Syllabus

Course Overview

This course is grounded on the premise that education in the 21st century promotes teaching and learning that must be driven by awareness, ethical decision making, and ongoing technological mastery on the part of all educational stakeholders. In this course, you will examine the dispositions that enable teachers to engage in these three facets of professional excellence and compare your own dispositions to a list of exemplars. You will design a professional development program to educate teachers about their digital rights and responsibilities. You will also consider the skills that students need to master to engage in technology-driven learning and propose a framework for closing gaps in technology proficiency. Lastly, you will create a comprehensive policy for safe and ethical digital behavior and consider the roles played by various stakeholders in the process of ensuring a safe learning environment for all students.

While all four assignments emerge from the course's underlying premise, each is a self-contained opportunity for intense research, critical analysis, and application. The engaged learner will emerge from this course with a comprehensive appreciation of education in the digital age and an understanding of next steps that must be taken to achieve professional excellence.

Kaltura Media for Recordings

In this course, you will be required to record a 60-second "elevator speech" and a podcast using Kaltura Media and you have the option to record a screencast for one of your assessments using Kaltura Media. Refer to Using Kaltura [PDF] for more information about this courseroom tool. You will need a built-in or external microphone. Headsets with microphones are available for purchase from the Capella University Bookstore.

Note: If you require the use of assistive technology or alternative communication methods to participate in these activities, please contact Disability Services to request accommodations.

Course Competencies   **(Read Only)**

To successfully complete this course, you will be expected to:

1   Reflect on dispositions and actions needed to contribute to positive change for growth in the digital age.

2   Analyze digital rights and responsibilities of teachers, including ethical use of open educational resources and providing a safe online learning environment for students.

3   Synthesize knowledge and skills needed to enhance digital learning for all students.

4   Foster the safe and ethical online behavior of students.

Course Prerequisites

There are no prerequisites for this course.

Required

The materials listed below are required to complete the learning activities in this course.

Integrated Materials

Many of your required books are available via the VitalSource Bookshelf link in the courseroom, located in your Course Tools. Registered learners in a Resource Kit program can access these materials using the courseroom link on the Friday before the course start date. Some materials are available only in hard-copy format or by using an access code. For these materials, you will receive an email with further instructions for access. Visit the Course Materials page on Campus for more information.

Hardware

Capella University requires learners to meet certain minimum computer requirements. The following hardware may go beyond those minimums and is required to complete learning activities in this course. **Note:** If you already have the following hardware, you do not need to purchase it. Visit the Course Materials page on Campus for more information.
Kaltura
> External or built-in microphone
> Headset with microphone

Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use Journal and Book Locator. Refer to the Journal and Book Locator library guide to learn how to use this tool.

- Acedo, C., & Hughes, C. (2014). Principles for learning and competences in the 21st-century curriculum. *Prospects*, *44*(4), 503–525.
- Bird, J., & Edwards, S. (2015). Children learning to use technologies through play: A digital play framework. *British Journal of Educational Technology*, *46*(6), 1149–1160.
- Davison, S. E. (2013). It's never too soon to teach digital citizenship. *Learning and Leading with Technology*, *41*(4), 32–33.
- DePaolis, K., & Williford, A. (2015). The nature and prevalence of cyber victimization among elementary school children. *Child and Youth Care Forum*, *44*(3), 377–393.
- Dotterer, G., Hedges, A., & Parker, H. (2016). Fostering digital citizenship in the classroom. *Education Digest*, *82*(3), 58–63.
- Eyal, L. (2012). Digital assessment literacy – the core role of the teacher in a digital environment. *Journal of Educational Technology and Society*, *15*(2), 37–49.

