FRESNO PACIFIC
U N I V E R S I T Y

Independent Study Course Syllabus

Course Number: Exploring Interactive Whiteboards: Smart Boards in the Classroom
Course Title: Tec 954

☐ Online   X Correspondence

Instructor: Linda Jacobsen **Phone and Fax number:** 559-434-1142 **Email:** kljacobsen@sbcglobal.net **Contact address:** 1510 E. Fox Glen, Fresno, CA 9373	**Units: 3** **Grade Level: K-12**

Course Description

Interactive Whiteboard is designed for any teacher, technology coordinator, principal, or librarian working with an Interactive Whiteboard. Through the process of completing the required assignments the participants will develop strategies for using the Interactive Whiteboard in their curriculum. The course will provide participants with a set of directions for their Interactive Whiteboard. From this, they will develop meaningful lessons centered on their student's needs that also meet subject matter standards and framework requirements using their Interactive Board. Participants will then create their own unit with accompanying lesson plans for its use, based on their state standards. Finally, students will be using the Internet to do research on the Interactive Whiteboard.

Course Dates:

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

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.

Course Materials

A course packet is sent out to each student. This packet has been created by the instructor.
At this time there isn't a book available to purchase. This requirement will be updated as a book becomes available. There are hundreds of web sites available on the various aspects of the SMARTboard and other Interactive Whiteboards.
The following web sites can be used by the students to develop their units of study using the Interactive WhiteBoard:
http://eduscapes.com/sessions.smartboard/

http://www.booksunlimited.ie/Books/Mawer-Karent/100-Smartboard-Lessons-For-Year-Two/9780439945387.htm
http://anderson.usd259.org/SmartBorad/Smartboard.htm
http://www.bristolvaschools.org/mwarren/SBActivities.htm
http://its.leesummit.k12.mo.us/smartboard.htm
http://smarattech.comtrainingcenter/tutorials.asp
http://www.teachliearning.com/show/Article.php?articleID=175803144
http://enwikipedia.org/wiki/Interactive_whiteboard
http://www.interactivewhiteboard.in/
http://www.kenton.k12..ky.us/SMARTBoard/smartprimary.htm
http://eduscapes.com/sessions./smartboard/
http://www.fsdd.k12.fl.us/rmc/centent/interactivisites.html
http://cardiffschools.net%7Eroelmann/whiteboard/smarat2.html

Learning Objectives / Outcomes
Overall Learning Objective is:
Students will develop the skills needed to create lessons using their Interactive Whiteboard
More specifically students will be able to:
1. Create a resource of lessons using the technology of the Interactive Whiteboard. (I, II)
2. Discuss the classroom use of projects integrating technology into the curriculum using the Interactive Whiteboard. (II, III, V)
3. Integrate classroom technology projects into the curriculum using the Interactive Whiteboard. (II, III, V)
4. Create lesson plans centered on the subjects the participant is teaching that meet specific subject matter standards and/or frameworks. (II, III, IV, V)
5. Identify, evaluate and use resources for further study in the area of technology using the Interactive Whiteboard. (II, IV, V, VI)
6. Use technology in ways that make teaching and learning more efficient, exciting, and educational using the Interactive Whiteboard. (II, III)
7. Identify, select, and use hardware and software technology resources specially designed for use by K - College level students to meet specific teaching and learning objectives. (I, II)
8. Plan and teach student-centered learning activities and lessons in which students apply technology tools and resources using the Interactive Whiteboard. (II, III)
9. Guide collaborative learning activities in which students use technology resources using the Interactive Whiteboard to solve problems in their subject area(s). (III)
10. Facilitate students' use of technology using the Interactive Whiteboard that addresses their social needs and cultural identity and promotes their interaction with the global community. (III, VI)

National Standards
The projects contained in this course are closely aligned to the ISTE National Educational Technology Standards for teachers (NETS). Numbers in parentheses following each learning outcome above refer to the National Educational Technology Standards category to which the outcome is linked. The categories are:
I.   Technology operations and concepts

II.   Planning and designing learning environments and experiences
III.   Teaching, learning, and the curriculum
IV.   Assessment and evaluation
V.   Productivity and professional practice
VI.   Social, ethical, legal, and human issues

Several of the course projects ask participants to identify specific national, state or district content standards for their curriculum that will be applied to the lessons presented.

