

**DOMINICAN
UNIVERSITY**
of CALIFORNIA
School of Liberal Arts and Education

Technology by the Book
Course 9192 1 Semester Credit/Unit
Instructor – Joe Herz
jherz@dominicancaonline.com

Course Syllabus

Technology by the Book may be taken for credit multiple times with multiple books. The first registration will be numbered EDUO 9192, the 2nd EDUO 9193, the 3rd EDUO 9194... up to EDUO 9199

Course Overview:

Stay current with technology teaching and learning methodologies and tools. Select from a list of timely books to learn about and implement interactive applications made possible by technology. Apply the technology to enhance your teaching and to support student learning. Reflect on book content and present plans to apply that content in a technology-supported teaching and learning environment.

Course Learning Objectives: Participants will have opportunity to adapt their chosen book's content to:

- Gain and share an understanding of how the specific technology-based book content can enhance their teaching and can support student learning
- Connect technology use to professional, state, national and ISTE standards and SAMR progression
- Advance their personal professional development goals
- Present examples and scenarios of using the technology with students and if applicable, colleagues

Course Relation to CCS or other Professional Standards

[CCS](#), [ISTE](#), [National and State Standards](#) [SAMR](#)

How to Submit Coursework

Each completed assignment in this course is submitted to the instructor for review. Follow directions at the end of each assignment on how to prepare and submit your assignments. Name each file submitted with your last name and assignment number (i.e. BrownAssignment3. Make sure you place your full name, course number and assignment number at the top of each document page. You will receive feedback from your instructor within on average, 5 days, indicating successful completion of the assignment or the need for revision. Assignment grades will be averaged for the final course grade.

Assignments

There are 5 course assignments to complete.

Assignment 1 - Forum A Welcome Post

Objective: Share to an open forum, a few things about yourself, an overview of your technology experiences and your choice of book

Assignment Activities: Post a reply to the **Forum A Welcome** with the following content.

1. Introduce yourself, share your subject matter/grade level and teaching environment (urban, rural, suburban virtual) followed by an overview of your technology-supported teaching experiences.
2. The name of your book, author(s) and your reason(s) for selecting the book. Create the equivalent of a one-page, single-spaced 3-paragraph document to post to **the Forum A Welcome Forum**. You will not post a document. Only post your text.

Assessment: Assignment objectives are successfully met based on the course rubric.

Assignment 2 - Content Objectives

Objective: Become familiar with the book's content for immediate and future applications of content to your role as teacher, colleague and promotor of technology to assist learning.

Assignment Activities: Using the book's organization of content such as Chapters; Parts; Sections; write in your words, the objective of each. See below for details

- A. Book and Content objectives
 - a. Book: title and main educational objective(s) in a single paragraph
 - b. Content: List and review each section's goal and content. Books whose content is organized with just a few sections should contain more depth in the objective reviews than books organized with multiple, smaller sections. Avoid brief, 1 or 2 sentence overviews.
Create one document, single-spaced, to submit to the **Assignment 2 Dropbox**

Assessment: Assignment objectives are successfully met based on the course rubric.

Assignment 3 – Book Applications to Teaching

Objective: Select from the book five teaching or learning activities to use with students or share with colleagues.

Assignment Activities: Submit a written, detailed application for your five choices. Include in each: your grade level and teaching position, ISTE [Student Standards](#) or [Educator Standards](#) supported in each, curriculum learning standards or target(s) supported, technology tools needed; activities participants will engage in **or** products they will create to meet the curriculum learning targets. Submit all five in one single-spaced document to the **Assignment 3 Dropbox**

Assessment: Assignment objectives are successfully met based on the course rubric.

Assignment 4 – In Conclusion

Objective: Present to an audience of peers, the value of your book to support technology instruction.

Assignment Activities: Reflect on specific knowledge gained from reading your book selection by preparing a reflective, informative full-book analysis to be delivered to educators who are eager, but a bit unsure, on the value of the book's subject matter to benefit their teaching and student learning. Select from the following two options to prepare your book reflection

- A. A 2-to-3-page single-spaced article that would appear in an educational journal
- B. A media presentation using a sharable basic presentation app such as PP, Prezi, Slides, Powtoon or similar. Avoid interactive presentation apps.

Include in your choice, after an introduction of yourself, your background, book name and its objective:

- Influences the book had on your philosophy of technology use in teaching
- How you plan to incorporate some of the book's content into technology-supported lesson development or classroom activities
- The relation of the technology to support student learning
- Connect ISTE standards or SAMR, or both, to the book's objective
- Recap your project

Assessment: Assignment objectives are successfully met based on the course rubric.

Assignment 5 – Forum A Follow Up

Objective: Reply to your original Forum A post with a follow up reflection.

