



Teaching in the Digital Age - EDUO 9719
Three Units – 45 hours
Instructor - Ryan Pickett

Welcome to **EDUO 9719 Teaching in the Digital Age**. This class was created by Dominican University of California in conjunction with Educational Development and Services to help teachers create well-rounded students that will be successful adults in the evolving digital age. The students of today are growing up in a world that most of us only dreamed about as kids. This digital world is changing how our student's brains are developing. In this class, teachers will learn how technology has changed our student's brains and how this change is affecting the way they learn and remember information. In addition, this course will emphasize the importance of engaging students while utilizing both "high-tech" and "low-tech" strategies. By meeting the requirements of this class, participating teachers will earn three semester units of graduate level extension credit from the Dominican University of California, a fully accredited university.

Teaching in the Digital Age requires one book entitled [br@in-based teaching :\) in the digital age](#) by Marilee Sprenger. This book is available for purchase at www.Amazon.com as well as www.ascd.org/books.

OBJECTIVES

After completing the course Teaching in the Digital Age, you will demonstrate or indicate:

- A. How you currently relate to and teach to the "digital brain."
- B. Knowledge of how the brain works and how the digital age has affected it.
- C. The ability to engage students and enhance learning without technology.
- D. How to create positive learning environments for 21 Century students.
- E. Knowledge of Gardner's theory of multiple intelligences and how it can apply to your curriculum.
- F. The benefits of using music in your classroom.

- G. Knowledge of how our memory works and classroom strategies to enhance it.
- H. How to build social-emotional intelligence in your students.
- I. The ability to incorporate creativity, synthesis, and empathy skills into your curriculum.
- J. How we should be teaching our students in the digital age.

GRADING RUBRIC

Exemplary: A+ to A-	Acceptable: B+ to B-	Unacceptable: Must be resubmitted
Reflective, thoughtful ideas relevant to the assignment are clearly stated	Presents some relevant ideas and connections to the assignment	Ideas are not clear or relevant
Very well organized	Generally well organized	Shows little or no organization
Responses relate numerous facts and specific details of the program materials	Some facts and specific details of the program materials are included	Few or no facts or specific details of the program materials are included
Free of spelling and/or grammatical errors	Writing contains a few spelling and/or grammatical errors	Numerous spelling and/or grammatical errors make the writing difficult to read

ASSIGNMENTS

After reading the book br@in – based teaching :) in the digital age, complete assignments **1-10**. Put each assignment **1-10** on a separate page, clearly labeled with the assignment number and name.

1. Self-Awareness

- a. After reading the introduction to the book br@in – based teaching :) in the digital age, discuss your relationship with digital technology. Do you consider yourself a “digital immigrant” or a “digital native.” Why?
- b. Describe the technology that you currently use in your classroom. Do your students connect with this technology? Why or Why not?

- c. How do you currently balance your academic curriculum with the need to teach emotional intelligence, creativity, and the ability to synthesize information?

2. How the Brain Works

- a. Read Appendix A of the textbook. After reading Appendix A, explain what might be happening in the brain that could cause a person to have the following difficulties. In your explanation, be sure to include possible solutions or preventive measures.
- i. Attention and Concentration Problems
 - ii. Insomnia
 - iii. Drug Addiction
 - iv. Migraines
 - v. Anxiety
 - vi. Alzheimer's disease
 - vii. Depression
- b. Chapter 1 of the textbook discusses some affects the digital age is having on our brain.
Discuss three of the affects you have noticed either in yourself and/or in your students and explain their pros and/or cons as well as how it might affect your teaching.

3. The Need For Low Tech

Imagine that your school needed to auction off its existing technology in order to properly staff the school and that your principal asked the staff for input as to how a low tech school could continue to engage the students, improve their test scores, develop their creativity, and sharpen their interpersonal skills. Utilizing the information in chapter 2 & 3 of the textbook, prepare a proposal that you can present to your principal and staff on the various low tech teaching techniques and programs that can engage students, improve test scores, and promote creativity and interpersonal skills. Be sure that your proposal is developmentally appropriate for the age/grade level you teach and that you include the importance of the following:

- Mirror Neurons
- Exercise
- Art
- Appropriate Feedback
- Patterns
- Rituals
- Chunking
- Personal Relevance

4. Learning Environments

Pretend that you just won a student choice award. This award is being presented to you for providing the best learning environment for 21 Century students. Write your acceptance speech. In your speech, be sure to answer the following questions:

1. How did you promote a healthy lifestyle?
2. How did you make your students feel safe?
3. How did you create a flexible environment with student choice and community involvement?
4. What assessment methods did you use?
5. How did you connect your students with each other?
6. How did you connect with your students and their families?
7. Did you utilize technology to expand the walls of your classroom and include the outside world? If so, how?

