California State University San Marcos • **COURSE CHANGE(S)** • **FORM C-2**

ORIGINATOR'S SECTION:	
1. College: ☐ CHABSS ☐ CoBA ☒ CoEHHS ☐ CSM	Desired Term and Year of Implementation (e.g., Fall 2008): FALL 2016
2. Current Course abbreviation and Number: EDST643 Using Mobile Tech for Teach/Learn	

RECEIVED MAR 29 2016 BY:

TYPE OF CHANGE(S). Check √ all that apply.

Course Number Change	☒	Delete Prerequisite	☐	Other Prerequisite Change	☐
Course Title Change	☐	Add Corequisite	☐	Grading Method Change	☐
Unit Value Change	☐	Delete Corequisite	☐	Mode of Instruction Change (C/S Number)	☐
Description Change	☒	Add Consent for Enrollment	☐	Consider for G.E. If yes, also fill out appropriate GE form.	☐
Add Prerequisite	☐	Delete Consent for Enrollment	☐	Cross-list	☐

Information in this section– both current and new – is required only for items checked (√) above.

CURRENT INFORMATION:	NEW INFORMATION:
	Course abbreviation and Number: EDT643
3. Title:	Title: *(Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.)*
4. Abbreviated Title for Banner *(no more than 25 characters):*	Abbreviated Title for PeopleSoft: *(no more than 25 characters, including spaces)*
5. Number of Units:	Number of Units:
6. Catalog Description: **Learn about emerging mobile applications and successful uses in educational setting. Explore models and create example projects that engage learners in collaborative projects. Identify strategies and lessons aligned with content and national technology standards for use with students.**	Catalog Description: *(Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does not count toward the 80-word limit.)* Covers ~~Prepares educators to~~ use emerging mobile applications ~~successfully~~ in educational settings to support individual and group learning.

7. Mode of Instruction* *(See pages 17-23 at http://www.calstate.edu/cim/data-elem-dic/APDB-Transaction-DED-SectionV.pdf for definitions of the Course Classification Numbers)*

Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)
Lecture		
Activity		
Lab		

Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)
Lecture		
Activity		
Lab		

8. Grading Method:*
- ☐ Normal (N) *(Allows Letter Grade +/-, and Credit/No Credit)*
- ☐ Normal Plus Report-in-Progress (NP) *(Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)*
- ☐ Credit/No Credit Only (C)
- ☐ Credit/No Credit or Report-in-Progress Only (CP))

Grading Method:*
- ☐ Normal (N) *(Allows Letter Grade +/-, and Credit/No Credit)*
- ☐ Normal Plus Report-in-Progress (NP) *(Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)*
- ☐ Credit/No Credit Only (C)
- ☐ Credit/No Credit or Report-in-Progress Only (CP))

*If Originator is uncertain of this entry, please consult with Program Director/Chair.

CURRENT INFORMATION: **NEW INFORMATION:**

9. If the NP or CP grading system was selected, please explain the need for this grade option.

10. Course Requires Consent for Enrollment? ☐ Yes ☐ No ☐ Faculty ☐ Credential Analyst ☐ Dean ☐ Program/Department/Director/Chair	**Course Requires Consent for Enrollment?** ☐ Yes ☐ No ☐ Faculty ☐ Credential Analyst ☐ Dean ☐ Program/Department/Director/Chair
11. Course Can be Taken for Credit More than Once? ☐ Yes ☐ No If yes, how many times (including first offering)	**Course Can be Taken for Credit More than Once?** ☐ Yes ☐ No If yes, how many times (including first offering)
12. Is Course Cross Listed: ☐ Yes ☐ No If yes, indicate which course	**Is Course Cross-listed?** ☐ Yes ☐ No If yes, indicate which course and check "yes" in item #17 below.
13. Prerequisite(s):	**Prerequisite(s):**
14. Corequisite(s):	**Corequisite(s):**

15. Documentation attached:
☒ Syllabus ☐ Detailed Course Outline

PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:
(Mandatory information – all items in this section must be completed.)

