

*Capstone Experience in Digital
Teaching and Learning*

EDUC 526



SCHOOL OF EDUCATION

MA IN EDUCATION: DIGITAL TEACHING AND LEARNING

SUMMER 2 2011
VENTURA CAMPUS

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EDUC 526 Capstone Experience in Digital Teaching & Learning

APU MISSION STATEMENT

Azusa Pacific University is an evangelical Christian community of disciples and scholars who seek to advance the work of God in the world through academic excellence in liberal arts and professional programs of higher education that encourage students to develop a Christian perspective on truth and life.

DIGITAL TEACHING AND LEARNING MISSION STATEMENT

The Master of Arts in Education: Digital Teaching and Learning Program reflects Christ's commitment to excellence in preparing teacher candidates to be successful in their

own classrooms meeting the needs of today's digital learners. By learning to design and implement technology-embedded instruction, program graduates will have critical tools they will use daily in their own instructional practices.

DIGITAL TEACHING AND LEARNING PROGRAM

The Master of Arts in Education: Digital Teaching and Learning focuses on foundational tools for teachers to design and implement instructional experiences that integrate technology throughout the curriculum. Attention is given to curriculum design and development, learning theory for today's digital learner, productivity tools for both paper and web-based

products, instructional video, and Web 2.0 tools for enhanced interactive learning. Students demonstrate their understanding of technology-embedded instruction by developing subject-specific skills and

Text and Software

No new texts are required. This course provides students with the opportunity to apply technology-embedded teaching and learning strategies from the program.

Software: MS Office, Pages, Keynote or Open Office, Adobe Acrobat 7, 8, or 9



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Course Calendar Overview

The calendar on the right is an overview of each week of the course.

Please refer to the Weekly Assignments Document for specific information on topics, readings, and assignments.

Summer "A" Schedule

June 20 Monday

FACE-TO-FACE

Introduction to the Portfolio
Action Research
Writing the Growth Assessment

June 27 Monday

FACE-TO-FACE

Portfolio Proposal and Action
Research Focus

June 30 Thursday

VIRTUAL OFFICE HOURS

Portfolio Proposal due
Action Research Proposal Due

July 7 Thursday

FACE-TO-FACE

Growth Assessment draft due
Curricula Vita
Curriculum Overview

July 11 Monday

FACE-TO-FACE

Video Presentation Review
Portfolio Video Review
Wesleyan Quadrilateral

July 14 Thursday

FACE-TO-FACE

Growth Assessment and Vita
completed
Assessment /Accountability
APA Guidelines

July 18 Monday

VIRTUAL OFFICE HOURS

Annotated Bibliography due
Video Scripts Due

July 25 Monday

FACE-TO-FACE

Curriculum Portfolio Review
Portfolio Video Posted

July 28 Thursday

FACE-TO-FACE

Curriculum Portfolios completed
Action Research Study
completed

DIGITAL TEACHING AND LEARNING PROGRAM GOALS

Graduates of the Master of Arts in Education: Digital Teaching and Learning Program are more fully competent users of technology in their own instructional practices as well as becoming leaders and models for the use of technology impacting their school sites for effective uses of technology throughout the school

ACADEMIC INTEGRITY

The maintenance of academic integrity and quality education is the responsibility of each student at Azusa Pacific University. It is expected that all students will do their own work. Cheating or plagiarism will result in failure of this class. Academic dishonesty is a serious offense that diminishes the quality of scholarship and defrauds those who depend upon the integrity of the educational system. In the Ed Tech program this includes use of templates, web designs, and any other unauthorized material (i.e. graphics used without permission, etc).

DEPARTMENT OF INNOVATIVE TECHNOLOGY VISION STATEMENT

To develop highly effective, innovative, visionary educators and scholarly practitioners of high moral and ethical character based upon Christian values and principles. Our vision is grounded in the four cornerstones that define the mission of Azusa Pacific University: Christ, Scholarship, Community, and Service.

STUDENTS WITH DISABILITIES CLAUSE

Students with disabilities; Any student in this course who has a disability that might prevent him/her from fully demonstrating his/her abilities should meet with an advisor in the Learning Enrichment Center as soon as possible to initiate disability verification and discuss accommodations that may be necessary to ensure your full participation in the successful completion of course requirements.