- Fluck, A., Webb, M., Cox, M., Angeli, C., Malyn-Smith, J., Voogt, J., & Zagami, J. (2016). Arguing for computer science in the school curriculum. *Journal of Educational Technology and Society*, *19*(3), 38–46.
- Green, L. S. (2014). Through the looking glass. *Knowledge Quest*, *43*(1), 36–43.
- Green, L. S., Inan, F. A., & Maushak, N. J. (2014). A case study: The role of student-generated vidcasts in K-12 language learner academic language and content acquisition. *Journal of Research on Technology in Education*, *46*(3), 297–324.
- Hatlevik, O. E., & Christophersen, K. (2013). Digital competence at the beginning of upper secondary school: Identifying factors explaining digital inclusion. *Computers and Education*, *63*, 240–247.
- Hatlevik, O. E., Guðmundsdóttir, G. B., & Loi, M. (2015). Digital diversity among upper secondary students: A multilevel analysis of the relationship between cultural capital, self-efficacy, strategic use of information and digital competence. *Computers and Education*, *81*, 345–353.
- Herold, B. (2016). What it takes to move from "passive" to "active" tech use in K-12 schools. *The Education Digest*, *82*(2), 33–38.
- Hicks, T., & Turner, K. H. (2013). No longer a luxury: Digital literacy can't wait. *The English Journal*, *102*(6), 58–65.
- Howard, K. (2013). Using Facebook and other SNSs in K-12 classrooms: Ethical considerations for safe social networking. *Issues in Teacher Education*, *22*(2), 39–54.
- Howard, S. K., Ma, J., & Yang, J. (2016). Student rules: Exploring patterns of students' computer-efficacy and engagement with digital technologies in learning. *Computers and Education*, *101*, 29–42.
- Hull, G., Scott, J., & Higgs, J. (2014). The nerdy teacher: Pedagogical identities for a digital age. *The Phi Delta Kappan*, *95*(7), 55–60.
- Ishimaru, A. M. (2014). Rewriting the rules of engagement: Elaborating a model of district-community collaboration. *Harvard Educational Review*, *84*(2), 188.
- Jaeger, E. L. (2013). Teacher reflection: Supports, barriers, and results. *Issues in Teacher Education*, *22*(1), 89–104.
- Johnson, D. (2013). Technology skills every teacher needs. *Educational Leadership*, *70*(6), 84–85.
- Jonasson, J. T. (2016). Educational change, inertia and potential futures: Why is it difficult to change the content of education? *European Journal of Futures Research*, *4*(1), 1–14.
- Jones, L. M., & Mitchell, K. J. (2016). Defining and measuring youth digital citizenship. *New Media and Society*, *18*(9), 2063–2079.
- Kaufman, A. R., Warner, S. A., & Buechele, J. R. (2011). The characteristics of a model technology education teacher. *Technology and Engineering Teacher*, *70*(8), 25–33.
- Kingsley, T., & Tancock, S. (2014). Internet inquiry: Fundamental competencies for online comprehension. *Reading Teacher*, *67*(5), 389–399.
- Lemley, J. B., Schumacher, G., & Vesey, W. (2014). What learning environments best address 21st-century students' perceived needs at the secondary level of instruction? *NASSP Bulletin*, *98*(2), 101–125.
- Martinez, M., & McGrath, D. (2014). Technology alone won't transform teacher to facilitator. *Phi Delta Kappan*, *96*(1), 41–45.
- Morgan, H. (2013). Malicious use of technology: What schools, parents, and teachers can do to prevent cyberbullying. *Childhood Education*, *89*(3), 146–151.
- Morse, L. L., & Allensworth, D. D. (2015). Placing students at the center: The whole school, whole community, whole child model. *Journal of School Health*, *85*(11), 785–794.
- Naidoo, K., & Kirch, S. A. (2016). Candidates use a new teacher development process, transformative reflection, to identify and address teaching and learning problems in their work with children. *Journal of Teacher Education*, *67*(5), 379–391.
- Ng, W. (2012). Can we teach digital natives digital literacy? *Computers and Education*, *59*(3), 1065–1078.
- Olweus, D. (2012). Cyberbullying: An overrated phenomenon? *European Journal of Developmental Psychology*, *9*(5), 520–538.
- Orth, D., & Chen, E. (2013). The strategy for digital citizenship. *Independent School*, *72*(4), 56–63.
- Patton, K., Parker, M., & Tannehill, D. (2015). Helping teachers help themselves: Professional development that makes a difference. *NASSP Bulletin*, *99*(1), 26–42.
- Pollock, M., Bocala, C., Deckman, S. L., & Dickstein-Staub, S. (2016). Caricature and hyperbole in preservice teacher professional development for diversity. *Urban Education*, *51*(6), 629–658.
- Ribble, M. (2015). *Digital citizenship in schools: Nine elements all students should know* (3rd ed.). Eugene, OR: International Society for Technology in Education.
- Ryan, K. N., & Curwen, T. (2013). Cyber-victimized students: Incidence, impact, and intervention. *Sage Open*, *3*(4), 1–7.
- Sabella, R. A., Patchin, J. W., & Hinduja, S. (2013). Cyberbullying myths and realities. *Computers in Human Behavior*, *29*(6), 2703–2711.
- Sancho Gil, J. M., & Petry, P. P. (2016). Promoting digital competence in secondary education: Are schools there? Insights from a case study. *Journal of New Approaches in Educational Research*, *5*(1), 57–63.
- Sanders, M. G. (2012). Sustaining programs of school, family, and community partnerships: A qualitative longitudinal study of two districts. *Educational Policy*, *26*(6), 845–869.
- Taylor, T. (2014). Changing pedagogy for modern learners – lessons from an educator's journey of self-reflection. *Journal of Educational Technology and Society*, *17*(1), 79–88.
- Tripp, T., & Rich, P. (2012). Using video to analyze one's own teaching. *British Journal of Educational Technology*, *43*(4), 678–704.
- Vandebosch, H. (2014). Schools and cyberbullying: Problem perception, current actions and future needs. *International Journal of Cyber Society and Education*, *7*(1), 29–47.
- Voogt, J., Erstad, O., Dede, C., & Mishra, P. (2013). Challenges to learning and schooling in the digital networked world of the 21st century. *Journal of Computer Assisted Learning*, *29*(5), 403–413.
- Warnick, B. R., Bitters, T. A., Falk, T. M., & Kim, S. H. (2016). Social media use and teacher ethics. *Educational Policy*, *30*(5), 771–795.
- Whitworth, B. A., & Chiu, J. L. (2015). Professional development and teacher change: The missing leadership link. *Journal of Science Teacher Education*, *26*(2), 121–137.
- Williams, L. (2015). Flipped classrooms 2.0. *University Business, 18*(5), 47–48.
- Zembylas, M. (2014). The place of emotion in teacher reflection: Elias, Foucault and "critical emotional reflexivity." *Power and Education*, *6*(2), 210–222.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- Cox, J. (n.d.). Teaching strategies: The value of self-reflection. Retrieved from http://www.teachhub.com/teaching-strategies-value-self-reflection
- Danielson, L. M. (2009). Fostering reflection. *Educational Leadership*, *66*(5). Retrieved from http://www.ascd.org/publications/educational-leadership/feb09/vol66/num05/Fostering-Reflection.aspx
- Edutopia. (2015). Open educational resources (OER): Resource roundup. Retrieved from https://www.edutopia.org/open-educational-resources-guide
- Federal Communications Commission. (n.d.). Children's Internet Protection Act. Retrieved from https://www.fcc.gov/consumers/guides/childrens-internet-protection-act
- Federal Trade Commission. (n.d.). Children's online privacy protection rule: Just for kids' sites. Retrieved from https://www.ftc.gov/tips-advice/business-center/guidance/childrens-online-privacy-protection-rule-not-just-kids-sites
- Kania, J., & Kramer, M. (2011). Collective impact. *Stanford Social Innovation Review*. Retrieved from https://ssir.org/articles/entry/collective_impact
- Marcinek, A. (2015). Open educational resources meet instructional design. Retrieved from https://www.edutopia.org/blog/open-educational-resources-instructional-design-andrew-marcinek
- OER Commons. (n.d.). Retrieved from https://www.oercommons.org/
- Ribble, M. (2017). Nine themes of digital citizenship. Retrieved from http://www.digitalcitizenship.net/Nine_Elements.html
- Trach, S. A. (2013). Safe digital citizenship. *Principal*. Retrieved from http://www.naesp.org/principal-novemberdecember-2013-safe-positive-school-culture/safe-digital-citizenship
- Winstanley, N. (2014, March 17). What can we learn from self doubt? *Faculty Focus.* Retrieved from http://www.facultyfocus.com/articles/faculty-development/can-learn-self-doubt/

