USC Rossier School of Education

EDUC 679: Blended Learning Experiences for Students in Urban Schools
Units: 2
Semester: Spring 2022
Class Time: 2 hours weekly (NO CLASS WEEKS 7 & 8)

Location: WPH 203
Instructor: Dr. Krishna Y. Smith
Office: Virtual
Office Hours: Available by appointment
Contact Info: 323-449-2102
IT Help: (888) 628-5041
Hours of Service: 24 hours/daily; 7 days weekly.

School Mission
The mission of the USC Rossier School of Education is to prepare leaders to achieve educational equity through practice, research and policy. We work to improve learning opportunities and outcomes in urban settings and to address disparities that affect historically marginalized groups. We teach our students to value and respect the cultural context of the communities in which they work and to interrogate the systems of power that shape policies and practices. Through innovative thinking and research, we strive to solve the most intractable educational problems.

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 appropriate standards, along with improving students' conceptual understanding, cultivating their critical thinking, and promoting their creative learning. The concept of literacy has expanded considerably, given that 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
You will earn a letter grade in this course. The course is Web-enhanced, through its use of the 2U Learning Management System (LMS) as well as online and multimodal assignments. Any copies of lecture slides will be posted. Expectations are for scholarly participation and research using ICT, the use of multiple mediums for student presentations, and summative portfolio assessment. ICT-enhanced learning strategies may be used including the use of real-time polling and the creation of collaborative Google documents during class sessions.

Candidates will have ongoing access to the instructor and fellow classmates throughout the course. Through the Course Wall, e-mails, and course calendars, the instructor will maintain communication with candidates. These tools also provide candidates with a variety of ways to contact the instructor and share ideas, comments, and questions with the instructor and/or classmates through private and public means. In addition, candidates will be able to engage in real-time opportunities for discussion with the instructor and classmates. 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. E-mail and text will be the primary forms of immediate communication with the instructor.

Technological Proficiency and Hardware/Software Required: Distance Learning
This course is offered both online and on campus; the activities, expectations and requirements are identical across the two versions. The online 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 online, 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, Zoom, etc.). Basic tasks will include creating and editing shared documents and presentations, uploading assignments including video clips (the mechanics of this will be taught), sending and receiving email, and navigating and engaging with the Learning Management System (2sc). Candidates will be expected to use Google Drive and G Suite for completing assignments; you may access these resources using the USC website and your USC login credentials.

In the Event of Technical Breakdowns

Candidates may submit assignments to the instructor via e-mail by the posted due date ONLY IN THE EVENT OF TECHNICAL ISSUES. Remember to back up your work frequently, post work on the LMS (Learning Management System) once completed, load files onto a USB drive or into the cloud, and keep a hard copy of papers/projects. Be sure to also back up work that exists online. Do not trust that third party websites will never fail. Take screenshots, download work, save multiple versions, etc.

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 the class, use offensive language or engage in trolling. For more information, please visit: **http://sjacs.usc.edu**

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 Trust, T. (2021) *Transforming Learning with New Technologies, 4/e.* New York: Pearson.
Identifiers: ISBN 9780136874959 (Digital)

Description and Assessment of Assignments

Assignment 1: Blended Learning Reflection
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. 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 written or brief digital product in which the candidate 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 by class time Week 3: 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. 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 critical media literacy skills. Candidates will incorporate the state content standards and the ISTE NETS standards in their learning plan. You should be able to complete most of this assignment in class. An assignment guide, template, and rubric will be provided.
Due by class time Week 5: 20 points – 15% of final grade

Assignment 3: Blended Learning Technology Presentation
In this course, while developing your knowledge and skills related to New Media Literacies and Information and Communication Technologies, we endeavor to expose you to a variety of current technological resources that may be used to enhance and/or transform the teaching and learning in your classroom. You will be developing the ability to find, select, evaluate, and implement a variety of different technological tools as a classroom educator. To that end, you will select one technology that you believe will support the development of NML/ICT skills and competencies in your students and/or enhance or transform the learning experience in your classroom. You will then develop a 20-30 minute presentation, using the medium of your choice, and deliver this presentation live during class time on a date assigned to you by your instructor.
Due date varies: 30 possible points - 15% of final grade

Assignment 4: Blended Learning Focus Video
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 one 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 a focused instructional activity that incorporates 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. This video might also serve a third purpose in carrying out your planning, preparation, and submission of the edTPA, as noted in EDUC 677.
Due by class time Week 12: 30 possible points - 15% of final grade

Assignment 5: Blended Learning Student Work Portfolio
As mentioned in Assignment 4, 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 by class time, Week 15: 60 points – 30% of final grade

Assignment 6: Class Participation
Punctual attendance and active participation are expected. Points will be based on your punctual attendance (i.e. being ready to begin class at the scheduled start time, NOT entering the room at start time and then taking a couple of minutes to get ready to begin) 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 and audio participation. Online candidates who do not participate in the full online class time (via video *and* audio) may earn 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. **Please note: Class will not be held during Weeks 7 or 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 Reflection	20	15%
2: Blended Learning Lesson Plan	20	15%
3: Blended Learning Technology Presentation	30	15%
4: Blended Learning Focus Video	30	15%
5: Blended Learning Student Work Portfolio	60	30%
6: 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 late work policy, as indicated below.

