



**EDUC 679: Blended Learning Experiences for Students in
Urban Schools**
Units: 2
Semester: Fall 2018
Class Time: 1 hour 50 minutes weekly

Location:

Instructor:

Office:

Office Hours:

IT Help: (888) 628-5041

Hours of Service: 24 hours/daily; 7 days weekly.

Course Description

This course is designed for teacher candidates to design, implement, and evaluate technology-rich learning environments to customize and individualize learning opportunities and assessments for K-12 students. In this course, candidates will integrate knowledge of subject matter, pedagogy, and available instructional technology tools, including assistive technology, to design learning experiences that engage and support all students in learning the California Common Core State Standards, along with improving students' conceptual understanding, cultivating their critical thinking, and promoting their creative learning. The concept of literacy has expanded considerably given being literate means more than reading and writing. Not only does literacy include listening and viewing, but a number of other literacies have emerged as a result of the diffusion of information and communications technologies (ICT) into teaching and learning environments. This course expands the definitions of literacy through the lenses of digital media, technology, and information.

Learning Objectives

In accordance with the California Commission on Teacher Credentialing, candidates in this course will:

- Model knowledge, skills, and fluency in using digital tools.
- Teach students how to use digital tools to learn, to create new content, and to demonstrate what they are learning.
- Model and promote digital citizenship and critical digital literacy, including respecting copyright law, understanding fair use guidelines, understanding Creative Commons license, and maintaining Internet security.
- Promote equal access of all students to digital tools and assure that students are safe in their digital participation.
- Use appropriate educational technologies to deepen teaching and learning to provide students with opportunities to participate in a digital society and economy.
- Use established learning goals and students' assessed needs to frame the choices of digital tools and instructional applications consistent with standards of the ISTE and International Association for K12 Online Learning (iNACOL).

Course Notes

A letter grade will be awarded. The course is Web-enhanced, through its use of 2U Learning Management System (LMS) as well as online and multimodal assignments. Any copies of lecture slides, midterm and final exam guidelines and resources, and presentation guidelines will be posted. Expectations are for scholarly participation and research using ICT, the use of multiple mediums for student presentations, and any summative exams. ICT-enhanced learning strategies may be used including the use of real-time polling and the creation of collaborative Google documents during class sessions.

Technological Proficiency and Hardware/Software Required: Distance Learning

This course is offered both on-line and on campus; the activities, expectations and requirements are identical between the two versions. The on-line course is conducted through a combination of real time and asynchronous modules, just as the on-campus version is conducted with some in-class and out-of-class activities. All candidates will be required to complete assignments on-line, in the field and independently along with completing related reading assignments. The time needed to complete all assignments fulfills course unit time requirements.

By this point in the program, candidates' level of technical competence should include basic knowledge of the Internet. They should have an account on, at least, one site that allows people to interact with one another (e.g. Facebook, MySpace, Skype, etc.). Basic tasks will include posting attachments, opening and posting discussion forums and uploading assignments including video clips (the mechanics of this will be taught). As in past courses, candidates will need to be able to video record their interactions with candidates (which may be accomplished through the use of a portable micro video camera) and upload edited versions (time limited) of their work. In addition, to complete assignments and access course

documents, candidates should have some familiarity with Microsoft Word, Power Point, Excel, and basic Internet surfing.

Candidates will have ongoing access to the instructor and fellow classmates throughout the course. Through the Course Wall, e-mails, course calendars, and Forums, the instructor will maintain ongoing communication with candidates. These tools also provide candidates with a variety of ways to contact the instructor, share their ideas, comments and questions through private and public means. In addition, candidates will be made aware of real-time opportunities to engage in discussions with the instructor and their fellow classmates. The Course Wall provides a place for the instructor to share new information and new postings. Due dates will automatically appear both on a student's homepage and in their calendar.

E-mail and chat will be the primary forms of immediate communication with the instructor. E-mail will be checked on a daily basis during the weekdays and will be responded to within 48 hours. The course calendar provides candidates with assignment due dates and notification of scheduled office hours for all faculty members teaching this course. Candidates may attend office hours with any instructor; however, if a student has a specific question about assignments or coursework, it is preferable to attend office hours with your instructor of record.

The Forum provides candidates a place to post questions, comments, or concerns regarding readings and assignments at any time during the duration of the course. In addition to weekly Class Time sessions, the Forum is the primary location for candidates to communicate their learning with one another. It will be open at all times for postings and reactions.

