



Using Technology in the Early Childhood Classroom

EDUO 9313

3 Semester Credits/Units

Instructor – Joe Herz

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Course Syllabus

Course Overview:

Develop an early childhood classroom environment that actively engages students in foundational technology usage. Strengthen that foundation as it uses technology to support social development and academic learning, traits of curiosity and creativity, tool skills, and online safety and responsibility. Engage in research and reflective and creative assignments whose cumulative goal is to promote early childhood classrooms that put student academic and social learning at the forefront of technology use.

Course Learning Objectives:

This course will give students opportunity to:

- Identify and evaluate use of all teacher and student technology-based tools, apps, connectivity, facilities and resources currently available in and out of their classroom
- Discover and evaluate technology tools and online resources that support curriculum standards and objectives
- Produce and share a variety of technology-based activities and products
- Understand the importance of a teacher's facilitating role to successfully weave technology into curriculum
- Report and consider adaptation of authentic technology-infused learning activities that support CC, ISTE and other nationally recognized educational standards
- Use course-based forums and folders to peer share products and classroom tech-based management strategies.
- Create short and long-term goals to develop and sustain meaningful technology-rich curriculum for students

Course Relation to CCS or other Professional Standards

This course aligns to:

- The National Board for Professional Teaching Standard's in the following propositions:
 - o Proposition 1: Teachers Are Committed to Students and Their Learning
 - o Proposition 3: Teachers Are Responsible for Managing and Monitoring Student Learning
 - o Proposition 4: Teachers Think Systematically About Their Practice and Learn from Experience
 - o Proposition 5: Teachers Are Members of Learning Communities
- The International Society for Technology and Education Teacher and Student Standards.

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 5 days indicating successful completion of the assignment or the need for revision. Assignment grades will be averaged for the final course grade.

Written documents to submit should be double spaced, 1” margins. Use a 12-point standard font.

Submit completed work to the corresponding Module dropboxes in Moodle or via Drive to jherzdominicancourses@gmail.com Subject. *EDUO 9313 Assignment #*

Course Modules / Assignments

| Module 1 Foundational Technology Standards for EC Classrooms | | | | | | | |
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| Objective | Foundational Standards to guide and support teaching and learning in the Early Learning Classroom | | | | | | |
| Assignment(s) Activities and Needed Materials | <p>Familiarize yourself with these standards: ISTE Student and Teacher Standards, SAMR, TIM, the many Cs in education. There are also tech standards embedded into CCS. Several of the above are professionally recognized tech and tech-related standards. Associate use of several of the standards to support early childhood goals.</p> <p>Assignments:</p> <p>A) Create a 1-2 page document/grid to show alignment of curriculum (CCS or other) in at least 3 of your grade-level curriculum area to ISTE Standards</p> <p>B) Create an assignment/unit with objectives, standards and student activities. Align the objectives, standards, and student activities with BOTH ISTE teacher and student standards Highlight the alignment in the document.</p> <p>C) Create a SAMR model using the template found in</p> <ul style="list-style-type: none"> • Create your SAMR model using Google Slides. Create a Drive account if you do not have one. The link to this shared Slides document. Make a copy of the document, save it to your Drive area and begin by filling in the Title slide with your redefined project name, a sentence about project and your name. Complete each of the four SAMR levels. Be detailed but succinct, filling in each slide’s text area. Share the completed project with me, giving me editing rights <p>Resources:</p> <table border="1"> <tr> <td>SAMR model pdf</td> <td>SAMR Examples</td> <td>Warringa Park School: SAMR Model</td> </tr> <tr> <td>https://vimeo.com/88768311</td> <td>https://www.youtube.com/watch?v=ZQTx2UQQvbU&feature=youtu.be</td> <td>https://www.youtube.com/watch?v=OBce25r8vto&feature=youtu.be</td> </tr> </table> <p>Submit your work for Module 1 assignments A and B in the Module 1 Dropbox or share through Google Drive.</p> | SAMR model pdf | SAMR Examples | Warringa Park School: SAMR Model | https://vimeo.com/88768311 | https://www.youtube.com/watch?v=ZQTx2UQQvbU&feature=youtu.be | https://www.youtube.com/watch?v=OBce25r8vto&feature=youtu.be |
| SAMR model pdf | SAMR Examples | Warringa Park School: SAMR Model | | | | | |
| https://vimeo.com/88768311 | https://www.youtube.com/watch?v=ZQTx2UQQvbU&feature=youtu.be | https://www.youtube.com/watch?v=OBce25r8vto&feature=youtu.be | | | | | |
| Assessment | The Course Assessment Rubric will be used to assess if the module objective(s) were met. Grades and comments will be issued via the LMS | | | | | | |

