

Aurora University
College of Education
Course Syllabus
Term/Year

Course Code: EDU 6210

Course Title: Planning and Developing Instructional Media I

Instructor: Patrick Durley

Location: Central Intermediate, Ottawa, IL

T line: July 8-12, 2013; 8:00-4:00

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Aurora University Mission Statement: An Inclusive community dedicated to the transformative power of learning.

Conceptual Framework Vision Statement: Excellence through collaborative communities of learners.

Course description:

In this course the candidates will learn and work with a variety of tools to enhance communication and collaboration, the distribution and receipt of media resources, and the development of various means by which to share information relative to the educational setting.

Text(s) and Required Readings:

Selected reacting from various online sites.

Teaching Methods / Class Format:

The class methods and format will include the use of small and large-group discussions, project work, online asynchronous discussions, and reflective journals. The instructor will model engaged learning by serving as facilitator, guide, and co-learner. The students will be engaged learners who are responsible for their own learning, energized by the learning process, and work collaboratively with others in class to accomplish your goals. It is my belief that teachers have far too little time to create, share, and learn together. I would like to use our time together to do just that; create, share, and learn. This course will be highly collaborative, interactive and “green” (paperless). All tools and resources will be electronic. Foundational tools will be introduced for practice and use, and students will be involved determining their method of presentation for the final project.

Aurora University Professional Unit Conceptual Framework

Aurora University Mission Statement:

An inclusive community dedicated to the transformative power of learning.

The Mission of the Unit:

The unit is dedicated to preparing competent and qualified professional educators who are dedicated to excellence and continuous learning for themselves and their students. The preparation process occurs within a collaborative environment, where the curriculum equips our candidates with knowledge, skills, and dispositions to educate all P-12 learners. Our candidates are empowered to create and support communities where integrity, citizenship, and reflective practice are modeled.

The Vision of the Unit:

Excellence through continuous learning communities.

Visualization of the Conceptual Framework



Organizing Concepts:

A. COLLABORATION

The unit's goal is to produce collaborative educational professionals who understand "their roles and responsibilities as professionals in schools that must prepare all students for equitable participation in a democratic society" (Darling-Hammond & Bradsford, 2005, p. 11). Many of our teacher candidates will seemingly work in isolation and view their classrooms as their own domains. In reality, however, "Quality teaching is not an individual accomplishment, it is the result of a collaborative culture that empowers teachers to team up to improve student learning beyond what any of them can achieve alone" (Carroll, 2009, p. 13).

In a comprehensive study of factors that help students learn at higher levels, it was found that collaboration among teachers was the most powerful strategy to assist with student learning. This collaboration involved teams of educators establishing essential learnings, gathering data as

evidence of these learnings, and using the evidence to further plan and improve instruction (Hattie, 2009). Professional collaboration occurs in all walks of the educators' lives including collaboration with colleagues, support staff, students, parents, administrators, and community stakeholders.

B. CURRICULUM

As foundations for successful teaching practice, research has identified “four different kinds of knowledge essential for expert teaching: knowledge of content; pedagogical content knowledge; general pedagogical knowledge; and knowledge of learners and learning” (Eggen & Kauchak, 2004, p.7). The Aurora University faculty strives to combine knowledge in these areas with current research-based practices, data-based methodologies, and technological advances to prepare professional educator candidates to meet the varied, diverse, and challenging needs presented by today's educational systems. Emphasis is placed on the inclusion of broad based knowledge in these areas into an extensive array of field and community-based experiences designed to create optimal learning experiences.

Perhaps the most obvious of the “knowledges” essential for school professionals is knowledge about learners and learning. Inspired by the research of Linda Darling-Hammond, all professional educator candidates enrolled in the university's licensure programs are instructed to analyze what they are teaching and whom they are teaching. This happens when educators reflect on how to engage and sustain learning (Linda-Darling Hammond, 2006).

C. COMMUNITY

There is abundant research linking higher levels of student achievement to educators who work in the collaborative culture of a professional learning community. (DuFour, 2011). The concept of community lies at the heart of the unit's vision. Aurora University candidates enter *an inclusive community dedicated to the transformative power of learning*.

Coursework, field experiences, and internship experiences support and guide candidates as they develop knowledge and reflective practice. Candidates develop an understanding of their dispositions for teaching and learning pedagogy and subject matter. They champion diversity, utilize technology to enhance communication and raise student achievement, and exemplify the importance of working within a practitioner community (Abdul-Haqq, 1997). Aurora graduates enter society with the knowledge, skills and experiences to collaboratively build professional communities of learning.