Suggested

The following materials are recommended to provide you with a better understanding of the topics in this course. These materials are not required to complete the course, but they are aligned to course activities and assessments and are highly recommended for your use.

Optional

The following optional materials are offered to provide you with a better understanding of the topics in this course. These materials are not required to complete the course.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- Common Sense Media. (n.d.). Digital citizenship search results. Retrieved from https://www.commonsensemedia.org/search/digital%20citizenship#
- International Society of Technology in Education. (n.d.). 2016 ISTE standards for students. Retrieved from https://www.iste.org/standards/standards/for-students-2016
- International Society of Technology in Education. (n.d.). ISTE standards for teachers (2008). Retrieved from http://www.iste.org/standards/standards/standards-for-teachers
- International Society of Technology in Education. (n.d.). National Educational Technology standards for students (1997). Retrieved from http://www.orlandodiocese.org/images/stories/schools/pdf/Students_Standards.pdf
- U.S. Department of Education. (n.d.). Family Educational Rights and Privacy Act (FERPA) https://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html
- U.S. Department of Health & Human Services. (n.d.). Summary of the HIPAA privacy rule https://www.hhs.gov/hipaa/for-professionals/privacy/laws-regulations/index.html
- White, G. (2013). Digital fluency: Skills necessary for learning in the digital age. Retrieved from http://research.acer.edu.au/cgi/viewcontent.cgi?article=1006&context=digital_learning

Unit 1 ≫ Teacher Dispositions for the 21st Century

Introduction

What dispositions predispose teachers to be effective educators in the 21st century? The professional literature abounds with answers to this question. As far back as 1994, Fullen predicted that "teachers' capacities to deal with change, learn from it, and help students learn from it" (1994, p. ix) would be critical for future education. Crick and Wilson (2005) also focus on the teacher as a learner, claiming that the capacity to learn is characterized by dispositions that enable the teacher to make curricular and pedagogical decisions. Faulkner and Latham (2016) concur and describe this teacher-as-learner quality as a "growth mindset." They contend that 21st century teachers must be adventurous, playful, and resilient, with the capacity to change.

Hendrickson and Mishra (2015) underscore the importance of creativity, proposing that creative teachers show a willingness to try new things, which is essential to teaching in the 21st century. In this unit, you will be investigating the professional literature for additional perspectives on essential teacher dispositions for the 21st century.

Consider these essential questions:

- What dispositions are critical for teaching in the digital age, and why are they important specifically for 21st century teaching?
- What factors in your specific educational setting impact the relative importance of individual teacher dispositions?

References

Crick, R., & Wilson, K. (2005). Being a learner: A virtue for the 21st century. *Journal of Educational Studies*, *53*(3), 359–374.

Faulkner, J., & Latham, G. (2016). Adventurous lives: Teacher qualities for 21st century learners. *Australian Journal of Teacher Education*, *41*(4), 137–148.

Fullan, M. (1994). Change forces: Probing the depths of educational reform. In *School Development and the Management of Change Series: Vol. 10*. Bristol, PA: Falmer Press.

Henriksen, D., & Mishra, P. (2015). We teach who we are: Creativity in the lives and practices of accomplished teachers. *Teachers College Record*, *117*(7), 1–46.

Learning Activities

u01s1 - Perspectives on Teacher Dispositions

Wilson, Zygouris-Coe, and Cardullo (2016) define teacher dispositions as the attitudes, perceptions, and beliefs that impact their verbal and non-verbal behaviors when planning, teaching, and engaging with students. Costa, Garmeston, and Zimmerman (2014) propose five "states of mind" that are critical to quality teaching in the 21st century:

- Efficacy – Wilson et al. (2016) equate efficacy to a teacher's beliefs about his or her capabilities to affect student learning. Costa et al. (2014) contend that confident teachers are self-modifying, optimistic, and resourceful.
- Flexibility – Flexible teachers are empathetic and can deal with ambiguity. They have the capacity to change and generate alternatives.
- Craftsmanship – Costa et al. (2014) contend that teachers who are committed to their own learning expand their repertoire of knowledge and skills, and Wilson et al. (2016) suggest that craftsmanship is the connection between content and pedagogical knowledge.
- Consciousness – Wilson et al. (2016) refer to this as being a "metacognitive" teacher. Costa et al. (2014) adds that teachers who are aware of their own values, intentions, and behaviors are deliberate in the way they impact others.
- Interdependence – Costa et al. (2014) claim that professional collaboration increases intelligence and commitment and generates a vast collection of resources, which translates to increased student understanding.

