

Sample Syllabus

Face 2 Face w Online Hybrid w Rubric

EDU 508 Web 2.0 and Classroom Strategies that Work

3(3-0)

Course Description:

Participants will explore nine research-based strategies to enhance student learning based on the work of Robert Marzano. In addition, participants will learn about technology tools that align and support each of the strategies by reading and discussing the book, "Using Technology *with* Classroom Instruction that Works." Participants will complete classroom projects that align with their curriculum and the technology resources used in class.

Prerequisites

None

Course Goals:

- To increase educator knowledge about research-based instructional strategies to enhance student learning
- To increase educator knowledge about best practice integrated curriculum design
- To increase educator knowledge about technology resources that enhance student learning
- To guide educators in the process of aligning their grade level and content area expectations with the METS (Michigan Educational Technology Standards)

Learning Objectives:

After completing this course, learners will be able to:

- Identify nine research-based instructional strategies that enhance student learning
- Identify technology resources that support student learning
- Identify the Michigan Educational Technology Standards for their grade level/ subject area.
- Identify overall guidelines for an integrated curriculum
- Integrate appropriate technology resources for teaching and learning
- Design lesson plans using nine research-based strategies and appropriate technology

Textbook:

Using Technology *with* Classroom Instruction that Works.

Pitler, H., Hubbell, E. R., Kuhn, M., & Malenoski, K. (2007). *Using technology with classroom instruction that works*. Alexandria, VA: Association for Supervision and Curriculum Development

Special Requirements of the Course:

Participants must have basic technology skills.

General Methodology:

- Lectures and discussions
- Demonstrations
- Presentations
- Group and individual projects
- Labs

Location:

Winding Brook Conference Centre, Shepherd

Course Outline:

See attached

Evaluation:

20%	Personal Learning Plan <ul style="list-style-type: none">– outlines what learner will accomplish– outlines what resources will be needed– outlines expected results of course experience
20%	Daily class summaries <ul style="list-style-type: none">-written log of daily learning, notes, quotes, resources
30%	Online discussion items <ul style="list-style-type: none">–10 questions posted on the Discussion Board in Blackboard directly relevant to class content. Each question will be graded using a rubric.* Each question is worth 3 points.
30%	Final Project <ul style="list-style-type: none">– learner will post a Final Project on Blackboard, using Powerpoint, Word, or other tool, of how specific class content will be applied to their classroom. Learner will also provide an in-class presentation. Project will be graded using a rubric.*

Instructor of record: Name, title, district

Date: date

Rubrics are on file at CMU

Assessment Rubric for Written Responses

Your Instructor will assign a score for written work based upon the criteria for the assignment. The written responses will be graded according to this rubric.

Point Value	Outstanding 4	Good 3	Developing 2	Beginning 1
Information Details Use of Sources	All information presented was accurate demonstrating a thorough understanding of the issues and viewpoints. Thoughtful, logical explanation of viewpoints; relevant facts, statistics and/or examples are clearly tied to the ideas.	Most information presented was accurate demonstrating an understanding of the issues and viewpoints. Logical arrangement of viewpoints adequately supported with relevant facts, statistics and/or examples.	Information had some inaccuracies OR was not understandable. Unclear or inadequate explanation of viewpoints; few supporting facts, or lack of relevance of supporting facts.	Missing, invalid, or inappropriate information; did not address the issues or viewpoints. Inaccurate or no explanation of one or more viewpoints; some points not supported.
Style/Mechanics	Appropriate tone, distinctive voice; Sentences varied for rhetorical effect; Vivid diction, precise word choices. Consistent standard English usage, spelling, and punctuation; error free.	Appropriate tone; Clear sentences, varied in length and structure; Forceful, jargon-free diction. A few errors in usage, spelling, and punctuation.	Inappropriate tone; Little variety or emphasis in sentence structures; Vague diction, imprecise word choices. Errors in usage, spelling or punctuation, but do not obscure meaning.	Inconsistent OR inappropriate tone; Awkward, unclear, or immature sentences; Bland diction, faulty word choice. Distracting errors in usage, spelling, or punctuation that obscure meaning.

Assessment Rubric for Final Project and Presentation

Your instructor will assign a score for written work based upon the criteria for the assignment. The written summaries will be graded according to this rubric.

Point Value	Outstanding 40	Good 30	Developing 20	Beginning 10
Information Details Use of Sources	All information presented was accurate demonstrating a thorough understanding of the issues and viewpoints. Thoughtful, logical explanation of viewpoints; relevant facts, statistics and/or examples are clearly tied to the ideas.	Most information presented was accurate demonstrating an understanding of the issues and viewpoints. Logical arrangement of viewpoints adequately supported with relevant facts, statistics and/or examples.	Information had some inaccuracies OR was not understandable. Unclear or inadequate explanation of viewpoints; few supporting facts, or lack of relevance of supporting facts.	Missing, invalid, or inappropriate information; did not address the issues or viewpoints. Inaccurate or no explanation of one or more viewpoints; some points not supported.
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Central Michigan University Special Topics Course Outline

EDU 508

Web 2.0 and Classroom Strategies that Work

3(3-0)

Session 1

<u>Date</u>	<u>Topic</u>	<u>Contact Hours</u>
8:30 - 10:30	Course Introduction	2 hr
10:30 - 10:45	Break	
10:45 - 12:45	Self Assessment, Group Activity	2 hr
12:45 – 1:15	Lunch	
1:15 - 3:15	Chapters 1 and 2	2 hr
7:00 – 9:00 pm	Online activities with instructor	2 hr
Total		8 hours

Session 2

<u>Date</u>	<u>Topic</u>	<u>Contact Hours</u>
8:30 - 10:30	Chapters 3 and 4	2 hr
10:30 - 10:45	Break	
10:45 - 12:45	Chapter 5	2 hr
12:45 – 1:15	Lunch	
1:15–3:15	Chapter 6	2 hr
7:00 – 8:00 pm	Online activities with instructor	1 hr
Total		7 hours

Session 3

<u>Date</u>	<u>Topic</u>	<u>Contact Hours</u>
8:30 - 10:30	Chapter 7	2 hr
10:30 - 10:45	Break	
10:45 - 12:45	Chapter 8	2 hr
12:45 – 1:15	Lunch	
1:15 – 3:15	Chapter 9	2 hr
7:00–8:00 pm	Online activities with instructor	1 hr
Total		7 hours

Session 4		
Date	Topic	Contact Hours
8:30 - 10:30	Chapter 10	2 hr
10:30 - 10:45	Break	
10:45 - 12:45	Chapter 11	2 hr
12:45 — 1:15	Lunch	
1:15 - 3:15	Group Lab	2 hr
7:00 — 8:00 pm	Online activities with instructor	1 hr
Total		<u>7 hours</u>

Session 5		
Date	Topic	Contact Hours
8:30 - 10:30	Lesson Plan Lab	2 hr
10:30 - 10:45	Break	
10:45 - 12:45	Lesson Plan Lab	2 hr
12:45 — 1:15	Lunch	
1:15 — 3:15	Presentations	2 hr
7:00 — 8:00 pm	Online activities with instructor	1 hr
Total		<u>7 hours</u>

TOTAL CONTACT HOURS	<u>36 HOURS</u>
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