EDE 484A
Digitally-Rich Teaching and Learning in K-12 Schools

Fall 2025
Instructor:
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Contents:

Course Information

Course Name and Number: EDE 484A Digitally-Rich Teaching and Learning in K-12 Schools
Program: Warner School-wide Course
Dates of Course: August 28th through December 4th, 2025
Credits Allocated: 3 Credit Hours
Prerequisites: None

Course Requirements/Instructor Expectations: Although this course will not have the same number of face-to-face meetings as a weekly course, it is our expectation that the course will require students the same effort and, thus, total number of learning hours overall. According to the New York State Education Department, a 3-credit course should include a total of 135 hours of learning time. As designed, our course includes 25 hours of synchronous learning. Therefore, it is important that students plan for approximately 9 hours for independent learning during asynchronous weeks and approximately 6 hours for independent learning during synchronous weeks. Independent learning includes reading, watching video, writing, and group project work.

Class Dates and Meeting Times: Please note the Schedule at a Glance; class meeting start times may have slight variations; class is comprised of synchronous and asynchronous weeks.

Course Schedule at a Glance

Synchronous Weeks: Reserve from 4:50-7:30 pm. and meet on this zoom link: https://rochester.zoom.us/j/96499679856

Asynchronous Weeks – work independently

- 8/28 Asynchronous
- 9/4 Synchronous (Zoom)
- 9/11 Asynchronous
- 9/18 Synchronous (Zoom)
- 9/25 Synchronous (Zoom)
- 10/2 Asynchronous
- 10/9 Synchronous (Zoom)
- 10/16 Synchronous (Zoom)
- 10/23 Asynchronous
- 10/30 Synchronous (Zoom)
- 11/6 Asynchronous
- 11/13 Synchronous (Zoom)
- 11/20 Synchronous (Zoom)
- 11/27 NO CLASS – Thanksgiving Break
- 12/4 Asynchronous

Course Key Essential Question: How can we best use technology in support of student learning?

MODULE 1: Setting the Stage and Communicating Thinking in the Digitally-Rich Classroom *(3 weeks)*
Essential question: ***What does high-quality "digitally-rich instruction" look like in practice and what value can it add?***

MODULE 2: Collaborative Learning in the Digitally-Rich Classroom (*3 weeks)*
Essential question: ***How can we promote and support collaborative learning using digital technologies?***

MODULE 3: Digitally-rich Assessment Practices *(2 weeks)*
Essential question: ***How can we leverage digital tools to enhance assessment practices?***

MODULE 4: Differentiated Learning in the Digitally-Rich Classroom *(1 weeks)*
*Essential question: **What does differentiation of instruction and differentiation of learning practice look like in a digitally-rich classroom?***

MODULE 5: Creating, Sourcing, Conveying, and Engaging with Content in the Digitally-Rich Classroom *(2 weeks)*
*Essential question: **How can we leverage understandings and practices surrounding the sourcing, conveying, and engaging of content to promote student learning in the digitally-rich classroom?***

MODULE (Ongoing): Digital in Districts
*Essential question: **What is going on in terms of district-wide K-12 digital initiatives and how do districts protect student data and privacy in a digital world?***

MODULE (Ongoing):   Designing Digitally-Rich Instruction
*Essential question: **How can we design DRTL instructional units that leverage how people learn best?***

Brief Course Description

This course empowers participants to appreciate the transformative potential of digitally-rich teaching and learning (including the growing influence of artificial intelligence (AI)) and to use that potential to design effective "digitally-rich" learning experiences for K-12 students. Digitally-rich teaching and learning (DRTL) is defined as creating student-centered learning activities that take advantage of the learning opportunities offered by a combination of technologies leveraging digital learning. These technologies include the use of personal computing devices, learning management systems, artificial intelligence applications, specialized software and apps, and a variety of other digital resources. The course explores the implications for K-12 schools of a coordinated and sustained use of DRTL in the context of district-wide efforts toward "digital conversion." This course is offered as a hybrid online course to enable students to personally experience several different types of synchronous and online learning activities outside of class, and how they can be integrated with in-class instruction.

