

ICT Practices in Education

EDCP 470.96A
University of British Columbia

Summer 2a 2015

Course Location & Time: Tupper Secondary School (419
E 24th Ave) Room 422
Monday - Friday 830-1200



Course Description:

The main purpose of this course is to explore digital technologies in 21st century learning contexts. In Summer 2015 we will focus on iPads, interactive lessons, and social media in education. Our focus will be on: 1) using iPads and interactivity to build knowledge about teaching; and 2) using iPads and other digital technologies to encourage active learning. An underlying theme in this course is to build understanding and experiences of the formation of participatory learning cultures in the 21st century learning classroom. This course complements EDCP 470 and focuses on methods and practices while EDCP 508 focuses on methods and theory.

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Graduate Assistant: Rachel Ralph
Office Hours: By appointment

Valued Ends of the Course:

My intention is to help you develop a depth of expertise for practicing 21st century learning and digital curriculum.

Readings (Required):

1. *Readings in 21st Century Learning (Methods & Practice)*. (Download all from <https://connect.ubc.ca>)

Assessment (see details below):

Assignment	Marks	Deadline
1. Participation	30	Ongoing
2. e-Portfolio	15	July 13
3. Interactive Lesson	20	July 10
4. 21 st C Learning Activities (Groups of 3)	35	Ongoing

- **Academic Honesty and Standards, and Academic Freedom:** *UBC Calendar 2014/15*
- **Policies and Regulations (Selected):** <http://www.students.ubc.ca/calendar>
- **Academic Accommodation for Students with Disabilities:** Students with a disability who wish to have an academic accommodation should contact the Disability Resource Centre without delay (see UBC Policy #73 www.universitycounsel.ubc.ca/policies/policy73.pdf).

**EDCP Grading Guidelines
July 2008**

A level - Good to Excellent Work

- A+ (90-100%) A very high level of quality throughout every aspect of the work. It shows the individual (or group) has gone well beyond what has been provided and has extended the usual ways of thinking and/or performing. Outstanding comprehension of subject matter and use of existing literature and research. Consistently integrates critical and creative perspectives in relation to the subject material. The work shows a very high degree of engagement with the topic.
- A (85-89%) Generally a high quality throughout the work. No problems of any significance, and evidence of attention given to each and every detail. Very good comprehension of subject and use of existing literature and research. For the most part, integrates critical and creative perspectives in relation to the subject material. Shows a high degree of engagement with the topic.
- A- (80-84%) Generally a good quality throughout the work. A few problems of minor significance. Good comprehension of subject matter and use of existing literature and research. Work demonstrates an ability to integrate critical and creative perspectives on most occasions. The work demonstrates a reasonable degree of engagement with the topic.

B level - Adequate Work

- B+ (76-79%) Some aspects of good quality to the work. Some problems of minor significance. There are examples of integrating critical and creative perspectives in relation to the subject material. A degree of engagement with the topic.
- B (72-75%) Adequate quality. A number of problems of some significance. Difficulty evident in the comprehension of the subject material and use of existing literature and research. Only a few examples of integrating critical and creative perspectives in relation to the subject material. Some engagement with the topic.
- B- (68-71%) Barely adequate work at the graduate level.
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NOTE: For UBC's Faculty of Graduate Studies (FOGS), a final mark below 68% for Doctoral students and below 60% for Masters students is the equivalent of a Failing mark.

C & D level - Seriously Flawed Work

- C (55-67%) Serious flaws in understanding of the subject *material*. Minimal integration of critical and creative perspectives in relation to the subject material. Inadequate engagement with the topic. Inadequate work at the graduate level.

D level

- D (50-54%)

F level - Failing Work

- F (0-49%)

Course Schedule

Date	Topic	Assignment	Readings & Topics
Day 1 6 July	#1	Course Intro	Course introduction
Day 2 7 July	#1-3	Readings & Assignments	21st Century Learning in BC Premier's Technology Council (2010); Osborne (2011)
Day 3 8 July	#1-3	Readings & Assignments	21st Century Learning in BC Premier's Technology Council (2010); Osborne (2011)
Day 4 9 July	#1-4	Readings & Assignments	21st Century Learning in Canada Canadians for 21st Century Learning and Innovation. (2012)
Day 5 10 July	#1-4	Readings & Assignments	21st Century Teaching & Cyberlearning Ralph (2015)
Day 6 13 July	#1-4	Readings & Assignments	21st Century Teaching & Cyberlearning Rosefsky & Opfer (2012)
Day 7 14 July	#5	Readings & Assignments	Digital Generation Prensky, M. (2001)
Day 8 15 July	#5	Readings & Assignments	Digital Generation Plowman & McPake (2013)
Day 9 16 July	#6	Readings & Assignments	Technology as a Tool? Arntzen, Wen, Krug (2008)
Day 10 17 July			Celebration, Projects, Presentations

Topics 1-4 21st Century Learning in BC & Canada

1. BC Ministry on 21st century learning
 - a. Premier's Technology Council. (2010). *A Vision for 21st Century Education*. Retrieved from: http://www.gov.bc.ca/premier/technology_council/
2. BCTF *Teacher* on 21st century learning
 - a. Osborne, G., Suhr, N., Steeves, T. & Johnson, J. (2011). 21st century learning. *Teacher: Newsmagazine of the BC Teachers' Federation*, 23(4), 10-11.
3. Canada 21st century learning
 - a. Canadians for 21st Century Learning and Innovation. (2012). *Shifting minds: A 21st century vision of public education for Canada*. Paper presented at the Canada Summit, Kingbridge Convention Centre, Toronto, Ontario.
 - b. Ralph, R. (2015). 21st century learning: Defined and actualized. Unpublished manuscript.
4. Cyberlearning
 - a. Rosefsky, S.A & Opfer, V.D. (2012). Learning 21st century skills requires 21st century teaching. *Phi Delta Kappan* 94(2), 8-13.

