ED 500

Teaching with Tablets

Course Format: Online

Grade Type: Pass/Fail (Grade B equivalent, ≥80% mandatory for Pass)

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Catalog Description: Graduate topics in education. Each has a subtitle; no subtitle may be repeated for credit. Counts for M.Ed. credit with approval of Program Director.

Additional Course Description:
In this course participants will gain an understanding of how to operate their tablet and become familiar with the opportunities it provides for enhancing the learning in their classroom.

Required Text(s) and Other Materials: None.

Course Objectives:
- Identify the basic operations of tablet devices.
- Design ways to assess student-learning through the implementation of tablets.
- Develop lessons that will be supplemented with the use of tablets.
- Discuss research findings and application.

STUDENT LEARNING OUTCOMES (SLOs):
This course addresses the following student learning outcomes to the degree shown in the table. Degree Addressed is rated according to the following scale:
<p style="text-align:center">1=Basic, 2=Developing, 3=Proficient, 4=Advanced</p>

Student Learning Outcome	Degree Addressed
1. Demonstrate growth in content knowledge related to teaching assignment and the application of content knowledge to classroom instruction and assessment.	3
2. Understand scientifically-based practices in teaching and learning, including strategies in literacy education, instructional technology, differentiation of instruction, and apply them to raise student achievement.	2
3. Demonstrate multiple means of assessing and evaluating student learning and use them to change teaching and learning.	2
4. Locate, interpret, synthesize, and apply educational research in best practices in teaching.	2
5. Understand models for professional change, including teacher collaboration, professional learning communities, strategies for mentoring and coaching to facilitate change, and effective professional development.	1

6. Demonstrate understanding of reflective practice that results in improved classroom teaching and learning, including teacher reflection, use of technology in self-assessment, collaboration for change, and self-management of change.		2
7. Demonstrate understanding of system and organizational change in education, including models for school change and current research and trends in school change.		1
8. Demonstrate responsibility for student learning at high levels.		3
9. Demonstrate responsibility for school reform and leadership in school change.		1

Course Requirements:

Topic	Learning Activities (Read & Watch)	Discussion (Post & Reply)	Assignment(s) (Research & Apply)	Hours
Topic 1: Tablet Basics	Locate and Review Tablet Tutorials (1 hour)	Personal Understanding and Professional Needs (3 hours)	Analysis of Two "Articles of Impact" Tutorials Quiz (5 hours)	9
Topic 2: Tablet Applications	Application Tutorial Participant-generated Application List Exploration (3 hours)	Application Review (3 hours)	"Top Fifteen" List (4 hours)	10
Topic 3: Implementation and Best Practice	Keynote, Prezi, and other tutorials (2 hours)	Best Practices (3 hours)	Slide Deck Presentation Lesson Plan (9 hours)	14
Topic 4: Curriculum Planning	Google/App Store Exploration (2 hours)	Limitations and Future Use (3 hours)	Subject-specific Application List Tablet Implementation Plan (8 hours)	13
			Total	46

Grading:

Grading Breakdown:

Discussion (4 @ 5pts/each)	**20 points**
Week 1 Quiz	**10 points**
Analysis of Two "Articles of Impact"	**10 points**
"Top 15" List	**10 points**
Slide Deck Presentation	**15 points**
Lesson Plan	**15 points**
Subject-specific Application List	**15 points**
Tablet Implementation Plan	**15 points**
Total	**110 points**

Grading Scale:

77-110 pts	Satisfactory
<77 pts	Unsatisfactory

Rubrics:

Discussions (5 points):

Criteria	Emerging	Competent	Proficient
Initial Post (3 pts)	Initial post fails to address all of the required prompts. 0-1 point	Initial post addresses all of the required prompts. Application of course content is sufficient. 2 points	Initial post clearly and fully addresses all of the required prompts. Demonstrates thoughtful application of course content. 3 points

Responses (2 pts)	Responses to classmates are missing or insufficient.

0 points | Responses to classmates are sufficient.

1 point | Responses to classmates seek to further the discussion in meaningful ways.

2 points |

Analysis of Two "Articles of Impact" (10 points):

Criteria	Emerging	Competent	Proficient
First Article (5 pts)	Fails to adequately identify the article and/or summarize and discuss its assertions.

0-2 points | Identifies the title, author(s), and source of the article and includes a link.

Generally summarizes the content of the article and discusses its assertions.

3-4 points | Clearly identifies the title, author(s), and source of the article and includes a link.

Thoughtfully summarizes the content of the article and applies and/or critiques its assertions in a context that is personal to the learner.

5 points |
| Second Article (5 pts) | Fails to adequately identify the article and/or summarize and discuss its assertions.

0-2 points | Identifies the title, author(s), and source of the article and includes a link.

Generally summarizes the content of the article and discusses its assertions.

3-4 points | Clearly identifies the title, author(s), and source of the article and includes a link.

Thoughtfully summarizes the content of the article and applies and/or critiques its assertions in a context that is personal to the learner.

