SCHOOL OF EDUCATION
Department of Teacher Education

Course Syllabus
EDUC 522
Learning in the 21st Century

Richard Geib, MA.

I. Mission Statement of Azusa Pacific University

Azusa Pacific University is an evangelical Christian community of disciples and scholars who seek to advance the work of God in the world through academic excellence in liberal arts and professional programs of higher education that encourage students to develop a Christian perspective of truth and life.

II. Diversity Statement

Azusa Pacific University is deeply committed to God-honoring diversity as reflected in the mission, academic vision, positional statement on diversity and the institution's strategic plan. As part of Azusa Pacific University's commitment to diversity, each individual should expect to be treated with respect in a safe environment for expression of ideas regardless of personal background and abilities.

III. The School of Education's Conceptual Framework

The School of Education Learner goals are imbedded in the Four Cornerstones of the University: Christ, Scholarship, Community and Service. Our symbol for the APU School of Education demonstrates this:

School of Education
Conceptual Framework
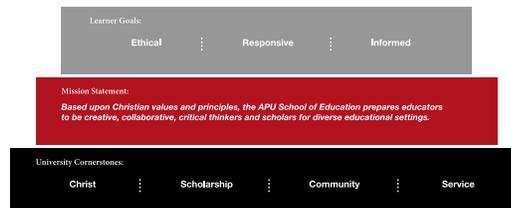
The School of Education prepares:

1) **Ethical** educators who are able to understand and articulate the integration of a Christian worldview in their professional communities of practice

2) **Responsive** educators who practice reflective critical thinking in their engagements with diverse communities of learners, and

3) **Informed** and collaborative scholarly educators who are dedicated to professional growth and lifelong learning.

Course Syllabus

Learning in the 21st Century

Instructor: Richard Geib MA	Class Location: Online
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Class Website:	http://geibtechforlearning.org/

Course Description
Working with digital natives requires an understanding of how they acquire and process information. This course assists educators in bridging the gap between static curriculum and multi-model instruction. A key component of this course is designing unit plans that embed technology and differentiated instruction with a focus on multiple intelligences and learning styles to meet the needs of today's learners.

Digital Teaching and Learning Program Mission Statement
The Master of Arts in Education: Digital Teaching and Learning program prepares teacher candidates to effectively design and implement technology-embedded curriculum to meet the needs of all K-20 digital learners.

Program Goals
Graduates of the Master of Arts in Education: Digital Teaching and Learning Program are more fully competent users of technology in their own instructional practices as well as becoming leaders and models for the use of technology impacting their school sites for effective uses of technology throughout the school community.

Program Objectives

Students will have the opportunity to:
- Demonstrate a sound understanding of technology operations and concepts.
- Examine, explore, and articulate their role as a Christian educator.
- Plan and design effective learning environments and experiences supported by technology to maximize student learning.
- Apply technology to facilitate a variety of effective assessment and evaluation strategies.
- Understand the social, ethical, legal and human issues surrounding the use of technology in PreK-14 schools and apply that understanding in practice.
- Use technology to support learner-centered strategies that address the diverse needs of students.
- Design and develop digital-age learning experiences and assessments.

Student Outcomes and Expected Competencies
To meet the goals and requirements of the course, students will have the opportunity to:
- Learn and explain cognitive research and its application to educational technology
- Explore the theory of multiple intelligences learning and how it relates to traditional cognitive, behavioral, and humanistic theories of learning
- Identify students' uniqueness and apply teaching styles to enhance student learning
- Investigate appropriate integration of technology to address multiple intelligences
- Demonstrate the ability to apply technology in a variety of ways than enrich lesson plans and enhance effective teaching and learning experiences for all types of learners
- Reflect upon the power of using technology to create learning experiences that address multiple intelligences to enrich future teaching and learning activities

IDEA Objectives
Essential IDEA objective for this course:
- *#11: Learning to analyze and critically evaluate ideas, arguments, and points of view*
Important IDEA objectives for this course are:
- *#1: Gaining factual knowledge – terminology, classifications, methods, trends*
- *#2: Learning fundamental principles, generalizations, or theories*

By the end of this course, students should be able to demonstrate mastery of the following learning outcomes. The classroom assignments that the instructor will use to assess mastery are identified in the table.

