EDU 936 - Quiz and Vocabulary Apps for Educators

Independent Study Online Course Syllabus

Instructor: Brian Davis M.Ed.	**Number of Graduate Semester Units:** 2
Phone Number: (330) 310-1021	**Target Audience:** K – 12th grade teachers
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Course Description

Quiz and Vocabulary Apps for Educators is designed to fit the technology needs of classroom teachers and students. Technology is here to stay. However, it can be overwhelming. In this course, teachers and administrators will explore, research, and choose platforms that fit the needs of "their" classroom, not someone else's. In a world where individualized learning is emphasized, a one-size fits all approach does not work. This class allows educators to focus on integration of applications and meaningful classroom learning. After all, technology is a tool, not a toy! Use technology as an opportunity to engage, encourage, and inspire learning. Take your classroom to the next level!

Required Texts and Course Materials

No Textbooks are required for this course.

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.moodle.org/demo // https://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

Common Core State Standards - http://corestandards.org
National Teaching (NBPTS) Standards - http://www.nbpts.org/five-core-propositions
International Society for Technology in Education (ISTE) Standards - http://www.iste.org/standards

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. Sign up for a targeted group of educational app accounts, and be able to utilize the platform for a variety of classroom functions.	NBPTS 1: ABCD	CE 1
2. Build a continuous professional development rapport with other subject area educators throughout the world and reinforce productive relationships via collaboration and communication.	NBPTS 4	CE 3
3. Develop blogs, video logs, review materials and other feedback loops to gain a deeper understanding of student needs with comprehension, attitude, understanding, and information collection.	NBPTS 4	CE 4, 5
4. Create quiz reviews and peer-led reviews and reflections.	NBPTS 2	CE 2, 6
5. Re-evaluate classroom topics and introduce new subjects to students and peers.	NBPTS 1	CE 2
6. Collaborate, utilize critical thinking, and problem solve.	NBPTS 1, 5	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 Title	Module Assignments and Activities	Points Possible for Each Assignment	Estimated Time to Complete Activity
Welcome Module	• Introduction video • Introduce yourself forum • Moodle online tutorial • Course syllabus		5 hours
Module 1 – Introduction to Quiz and Vocabuary Apps	• 1.1 - Selected Readings and Videos • 1.2 - Developing a List of Criteria	5 points 10 points	3 hours 5 hours
Module 2 – Reviewing the Quiz Apps	• Online quiz and review games reading and videos • Explore quiz and knowledge review apps • 2.1 – Evaluating the Apps • 2.2 – Create an Action Plan • 2.3 – Defining App Choice Forum	 30 points 30 points 10 points	4 hours 4 hours 5 hours 5 hours 2 hours
Module 3 – Teaching with Quiz Apps	• 3.1 - Create a Lesson Plan • 3.2 - Teach and Evaluate Effectiveness	50 points 50 points	8 hours 8 hours
Module 4 – Intro to Vocabulary- and Content Literacy Apps	• Online vocabulary and content literacy reading and videos • Explore vocabulary-based apps. Sign-up for a vocabulary-based app. and create content-based material for your students. • 4.1 – Defining what your students need. • 4.2 – Registration of Vocabulary and Content Literacy Apps • 4.3 – Defining App Choise Forum	 30 points 30 points 10 points	4 hours 4 Hours 5 hours 5 hours 2 hours
Module 5 – Teachig with Vocabulary Apps	• 5.1 - Create a Lesson Plan • 5.2 - Teach and Evaluate Effectiveness	50 points 50 points	8 hours 8 hours
Course Wrap-up: Grading and Evaluation	• Course Wrap-up • Final Reflection Forum • Course Evaluation • Grade Request		5 hours
	TOTAL POINTS / HOURS	**355 points**	**90 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.

Writing Requirements
- **Superior:** Writing is clear, succinct, and reflects graduate level expectations.
- **Standard:** Writing is acceptable with very few mistakes in grammar and spelling.
- **Sub-standard:** Writing contains noticeable mistakes in grammar and spelling.
- **Written assignments and papers need to follow APA formatting** (1" margins, Times New Roman font - size 12, double spaced; **c**entered title, student first and last name on paper. Instructors may add additional APA writing requirements as needed.)

Discussion Forum Requirements
- **Superior:** Response was at least 1 page (3 fully developed paragraphs) in length. Thoroughly answered all the posed questions, followed all the assignment directions, correctly followed APA formatting, proper grammar and no spelling errors. Language is clear, concise, and easy to understand. Uses terminology appropriately and is logically organized.
- **Standard:** Response was less than 1 page in length (less than 3 fully developed paragraphs). Answered all the questions but did not provide an in-depth analysis, followed some of the assignment directions, minor APA formatting issues, proper grammar and no spelling errors. Language is comprehensible, but there a few passages that are difficult to understand. The organization is generally good.
- **Sub-standard:** Response was only ½ page in length (1-2 paragraphs). Did not answer all the required questions and/or statements or responses were superficial, vague, or unclear, did not follow many of the assignment directions or submitted response late, many APA formatting errors, many grammatical and spelling errors. Is adequately written, but may use some terms incorrectly; may need to be read two or more times to be understood.

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 https://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 Continuing Education website (https://ce.fresno.edu/my-account) and "Request Final Grade". Once the instructor receives the requests and submits the grade online, students may log back in to view their Final Grade Report or order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information, see the Continuing Education Policies and Procedures at https://ce.fresno.edu/ce-policies-and-procedures.

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 *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.