ISTE Standards are:

1. Students are proficient in the use of technology.
2. Students develop positive attitudes toward technology, ones that support lifelong learning, collaboration, personal pursuits, and productivity.
3. Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.
4. Students use technology tools to enhance learning, increase productivity, and promote creativity.
5. Students use technology to locate, evaluate, and collect information from a variety of sources.
6. Students use keyboards and other common input and output devices efficiently and effectively.
7. Students use technology tools for individual and collaborative writing, communication, and publishing activities.

Course Requirements

To receive credit for this course, see the following:

(Total of 5)

(A brief biography will be sent to the teacher. This assignment will make a connection between the student and the teacher, as there isn't any face to face connection. The biography will include, but not be limited to: How long has the participant had an Interactive White board? How long have you been teaching? What grade and subject do you teach? How did you come in possession of your Interactive Whiteboard? Do all the teachers at your school get one? Did you have to write a grant? Etc.)

1. A course booklet is sent out to each student showing them how to use the Interactive Whiteboard. Students will use their critical thinking skills to state 4 things they learned after each chapter of this booklet. Further, they will reflect on how they can use that information in their own classroom, giving at least one use for each item. (20 points)

2. Teachers will be required to show how they will apply the information they learned from their Interactive Whiteboard in their class by designing 10 stand alone lessons using their Interactive Whiteboard. These lessons will be sent to the instructor along with feedback on how the lesson went. Do your students learn your objectives? Would you change anything about the lesson when you teach it the next time? Along with any other feedback you think would be helpful for the instructor to know. (20 points).

3. The teacher will tell how the lessons in assignment 2 support their standards. This will help the teacher create a resource of technology to be used in their classroom

using the Interactive Whiteboard. The teacher will then reflect on how they feel the Interactive Whiteboard helped the student learn the objective of their lesson. Include information on: If your students were involved. Did the Interactive Whiteboard enhance what they learned? Do you feel it helped them achieve your objective or not? (20 points)

4. Develop a unit with at least 7 lessons focused on one area of study. Use activities you can use in your class using the Interactive Whiteboard with your ideas as well as ones from available Internet sites. Tell how each lesson supports your content standards. Bring in as many resources as you can into this unit. You must have at least 2 different kinds of resources, i.e. Internet (lessons prepared by one of the many sites, and/or videos on the web,) worksheets-developed by the teacher or scanned in from your adapted series, items from the gallery available from your SMARTboard software, etc. Consider using PowerPoint to present your unit. Be sure to include an assessment. This will be a big file so you may send it to me in pieces or burn it to a CD and send it in the US mail. Reflect on how you feel the Interactive Whiteboard helped the student learn the objective of your unit. Include information on how your students were involved. Did the Interactive Whiteboard enhance what they learned? Do you feel it helped them achieve your objective or didn't help in this unit? Reflect on how you would change this unit next time (20 points)

5. Using the Internet as a research tool, find 3 appropriate uses of the Interactive Whiteboard that support your curriculum using this tool. Finally, research sites that support the use of Interactive Whiteboard as a tool as well as sites that show research it doesn't have value in the education world. Summarize what the research says. Then give me your opinion on this. (20 points)

Students will send all their assignments via the Internet. All the worksheets, lessons and units will be scanned into their computers so this will make this assignment very user friendly. In the case a file gets too big; the student may burn their assignment to a CD and mail it in the US mail to the instructor.