16. Does this course fulfill a requirement for any major (i.e. core course or elective for a major, majors in other departments, minors in other departments? ☒ **Yes** ☐ **No**
If yes, please specify:
Educational Technology Certificate

17. Does this course change impact other discipline(s)? *(If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.)* Check "yes" if the course is cross-listed. ☐ **Yes** ☒ **No**
If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

_____ Discipline _____ Signature _____ Date _____Support _____Oppose

_____ Discipline _____ Signature _____ Date _____Support _____Oppose

18. Reason(s) for changing this course:
The reason of the course abbreviation change is so that "Educational Technology" can be created as a course search category in PeopleSoft for students to easily find the Educational Technology courses. The goal of the course description change is to provide a clear description of the course content. Since technology constantly changes, the technology tools that will be covered in this course will also change but the foci will stay the same. The revised description will allow instructors to better communicate the content of the course to students while making adjustments to keep the course up-to-date, which is crucial for technology courses to stay relevant.

SIGNATURES : (COLLEGE LEVEL) : **(UNIVERSITY LEVEL)**

Sinem Siyahhan 02/07/2016
1. Originator (Please Print) Date

Manuel Vargas 2.7.16
2. Program Director/Chair Date

Nancy C. Romero 3-14-16
3. College Curriculum Committee Date

Denise Garcia 3/14/16
4. College Dean (or Designee) Date

[signature] 5/4/16
5. UCC Committee Chair Date

6. Vice President for Academic Affairs (or Designee) Date

7. President (or Designee) Date

California State University
SAN MARCOS
SCHOOL OF EDUCATION

Engaging diverse communities through leading and learning for social justice.

333 South Twin Oaks Valley Road, University Hall 468
San Marcos, California 92096-0001
760.750.4300
www.csusm.edu/soe

Course Number	**EDT 643**
Course Title	**Using Mobile Technologies for Teaching and Learning**
CRN Number	
Days	
Time	
Course Location	
Semester / Year	
Instructor	
Phone	
E-Mail	
Office	
Hours	

SCHOOL OF EDUCATION MISSION & VISION STATEMENT

(Adopted by SOE Governance Community, January 2013)

Vision

To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

Mission

The mission of the School of Education community is to collaboratively transform education. We:

- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the School, College, University, and Community

BASIC TENETS OF OUR CONCEPTUAL FRAMEWORK

- Student centered education
- Research and theory specific to the program field inform practice
- Connections and links between coursework and application
- Strong engagement between faculty and candidates
- Co-teaching clinical practice
- Culturally responsive pedagogy and socially just outcomes

COURSE DESCRIPTION

Prepares educators to use emerging mobile applications successfully in educational settings to support individual and group learning.

Mobile Technology for Teaching and Learning

This 1-unit course is designed as part of the Educational Technology Certificate Program.

Graduate Credit

This is a graduate level course, and successful completion can be applied toward the Masters' in Education General Option.

Credit Hour Policy Statement

Per the University Credit Hour Policy, students are expected to spend a minimum of two hours outside of the classroom each week for 1-unit credit course.

REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS

Material Required

- Access to a handheld device that you can download apps, preferably a tablet (e.g. iPad), with Internet access. You will be expected to purchase approximately $25 dollars' worth of Apps for your mobile device. Please be prepared to fund these as part of our course.
- An Introduction to Design Thinking Process Guide. Available at: https://dschool.stanford.edu/sandbox/groups/designresources/wiki/36873/attachments/74b3d/ModeGuideBOOTCAMP2010L.pdf?sessionID=2f58897684fb982484d0df8fbb73761194ef1158

COURSE LEARNING OUTCOMES

Upon successful completion of this course, students will (be able to):

1. Integrate mobile technologies into educational settings.
2. Use mobile technology to support teaching and learning.
3. Develop lessons using mobile technology.