Student Learning Outcomes By the end of this course, students should be able to:	IDEA Objective	Assignments Used to Assess
Learn and explain cognitive research and its application to educational technology	Learning fundamental principles, generalizations, or theories Gaining factual knowledge – terminology, classifications, methods, trends	Course discussions Project One: Planning Guide
Explore the theory of multiple intelligences learning and how it	Learning to analyze and critically evaluate ideas,	Course discussions

relates to traditional cognitive, behavioral, and humanistic theories of learning	arguments, and points of view	Project One Planning Guide
Identify students' uniqueness and apply teaching styles to enhance student learning	Learning to analyze and critically evaluate ideas, arguments, and points of view	Project Two: Lesson Plan Project Three: Unit Plan
Investigate appropriate integration of technology to address multiple intelligences	Learning fundamental principles, generalizations, or theories Gaining factual knowledge – terminology, classifications, methods, trends	Course discussions Project One: Planning Guide
Demonstrate the ability to apply technology in a variety of ways than enrich lesson plans and enhance effective teaching and learning experiences for all types of learners	Learning to analyze and critically evaluate ideas, arguments, and points of view	Project Two: Lesson Plan Project Three: Unit Plan
Reflect upon the power of using technology to create learning experiences that address multiple intelligences to enrich future teaching and learning activities	Learning to analyze and critically evaluate ideas, arguments, and points of view	Project Three: Unit Plan Final Presentation

Teacher Candidate Dispositions
In alignment with our Conceptual Framework, Azusa Pacific University is committed to supporting our candidates in their endeavor to become Ethical, Responsive, and Informed educator candidates. Dispositions will be addressed will be assessed in designated courses across all programs. MA Candidates who fail to maintain the appropriate dispositions can be removed from the program.

In the Department of Teacher Education, dispositions are assessed in EDUC511, EDUC522 and EDUC526 courses. The dispositional assessment will be completed by the instructor in Taskstream in the final week of these courses. Dispositional assessments are a requirement of MA candidates and intended to show growth over the course of their program participation.

Carnegie Hours

Per APU Credit Hour Policy, one (1) hour of class time must be accompanied by three (3) hours of out of the class student work.

Credit Hours

Following the APU Credit Hour policy, to meet the identified student learning outcomes of this course, the expectations are that this 3 unit course, delivered over a 9 week term will approximate:

Hours	
30	Signature Assignments
12	Technology Assignments
5	Faith Integration Assignments
0	CalTPA
25	Group Discussions
18	Online Activities
18	Textbook and Supplemental Readings
108	(4 hours class x 3 hours outside work x 9 weeks = 108 hours Total of outside classroom work

Required Textbooks and Study Resources

Course textbooks
1. McKenzie, W. (2005). Multiple Intelligences and Instructional Technology (2nd ed.). Eugene, Oregon: International Society for Technology in Education (ISTE).
2. Silver, H. F., Strong, R. W., & Perini, M. J. (2000). So Each May Learn. Alexandria, VA: Association for Supervision and Curriculum Development. (ISBN 0-87120-387-1)

Optional Texts
1. Gardner, H. (2006). Changing minds the art and science of changing our own and other people's minds. Boston, Mass: Harvard Business School Press.
2. Gardner, H. (2006). Multiple Intelligences: New Horizons. New York, New York: Basic Books.
3. Gardner, H. (2006). Five minds for the future. Boston, Mass: Harvard Business School Press.

Copyright Responsibilities:
Students and faculty are both authors and users of copyrighted materials. As a student you must know the rights of both authors and users with respect to copyrighted works to ensure compliance. It is equally important to be knowledgeable about legally permitted uses of copyrighted materials. Information about copyright compliance, fair use and websites for downloading information legally can be found at http://apu.libguides.com/content.php?pid=241554&search_terms=copyright

Course Requirements:

All candidates in the School of Education are required to maintain a current subscription to

Taskstream and be enrolled in the applicable program folios. All candidates are required to submit particular assignments and other forms in Taskstream as they progress through their program. These assignments must be submitted in Taskstream by the deadline specified in the syllabus. Students failing to submit the signature assignment in Taskstream by the last day of the term will receive a non-passing grade in the course. It is the responsibility of the student to ensure that he/she has an active Taskstream account, is enrolled in the correct folio(s), and submits his/her assignments to the correct evaluator.

For Taskstreams help, go to:
        Taskstream –   800-311-5656 help@Taskstream.com
        IMT Help Desk -   626-815-5050 support@apu.edu

Course Evaluation and Assessment
These assignments are designed to be embedded in real, purposeful activities that can be applied to professional work or goals. By sharing projects and ideas together, we benefit from the unique perspectives and strengths of each other. Sharing our work in a professional environment benefits our professional practice as well as personal insight and knowledge base.