All required materials will be prepared and posted prior to the start of the course, but an instructor may add additional optional material at any point. All links and attachments will be checked weekly for updates.

In the Event of Technical Breakdowns

Candidates may submit assignments to the instructor via e-mail by the posted due date. Remember to back up your work frequently, post papers on the LMS (Learning Management System) or in Blackboard (on campus cohorts) once completed, load files onto a power drive, and keep a hard copy of papers/projects.

Standards of Appropriate Online Behavior:

The protocols defined by the USC Student Conduct Code must be upheld in all online classes. Candidates are not allowed to post inappropriate material, SPAM to the class, use offensive language or online flaming. For more information, please visit: <http://www.usc.edu/student-affairs/SJACS/>

Required Readings and Supplementary Materials

Most readings and viewings are available online or via the USC Libraries. Please refer to the course schedule table for week-by-week assigned readings. Please also rent or purchase the following textbook:

- Maloy, R. W., Verock, R. E. A., Edwards, S. A., and Woolf, B. P. (2016) *Transforming Learning with New Technologies, 3/e*. New York: Pearson. ISBN-13: [978-0134020631](https://www.amazon.com/dp/9780134020631)

Description and Assessment of Assignments

Assignment 1: Blended Learning Reflective Forum

A central goal of this course is to dissipate the digital divide by meeting the challenges of technological access and providing students with opportunities to fully participate and develop new media literacy skills in and beyond the classroom that reflect a foundation of traditional literacy, research skills, technical skills, and critical analytical skills taught in the classroom (Jenkins et al, 2006, p. 4). To accomplish this goal, candidates will use observation, survey, and interview methods to identify 3-5 ways learners in their student teaching classroom use digital tools (i.e., devices, hardware, software) and media (photos, videos,

music, web/digital content) in their daily lives. Candidates will also document the instructional technology provided by the school and accessible in the classroom (e.g., tablets, PCs, WiFi, SmartBoards, etc.) and how the host teacher (“guiding teacher”) utilizes/integrates these technologies in her/his lesson activities, assessments, and planning discussions (e.g., the teacher explicitly discusses how s/he will use available technologies when planning a lesson). After documenting the learners’ individual or personal use of technology and the teacher’s use of technology in planning and implementing instruction, the candidate will prepare a 250-500 word forum posting in which she or he analyzes how technologies are currently being used to deepen teaching and learning. The candidate will then reflect on ways in which technologies could be used to foster meaningful blended learning opportunities with the use of digital tools, media, and other available technologies. The candidate will evaluate the affordances (available technologies) and hindrances (unavailable or inaccessible technologies) based on their proposal of new blended learning opportunities. An assignment guide and rubric will be provided.

Due Friday, 11:55PM PST, Week 2: 20 points – 15% of final grade

Assignment 2: Blended Learning Lesson Plan

A central goal of this course is to dissipate the digital divide by meeting the challenges of technological access and providing students with opportunities to fully participate and develop new media literacy skills in and beyond the classroom that reflect a foundation of traditional literacy, research skills, technical skills, and critical analytical skills taught in the classroom (Jenkins et al, 2006, p. 4). To accomplish this goal, candidates will design, revise, refine, and present a learning plan based on her/his content area that applies the concept of technological convergence and the uses of new media literacy skills enumerated by Jenkins et al (2006). Candidates will incorporate the state content standards and the ISTE NETS standards in their learning plan. An assignment guide, template, and rubric will be provided.

Due Friday, 11:55PM PST, Week 4, 20 points – 15% of final grade

Assignment 3: Blended Learning Focus Videos

This course is designed to be taken concurrently with EDUC 677: Applications of Curriculum and Instruction in Urban Schools, Part B, and therefore expects that you will be completing student teaching and the field-based assignments required in EDUC 677. In other words, this course shall be taken during student teaching. If you are not concurrently enrolled in EDUC 677, a fieldwork placement school will be assigned to you for the completion of this assessment. Using an integrative approach to our curriculum, we designed this assignment to allow you to prepare four of your focus videos from EDUC 677 (See “Assignment 3: Reflective Teaching Events – Instructional Activities in Focus (Focus Videos)” in that syllabus). To complete this assignment, you shall prepare focused instructional activities that incorporate the use of blended learning tools, activities, and/or assessments. As noted in the EDUC 677 syllabus, a focused instructional activity may be 10-25 minutes in length, depending on the breadth and depth of the instructional activity you design and implement. These videos might also serve a third purpose in carrying out your planning, preparation, and submission of the edTPA, as noted in EDUC 677.

