

Course #: TEC 1883 – Virtual Fall CUE 2020
Unit Cost: \$75/unit ~ 1, 2 or 3 units available
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Conference Syllabus

Virtual Fall CUE 2020 brings together the brightest edtech minds in education to share best practices, innovation, and engaging sessions with actionable takeaways you may immediately put to practice in your classroom, school, or district! Schools around the country are looking to find ways to manage teaching online or in a blended setting. Fall CUE sessions and workshops will offer a broad expanse of sessions and topics.

Learning Outcomes

- Participants will reflect on and summarize the main ideas of the information gained at the conference.
- Participants will apply specific state and district content standards/frameworks to subject matter learned at the conference.
- Participants will design lesson plans and utilize district/school site/classroom materials for use in presenting teaching strategies, techniques, and content knowledge gained at the conference.
- Participants will list, analyze and support the application of content knowledge imparted at the conference.
- Participants will report on lesson outcomes measured by classroom/school site and/or district assessment and evaluation tools.

Policy on Plagiarism

All participants 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.

Registration for credit

- Please contact Yvonne Vogt if you have any questions regarding registration or grades.
 - Yvonne.Vogt@fresno.edu | 559-453-3673 or 1-800-372-5505

Course Assignment

1 unit option:

- Attend the Virtual Conference activities totaling at least 12.5 hours.
- Describe how the content of the Conference experiences apply to your educational assignment. Document by listing events attended with the time for each to validate the hours of attendance for one unit of credit. Use the attached Reflective Writing Report format to record your reflections.
- Choose an idea that you gleaned from one of the presentations.
 - Describe the idea.
 - Write a lesson plan incorporating the idea. The lesson needs to indicate state and/or national Content Standards that can be addressed through your plan.

2 unit option:

- All requirements for the first unit must first be met. In addition:
 - Write two more lessons incorporating ideas from the conference. The lesson needs to indicate state and/or national Content Standards that can be addressed through your plan. Provide 3 artifacts/examples of student work for each lesson.

3 unit option:

- All requirements for the 1- and 2-unit options must be met. In addition, select and complete **any TWO** of the following:
- Action plan
 - Make a list of the long-term goals you want to achieve in regard to integration of skills/tools learned at this conference. Make sure your goals are clearly defined, that they are measurable and realistic, and are aligned with the state/national standards.
 - Determine a set of action steps that you can take to meet those goals, in a logical sequence, with measurable stages leading up to your goals. Assign dates to each step. This is like setting mini-goals leading to your larger goals.
 - Identify how you will assess to see that your goals have been met.
- Video or podcast:
 - Create a 5-minute video or podcast. Use the video to creatively communicate what you learned at the conference. The video or podcast may include interviews of fellow teachers, presenters...
- Presentation:
 - Create a presentation introducing content learned from the conference. (At least 10 slides) (Prezi, PowerPoint, Google Slides...)
- Interview:
 - Design an interview and interview 3 people with questions related to technology that you learned about at the conference...After interviewing them, write a 2-3 page summary of your findings and submit as a PDF or Word file.
- Survey:
 - Create and take a survey. Google forms is a great way to make a survey and send out to your friends and analyze data. Post your survey to social media to get more results. Your survey will include questions about people's school experiences- what activities were the most effective or enjoyable, made learning fun and memorable, created the most change within or motivated them to learn? After creating and distributing the survey, write a 2-3 page analysis of your findings, uploaded as a PDF or Word file.