Threaded Discussions / Weekly Reading: 50 points
**Please note:
- o Initial posts are due within 2 days of meeting night.
- o A minimum of 2 responses in each discussion is due no later than the evening before the next meeting night each week.
- o Several weeks have 2 discussion topics – students MUST post to both topics for full credit

Project One: Planning Guide (McKenzie p.36, Silver p. 34-35): 50 points
Project Two : MI Lesson Plan and rubric (McKenzie p. 49, 76, 92, Silver ch. 4) : 25 points
Project Three : MI Unit Plan and rubric (McKenzie p. 100, 123, 137-139) : 75 points

Total Points: 200 points

Grade Evaluation
The activities / tasks are designed to assist students in moving to a level of proficiency necessary to complete the remainder of the Master of Arts in Digital Teaching and Learning coursework. All work must be completed by the due dates specified in the course syllabus.

Late work: There will be a 10% deduction for work that is submitted up to one week late from the due date. All work submitted later than one week will receive a 20% point deduction.
Your final grade will be based on the following point percentages.

Grade scale (based on percentage of total points)

95-100=A	89-84=B+	78-80=C+	65-69=D	0-64=F
94-90=A-	84-88=B	73-77=C		
	81-83=B-	70-72=C-		

Definition of work quality as demonstrated by letter grades:

A **Superior** acquisition of factual knowledge of fundamental principles and theories, application of course material related to problem solving and decision-making, and development of skills and competencies in the field of education.

B **More than adequate** acquisition of factual knowledge of fundamental principles and theories, application of course material related to problem solving and decision making, and development of skills and competencies in the field of education.

C **Adequate acquisition** of factual knowledge of fundamental principles and theories, application of course material related to problem solving and decision-making, and development of skills and competencies in the field of education. Satisfactory progress toward the masters degree program is required. A 3.0 grade-point average (GPA) is considered satisfactory progress. Receipt of grade lower than a B- or cumulative GPA lower than 3.0 may result in academic probationary status.   A student may be disqualified from further graduate work at APU if a 3.0 grade-point average is not maintained. Probation and dismissal actions are posted on a student's transcript.

Please consult and refer to the Graduate Catalog Graduate Center Policies and specific program catalogs and guidelines for further information.

Program/Course Policies

Attendance

1. Online: Attendance for online classes is assessed through the instructor's examination of a number of factors, including a candidate's full participation in assignments and activities in the online environment, engagement with colleagues in discussions, responding to prompts and forum posts, and overall contribution to the class learning. Nonparticipation for the equivalent of two sessions will result in a one-letter grade reduction (e.g., "A" to "B"). Nonparticipation for more than two sessions will result in a failing grade.

   a. Attendance is a vital part of this experiential-based learning environment, therefore absences will affect your grade. Two absences will result in a one-letter grade reduction. Three or more absences will necessitate your withdrawal/failure of the course. Tardiness and early departures will also affect your grade. Please speak with Professor Geib immediately if you anticipate any difficulties in fulfilling your attendance requirements.

Requests for Graduate Course Incompletes
  Request for Graduate Course Incomplete is discouraged. An Incomplete is given **only** under special circumstances, as described in the Graduate Catalog. In addition, an Incomplete can only be granted if the student has completed a substantial part of the coursework (approximately 75%), is in good academic standing in the course at the time the Incomplete is filed, and has satisfactory attendance up to the last day to withdraw in the term. Please note that additional documentation related to the extenuating circumstance

that prevented the MA candidate from completing her/his work may be required.

Assignment Policies

All assignments for the course are to be completed and submitted on time in order to receive full credit. Permission for late work is granted only by special request to your faculty.

Academic Dishonesty Policy

Engaging in academic dishonesty in fulfillment of the requirements of an academic program is a serious offense for which a student may be disciplined or dismissed from a program. Academic dishonesty includes: Cheating, fabrication (intentional invention or falsification of any information or citation in an academic exercise), facilitating academic dishonesty (knowingly helping others to commit academic dishonesty), plagiarism, or reuse of previously submitted work without prior approval or citation. See letter D below for more information.

Unless specified otherwise, the style standard by which formal writing assignments will be evaluated is the *APA Publication Manual, 6th edition*.

Retention of Records

You are responsible for retaining syllabi and course records. These may be needed in regard to possible grade questions and/or changes and for future requests regarding course content and expectations.

Emergency Procedures

It is highly recommended that you leave the class title, room and building location, and the APU campus phone number (626) 969-3434 with family and/or other contacts you wish to be notified in case of an emergency.

