



## Professional Development Through Digital Media Resources

EDUO 9350 1 Semester Credit/Unit

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**Course Syllabus – Abbreviated** Contact [jherz@dominicancaonline.com](mailto:jherz@dominicancaonline.com) for a full syllabus

### Course Overview

Develop professional knowledge and teaching skills using online media content. Digital media is an increasingly well-resourced and accessible online source for professional development. Up-to-date video, auditory and print collections offer exemplary academic content on a wide variety of relevant educational subjects. Engaging in and reflecting on current educational media will provide participants with the opportunity to enhance their professional growth with the goal of increasing student engagement and achievement. Assignments will include online discussions, written reflections, and creative projects. Use of Google Drive is recommended but not required for the course.

**Course Learning Objectives:** Participants will have the opportunity to:

- Personalize their professional development growth through alignment of digital media content to support the growth.
- Analyze the value of digital media resources towards increasing subject area knowledge
- Create an academic plan to apply their new knowledge towards curriculum development

### Course Relation to CCS or other Professional Standards:

[National and State Standards](#)

[ISTE 2.1 Learner](#)

### Course Progression

*Your first step is to choose one [Digital Media Subject](#) as your focus for the course. Only one.*

**Next, proceed to Assignments:**

Assignment 1 Post to Forum 1 in Moodle	
Objective	Introduce yourself and describe Your Background and identify your selected Digital Subject choice.
Assignment	<p><b>Reply</b> to the Forum 1 Welcome Message (do not start a new Topic)</p> <ul style="list-style-type: none"> <li>• Your grade/subject level</li> <li>• Your teaching situation—urban, rural, suburban...etc.</li> <li>• The Subject you have chosen and your reason for selecting it.</li> <li>• Any additional information you would like to include</li> </ul>

Assignment 2 Subject Area Content	
Objective	Select and log resources of value to your professional growth from the <a href="#">Digital Media Subject</a> document
Assignment	<ul style="list-style-type: none"> <li>Begin looking at content from within your selected Subject. You are expected to engage in (view/listen/read) at least 4-5 hours of your selected Subject.</li> <li>Manage the items you selected to use for the course in your <a href="#">Subject Tracking Log</a>. Log your items and hours and overviews.</li> </ul> <p><b><u>You will submit the Tracking Log later in the course, to your Facilitator's Assignment 5 dropbox.</u></b></p>

Assignment 3 Post to Forum 2 in Moodle	
Objective	Evaluate and Share your Digital Subject Area Experiences
Assignment	<ul style="list-style-type: none"> <li>Select Forum 2 in Moodle. Select <b>Add a new discussion topic</b>. Use your selected Subject title as the topic. Share with peers 5 or more significant takeaways from your Tracking Log. Do not copy your log overviews. Rephrase their value to you as digital media resources that will aid you in your professional growth and use in your classroom or educational area.</li> </ul>

Assignment 4 Ongoing Presentation	
Objective	Assess and present your Views on Digital Media resources for Professional Development
Assignment	<ul style="list-style-type: none"> <li>Add a new slide to the ongoing <a href="#">Presentation Professional Development Through Digital Media Resources</a> Required Content: <ol style="list-style-type: none"> <li>1. Insert a background image relating to your subject (use Background tab <b><u>Do not Add to theme</u></b>)</li> <li>2. First Name, last initial; embedded 2 videos selected from your Subject Area</li> <li>3. Create a text insert. List your Subject choice and a brief sentence or two about your past uses of digital media to help with your professional development and if media was used in any PD sessions you attended at your site.</li> <li>4. A hyperlink to a podcast or other digital media (not a video) with a very brief sentence (text insert) on why you chose the resource.</li> <li>5. Leave a comment on peers' slides regarding their slides content.</li> <li>6. <b>Email your Facilitator when your page is completed. Subject line EDUO 9350 Assignment 4</b></li> </ol> </li> </ul>
Assessment	Work will be assessed using the Course Assessment Rubric

Assignment 5 Digital Publication Project. There are 2 Parts to this Assignment	
Objectives	<ol style="list-style-type: none"> <li>1. Create an article in the course <a href="#">Digital Media Magazine</a></li> <li>2. Submit your Tracking Log</li> </ol>
Assignment	<p><b>Part 1</b> Add a New Page (<i>Scroll down to the last page in the <a href="#">Digital Media Magazine</a></i>  <i>From the top menu bar, Insert/Break/Page Break</i>  <i>Enter your First Name, last name initial and your subject</i>  <i>Insert Required Content:</i>  A magazine styled 1-page single spaced 1st person narrative, talking about your professional development gains from the media selection found in the course and any found on your own (limited to 3). Tell how the knowledge gained from the digital media will be applied, shared (peers and others), and will be an influence in developing curriculum assignments.  <b>Be creative!</b></p> <p>Within your narrative, insert</p> <ol style="list-style-type: none"> <li>a. 2 to 3 video links embedded in text</li> <li>b. 1 or 2 audio links (podcasts) embedded in text</li> <li>c. add 1 or 2 text links (blogs, digital magazines, but not reference or resource sites)</li> <li>d. Add 1 or 2 images.</li> </ol> <p>Include possible uses of digital media resources by your students to support learning.</p> <p><b>Email your Facilitator when your page is completed. Subject line EDUO 9350 Assignment 5</b></p> <p><b>Part 2</b> Submit your completed Tracking Log you started in Module 2 to your Facilitator's Assignment 5 dropbox.</p>
Assessment	Work will be assessed using the Course Assessment Rubric

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## Additional Course Resources:

[TED Featured Talks](#) [Teaching Channel](#) [PBS Learning Media](#)

<https://www.youtube.com/user/TEDEducation/about>

<https://iste.org/learning-library/podcasts>

<https://www.npr.org/podcasts-and-shows/>

<https://iste.org/learning-library/podcasts>

<https://podcasts.google.com/> Look at Education topic

<https://www.npr.org/podcasts/510351/short-wave>

<https://www.apple.com/apple-podcasts/>

## [The Power of Podcasts to Enhance Learning](#)

It's important, in this digital age, that we meet students at their comfort levels. Our goal, especially as school librarians who passionately value the written word, will always be to encourage more physical reading. And regarding research, we will continue to support the use of digital databases, and the practice of close reading and analyzing scholarly articles. But with the continual rise of technological applications, we also need to embrace these innovative platforms as an additional means of stimulating our students' minds. Learning can often become tedious to teenagers and as the end of the year approaches, the majority of them experience a feeling of exhaustion. By inspiring them to look outside of their routine materials, we might just keep their natural curiosity for learning alive.

### Podcast uses in education:

<https://www.thepodcasthost.com/niche-case-study/podcasting-in-education/>

<https://www.common sense.org/education/articles/how-podcasts-can-improve-literacy-in-the-classroom>

<https://www.nytimes.com/2018/04/19/learning/lesson-plans/project-audio-teaching-students-how-to-produce-their-wn-podcasts.html>

<https://www.npr.org/2018/11/15/662116901/teaching-podcasting-a-curriculum-guide-for-educators>

<https://www.thetechedvocate.org/teachers-can-use-podcasts-promote-learning/>

<https://www.slj.com/?detailStory=prime-time-podcasts>

### Course Assessment Rubric:

EXCELLENT	ACCEPTABLE	NOT ACCEPTABLE
Meets or Exceeds Course Objectives: <b>A to A-</b>	Majority of Work Meets Course Objectives; <b>B+ to B-</b>	Needs Considerable Improvement: Resubmit Work Suggested: <b>C or below</b>
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.

### End of Course Syllabus