Academic Policies
Classroom community

The Warner Graduate School of Education and Human Development is dedicated to fostering a learning community that represents and builds on the rich diversity of human experiences, backgrounds, cultures, histories, ideas, and ways of living. Consistent with our dedication to education, leadership, counseling, and human development that can transform lives and make the world more just and humane, we recruit, support and learn with and from students, staff, and faculty from the broadest spectrum of human diversity. Likewise, we seek the same through our interactions with the broader local and global community. See the following link for the Warner School's statement: (https://www.warner.rochester.edu/about/diversity). See

http://www.rochester.edu/diversity/philosophy.html for the University of Rochester's statements about diversity.

It is expected that our class meetings are supportive environments. A fundamental part of our class work is committing us to fostering an inclusive environment where each person takes responsibility for her/his language, actions and interactions, and we work against language, actions, interactions and ideologies that hurt people, whether intentionally or unintentionally. It is important that we listen to each other about how our words and actions are affecting one another and that we talk about a class moment in which something may feel hurtful. The instructor views these skills as essential to good teaching and not simply professional courtesies. This course is an opportunity to practice these social justice skills in our social interactions and academic work.

Actions deemed by the instructor to be detrimental to the development of a supportive environment will first be addressed by a meeting between the instructor and student(s) at the earliest possible convenience of all parties, but no later than the next class session. If these actions continue after the meeting and are deemed disruptive to the social or academic progress of the class, the instructor may seek additional meetings with the individual which may involve other parties as needed to resolve the situation. Continued detrimental actions may result in consequences for a student's academic standing in the class. We will negotiate other guidelines about classroom discussions throughout the course.

Accessibility and Accommodations: The University of Rochester respects and welcomes students of all backgrounds and abilities. In the event you encounter any barrier(s) to full participation in this course due to the impact of a disability, please contact the Office of Disability Resources. The access coordinators in the Office of Disability Resources can meet with you to discuss the barriers you are experiencing and explain the eligibility process for establishing academic accommodations. You can reach the Office of Disability Resources at: disability@rochester.edu; (585) 276-5075; Taylor Hall.

Online Etiquette, Anti-Discrimination and Harassment Policy: The University strictly prohibits the use of University online resources or facilities, including Blackboard, for the purpose of harassment of any individual or for the posting of any material that is scandalous, libelous, offensive or otherwise against the University's policies. Please see: https://www.rochester.edu/policies/policy/discrimination-harassment/ and report an issue to the Office of Equity and Inclusion at uofr.us/padh-report.

Title IX: All members of the University community have the right to learn and work in a safe environment free from all forms of harassment, including harassment on the basis of sex or gender. The University does not tolerate any form of discrimination or harassment (including sexual assault, dating and domestic violence, stalking) based on protected characteristics (e.g., race, disability, ethnicity, sex, gender identity, sexual orientation, religion, pregnancy, etc.) or related retaliation (i.e., Prohibited Conduct).

All faculty and Teaching Assistants are considered Mandatory Reporters by the University, which means that if they observe or learn of Prohibited Conduct, they are obligated to immediately share that information with the University's Title IX Office. This obligation, grounded in law and policy, is designed to protect the safety of students and the broader University of Rochester community, as well as ensure that students receive information about available supportive measures and resolution options to enable them to make informed choices. Students who have been subjected to sexual harassment, including sexual assault, dating/domestic violence or stalking, have the right to receive academic, housing, transportation or other supportive measures, to receive counseling and health services and to make a report about such behavior to the University and to law enforcement.

- Contact Professor Carol St. George, Deputy Title IX Coordinator; cstgeorge@Warner.rochester.edu (585) 275-0967; LeChase Hall 454
- Contact the Title IX Office directly (titleix@rochester.edu or 585-275-1654), without sharing any personal information. For more information please visit www.rochester.edu/sexualmisconduct.
- If you are pregnant, have recently experienced childbirth, and/or have medical needs related to childbirth, please contact the Title IX Office for assistance.

UR Care Services: The CARE Network enables members of the University community to express their concern about a person, incident, or issue. If you are concerned about another student or yourself, please visit UR Care Network to make a referral: https://www.rochester.edu/care/. The University Counseling Center is also available for appointments and consultation for all U of R students (585) 275-3113.

Additional Warner Policies and Forms can be found at https://www.warner.rochester.edu/policies-forms.

Academic Integrity: Integrity of academic work is a central value at the University of Rochester. Upholding academic integrity is a responsibility of all members of the university community, including graduate students. Cheating, forgery, plagiarism and collusion in dishonest acts undermine the educational mission of the University of Rochester and the students' personal and intellectual growth. Please see University Graduate Student Regulations and Policies and Warner Policies for Students for additional information.