In this study, you will read some other perspectives on recommended dispositions for teachers in the digital age.

References

Costa, A., Garmeston, R., & Zimmerman, D. (2014). *Cognitive capital: Investing in teacher quality*. New York, NY: Teachers Collage Press.

Wilson, N., Zygouris-Coe, V., & Cardullo, V. (2016). Teacher development, support, and training with mobile technologies. In J. Keengwe & M. B. Maxfield (Eds.), *Advancing Higher Education with Mobile Learning Technologies* (pp. 88–113). Hershey, PA: IGI Global.

Readings

Use the Capella library to read the following:

- Johnson, D. (2013). Technology skills every teacher needs. *Educational Leadership*, *70*(6), 84–85.
- Kaufman, A. R., Warner, S. A., & Buechele, J. R. (2011). The characteristics of a model technology education teacher. *Technology and Engineering Teacher*, *70*(8), 25–33.

- Lemley, J. B., Schumacher, G., & Vesey, W. (2014). What learning environments best address 21st-century students' perceived needs at the secondary level of instruction? *NASSP Bulletin*, *98*(2), 101–125.
- Martinez, M., & McGrath, D. (2014). Technology alone won't transform teacher to facilitator. *Phi Delta Kappan*, *96*(1), 41–45.

u01s1 - *Learning Components*

- Conduct a search of the professional literature.

u01s2 - Assignment and Kaltura Media Preparation

Unit 3 Assignment

In this unit's first study, you examined some of the professional literature on teacher dispositions. In the Unit 3 Evaluation of Professional Practice assignment, you will evaluate how your own professional dispositions align with the professional literature on teaching and learning in the digital age.

In this study, read the assignment instructions and scoring guide in Unit 3 to familiarize yourself with the expectations and requirements. Continue your preparations for the assignment by conducting your own search of the professional literature to locate **at least three additional sources** on recommended teacher dispositions in the 21st century.

To get started, it is suggested that you consult EDT5104: Library Research Guide. It explores teacher ethics and dispositions and may help you with your search.

Kaltura Media

In preparation for recording a speech and podcast later in this course, complete the following:

- In you have not already done so, set up and test your microphone or headset, using the installation instructions provided by the manufacturer.
- Practice using the microphone or headset to ensure the audio quality is sufficient.
- Refer to the Using Kaltura [PDF] tutorial for directions on recording and uploading your recordings to the courseroom.

Note: If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact Disability Services to request accommodations.

u01s2 - *Learning Components*

- Conduct a search of the professional literature.
- Develop research skills.

u01s3 - Your Online ePortfolio

Online ePortfolios serve two key purposes: 1) to support learning and reflection, and 2) to be used as a showcase tool. Your learning journey can be documented, and ePortfolios contribute to lifelong learning and growth through reflection and sharing. Online ePortfolios can also be shared with employers and peers to present artifacts that demonstrate your accomplishments at Capella.

Using ePortfolio to Prepare for Your Capstone

Your program may culminate in a capstone course. At that time you may be required to show evidence of your learning throughout the program by referring to multiple assessments that you have created. You will be telling a story about your learning throughout the program using artifacts you have collected during many of these courses.

Using ePortfolio to Build Your Career

As you are preparing to tell your story in the professional world, leverage your ePortfolio artifacts to demonstrate the knowledge and competencies you have gained through your program in professional conversations, performance reviews, and interviews.

To do that, reflect on the knowledge and skills you have gained from your courses and the elements you have put in your portfolio, along with how you have already applied these things to your professional life or how you might apply them in the future.

Next, create your story or talking points to tell your professional story.

Saving Your Documents to ePortfolio

You will need a place to store your documents in an organized fashion so that you can access them at a later date. Do not rely on the courseroom to store your assignments for you as you will lose access to the courseroom after you have completed the course. Capella uses a cloud-based portfolio platform to facilitate your organization of the artifacts you create throughout your program.

To make an online portfolio useful, it is essential that it is organized clearly and that important files of any format are accessible. Read the Online ePortfolio Guidelines [PDF] to ensure you set up your online portfolio correctly. For more information on ePortfolio visit the Campus ePortfolio page.

Privacy Statement

Capella complies with privacy laws designed to protect the privacy of personal information. While you may voluntarily share your own information publicly, you are obligated to protect the personal information of others that may be associated with your academic or professional development. Before sharing information and material in any ePortfolio that is set up to be shared externally to your program at Capella, please consider privacy obligations in relation to protected populations who may be included or referenced in your academic or clinical work. Refer to the Family Educational Rights and Privacy Act (FERPA) and/or the Health Insurance Portability and Accountability Act (HIPAA) if you have specific questions or concerns about your choices.

u01d1 - Sharing Professional Literature

In this unit's second study, you conducted a search of the professional literature on recommended dispositions for teachers in the 21st century. In your initial post, share the source you feel is most valuable to your understanding of this topic. Provide a rationale for your choice, and generate a list of teacher dispositions based on this and other sources that you will use to guide your completion of the Unit 3 assignment.

Response Guidelines

Respond to at least two other learners in the course. Provide a critical analysis of the dispositions listed by each of your colleagues, and discuss how their chosen dispositions align or contrast with your own. Do not just agree or disagree with their choices; your responses should be well considered and should move the conversation forward. Do not hesitate to respectfully challenge the stance taken by another learner. This is how we test our own views and enhance the understanding of others.

