Independent Study Course Syllabus

Course Number:  TEC 964
Course Title:  iPads in the Classroom

☐ Online       X Distance Learning

Instructor:  Steve Young
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Website:  www.steveyoungfpu.net

Units: 3
Grade Level: K-12

Course Description

The iPad has proven its tremendous potential to revolutionize the way students learn and teachers teach. This versatile teaching and learning tool can become a textbook, calculator, drawing pad, interactive map, or speaking dictionary – all with an intuitive swipe of a finger. The iPad is a perfect way to integrate technology into the classroom and into the hands of students.

A program, developed by the instructor, simulates an iPad on a PC or Mac (software included with the course materials on CD-ROM), so owning an iPad is not necessary to complete the course. Scores of apps (from the tens of thousands available) for all grade levels and most subjects, are demonstrated on the simulator.

All assignments may be completed without classroom participation. Instructor support is readily available by email and phone.

IMPORTANT NOTE: Course materials include a workbook and CD-ROM disk. In the event your computer does not have a CD-ROM drive, the contents of the course disk can be delivered electronically via DropBox.

For information on the Fresno Pacific University Academic Policies and Procedures for Independent Study Courses go online to https://ce.fresno.edu and click the ‘CE Policies and Procedures’ link at the bottom of the page.
Course Dates:

Enrollment is open and ongoing, so you may enroll at any time then have no less than three weeks and up to one year from the official date of registration to complete the course.

Primary Learning Outcomes

*Upon completion of the course participants shall:*

• Learn the basic functions of the iPad and iPod Touch.
• Find the right software and hardware to address their educational needs.
• Integrate new technology into the classroom environment.
• Explore and use various educational software programs for the iPod Touch / iPad.
• Learn the data collection and analysis capabilities of the iPod Touch / iPad.
• Use modeled teaching strategies to instruct others in the use of iPod Touch / iPad software.
• Develop strategies to search and evaluate effectiveness of curricular apps.
• Analyze digitally stored Information and foster creativity and collaboration.

Standards - Based Instruction

*To ensure that students are prepared for their future we should: include technology and information literacy in state and local standards for what students should know and be able to do; ensure students use technology appropriately and responsibly; develop new student assessment tools; and strengthen partnerships with industry to help meet the work force needs of the future.*

Taken from the Executive Summary of the U.S. Department of Education National Education Technology Plan (http://www.ed.gov/Technology/elearning/)

Assignments contained within this course meet several important proficiency guidelines as defined by ISTE (International Society for Technology in Education). The ISTE Standards provide a framework for learning, teaching and leading that is amplified by technology. They provide a roadmap for educators worldwide as they navigate decisions about curriculum, instruction, professional learning and the transformation of pedagogy with technology.

For more about ISTE and the ISTE standards go to: www.iste.org/standards
The seven Educator Standards are:

1. **Learner** - Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning.

2. **Leader** - Educators seek out opportunities for leadership to support student empowerment and success and improve teaching and learning.

3. **Citizen** - Educators inspire students to positively contribute to and responsibly participate in the digital world.

4. **Collaborator** - Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems.

5. **Designer** - Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability.

6. **Facilitator** - Educators facilitate learning with technology to support student achievement of the 2016 ISTE Standards for Students.

7. **Analyst** - Educators understand and use data to drive their instruction and support students in achieving their learning goals.

Each standard is broken down into several subsections (a, b, c, etc.). The relevancy of these standards to this course is one of awareness and familiarity. Later in the course you will be asked to select a number of assignments and assign an ISTE standard and subsection to them.

**Course Materials**

Workbook - TEC 964: iPod Touch / iPad in the Classroom, by Steve Young.

CD-ROM - containing Virtual iPod Touch and iPad simulation software for Mac and PC, by Steve Young; supplemental course files.

**Course Requirements**

Computer with a recent operating system (OSX [10.3 or above] or Windows [XP or above])

Internet connection

CD-ROM drive preferred (contact the instructor for alternatives)

Printer (black & white will suffice)

**Note: An iPod Touch / iPad is not required to complete the course.**
Assignments (totaling 100 points, maximum):

Pre-course survey (4 Points)
“Pockets of Potential” reflections (10 Points)

iPod Touch / iPad - Intro
Survey of apps on iPod Touch / iPad Simulator (10 Points)
Record of experience emailed to instructor (10 Points)

iPod Touch / iPad - Curricular Apps
Exploring apps with iTunes (10 Points)
Exploring apps at selected websites (10 Points)
Exploring teacher productivity / Special needs apps (10 Points)

iPod Touch / iPad - Curricular Exploration
Software evaluations (3) (3 @ 5 Points each) (15 Points)
Lesson plans (3) (3 @ 5 Points each) (15 Points)

Post-course survey (3 Points)
Standards Correlation Chart (3 Points)
Course Evaluation
Submit Request for Online Grading

General Information

When all assignments have been completed, return your packet to the address on page 2 of the workbook. It is absolutely imperative you label your packet with your full name; without identification I’ve no idea whose work I’m grading! Remember to request online grading the day you return your packet (no sooner, please). Written assignments may be word processed or handwritten (please consider word processing if your penmanship is as illegible as mine!). Return only your completed assignments, not the entire workbook.