Guidelines on Using Generative AI In Your Coursework
(with support from the Simon School's generative AI policy; Liz Tinelli's Writing, Speaking, and Argument Program generative AI guidelines; Boston University's student-designed generative AI policy adopted by Data Sciences faculty, and Kevin Meuwissen's policy statement)

Educators are grappling with ethical and responsible uses and implications of large language model (LLM) technologies – also known as generative AI (e.g., ChatGPT) – for teaching and learning. I believe that *guidelines* on using LLMs are necessary; but I

hesitate to use the word "policies" because that word can signal rigid boundaries and a punitive stance, whereas "guidelines" implies setting clear, adaptive, and pragmatic norms and expectations for generative AI's roles, functions, and consequences in our learning environment. To be silent on LLM use is just as much a statement to students as explicit guidelines. Therefore, we will co-construct norms for our learning space. While we will create these norms thoughtfully together, the following information will serve as a starting point for our discussion and decisions.

Norms and Expectations:
There may be instances when you may choose to use generative AI for support in this course. These uses should strengthen your learning, judgment, and creativity rather than substitute for those things. **Know that other instructors will have different norms and expectations for generative AI use;** so please ensure that you clearly understand those differences across courses. We will commit together – as students in this course, and as teachers of future students who will use LLMs and other technologies in educational settings – to using these tools ethically and responsibly, with care, transparency, and consideration for their impacts on our learning as individuals and community members. Ethical and responsible uses include the following expectations:

- Credit the use of generative AI in course activities whenever you rely on them, whether as tools for organizing your thoughts during a discussion or for creating texts to submit as parts of assignments.
- When using generative AI in assignments, document and cite which tools you used, how you used them, what outputs they generated, and why you decided to use them. Examples will be provided during the first synchronous meeting.
- In cases of uncertainty about ethical and responsible uses of LLMs – e.g., when you perceive that generative AI use may conflict with specific learning goals or expectations of originality, particularly in course assessments – discuss and work to resolve that uncertainty with the course instructor and/or class colleagues.
- Trust in the goodwill and honorable characters of all class community members – students and instructors alike – in navigating novel uses of LLMs in learning and teaching and their expected and unexpected consequences.
- **Caveats:** It is important to understand the risks and drawbacks associated with using generative AI in educational settings. That said, you have the right not to use LLM technologies. Besides a few assignments when generative AI use is needed and explicitly stated, you are not required or strongly encouraged to use them in this course. While some risks and drawbacks are obvious and straightforward – e.g., because LLMs mimic human intellectual work, they can short-circuit the educational benefits of struggle and reflection – others may be more subtle or not as well understood. They include:
  - Security vulnerabilities: LLMs are novel technologies that have not been tested, vetted, and approved by the University's or Warner School's IT specialists; and thus, IT cannot assist you with or troubleshoot generative AI usage. Special care should be taken regarding what information you provide to LLMs, as using generative AI tools effectively constitutes giving them permission to capture and store your information as data.

o Misinformation, "hallucinations," and stereotypes: Generative AI draws upon massive amounts of human- and machine-generated internet content; and because that content sometimes contains stereotypes, misrepresentations, biases, and errors, so can LLMs' outputs. A simple Google search will uncover evidence of generative AI's propensities to reproduce "fake news" about sensitive topics and to create images and data representations with baked-in racial and ethnic biases. Because LLMs sometimes generate inconsistencies, inaccuracies, or fantasies that even content experts can have trouble debunking, you will need to take extra care to verify information created by these tools and to critically interrogate outputs based on how they portray human characteristics and differences.

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Essential Questions Informing the Course

The course is informed by the following overarching essential question: ***How can we build on what we have learned (from the pandemic teaching and other) to best use technology in support of student learning?***

Specific learning modules in the course have been informed by the following more specific questions:
   o *What does high-quality "digitally-rich instruction" look like in practice and what value can it add?*
   o *What principles should inform the design and implementation of effective DRTL activities?*
   o *How can we promote and support collaborative learning using digital technologies?*
   o *How can we leverage digital tools to enhance assessment practices?*
   o *How can we leverage multi-media and digital technologies to best work with content?*
   o *How can we leverage digitally-rich instructional practices for differentiation among a multitude of student learning needs?*
   o *How can we design DRTL instructional units that leverage how people learn best?*
   o *What are current district-wide K-12 digital initiatives, and what implications could these initiatives have for your digitally-rich instruction?*

o *How is your teaching practice going to be affected from what you learn in this course?*

Course Goals and Desired Results

Informed by the previous considerations, the course has been designed to **empower course participants to: (a) come to appreciate the transformative potential of *Digitally-Rich Teaching and Learning* (DRTL), and; (b) design and implement more effective "digitally-rich" learning experiences for students in the K-12 classroom**.

