TEACHING WITH TECHNOLOGY

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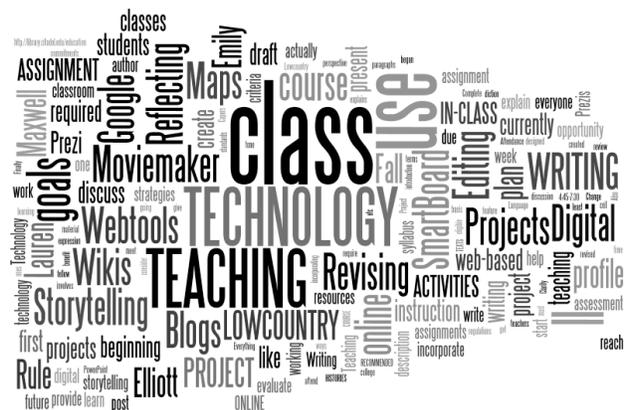
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OVERVIEW:
Have you ever wondered how you could incorporate technologies that your students use on a daily basis to enhance your instruction? Would you like to work with current teachers and educational technology specialists to develop web-based projects and technology strategies that you could actually apply in your future classes?

Teaching with Technology will give you the opportunity to learn about different web-based resources that you can use to improve your students' writing and engagement with literature while getting them excited about learning. This course will provide interactive instruction designed to make activities in and out of the classroom more meaningful for your students.

TEXTS:
Teaching the New Writing: Technology, Change, and Assessment in the 21st-century Classroom
(Herrington, Hodgson, and Moran)
The Technology Toolbelt for Teaching (Manning and Johnson)
Articles and essays distributed online or in class

RECOMMENDED RESOURCES:
http://library.citadel.edu/education
http://www.citadel.edu/library/Research/english.htm
http://www.wikispaces.com
http://prezi.com/index/
http://digitalstorytelling.coe.uh.edu/
http://animoto.com/
http://www.wikispaces.com
http://maps.google.com
http://www.google.com/mapmaker
https://www.blogger.com/tour_start.g
www.gotbrainy.com

COURSE POLICIES:

Attendance – College regulations require that you attend at least 80% of the classes to be eligible to receive course credit; please make every effort to come to class. It is also important that you read the required texts and/or complete the required assignments before each week's discussion so that everyone can benefit from your perspective. If you miss a class, be sure to contact me or ask one of your classmates what you missed. Finally, please remember to silence your cell phones at the beginning of each class.

Assignments – Each assignment for this course is a web-based project that will be graded by its own set of criteria. Because this is an English course, you will write a description of each project that explains how you created it and how you plan to use it. I will evaluate all assignments—both your actual project and your description of it—in terms of writing.

Here are the criteria by which I will evaluate your writing:
- Clarity of expression
- Language use (style, tone, grammar, diction, etc.)
- Effective use of rhetorical strategies to convey topic's importance
- Accuracy and representation of material
- Creative presentation
- If applicable, evidence of scholarship (engagement with relevant theoretical work or state standards)

Your assignments should focus on literary works and activities that are taught in grades you are preparing to teach. To help you create resources that you are more likely to use when you actually begin teaching, I would like you to contact an administrator or teacher from a local school and ask him or her what works are taught in a class you'd like to teach (see assignment for 1/22). Develop your projects on these works.

Deadlines – All assignments are due at the beginning of class unless otherwise specified. If you have an excused absence on a day when assignments are due, please submit your work in advance or make alternate arrangements for its submission.

ASSIGNMENTS AND GRADES:

- **Discussion/Participation: 10%**
- **Profile and Goals Statement: 5%**
- **Prezi: 10%**
- **Digital Storytelling Project: 10%**
- **Smart/Promethean Board Editing Project: 5%**
- **Oral History Project: 10%**
- **Wiki Project: 10%**
- **Blog Project: 10%**
- **BrainyPics Project: 5%**
- **Emerging Technology Project: 10%**
- **Project Revision: 10%**
- **Final Reflection: 5%**

COURSE OUTLINE

Please note that reading and online assignments are due the day they appear on the syllabus.