As a general guideline, your initial post to a discussion should be 200–300 words, and your responses to other learners should be 150–200 words.

Course Resources

Graduate Discussion Participation Scoring Guide

u01d1 - Learning Components

- Compare and contrast perspectives on important teacher dispositions from the professional literature.
- Write a persuasive rationale.

Unit 2 ≫ Consciousness

Introduction

In Unit 1, you examined Costa, Garmeston, and Zimmerman's (2014) five states of mind—dispositions that are important to successful teaching in the 21st century. One of these is consciousness, which refers to teacher self-awareness. Self-awareness arises from self-reflection and self-analysis.

In this unit, you will engage in these processes in light of your readings about teacher dispositions. You will consider these essential questions:

- What are some research-based approaches to self-reflection?
- What approach to critical reflection will best align to your personality and personal circumstances?

Learning Activities

u02s1 - Teacher Reflection

Parr, Bulfin, and Rutherford (2013) describe the rigor observed (and expected) in teacher reflection: "The process of clarifying and reflecting required a combination of critical and analytical skills as well as the capacity to imagine the kind of […] teacher they hope to be. In so doing [the teachers] began to construct and articulate a sense of their emerging professional identities…" (p.5). Beverborg, Groote, Sleegers, Endedijk, and VanVenn (2015) found that teachers who engage in sustained self-reflection experience comparable improvement in self-efficacy (belief in one's own competency).

In this study, you will examine the professional literature on effective teacher reflection in preparation for your own reflective analysis of the alignment of your professional practice with recommended teacher dispositions.

References

Beverborg, A., Groote, O., Sleegers, P., Endedijk, M & VanVenn, K. (2015). Towards sustaining levels of reflective learning: How do transformational leadership, task interdependence, and self-efficacy shape teacher learning in schools? *Societies*, *5*(1), 187–219.

Parr, G., Bulfin, S., & Rutherford, S. (2013). Narratives of/in English teaching and learning. *Idiom*, *49*(3), 2–8.

Readings

Use the Capella library to read the following:

- Jaeger, E. L. (2013). <u>Teacher reflection: Supports, barriers, and results.</u> *Issues in Teacher Education*, *22*(1), 89–104.
- Naidoo, K., & Kirch, S. A. (2016). <u>Candidates use a new teacher development process, transformative reflection, to identify and address teaching and learning problems in their work with children.</u> *Journal of Teacher Education*, *67*(5), 379–391.
- Taylor, T. (2014). <u>Changing pedagogy for modern learners – lessons from an educator's journey of self-reflection.</u> *Journal of Educational Technology and Society*, *17*(1), 79–88.
- Tripp, T., & Rich, P. (2012). <u>Using video to analyze one's own teaching.</u> *British Journal of Educational Technology*, *43*(4), 678–704.

Use the Internet to read the following:

- Cox, J. (n.d.). <u>Teaching strategies: The value of self-reflection.</u> Retrieved from http://www.teachhub.com/teaching-strategies-value-self-reflection
- Danielson, L. M. (2009). <u>Fostering reflection.</u> *Educational Leadership*, *66*(5). Retrieved from http://www.ascd.org/publications/educational-leadership/feb09/vol66/num05/Fostering-Reflection.aspx

u02s1 - Learning Components

- Reflect on one's own professional practice.
- Apply the principles of teacher reflection and self-evaluation from the professional literature.

u02s2 - Assignment Preparation

In the Unit 3 Evaluation of Professional Practice assignment, you will evaluate how your own professional dispositions align with the professional literature on teaching and learning in the digital age. In Unit 1, you began your preparation for that assignment by researching the professional literature on teacher dispositions.

In this study, engage in self-reflection and self-analysis, using what Faulkner and Latham (2016) refer to as "a critical eye, with a growth mindset."

Click **Reflection on Dispositions** to launch a media piece that will help you prepare for the Unit 3 assignment. Use this activity for critical reflection and self-analysis. As you navigate through the piece, take notes and reflect on your own practice.

Reference

Faulkner, J., & Latham, G. (2016). Adventurous lives: Teacher qualities for 21st century learners. *Australian Journal of Teacher Education*, *41*(4), 137–148.

Course Resources

Reflection on Dispositions

- Reflect on one's own professional practice.
- Apply the principles of teacher reflection and self-evaluation from the professional literature.
- Compare and contrast perspectives on important teacher dispositions from the professional literature.
- Analyze the alignment of one's own dispositions with those chosen from the professional literature.

u02d1 - Reflective Analysis

In this unit's studies, you examined best practices in teacher reflection and engaged in critical self-reflection and analysis. In your initial post, discuss these experiences.

- Which of the readings (assigned or researched on your own) did you find most valuable to the reflective and critical self-analysis experience? Why was this source so valuable?
- What aspect of the reflective and critical self-analysis experience did you find most beneficial? In what specific way(s) was it beneficial?
- What aspect of the reflective and critical self-analysis experience did you find most challenging? In what specific way(s) was it challenging?
- How might you overcome the challenges you encountered in the reflective and critical self-analysis experience?

Response Guidelines

Respond to the posts of at least two other learners.

- Compare and contrast your own reflective and critical self-analysis experience with that of your colleague.
- Make suggestions for how your colleague might overcome the challenges he or she encountered.
- Discuss how the readings on reflective practice supported your own reflective and critical self-analysis experience.
- Make any additional relevant comments or pose questions or concerns based on your own research or experience.

As a general guideline, your initial post to a discussion should be 200–300 words, and your responses to other learners should be 150–200 words.

