

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

**Podcast-Powered Professional Development
EDUO 9430**

1 Graduate-Level Semester Credit/Unit

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Syllabus

Course Overview

Today's educators are fortunate to be able to personalize their Professional Development to fit their schedule through educational podcasts on a wide variety of topics. Unlock your potential and elevate your practice by listening to preselected podcasts or by obtaining approval for your own choice of podcasts that will promote purposeful growth and best support your teaching and student learning needs. This course leverages the ease of podcasts to polish your practice, provoke new thinking, and make Professional Development simple and convenient for busy educators.

Podcast-Powered Professional Development may be taken for credit 5 times. Registrations will advance accordingly when registering; EDUO 9430-9434

Course Learning Objectives: Participants will have the opportunity to:

- Advance your professional learning goals through the use of educational podcasts.
- Select from a wide variety of curated podcasts or obtain instructor approval for your self-selected podcasts to enhance pedagogical skills, teaching practices and to increase student outcomes.
- Build a library of subject-specific podcasts to reference and share with colleagues.

How to Submit Coursework:

Each assignment is submitted to the instructor for review through the assignment drop-box in Moodle. You will gain access to Moodle upon registering for the course. Your full name and course number is required as a title for each submitted assignment. The instructor will provide feedback or grade each assignment, and assignment grades will be averaged for the final grade. If course work does not follow the requirements, you will have a chance to re-submit assignments before the final grade is recorded.

Podcasts to Choose From (or select your own)

<u>The Science of Reading & Literacy</u>	<u>Early Childhood Education, New Teachers, & Music</u>	<u>ESL, Dyslexia & Instructional Coaching</u>	<u>Special Education</u>
		<u>ESL/ELL</u>	
Science of Reading: The Podcast by Amplify Education	Amplify	The ESL Teaching Podcast with Leva Grauslys	Special Educators Resource Room Podcast with Jennifer DeBrosse
Triple R Teaching with Anna Geiger	Beginning Teacher Talk: A Podcast for New Elementary Teachers	Equipping ELLs with Beth Vaucher	The Special Ed Strategist
Literacy in Color: A Science of Reading Aligned Podcast with Michelle Sullivan	Kindergarten Cafe Podcast	English as a Second Language (ESL) Podcast	Autism Classroom Resources Podcast with Christine Reeve
Literacy Talks by Reading Horizons	Teachers Need Teachers with Kim Lepre	Adventures in ESL: A Podcast for K-12 ESL Teachers	Special Education Boss with Karen Mayer Cunningham
Shanahan on Literacy with Timothy Shanahan	Keeping Current on Early Childhood Education	Let's Talk TEFL with Jackie Bolen	Early Child Inclusive Education
Literacy Now with Margi Gillis	That Early Childhood Nerd with	Arsenio's ESL Podcast	Professional Learning for Special Education
The Science of Reading Formula with Malia Hollowell	The Play Based Learning Podcast with Kristen Day	ESL for Equality Podcast	The Inclusion Podcast
Teaching Literacy Podcast with Jake Downs	Elevating Early Childhood with Vanessa Levin	NCTE National Council for Teachers of English	The Sue Larkey Podcast
The Cult of Pedagogy with Jennifer Gonzalez	How Preschool Teachers Do It with Cindy Terebush	Dyslexia:	Special Education for Beginners with Jennifer Hofferber
Stellar Teacher Podcast with Sara Marye	The Voice of Early Childhood	Dyslexia Talks	Inclusive Education Project (IEP) Podcast with Amanda Selojie and Vickie Brett