LATE POLICY

All noted assignments are due when listed; due dates may be extended at the discretion of the instructor. Per official MAT Program policy, late assignments will be accepted **only** with the instructor's advance permission.

1. 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.
2. Unapproved 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/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.

Support Systems:
Student Counseling Services (SCS) - (213) 740-7711 – 24/7 on call
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. https://engemannshc.usc.edu/counseling/

National Suicide Prevention Lifeline - 1-800-273-8255
Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. http://www.suicidepreventionlifeline.org

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-4900 - 24/7 on call
Free and confidential therapy services, workshops, and training for situations related to gender-based harm. For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: https://studenthealth.usc.edu/sexual-assault/

Office of Equity and Diversity (OED)/Title IX Compliance – (213) 740-5086
Works with faculty, staff, visitors, applicants, and students around issues of protected class. https://equity.usc.edu/

Bias Assessment Response and Support
Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. https://titleix.usc.edu/reporting-options/

The Office of Disability Services and Programs
Provides certification for students with disabilities and helps arrange relevant accommodations. http://dsp.usc.edu

Student Support and Advocacy – (213) 821-4710
Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. https://studentaffairs.usc.edu/ssa/

Diversity at USC
Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students. https://diversity.usc.edu/

USC Emergency Information
Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible, http://emergency.usc.edu

USC Department of Public Safety – 213-740-4321 (UPC) and 323-442-1000 (HSC) for 24-hour emergency assistance or to report a crime.
Provides overall safety to USC community. http://dps.usc.edu

Course Schedule: A Weekly Breakdown

Unit 1: Understand

Weeks 1-2

Overview: In this unit, you will be introduced to the landscape of blended learning and teaching and learning with technology in K-12 settings. You will reflect upon your own experience as a student, and your own experience and attitudes toward technology. You will also discuss how technology can close gaps, yet also face and even create barriers. In Unit 1, you will also examine how teachers tend to use technology currently, and what that means for learners. A key focus of this unit will be examining the gaps in technology use among students, and the assumptions we make about technology use among young people.

Learning objectives:

- Candidates will be able to explain current data on student technology use in both in school and out of school settings.
- Candidates will be able to evaluate reasons for integrating technology into the learning process.
- Candidates will be able to critique popular uses of technology in K-12 classrooms.
- Candidates will be able to analyze barriers to technology use both in and out of schools for K-12 learners.
- Candidates will be able to explain the common gaps in knowledge and access among K-12 students as related to technology use.

Key Questions:

- How have you used technology in your own education as a student?
- How do you feel about technology being integrated into K-12 education?
- Do you think teachers have a responsibility to help students become proficient in technology use, even if they are not "technology teachers"?
- What barriers exist to the implementation of technology in the classroom?
- What types of technologies do students and teachers have access to, and how are those technologies typically used?

	Topics	Readings and Viewings	Due Dates
Week 1 1/10-1/16	**Unit 1: Understand** Blended Teaching & Learning in the 21st Century	Readings ● Maloy, Verock, Edwards, & Trust. (2021). Chapter 1: Becoming a 21st Century Teacher, pp. 1-22; In *Transforming Learning with New Technologies, 4/e.* NY: Pearson.	Readings to be read prior to class
Week 2 1/17-1/23	**Unit 1: Understand** Digital Youth and Learning	Readings ● Maloy, Verock, Edwards, & Trust. (2021). Chapter 2: Understanding Educational Technology Issues and Trends, pp. 23-49. In *Transforming Learning with New Technologies, 4/e.* NY: Pearson. ● ISTE Standards for Teachers ● ISTE Standards for Students ● State Standards in your Content Area and Grade Level – Identify Instructional Technology Features of these Standards.	Readings to be read prior to class **Assignment 3: Blended Learning Technology Presentation** (You will coordinate with your Professor a Week to present your **Presentation** between Weeks 2-13).

Unit 2: Design

Weeks 3-4

Overview: In this unit, you will begin to define digital and new media literacy. You will engage with a variety of perspectives on technology use in the classroom, and the importance of digital citizenship. You will learn about some of the foundational instructional technology theories and frameworks, and you will discuss how this knowledge can be used to create transformative educational experiences that integrate technology.

Learning objectives:

- Candidates will be able to describe the processes of lesson design and development using technology.
- Candidates will be able to create a lesson plan that uses transformative technology in K-12 learning.