R 1/15   Course introduction; review syllabus; discuss grading; create online profile

IN-CLASS ACTIVITIES: In addition to going over the syllabus, today in class you will create an online profile on our wikispace that will describe your educational philosophy and provide a platform for you to present all of the projects you'll create this semester.

R 1/22   **PREZIS**
READING ASSIGNMENT: "Why Web-Based Tools" and "How to Choose Tools and a Matrix for Doing So" from *The Technology Toolbelt for Teaching*

ONLINE ASSIGNMENT: Using your online profile, create a post that outlines what your **goals are for this course** and discuss how you plan on working towards those goals. Here are some questions I'd like you to consider: How do you currently use technology in the classroom? What would you like to learn how to do? What ideas do you have for projects you'll be completing in this class? What challenges must you overcome to reach your goals? What can I do to help you reach your goals?

As you address these questions, I would like for you to discuss your communication with those at local schools about the technologies teachers use and the works that they teach. Both your overall goals for the course and the individual assignments you complete should take this information into account.

IN-CLASS ACTIVITIES: You will present your online posts and share with the class your goals for the course. As a class we'll discuss what we can do to help everyone meet his or her goals. We will discuss the readings, and then I will introduce you to Prezis—what they are and how you might use them (instead of PowerPoint) in the classroom. Then you will have time to start working on your own Prezi that you can use in a class you're planning on teaching in the future.

R 1/29   **MOVIEMAKER/iMOVIE/ANIMOTO**
READING ASSIGNMENT: "Narrated Slide Shows" from *The Technology Toolbelt for Teaching*

ONLINE ASSIGNMENT: Complete the Prezi you began in class last week and post a link to it in your online profile. Then write a few paragraphs that explain what your Prezi is about and how you plan to use it in your future classes.

IN-CLASS ACTIVITIES: You will present your Prezis to the class and explain how you plan to use them. Then we will talk about options you have for creating video to use in your instruction, including the use of Moviemaker, iMovie, and Animoto. You'll have an opportunity to start planning your video project.

R 2/5   **DIGITAL STORYTELLING**
READING ASSIGNMENT: "Video" from *The Technology Toolbelt for Teaching*

ONLINE ASSIGNMENT: For this project, you have two options. Option 1 is to post to your profile an assignment you would give your students that involves digital storytelling. If you choose this option, provide detailed descriptions of what type of story you want your students to tell, what online tools they will use, a schedule for completing the project, etc. Then create a sample story to show what the students' projects might look like. Option 2 is to create a digital story using Moviemaker/iMovie/Animoto that would explain some concept to your students. For this option, you'll post your story to your profile and then write a few paragraphs that discuss what your story is about and why you think this medium is particularly effective for teaching your chosen content.

IN-CLASS ACTIVITIES: You will present your digital story assignments, and we will discuss possibilities for practical applications of video creation in your classroom.

R 2/12   **SMART/PROMETHEAN BOARD EDITING**
READING ASSIGNMENT: "True Adventures of Students Writing Online: Mummies, Vampires, and Schnauzers, Oh My!" in *Teaching the New Writing* (21-38) and "Quizzes, Tests, and Surveys" from *The Technology Toolbelt for Teaching*

IN-CLASS ACTIVITIES: We will talk about the reading and discuss how you use Smart/Promethean Board technology in your classroom. We will demonstrate how the technology at The Citadel works and show how we use these editing capabilities to improve student writing. Then you will have time to begin working on your own project involving instruction through editing.

R 2/19   **ORAL HISTORIES**
READING ASSIGNMENT: *Doing Oral History*: "An Oral History of Our Time" and "Conducting Interviews" (distributed electronically) and "Audio" from *The Technology Toolbelt for Teaching*

ONLINE ASSIGNMENT: Write a post that describes an activity you've designed that uses in-class editing on a Smart/Promethean Board to improve student writing. Explain what the students' writing assignment is, what types of edits would be made (and by whom), and why this type of activity would help your students write better.