GENERAL CONSIDERATIONS

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates (course participants) are expected to attend all classes and participate actively. At a minimum, candidates (course participants) must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the candidate (course participants) have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

In this online course, it is expected that all students will have an active presence in the online community, or you cannot receive a grade of A or A-; if you are inactive for one week or more, you cannot receive a grade of B+ or B. If you have extenuating circumstances, you should contact the instructor as soon as possible. Organize each week so that you visit the Cougar Course shell every 2-3 days. This will provide you the opportunity to stay in touch with the module assignments and discussions. You will need to use an up-to-date computer and operating system that has the ability and speed to use Cougar Course and

participate in activities, as well as play sound files and movie clips. It is your responsibility to check these capabilities out as soon as you begin the course and have a plan for completing and accessing these resources regularly.

CSUSM Academic Honesty Policy

Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All assignments must be original work, clear and error-free. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated accordingly.

Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.
Refer to the full Academic Honesty Policy at:
http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html

Plagiarism

As an educator, it is expected that each student will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website http://library.csusm.edu/plagiarism/index.html. If there are questions about academic honesty, please consult the University catalog.

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

All University Writing Requirement

The All-University Writing Requirement of 850 words for a 1-unit course is satisfied through assignments that involve writing online text and discussion forums.

Use of Technology

Students need to have access to a mobile device with Internet connection. Students are expected to demonstrate competency in the use of various forms of technology (i.e. Google Apps, E-mail, Moodle, and/or multimedia presentations). All assignments will be submitted online through Cougar Courses.

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the

School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.
Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

Grading Policy

It is expected that all required work will be submitted on time, and that students will proofread and edit their assignments prior to submission to meet the expectations for each assignment.

Final Exam Statement

There is no final exam for this course.

Policy on Late Work

Assignments are due by midnight on the date specified. Late assignments will receive a penalty of 5% per day. Students must submit all assignments at an acceptable level to pass the course.

Cougar Course Help

Contact the CSUSM help desk at helpdesk@csusm.edu for questions, technical issues with accessing files, and support for using the tools in Cougar Course. Student resources and login for Cougar Courses: http://cc.csusm.edu/

Course Assignment

Geocaching: For this assignment, you will go on Geocaching in your area. You will sign up at geocaching.com and download the GPS coordinates for a cache that you want to find. You will also create an activity for your students inspired by this experience and share your experience with geocaching and the activity you designed on Cougar Courses.

Mobile Technology Experiment: You will choose an augmented or virtual reality app to experiment in your own educational setting to support children's learning. To achieve this goal, you will develop a plan to integrate the app, identify and learning outcomes, and actually implement the plan in your own educational setting. You will share your experiences on Cougar Courses. Make sure to upload at least two photos from your experience with your posting.

App Design Project: In groups of four, you will design an educational app to support teaching and learning in educational settings. You will go through a design thinking process where you will first research a topic of interest, identify a design problem you want to work on, create a prototype of your design using an App Maker tool, and finally get others' feedback on your design. You will submit your design along with user feedback you received to Cougar Courses.

Grading Scale

A = 93-100	A -= 90-92	B+ = 86-89	B = 83-86
B- = 80-82	C+ = 77-79	C = 73-76	C- =70-72
D = 60-69	F = 59 or lower		

Distribution of Points per Assignment

Assignment	Points
Geocaching	40
Mobile Technology Experiment	40
App Design Project	80
Total Points:	160

Course Schedule

Week	Topic	Readings & Assignments
1– 3	**Introduction** • Overview of mobile devices and their use in education • Key players – Google, Apple, Microsoft • Getting to Know the App Store • How to Search for Apps	**Discussion Forum Post: Introduce Yourself** • Initial Post • 2 Peer Posts
4 – 6	**Placed-based Learning Activities** • Review of Place-based Learning Apps	**Assignment: Geocaching** **Discussion Forum Post: Sharing Your Experience** • Initial Post • 2 Peer Posts
7 – 9	**Augmented and Virtual Reality** • Review of Augmented Reality Apps • Review of Virtual Game Apps • Google Cardboard	**Discussion Forum Post: Sharing Your Experience** • Initial Post • 2 Peer Posts
10 – 13	**Designing Apps** • Introduction to Design Thinking Process • Introduction to App Maker • Define and Ideate	**Reading:** An Introduction to Design Thinking Process
14 –15	**Designing Apps** • Prototyping • User-testing	**App Design Project**
16	**NO FINAL EXAM**	

OLD

EDST 643: Using Mobile Technologies for Teaching and Learning
One Unit: Online Course

Mission Statement of the School of Education, CSUSM

The mission of the School of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and ongoing service. Our practices demonstrate a commitment to student centered education, diversity, collaboration, professionalism, and shared governance.