- b. Hoffman, J. (2010). What we can learn from the first digital generation: Implications for developing twenty-first century learning and thinking skills in the primary grades. *Education 3-13*, 38(1), 47-54.

Resources

1. Abbott, G. & Gorman, J. (2010). *Personalized learning in the 21st century: Initial thoughts for discussion*. Victoria. BC Ministry of Education.
2. Turner, J. (2011). Teaching and learning in the 21st century. *Teacher: Newsmagazine of the BC Teachers' Federation*, 23(5), 6.
3. Van Bergeyk, D. (2011). 21st century learning: Get ready. *Teacher: Newsmagazine of the BC Teachers' Federation*, 23(6), 7.

**Topic 5
Digital Generation**

1. Prensky, M. (2001). Digital natives, digital immigrants, part 1. *On the Horizon*, 9(5), 1-6.
2. Plowman, L., & McPake, J. (2013). Seven myths about young children and technology. *Childhood Education*, 89(1), 27-33.

Resources

1. Prensky, M. (2010). *Teaching Digital Natives: Partnering for Real Learning*. California: Corwin: A SAGE company.
2. Prensky, M. (2012). *From Digital Natives to Digital Wisdom: Hopeful Essays for 21st Century Education*: Corwin: A SAGE company.

**Topic 6
Technology as a Tool?**

1. Arntzen, J., Krug, D. & Wen, Z. (2008). ICT literacies and the curricular conundrum of calling all complex digital technologies “Tools”. *International Journal of Education and Development using Information and Communication Technology*, 4(4).

Resources

1. Bates, A.W.; and Poole, G. (2003) *Effective Teaching With Technology in Higher Education: Foundations For Success*. San Francisco: Jossey-Bass Publishers. Retrieved from: http://www.linqed.net/media/3164/2003_Bates_Poole_Sections_framework_selecting_and_using_techhnology.pdf

Assignments:

1. Participation: (ongoing)

Participation is valued at 30% of your final grade. Complete all readings and participate fully in Lectures/Discussions. Course media practice sessions include graphics, video, audio, and authoring. Brief exercises will be assigned and completed during class as a way for students to explore: concepts, techniques, problem posing, and problem solving. **(30%)**

Participation		
Low	-----	Avg
	-----	High
Appropriately and accurately articulates key constructs and themes in readings, videos, etc.		
1	-----	7.5
	-----	15

<p style="text-align: center;">Advances collective knowledge by engaging with authors, peers, and instructors</p> <p style="text-align: center;">1-----7.5-----15</p> <p>Total: xx / 30</p>
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2. e-Portfolio: (July 13)

For this assignment you will use a virtual space to post your research from this course on an online “website.” This set of web pages will be an accumulative record of your learning during this course and is divided into three sections:

Personal Profile Web Page (5 marks) You will write and post a short biography about your interests and expectations regarding the use of technology to a webpage using Moxie and WordPress. Later in the program, this web page will become part of a set of web pages we will be calling an e-portfolio.

Research Summaries (5 marks) For this assignment you will be researching, developing and posting summary information a communication space for assignments associated with your Reading/Discussions.

Learning Analysis (5 marks) During the course you will be responsible for reflecting back on your inquiry experiences and responsibilities. Your task is to analyze your learning during this course in relationship to teaching about using educational technologies generally and active learning, iPads and interactive whiteboards, specifically.

e-Portfolio	
Low-----Avg-----High	
Personal Profile Web Page – short biography with interests and expectations	1-----2.5-----5
Research Summaries – research, develop, post summaries of readings/discussions	1-----2.5-----5
Learning Analysis – reflect back on inquiry experiences and responsibilities; analyze own learning	1-----2.5-----5
Total: xx / 15	

3. Interactive Lesson: (July 10)

For this activity, you will be responsible to research, plan, and develop an interactive lesson plan including the use and explorations of interactive white boards and/or interactive iPad apps. This one page lesson plan needs to include: active forms of learning, New Ministry of Education PLOs (<https://curriculum.gov.bc.ca/>), objectives using Bloom’s Taxonomy, introduction and development and closure of the lesson, adaptations for all learners, and assessment. **20%**

Interactive Lesson		
Low-----	Avg-----	High
Includes all parts of the lesson plan (PLOs, Blooms’ Taxonomy objectives, intro, etc.)		
1-----	2.5-----	5
Lesson emphasizes active learning engagement		
1-----	5-----	10
Pedagogical inclusion on technology		
1-----	2.5-----	5
Total: xx / 20		

4. 21st Century Learning Activities: (Ongoing)

These activities will occur throughout the course. It will include a number of small group (groups of 2-4) activities using various apps (Internet, iPads, Interactive White Boards, etc.). One of these activities includes the presentation/facilitation of an Inquiry-Based Lesson (IBL). Your group of three will need to research a specific subject/grade IBL. You will present this lesson/unit plan to the class and lead the facilitation in one of the hands-on activities within the IBL. On the last day you will present a small reflection through your choice of media (presentation (Keynote, Prezi, etc.), iMovie, PowToon, etc.) on the various activities we participated in. **35%**

21st Century Learning Activities		
Low-----	Avg-----	High
Participation – actively engaged in all activities		
1-----	5-----	10
IBL – includes all elements of IBL, interactive hands-on		
1-----	7.5-----	15
Reflection – demonstrates reflective thinking practices presented in a multi-media approach		
1-----	5-----	10
Total: xx / 35		