Using Technology to Support Authentic Learning
EDUO 9152  2 Semester Credits/Units
Instructor – Joe Herz
jherz@dominicancaonline.com

Public Syllabus

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

Course Overview

Authentic learning supported by technology must put learning first, technology use second. Increased student engagement is often stated by teachers as the number one reason to employ technology. They observe students involved and excited when technology is involved, thus assuming learning is taking place at a faster rate and deeper level when compared to non-tech supported curriculum. Without some form of measurable assessment, increased learning when technology is used remains just an assumption. Technology is now infused at varying levels into most classrooms. Regardless of the tech available and used, the stakeholders expect the tools to make a difference in student performance and school accountability.

Guided by the course text, Learning First, Technology Second - The Educator’s Guide to Designing Authentic Lessons, by Liz Kolb, discover how digital technology can now measurably support the importance of authentic learning coming first. https://www.youtube.com/watch?v=77snhj5kszY

Course Objectives:

Completing assignments will provided students with opportunity to:
• Recognize the difference between “student engagement” and “authentic learning”
• Avoid technology tools driving curriculum objectives
• Develop content learning goals based on learning frameworks and strategies
• Learn how selecting the proper technology can support higher level learning
• Create comprehensive measurable lessons that are both engaging and provide authentic learning

Course Relation to CCS or other Professional Standards
ISTE  Teacher and Student Standards
CCS, National and State Standards
How to Submit Coursework

Each completed assignment in this course is submitted to the instructor for review. You will receive feedback from your instructor within 5 days indicating successful completion of the assignment or the need for revision. Assignment grades will be averaged for the final course grade.

Course Assignments

Assignment 1 - Defining Authentic Learning


Engagement versus Learning
Self evaluate your own technology engagement history and that of student’s you are in touch with in the classroom or out of the classroom.

Create an honest biographical history of your engagement with educational, curriculum-use technology tools. Reflect on levels of excitement, engagement, the learning curve and outcomes of their use. The tools should include hardware and software/apps used for your personal educational and professional growth.

b. Use the “Tips for Successfully Integrating Technology into Lessons” box on page 16 of the text as the basis for a self-evaluation on each bullet’s place in your current uses of technology integration.

Present this assignment using any tech tool you feel appropriate and accessible.

Assignment 2 – Technology Framework

Read Chapter 2 to learn about three recognized framework models for technology integration, TPACK, TIM and SAMR. Read Chapter 3 to learn about the Triple E framework and how it aligns with the highly recognized ISTE Student Standards.

Assignment 3 - Engagement

Read Chapter 4. Create a document with the following:

Follow the Scenario model of Description, Learning Goal and 1, 2 3

Scenario 1- Has “Yes” to all three questions from page 45 and exampled in the model scenarios.
Scenario 4 – Has “No” in all of the three questions.

Use (copy) this chart, which is based on the format found in the textbook or create your own for each of your four, assignment 3b responses.

<table>
<thead>
<tr>
<th>Engagement: Scenario 1 Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the technology …</td>
</tr>
<tr>
<td>Does the technology cause a shift in the behavior of the students, where they go from being passive to active social learner?</td>
</tr>
</tbody>
</table>
Assignment 4 - Enhancement

a. After reading through Table 5.1 and 5.2 on pages 58-60 and through the Scenarios of Enhancement on pages…create 4 original scenarios for your current grade or subject level.

Follow the Scenario model of Description, Learning Goal and 1, 2 3

Scenario 3 – Has “Somewhat” answer to one or more of the three questions.
Scenario 4 – Has “No” in all of the three questions

Use (copy) this chart, which is based on the format found in the textbook or create your own for each of your four, assignment 4b responses.

Assignment 5 – Extension

Follow the Scenario model of Description, Learning Goal and 1, 2 3

Scenario 1- Has “Yes” to all three questions from page 45 and exampled in the model scenarios.
Scenario 4 – Has “No” in all of the three questions.

Use this chart, which is based on the format found in the textbook or create your own for each of your four, assignment 5b responses.

Assignment 6: Triple E

Reflect honestly on, when presenting a tech-supported lesson, the lesson would have scored low, 6 or less points. Use the measurement tool on page 86.

Assignment 7: Review Examples

Chapter 7 provides twelve case studies that meet Triple E and ISTE Student Standards. Select two:
  a. Explains your choices.
  b. What authentic learning outcomes struck you as valuable and productive?

Assignment 8: Instructional Strategies To Learn the Tool

Chapter 9 discusses 6 teaching strategies that can in their unique approaches, support student engagement that will ultimately lead to effective use of the tool to support authentic learning. Familiarize yourself with each. You will refer to specific ones in this assignments lesson plan submission.

Use the Triple E Lesson Planning Template found at Triple E Framework … submit a detailed, original authentic learning Lesson plan that mirrors the detail Example Lesson Plan found in Appendix A.
# Course Assessment Rubric

<table>
<thead>
<tr>
<th>EXCELLENT</th>
<th>ACCEPTABLE</th>
<th>NOT ACCEPTABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Meets or Exceeds Course Objectives:</strong> A to A-</td>
<td><strong>Majority of Work Meets Course Objectives:</strong> B+ to B-</td>
<td><strong>Needs Considerable Improvement:</strong> Resubmit Work Suggested: C or below</td>
</tr>
<tr>
<td>All work submitted reflects in-depth understanding of course objectives.</td>
<td>Most work submitted reflects in-depth understanding of course objectives.</td>
<td>Work shows little or no in-depth understanding of course objectives.</td>
</tr>
<tr>
<td>All assignment responses and projects show evidence of new knowledge as evidenced by assignments meeting or exceeding objectives towards understanding and applying technology tools to authentic learning.</td>
<td>Most assignment responses and projects show evidence of new knowledge as evidenced by assignments meeting or exceeding objectives towards understanding and applying technology tools to authentic learning.</td>
<td>Assignment responses show little evidence of new knowledge as evidenced by assignments meeting or exceeding objectives towards understanding and applying technology tools to authentic learning.</td>
</tr>
<tr>
<td>Work submitted was organized and clearly articulated.</td>
<td>Most work submitted was organized and clearly articulated.</td>
<td>Work submitted was not organized or not clearly articulated.</td>
</tr>
<tr>
<td>Assignment content and required projects were original.</td>
<td>Assignment content and required projects were original.</td>
<td>Evidence that not all assignment content and required projects were original.</td>
</tr>
<tr>
<td>Work is free of spelling and/or grammatical errors.</td>
<td>Work has few spelling and/or grammatical errors.</td>
<td>Work has numerous spelling and/or grammatical errors.</td>
</tr>
</tbody>
</table>