Academic Integrity Policy

The practice of academic integrity to ensure the quality of education is the responsibility of each member of the educational community at Azusa Pacific University. It is the policy of the university that academic work should represent the independent thought and activity of the individual student, and work that is borrowed from another source without attribution or used in an unauthorized way in an academic exercise is considered to be academic dishonesty that defrauds the work of others and the educational system. Engaging in academic dishonesty in serious offense for which a student may be disciplined or dismissed from a program. The full academic integrity policy is available in the graduate catalog.

All students enrolled in this course are bound by the Academic Integrity and Dishonesty Policy including plagiarism, fabrication, academic dishonesty, and cheating (printed in the Azusa Pacific University Student Handbook).

This course may require students to complete course assignments using resources available from the University Libraries. Research assistance and subject guides for this course are available at http://apu.libguides.com/

Appeals and Grievance Procedures.
> Students wishing to appeal course grades may consult the Graduate Catalog for appropriate procedures.

Course Assignments
Signature Assignment: Project three: Unit Plan
> *Please upload your Key Signature Assignment on to TaskStream.*

Description of Projects
Name all assignments using the following format: lastname.assignmentname.EDUC522.date
Example = geib.LessonPlan.EDUC522.june22.13
Projects are intended to provide opportunities for meaningful application of required text reading, online articles, threaded discussion, and other daily professional experiences of class participants. It is imperative that students make every attempt to develop projects with direct relevance and application to current teaching/educational situations. Organizational charts, sample projects, and self-check rubrics are embedded in course readings. If at any time you need further clarification regarding any course project, or if you simply want to brainstorm a bit, please feel free to contact me by e-mail or telephone. I welcome the opportunity to help you on your journey!

All projects will be presented in discussion forums in Edmodo. Project grades will be determined by thoughtful, successful completion of the work. This includes meeting all of the requirements as outlined in the text or in Edmodo, submitting the work on time, and the quality and relevance of the work to student's professional practice.

Project One: Planning Guide
Resources: McKenzie pp.12, 13, 15, 36, Silver p. 34-35, Interviews with people who display each MI strength. Students will complete a grid of activities that address both Gardner's Multiple Intelligences and Bloom's taxonomy. A full project description and sample of this activity will be addressed in class.

Project Two : Multiple Intelligences Lesson Plan with grading rubric
Resource: McKenzie pp. 49, 76, 92, Silver ch. 4
Using the ideas and resources available on the text CD and the pages listed above, students will create or redesign a technology infused lesson plan to include adaptations for at least 3 of the 8 multiple intelligences.

Rubric Resources: McKenzie pp.161-171, Silver ch. 5
Using the ideas and resources available on the text CD and pages listed above, create a grading rubric for the Multiple Intelligences Lesson Plan.
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Project Three : Multiple Intelligences Unit Plan with grading rubric
Resource: McKenzie pp. 100, 123, 137-139, Silver appendices
Students will develop or redesign a unit that incorporates at least one activity for each of the intelligences. The unit plan must be presented using the Unit Plan template. The chart must list activities, intelligences, state standards and technologies that will be incorporated.

For your final presentation, focus on Standards - Cognition - Technology, in relation to your unit plan. How does your unit integrate standards in ways that address all levels of Blooms and all of the multiple intelligences? How is technology used to enhance and lift learning to a whole new level? What have you learned in this course that has changed the way you think about instructional delivery, student projects, and learning in general? You will need to create a video / presentation that addresses these questions. The presentation must be posted online via YouTube, SlideShare, or another presentation sharing website. You'll have 10 minutes to present.

Available Support Services

For TaskStream assistance, go to: TaskStream (Monday – Thursday, 5:00am – 8:00pm PT; Friday, 5:00am – 4:00pm PT; Saturday, 9:00am – 2:00pm PT; Sunday, 3:00pm – 8:00pm PT)

Learning Enrichment Center Support Services are available for any student in the course who has a disability that might prevent her/him from fully demonstrating her/his abilities. For an appointment with an advisor or tutor and to initiate disability verification and discuss accommodations that may be necessary to ensure full participation in the successful completion of course requirements, call (626) 815-3849.