Course Resources

Graduate Discussion Participation Scoring Guide

- Reflect on one's own professional practice.

Unit 3 ⟩⟩ Self-Evaluation

Introduction

Taras (2010) suggests that self-evaluation is essential to long-term professional growth. Baecher, Kung, Jewkes, and Rosalia (2013) state that over- and under-rating in self-evaluation can arise from several sources. Some teachers show a leniency bias, rating themselves higher than others might, while other teachers display a modesty bias, in which their performance is underrated. The authors found that the self-evaluations of teachers who have a clear understanding of the criteria against which they are evaluating their own performance show greater validity, hence the importance of choosing your own list of teacher dispositions from those recommended by the professional literature.

In this unit, you will consider approaches to self-analysis and evaluation and engage in an analysis of how your own professional dispositions align with the professional literature on teaching and learning in the digital age. You will consider these essential questions:

- How metacognitively aware are you about any tendency to overrate or underrate your own performance?
- How can you ensure authenticity in your self-evaluation in order to promote professional growth and learning?

References

Baecher, L., Kung, S., Jewkes, A., & Rosalia, C. (2013). The role of video for self-evaluation in early field experiences. *Teaching and Teacher Education*, 36, 189–197.

Taras, M. (2010). Student self-assessment: Processes and consequences. *Teaching in Higher Education*, *15*(2),199–209.

Learning Activities

u03s1 - The Role of Emotion in Teacher Reflective Practice

Sitzmann, Ely, Brown, and Bauer (2010) contend that accurately self-assessing one's performance can be challenging. Teachers must "be willing to consider all aspects of their knowledge levels (not just the favorable) and to overcome the egocentrism that results in people assuming they are above average in most aspects of their lives" (p. 180). This can be an emotional experience fraught with anxiety and self-doubt, but valid self-evaluation and authentic self-efficacy enable growth and improvement.

In this study, you will examine the literature on the emotional aspects of teacher self-reflection and engage in some collaborative experiences that will inform your analysis of how your own professional dispositions align with the professional literature on teaching and learning in the digital age.

Reference

Sitzmann, T., Ely, K., Brown, K., & Bauer, K. (2010). Self-assessment of knowledge: Cognitive learning or affective measure? *Academy of Management Learning and Education*, *9*(2), 169–191.

Readings

Use the Capella library to read the following:

- Zembylas, M. (2014). The place of emotion in teacher reflection: Elias, Foucault and "critical emotional reflexivity." *Power and Education*, *6*(2), 210–222.

Use the Internet to access the following:

- Winstanley, N. (2014, March 17). What can we learn from self doubt? *Faculty Focus.* Retrieved from http://www.facultyfocus.com/articles/faculty-development/can-learn-self-doubt/

Field Work

Design a survey based on your chosen dispositions from the Unit 1 discussion. Be a risk-taker and ask at least two colleagues and at least two students who are familiar with your professional practice to complete the survey. They will evaluate how your professional practice aligns with your chosen dispositions.

You do not have to share the survey results in the unit discussion or in your assignment. The purpose of this exercise is to bring some additional perspective to your self-evaluation.

u03s1 - Learning Components

- Apply the principles of teacher reflection and self-evaluation from the professional literature.
- Analyze the alignment of one's own dispositions with those chosen from the professional literature.

u03a1 - Evaluation of Professional Practice

In this assignment, evaluate how your own professional practice aligns with the recommended teacher dispositions for teaching and learning in the digital age from the professional literature, specifically those dispositions on which you chose to focus in the Unit 1 Sharing Professional Literature discussion and the Unit 2 Reflection on Dispositions media activity.

Assignment Guidelines

Submit a 10–13 page scholarly APA-formatted paper in which you:

- Synthesize the professional literature related to recommended teacher dispositions in the digital age (2 pages).
- Describe the teacher dispositions that you feel are most relevant to teaching in the digital age (1–2 pages).
- Provide a rationale for the teacher dispositions you have deemed most important (1–2 pages).
- Evaluate how your own teacher dispositions align with those you have chosen from the professional literature (5 pages).
  - Include specific examples of this alignment from your professional practice.
  - Include an analysis of areas for growth in your professional practice in terms of the teacher dispositions you have chosen from the professional literature.
  - Include an explicit plan of action for enabling growth in each of the areas you have delineated.

- Summarize the reflective, analytical, and evaluative experience in terms of future professional practice (1–2 pages).
  - In order to complete this assignment, you engaged in a process of reflection, analysis and evaluation. For this criterion, you are now being asked to reflect on that three-stage process and its potential impact on your future professional practice. Consider the insights you have gained from engaging in the process of reflection, analysis and evaluation. Have your perspectives changed as a result of the experience? Have you made any decisions about future professional practice based on this experience?

Example assignment: You may use the assignment example, linked in the Resources, to give you an idea of what a Proficient or higher rating on the scoring guide would look like.

Submission Requirements⌖

- **Written communication:** Written communication is free of errors that detract from the overall message.
- **Overall length:** 10–13 pages⌖.
- **APA formatting:** The body of the paper, references, and citations are formatted according to APA style and formatting standards.⌖
- **Font and font size:** Times New Roman, 12-point font. ⌖

Note: Your instructor may use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Course Resources

Writing Feedback Tool

EDT5104: Library Research Guide

Assignment 3 Example [PDF]

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u03d1 - The Role of Emotion in Teacher Reflective Practice

In this unit's study, you considered the emotional challenges inherent in teacher self-evaluation and engaged in collaborative field work to lend additional perspectives to your self-evaluation. In your initial post, discuss your experience with critical and authentic self-evaluation.