All Assignments due no later than Friday, December 18, 2020 by 5:00PM

- When taking the course for two or three units, each assignment is equal to 25% of your total grade. Credit will be issued; no letter grades will be issued. A minimum of 80% total is needed to earn credit for the two units. Any coursework falling short of 80% will not receive credit.
- If assignments are completed earlier than the due date, return them to the instructor as soon as completed and your grade will be promptly posted.
- **Extensions:** If an extension is needed, login to <https://ce.fresno.edu/>, click on My Account then on the Request Extension link.
- If the assignment is not received on the due date, a grade of **NC** will be issued unless your request for extension has been received. You will not receive a reminder of your due date.
- **Coursework is to be submitted electronically, double-spaced in Word Format, RTF, or PDF to peggi.kriegbaum@fresno.edu**
- You will receive an email from Peggi Kriegbaum when your coursework has been evaluated and the grade submitted. You will be able to view your grade by logging in to the CE website at <https://ce.fresno.edu/> and clicking on My Account, then View my Courses and Final Grade Report.

REFLECTIVE WRITING GUIDELINES

TEC 1883 – Virtual Fall CUE 2020

1. Your name (header or footer of each page):

2. Summary

a. Summary of each session/activity that you attend

b. Describe the most applicable information you gained from the presentations/activities

Date & Time	Hours	Name of Session/Activity & Presenter	Summary of Session/Activity	Applicable Information
Total Hours				

Standards Chart Template

Standard to be met	Tech Integration Strategy
1.	
2.	
3.	
4.	
5.	

Grade Level: _____ Subject: _____

Unit: _____

See URL National Standards by Curriculum Area.

California State Content Standards

<https://www.cde.ca.gov/be/st/ss/>

Common Core State Standards

<https://www.cde.ca.gov/re/cc/>

Lesson Planet – By State

<http://lessonplanet.teacherwebtools.com/login.htm?doc=%2F>

This site is a resource for both lesson plans and standards by state. You will need to join a membership for access, however it is free.

From: Registrar
Re: **Description of the Fresno Pacific University
Center for Professional Development Workshops**

The following statements describe the Center for Professional Development workshops. Further inquiries may be directed to the Center for Professional office at 1-800/372-5505, 559/453-2043, or 559/453-3673.

**FRESNO PACIFIC UNIVERSITY
CENTER FOR PROFESSIONAL DEVELOPMENT**

Fresno Pacific University is accredited by the Commission for Senior Colleges and Universities of the Western Association of Schools and colleges and authorized to offer course work through the Fresno Pacific University, Center for Professional Development. The Center for Professional Development courses serve a distinct audience consisting of practicing pre-school through twelfth grade teachers and administrators. The primary goal of the Center is to meet the needs of school districts and provide courses that will strengthen the teachers, the school district, and the students they serve.

POLICY STATEMENT

1000 Series – Professional Development Workshops and Summits

The Fresno Pacific University Center for Professional Development offers professional development workshops and summits that are primarily designed for students who have baccalaureate degrees and appropriate teaching credentials. These courses are post-baccalaureate, professional development units that are not part of a degree program, but are designed in collaboration with school districts to meet specific staff development needs. Students should seek approval of appropriate district or college officials before enrolling in these courses to satisfy any degree, state credential, or local school district requirements. The FPU transcript legend reads as follows for workshops:

Course Number	Course Category
1000 - 1999	Graduate-level university credit offered through the Center for Professional Development for workshops and conferences, and not part of a degree program

ENROLLMENT PROCEDURES

Enrollment: Enrollment in workshops for which Fresno Pacific University Center for Professional Development units are offered is possible during the first two class sessions. Students must complete a Registration Form and return it along with payment, to either the course instructor or directly to FPU/CPD, whichever is applicable.

Refunds: A full refund for tuition, less a \$20 handling fee, will be granted if a course is dropped before the course is 50% completed. After the halfway point, a 50% refund will be granted; after the course is completed, no tuition refund will be issued.

Grades: A grade of **Credit/No Credit (CR or NC)** will be issued for all coursework. Credit is equivalent to a B grade or better. Letter grades are not issued. Login/create an account on the CE website at **ce.fresno.edu**; click on My Account, then on View My Classes and/or Final Grade Report.

Transcripts: Official Transcripts may be obtained **AFTER** you have viewed your grade online. Login/create an account on our CE website at **ce.fresno.edu**/; click on My Account, then on Order Transcripts.