Why is this called a Capstone Course?

In an academic context, a capstone course is the final class that completes a student's curriculum. This capstone course provides students with an opportunity to demonstrate comprehensive learning and skill development as it applies to technology-embedded instruction in the 21st century classroom.



Class Participation

Weekly participation in course assignments is important for the benefit of our community of practice during this term. Together we will provide a broader, richer experience for all members of the class. It is expected that all students will read and participate in all discussions and activities. It is also expected that students will have completed the assigned writings before each class meeting.



EDUC 526 Capstone Experience Assignment Descriptions

Portfolio Proposal – Submit an outline of your portfolio for approval. This proposal includes a brief synopsis, your goals and objectives for students, as well as assessments and resources needed to use your portfolio in the classroom.

Growth Assessment – Following the guidelines, reflect and write about your own journey through the Digital Teaching and Learning program. Elements include personal, professional, and technical growth for each student. In addition, students are asked to provide feedback on each course in the program.

Curricular Portfolio – Create a standards-based curricular unit to be used for instruction with students. Components should demonstrate skills and instructional strategies you have learned throughout the program.

Final Project Oral Defense – Showcase your portfolio in a creative 10-12 minute video reflecting the highlights of your experience in the Digital Teaching and Learning program, introducing the portfolio subject, and previewing elements of the portfolio. An overview of your Action Research Study is also included in the video.

Curricula Vita – Representing the milestone of completing your Master's degree in Education at Azusa Pacific University, you will reflect and create/update a professional work history.

Action Research Project – In a written document, describe the process and results of your Action Research carried out in your professional activities. You will present your study via the portfolio video.

Wesleyan Quadrilateral Recognizing this milestone in your life, this reflection paper provides you the opportunity to articulate your decision-making process as you move forward in your professional choices.

Program Evaluation – In addition to the evaluation section in the Growth Assessment, students will complete a program evaluation for the purpose of providing feedback and suggestions for program improvement.

Additional assignments Additional activities may be assigned at the discretion of the instructor.

Course Evaluation

Grading Policy

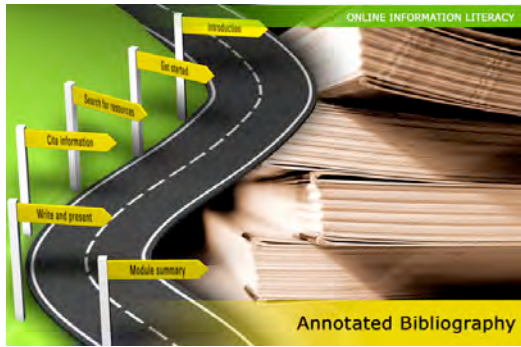
This course is graded in a pass / fail manner. That is, you will not receive a letter grade. The following are the three evaluative options for assignments:

PASS - All requirements (Growth Assessment, comprehensive portfolio, oral defense, and other assigned work) are met with satisfactory competency

MODIFICATIONS - Any or all of the requirements need modification. These will be identified, and must be successfully completed within one week of the date they are issued. All modifications must be completed before grades are due for submission to pass the course

FAIL - Requirements are not met in one or all assignments.

All course activities / tasks are designed to be embedded in real, purposeful work that can be applied to your professional work or goals. Consequently, by sharing with your colleagues, we all benefit from the work we do. It is risky to share work at times, but we are working in a professional environment, and each student can learn from what others offer in terms of insight and experience.



526 Course Bibliography

American Psychological Association (2009). *Publication manual of the American psychological association (Sixth Edition)*. Washington, D.C.: American Psychological Association.

Bray, M., Brown, A., & Green, T.D. (2004). *Technology and the diverse learner*. Thousand Oaks, CA: Corwin Press.

Brooks-Young, S. (2007). *Digital-age literacy for teachers: Applying technology standards to everyday practice*. Eugene, OR: International Society for Technology in Education.

Gunter, W.S., Jones, S.J., Campbell, T.A., Miles, R.L., & Maddox, R.L. (1997). *Wesley and the quadrilateral: Renewing the conversation*. Nashville: Abington Press.