- Did you have a tendency to be too lenient or too modest when you evaluated your alignment to the dispositions?
- Were you successful in controlling any tendencies to be less than accurate in your evaluation? How did you accomplish that?
- Was the evaluation experience stressful or emotional for you? What strategies did you use to overcome negative factors during the process?
- Do you think this experience will enable you to be better at reflection, self-analysis, and self-evaluation? Why or why not?
- What is your most important takeaway from the reflective, critical analysis, and self-evaluation experience? Why is it the most important?

Response Guidelines

Respond to the posts of at least two other learners.

- Compare and contrast your perspectives and experiences to those of your colleagues.
- Offer suggestions for overcoming challenges in any of the phases of the reflection, analysis, and evaluation experience.
- Make any additional relevant comments or pose questions or concerns based on your own research or experience.

As a general guideline, your initial post to a discussion should be 200–300 words, and your responses to other learners should be 150–200 words.

Course Resources

Graduate Discussion Participation Scoring Guide

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u03d1 - Learning Components

- Reflect on one's own professional practice.
- Apply the principles of teacher reflection and self-evaluation from the professional literature.

Unit 4 ➤➤ Technology and Ethics

Introduction

In referring to teachers in the digital age, Bharti (2014) quotes the CEO of TheHubEdu as saying, "We are no longer the primary sources of information for our students (and maybe never were) but our jobs have now become about contextualizing that information and guiding students in the practical application and use of the information" (para. 5). Concurring with this perspective, the National Association of Independent Schools (2012) has established principles of good practice for teaching and learning in the digital age, among which the following are most relevant to teachers in the digital age:

- Develop a "responsible-use policy that is framed in the positive [and] flexible enough to accommodate changes in technology" (Digital Ethics section, para. 4).
- "Teach, model, and expect safe, healthy, ethical, legal, and responsible use of digital resources and social media by students and parents" (Digital Ethics section, para. 5).
- Develop a "policy regarding faculty and student interactions on social media sites" (Digital Ethics section, para. 6).
- Establish a "digital citizenship/digital responsibility program that includes ongoing discussions of online behavior, cyberbullying, and respectful and legal use of online tools" (Digital Ethics section, para. 8).
- Stay current on "issues, events, and concerns related to online behavior and digital citizenship" (Digital Ethics section, para, 9).

In this unit, you will engage in critical reflection and analysis about safety and ethical issues related to technology-driven teaching and learning.

Consider these essential questions: [image icon]

- What is the impact of technology implementation on the teacher's role and responsibilities?
- How does technology implementation impact ethical issues, diversity, and equity?
- What steps can you take now to meet the expectations described above?
- How can the larger school community be engaged to ensure the cyber-safety of all students?

References

National Association of Independent Schools. (2012). Principles of good practice: Teaching and learning in the digital age. Retrieved from https://www.nais.org/Series/Pages/PGP_TeachingandLearningDigitalAge.pdf

Bharti, P. (2014). Why is role of the teacher even more important in the digital age? Retrieved from http://edtechreview.in/trends-insights/insights/1152-why-is-role-of-a-teacher-even-more-important-in-the-digital-age

Learning Activities

u04s1 - Ethical Considerations

In recent years, social media forums have become easy environments for bullying, and the impact of that bullying can be more profound than had it taken place face-to-face because of its enduring nature. Johnson points to the tendency for people to consider actions in the virtual world as being less significant than those in the real world. Kowalski, Limber, and Agatston (2012) stress the importance of parental communication and oversight in addition to proactive educational strategies.

In this study, you will examine the professional literature on cyberbullying. Not all of the authors agree in its prevalence or severity, and the readings have been selected intentionally to expose you to a variety of perspectives in order to inform your own conclusions.

References

Kowalski, R., Limber, S. & Agatston, P. (2012). *Cyberbullying: Bullying in the digital age* (2nd ed.). Hoboken, NJ: Wiley.

Readings

Use the Capella library to read the following:

- DePaolis, K., & Williford, A. (2015). The nature and prevalence of cyber victimization among elementary school children. *Child and Youth Care Forum*, *44*(3), 377–393.
- Eyal, L. (2012). Digital assessment literacy – the core role of the teacher in a digital environment. *Journal of Educational Technology and Society*, *15*(2), 37–49.
- Howard, K. (2013). Using Facebook and other SNSs in K-12 classrooms: Ethical considerations for safe social networking. *Issues in Teacher Education*, *22*(2), 39–54.

- Morgan, H. (2013). <u>Malicious use of technology: What schools, parents, and teachers can do to prevent cyberbullying.</u> *Childhood Education*, *89*(3), 146–151.
- Olweus, D. (2012). <u>Cyberbullying: An overrated phenomenon?</u> *European Journal of Developmental Psychology*, *9*(5), 520–538.
- Ryan, K. N., & Curwen, T. (2013). <u>Cyber-victimized students: Incidence, impact, and intervention.</u> *Sage Open*, *3*(4), 1–7.
- Sabella, R. A., Patchin, J. W., & Hinduja, S. (2013). <u>Cyberbullying myths and realities.</u> *Computers in Human Behavior*, *29*(6), 2703–2711.
- Vandebosch, H. (2014). <u>Schools and cyberbullying: Problem perception, current actions and future needs.</u> *International Journal of Cyber Society and Education*, *7*(1), 29–47.
- Warnick, B. R., Bitters, T. A., Falk, T. M., & Kim, S. H. (2016). <u>Social media use and teacher ethics.</u> *Educational Policy*, *30*(5), 771–795.

