

TEC-978: Twitter for Educators

Independent Study Online Course Syllabus

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Number of Graduate Semester Units: 3 units
Target Audience: K - 14th grade teachers
Course Access: <https://connect.fresno.edu>

Course Description

Students will learn how to create a Professional Learning Network (PLN) of other educators and experts in various fields in order to learn from and share ideas, activities, lesson plans, teaching strategies, the use of technologies, and classroom pedagogical reasoning. This course addresses standards set forth for educators within both the National Educational Technology Standards for Students and the National Board for Professional Teaching Standards, but it will be intensely focused on standards which apply to teachers using technology to enhance their productivity and professional practice. In addition, this course will help teachers meet the goals of the 2010 National Education Technology Plan which set forth the following goals for educators:

- 1) Career-long Personal Learning Networks
- 2) Connecting to Content, Expertise, and Activities Through Online Communities
- 3) Connecting With Other Professionals
- 4) Preparing New Educators and Ongoing Professional Learning
- 5) Connecting With Students to Personalize and Motivate Learning

Twitter can put you in touch with like-minded people from all over the world in order to share classroom activities, philosophies, technologies, and strategies. Twitter allows you to personalize your professional development and take it in the direction that you want to go in terms of your teaching.

Note: There is no required book for this course.

Required Texts and Course Materials

Canvas: This course will be delivered totally online. Canvas is a web-based learning management system (LMS) that provides students access to online resources, documents, videos, assignments, quizzes, forums, etc. Canvas is easy to learn and has a user-friendly interface.

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.

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 for a 3-unit course (one week per unit).

National Standards Addressed in This Course

This course will apply the National Educational Technology Standards (NETS), the National Board for Professional Teaching Standards (NBPTS), and the Common Core State Standards within the individual lessons plans and projects assigned for course completion. See list below of standards attached to each Learning Objective and Outcome.

National Educational Technology Standards:

1. Facilitate and Inspire Student Learning and Creativity
2. Design and Develop Digital-Age Learning Experiences and Assessments
3. Model Digital-Age Work and Learning
4. Promote and Model Digital Citizenship and Responsibility
5. Engage in Professional Growth and Leadership

National Board for Professional Teaching Standards:

1. Teachers are Committed to Students and their Learning
2. Teachers Know the Subjects they Teach and How to Teach those Subjects to Students
3. Teachers are responsible for Managing and Monitoring Student Learning.
4. Teachers Think Systematically about their Practice and Learn from the Experience.
5. Teachers are Members of Learning Communities.

Continuing Education Student Learning Outcomes (CE-SLO)

CE-SLO 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-SLO 2	Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
CE-SLO 3	Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.
CE-SLO 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-SLO 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-SLO 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.
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Course Student Learning Outcomes (C-SLO)

Student Learning Outcomes for This Course By the end of this course, students will be able to:		National Standards Addressed*	CE-SLO Addressed**
C-SLO 1	Explore and actively engage in the use of Twitter and its use in education.	NETS 1a,b,c,d, 2a,d, 3a,b,c,d, 4a,c,d, 5a,b,c,d and NBPTS 2c, 4a,b,c, 5a,c	CE 2, CE 3, CE 6
C-SLO 2	Create and develop a methodology of communicating with other education professionals to share classroom activities, lesson plans, resources, concerns, and philosophies, using social networking tools focused on Twitter.	NETS 1a,c,d, 2a,d, 3a,b,c,d, 4a,c,d, 5a,b,c,d and NBPTS 2a,c, 3a,b, 4a,b,c, 5a,c	CE 1, CE 2, CE 3, CE 4, CE 5, CE 6
C-SLO 3	Explore and define how Twitter is transforming educators and critically evaluate the growth of Twitter among educators.	NETS 1b,c,d, 2a,c, 3a,b,c,d, 4a,c,d, 5a,b,c,d and NBPTS 2a,c, 3a,b,d, 4a,b,c, 5a,c	CE 1, CE 2, CE 3, CE 4, CE 5, CE 6
C-SLO 4	Demonstrate understanding of new terminology by creating a course journal.	NETS 1c,d, 2a,b,c, 3a,b,c,d, 4a,c,d, 5a,b,c,d and NBPTS 2a,c, 3a,b, 4a,b,c, 5a,c	CE 1, CE 4, CE 6
C-SLO 5	Analyze and define the pedagogical considerations of Twitter for classroom use by creating, designing and developing appropriate lessons incorporating the use of Twitter.	NETS 1a,b,c,d, 2a,b,c,d, 3a,b,c,d, 4a,b,c,d, 5a,b,c,d and NBPTS 2c, 3a,b, 4a,b,c, 5a,c	CE 1, CE 2, CE 4, CE 5, CE 6
C-SLO 6	Identify and evaluate how Twitter can support a student-centered environment and project based learning and therefore be used as a constructivist and collaborative tool for learning.	NETS 1a,b,c,d, 2a,b,c,d, 3a,b,c,d, 4a,c,d, 5a,b,c,d and NBPTS 1a,b,f, 2a,c, 3a,b, 4a,b,c, 5a,c	CE 1, CE 2, CE 4, CE 5, CE 6