Hienemann Podcasts - Each episode is short: 10 to 30 minutes!	Reimagine Childhood Podcast	Dyslexia Duo Podcast with Aimee Rodenroth/ Melissa Dean	Just 4 Special Education Teachers with Anzella Jones
To the Classroom with Jennifer Serravallo	The Intentional ECE with Cathy Belgrave	The Neurodiversity Podcast with Emily Kircher-Morris	Ability Driven Teaching with Kasey Madison Kent
Teach 4 the Heart with Linda Kardamis	Music for Kiddos Podcast with Stephanie Leavell, MT-BC	Dyslexia Duo Podcast with Aimee Rodenroth/ Melissa Dean	Help for Special Educators with Lisa Goodell
Teaching, Reading and Learning: The Reading League	That Music Podcast - A Podcast for Elementary Teachers with Bryson Tarbet, M.M.Ed.	Instructional Coaching:	The Telepathy Tapes
Sold a Story	Music and Movement in Early Childhood and Lower School	Instructional Coaching with Transformational Coaching Strategies The Bright Morning Podcast	Unstuck: The Special Education Podcast
Teaching Middle School ELA with Caitlin Mitchell	Lovely Preschool Teachers Podcast with Ashley Rives	Coaching the Whole Educator with Becca Silver	Access2Education with Delphine Rule
Angela Watson's Truth for Teachers	Teacher Approved: Elementary Teacher Tips and Strategies with Heidi and Emily	Coaching Conversations with Jim Knight	Two Sides of the Spectrum Podcast
The Writing Rope	This Teacher Life with Monica Genta	Instructional Coaching with Ms. B Chrissy Beltran	Special Education Inner Circle with Catherine Witcher, M.Ed.

Course Assignments

Module 1: Introduce Yourself

Goal:	To introduce yourself to the instructor and inform your instructor which podcasts you are learning from.
Assignment:	<p>A. Write a <u>one-page</u> introduction including:</p> <ul style="list-style-type: none"> -Your name -Your school district, city and state -How long you have been teaching -What podcast(s) did you select? <u>The total available recorded content time must equal 10 hours or more.</u> It can be one podcast series, multiple podcasts on the same topic, or different topics. -Provide the reason you chose each podcast, or group of podcasts, as it relates to your classroom or teaching situation. This can be general and overarching, as you have not listened to the podcasts yet to know the specifics of the topic.
Turn In:	Submit to the corresponding Module 1 drop-box in Moodle

Module 2: Listen to Your Podcasts & Take Notes

Goal:	To listen to your podcasts and take notes on your learning. <u>Total podcast recorded time must equal 10 hours.</u>
Assignment:	<p>A. Create a Podcast Overview Document by copying the Template in Course Materials (Podcast Overview)</p> <p>B. Listen to your podcasts (10 hours recorded time)</p> <p>C. Take notes in your Overview Document after each podcast (2 hours)</p> <ul style="list-style-type: none"> -After listening to each podcast, document your learning in your Podcast Overview Document. -You are going to use this information in Module 3.
Turn In:	Submit to the corresponding Module 2 drop-box in Moodle

Module 3: Reflect on Your Learning

Goal:	To reflect on what you gained from the podcasts, and how you will apply it to your teaching and to student learning objectives in your classroom.
Assignment:	A. Write a two-page, or more, reflection on what you gained from the experience of listening to all of the podcasts. How will you apply this to your teaching and to student learning objectives in your classroom?
Turn In:	Submit to the corresponding Module 3 drop-box in Moodle

Course Assessment Rubric

Learning Through Podcasts	A Meets or Exceeds Course Objectives	B Majority of Work Meets Course Objectives	C or Below Does not meet Criteria Resubmission of Assignment Recommended
Organization	Writing is organized, well-thought-out, and clearly articulated.	Writing is complete and demonstrates some reflection of the material.	Writing shows little organization, is not well-thought-out, or exhibits a lack of thoughtful explanation.
Formatting (Typed in an easy-to-read font, such as Arial, Times New Roman or Comic Sans, double spaced, and no larger than 12 point size)	Assignments meet the formatting requirements <u>and</u> the correct number of pages.	Assignments do not meet the formatting requirements <u>or</u> the minimum length requirement of pages.	Assignments do not meet the formatting requirements <u>and</u> the minimum length requirement of pages.
Connect to Course Content	Writing reflects full application of ideas from course material.	Writing reflects some application of ideas from course material.	Writing does not reflect ideas from course material.
Conventions	Assignments are free of spelling and/or grammatical errors, so that the reflection of course material is not hindered.	Assignments have a few spelling and/or grammatical errors, but the reflection of course material is not hindered.	Assignments have numerous spelling and /or grammatical errors, so that the reflection of course material is hindered.