I suggest you generate and retain a copy of your work so you will have a back-up to resend in the unlikely event the post office loses your packet - an extremely rare occurrence, but not worth taking the chance that it might happen to you. Please ensure you have affixed adequate postage to your packet; insufficiently or un-posted packets will not be accepted. I can no longer accommodate packets returned which require my signature for delivery. If using USPS Express Mail remember to waive the signature requirement as the carrier will not deliver until someone is home to verify receipt.
If you are concerned about delivery of your packet, rather than asking me to confirm receipt I ask that you please add “Delivery Confirmation” so you can track delivery online. I strive to process grades expeditiously but found that the time spent responding to e-mails to confirm delivery significantly cut in to my allotted grading time. Thanks for your cooperation. Once I have reviewed your work and submitted your grade I will email you notification that your grade is in FPU’s hands, awaiting posting.

Per FPU policy, a minimum of one week per unit of study (three weeks) must transpire from date of enrollment to the postmark on your returned packet. I can not accept coursework early; if your packet is postmarked less than three weeks from your date of enrollment expect me to return it to you so you can hold it the required length of time to resubmit then. Most importantly, never forget that I am readily available via e-mail (preferred) or phone (evenings and weekends) so do not hesitate to call if questions or concerns arise. Thanks!

Grading Scale

Letter grades, should one be requested, will be on the following scale:
90% -100% = A 
80% - 89% = B or ‘Credit’
79% or below = ‘No Credit’

Participants striving for an ‘A’ should demonstrate the ability to follow directions, neatness and pride in their work, as well as thoroughness and thoughtfulness in responses to written assignments. Students taking the course for ‘Credit’ are expected to adequately complete all required assignments.

Evidence of Learning

Students will be evaluated on the ability to follow directions as described in the workbook. Written assignments should contain thoughtful, reflective responses applicable to their personal and/or professional experiences which indicate they have put thought and effort in to their replies.

Instructor/Student Contact

I will email you to verify receipt of your registration and let you know I am preparing your materials for shipping (usually the next day), and again, once I have submitted your grade to FPU. You will also be asked to e-mail me as part of your required course assignments (Assignment #4), but please never hesitate to contact me if questions arise as you work through the material - that’s why I’m here! When contacting me, email is preferred. If phoning, please do so after 10:00 AM PT (being mindful of time zone differences) as early morning phone calls wake my family. Thanks for your understanding and cooperation.
References

http://www.joanganzcooneycenter.org/?s=ilearn
w.iste.org/Standards/standards

Schedule of Topics and Assignments

Assignment 1: Pre-Course Survey
Assignment 2: “Pockets of Potential” Reflection
Assignment 3: iPod Touch / iPad Simulator Checklist
Assignment 4: Instructor Contact
Assignment 5: Exploring iTunes App Store
Assignment 6: Exploring App Websites
Assignment 7: Teacher Productivity and Special Needs Apps
Assignment 8: Software Evaluation 1
Assignment 9: Software Evaluation 2
Assignment 10: Software Evaluation 3
Assignment 11: Lesson Plan 1
Assignment 12: Lesson Plan 2
Assignment 13: Lesson Plan 3
Assignment 14: Standards Correlation Chart
Assignment 15: Post-Course Survey

Final Course Grade and Transcripts

Once your coursework has been submitted, login to your account at the Center for Professional Development website (https://ce.fresno.edu/) and select “Request Final Grade” in your account settings. Once I submit your grade you will need to log back in to print off your Final Grade Report. Once your grade in this course has been posted you may proceed with ordering transcripts. Please allow at least two weeks from the date your coursework was submitted for your final grade to be posted. For more information, please refer to the Independent Studies Policies and Procedures which are available at https://ce.fresno.edu/ - under CE Policies and Procedures - at the bottom of the page.

To register for courses go to https://ce.fresno.edu and log in
### Grading Rubric

<table>
<thead>
<tr>
<th>Grading Rubric</th>
<th>Exemplary (A)</th>
<th>Passing (B or Credit)</th>
<th>Failing (No Credit)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effort and Perseverance</td>
<td>Projects were continued until complete; effort set forth surpassed that required; took pride in going beyond the basic requirements.</td>
<td>With a bit more effort and dedication project could have improved; lacks finished quality.</td>
<td>Project was not seen to completion; work inadequate. Seems hurried to “just get it done” and move to the next project.</td>
</tr>
<tr>
<td>Written Assignments</td>
<td>Depth of thought with thorough, candid, and thought-provoking replies which reflect personal / professional experiences. Rare, if any, errors in spelling, punctuation, or grammar. Captivating, interesting.</td>
<td>Replies vague, generic, superficial. Strays from topic. Errors in grammar, spelling and punctuation a distraction. Word processing advised due to poor penmanship. Seems rushed. Not engaged in topic.</td>
<td>Replies missing or incomplete. Did not follow directions. Gave only “Yes” or “No” replies without offering further discussion to justify the response.</td>
</tr>
<tr>
<td>Software Evaluations</td>
<td>Form complete with thorough responses relating directly to curricular use of the apps.</td>
<td>Form completed but additional comments missing or incomplete.</td>
<td>Form incomplete with no additional comments.</td>
</tr>
<tr>
<td>Lesson Plans</td>
<td>Enthusiastically developed creative and engaging lesson plans which thoroughly incorporated the topic into the curriculum and were grade and skill level appropriate.</td>
<td>The lesson plans incorporated the topic selected, but not as detailed or engaging as hard work could make them; not grade or skill level appropriate.</td>
<td>Lesson plans incomplete or did not demonstrate incorporation of the topic chosen.</td>
</tr>
</tbody>
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### 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 Catalog.
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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Course Completion Checklist

☐ Assignment 1: Pre-Course Survey
☐ Assignment 2: “Pockets of Potential” Reflections
☐ Assignment 3: Virtual iPod Touch / iPad Checklist
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☐ Course Evaluation

☐ Submit Request for Online Grading