C-SLO 7	Discover and explore educational resources and organizations dedicated to the future of education.	NETS 1a,c,d, 3a,b,c,d, 4a,c,d, 5a,b,c,d and NBPTS 2a, 4a,b,c, 5a,c	CE 1, CE 2, CE 3, CE 4, CE 5, CE 6
C-SLO 8	Discover and explore how Twitter relates to literacy in the 21st century.	NETS 1a,b,c,d, 2a, 3a,b,c,d, 4a,c,d, 5a,b,c,d and NBPTS 2c, 3a,b, 4a,b,c, 5a,c	CE 1, CE 2, CE 4, CE 5, CE 6
C-SLO 9	Analyze how asynchronous communication can enhance the learning experience.	NETS 1a,c,d, 2a,b,c, 3a,b,c,d, 4a,b,c,d, 5a,b,c,d and NBPTS 1a,b,f, 2a,c, 3a,b, 4a,b,c, 5a,c	CE 1, CE 2, CE 4, CE 5, CE 6
C-SLO 10	Participate in course forums and discussions online.	NETS 1a, b, c, 3a,b,c,d, 4c,d, 5a, b, c, d and NBPTS 2a, 3a,b, 4a,b,c, 5a,c	CE 1, CE 2, CE 3, CE 4, CE 5, CE 6
C-SLO 11	Extrapolate how the concepts learned in this course will affect the way the student shares with and learn from other educators for the rest of their career.	NETS 1a, b, c, d, 2a,b,c,d, 3a,b,c,d, 4a,b,c,d, 5a,b,c,d and NBPTS 2a,c, 3a,b, 4a,b,c, 5a,c	CE 1, CE 2, CE 3, CE 4, CE 5, CE 6

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

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

Topics, Assignments, and Activities

Module Title	Module Assignments and Activities	Points Possible
Welcome Module	<ul style="list-style-type: none"> Welcome Video Course Syllabus Introduce Yourself Forum 	
Module 1 – Why Twitter?	<ul style="list-style-type: none"> Introduction: Using Twitter to Become a Better Educator Resource Page 1.1 Summary of Readings 1.2 Vocabulary Journal 1.3 Twitter as a PD/PLN Too Discussion 	30 pts 20 pts 5 pts
Module 2 – Creating a Twitter Account	<ul style="list-style-type: none"> 2.1 Creating a Twitter Account 2.2 Creating a Twitter Discussion Forum 	15 pts 5 pts

Module Title	Module Assignments and Activities	Points Possible
Module 3 – Finding Educators to Follow	<ul style="list-style-type: none"> • Overview, Goals, and Objectives • To follow or Not to Follow • Educators to Follow • Finding Educators to Follow - Building Your PLN • 3.1 Twitter Follow Reflection • Twitter Client and Apps • 3.2 Twitter Follow/ Followers Discussion 	20 pts 5 pts
Module 4 – Professional Learning Network on X	<ul style="list-style-type: none"> • Overview, Goals, and Objectives • Professional Learning Networks on X • 4.1 Building a Professional Learning Network (PLN) on X • 4.2 Exploring an Educator Conversation on X 	10 pts 5 pts
Module 5 – Sending Files	<ul style="list-style-type: none"> • Overview, Goals, and Objectives • Sending Photos, Videos, and Other Files Using Twitter • 5.1 Tweet a Photo, Video or other file • 5.2 Files and Vocabulary Discussions 	10 pts 5 pts
Module 6 – Your Tweeps	<ul style="list-style-type: none"> • Overview, Goals, and Objectives • 5 Reasons Twitter PLNs are Important for K-12 • Twitter Game Board for Teachers • 6.1 Tweeps Reflection • 6.2 Develop a Professional Learning Network • 6.3 Developing Relationship Discussion 	20 pts 10 pts 5 pts
Module 7 – Twitter in the Classroom	<ul style="list-style-type: none"> • Overview, Goals, and Objectives • Video: Twitter in the Classroom • Twitter in the Classroom Resource Page • 7.1 Reflection on Twitter in the Classroom • Twitter as Part of the New Literacy • 7.2 Is Twitter Included in the New Literacy • 7.3 3 Lesson Plans • 7.4 Twitter in the Classroom Discussion 	10 pts 10 pts 60 pts 5 pts
Course Wrap-up – Grading and Evaluation	<ul style="list-style-type: none"> • Final Reflection Forum • Course Evaluation • Grade Request Proces • Course Completion Checklist • Grade Request / Transcript Request 	
	TOTAL POINTS	250 points

