

EDU 932 – Kahoot! in the Classroom

Independent Study Online Course Syllabus

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Number of Graduate Semester Units: 3
Target Audience: K - 12th grade teachers
Course Access: <http://ce-connect.fresno.edu>

Course Description

This class uncovers uses of the popular Kahoot! platform. The course will directly impact educator performance in the classroom and beyond. More importantly, students will learn how to engage a classroom in a variety of ways. Thought provoking supplemental readings, high-quality online resources and student-centered lessons make this an ideal class for both classroom teachers and administrators. Students will create Kahoot! accounts, develop professional learning networks, create feedback loops, create review materials, and icebreakers. All five of the National Teachers Standards are covered in this class.

Textbooks and Readings:

- No Textbook

Online Registrations:

- Kahoot! Registration

Online Resources: Relevant online resources that support the course content and encourage further investigation will be available throughout the course assignments. Active hyperlinks are utilized throughout the course and will link to the appropriate information when clicked. These include videos, podcasts, worksheets, online activities, journal articles and other resources.

Moodle: Moodle is a web-based course management system used to support flexible teaching and learning in both face-to-face and distance courses (e-learning).

www.moodle.org // www.demo.moodle.org // www.docs.moodle.org

Course Dates

Self-paced; students may enroll at any time and take up to one year, from the date of registration, to complete assignments. Students may complete assignments in no less than three weeks (one week per credit), to complete the course.

National Standards Addressed in This Course

- NBPTS: Propositions 1-5: <http://www.nbpts.org/five-core-propositions>
Teachers: Are committed to students and their learning, knowing the subjects they teach, managing/monitoring student learning, think systemically about practice, and membership in wider educational communities.
- ISTE: (Teachers) 1.2.3.4.5: <https://www.iste.org/>
Facilitate and inspire student learning into the digital age through learning experiences, citizenship and responsibility.
- ISTE: (Students) 1.2.3.4.5.6.7: <https://www.iste.org/>
Creating an empowered learner who develops as a digital citizen acquiring the knowledge to: Construct, Innovate, Design, and Communicate.
- NCSSS: 1-10: <http://ncsss.org/>
Covers ALL 10 of the NCSSS Social Studies Themes
- NCTM: 5 Process Standards and Five Content Standards: <http://www.nctm.org/>
Covers ALL 5 of the Process Standards of NCTM
- NGSS 1-3 (Next Generation Science Standards): <http://www.nextgenscience.org/>
The most basic of these standards recognizes the need for a scientific method based on cause and effect.

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.

Student Learning Outcomes (SLOs) for This Course

Student Learning Outcomes for This Course By the end of this course student will be able to:	National Standards Addressed in This Course*	Continuing Education Program Student Learning Outcomes Addressed**
1. Student will sign-up for Kahoot! account and be able to utilize the platform for a variety of classroom functions.	NBTS 1 ISTE 1-5 NGSS 1-3	CE1

2. Students will be able to... build a continuous professional development rapport with other subject area educators throughout the world.	NBTS 4 ISTE 1-5 NCSSS 1-10 NGSS 1-3	CE 3
3. Students will be able to... surveys, and other feedback loops to gain a deeper understanding of student needs comprehension, attitudes, understanding and information collection.	NBTS 4 ISTE 1-5 NCSSS 1-10 NCTM 1-5 NGSS 1-3	CE 4, 5
4. Students will be able to... create quiz reviews, teacher classroom students create peer led reviews and reflections.	NBTS 2 ISTE 1-5 ISTE 1-7 NCTM 1-5 NGSS 1-3	CE 2, 6
5. Students will be able to... re-evaluate classroom topics and introduce new subjects to students and peers.	NBTS 1 ISTE 1-5 NCSSS 1-10 NGSS 1-3	CE 2
6. Students will collaborate, utilize critical thinking, and problem solving skills.	NBTS 1, 5 ISTE 1-5 NCSSS 1-10 NCTM 1-5 NGSS 1-3	CE 6