More specifically, by the end of the course, course participants will be able to:

1. Appreciate the implications for DRTL of fundamental research-based principles within each of the following areas:
    a) Motivation *(so as to design DRTL experiences that can support students' sustained attention and engagement in a technology-rich classroom environment as well as when they work independently online)*
    b) How people learn best, and implications for teaching *(so as to be able to design DRTL experiences that are informed by worthwhile learning goals and that truly engage students in meaningful and effective ways)*
    c) Instructional design *(so as to be able to design DRTL experiences that can effectively lead to specific desired outcomes)*

2. Appreciate the potential benefits, challenges and implications of engaging in current district-wide K12 Digital initiatives *(so as to be able to better appreciate DRTL's transformative potential and the conditions necessary for that potential to be realized)*

3. Enhance their assessment practices by using selected digital tools to:
    a. elicit students' prior knowledge
    b. provide students with multiple ways to demonstrate their learning
    c. collect and analyze assessment data that can both support student learning and inform future instruction
    d. facilitate grading and reporting of assessment data.
(so as to design more effective DRTL experiences consistent with a UbD approach and constructivist learning principles)

4. Have their students benefit from high-quality and diverse content – both in class and online – by being able to:
    a. Identify, select, and curate appropriate digital content
    b. Create new digital content specific their lessons
    c. Empower students to identify, select, and make the best use of the digital content
(so as to design more effective DRTL experiences by leveraging the potential of multi-media)

5. Better promote and support their students' collaborative learning by being able to use selected digital tools to:
    a. Share student work (both in class and online)
    b. Facilitate discussions (both in class and online)
    c. Structure and support group work
    d. Create a supportive learning community
(so as to design more effective DRTL experiences consistent with social-constructivist learning principles)

6. Appreciate the potential of differentiated instruction by applying digitally-rich design principals to:
    a. connect approaches to assessment, collaboration, working with content, along with approaches to competency-based and mastery-based learning to engage students in their own learning and learning practice.

7. Design DRTL instructional units informed by an Understanding by Design (UbD) approach as well as by the instructional practices about digitally-rich assessment, collaborative learning, working with content, and differentiated instruction *(so as to be able to design high quality DRTL activities for their students that meet ambitious learning goals)*

NOTE: Given these goals, this course addresses to some extent all of the five target competencies of the Advanced Certificate in Digitally-Rich Teaching in K-12 Schools:

1. *Gaining a nuanced appreciation of the potential and limitations of "digitally-rich" learning.*
2. *Developing foundational knowledge in the areas of motivation, learning, teaching and instructional design, as needed to inform the design of high-quality "digitally-rich" learning experiences for diverse learners.*
3. *Achieving awareness of and proficiency in using a rich set of online tools, technologies, resources and best practices for enhancing teaching in K-12 schools.*
4. *Achieving proficiency in designing and implementing high-quality "digitally-rich" learning experiences for K-12 students.*
5. *Learning how to evaluate "digitally-rich" learning experiences to improve future practice.*

Key Assessments and Long-Term Projects

A. **DRTL Concept Mapping Project:** This summative project will be scaffolded through assignments taking place in each Learning Module. The purpose is to develop a thematic map of your thinking about DRTL to connect course concepts including digitally-rich assessment, collaboration, working with content, and differentiation.

B. **DRTL Journals and Final Reflection:** At the end of each of the course modules, each participant will be asked to record his/her main takeaways about the *essential question* informing the module. At the end of the course, each participant will also

write a Final Reflection Paper, where they will synthesize and reflect on what they learned in the course as a whole, using their journals and concept maps both as evidence and as a means to help their reflection, and as guided by specific questions and/or headings.

C. **Individual Project: Designing a DRTL "unit" for one's students**: As a culminating performance assessment for the course, each student will sketch the overall design a DTL instructional unit for one of their current/future classes on a topic of their choice. This will be done using a "planning template" provided by the course instructor and informed by *Understanding by Design.* Each student will work independently on this project, but with the help of "thinking partners". Other participants will also have the opportunity to review their peers' plans and provide feedback.