- Blended Learning Focus Video 1: Due by Week 6
- Blended Learning Focus Video 2: Due by Week 10
- Blended Learning Focus Video 3: Due by Week 12

Due Fridays, 11:55PM PST, Weeks 6, 10, and 14: 30 points each/60 possible points - 30% of final grade

Assignment 4: Blended Learning Student Work Portfolio

As mentioned in Assignment 3, this course shall be taken during student teaching. If you are not concurrently enrolled in EDUC 677, a fieldwork placement school will be assigned to you for the completion of this assessment. In this final portfolio assessment, select three examples of student work produced by your students that were outcomes of blended learning opportunities you created for them during instruction. Whenever/wherever possible, choose student work examples that represent heterogeneous abilities (e.g., low performing, high performing/gifted and talented, students with ELL support needs or SpEd support needs). You may photograph, videotape, or scan (PDF) the student work examples. Include these digital copies in your portfolio submission on the LMS. For each example, provide a 250-500-word analysis (1-2 pages) of each student work example. Provide a clear description of the blended learning

instructional activity, the learning objectives, state content standards, and the ISTE NETS standards with which it was aligned. Evaluate the quality of the student work example: Does it show evidence that the learner met the intended/state learning objective? How did the blended learning activity enhance, support, or in some cases hinder/get in the way of her or his learning? How would you approach this blended learning activities differently (e.g., choices of technology, choices of assessment, steps in the lesson activity) in the future? **Due Friday, 11:55PM PST, Week 14: 60 points – 30% of final grade**

Assignment 5: Class Participation

Punctual attendance and active participation are expected. Points will be based on your punctual attendance and the level and quality of your participation. Discussions will occur at every class meeting or online. Although technical and connectivity issues do occur, online candidates must make every effort to engage in discussion through the 2sc site for video participation (not just via teleconference). Online candidates who do not participate in the full online class time (via video *and* teleconference) may be given only partial credit for participation in that discussion session. Both online and on campus candidates are expected to actively participate in class discussions by asking questions and contributing to the discussion. Excused absences are approved at my discretion and only if the request is made in advance or in the event that you have an emergency, that the request is made as soon as possible after the missed class. Consult me for the process for making up an excused absence. **Please note: Class will not be held during Week 8 to allow you extra time to complete and submit your edTPA. Class time has therefore been redistributed to meet Carnegie Unit Load rules. Up to 5 points per class - 10% of your final grade.**

Grading Breakdown

Assignment	Points Possible	% of Grade
1: Blended Learning Reflective Forum	20	20%
2: Blended Learning Lesson Plan	20	15%
3: Blended Learning Focus Videos	60	30%
4: Blended Learning Student Work Portfolio	60	30%
5: Class Participation	75	10%

Grading Scale (Example)

Course final grades will be determined using the following scale

- A 95-100
- A- 90-94
- B+ 87-89
- B 83-86
- B- 80-82
- C+ 77-79
- C 73-76
- C- 70-72
- D+ 67-69
- D 63-66
- D- 60-62
- F 59 and below

Assignment Rubrics

All Assignment Rubrics will be discussed during class time and shared electronically.

Assignment Submission Policy

Assignment due dates are listed in the weekly schedule below. Assignments should be uploaded to the course 2SC Learning Management System (LMS) on the assignment page. Late assignments will be reviewed per the **indicated below**.

LATE POLICY

All noted assignments are due when listed. Each week traditionally begins on Monday and ends on the following Sunday. Per official MAT Program policy, late assignments will be accepted **only** with the instructor's advance permission **and** under limited circumstances.

1. To be considered for advance permission to submit a late assignment, the instructor must be notified of the circumstances requiring a late submission no later than 24 hours before the due date and time of the assignment.
2. Acceptable circumstances do NOT include personal holidays, celebrations, and/or vacations OR scheduling conflicts/over-commitments including work and childcare.
3. Late submissions with advance permission will not be docked points for lateness. If advance permission has not been granted, late submissions will not receive full credit.
4. Late submissions will receive a penalty of a 10% per day deduction from the final grade, and there will be no credit for submissions that are more than 5 days late.