Schedule of Topics and Assignments
Participants will complete the assignments in the order they are listed in the course requirement section. This may be altered by the grade/points the participant wants. For example, if the student only wants credit, not all projects need to be done.
Evidence of Learning
- Course instructor observed evidence of understanding of course objectives as demonstrated through students' summary of the items they learned from each chapter from the course booklet and how they will use this information in their classroom.
- Student will demonstrate their understanding of how important it is to have everything they teach address a content-state standard by listing the content standard that each lesson addresses. Participants will also need to include how they might be able to use the strategy, techniques, or course content in their curriculum in the future. Student will also reflect on how they feel the Interactive Whiteboard helped the student achieve the standard.

- Course instructor will observe evidence of understanding of course objectives as demonstrated through student's presentation of 10 lesson plans. The student will then give feedback on how the lesson went. Did it meet your objectives? What would you change?
- Course instructor will observe evidence of understanding of course objectives by their design of a unit with 7 lessons for their class curriculum by evaluating this unit for its appropriateness for the student's own classroom. Student will also reflect on how the unit went, i.e. was your objective of the unit achieved. How did your students do on the assessment?
- Student will demonstrate their understanding of integrating technology into their curriculum through their lesson plans by developing an activity for their students incorporating technology while supporting the standards by submitting their lesson plans and unit.
- Using the Internet as a research tool, the student will find three appropriate uses of their Interactive Whiteboard for their classroom.
- Using the Internet as a research tool the student will find web sites pro and con for the use of their Interactive Whiteboard and then form their opinion for the value of it in their classroom.

Grading Policies and Rubrics
The final grade is based on points accumulated from the six course projects as follows:

90-100 points (90-100%) = letter grade A
75-89 points (75-89%) = letter grade B

To earn a grade of "Credit" a minimum of 75 points (75%) must be earned. Course work falling short of 75 total points will not receive credit. The assignment of project points is at the discretion of the instructor based on the quality of each project submitted.
See the grading rubric.

The course projects are to be submitted either via e-mail. If the files get too big then the student may burn their work to a CD and mail it via the US mail. Keep a copy of your coursework in the event something gets lost in the mail. If you would like your mailed assignments returned, include a stamped, self-addressed envelope for this purpose.

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.

Instructor/Student Contact

A minimum of six contacts between the instructor and student are required as part of the course assignments.   Teacher will respond within 48 hours of the student's email. These contacts will be designed to offer an opportunity for the student and instructor to discuss aspects of the course content. Contact will be via email. These contacts will take place after each assignment at the very minimum. Specifically,

1. After sending your biography
2. After assignment 1 - listing the ideas you learned from the course information packet after each chapter. Student can send them to me all at once, or after each chapter.
3. After assignment 2 - developing 10 lessons and giving feedback on the lessons.
4. After assignment 3 - telling how the lessons in assignment 3 support your content curriculum standards and telling how their Interactive Whiteboard helped their students achieve their objectives.
5. After assignment 4 - developing your unit with feedback on the unit.
6. After assignment 5 – doing Internet research

Student's emails are welcomed by the teacher at any time with questions, comments or concerns about the class.

References

At this time there aren't any books written about the SMARTboard.   I have listed good web sites above, as well as below...   As there are books and more web sites I will update them here.

http://anderson.usd259.org/SmartBorad/Smartboard.htm
http://www.bristolvaschools.org/mwarren/SBActivities.htm
http://its.leesummit.k12.mo.us/smartboard.htm
http://smarattech.comtrainingcenter/tutorials.asp
http://www.teachliearning.com/show/Article.php?articleID=175803144
http://enwikipedia.org/wiki/Interactive_whiteboard
http://www.interactivewhiteboard.in/
http://www.kenton.k12..ky.us/SMARTBoard/smartprimary.htm
http://eduscapes.com/sessions./smartboard/
http://www.fsdd.k12.fl.us/rmc/centent/interactivisites.html
http://cardiffschools.net%7Eroelmann/whiteboard/smarat2.html

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 Catalogue. URL http://www.fresno.edu.

CONTINUING EDUCATION PROGRAM STUDENT LEARNING OUTCOMES:

CE 1. 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.
CE 2. Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
CE 3. Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.
CE 4. Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting.
CE 5. Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field.
CE 6. 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.

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.

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To register for courses go to http://ce.fresno.edu/cpd and log in

7