Assignment Activities: Upon completing all course assignments, post a reply to your own original Forum A Welcome post.

Reflect on the book having met your expectations and any other feedback you would like to share.

Assessment: Assignment objectives are successfully met based on the course rubric.

Course Materials: Partial List of Books to Select From. This list will be updated regularly. If you would like to submit a book not on the list, email the instructor for approval. jherz@dominicancaonline.com Subject: EDUO 9192 Technology Book Approval

- [***The Distance Learning Playbook, Grades K-12: Teaching for Engagement and Impact in Any Setting***](#) by Douglas Fisher, Nancy Frey and Hattie John, Corwin, 7/2020.
- [***Teaching in the Post Covid Classroom: Mindsets and Strategies to Cultivate Connection, Manage Behavior and Reduce Overwhelm in Classroom, Distance and Blended Learning***](#) by Grace Stevens, Red Lotus Books, 7/2020.
- [***The Interactive Class: Using Technology to Make Learning More Relevant and Engaging in the Elementary Classroom***](#) by Joe and Kristin Merrill, Elevate Books Edu, 1/2020.
- [***Teaching Effectively with Zoom: A practical guide to engage your students and help them learn***](#) by Dan Levy, Dan Levy, 7/2020.
- [***The Google Infused Classroom: A Guidebook to Making Thinking Visible and Amplifying Student Voice***](#) by Holly Clark and Tanya Avrith, Elevate Books Edu, 2019.
- [***The Perfect Blend: A Practical Guide to Designing Student-Centered Learning Experiences***](#) by Michele Eaton, ISTE, 6/2020.
- [***The Online Teaching Survival Guide: Simple and Practical Pedagogical Tips***](#) 2nd Edition by Judith Boettcher and Rita-Marie Conrad, Jossey-Bass, 2016.
- [***Teaching in The Online Classroom: Surviving and Thriving in the Online Classroom***](#) by Doug Lemov, Jossey-Bass, 9/2020.
- [***Teach Boldly: Using Edtech for Social Good***](#) by Jennifer Williams, ISTE, 2019.
Today's students are ready to design, dream and MAKE the future. *Teach Boldly: Using Edtech for Social Good* is a guide for educators ready to apply innovative practices, meaningful technology use and global collaboration to drive the change they want to see in the world. Readers will learn how to create a customized plan for education innovation, with strategies for constructing agile classroom environments, digital storytelling and communicating across lines of difference, and prioritizing feedback and active listening.
- [***Shake Up Learning: Practical Ideas to Move Learning from Static to Dynamic***](#) by Kasey Bell, Dave Burgess Consulting, Inc, 2018.
This isn't a book about technology, Google, silver bullets, or pie-in-the-sky thinking. This is a book about LEARNING!
Technology is not a magic solution for education. It is an opportunity! An opportunity to shake things up, to connect and grow, and to create dynamic learning experiences for our students!
In this three-part book, you will explore WHY it's time to Shake Up Learning, WHAT changes we can make in our classrooms to support dynamic learning experiences, and HOW to plan meaningful lessons for your classroom. Rapidly evolving technology and the demands of the digital age are transforming not only the way we live but also the way we learn. COVID-19 changed everything! Technology can no longer be ignored. Learning can now go BEYOND the bounds of the school walls, beyond subject and grade level, beyond digital tools as substitution, beyond the due date, and even beyond the school day. One thing is certain: Educators cannot continue the status quo if they expect to equip young people for the world to come. Teachers now find themselves trying to figure how to teach online. This idea of remote learning, home learning, distance learning, or virtual learning is much different and requires more than just posting an assignment online.

- [***DON'T Ditch That Tech: Differentiated Instruction in a Digital World***](#) by Matt Niller, Nate Ridgway and Argelia Ridgway, Dave Burgess Consulting, Inc, 2019.

Don't Ditch That Tech, provides practical ideas to help you find the sweet spot where classroom devices meet students' needs. In this teacher-tailored guide, you'll find tips on how to handle cart/lab scenarios, develop attention-grabbing strategies, build metacognitive practices, and more—all with differentiation in mind. Whether you're a tech newbie or the school's device guru, you'll walk away with new understandings and strategies for transforming and diversifying your approach to teaching in a twenty-first-century world.
- [***Google Apps for Littles: Believe They Can***](#) by Christine Pinto and Alice Keeler, Dave Burgess Consulting, Inc, 2018.