You must attend class time at the time you have signed up with your instructor. If there is an extreme emergency, your instructor may allow you to attend another section for credit with PRIOR approval.

Grading Timeline

All assignments will be evaluated and returned a week after the submission date.

Statement on Academic Conduct and Support Systems

Academic Conduct

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, "Behavior Violating University Standards" <https://policy.usc.edu/student/scampus/part-b>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

Discrimination, sexual assault, intimate partner violence, stalking, and harassment are prohibited by the university. You are encouraged to report all incidents to the *Office of Equity and Diversity/Title IX Office* <http://equity.usc.edu> and/or to the *Department of Public Safety* <http://dps.usc.edu>. This is important for the health and safety of the whole USC community. Faculty and staff must report any information regarding an incident to the Title IX Coordinator who will provide outreach and information to the affected party. The sexual assault resource center webpage <http://sarc.usc.edu> fully describes reporting options. Relationship and Sexual Violence Services <https://engemannshc.usc.edu/rsvp> provides 24/7 confidential support.

Support Systems

A number of USC's schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the *American Language Institute* <http://ali.usc.edu>, which sponsors courses and workshops specifically for international graduate students. *The Office of Disability Services and Programs* <http://dsp.usc.edu> provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, *USC Emergency Information* <http://emergency.usc.edu> will provide safety and other updates, including ways in which instruction will be continued by means of Blackboard, teleconferencing, and other technology.

Course Schedule: A Weekly Breakdown

	Topics/Daily Activities	Readings and Viewings	Deliverable/ Due Dates
Week 1 Dates	Unit 1: Understand Blended Teaching & Learning in the 21 st Century	Readings <ul style="list-style-type: none"> Horn, M. B. & Staker, H. (2015). Chapter 1: What is Blended Learning? In <i>Blended: Using Disruptive Innovation to Improve Schools</i>, pp. 31-66. San Francisco: Jossey-Bass. Maloy, Verock, Edwards, & Wolf. (2016). Chapter 1: Becoming a 21st Century Teacher, pp. 1-24; Chapter 2: Understanding Educational Technology Issues and Trends, pp. 25-51. In <i>Transforming Learning with New Technologies, 3/e</i>. NY: Pearson. 	Readings to be read prior to class
Week 2 Dates	Unit 1: Understand Digital Youth and Learning	Readings <ul style="list-style-type: none"> Jenkins, H., Clinton, K., Purushotma, R., Robison, A. J., and Weigel, M. (2006). <i>Confronting the challenges of participatory culture: Media education for the 21st century</i>. Chicago, IL: MacArthur Foundation. ISTE Standards for Teachers ISTE Standards for Students Common Core State Standards in your Content Area and Grade Level – Identify Instructional Technology Features of these Standards. Assignment 1: Blended Learning Reflective Forum	Readings to be read prior to class Friday
Week 3 Dates	Unit 2: Design Transform Learning with Purposeful Technology	Reading <ul style="list-style-type: none"> Maloy, Verock, Edwards, & Wolf. (2016). Chapter 3: Transforming Learning with Unique, Powerful Technology, pp. 52-76. In <i>Transforming Learning with New Technologies, 3/e</i>. NY: Pearson. 	Readings to be read prior to class
Week 4 Dates	Unit 2: Design Design Lessons and Develop Curriculum with Powerful Technology	Reading <ul style="list-style-type: none"> Maloy, Verock, Edwards, & Wolf. (2016). Chapter 4: Designing Lessons and Developing Curriculum with Technology, pp. 77-101. In <i>Transforming Learning with New Technologies, 3/e</i>. NY: Pearson. Assignment 2: Blended Learning Lesson Plan	Readings to be read prior to class Friday
Week 5 Dates	Unit 3: Engage Information Literacy, Digital Citizenship, & Rethinking Teacher Power	<ul style="list-style-type: none"> Maloy, Verock, Edwards, & Wolf. (2016). Chapter 5: Teaching Information Literacy and Digital Citizenship, pp. 102-129. In <i>Transforming Learning with New Technologies, 3/e</i>. NY: Pearson. Voithofer, R. and Winterwood, F. (2010). Articulating and contextualizing multiple literacies in an urban setting. <i>Urban education</i>, 45 (5), pp. 687-707. 	Readings to be read prior to class
Week 6 Dates	Unit 3: Engage Web-Based Digital Learning Tools & Online Learning	Reading <ul style="list-style-type: none"> Maloy, Verock, Edwards, & Wolf. (2016). Chapter 6: Fostering Online Learning with Educational Websites and Apps, pp. 130-156. In <i>Transforming Learning with New Technologies, 3/e</i>. NY: Pearson. Assignment 3: Blended Learning Video 1	Readings to be read prior to class Friday