D. **Group "Mini Lesson":** In Module 3, you will work with a small team to design and implement a mini lesson in class with an emphasis on digitally-rich collaboration in a F2F learning environment. Groups will use an appropriate lesson planning template to be turned into the instructor in addition to implementing the lesson to peers in the course.

E. **Interview of Practicing Teacher/Administrator:** By the end of Module 5 you will conduct an interview (possibly with colleagues from your district) with an administrator from your district who decides what technology is available to students and teachers. This interview is meant to provide you with insight into the considerations districts have to account for when deciding what technology to invest in. It is aligned with the module on district initiatives.

Key Design Elements

At Warner, we believe it is important to engage teachers in "experiences as learners" of any innovative instructional approach they are asked to adopt. Therefore, this course was purposefully designed to "model" a variety of DRTL practices that teachers could consider using in their own classes. So, as students in this course will learn about specific issues, principles, and digital tools, we will make full use of many different DRTL activities and reflect on these experiences afterward. These reflections will aim to identify not only the extent to which these activities were successful in promoting learning, but also the diverse reactions of individual learners to the experience and some key instructional decisions involved in designing the experience.

The literature on learning complex skills/practices (such as teaching – whether face-to-face, online, or in technology-rich environments) suggests that individuals can learn such skills best by engaging in the following sequence of experiences:
a. Observing an expert engaged in the practice (possibly with the opportunity to ask questions about what is taking place and why).

b. Participating in limited ways ("legitimate peripheral participation") in the performance of the targeted practice in authentic contexts under the guidance of an expert.
c. Engaging in the targeted practice independently, yet still benefiting from some support and feedback.

Learning opportunities for "observing expert practice" will be offered in this course in through "DRTL experiences as learners" within the course, where the instructors will model the use of specific digital tools, resources or practices in authentic learning experiences for the participants – followed by reflections on those experiences.

Given the constraints of a semester-long course, we are limited with respect to the extent we will be able to implement the other two components of this model. However, as described earlier, we have designed a major "scaffolded experience as teachers" as part of this course – the DRTL Concept Mapping Project described above.

Course Learning Modules

The descriptions below summarize each learning module, list the approximate duration in number of weeks, and shares an essential question. *NOTE: Some of these modules overlap depending on the timing of synchronous sessions.*

MODULE 1: Setting the Stage and Communicating Thinking in the Digitally-Rich Classroom
Essential question: **What does high-quality "digitally-rich instruction" look like in practice and what value can it add?**
This first module is intended to develop expectations and motivation for the entire course, as well as build the foundations for its "learning community". Before meeting for the first class session, participants will engage in a set of online activities designed mainly to elicit prior experiences and conceptions of online and digitally-rich learning and also to introduce information about the course. These preliminary assignments are also meant to provide participants with a fully-online learning experience, as well as a first example of "flipped classroom". To develop more shared images of high-quality DRTL activities, participants will have multiple opportunities to share their experiences with digital learning and review examples of other DRTL lessons; most importantly, however, they will engage together in a first "DRTL experience as learners" – the *Pet Activity* – in their first synchronous class. *Understanding by Design (UbD)* as an approach to instructional design will be visited as the instructors share how they approached the design of this DRTL activity. The SAMR and PICRAT models will also be introduced/revisited as a conceptual tool to examine DRTL experiences from the perspective of the use made of technology. Course expectations, major projects, the focus of each learning module, and connections with the Digitally-Rich Certificate Practicum, will also be introduced in this beginning module, so participants know what to expect and can plan accordingly. This first module (as will be the case for every other module in the course) will conclude with a journal entry where students are asked to synthesize their main takeaways about the essential question(s) informing the module.

MODULE 2: Collaborative Learning in the Digitally-Rich Classroom
*Essential question: **How can we promote and support collaborative learning using digital technologies?***
Fundamental to social-constructivist theories of learning is the principle that students can learn from each other; therefore, it is important for teachers to design learning activities that not only engage students with content, but also with each other in effective ways as an integral part of the learning process. There are several digital tools that can help doing so in the context of a K-12 classroom. Students will reflect on the activities and digital tools they have experienced as learners in the course. This module will also include a discussion of the values, limitations, and roles that can be played by the software most commonly used in K-12 schools today to serve an LMS function (i.e., Schoology, Google Classroom, Microsoft 365). Class participants will work with a small group to design a mini lesson that integrates digital tools to promote collaboration in a online learning environment.