5 points |

"Top 15" List (10 points):

Criteria	Emerging	Competent	Proficient
Completeness (5 pts)	List contains fewer than 10 relevant applications that could be used to enhance a variety of learning environments. 0-2 points	List contains 10-14 relevant applications that could be used to enhance a variety of learning environments. 3-4 points	List contains a minimum of 15 relevant applications that could be used to enhance a variety of learning environments. 5 points
Application (5 pts)	Fails to adequately identify the purpose, associated costs, and potential uses of multiple applications. 0-2 points	The purpose, associated costs, and potential uses of each application is clearly stated, with few exceptions. 3-4 points	The purpose, associated costs, and potential uses of each application is clearly stated. 5 points

Slide Deck Presentation (15 points)

Criteria	Emerging	Competent	Proficient
Application Utilization (5 pts)	Failed to use an appropriate presentation application, and/or Failed to effectively incorporate a variety of tools, and/or Contains fewer than 5 slides. 0-2 points	Appropriate presentation application is utilized. Some tools/apps are incorporated in the presentation, but may be used ineffectively. Contains a minimum of 5 slides 3-4 points	Appropriate presentation application is utilized. Variety of tools/apps are incorporated throughout the presentation. Contains a minimum of 5 slides 5 points

Content (5 pts)	Topic is not adequately presented or explained. 0-2 points	Topic is apparent and generally well explained. 3-4 points	Subject is clearly explained. 5 points
Design (5 pts)	Overall design is distracting, inconsistent, or otherwise ineffective. 0-2 points	Images and colors are randomly implements and no general theme is apparent. Transitions are distracting. General theme is apparent. 3-4 points	Images and colors are used to support text and properly used throughout. Transitions are smooth and varied. General theme is apparent. 5 points

Lesson Plan (15 points):

Criteria	Emerging	Competent	Proficient
Lesson Design (5 pts)	Fails to include a clear lesson topic, goals, or outline. 0-2 points	Lesson topic and goals are included. Includes a general outline of the class period/unit, but may be missing some components. 3-4 points	Lesson topic and goals are clearly stated and aligned. Includes a clear outline of the class period/unit, including necessary materials, learning activities, and assessments. 5 points
Tablet/Application Implementation (10 pts)	Fails to incorporate a variety of uses for tablet/applications. 0-5 points	Tablet/applications are incorporated in two unique ways.	Tablet/applications are thoughtfully incorporated in at least three unique ways.

		A description of how each form of implementation increases effectiveness and/or engagement is attempted, but may be unclear. 6-8 points	A description of how each form of implementation increases effectiveness and/or engagement is included. 8-10 points

Subject-specific Application List (15 points):

Criteria	Emerging	Competent	Proficient
Completeness (5 pts)	List contains fewer than 10 relevant applications. 0-2 points	List contains 10-14 subject-specific applications that could be used to enhance the participant's unique learning environment. 3-4 points	List contains a minimum of 15 subject-specific applications that could be used to enhance the participant's unique learning environment. 5 points
Application (10 pts)	Fails to adequately identify the purpose, associated costs, and potential uses of multiple applications. 0-5 points	The purpose, associated costs, and potential uses of each application in the participant's unique learning environment is clearly stated, with few exceptions. 6-7 points	The purpose, associated costs, and potential uses of each application in the participant's unique learning environment is clearly stated. 8-10 points

Tablet Implementation Plan (15 points):

Criteria	Emerging	Competent	Proficient

	Fails to provide an effective plan for implementation or address the required components of the plan. 0-7 points	Provides a clear explanation of planned implementation of tablets in the classroom that generally addresses the required components of the plan. 8-11 points	Provides a clear explanation of planned implementation of tablets in the classroom that specifically addresses goals, timelines, uses, necessary resources, duration and repetition, and evaluative practices. 12-15 points
Completeness (5 pts)			

Incomplete Grades: Incomplete Grades will be handled according to the University Catalog. If an incomplete grade is issued, the student, instructor, and Associate Dean will develop an agreement for the terms of the incomplete and sign it.

Student Conduct: Students are required to follow the policies set within the Student Code of Conduct at CSU-Pueblo. This Code can be found on the Student Affairs website at https://www.csupueblo.edu/student-affairs/student-conduct/index.html. Students with questions regarding any guidelines within the Code should contact the Director of Student Conduct and Case Management at 719-549-2092.

Accommodations:

Colorado State University-Pueblo abides by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, which stipulates that no student shall be denied the benefits of an education "solely by reason of a handicap." If you have a documented disability that may impact your work in this class and for which you may require accommodations, please see the Disability Resource & Support Center as soon as possible to arrange accommodations. In order to receive accommodations, you must be registered with and provide documentation of your disability to the Disability Resource & Support Center, which is located in the Library and Academic Resources Center, Suite 169.

Academic Dishonesty:

Academic dishonesty is any form of cheating which results in students giving or receiving unauthorized assistance in an academic exercise or receiving credit for work which is not their own. In cases of academic dishonesty, the instructor will inform the chair of the department prior to implementation of punitive action. Academic dishonesty is grounds for disciplinary action by both the instructor and the

Dean of Student Services and Enrollment Management. Any student judged to have engaged in academic dishonesty may receive a failing grade for the work in question, a failing grade for the course, or any other lesser penalty which the instructor finds appropriate. To dispute an accusation of academic dishonest, the student should first consult with the instructor. If the dispute remains unresolved, the student may then state his or her case to the department chair (or the dean if the department chair is the instructor of the course).

Academic dishonesty is a behavioral issue, not an issue of academic performance. As such, it is considered an act of misconduct and is also subject to the University disciplinary process as defined in the CSU-Pueblo Student Code of Conduct Policies and Procedures Manual. Whether or not punitive action has been implemented by the faculty, a report of the infraction should be submitted to the Dean of Student Services and Enrollment Management who may initiate additional disciplinary action. A student may appeal a grade through the Academic Appeals Board. The Dean of Student Services and Enrollment Management's decision may be appealed through the process outlined in the Student Code of Conduct Policies and Procedures Manual.

Mandatory Reporting:

Colorado State University-Pueblo is committed to maintaining respectful, safe, and nonthreatening educational, working, and living environments. As part of this commitment, and in order to comply with federal law, the University has adopted a Policy on Discrimination, Protected Class Harassment, Sexual Misconduct, Intimate Partner Violence, Stalking, & Retaliation. You can find information regarding this policy, how to report violations of this policy, and resources available to you, on the Office of Institutional Equity's website (www.csupueblo.edu/institutional-equity).