Independent Study Online Course Syllabus

Course Number:  TEC 978
Course Title:  Twitter for Educators

X Online  □ Distance Learning

Instructor:  Kevin Scritchfield
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Email:  mrsScritch@gmail.com
Twitter:  @kscritch:

Units: 3
Grade Level: K-16

Course Description
Students will learn how to create a Professional Learning Network (PLN) of other educators and experts in various fields in order to learn from and share ideas, activities, lesson plans, teaching strategies, the use of technologies, and classroom pedagogical reasoning. This course addresses standards set forth for educators within both the National Educational Technology Standards for Students and the National Board for Professional Teaching Standards, but it will be intensely focused on standards which apply to teachers using technology to enhance their productivity and of the 2010 National Education Technology Plan which set forth the following goals for educators:

1) Career-long Personal Learning Networks
2) Connecting to Content, Expertise, and Activities Through Online Communities
3) Connecting With Other Professionals
4) Preparing New Educators and Ongoing Professional Learning
5) Connecting With Students to Personalize and Motivate Learning

Twitter can put you in touch with like-minded people from all over the world in order to share classroom activities, philosophies, technologies, and strategies. Twitter allows you to personalize your professional development and take it in the direction that you want to go in terms of your teaching.

Course Dates
Self-paced; students may enroll at any time and take up to one year to complete assignments.

To register for courses go to http://ce.fresno.edu/cpd and log in
You have up to one year from the date of registration, and no less than three weeks (one week per credit), to complete the course.

**Moodle:**

This course will be delivered totally online. Moodle is a learning management system that provides students access to online resources, documents, graded assignments, quizzes, discussion forums, etc. with an easy to learn and use interface. To learn more about Moodle go to: (http://docs.moodle.org/en/Student_tutorials). There are some student tutorials on the Center for Online Learning website at Fresno Pacific University – http://col.fresno.edu/student.

**Moodle Site Login and passwords – (or other online course access information)**

Students will need to have internet access to log onto http://ce-connect.fresno.edu. The username and password numbers for Moodle access will be sent to you by the university using the email address you submitted at the time of registration. The instructor will then contact you with a welcome letter and login instructions. If you need help with the username and password recovery please contact the Center for Professional Development at (800)372-5505, or (559)453-2000 during regular office hours - Mon-Fri 8:00 am to 5:00 pm.

**Getting Help with Moodle:**

If you need help with Moodle, please contact the Center for Online Learning (COL), + by telephone 1-559-453-3460. Help by phone is available Mon-Thurs 8:00 am to 8:00pm and on Fridays from 8:00 am to 5:00 pm, or by filling out a “Request Services” form at http://col.fresno.edu/contact/request-services. Please identify that you are with the Continuing Education/Independent Studies department.

**Grading Options**

Course assignments are graded with the use of a Scoring Rubric. Course participants have the option of requesting a letter grade or a credit/no credit. If you would like a letter grade, please check the appropriate box on the Grade Form and the Procedure for Completing Coursework.

**Course Materials**

The materials for this course are completely online, using various sources and online tools exemplifying the very nature of the course.

Please remember that the instructor is not able to offer technical support. In the event that you need technical support, please contact your Internet Service Provider.
Discussion Forums
Participation is an important expectation of this course and all online courses. Online discussions promote reflection and analysis while allowing students to appreciate and evaluate positions that others express. While students may not be engaging with the same students throughout this course they will be expected to offer comments, questions, and replies to the discussion question whenever possible. The instructor’s role in the discussion forum is that of an observer and facilitator.

Course Requirements
Course participants will be required to:
1. Complete all course assignments as listed in detail within the Moodle pages for the course and must post each assignment to an online portfolio (this process is explained as one of the course assignments).
2. Explore and investigate all Internet resources.
3. Participate in all discussion forums and post responses that reflect critical thinking and demonstrate positive online interaction techniques.

