

## **Teaching & Learning with iPads**

**EDUO 9104**

**3 Semester Credits/Units**

Instructor – Paula Hundley

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***Note: This is a Public syllabus of the course. For a full detailed syllabus please email the instructor.***

### **Course Overview**

Mobile devices continue to make inroads into the modern day classroom, and iPad is in a class by itself! Go to work with your iPad. Explore best practices, promising apps, and implementation strategies. Access rich content to support your students and revolutionize your instructional practice.

### **Course Objectives**

- Identify best practices for the integration of iPads in the classroom
- Explore promising apps for the iPad and determine implementation strategies
- Develop plans for everyday use of the iPad to promote student achievement
- Access and evaluate learning resources and educational apps
- Create media rich content using the iPad
- Develop short lessons that utilize the iPad and create samples for each to use with students
- Design one major project or a develop a learning center that relies on the iPad

### **Course Assignments:**

Each module includes an introduction and recorded demonstration by the instructor. Guided exploration and practice work follows. Participants use discussion forums to share their discoveries, thinking, and implementation ideas. Key areas include:

- iPad as Instructional Tool and Workhorse
- iPad as Individual Learning Tool
- iPad for Collaboration
- iPad for Content Creation
- Finally, participants develop a project for use in the classroom.

## Evaluation Rubric

<b>Above Graduate Level Standards</b> Exceeds Expectations <b>A+ to A-</b>	<b>Graduate Level Standards</b> Meets Expectations <b>B+ to B-</b>	<b>Below Graduate Level Standards</b> Unacceptable Needs improvement <b>Must be resubmitted</b>
Assignment posts are <b>detailed</b> and show <b>deep understanding</b> of the concepts presented in the course and how they relate to good teaching and learning.	Assignment posts present <b>adequate</b> understanding of the concepts presented in the course and how they relate to good teaching and learning.	Assignment posts offer <b>few ideas</b> relevant to course content.
Implementation ideas are presented <b>in great detail</b> and address all areas requested, including focus group, standards, process, and timeline.	Implementation ideas are presented with <b>adequate details</b> to understand the plan and/or may be missing one requested area of information.	Implementation ideas are presented with <b>broad ideas only</b> and would need much more work to actually implement in the classroom.
Final assessments – projects or other – are <b>well thought out</b> using concepts from the course. They <b>demonstrate deep insight</b> into the course content, teaching issues, and instructional technology.	Final assessments – projects or other – are presented in <b>general terms</b> but in enough detail to demonstrate <b>adequate insight</b> into the course content, teaching issues, and instructional technology.	Final assessments – projects or other – are <b>sketchy</b> , offering <b>little or no insight</b> into course content, teaching issues, and instructional technology.
Posts are <b>free of spelling and grammatical errors</b> . They are <b>well organized</b> , and any supporting materials properly posted.	Posts contain <b>some spelling or grammatical errors</b> but they are minimal and do not interfere with meaning. They are <b>adequately organized</b> and any supporting materials are posted properly.	Posts contain <b>glaring spelling and grammatical errors</b> that interfere with flow and meaning. They are <b>poorly organized</b> and any supporting materials are not available.

- You are allowed 9 months to complete the course. Course questions? Contact your instructor by email.
- For questions involving your registration or to change your address please contact us at support@dominicanCAonline.com or call (800) 626-5080.
- For Dominican Self-Guided course information go to <http://dominicancaonline.com/Dominican-CA-Online-FAQ>