Instructor	Phone	E-mail Address
		scampo@csusm.edu
Stacey Campo	858-395-1890	scampo@powayusd.com

Wikis, Widgets, and Web 2.0 Certificate Program

This course is designed as part of the **Wikis, Widgets, and Web 2.0 Certificate Program** at CSUSM.

Graduate Credit

This is a graduate level course, and successful completion can be applied toward elective requirements for some Masters' Programs including the Masters' in Education General Option. Note that students must receive an A or B in order to use the course as one of their Masters' program courses.

Graduate Writing Requirements

The California State University maintains a Graduation Writing Assessment Requirement (GWAR) for master's candidates. This requirement must be achieved prior to Advancement to Candidacy. A master's candidate will satisfy the graduate writing requirement by receiving a passing score on a written product as assessed with the GWAR rubric. Toward the goal of providing opportunity for graduate students in the College of Education to satisfy the writing requirement, all papers in all graduate classes must adhere to the writing and format style guidelines detailed in the sixth edition of the Publication Manual of the American Psychological Association. This manual is a required textbook for all CSUSM College of Education graduate-level courses.

Course Description

This one unit course engages learners in the critical analysis of how mobile technologies can contribute to learning and teaching. Topics include educational reform, instructional design, effective pedagogy within a distributed learning environment; use of digital technology to support user-generated content; and tapping into students' social and learning needs through the use of mobile tools such as iPADS, tablets, smart phones and other handheld devices. Special emphasis is placed on how technology influences various communities of learners.

Learner Outcomes

1. Analyze and illustrate various ways in which mobile technologies may contribute to learning, teaching and educational reform.
2. Develop classroom integration activities utilizing-mobile technologies
3. Demonstrate skills in the use of technology including management and instructional design for teaching and learning.
4. Synthesize information related to the impact of technology on learning, teaching and various communities of learners to formulate a convincing and articulate position to inform your role as educator.

Required Text

Bellanca, J. Brandt, R., (2010). *21st Century Skills: Rethinking How Students Learning.* Solution Tree Press. ISBN: 978-1-935249-90-0 (Approximately $25.00)

***Note**: A digital copy for this book is preferred and can be purchased from Amazon.com to be read with the free Kindle APP.*

Material Required

- Up-to-date computer and operating system that has the ability and speed to use Cougar Course and participate in activities such as multimedia production, use online survey and rubric tools, and create, edit and post a Web page), as well as play sound files and movie clips.
- Access to the Internet

Required Mobile Apps

You will be expected to purchasing approximately $25 dollars worth of APPS for your mobile device. Please be prepared to fund these as part of our course.

Plagiarism and Cheating

All work submitted for this course should reflect students' efforts. When relying on supporting documents authored by others, cite them clearly and completely using American Psychological Association (APA) manual, 5th edition. Failure to do so may result in failure of the course. Please be sure to read and understand the university policy on plagiarism and cheating, as it will be strictly enforced. Academic dishonestly will not be tolerated and will result in a failing grade for this course and will be reported to the University.

Attendance Policy

In this online course, it is expected that all students will have an active presence in the online community, or you cannot receive a grade of A or A-; if you are inactive for one week or more, you cannot receive a grade of B+ or B. If you have extenuating circumstances, you should contact the instructor as soon as possible. Organize each week so that you visit the Cougar Course shell every 2-3 days. This will provide you the opportunity to stay in touch with the module assignments and discussions. You will need to use an up-to-date computer and operating system that has the ability and speed to use Cougar Course and participate in activities, as well as play sound files and movie clips. It is your responsibility to check these capabilities out as soon as you begin the course and have a plan for completing and accessing these resources regularly.

