bd.
- Use Twitter as a backchannel device to comment as you review assigned material using class #hashtag.
- Blog about a tech problem you have faced as a teacher. Reply to two classmate posts.
- Update Google Spreadsheet, showing your completed work.
- Participate in #Tweetup with classmates and class teacher. Be prepared to discuss 1) how Common Core’s approach to problem solving differs from other approaches (or is the same), 2) your approach to problem solving in the classroom (are you ‘sage on the stage’ or ‘guide on the side?’); and 3) types of tech problems you face in class.
- Project #2: Try three online tools from This Week list or of your choice (approved by teacher). Complete a project in one of them (or more) and upload (or embed) it into your digital portfolio.

Week 3 –Integrating Tech with Webtools; Achieving Common Core with Tech

- Review Webtools Activity materials. Read one article. Review one lesson plan. Watch one video. How do webtools teach authentically?
- Review Common Core materials. Read two articles. Review one ebook. Watch one video.
- Update Google Spreadsheet, showing your completed work.
- Participate in Google Hangout with classmates and teacher. Be prepared to discuss 1) how assessment can be differentiated for each student using webtools, and 2) how

technology addresses Common Core standards. If you can't make the GHO, arrange a separate time with the teacher.

- Project #3: Complete a project using a digital tool that integrates technology into core classroom learning and supports Common Core Standards. Upload (or embed) project into your digital portfolio. Post a blog article about how the digital tool can be used in the classroom.

Week 4 –Digital Citizenship and Internet Search/Research

- Review Digital Citizenship Activity materials. Read two articles. Review ebook. Read one article. Watch one video.
- Review Internet Search and Research Activity materials. Read one article. Review one lesson plan. Watch two videos (one on search and research, one on images).
- Update Google Spreadsheet, showing your completed work.
- Participate in #Tweetup with classmates and teacher on the 1) importance of teaching digital citizenship to students early and often, and 2) how to make sure images are used legally.
- Project #4: Digitally research a tech ed topic that interests you, demonstrating that you are a good digital citizen by citing sources and providing image linkbacks (you may have to check licensing).

Week 5 –Assessment and Keyboarding

- Review Assessment Activity material. Review three articles (one must be 'How to Prepare Students for SB/PARCC Tests'). Review one lesson plan. Watch one video.
- Review Keyboarding Activity material. Read one article. Review ebook curriculum. Watch one video.
- Write a blog post assessing one of your projects based on suggested assessment criteria from Week 1. Respond to the blog posts of at least two classmates.
- Update Google Spreadsheet, showing your completed work. Reflect on the work that you have completed and included in your spreadsheet with your instructor. What have you found/do you believe will be the most beneficial aspects of course on the impact for learning in your classroom?
- Evaluation Assignment: Write a three to five page paper discussing the following topics:
 1. How will you integrate technology (including keyboarding) into your classroom as a learning tool?
 2. How will it save time, help students adjust to a digital world, guide them to becoming critical thinkers and problem solvers, and assist their goals?
 3. Assess one of your class projects based on the criteria listed in the articles you read under the *Assessment* materials.
 4. How does organically integrating keyboarding training into class activities prepare students for end-of-year tests?
 5. What are your top takeaways from this class?

This discussion can be carried out in other methods that are equivalent to a 3-5 page paper. These may include:

- a blog post or website article that answers the questions

- a screencast or video of yourself answering the questions
- a podcast of you answering questions
- a comic covering the questions and answers
- an infographic discussing questions and answers
- any other webtool that suits your communication style that address the questions and answers

All methods must not only include the answers to the questions above but the following:

- evidence supporting your answer
- citations to class resources (as needed)
- your identification
- your blog address, Twitter handle, Facebook contact, website (if available)

If you have a method you'd like to use and wonder if it's suitable, first develop your argument about why it is, how it satisfies the requirements, and present it to me.

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.

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.