* Please refer to the section on **National Standards Addressed in This Course**

** Please refer to the section on **Continuing Education Program Student Learning Outcomes**

Topics, Assignments, and Activities

Module Topics	Module Assignments and Activities	Points Possible for Each Assignment	Estimated Time to Complete Assignment
Welcome Module –	Welcome Module – <ul style="list-style-type: none"> • Read FPU protocols on online-instruction and policy. • Follow tutorials on how to use Moodle platform. 		4 hours
Module 1 – Student will sign-up for Kahoot! account and be able to utilize the platform for a variety of classroom functions.	Activity 1.1 The Kahoot! introduction is broken into several parts. First, you will create a Kahoot! account. Once that is completed, you will read an article called Five Ways to Make a Super Kahoot! . To ensure that we have created an inclusive classroom, you will also read Accessible to All Learners . This will help you think of the wide variety of learning styles present in our classrooms. <ol style="list-style-type: none"> 1. Create a Kahoot! account. 2. Reading: 5 Ways to Make a Super Kahoot! 3. Read: Accessible for ALL Learners. <p>Explore the Following Topics:</p> <ol style="list-style-type: none"> A. Do some research & planning up front 		15 hours

Module Topics	Module Assignments and Activities	Points Possible for Each Assignment	Estimated Time to Complete Assignment
	<p>B. Ask the right questions</p> <p>C. Make sure your Kahoot! holds all the answers</p> <p>D. Get creative with high impact images and videos</p> <p>E. Take Learners on a Journey</p> <p>F. Learn how to make awesome Kahoots for different subjects.</p> <p>Assignment 1.1: Write a 2-page paper APA style regarding what you have learned about Kahoot! thus far.</p> <p>Assignment 1.2: Share these ideas with classmates in a social media post.</p> <p>Assignment 1.3: Participate in Class Forum</p>	<p>50 points</p> <p>10 points</p> <p>Ungraded</p>	
<p>Module 2 – Students will be able to... build a continuous professional development rapport with other subject area educators throughout the world</p>	<p>**Now that you have a Kahoot! Account, spend an hour or so browsing Kahoot!.</p> <p>Activity 2.1: Your job is to watch a Masterclass. It lasts approximately 1 hour and 25 minutes. Be sure to have a pen and paper or any other resource to take notes. Masterclass (Click this Link)</p> <p>Assignment 2.1: Pick three parts of the video lecture, and write about the implications in your classroom and beyond. 12-14 sentences on Forum.</p> <p>Assignment 2.2: Respond to two other Forum Posts. These comments should be thoughtful, critical, and constructive feedback for your peers.</p> <p>Assignment 2.3: Create a Kahoot! for your subject area. Include three of the following in your Kahoot!</p> <p>Assignment: 2.4: Participate in Class Forum</p>	<p>20 points</p> <p>20 points</p> <p>50 points</p> <p>Ungraded</p>	<p>16 hours</p>
<p>Module 3</p>	<p>Activity 3.1: Effective Educational Use of Kahoot! (Reading)</p> <p>Activity 3.2: Now that you have created a Kahoot!, let your class play it. Be sure to invite peers, administrators, and teachers to play.</p> <p>Assignment 3.1: Write a one-page response paper. What is “right” about the Kahoot! you created. What are three areas that need improvement?</p> <p>Assignment 3.2: You have played the Kahoot!. Send a short response explaining what you did, and why</p>	<p>20 points</p> <p>20 points</p>	<p>17 hours</p>

Module Topics	Module Assignments and Activities	Points Possible for Each Assignment	Estimated Time to Complete Assignment
	<p>you did it! Please send a link to your revised Kahoot! as well.</p> <p>Assignment 3.3: Participate in Class Forum</p>	Ungraded	
<p>Module 4 – Students will be able to... create quiz reviews, teacher classroom students create peer led reviews and reflections</p>	<p>Activity 4.1: Read the Following Article From: Lilly Teaching Fellows: Since a large part of this assignment is classroom oriented, this article gives insight on methods for cooperative work.</p> <p>Assignment 4.1: Create a Lesson Plan. The lesson plan should cover one unit of classroom material. This lesson plan should center on student-centered teaching.</p> <p>Assignment 4.2: The lesson plan should be posted on your social media account and tag other education professionals.</p> <p>Assignment 4.3: Participate in Class Forum</p>	<p>100 points</p> <p>10 points</p> <p>Ungraded</p>	18 hours
<p>Module 5 – Students will be able to... surveys, and other feedback loops to gain a deeper understanding of student needs comprehension, attitudes, understanding and information collection.</p>	<p>Activity 5.1: Watch the following: From the Decoded Company: How Technology Eats Bureaucracy: Please take notes. This activity is designed to serve as a paradigm shift for students.</p> <p>Assignment 5.1: Bureaucracy is part of any organization. According to The Decoded Company, feedback loops create actionable information. Create a hypothetical Kahoot! survey that can create an actionable feedback loop.</p> <p>Assignment 5.2: The premise behind The Decoded Company is simple. What if the employees are treated as a company's greatest asset as opposed to the greatest expense? Write a one page paper how the Decoded Company could apply to a district, school, or classroom setting.</p> <p>Activity 5.3: Responsive Conference with Jay Goldman https://vimeo.com/194468724</p> <p>Assignment 5.3: Participate in Class Forum re. Responsive Conference</p>	<p>20 points</p> <p>30 points</p> <p>Ungraded</p>	23 hours
<p>Module 6 - Students will collaborate, utilize critical thinking, and problem solving skills</p>	<p>Activity 6.1: Read Life Hacks: 10 of the Most Effective Ice Breakers Think of all the opportunities you have to build bridges with people.</p> <p>Assignment 6.1: Create a Kahoot! Ice Breaker that could be utilized for a classroom, a department meeting, staff meeting.</p>	20 points	18 hours