Class Schedule

Sessions	Readings to do this session	Discussion Topics this session	Projects due by next session
Session 1: 4/14 5:00 pm Online Course introduction **Focus:** Introduction to multiple intelligence theory	<u>Multiple Intelligences and Instructional Technology</u> McKenzie - Ch. 1-4 Silver Ch. 1-2	Threaded Discussion: (in class) Introductions: Post a professional or personal goal/vision you would like to accomplish in this class.	MI survey for adults Bloom/Gardner sample grid overview Work on Project 1 – Section one Complete four interviews for Project 1 – Section two
Session 2: 4/21 5:00 pm Online **Focus:** Another way to understand MIs – movie night!	<u>Multiple Intelligences and Instructional Technology</u> McKenzie - Ch. 5-6 <u>So Each May Learn</u> Silver - Ch. 3-4	Threaded Discussion: ♦ "Although we each have all the intelligences, they are distributed uniquely in every one of us." McKenzie p. 1. Please describe which 2 intelligences best fit your learning style and why. ♦ How do you see your intelligence strengths useful in your faith? Do you see God using your specific intelligence strengths in ways that are unique?	Complete remaining four interviews for Project 1 – Section two. You must complete Project 1 – sections one and two this week.
Session 3: 4/28 5:00 pm Online Online resources that support curriculum: Websites and Apps	<u>Multiple Intelligences and Instructional Technology</u> Review McKenzie - Ch. 1-6 <u>So Each May Learn</u> Silver - Ch. 1-4 21st Century Learning Articles	Threaded Discussion: ♦ Focus on visual learners: Mind Meister web site: how can you use this as a model in your own instruction? ♦ Bloom Gardner grid ideas: Post your idea and respond to at least 2 others using 3-2-1 format Share and discuss 4 rows of Bloom/Gardner grids	Project 1 – Section three Complete all rows of Bloom/Gardner grid (section three) *Please submit as draft to the Bloom/Gardner grid to week 3 forum post*
Session 4: 5/05 5:00 pm Online Project 2 Preview Rubric discussion Field Trip Night!	<u>Multiple Intelligences and Instructional Technology</u> McKenzie - Ch. 7-8 <u>So Each May Learn</u> Silver - Ch. 5-6	Threaded Discussion: ♦ Field Trip Observations ♦ The Naturalist: Respond to reading from Gardner's Changing Minds excerpt	Project 1 – due Work on Project 2 and student rubric

Sessions	Readings to do this session	Discussion Topics this session	Projects due by next session
Session 5: 5/12 5:00 pm Online Art and Music Night Project 3 Preview	<u>Multiple Intelligences and Instructional Technology</u> McKenzie - Ch. 9 <u>So Each May Learn</u> Silver - Conclusion and Appendices	Threaded Discussion: • How can you integrate technology with music into learning activities?	Multiple Intelligences Work on Project 2 and student rubric
Session 6: 5/19 5:00 pm Online Final Presentation Preview on YouTube	<u>Multiple Intelligences and Instructional Technology</u> McKenzie - Ch. 10	Threaded Discussion: • Ideas for Student Project Rubrics • How can you integrate technology with art into learning activities?	Project 2 due *Please submit to the Project 2 by email or through Edmodo* Work on Project 3 draft
Session 7: 5/26 5:00 pm Online Project 3 therapy Feasibility/management/ Implementation discussion Wordle activity	Optional reading: Changing Minds by Gardner	Threaded Discussion: • Think outside the classroom: What emerging technology resources could you use in your unit plan? Think mobile technology – apps!	Project 3 draft Work on Student Project Rubric draft. It is due with the final Project 3 in week 9 Work on Project 3 presentations
Week 8: 6/2 5:00 pm Online Assistive technology in the classroom/App hunt Accessibility features in ios6 presentation	Optional reading: Read Changing Minds by Gardner	Threaded Discussion: Where do we go from here? How can we apply what we have learned to professional practice longterm?	Work on Student Project Rubric draft. It is due with the final Project 3 Work on Project 3 presentations due week 9
Week 9: 6/09 5:00 pm Online Skype/YouTube/ Prezi/Vimeo		Present and discuss MI Unit Plans	Final Presentations *Please submit to the Project 3 by email or through Edmodo*

Web Resources
1. A List of Links to Learning Theory Sites: http://tip.psychology.org/theories.html
2. Key Theorists in Psychology: http://www.learning-theories.com/
3. Bloom's Resources: http://www.apps4stages.wikispaces.com
4. Common Core: http://www.corestandards.org/
5. Common Core + Blooms':
   a. http://buhlercc.wikispaces.com/Bloom%27s+Taxonomy
   b. http://www.ncpublicschools.org/acre/standards/
   http://www.ncpublicschools.org/docs/acre/standards/rbt-knowledge-chart.pdf

Contact Information
Print this section and tape it to the inside of a cabinet for reference…I'm not kidding! ☺
1. Skype: rich_geib
2. Twitter: @mrgeib
3. Facebook: https://www.facebook.com/mr.richard.geib
4. Rich's Blog: http://www.geibtechforlearning.org/blog/
5. Rich's cell: 805-665-3798 (also good for texting….)