National Standards
This course will apply the National Educational Technology Standards (NETS), the National Board for Professional Teaching Standards (NBPTS), and the Common Core State Standards within the individual lessons plans and projects assigned for course completion. See list below of standards attached to each Learning Objective and Outcome.

NETS:
1. Facilitate and Inspire Student Learning and Creativity
2. Design and Develop Digital-Age Learning Experiences and Assessments
3. Model Digital-Age Work and Learning
4. Promote and Model Digital Citizenship and Responsibility
5. Engage in Professional Growth and Leadership

NBPTS:
1. Teachers are Committed to Students and their Learning
2. Teachers Know the Subjects they Teach and How to Teach those Subjects to Students
3. Teachers are responsible for Managing and Monitoring Student Learning.
4. Teachers Think Systematically about their Practice and Learn from the Experience.
5. Teachers are Members of Learning Communities.

Learning Objectives / Outcomes
Upon completion of this course, students will be able to:
1. Explore and actively engage in the use of Twitter and its use in education. (NETS

To register for courses go to http://ce.fresno.edu/cpd and log in
1. Create and develop a methodology of communicating with other education professionals to share classroom activities, lesson plans, resources, concerns, and philosophies, using social networking tools focused on Twitter. (NETS 1a,c,d, 2a,d, 3a,b,c,d, 4a,c,d, 5a,b,c,d and NBPTS 2c, 4a,b,c, 5a,c)

2. Explore and define how Twitter is transforming educators and critically evaluate the growth of Twitter among educators. (NETS 1b,c,d, 2a,c, 3a,b,c,d, 4a,c,d, 5a,b,c,d and NBPTS 2a,c, 3a,b,c,d, 4a,b,c, 5a,c)

3. Demonstrate understanding of new terminology by creating a course journal. (NETS 1a,b,c,d, 2a,b,c, 3a,b,c,d, 4a,c,d, 5a,b,c,d and NBPTS 2a,c, 3a,b,c,d, 4a,b,c, 5a,c)

4. Discover and explore educational resources and organizations dedicated to the future of education. (NETS 1a,c,d, 3a,b,c,d, 4a,c,d, 5a,b,c,d and NBPTS 2a, 4a,b,c, 5a,c)

5. Discover and explore how Twitter relates to literacy in the 21st century. (NETS 1a,b,c,d, 2a, 3a,b,c,d, 4a,c,d, 5a,b,c,d and NBPTS 2a,b,c, 4a,b,c, 5a,c)

6. Analyze how asynchronous communication can enhance the learning experience. (NETS 1a,c,d, 2a,b,c, 3a,b,c,d, 4a,b,c,d, 5a,b,c,d and NBPTS 1a,b,f, 2a,c, 3a,b, 4a,b,c, 5a,c)

7. Participate in course forums and discussions online. (NETS 1a, b,c 3a,b,c,d, 4c,d, 5a, b, c, d and NBPTS 2a, 3,a,b, 4a,b,c, 5a,c)

8. Extrapolate how the concepts learned in this course will effect the way the student shares with and learn from other educators for the rest of their career. (NETS 1a, b, c, d, 2a,b,c,d, 3a,b,c,d, 4a,b,c,d, 5a,b,c,d and NBPTS 2a,c, 3a,b, 4a,b,c, 5a,c)

Schedule of Topics and Assignments
The assignments listed below are not in any particular order.