Module Topics	Module Assignments and Activities	Points Possible for Each Assignment	Estimated Time to Complete Assignment
	<p>Assignment 6.2: Link your Kahoot! to an external blog post. Kahoot! actually allows you to share with outside social media outlets including FB, Digg, Instagram, Twitter, etc.</p> <p>Assignment 6.3: Participate in Class Forum</p>	<p>10 points</p> <p>Ungraded</p>	
<p>Module 7- Be a better teacher and Kahoot! creator by reviewing best practices.</p>	<p>Activity 7.1: Best Classroom Practices</p> <p>Activity 7.2: Best Classroom Practices for Student-Centered Teaching In a data-driven world, some folks in government and to a lesser extent education, have made our profession about nothing more than a series of data points collected from testing.</p> <p>Assignment 7.1: Think of what you have learned in Part I of Kahoot! in the Classroom. Write a two-three page paper. This paper follows all aspects of APA writing requirements. 100 points</p> <p>Assignment 7.2: Share your paper on three social media platforms with links back to the course introductory page for Kahoot! in the Classroom. Please send me a 3-5 sentence explanation.</p> <p>Assignment 7.3: Participate in Class Forum</p>	<p>100 points</p> <p>10 points</p> <p>Ungraded</p>	<p>22 hours</p>
	TOTAL POINTS / HOURS	490 points	134 hours

Grading Policies and Rubrics for Assignments

- Assignments will be graded per criteria presented in the course grading rubrics.
- Students must earn a minimum of 80% to received credit for the assignment.
- A = 90-100% and B= 80-89%, (anything below 80% will not receive credit.)
- Grading Policies:
 - 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 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.

Services for Students with Disabilities

Students with disabilities are eligible for reasonable accommodations in their academic work in all classes. In order to receive assistance, the student with a disability must provide the Academic Support Center with documentation, which describes the specific disability. The documentation

must be from a qualified professional in the area of the disability (i.e. psychologist, physician or educational diagnostician). Students with disabilities should contact the Academic Support Center to discuss academic and other needs as soon as they are diagnosed with a disability. Once documentation is on file, arrangements for reasonable accommodations can be made. For more information and for downloadable forms, please go to <https://www.fresno.edu/students/academic-support/services-students-disabilities>.

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 per the procedures set forth in the Fresno Pacific University Catalogue - <https://www.fresno.edu/students/registrars-office/academic-catalogs>

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 faculty role in the discussion forum is that of an observer and facilitator.

Technology Requirements

To successfully complete the course requirements, course participants will need Internet access, can send and receive email, know how to manage simple files in a word processing program, and have a basic understanding of the Internet. Please remember that the instructor is not able to offer technical support. If you need technical support, please contact your Internet Service Provider.

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: (https://docs.moodle.org/30/en/Student_FAQ). 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. or email prof.dev@fresno.edu.

Getting Help with Moodle:

If you need help with Moodle, please contact the Center for Online Learning (COL), by telephone or the website. Help by phone (559) 453-3460 is available Mon-Thurs 8:00 am to 8:00 pm 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 “School = Continuing Education”.

Instructor/Student Contact Information

Throughout the course participants will be communicating with the instructor and their classmates on a regular basis using 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 or phone the instructor at any time. Students will also receive feedback on the required assignments as they are submitted.

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 at <http://ce.fresno.edu/cpd/policies/>

University Policies and Procedures

Students are responsible for becoming familiar with the information presented in the Academic Catalog and for knowing and observing all policies and procedures related to their participation in the university community. A summary of university policies may be found on the university website at <http://registrar.fpu.edu/catalog>.

Fresno Pacific University Student Learning Outcomes

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