| Module 2 Technology Assessment | |
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| Objective | Assess available tools and resources that could be used to support a learning environment that recognizes the and your philosophy that will help create and maintain a technology |
| Assignment(s) Activities and Needed Materials | <p>Assignment: Create an inventory of every technology resource currently available to you, students you serve and parents/guardians of those students. The goal is to list ALL available items. It does not matter if school, student or parent owned. It does not matter if they are currently being used by you or by students for assignments. Do some digging to make a comprehensive list. Images and class or district sites/documents are welcome to be included as support. Organize your list as follows</p> <p>The inventory can be in the form of a spreadsheet or word processing document (insert a table to help organize if you like) and must include the following categories with names, numbers and availability.</p> <p>A. Tools Available</p> <ol style="list-style-type: none"> 1. Number of Desktops; laptops; tablets including iPads; smartphones. 2. Write a short paragraph to summarize your findings <p>B. Connectivity Availability</p> <ol style="list-style-type: none"> 1. Wifi and/or Ethernet connections. Speed (IF you can easily obtain from tech personnel). Dependability/Outage frequency. Any district-supplied student hotspots. 2. Write a short paragraph to summarize your findings <p>C. Tech Support Personnel Availability</p> <ol style="list-style-type: none"> 1. Professionals; site or district level personnel to assist with technology 2. Write a short paragraph to summarize your findings <p>E. Evaluate results of A-C by writing final summary. Self-evaluate how well you are utilizing available resources.</p> <p>Question D is not part of the inventory but need to be answered.</p> <p>D. You are familiar with the ISTE Teacher Standards and with ISTE Student Standards. Summarize how you match up to meeting the teacher standards and helping students meet their standards.</p> <p>Submit your work for Module 2 as a single document in the Module 2 Dropbox or share through Google Drive.</p> |
| Assessment | The Course Assessment Rubric will be used to assess if the module objective(s) were met. Grades and comments will be issued via the LMS |

| Module 3 Early Childhood Apps | |
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| Objective | Examine and evaluate educational technology apps that align with ISTE Student Standards . |
| Assignment(s) Activities and Needed Materials | <p>Examine 5 apps that you are NOT very familiar with, that are designed for Early Childhood. Select from the individual and collection sites listed below or search for your own relevant apps.</p> <p>Assignment: Write a single paragraph for each that includes: - App name and link; alignment with no more than 3 ISTE Standards; your personal thoughts on their value to ECE learning.</p> <p>Bunce Seesaw Book Creator Duck Duck Moose Khan Academy Ok Play Endless Alphabet – ipad Starfall Fuel the Brain Barefoot World Atlas – ipad Daniel Tiger's Grr-ific Feelings / PBS Kids Google Play iPad 10 Must-Have Literacy Apps for Early Child Educators (A collection/Blog)</p> <p>Submit your work for Module 3 as a single document in the Module 3 Dropbox or share through Google Drive.</p> |
| Assessment | The Course Assessment Rubric will be used to assess if the module objective(s) were met. Grades and comments will be issued via the LMS |

| Module 4 Digital User Citizenship. Responsibility and Health | |
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| Objective | Create a Digital Safety and Responsible Usage Program |
| Assignment(s) Activities and Needed Materials | <p>There are endless online resources on the topic of digital safety, responsibilities, and health concerns for young students.</p> <p>Assignment: Using the following diverse resources or locate your own, write 2-3 page document you would place online, or, create a 10- slide presentation to be show in person to parents of students you work with. The parents are concerned about the topics of online safety, responsibilities and health. Focus on the importance of all three topics being taught, practiced, and embedded in your work with students. Include several classroom activities you would use to meet the three objectives and how you would measure the success of your efforts as the year progresses. Cite your resources for the paper or presentation.</p> <p>A) Published in 2016 by the American Academy of Pediatrics, Media and Young Minds, their research mirrors today's concerns on too much digital tech by children. B) Journal of Early Childhood Research/Cyber Safety. A research agenda for cyber-safety in the early year C) 23 Great Lesson Plans for Internet Safety : Help kids practice smart internet habits and stay safe online. D) iKeepSafe: Educator Resources E) Common Sense</p> <p>Submit your work for Module 4 as a single document in the Module 4 Dropbox or share through Google Drive.</p> |
| Assessment | The Course Assessment Rubric will be used to assess if the module objective(s) were met. Grades and comments will be issued via the LMS |