Grading Policy

It is expected that all required work will be submitted on time, and that students will proofread and edit their assignments prior to submission. Students will ensure that all text is error-free (grammar, spelling), and ideas are logically and concisely presented. Each assignment grade will be negatively affected as a result of proof reading oversight. Each written assignment will be graded approximately 80% on content and context (detail, logic, synthesis of information, depth of analysis, etc.), and 20% on mechanics (grammar, syntax, spelling, format, uniformity of citation, etc.). All citations, where appropriate, will use American Psychological Association (APA) format. Consult American Psychological Association (APA) Manual, 6th edition for citation guidance.

Late Assignments:

Assignments are due by midnight on the date specified. Late assignments will receive a penalty of 5% per day. Students must submit all assignments at an acceptable level to pass the course.

Discussion Posting (Value Added Model)

When replying to a posting in the discussion area (or through a Web Blog) by another student, instructor, or guest, you must refer to the person by name and refer to their comments within your posting. To Add Value, your response must do one of the following: give an example of what the prior post described; provide a different perspective of the topic posted; OR expand upon the idea posted in the message by including more detail and depth. The instructor will provide feedback in the first few modules to support understanding of this concept. Peers will also be asked to review how others conform to this aspect of the course discussions.

Assignment Questions: There is a Questions topic section in the discussion area of Cougar Course. This section is included to allow everyone the benefit of having access to instructor responses to questions about the course,

activities, and/or assignments. Please review the posted questions before posting your question(s). Instructor will respond to posts within 48 hours. If you do not have a response by 48 hours, please contact the instructor directly by email or phone. Students may also respond to questions when they have information that will help other students.

Cougar Course Help: Contact the CSUSM help desk. Their location and hours are listed on the web: http://www.csusm.edu/iits/sth/ Be sure to leave a phone number and/or email if you leave a message at the help desk regarding a problem you are having. They can help with all technical aspects of the Cougar Course environment including problems with accessing files, uploading assignments, and using Cougar Course tools. If you write to the instructor about a problem with Cougar Course, please confirm that you have communicated with the Help Desk first and refer to who replied to your question.

Important Considerations:

- Assignments are due when noted in the module and/or assignment link.

- All assignments should be based on thoughtful reflection, and submitted only after final edits, proof-read and word-processed. The university has a 2500-word writing requirement for each course that is met through the course reflections, assignments and discussions. Use Microsoft Word for any Word Processed documents, but post directly to discussion instead of posting a file.

- Contact instructor in advance of any extended absence to accessing and contributing to module activities. If you contact the instructor about an absence, suggest a timeline for how you will make up missed sessions, contribute to group work, and if there is a need for an alternative assignment.

- Grading of coursework will be based on adherence to the assignment guidelines, evidence of application of course readings and resources, and clear evidence of specified revisions, clarity, and coherence, in revised work. Points are deducted for spelling and/or grammar errors.

- Remember to cite all information obtained from others completely in APA 5th Edition format. References are required.

Course Assignment/Discuss Forums (Assignments subject to Change)

Assignment	Value
Mobile Device Basic Skills	25
Discussion Forum Module 1	10
Teacher Integration APP Review	25
Classroom Management Policy	25
Discussion Forum Module 2	10
Instruction APP Activity	25
Discussion Forum Module 3	10
APP Directory by Subject	50
Instructional APP Project	100
Discussion Forum Module 4	10
Student Survey	25

Grading Scale

A = 93-100	A -= 90-92	B+ = 86-89	B = 83-86
B- = 80-82	C+ = 77-79	C = 73-76	C- =70-72
D = 60-69	F = 59 or lower		

Course Outline & Due Dates

This course is structured into 5 Modules of content. Content will be opened every Sunday night at 11:59pm. Be sure to arrange your schedule knowing that your school break may be a different week.
NOTE: *CSUSM Spring break is April 1th – 5th: No content will be delivered for that week*

With each Module, you will be introduced to 3 to 4 APPS to support the Module Topic and/or interaction. Detailed information will be found on the Cougar Course shell ~ EDST643 and is subject to change based on instructor discretion.

