Aurora University

**College of Education**

**Course Syllabus**

**Term/Year**

**Course Code: EDU 6210 3 SH**

**Course Title: Planning and Developing Instructional Media I**

**Instructor:**

**Location:**

**T line:**

**Cell Phone:**

**E-Mail:**

**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 examine the responsibilities of the reading specialist within the context of a school district and the surrounding community. Topics include accessing, gathering, and evaluating district-level data related to reading; planning professional development; becoming informed about budgeting for curriculum and reading programs; communicating with staff, administration, and public; securing funding; and continuing personal development as a reading professional.

**Text(s) and Required Readings:**

Selected reacting from various online sites.

**Teaching Methods / Class Format:**

This course is developed to be a blended course being held both in a classroom as well as online.

Students will need to have high speed access to the Internet to complete the activities in this course. This course is 50% in classroom and 50% online.

**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.

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**Visualization of the Conceptual Framework**

**Organizing Concepts:**

1. **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.

1. **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).

1. **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 2[*012-201*](callto:009-2011)*3).*

**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](http://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**

Setup Professional Blog Site — **20 points**

Setup RSS Feed Reader / Monitor on a regular basis — **l0 points**

Add RSS Feeds which are related to Education and also personal interest —**5 points**

Setup Twitter Account and Monitor both educational and personal interest sites — **5 points**

Setup a Social Bookmarking site to keep track of various sites online — **5 points**

Participate in professional online conversations with other classmates - (5 points each x 4 postings) — **20 points**

Participate in online discussions over journal readings — (5 points each x 3 postings) — **15 points**

Key Assessment — **20 points**

Group presentation -

* Select two of the technology tools demonstrated during the course
* Research further the implications of these tools in education
* Prepare and present findings using a collaborative presentation tool

Evaluation

|  |  |
| --- | --- |
| **ASSIGNMENT** | **POINTS POSSIBLE** |
| Setup Professional Blog Site | 20 |
| Setup RSS Feed Reader! Monitor on a regular basis. Add RSS Feeds which are related to Education. | 15 |
| Setup Twitter Account and Monitor both educational and personal interest sites | 5 |
| Setup a Social Bookmarking site to keep track of various sites online | 5 |
| Participate in professional online conversations with other classmates | 20 |
| Participate in online discussions over journal readings | 15 |
| Key Assessment | 20 |
| **TOTAL** | **100** |

**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 an online content management system.
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.

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| --- | --- | --- | --- | --- | --- |
| **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 |

**Class Schedule**

|  |  |  |
| --- | --- | --- |
| **Class Session** | **Class topics / readings** | **Assignment(s) due next session** |
| Class #1 (Monday) |  |  |
| Class #2 (Tuesday) |  |  |
| Class #3 (Wednesday) |  |  |
| Class #4 (Thursday) |  |  |
| Class #5 (Friday |  |  |

**EDU 6210 Planning and Developing instructional Media I**

Assignment Description: Setup Professional Slog Site Rubric

Create professional blog site which includes space for professional reviews as well as other collaborative elements as directed by instructor.

|  |  |  |  |
| --- | --- | --- | --- |
| **Objective/Criteria** | **Performance Indicators** | | **Your Score** |
| **Meets** | **Does Not Meet** |
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**EDU 6210 - Planning and Developing Instructional Media I**

Assignment: Setup and Monitor RSS Feed Reader Rubric

|  |  |  |  |
| --- | --- | --- | --- |
| **Objective/Criteria** | **Performance Indicators** | | **Your Score** |
| **Meets** | **Does Not Meet** |
| Setup RSS Feed Reader | (3 points)  RSS Feed Reader created | (0 point)  No RSS Feed Reader |  |
| Connected to 5 professional blog sites | (6 points)  Connections to 5 professional blog  sites visible | (0 point)  Connections not visible |  |
| Linked to Personal Professional Blog site | (6 points)  Linkage visible on  personal  professional blog  site | (0 point)  No visible linkage |  |
| out of 15 | | | |

**EDU 6210 - Planning and Developing Instructional Media I**

Assignment: Setup Twitter Account and Monitor both educational and personal interest sites Rubric

|  |  |  |  |
| --- | --- | --- | --- |
| **Objective/Criteria** | **Performance Indicators** | | **Your Score** |
| **Meets** | **Does Not Meet** |
| Setup Twitter Account | (1 point)  Twitter account  setup | (0 point)  No RSS Feed Reader |  |
| Connected to 10 professional Twitter sites | (3 points)  Connections to 10  professional Twitter  sites visible | (0 point)  Connections not visible |  |
| Connected to personal interest Twitter sites | (1 point)  Connection to at  least 5 personal  interest sites visible | (0 point)  No connections visible |  |
| out of 5 | | | |

**EDU 6210 - Planning and Developing Instructional Media I**

Assignment: Setup a Social Bookmarking site to keep track of various sites

|  |  |  |  |
| --- | --- | --- | --- |
| **Objective/Criteria** | **Performance Indicators** | | **Your Score** |
| **Meets** | **Does Not Meet** |
| Setup Social Bookmarking Account | (2 points)  Social bookmarking  created | (0 point)  No Social Bookmark account site created |  |
| Linkage to Personal Professional Blog | (3 points)  Linkage visible | (0 point)  Linkage not visible |  |
| out of 5 | | | |

**EDU 6210 - Planning and Developing Instructional Media I**

Assignment: Participate in professional on line conversations with other classmates.

Four discussions will occur on Moodle site. Each discussion is worth 5 possible points using the rubric below.

|  |  |  |  |
| --- | --- | --- | --- |
| **Objective/Criteria** | **Performance Indicators** | | **Your Score** |
| **Meets** | **Does Not Meet** |
| Initial response | (1 point)  Initial response visible | (0 point)  No initial response |  |
| Quality of initial response | (2 points)  Initial response is thorough and reflective | (0 point)  Initial response lacks substance |  |
| Replies to peer postings | (1 point)  Replies to 2 postings of peers | (0 point)  Fewer than 2 replies present |  |
| Quality of replies to peer postings | (1 point)  Replies are thought provoking | (0 point)  Replies to postings lack substance |  |
| out of 5 | | | |

**EDU 6210 - Planning and Developing Instructional Media I**

Key Assessment

Group presentation

* Select two of the technology tools demonstrated during the course
* Research further the implications of these tools in education
* Prepare and present findings using a collaborative presentation tool.

|  |  |  |  |
| --- | --- | --- | --- |
| **Objective/Criteria** | **Performance Indicators** | | **Your Score** |
| **Meets** | **Does Not Meet** |
| Technology Tools | (4 points)  Two tools included  in presentation | (0 point)  Fewer than two tools included in presentation |  |
| Research | (4 points)  Four or more reference entries | (0 point)  Less than 4  reference entries |  |
| APA | (4 points)  Citations and  Reference section  follow APA format | (0 point)  Citations or  Reference section  does not comply  with APA Standards |  |
| Presentation Style | (3 points)  Follows appropriate use of elements | (0 point)  Does not follow  appropriate use of  elements |  |
| Presentation Delivery | (3 points)  Use of appropriate presentation skills | (0 point)  Did not use  appropriate  presentation skills |  |
| Presentation Content | (2 points) Appropriate information is received by audience | (0 point)  Information not  received by  audience |  |
| out of 20 points | | | |

**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 classroorn: 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.