Grading Policies, Rubrics, and Requirements for Assignments

Grading Policies

- Assignments will be graded per criteria presented in the course rubrics.
- A = 90-100% and B = 80-89%, (anything below 80% will not receive credit.)
- The discernment between an A or a B letter grade is at the discretion of the instructor based on the quality of work submitted (see course rubrics).
- Coursework falling below a B grade will be returned with further instructions.
- All assignments must be completed to receive a grade and 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.

Grading Rubrics

Grade	Percent	Description	Rubric
A	90-100%	Excellent	Meets all course / assignment requirements with significant evidence of subject mastery and demonstration of excellent graduate level professional development scholarship.
B	80-89%	Very Good	Adequately meets criteria for all course/assignment requirements - demonstrates subject competency with very good graduate level professional development scholarship.
NC	Below 80%	Unacceptable	Does not meet the minimum criteria for all course/assignment requirements and demonstrated little, if any, evidence of acceptable graduate level professional development scholarship.

Writing Requirements

- **Superior:** Writing is clear, succinct, and reflects graduate level expectations. Clearly addresses all parts of the writing task. Maintains a consistent point of view and organizational structure. Includes relevant facts, details, and explanations.
- **Standard:** Writing is acceptable with very few mistakes in grammar and spelling. Addresses most parts of the writing task. Maintains a mostly consistent point of view and organizational structure. Includes mostly relevant facts, details, and explanations.
- **Sub-standard:** Writing contains noticeable mistakes in grammar and spelling. Does not address all parts of the writing task. Lacks a consistent point of view and organizational structure. May include marginally relevant facts, details, and explanations.

Lesson Plan Requirements

- **Superior:** Instructional goals and objectives clearly stated. Instructional strategies appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is clearly delineated and authentic. All materials necessary for student and teacher to complete lesson clearly listed.
- **Standard:** Instructional goals and objectives are stated but are not easy to understand. Some instructional strategies are appropriate for learning outcome(s). Method for assessing student

learning and evaluating instruction is present. Most materials necessary for student and teacher to complete lesson are listed.

- **Sub-standard:** Instructional goals and objectives are not stated. Learners cannot tell what is expected of them. Instructional strategies are missing or strategies used are inappropriate. Method for assessing student learning and evaluating instruction is missing. Materials necessary for student and teacher to complete lesson are missing.

Instructor/Student Contact Information

Throughout the course participants will be communicating with the instructor and their classmates on a regular basis using asynchronous posting forums. Students are provided with instructor contact information in the event they want to make email or phone 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.

Forums

Participation is an important expectation of this course and all online courses. Online forums promote reflection and analysis while allowing students to appreciate and evaluate positions that others express. Forum postings are open to be viewed by all students in the course, so do not post sensitive or personal information about your students. 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 forum questions whenever possible. The faculty role in the forums is that of an observer and facilitator.

Coursework Hours

Based on the Carnegie Unit standard, a unit of graduate credit measures academic credit based on the number of hours the student is engaged in learning. This includes all time spent on the course: reading the textbook, watching videos, listening to audio lessons, researching topics, writing papers, creating projects, developing lesson plans, posting to discussion boards, etc. Coursework offered for FPU Continuing Education graduate credit adheres to 45 hours per semester unit for the 900-level courses. Therefore, a student will spend approximately 135 hours on a typical 3-unit course.

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). 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/departments/disability-access-education>.

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 and Handbook - <https://handbook.fresno.edu/graduate/academic-policies>

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.

Getting Help with Canvas: If you need help with Canvas, please contact the FPU Help Desk by phone: (559) 453-3410 or email: helpdesk@fresno.edu. Help is available Mon-Fri 8:00 am to 7:00 pm.

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 <https://www.fresno.edu/departments/registrars-office/academic-catalogs>.

Fresno Pacific University Student Learning Outcomes (FPU-SLO)

FPU-SLO 1	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.
FPU-SLO 2	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.
FPU-SLO 3	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.
FPU-SLO 4	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.

FPU-SLO 5	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.
FPU-SLO 6	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 worldview.
FPU-SLO 7	Service: Students will <i>demonstrate</i> service and reconciliation as a way of leadership.
FPU-SLO 8	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.
FPU-SLO 9	Quantitative Reasoning: Students will accurately <i>compute</i> calculations and symbolic operations and <i>explain</i> their use in a field of study.
FPU-SLO 10	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.