| Module 5 Assessing Effective uses of Technology | |
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| Objective | To measure the effective use of technology to support curriculum and social development. |
| Assignment(s) Activities and Needed Materials | <p>How can you determine the value of specific technology tools and apps to learning and social development? What tools can be used to assess what is gained by use of technology and what might be lost?</p> <p>At some point the technology can become distracting to the learning objective.</p> <p>Factors to consider:</p> <ul style="list-style-type: none"> • Pacing learning when the teacher or student uses technology. Taking breaks, discussing, assessing progress before going back to work. • Are the activities directly connected to the learning goal or are they filling time and being perceived as students being on task with tech and thus must be engaged in learning. • Keeping student from being distracted either by the app's features • Avoiding the opportunity for students to link to other apps when online. <p>Assignment: Write a 2-page document on how you will assess the uses of technology to support learning. Include two or more assignments overviews and how you would assess learning taking place, based on the learning targets/objectives you have in place.</p> <p>Resources:</p> <ul style="list-style-type: none"> • Triple E Framework (use as your primary assignment resource) • 4 Ways to Measure the Impact of Digital Learning • Measuring what matters • The Pros and Cons of Technology in Education • <p>Submit your work for Module 5 as a single document in the Module 5 Dropbox or share through Google Drive.</p> |
| Assessment | The Course Assessment Rubric will be used to assess if the module objective(s) were met. Grades and comments will be issued via the LMS |

| Module 6 Using Technology in the Early Childhood Classroom | |
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| Objective | Create a detailed overview of technology use in an Early Childhood Classroom |
| Assignment(s) Activities and Needed Materials | <p>This is the culminating assignment for this course to reflect</p> <p>Assignment: Prepare a professional-level presentation for an ECE conference with the following goal: <i>Using technology to support your teaching and both student academic and SEL-related learning.</i></p> <ul style="list-style-type: none"> Your audience is a mix of Early Childhood Classroom teachers and others who have a role in Early Childhood education, such as counselors, administrators, and media-center personnel. The presentation should reflect your learning from this course. The presentation can be done in your choice of presentation apps. <p>There are no required numbers of slides or length to the presentation. Use your own experiences from attending or presenting at PD sessions or conferences to create a professional presentation that should include your experiences, successes and problems and realistic uses of technology to support student learning in an Early Childhood Classroom.</p> <p>Requirements and Expectations:</p> <ol style="list-style-type: none"> The presentation must clearly state after the title and your name, its primary goal/purpose. This should appear in the first or second slide or, if a video, close to the opening. A TOC, bullets, or other organizational method to let the viewer know what topics/objectives will be covered in the presentation that will support the primary goal. Engage the audience in moderation. Be creative but don't try to get overzealous with video or distractive production. Keep the production's goal in mind. If possible and applicable, show student or teacher examples such as short (or start/stop timing) video clips that support the primary goal and topics. At the end, restate the primary goal and add any closing comments. Add credits <p><u><i>Keep in mind this is a professional presentation that should reflect standards and ECE principles you have learned from other courses in the certificate program.</i></u></p> <p>Since this would be presented, and not just posted only, place Speaker Notes in all slides for your use as you speak to the audience. Notes can include what additional items you would add when speaking as well as would help guide you as you address the audience.</p> <p>Submitting your Work: If created using Slides, send an invite to the instructor. Give editing rights. If created using PP, try to upload the file to the Dropbox. If too large, email I to the instructor. If created using Prezi, send the link to the instructor. If created using any other presentation app, try to share via the Dropbox or emailing information to the instructor.</p> |
| Assessment | The Course Assessment Rubric will be used to assess if the module objective(s) were met. Grades and comments will be issued via the LMS |

Course Assessment Rubric:

| <p style="text-align: center;">EXCELLENT</p> <p>Meets or Exceeds Course Objectives:</p> <p style="text-align: center; color: red;">A to A-</p> | <p style="text-align: center;">ACCEPTABLE</p> <p>Majority of work meets course objectives:</p> <p style="text-align: center; color: red;">B+ to B-</p> | <p style="text-align: center;">NOT ACCEPTABLE</p> <p>Needs Considerable Improvement: Resubmit Work Suggested:</p> <p style="text-align: center; color: red;">C or below</p> |
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| All work submitted reflects in-depth understanding of course objectives. | Most work submitted reflects in-depth understanding of course objectives. | Work shows little or no in-depth understanding of course 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. |