1. Create a Twitter account using an appropriate user name and follow the instructor on Twitter. (15 Points)
2. Research and find specific educators and experts in specific fields to follow. (20 Points)
3. Summarize the pedagogy and use of Twitter as a Professional Development and Professional Learning Network tool. (30 Points)
4. Participate in an edchat on Twitter. (10 Points)
5. Discover how to share photos, videos and other files through Twitter. (10 Points)
6. Show knowledge of vocabulary terms specific to Twitter with a journal of terms and definitions. (20 Points)
7. Explore, research and journal what other educators that you find on Twitter also have on the web (Blogs, web sites, etc.) (20 Points)
8. Discover uses for and activities to use Twitter with their classes of students. (10 Points)
9. Analyze how Twitter can be considered part of the new literacy within the classroom. (1 Points) Develop a Professional Learning Network on Twitter. (10 Points)
10. Create 3 lesson plans from materials obtained from others on Twitter. (20 Points Each)
11. Participate in the course forums and online discussions by posting comments and helpful ideas and/or suggestions. (5 Points Each)

Grading Policies and Rubrics

250 total points possible
225 – 250 = A
200 – 224 = B or Credit Grade
Below 199 points = no credit

The discernment between an A or a B is at the discretion of the instructor based on the quality of work submitted (see assignment rubrics). Coursework falling short of a quality equaling a B or a Credit Grade will be returned with further instructions.

All assignments must be completed in order to receive a grade. In addition, all assignments are expected to reflect the quality that teacher-training institutions require of professional educators. If completed assignments do not meet this standard, students will be notified with further instructions from the instructor.

Rubric for Evaluating Assignments
The rubric for all assignments will be posted on the Moodle site for the course.

Writing Requirements
Superior: Writing is clear, succinct, and reflects graduate level expectations and analysis.
Standard: Writing is acceptable with very few mistakes in grammar and spelling.
Sub-standard: Writing contains noticeable mistakes in grammar and spelling.

Grading Options
Course participants have the option of requesting a letter grade or a credit/no credit when submitting the online grade form. Students will submit grade form when coursework has been completed. (Instructions will be provided for online grading by the instructor.)
Evidence of Learning
Instructor will gauge evidence of student learning on successful completion of all assignments, according to criteria in the rubrics for each assignment.

Instructor/Student Contact
Throughout the course students will be communicating with the instructor and their classmates on a regular basis through the use of asynchronous discussion forums. A Virtual Office is utilized for class questions and students are provided with instructor contact information in the event they want to make phone or email contact. In addition, students are encouraged to email the instructor at any time. Students will also receive feedback on the required assignments as they are submitted.