Lucado, M. (1999). *The gift for all people: Thoughts on God's great grace*. Sisters, OR: Multnomah Press.

Marzano, R.J. (2003). *What works in schools: Translating research into action*. Alexandria, VA: Association for Supervision and Curriculum Development.

McKenzie, W. (2005). *Multiple intelligences and instructional technology (2nd Edition)*. Eugene, OR: International Society for Technology in Education.

McKenzie, W. (2004). *Standards-based lessons for tech-savvy students: a multiple intelligences approach*. Worthington, OH: Linworth Publishing

Pitler, H., Hubbell, E.R., Kuhn, M., & Malenoski, K. (2007). *Using technology with classroom instruction that works*. Alexandria, VA: Association for Supervision and Curriculum Development, & Denver, CO: Mid-Continent Research for Education and Learning

Richardson, W. (2010). *Blogs, wikis, podcasts, and other powerful web tools for classrooms (3rd Edition)*. Thousand Oaks, CA: Corwin Press.

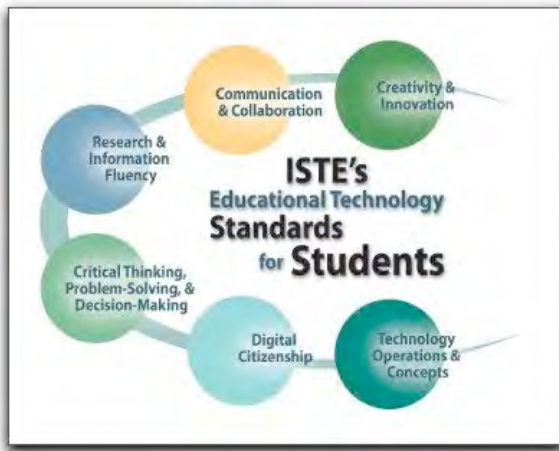
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Socket, H. (Ed.). (2006). *Teacher dispositions: Building a teacher education framework of moral standards*. Washington, D.C.: American Association of Colleges for Teacher Education.

Silver, H. F., Strong, R. W., & Perini, M. J. (2000). *So each may learn*. Alexandria, VA: Association for Supervision and Curriculum Development.

Thorsen, D. (2005). *The Wesleyan quadrilateral: A model of evangelical theology*. Lexington, KY: Emeth Press.

Wiggins, G., & McTighe, J. (2006). *Understanding by design (Expanded 2nd Edition)*. Upper Saddle River, NJ: Pearson Education, Inc.



EDUC 526 Web-Based Resources

Action Research examples: http://www.newhorizons.org/strategies/action_research/front_action.htm

Bloom's Taxonomy Resource page <http://www.kurwongbss.eq.edu.au/thinking/Bloom/blooms.htm>

Google Docs: www.google.com

ISTE-NETS: National Technology Standards: www.iste.org

Kathy Schrock's Guide for Educators: <http://school.discoveryeducation.com/schrockguide/>

Key Theorists in Psychology: <http://www.psy.pdx.edu/PsiCafe/KeyTheorists/#Theory>

Learning with Read-Write- Web <http://weblog-ed.com/>

Learning Theories and Theorist's study aids, Accelerated Learning Mindmaps, and extensive links to interesting theory sites: <http://carolyn.jlcarroll.net/index.html>

Links to Learning Theory Sites: <http://tip.psychology.org/theories.html>

McCREL: Turning what works in teaching, leading, and learning into innovation and results <http://www.mcrel.org>

Modes of Educational Delivery: <http://carolyn.jlcarroll.net/Delivery.html>

Thinkmap Visual Thesaurus: <http://www.visualthesaurus.com/>

Thinkfinity: <http://www.thinkfinity.org/?q=home>

WebQuests: <http://webquest.org/>

Wesleyan Quadrilateral: <http://www.aldersgatede.org/aboutus/history/historyofmethodism/wesleyan-quadrilateral>

<http://seekerofthelight.blogspot.com/2007/04/wesleys-quadrilateral-and-you.html>

VoiceThread: <http://voicethread.com>