MODULE 3: Digitally-rich Assessment Practices
*Essential question: **How can we leverage digital tools to enhance assessment practices?***
Assessment is central to an *Understanding by Design* approach to instructional design as well as a constructivist approach to learning and teaching. Also, at the core of most K-12 digital initiatives is data-driven instruction, which builds on the unique capabilities of digital assessment tools to collect and report student assessment data in real time. Digital tools can also open up new and more authentic ways for students to demonstrate their learning besides traditional paper-and-pencil tests and papers. Building on the experiences and insights developed in the previous modules, in this module participants will revisit fundamental principles of assessment as well as examine new opportunities offered by a few selected digital assessment tools to: (a) elicit students' prior knowledge; (b) provide students with multiple ways to demonstrate their learning; (c) provide opportunities for formative assessment – along with ways to quickly summarize assessment data to inform instruction; and (d) collect, analyze and report summative assessment data.

MODULE 4: Differentiated Learning in the Digitally-Rich Classroom
Essential question: What does differentiation of instruction and differentiation of learning practice look like in a digitally-rich classroom?
Developing understandings surrounding what is possible in the digitally-rich classroom, so as to impact individual student learning needs is the key focus of this module. Course participants will address foundational concepts of choice, ability, levels, competency, mastery, along with the potential of collaborative instructional design elements to build in knowledge sharing and the challenging of perspectives across these foundational concepts.

MODULE 5: Sourcing, Conveying, and Engaging with Content in the Digitally-Rich Classroom

Essential question: **How can we leverage understandings and practices surrounding the sourcing, conveying, and engaging of content to promote student learning in the digitally-rich classroom?**

One of the greatest benefits of DRTL is the ability to move beyond the constraints of a textbook and leverage high quality digital multi-media content that are available from publishers or for free on the Internet (often referred to as "open educational resources" or OER) as well as multi-media materials the teacher can create specifically for his/her own students. As the amount of currently available digital resources can feel overwhelming, teachers will need to develop strategies and skills to both identify relevant digital resources and evaluate which ones will truly be useful given their specific goals and audiences, while at the same time guiding students toward developing understandings of identifying and sourcing content that fits their needs (within an inquiry, research-based approach). Similarly, in order to create high-quality multimedia materials for their students, teachers will also need to become familiar with some digital tools available to create such materials, as well as research-based principles to inform their development. To develop the necessary knowledge and skills, in this module course participants will examine research and theory about the implications of using different kinds of media and formats to convey content, as well as develop practical skills and strategies to both create high-quality multi-media materials themselves and to identify and select existing ones.

MODULE (Ongoing): District Initiatives
Essential question: **What is going on in terms of district-wide K-12 digital initiatives and how do districts protect student data and privacy in a digital world?**

Across K-12 education, school districts are implementing digital initiatives such as 1:1 laptops or iPads for students. In this module, we will explore examples of initiatives taking place and examine the implications for teaching, professional development, and the structure of school. In addition, we will look closely at concerns regarding student data privacy connected to digital conversions. The New York Education Law 2-D will be introduced and class participants will consider what makes an application compliant. Students affiliated with a district will locate currently available apps and software available to them in the district.

MODULE (Ongoing): Designing Digitally-Rich Instruction
Essential question: **How can we design DRTL instructional units that leverage how people learn best**

The potential impact of a DRTL activity on student learning is influenced not only by the level in the SAMR model, but even more importantly, by the overall approach to learning and instruction that informs it. High-quality DTL activities need to be student-centered, involve activities at the high end of Bloom taxonomy, focus on "big ideas" in a field, and be meaningful and engaging for the specific group of students involved. In this module participants will revisit theories of motivation, learning and teaching through various readings, and apply them to the planning of their own DRTL informed unit.

<h1 style="text-align:center">Course Requirements and Expectations</h1>

On-going Independent Work

A variety of independent learning tasks (involving reading, writing as well as other kinds of activities) will need to be completed within each module, with specific intermediate deadlines, as articulated in detail in the "Directions for Independent Work" posted at the beginning of each Learning Module in the course Blackboard site. These tasks must be completed <u>on time,</u> as the following class session and/or subsequent tasks will often assume and make use of them.

These tasks will be organized in the Learning/Class Modules on Blackboard and will usually involve a combination of:

- *"Readings"* – where the documents to be read are not only traditional texts, but could also include videos, narrated PowerPoints, Panopto files, websites, etc. All required readings will be accessible online in Blackboard.

