The Digital Classroom
Strategies for Learning and Integrating Technology into the Classroom
An Online Graduate Course

Course Description

Instructional technology has become a vital component of K-12 education. Students are learning how to use technology to complete homework assignments, work collaboratively with their peers, and be successful navigators of the World Wide Web. Technology is emerging every day. Students need the ability to utilize current technology in order to be successful, contributing members of their communities as they become a part of the workforce. Technology can be used within the classroom to enhance learning, motivation, engage students within their learning, and improve the connection between home and school.

This course is designed to prepare educators to integrate technology in order to support engaged and effective K-12 student learning across the content areas. Participants incorporate technology-based instructional design strategies within a student-centered learning environment. In this course, you will examine and explore technology integration strategies within the K-12 environment. Content will include an examination of Internet tools which can be integrated in all classrooms levels and content areas. You will identify advantages for "going paperless" and will explore digital best practices.

Objectives
Upon completion of the course the learner will be able to:

- define what a digital classroom is
- explore the benefits and challenges of a digital classroom
- examine oneself as a digital navigator
- compare and examine Google Docs, Slides and Sheets
- examine Google Classroom in detail
- acquire the tools needed to successfully move towards a digital classroom
- create an organized, ongoing resource list of professional and educational websites
- identify strategies for working with Students with Disabilities
- compare the pros/cons of digital learning
- expand the role of assessment digitally
- apply the latest research regarding digital technology
- explore how social media can impact digital learning
- describe cyberbullying and study strategies to incorporate Internet Safety into daily lessons

Curriculum Design
This is a sixty-hour, three credit graduate level course completed over a thirteen-week period. Modules One through Nine will be completed one per week. Module Ten will be completed over a two-week period so students will have time to revise and complete the final integration project.

Hardware & Computer Skills Requirements
Computer and Internet access required. Students must have regular access to a computer and be able to use computer skills to successfully complete this course. Many problems instructors and students run into stem from mis-configured browsers, incorrect software versions, pop-up blockers, and other issues. Most of these issues can be prevented by performing the browser tune up before the course or once a problem arises. Often students find it easier to use *Mozilla Firefox*, *Google Chrome*, or *Safari* rather than Internet Explorer; for some applications Internet *Explorer* may work well.

Course Materials
The Google Infused Classroom: A Guidebook to Making Thinking Visible and Amplifying Student Voice, Holly Clark

<p align="center">Module Outline</p>

Module One: Get Connected to Technology
Content:
1. Member introductions
2. Individual and group expectations
3. Course sessions, resources and requirements
4. Defining The Digital Classroom
5. "Myself as a Digital Navigator"
6. Assignments

Module Two: Google Apps for Education
Content:
1. Google Docs
2. Google Slides
3. Google Sheets
4. Google Classroom
5. Assignments

Module Three: Effective Technology Integration

Content:

1. Classroom Websites
2. Blogs
3. Wikis
4. Podcasts
5. Webquests
6. Assignments

Module Four: Collaborative Digital Classrooms

Content:

1. Effective Digital Communication
2. Collaboration Basics for a Digital World
3. Collaboration Planning Lesson
4. Collaboration Benefits
5. Virtual Meeting Rooms
6. Assignments

Module Five: The Digital Classroom for Students With Special Needs

Content:

1. Websites for Special Need Learners (ELL, Learning Disabled, ADD/ADHD)
2. APPS
3. Pro/Cons
4. Digital Notetaking
5. Assignments

Module Six: Technology in the Content Areas Assessment

Content:

1. Virtual Fieldtrips
2. Websites
3. Project-Based Activities Incorporating Technology
4. Web-Based Projects, Explorations, and Research
5. Assignments

Module Seven: Digital Learning at the Fingertips

Content:

1. Learning with Mobile and Handheld Device
2. APPS
3. Outstanding Websites
4. BYOD
5. Assignments

Module Eight: Social Media
Content:
1. Facebook
2. Twitter
3. Instagram
4. Pinterest
5. Assignments

Module Nine: Internet Safety
Content:
1. Defining Cyberbullying
2. The Role of Social Media
3. Gender Issues
4. Implementation of Lessons
5. Working With Parents
6. Assignments

Module Ten: Digital Portfolios and Assessment
Content:
1. Digital Portfolios
2. Online Grading Systems
3. Online Quizzes
4. Online Projects
5. Digital Dropbox
6. Final exam and project

Student Requirements

1. Participation: Actively participate in all activities.
2. Reading assignments: Complete all readings and reflection assignments.

Grading Criteria

Assignment	Points	Grading Scale	
Class Participation	20	100-93	**A**
Class assignments	80	92-85	**B**
Total Points	100	84-77	**C**

Student Academic Integrity

Participants guarantee that all academic class work is original. Any academic dishonesty or plagiarism (to take ideas, writings, etc. from another and offer them as one's own), is a violation of student academic behavior standards as outlined by our partnering colleges and universities and is subject to academic disciplinary action.