Week 7 No Class	Unit 3: Engage Problem Solving with Games, Apps, Simulations, and Virtual Worlds	Reading <ul style="list-style-type: none"> Maloy, Verock, Edwards, & Wolf. (2016). Chapter 7: Exploring Problem Solving with Software, Apps, and Games, pp. 130-156. In <i>Transforming Learning with New Technologies</i>, 3/e. NY: Pearson. Mimi Ito Katie Salen James Paul Gee 	Readings to be read prior to class
Week 8 Dates	Unit 3: Engage Participatory Collaboration	Reading <ul style="list-style-type: none"> Maloy, Verock, Edwards, & Wolf. (2016). Chapter 8: Communicating and Collaborating with Social Media, pp. 184-211. In <i>Transforming Learning with New Technologies</i>, 3/e. NY: Pearson. edTPA submission due – see EDUC 677 syllabus	Readings to be read prior to class
Week 9 Dates	Unit 4: Create & Cultivate Creative and Powerful Expressions through Visual, Video, and Aural Artifacts	Reading <ul style="list-style-type: none"> Maloy, Verock, Edwards, & Wolf. (2016). Chapter 9: Expressing Creativity with Multimedia Technologies, pp. 212-239. In <i>Transforming Learning with New Technologies</i>, 3/e. NY: Pearson. http://norvig.com/Gettysburg http://www.youtube.com/watch?v=MjcO2ExtHso http://www.copyright.gov/fls/fl102.html http://www.facultyfocus.com/articles/instructional-design/using-shared-online-video-to-anchor-instruction-youtube-and-beyond/ http://audacity.sourceforge.net/ 	Readings to be read prior to class
Week 10 Dates	Unit 4: Create & Cultivate Digital Storytelling	Reading <ul style="list-style-type: none"> Dalton, B., Robinson, K., Lovvorn, J., Smith, B., Alvey, T., Mo, E., Proctor, C. (2015). Fifth-Grade Students' Digital Retellings and the Common Core: Modal Use and Design Intentionality. <i>The Elementary School Journal</i>, 115(4), pp. 548-569. Assignment 3: Blended Learning Video 2	Readings to be read prior to class Friday
Week 11 Dates	Unit 4: Create & Cultivate Assistive & Digital Technologies to Differentiate Instruction for All Students	Reading <ul style="list-style-type: none"> Maloy, Verock, Edwards, & Wolf. (2016). Chapter 9: Expressing Creativity with Multimedia Technologies, pp. 212-239. In <i>Transforming Learning with New Technologies</i>, 3/e. NY: Pearson. 	Readings to be read prior to class
Week 12 Dates	Unit 5: Differentiate & Evaluate Assistive & Digital Technologies to Differentiate Instruction for All Students	Reading <ul style="list-style-type: none"> Tomlinson & McTighe (2005). Ch 6: Considering evidence of learning in diverse classrooms Assignment 3: Blended Learning Video 3	Readings to be read prior to class Friday
Week 13 No Class	Unit 5: Differentiate & Evaluate Assistive & Digital	Reading <ul style="list-style-type: none"> Maloy, Verock, Edwards, & Wolf. (2016). Chapter 10: Promoting Success for All Students through Technology 	Readings to be read prior to class

	Technologies to Differentiate Instruction for All Students	Assignment 4: Blended Learning Student Work Portfolio	Friday
Week 14 Dates	Unit 5: Differentiate & Evaluate Digital, reflective performance assessments	Reading <ul style="list-style-type: none"> Maloy, Verock, Edwards, & Wolf. (2016). Chapter 11: Engaging students in performance assessment and reflective learning 	Readings to be read prior to class
Week 15 Dates	Unit 6: Change Agent	Reading <ul style="list-style-type: none"> Maloy, Verock, Edwards, & Wolf. (2016). Chapter 12: Integrating Technology and Creating Change as Teacher Leaders 	Readings to be read prior to class
FINAL Date	Summative Experience	In class summative reflective activity.	Date: For the date and time of the final for this class, consult the USC <i>Schedule of Classes</i> at www.usc.edu/soc .