Key Questions:

- What types of technology use you have seen in your guided practice experiences?
- How would you rate yourself currently in terms of technological, content, and pedagogical knowledge?
- What is new media literacy, and how does it differ from and complement traditional literacy?

Week 3 1/24-1/30	**Unit 2: Design** Transform Learning with Purposeful Technology	Reading ● Maloy, Verock, Edwards, & Trust. (2021). Chapter 3: Transforming Learning with Unique, Powerful Technology, pp. 50-77. In *Transforming Learning with New Technologies, 4/e.* NY: Pearson.	Readings to be read prior to class **Assignment 1: Blended Learning Reflection** Due Day of Class
Week 4 1/31-2/6	**Unit 2: Design** Design Lessons and Develop Curriculum with Powerful Technology	Reading ● Maloy, Verock, Edwards, & Trust. (2021). Chapter 4: Designing Instruction with Technology, pp. 78-102. In *Transforming Learning with New Technologies, 4/e.* NY: Pearson.	Readings to be read prior to class

Unit 3: Engage

Weeks 5-6

Overview: In this unit, you will explore the wide range of educational technologies currently available for use in the k-12 classroom. The goal of technology-supported learning is to create digital citizens, and to transform the learning process with technology. In order to do that, candidates must become critical consumers and creators of technological tools for student learning. Candidates must also be able to facilitate learning about evaluation and use of technology in their own students. This unit will focus on selecting, evaluating, and implementing technologies in the classroom, and teaching students to do the same.

Learning objectives:

- Candidates will be able to articulate the meaning of information literacy for teachers and students.
- Candidates will be able to summarize strategies for teaching students about Internet research and information retrieval.
- Candidates will be able to discuss online learning and virtual schools.
- Candidates will be able to discuss how technology generates problem solving and inquiry-based learning among students.
- Candidates will be able to evaluate various technological resources for use in the classroom.

Key Questions:

- How would you compare your own information literacy? What do you think is most important in ensuring that students are information literate?
- How can you use technologies to support problem solving in your subject area(s)?
- How do you determine what Internet sources are reliable? How can you transmit that knowledge to students?
- What types of hybrid and online learning exists for students in K-12? How is this impacted by sociocultural factors as well as ability and achievement?

Week 5 2/7-2/13	**Unit 3: Engage** Information Literacy, Digital Citizenship, & Rethinking Teacher Power	● Maloy, Verock, Edwards, & Trust. (2021). Chapter 5: Applying Technology as Teacher Leaders and Innovators, pp. 103-130. In *Transforming Learning with New Technologies, 4/e.* NY: Pearson. ● Voithofer, R. and Winterwood, F. (2010). Articulating and contextualizing multiple literacies in an urban setting. Urban education, 45 (5), pp. 687-707.	Readings to be read prior to class **Assignment 2: Lesson Plan** Due Day of Class
Week 6 2/14-2/20	**Unit 3: Engage** Web-Based Digital Learning Tools & Online Learning; Problem Solving with Games, Apps, Simulations, and Virtual Worlds	Reading ● Maloy, Verock, Edwards, & Trust. (2021). Chapter 6: Teaching Information Literacy and Digital Citizenship, pp. 131-160. In *Transforming Learning with New Technologies, 4/e.* NY: Pearson. ● Maloy, Verock, Edwards, & Wolf. (2021). Chapter 7: Engaging in Virtual Learning with Online Resources, pp. 161-185. In *Transforming Learning with New Technologies, 4/e.* NY: Pearson.	Readings to be read prior to class

Week 7 2/21-2/27	**NO CLASS**	Prepare edTPA	
Week 8 2/28-3/6	**NO CLASS**	Prepare edTPA **edTPA submission due – see EDUC 677 syllabus**	

Unit 4: Create & Cultivate

Weeks 9, 10, & 11

Overview: In previous units, you have learned about what technologies are available for K-12 students and teachers, as well as how teachers and students can evaluate and implement those technologies for learning. In this unit, you will focus specifically on the use of technology as a tool for transforming the creative process, and for supporting critical thinking and problem solving in the classroom.

Learning objectives:

- Candidates will be able to explain how teachers can use social media and communication technologies for engaging in teaching and learning.
- Candidates will be able to explain how teachers can engage in the global knowledge community using blogs.
- Candidates will be able to apply various technologies, including wikis, Web 2.0 tools, video, and other multimedia to enhance creativity and collaboration in the classroom.

Key Questions:

- How can technology change the way students and teachers communicate with each other and with global knowledge communities?
- Why is it important for teachers and students to engage with global knowledge communities?
- How is using Web 2.0 technologies in learning different than using non-Internet-based technologies or Web 1.0 technologies?