B5. Multiple Intelligences

a. Chapters 6 & 7 of the textbook discusses the importance of understanding the various learning styles as well as Gardner's theory of multiple intelligences. After reviewing the information in chapters 6 & 7, answer the following questions.

- i. Which intelligence style do you believe best describes your learning style? Why?
- ii. Which intelligence do you consider to be your weakest? Why?
- iii. What effect might your strengths and weakness have on student learning in your classroom?
- iv. Which intelligences dominate your current lesson plans? Explain.

b. Which type of intelligence would give a student the greatest advantage in...

1. tracking hurricanes on the east coast?
2. developing crossword puzzles?
3. leading a class discussion?
4. creating a song?
5. drawing a color coded map of the United States during the Civil War?
6. working independently?
7. putting on a puppet show?
8. participating in group work?

c. It is unrealistic to expect teachers to individualize instruction for each of their students. However, it is possible to create student projects that incorporate the majority of the learning styles. Design a multiple intelligence student project through which you could reach students with different abilities and attitudes. In your project, be sure to include strategies that will...

- incorporate all of the different learning styles
- establish a positive classroom atmosphere
- Utilize technology

6. Music

- a. Chapter 8 of the text discusses the benefits of using music in your classroom. It can boost test scores, enhance memory, help with classroom management, and improve productivity. Interview a colleague as to their thoughts regarding using music in the classroom. Does he/she agree or disagree? What are his/her reasons for agreeing or disagreeing?
- b. Based on the information provided in Chapter 8, create a musical play list for your classroom. Be sure to pick songs for test taking, classroom management, group work, and independent work. For each song, indicate what you will use the song for and why you choose it.

7. Memory

- a. Utilizing the information presented in chapters 9 & 10 of the textbook, create a mind map of the short-term memory processes.
 - i. Why are visual tools, such as mind maps, so important in teaching today's students?
- b. Create a 20 question test for your colleagues that would assess their knowledge of our brain's memory systems (semantic, episodic, procedural, automatic, & emotional). Attach a copy of this test along with the answer key.
- c. What strategies do you currently use/teach to help your students trigger their memory systems? Why?
 - i. After reading this textbook, are there other strategies that you will plan to implement? Why or why not?
 - ii. Name one digital strategy for each memory system that you can utilize to help your students store information permanently in their brain rather than in their high-tech gadgets. How will you implement these strategies?

8. Social-Emotional Intelligence

Chapter 11 discusses how the digital age has hindered the development of social-

emotional intelligence in our students. In addition, the chapter emphasizes the importance of this intelligence for future success. Several suggestions were provided to help build social–emotional intelligence in our students while balancing their high-tech connectedness with their face-to-face interactions. Which two strategies are you most likely to utilize in your classroom? Why? Describe how you might implement these techniques in your classroom.

9. Skills of the Future

According to the textbook, the most important skills for a successful future are creativity, synthesis, and empathy. Attach three of your existing lesson plans. Alter these lessons so that each one has an activity that teaches or emphasizes creativity, synthesis, and empathy. Be sure to explain how the activity teaches those skills. Attach the “new” lessons to the old ones.

10. Reflections

Now that you have read the book, [br@in-based teaching :\) in the digital age](#), and completed the above assignments, write an editorial article for an educational magazine or website entitled, How Should We Be Teaching Our Students? In your article, be sure to consider the digital age we live in, the demands of the 21 Century, and the needs of the whole child. However, do not mention KIPP Schools or Online Learning.

How to Submit Completed Coursework

Normal dropbox for the course:

After reading the book [br@in – based teaching :\) in the digital age](#), complete assignments 1-10. Put each assignment 1-10 in a separate Word Processing file, clearly labeled with the assignment number and name and submit in the DropBox in the corresponding assignment dropox at the bottom of this page. You will have feedback from your instructor on a regular basis.

OR If you don't need regular feedback from your instructor:

After reading the book [br@in – based teaching :\) in the digital age](#) complete all of your assignments. Place each assignment 1-10 on a separate page in a single Word Processing file, clearly labeling each assignment by number and name. Submit the single document containing all 10 assignments to the [Independent Learning DropBox](#) at the bottom of this page.

Ryan Pickett rpickett@dominicancaonline.com

For questions involving your registration, contact us at info@dominicanCAonline.com or see <http://dominicancaonline.com/Dominican-CA-Online-FAQ> for more information.