Assignment Rubrics

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Sub-Standard (No Credit)</th>
<th>Standard</th>
<th>Superior</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summary of Readings</td>
<td>Not over a single page in length or off topic, lacking specific examples.</td>
<td>Not over a single page in length or not detailed in included information or examples provided. Perhaps lacking flow of information.</td>
<td>A full two-page summary (no longer) including response to the research side as well as to the personal experiences in the reading. Specific examples referenced. Includes full, topical paragraphs.</td>
<td></td>
</tr>
<tr>
<td>30 points possible</td>
<td>Superior=27-30</td>
<td>Superior=24-26</td>
<td>Superior=14-15</td>
<td>Points</td>
</tr>
<tr>
<td>Standard</td>
<td>Created a Twitter account with no profile information or never notified the instructor about following.</td>
<td>Created a Twitter account, lacking profile information or avatar (photo), followed instructor with a notification tweet.</td>
<td>Created a Twitter account with a creative user name including a full profile with avatar (photo), followed the instructor with the correct information in the notification tweet to him.</td>
<td></td>
</tr>
<tr>
<td>Create a Twitter Account</td>
<td>Created a Twitter account with no profile information or not detailed in included information or examples provided. Perhaps lacking flow of information.</td>
<td>Created a Twitter account, lacking profile information or avatar (photo), followed instructor with a notification tweet.</td>
<td>Created a Twitter account with a creative user name including a full profile with avatar (photo), followed the instructor with the correct information in the notification tweet to him.</td>
<td></td>
</tr>
<tr>
<td>15 points possible</td>
<td>Superior=14-15</td>
<td>Superior=12-13</td>
<td>Superior=7-8</td>
<td>Points</td>
</tr>
<tr>
<td>Standard</td>
<td>Created a Twitter account with no profile information or not detailed in included information or examples provided. Perhaps lacking flow of information.</td>
<td>Created a Twitter account, lacking profile information or avatar (photo), followed instructor with a notification tweet.</td>
<td>Created a Twitter account with a creative user name including a full profile with avatar (photo), followed the instructor with the correct information in the notification tweet to him.</td>
<td></td>
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<tr>
<td></td>
<td>Superior=7-8</td>
<td>Superior=5-6</td>
<td>Superior=2-3</td>
<td>Points</td>
</tr>
<tr>
<td>Points</td>
<td>Superior=2-3</td>
<td>Superior=0-2</td>
<td>Superior=0-1</td>
<td>Points</td>
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<table>
<thead>
<tr>
<th>Following Reflection</th>
<th>Not over a single page in length or off topic, lacking specific examples.</th>
<th>Not over a single page in length or not detailed in included information or examples provided. Perhaps lacking flow of information.</th>
<th>Close to 2 pages, answers most if not all of the response questions in the assignment description, provides personal insight into the experience.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participate in a Twitter Chat</td>
<td>Not over a single page in length or off topic, lacking specific examples.</td>
<td>Not over a single page in length or not detailed in included information or examples provided. Perhaps lacking flow of information.</td>
<td>Close to 2 pages, answers most if not all of the response questions in the assignment description, provides personal insight into the experience.</td>
</tr>
<tr>
<td>Share a File</td>
<td>No file attached</td>
<td></td>
<td>Tweeted the instructor with a file (photo, video, or document) attached</td>
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<tr>
<td>Twitter Vocabulary Journal</td>
<td>Journal in Moodle showing less than 12 Twitter terms or their definitions are not in the student’s own words.</td>
<td>Journal in Moodle showing a minimum of 12 Twitter terms and their definitions in the student’s own words or majority of definitions are not in student’s own words.</td>
<td>Journal in Moodle showing a minimum of 20 Twitter terms and their definitions in the student’s own words.</td>
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<tr>
<td>What else do your ‘tweeps’ do?</td>
<td>Less than two paragraphs, off topic, no examples.</td>
<td>At least two full paragraphs, not on topic in terms of specific examples.</td>
<td>Full two paragraph to one page description of what else at least one of the people that you follow does online in terms of contributing to the overall community of education information.</td>
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<table>
<thead>
<tr>
<th><strong>Develop a PLN</strong></th>
<th><strong>Twitter in the classroom</strong></th>
<th><strong>The New Literacy</strong></th>
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</thead>
<tbody>
<tr>
<td>10 points possible</td>
<td>10 points possible</td>
<td>10 points possible</td>
</tr>
<tr>
<td>Superior=9-10</td>
<td>Superior=9-10</td>
<td>Superior=9-10</td>
</tr>
<tr>
<td>Standard=7-8</td>
<td>Standard=7-8</td>
<td>Standard=7-8</td>
</tr>
<tr>
<td>Profile shows little or no activity of people being followed.</td>
<td>Sent a tweet specifically to the instructor pointing to your Twitter profile which shows a minimum of 10 people followed and at least 10 tweets showing conversations taking place.</td>
<td>Sent a tweet specifically to the instructor pointing to your Twitter profile which shows a minimum of 20 people followed and at least 20 tweets showing conversations taking place.</td>
</tr>
<tr>
<td>Sent a tweet specifically to the instructor pointing to your Twitter profile which shows a minimum of 10 people followed and at least 10 tweets showing conversations taking place.</td>
<td>Two paragraph description of how Twitter can be incorporated into the student’s classroom and curriculum, lacking specific lesson examples.</td>
<td>Full two paragraph to one page description of how Twitter can be incorporated into the student’s classroom and curriculum including specific lesson examples.</td>
</tr>
<tr>
<td>Two paragraph description of how Twitter can be incorporated into the student’s classroom and curriculum, lacking specific lesson examples.</td>
<td>Full two paragraph to one page description of how Twitter can be incorporated into the student’s classroom and curriculum including specific lesson examples.</td>
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| 3 Lesson Plans | Did not complete all 3 lesson plans or each lesson is not complete or did not include the use of Twitter, lessons do not address standards. | All 3 lesson plans are clear in directions for both teacher and student roles, lessons lack clarity in how Twitter are involved, plans include some form of assessment and/or project-based conclusion and address either the Content Standards and/or the Common Core Standards (as per subject area - History, Science, Technology) and the Common Core Literacy Standards. | All 3 lesson plans are succinct in directions for both teacher and student roles, each lesson has specific inclusion of Twitter, plans include some form of assessment and/or project-based conclusion and address either the Content Standards and/or the Common Core Standards (as per subject area - History, Science, Technology) and the Common Core Literacy Standards. |