- *Assignments* – these may involve writing as well as other kinds of tasks, and often result in a product that needs to be submitted online on Blackboard – either privately as an *assignment* that will be accessible only to the instructor, or publicly by posting them in a specific *discussion board*, as directed in each case by the instructor. Unless they are part of one of the major projects (as described earlier), these assignments are not intended to result in finished nor polished reports. Therefore, students will not receive a letter grade for most assignments, although they will be assigned points for satisfactory completion that will affect the final grade in the course (as explained later in the Course Assessment section of this syllabus).

- *Reflective Journal entries* – at the end of each learning module, students will also be asked to <u>synthesize</u> the key learning and insights gained from that module's readings and other learning activities in a private journal, in response to an "essential question" posed by the instructor (although students are always encouraged to add additional observations and insights). Unlike contributions posted in Discussion Boards and social media, these journal entries will be accessible only to the student and the instructor. Students are expected to take advantage of and build on these journal entries in preparing their Final Reflection Paper at the end of the course.

Class Participation

The success of this course, and the extent of each student's learning, will depend on their full and timely participation. Thus, we expect that students attend all the Zoom sessions, actively participate in discussion boards and other types of interactive online spaces, and meet the established deadlines for each assignment. In case you are unable to do so in a specific week, please let your instructors know as soon as possible. Lack of participation in synchronous sessions, discussion boards or other interactive online assignments will result in missing class participation points, unless particular make-up arrangements have been made with the instructor ahead of time. Most importantly, it will take away not only from your own learning in the course, but also from that of your classmates!

Major Projects

As culminating learning experiences and summative assessments, you will be expected to complete the following four "major projects" (as already described in the previous Key Assessments section):

1. ***DRTL Concept Mapping Project***
2. ***DRTL Final Reflection***
3. ***DRTL Unit Design***
4. ***Group Mini Lesson Plan***
5. ***Interview of Teacher/Administrator***

Detailed directions for each of these projects can be found on Blackboard.

Each of the "major projects" should show the student's "best work" and will be graded according to a rubric, provided along with the detailed description of the assignment.

Course Schedule/Timeline

An agenda for each class session and a list of key tasks to be completed independently in-between each class session can be found in Blackboard. *These documents will be continuously updated to reflect any scheduling changes that may occur in the course of the semester.*

Additional considerations about online learning

Taking a course with online components requires somewhat different practices than traditional face-to-face courses in order to achieve the same learning goals and outcomes. One thing in particular that we would like students in this course to keep in mind is that, in order to ensure interactions among students as required by specific tasks assigned as part of their independent work each week, there may be multiple deadlines to submit assignments each week.

Technology Requirements

To make sure students have all the necessary technology to actively participate in all aspects of this hybrid-online course, we have identified below all the hardware and software needed to fully participate in both synchronous and asynchronous course activities:

- *Access to Mac or PC-based Computer with:*
  - *High Speed Internet capability*
  - *Speakers, microphone and a video cam*
  - *Adobe Reader*
  - *Plug-ins for your preferred browser to play videos*
  - *Tablet, phone, and/or laptop with internet connection to be taken to each synchronous class session*

Please verify that you meet all these technology requirements (and test them to make sure they work) before our first face-to-face class meeting.

Learning Assessment and Grading

Half of your grade in the course will be based on class participation (on Blackboard and during class meetings) and performance on the 4 major projects, and the other half on your performance and engagement with module assignments. More specifically:

- **Class participation: 20%** (based on points assigned to active participation in each face-to-face class/synchronous session attended)
- **Module assignments** (including discussion boards and reflective journal entries)**: 25%** (based on points assigned for completing each assignment on time and satisfactorily, as indicated in the Directions for Independent Work for each learning module)
- **Interview with Practicing Teacher: 10%** (Based on Completion)
- **DRTL Concept Mapping Project: 10%** (based on quality of the product, rubrics-based)
- **Final Reflection: 10%** (based on quality of the product, rubrics-based)
- **Group Mini Lesson: 10%** (rubric based)
- **DRTL Unit Design: 15%** (rubric based)

For a complete and updated list of the maximum number of points associated to specific assignments and other components of the course, see details in the Blackboard modules..

Grading scheme:
A: *95-100%;* **A-:** *90-94%;* **B+:** *87-89%;* **B:** *83-86%;* **B-:** *80-82%;***C:** *70-79%;* **E:** *<70*