References

- Abdul-Haqq (1997). *Professional development schools: Weighing the evidence*. Thousand Oaks, CA: Corwin Press.
- Carroll, T. (2009). The next generation of learning teams. *Phi Delta Kappan*, 91(2), 8-13.
- Darling-Hammond, L. & Bransford, J. (Eds.) (2005). *Preparing teachers for a changing world: What teachers should be able to learn and be able to do*. San Francisco, CA: Jossey-Bass.
- Darling-Hammond, L. (2006). *Powerful teacher education lessons for exemplary programs*. San Francisco, CA: Jossey-Bass.
- DuFour, R. (2011). Work together but only if you want to. *Phi Delta Kappan*, 92(5), 57-61.
- Eggen, P. & Kauchak, D. (2004). *Educational psychology: Windows on classrooms*. Columbus, OH: Pearson.

Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analysis relating to achievement*. New York: Routledge.

American Disabilities Act (A.D.A):

Individuals who have any situation/condition, either permanent or temporary, which might affect their ability to perform in class or access class materials, are encouraged to inform the instructor at the beginning of the term. Adaptations of teaching methods, class materials or testing may be made as needed to provide equitable participation. (For the full policy statement, refer to the Graduate Catalog 2012-2013).

Code of Academic Integrity

Cheating is obtaining, using or attempting to use unauthorized materials or information (for example; notes, texts, or study aids) or help from another person (for example looking at another student's test paper, or talking with him/her during an exam), in any work submitted for evaluation for academic credit. This includes exams, quizzes, laboratory assignments, papers and/or other assignments. Other examples include altering a graded work after it has been returned, then submitting the work for regrading; or submitting identical or highly similar papers for credit in more than one course without prior permission from the course instructors.

Fabrication is unauthorized falsification, invention or copying of data, falsification of information, citations, or bibliographic references in any academic course work (for example, falsifying references in a paper); altering, forging, or falsifying any academic record or other University document.

Plagiarism is representing someone else's work (including their words and ideas) as one's own or providing materials for such a representation, (for example, submitting a paper or other work that is in whole or part the work of another, failing to cite references, presenting material verbatim or paraphrased that is not acknowledged and cited).

Obtaining an Unfair Advantage. This is (a) stealing, reproducing, circulating or otherwise gaining access to examination materials before the time authorized by the instructor; (b) stealing, destroying, defacing, or concealing library materials with the purpose of depriving others of their use; (c) intentionally obstructing or interfering with another student's academic work; or (d) otherwise undertaking activity with the purpose of creating or obtaining an unfair academic advantage over other students' academic work.

Unauthorized Access to computerized records or systems. This is unauthorized review of computerized academic or administrative records or systems; viewing or altering computer records; modifying computer programs or systems; releasing or dispensing information gained via unauthorized access; or interfering with the use or availability of computer systems of information.

Facilitating academic dishonesty. This is helping or attempting to assist another commit an act of academic dishonesty in violation of this Code (for example, allowing another to copy from one's test or allowing others to use or represent one's work as their own).

Note: Policy and Procedures are found in the Graduate Catalog

Plagiarism Statement:

Candidates are responsible for understanding what constitutes plagiarism. There are a variety of on line resources that provide assistance in understanding and viewing examples of plagiarism.

On line resources include:

<http://geruaseprograms.georgetown.edu/hc/plagiarism/html>.

<http://www.indiana.edu/~wts/pamphlets/plagiarism/html>.

<http://www.dartmouth.edu/~sources/about/what.html>.

Questions regarding plagiarism and its impact on degree completion are found in the Graduate Catalogue 2012-2013.

APA Style Statement:

All written assignments should be carefully prepared, processed according to the guidelines and proofread. The APA style should be followed. Refer to the Publication Manual of the American Psychological Association.

Make-up Policy:

All assignments are due on the specified dates. Due to the variety and number of assignments, no make-up, revisions, or resubmissions of work will be accepted. In cases of emergency that will deter the candidate from handing in a paper and/or completing an assignment on time, it is the responsibility of the candidate to contact the instructor immediately.

Statement about On-campus University Emergency Procedures:

Candidates are encouraged to be aware of measures that Aurora University has taken to create a safe learning environment. All classrooms and labs have a deadbolt lock installed in entry doors. The university has also installed location maps in each room on campus. These maps include the floor plan of the floor on which the room is located; the name and address of the building; emergency exits for the building; and safety zones in the case of severe weather. As the university puts in place other safety procedures or plans, the campus community will be notified. Please remember that it is important for everyone to report suspicious or threatening objects, people, or conditions to Campus Safety. In emergency situations call **630-844-5450 or 911 or x555** (if calling from on campus); in non-emergency situations call 630-844-6140 or x6140 (if calling from on campus).

In addition, Aurora University has an Emergency Text Messaging system in the event of either campus canceling classes or closing offices due to inclement weather or a critical situation on a campus. We urge all candidates to enroll in this system. Here are the steps to follow to enroll:

Visit the AU Website at www.aurora.edu

1. At the bottom of the home page -- click on WebAdvisor

2. Log in to WebAdvisor
3. Click on Students
4. Click on Address Change Link
5. Follow the instructions located approximately in the middle of the web page

If you do not see your cellular provider listed, please contact us at itshelp@aurora.edu or call ext 5790 on Aurora campus or ext 8562 on the GWC campus.