Week 9 3/7-3/13	**Unit 4: Create & Cultivate** Participatory Collaboration **&** Creative and Powerful Expressions through Visual, Video, and Aural Artifacts	Reading ● Maloy, Verock, Edwards, & Trust. (2021). Chapter 8: Solving Problems and Designing Solutions Through Coding, Makerspaces, and Serious Gaming, pp. 186-209. In *Transforming Learning with New Technologies, 4/e.* NY: Pearson.	Readings to be read prior to class
Spring Break 3/14-3/20			
Week 10 3/21-3/27	**Unit 4: Create & Cultivate** Digital Storytelling	Reading ● 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. The Elementary School Journal, 115(4), pp. 548-569.	Readings to be read prior to class
Week 11 3/28-4/3	**Unit 4: Create & Cultivate** Creative Expression as Evidence of Learning	● Maloy, Verock, Edwards, & Trust. (2021). Chapter 9: Communicating and Collaborating with Social Technologies, pp. 209-237. In *Transforming Learning with New Technologies, 4/e.* NY: Pearson.	Readings to be read prior to class

Unit 5: Differentiate and Evaluate
Weeks 12, 13, and 14

Overview: As a classroom teacher, you will serve a diverse range of students. Instructional technologies can be a powerful tool in meeting the needs of all of your learners. In this unit, you will examine the various ways that technology can be used to meet the needs of their students and to create transformative learning experiences for culturally and linguistically diverse students as well as students with diverse learning needs.
Learning objectives:

- Candidates will be able to articulate how technology supports the learning of culturally and linguistically diverse students.
- Candidates will be able to discuss how teachers can use technologies to create differentiated instruction (DI) and universal design for learning (UDL).
- Candidates will be able to give examples of how assistive technologies impact teaching and learning in schools.
- Candidates will be able to analyze how democratic practices, self-organized learning environments, learning portfolios, online surveys, and rubrics promote student involvement in assessment and evaluation.
- Candidates will be able to explore student participation systems as a learning assessment approach.

Key Questions:

- How can differing access to technology enhance the divide among students in under-resourced environments and students in well-resourced environments? How can technology also be used to bridge this divide?
- How can the needs and experiences of culturally and linguistically diverse students be addressed using instructional technologies?
- What types of assistive technologies are you likely to encounter in the classroom, and how can you support the use of those technologies?
- How can you assess student learning effectively using technology, without solely using quantitative methods?

Week 12 4/4-4/10	**Unit 5: Differentiate & Evaluate** Assistive & Digital Technologies to Differentiate Instruction for All Students	Reading ● Tomlinson & McTighe (2005). Ch 6: Considering evidence of learning in diverse classrooms.	Readings to be read prior to class **Assignment 4: Blended Learning Video** Due Day of Class
Week 13 4/11-4/17	**Unit 5: Differentiate & Evaluate** Assistive & Digital Technologies to Differentiate Instruction for All Students	Reading ● Maloy, Verock, Edwards, & Trust. (2021). Chapter 10: Expressing Creativity with Multimedia Technologies, pp. 238-266. In *Transforming Learning with New Technologies, 4/e.* NY: Pearson.	Readings to be read prior to class
Week 14 4/18-4/24	**Unit 5: Differentiate & Evaluate** Digital, reflective performance assessments	Reading ● Maloy, Verock, Edwards, & Trust. (2016). Chapter 11: Differentiating Instruction with Technology, pp. 267- 295. In *Transforming Learning with New Technologies, 4/e.* NY: Pearson.	

Unit 6: Change Agent

Week 15

Overview: As you become more proficient with instructional technologies, you will have an opportunity to serve as a leader in the implementation of technologies in your school setting. In becoming a technology-leading educator, however, you may encounter knowledge, organizational, and motivational challenges. In this unit, you will learn about leading technology integration at your school site, as well as why technology integration is a vital issue in terms of equality and equity in urban schools.

Learning objectives:

- Candidates will be able to identify technology integration stages and issues.
- Candidates will be able to understand the dynamics of digital inequality and the participation gap.
- Candidates will be able to discuss educational change, flipped learning, and technology use in schools.
- Candidates will be able to summarize ways teachers can become technology-leading educators in schools.

Key Questions:

- How does technology implementation tend to look different in under-resourced schools?
- What types of barriers might you encounter in becoming a technology-leading educator?
- How can you connect with other technology-leading educators in order to find support in becoming an agent of change?

Week 15 4/25-4/30	**Unit 6: Change Agent**	Reading ● Maloy, Verock, Edwards, & Trust. (2021). Chapter 12: Empowering Learners Through Performance Assessments and Reflections, pp. 296-323. In *Transforming Learning with New Technologies, 4/e.* NY: Pearson.	Readings to be read prior to class **Assignment 5: Blended Learning Student Work Portfolio** Due Day of Class
5/4-5/11: Summative course experience/activity to be completed during finals week; instructor to provide details.			