IN-CLASS ACTIVITIES: You will present your editing activity to the class, and we'll discuss the benefits and possible pitfalls of this type of instruction. Then we will discuss the readings on oral history and introduce you to ways you might incorporate an oral history unit into your own instruction

R 2/26   **WIKIS**
READING ASSIGNMENT: "Wikis" and "Discussion Forums" from *The Technology Toolbelt for Teaching* and "Collaborative Digital Writing: The Art of Writing Together Using Technology" in *Teaching the New Writing* (39-54)

ONLINE ASSIGNMENT: For this assignment, you'll have two options. You may either design an oral history project for your future students, or you may create a lesson plan using oral histories that are already posted to the web. For the first option, you'll create an assignment that explains to your students what interviews they'll be conducting, how they

will go about doing them, and what they'll be doing with the interviews once they've completed them. In the second option, you'll be writing a lesson plan that details how your instruction will utilize oral history collections.

IN-CLASS ACTIVITIES: You will present your oral history projects, and we'll discuss the reading. Then we will talk more specifically about wikis and how you might use them in your classroom. You'll also have the opportunity to get started on your wiki project.

R 3/5   BLOGS
READING ASSIGNMENT: "Blogs" and "Microblogs" from *The Technology Toolbelt for Teaching* and "Be a Blogger: Social Networking in the Classroom" in *Teaching the New Writing* (75-91)

ONLINE ASSIGNMENT: Create a wiki for one of your classes. Link to it on your profile, and write an explanation for how your students will use the wiki and how it will help them learn the material.

IN-CLASS ACTIVITIES: You will present your wiki projects, and then we will talk about the use of blogs in the classroom. We will talk about ways you can use blogs as part of your instruction, and you'll have the chance to get started on your blog project.

R 3/12   BRAINYPICS
READING ASSIGNMENT: "Sharing Images" from *The Technology Toolbelt for Teaching*

ONLINE ASSIGNMENT: Design an activity for your future students that involves their creating a blog. Describe what the blog will be about, provide instructions about how to create it, and explain how the activity will further your teaching goals.

IN-CLASS ACTIVITIES: You will present your blog activities, and we'll discuss the benefits and potential drawbacks of using blogs in the classroom. Then we will introduce you to the fun possibilities of BrainyPics.

R 3/19   EXPLORING SOCIAL MEDIA AND EMERGING TECHNOLOGIES
READING ASSIGNMENT: "Digital Picture Books: From Flatland to Multimedia" in *Teaching the New Writing* (55-72)

ONLINE ASSIGNMENT: Create an assignment using BrainyPics. Write a post that describes the assignment, provides instructions to students, and explains the relevance of the activity to your instructional goals.

IN-CLASS ACTIVITIES: You will present your BrainyPic project, and we'll introduce you to the emerging technology project that we'll begin next week.

R 4/2   **EMERGING TECHNOLOGIES**
READING ASSIGNMENT: "Social Networking and Your Students' Identities" and "Emerging Technology" from *The Technology Toolbelt for Teaching*

IN-CLASS ACTIVITIES: We'll discuss the reading, and then we will explore the place for social media (Twitter, Facebook, etc.) and other emerging technologies in the classroom. You will have time to design and begin working on a project of your choosing involving any webtool or platform we have not already used in class.

R 4/9   **REVISING PROJECTS**
ONLINE ASSIGNMENT: Design a project you can use in your instruction that involves social media or emerging technologies we have not covered in class. Write a post that accompanies your project that explains how this project will further your students' learning.

IN-CLASS ACTIVITIES: You will present your project to the class, and we will discuss the newest frontiers of educational technology. You will then have time to begin revising your projects for the revision assignment.

R 4/16   **SUBMIT FINAL REVISIONS**
ONLINE ASSIGNMENT: Take the project that you've created for this class that you think needs the most improvement and revise it. Post the revised version and a discussion of how and why you've improved it on your profile.

IN-CLASS ACTIVITIES: You will present your revisions, and we'll talk about the future of educational technology.

R 4/23   **REFLECTION**
ONLINE ASSIGNMENT: Write a post that discusses your experience in this class and how you've used or how you plan to use the projects you've created for it. What activities have been the most helpful? Which didn't work as you thought they would? Has your conception of educational technology changed? If so, how?

IN-CLASS ACTIVITIES: We will discuss everyone's reflections and will have an end-of-the-semester gathering.