If you do not have text messaging enabled on your cellular phone, you can check the AU website home page to see if there is an emergency announcement.

Course Requirements

Class Assignments:

Daily projects and a final project will be created for assessment which will incorporate various tools and resources introduced in class each day. Student access to a computer and internet service outside of class is required. The final project will involve the implementation of multiple appropriate tools used throughout the week to demonstrate the development and use of appropriate media venues to improve communication and collaboration through the use of electronic media. Class time will be allotted toward the completion of these projects. Current literature pertinent to technology integration and best practices will be accessed and reviewed electronically by the student. A class Wiki will be developed collectively and available for future use by students.

Evaluation and Grading Procedures:

The components of the final grade are listed below. Students are expected to complete work in a timely fashion and of quality commensurate with graduate level study. Feedback from the instructor on journal entries, assignments, and projects in progress will be provided regularly. Varying levels of prior knowledge among students will be considered. The most significant factor for assessing grades for assignments is that students demonstrate significant effort toward growth in their understanding of the concepts and skills outlined in the objectives for the course.

- Final Project 40%
- Daily Projects 30%
- Literature review and analysis 20%
- Participation/Attendance 10%

Attendance Policy:

Attendance is mandatory for all scheduled classes and will be considered in determination of final grade.

Daily Projects:

- Setup Professional Blog Site
- Setup RSS Feed Reader /Monitor on a regular basis
- Add RSS Feeds which are related to Education and also personal interest

- Setup Twitter Account and Monitor both educational and personal interest sites
- Setup a Social Bookmarking site to keep track of various sites online
- Participate in professional online conversations with other classmates
- Participate in online discussions over journal readings

Grading Scale:

93%-100% A

85%-92% B

77%-84% C

F = < 77%

Evaluation / Grading System:

At the end of the course, letter grades are awarded as follows:

- A** (4 quality points per semester hour) Excellent. Denotes work that is consistently at the highest level of achievement in a graduate college or university course.
- B** (3 quality points per semester hour) Good. Denotes work that is consistently at the highest level of college or university standards for academic performance in a graduate college or university course.
- C** (2 quality points per semester hour) The lowest passing grade. Denotes work that does not meet in all respects college or university standards for academic performance in a graduate college or university course.
- F** (0 quality points per semester hour) Failure. Denotes work that fails to meet graduate college or university standards for academic performance in a course.
- X** To be used only for internship course.

Candidate Learning Objectives—

Participants will:

1. Learn how to use online content management systems.
2. Develop knowledge and skill of how to use personal collaborative tools.
3. Understand current research and professional practice.
4. Learn how to find, analyze and evaluate information resource to support research and learning.
5. Incorporate electronic tools to enhance communication through media.

Course Outcomes EDU 6210 — Planning and Developing Instructional Media I	AU CF	NETS-T Standards	NETS-S Standards	NETS-A Standards	Assignments that meet course objectives
Demonstrate competency in the use of an online content management system.	B	1D, 3B, 3C	6A		
Be active participants utilizing personal collaborative tools.	A, B, C	1D, 4C	2A, 2B, 2C, 5C		Setup Twitter Account Setup Social Bookmarking Site
Evaluate and reflect on current research and professional practice.	A, B	5C	3C		Participate in online conversations Participate in online discussions
Locate, analyze, and evaluate information resource to support research and learning.	B	3D	3B, 3C		Setup RSS Feed Reader Add RSS Feeds

EDU 6210 - Planning and Developing Instructional Media I

Key Assessment Data Table

Objective/Criteria	Performance Indicators	
	Meets	Does Not Meet
Technology Tools		
Research		
APA		
Presentation Style		
Presentation Delivery		
Presentation Content		

Instructor: _____

Date: _____

References

- Hew, K. F. & Brush, T. (2007). Integrating technology into K-12 teaching and learning: Current knowledge gaps and recommendations for future research. *Education Technology Research and Development*, 55, 223-252, Doi: 10.1007/si 1423-006-9022-5
- Kelly, F. S., McCain, T. D. E., & Jukes, I. (2009). *Teaching the digital generation: No more cookie-cutter high schools*. Thousand Oaks, CA: Corwin.
- November, A. C. (2001). *Empowering students with technology*. Arlington Heights, IL: SkyLight Professional Development.
- November, A. C. (2008). *Web literacy for educators* Thousand Oaks, CA: Corwin.
- Ohler, J. (2008). *Digital storytelling in the classroom: New media pathways to literacy, learning, and creativity*. Thousand Oaks,
- Richardson, W. (2009). *Blogs, wikis, podcasts and other powerful Web tools for classrooms* Thousand Oaks, CA: Corwin.