Are Littles 'big enough' to use technology in the classroom? Yes! Pre-K and elementary school-aged children are naturally curious about the world around them. They love to explore and play, in fact, that's how they learn. That innate drive to discover and willingness to try is also what makes Littles great at embracing new opportunities. In *Google Apps for Littles*, author-educators Christine Pinto and Alice Keeler encourage teachers to tap into their young students' curiosity, particularly when it comes to technology. The authors share a wealth of innovative ways to integrate digital tools in the primary classroom to make learning engaging and relevant for even the youngest of today's twenty-first-century learners.
- [***50+ Tech Tools for School Counselors: How to Be More Engaging, Efficient, and Effective***](#) by Angela Cleveland and Stephen Sharp 2019

Educating students in the 21st century is about more than preparing them for work in the digital age; it's also about connecting with the whole student and transcending barriers. *50+ Tech Tools for the 21st Century School Counselors* provides insightful descriptions of tools that can be used to not only enrich intervention and instruction but also guide decision making, streamline work, enhance communication, and promote happier students. Readers will find:

 - a framework for leadership and advocacy through the lens of technology
 - vignettes demonstrating implementation and quotes from students and other stakeholders
 - step-by-step guides and checklists
 - Perspectives from counselors around the country that provide a peer-to-peer feel
 - narratives, technical descriptions, and diagrams
- [***The Global Educator: Leveraging Technology for Collaborative Learning & Teaching***](#) by Julie Lindsay 2016

Modern learning must be global, providing intercultural understanding and collaboration to personalize learning, achieve curriculum objectives and bring the world to students. Educators must be empowered and learning environments must be connected in order to "flatten" learning around the globe. This calls for a shift in pedagogy, a shift in mindset and the integration of digital and online technologies.
- [***The Edtech Advocate's Guide to Leading Change in Schools***](#) by Mark Gura 2018

The education field is in the midst of a complete digital transformation. Accordingly, tech coaches and other school leaders must shift from simply bringing technology into schools to identifying how the various elements of this changing landscape fit together to form an improved version of education. This book helps new and emerging tech coaches and school technology leaders embrace their roles and guides them as they make important decisions and take meaningful steps to effectively participate in this education transformation.

- [Ethics in a Digital World: Guiding Students Through Society’s Biggest Questions](#) by Kristin Mattson 2021
 “...it has become clear that society needs thoughtful, empathetic digital citizens who can navigate the important ethical questions at the intersection of technology and humanity. This book is designed to help students consider the systems and structures in which they spend so much of their time, asking them to look at the technology around them through a critical lens.”
- [Tech Like a Pirate](#) by Matt Miller, 2020
 Tech Like a PIRATE helps provide the tools, ideas, and inspiration for educators to use technology as a treasure map to amazing learning. With a customizable set of principles for ensuring that technology is an asset, and not a barrier, Matt Miller’s guidance will help all teachers - from the tech-savvy to the tech-terrified--create impactful, transformative learning using low- or no-cost equipment. The rise of digital culture has left some teachers and their students distracted, divided, and overwhelmed. But Tech Like a PIRATE brings educators flexible strategies for creating classroom tech experiences that will electrify student engagement. You don’t have to be a tech genius--just willing to try!
 Tech Like a PIRATE offers an accessible, engaging, and empowering toolkit for educators looking to innovate and engage their classes through technology. It’s full of practical examples that are rooted in research, best practices, and solid pedagogy, and it’s accompanied by a treasure trove of additional resources at DitchThatTextbook.com/TechLAP.

Course Assessment Rubric:

EXCELLENT	ACCEPTABLE	NOT ACCEPTABLE
Meets or Exceeds Course Objectives: A to A-	Majority of Work Meets Course Objectives; B+ to B-	Needs Considerable Improvement: Resubmit Work Suggested: C or below
All work submitted reflects in-depth understanding of course assignment objectives.	Most work submitted reflects in-depth understanding of course assignment objectives.	Work shows little or no in-depth understanding of course assignment objectives.
Assignment responses show evidence of new knowledge evidenced by thoughtful, detailed and accurate assignment responses.	Most assignment responses show evidence of new knowledge evidenced by thoughtful, detailed and accurate assignment responses.	Responses show little to no evidence of new knowledge as evidenced by lack of thoughtful, detailed and accurate assignment responses.
Work submitted was organized and clearly articulated. The student carefully followed all assignment instructions. The instructor did not have to provide continual assignment clarification or request revisions.	Most work submitted was organized and clearly articulated. The student carefully followed all assignment instructions. The instructor had to provide continual assignment clarification or ask for revisions.	Work submitted was not organized or not clearly articulated. The instructor had to provide constant clarification and ask for continued revisions.
Assignment content and required projects were original.	Assignment content and required projects were original.	Evidence that not all assignment content and required projects were original.
Work is free of spelling and/or grammatical errors.	Work has few spelling and/or grammatical errors.	Work has numerous spelling and/or grammatical errors.