Course Number and Title:  TEC 978 Twitter for Educators  
Instructor: Kevin Scritchfield  
Date of Revision 1/14/16  
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| Discussion Forums | Less that 100% of Discussion Forum assignments were completed, postings minimally responded to the question and the information is superficial without any evidence of insight or analysis, off topic, no connections made to personal experiences - 1 Points Each. Clearly pointed and succinct responses to at least two classmates - 1 Point Each. | 100% of all Discussion Forum assignments were completed, postings respond to the question and deliver information that demonstrate insight, thought, and analysis, connections made to personal experiences - 2 Points Each. Clearly pointed and succinct responses to at least two classmates - 1 Point Each. | 100% of all Discussion Forum assignments were completed, postings fully addressed the question and delivers information that is full of insight, thought, and analysis, connections are made to the world of education including the student’s own classroom - 3 Points Each. Clearly pointed and succinct responses to at least two classmates - 1 Point Each. |

**Final Course Grade and Transcripts**

When all work for the course has been completed, students will need to logon to the Center for Professional Development website (http://ce.fresno.edu/cpd) to “Submit Grade Form”. Once the instructor fills out the grade form online, students may log back in to request their Grade Report as well as order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information see the Independent Studies Policies and Procedures that were sent to you when you received your course materials, or in your online course. They are available, also at http://ce.fresno.edu/cpd - under General Information > CPD Policies.

**Plagiarism and Academic Honesty**

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled according to the procedures set forth in the Fresno Pacific University policies.
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FRESNO PACIFIC UNIVERSITY STUDENT LEARNING OUTCOMES

| Student Learning Outcomes Oral Communication: | Students will exhibit clear, engaging, and confident oral communication – in both individual and group settings – and will critically evaluate content and delivery components. |
| Written Communication: | Students will demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others. |
| Content Knowledge: | Students will demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts. |
| Reflection: | Students will reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and vocational improvement. |
| Critical Thinking: | Students will apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to new situations. |
| Moral Reasoning: | Students will identify and apply moral reasoning and ethical decision-making skills, and articulate the norms and principles underlying a Christian world-view. |
| Service: | Students will demonstrate service and reconciliation as a way of leadership. |
| Cultural and Global Perspective: | Students will identify personal, cultural, and global perspectives and will employ these perspectives to evaluate complex systems. |
| Quantitative Reasoning: | Students will accurately compute calculations and symbolic operations and explain their use in a field of study. |
| Information Literacy: | Students will identify information needed in order to fully understand a topic or task, explain how that information is organized, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information. |
**CONTINUING EDUCATION PROGRAM STUDENT LEARNING OUTCOMES:**

<table>
<thead>
<tr>
<th>CE 1.</th>
<th>Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use.</th>
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<tbody>
<tr>
<td>CE 2.</td>
<td>Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.</td>
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<tr>
<td>CE 3.</td>
<td>Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.</td>
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<td>CE 4.</td>
<td>Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting.</td>
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<td>CE 5.</td>
<td>Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field.</td>
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<td>CE 6.</td>
<td>Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.</td>
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