Module #0 **Welcome** March 11th to 17th (1-week)	**Learning Objective:** Introduction to course format, expectations and participation. Participants will prepare their learning space on the Cougar Course for *EDST: Using Mobile Technologies for Teaching and Learning* **Assignments:** • Complete introduction survey • Post a photo and confirm email address • Review syllabus • Purchase Book
Module #1 **Cutting the Cord** March 18th to March 31st (2-weeks)	**Learning Objective**: Analyze and illustrate various ways in which mobile technologies contribute to learning, teaching and educational reform. Participants will investigate best practices for using Mobile Devices in a K-12 learning environment for instructional and learning outcomes. Learn from other teachers who have implemented mobile technology tools in their classrooms (Guest Speakers and/or audio podcast interviews) Understand the changing culture of the 21st learning environment **Assignments:** • Assigned Readings (textbook, articles and online videos) • Mobile Device Basic Skills • Participate in learning community introductions • Participate in discussion of how best to implement mobile technologies used in the classroom (discussion forum)

Module #2 **Mobile Teaching** April 8th to April 14th (2-weeks)	**Learning Objectives:** Demonstrate understanding and skills needed to integrate mobile technologies for use in teaching and/or instruction. Participants will identify, investigate, and evaluate Mobile APPS which support writing/informational organization (note taking) to fit their style. Learn from other teachers who have implemented mobile technology tools in their classrooms (Guest Speakers and/or audio podcast interviews) Learning how to evaluate APPS for Personal, Professional, Instructional uses Interact with APPS which support instructional integration Exploring how student engagement and demonstration of learning changes with mobile technology Explore how schools are managing the purchase of APPS for classroom use; policies and procedures that must be in place prior to student integration **Assignments:** • Assigned Readings (textbook, articles and online videos) • Identifying and using note taking apps for professional use; share review with classmates • Collaboration between classmate using Dropbox (files); Photosync (images); Voice Memos (audio files) Google Docs from iPAD/Tablet • Discuss best practices for student implementation and share ideas for using in the classroom (discussion forum)
Module #3 **Mobile Learning** April 22th to May 5 (2-weeks)	**Learning Outcomes:** Demonstrate understanding and skill in the integration of mobil technology including management and instructional design for teaching and learning an emphasis on student creation. Participants will identify, investigate, and evaluate appropriate APPs which support learning in participants subject area based upon Bloom's taxonomy of learning. Explore policies and procedures that must be in place prior to student integration Participants will identify one academic activity and mobile APP in order to design an instructional activity which implements best practices of mobile integration. **Assignment:** • Assigned Readings (textbook, articles and online videos) • Identify and design 1 directed lessons utilizing iPAD/Tablet APP in classroom for teaching • Create Classroom Management Policy for student sharing

Module #4 **GROWING A PROFESSIONAL CONNECTION** May 6th to May 12th (1- week)	**Learning Outcomes:** Identify and select resources to support continued use, integration and understanding of mobile technology for teaching and learning. Participants will collaborative construct a directory of learning resources; **Assignments:** • Assigned Readings (textbook, articles and online videos) • Share best practices for professional integration of iPAD/Tablet (discussion forum) • Contribute to the Class APP directory • Create a tutorial lesson for a personal, professional, and instructional APPS
Module #5 **BRIDGING THE GAP** May 13th to May 19th (1-week) **Final Grades Posted** 5/22/2013	**Learning Outcomes:** Synthesize information related to the impact of technology on learning, teaching and various communities of learners to formulate a convincing and articulate position to inform your role as educator. Participants begin the shift to student use and learning by developing classroom norms for use of mobile devices; shared directory of professional iPAD/Tablet apps as well as curriculum apps. Learning how schools are managing the purchase of APPS for classroom use; policies and procedures that must be in place prior to student integration **Assignments:** • Assigned Readings (textbook, articles and online videos) • Develop a survey (Google Docs) to administer to student in first week of school. • Contribute to the Class App directory • Present using screen capture (1) lessons utilizing iPAD/Tablet in classroom for student learning which demonstrates student project-based evidence (Including management procedures.)