Use the Internet to access the following:

- Federal Communications Commission. (n.d.). <u>Children's Internet Protection Act</u>. Retrieved from https://www.fcc.gov/consumers/guides/childrens-internet-protection-act
    - This act seeks to protect children from having personal information collected.⌈¹⌉ꜱᴇᴘ
- Federal Trade Commission. (n.d.). <u>Children's online privacy protection rule: Just for kids' sites.</u> Retrieved from https://www.ftc.gov/tips-advice/business-center/guidance/childrens-online-privacy-protection-rule-not-just-kids-sites
    - This act requires schools to take steps to protect children from inappropriate content.

Multimedia

- Click **The C3 Matrix** to learn about cyber safety, cyber ethics, and cyber security.

Optional Reading

- International Society of Technology in Education. (n.d.). <u>ISTE standards for teachers (2008).</u> Retrieved from http://www.iste.org/standards/standards/standards-for-teachers

Course Resources

The C3 Matrix

u04s1 - Learning Components

- Review the professional literature on approaches to professional development.
- Analyze available technology tools for suitability in the specific professional development setting.

u04s2 - Open Education Resources

One of the aspects of digital rights and responsibilities of teachers involves the appropriate use of open educational resources (OER), which are increasingly used by teachers for a variety of purposes.

Readings

The following resources provide a jumping off point to explore different examples of OER resources.

- Edutopia. (2015). <u>Open educational resources (OER): Resource roundup</u>. Retrieved from https://www.edutopia.org/open-educational-resources-guide
- <u>OER Commons</u>. (n.d.). Retrieved from https://www.oercommons.org/

The following article drives home the importance of keeping your eye on key considerations when choosing OER. It is easy to get attracted to the bells and whistles of some OER resources, but important to stay grounded in the purpose and context of your use.

- Marcinek, A. (2015). <u>Open educational resources meet instructional design</u>. Retrieved from https://www.edutopia.org/blog/open-educational-resources-instructional-design-andrew-marcinek

u04s3 - Assignment and Discussion Preparation

Professional Development Workshop Assignment

For the Unit 5 assignment, you will design a professional development workshop for a specific educational setting to engage and support teachers in providing a safe digital learning environment for their students.

In preparation for the Unit 5 assignment, complete the following tasks in this unit:

- Read the assignment instructions and scoring guide in Unit 5.
- Review the readings from this unit and your own research on the rights and responsibilities of teachers in the digital age.
- Research the professional literature on exemplary teacher dispositions and best practices for creating a safe learning environment in the digital age.

Use the readings from the course and other resources you find to outline a plan for teacher professional development. Your plan should consider the unique aspects of the educational setting for which you are designing the professional development workshop.

A Sixty-Second Rationale Discussion

For the first discussion in Unit 5, you will record a 60-second "elevator speech" using Kaltura. You will need to provide a script or transcript of your speech, so plan accordingly. Note that within 3–4 days Kaltura will auto-generate captions for your speech, but those captions may contain errors.

Creating a Podcast Discussion

For the Unit 9 discussion, you will record a podcast using Kaltura. You will need to provide a script or transcript of your podcast, so plan accordingly. Note that within 3–4 days Kaltura will auto-generate captions for your speech, but those captions may contain errors.

u04s3 - Learning Components

- Review the professional literature on the ethical use of technology.
- Analyze differences in approach.
- Evaluate the suitability of approaches for a specific participant population.

u04d1 - The Ethical Side of Technology

For your initial post, use this unit's readings and your previous experiences to discuss how technology can address ethical issues. Consider the ethical challenges that might be created by the integration of technology in educational environments from the social, legal, and moral standpoints.

Response Guidelines

Respond to the posts of at least two other learners by reflecting on how the information and experiences discussed in each post align or contrast with your own.

As a general reminder, your initial post to a discussion should be 200–300 words, and your responses to other learners should be 150–200 words.

Course Resources

Graduate Discussion Participation Scoring Guide

u04d1 - Learning Components

- Analyze available technology tools for suitability in the specific professional development setting.

Unit 5 ≫ Professional Development

Introduction

Desimone (2009) contends that education reform is synonymous with teacher professional development and that understanding what makes teacher professional development effective is critical to the success or failure of educational innovation. Schrum and Levin (2015) concur and add that

professional development should be "an embedded, ongoing, and responsive process, in order to be worthwhile in helping teachers change to using more student-centered teaching strategies" (p, 43).

In this unit, you will consider approaches to professional development that will enable you to engage teachers' interest in their digital rights and responsibilities and excite them about providing a safe digital learning environment for their students.

Consider these essential questions:

- How can an innovation be introduced in a way that engages and excites teachers?
- How can teacher professional development be best designed to promote teacher change?
- How can teacher resistance to innovation be addressed?

References

Desimone, L. (2009). Improving impact studies of teachers' professional development: Toward better conceptualizations and measures. *Educational Researcher*, *38*(3), 181–199.

Schrum, L., & Levin, B. (2015). *Leading 21st century schools: Harnessing technology for engagement and achievement*. Thousand Oaks, CA: Corwin Press.

Learning Activities

u05s1 - Professional Development

Desimone (2009) suggests that the following core characteristics are essential to teacher professional development that results in teacher change:

- **Content focus.** Teachers need to see the connection between the focus of the professional development and the potential for improvement in their pedagogy and/or their students' learning.
- **Active learning.** As opposed to lecture, active engagement results in increased teacher receptivity to innovative ideas and willingness to change.
- **Coherence.** This refers to the extent to which the professional development is consistent with teachers' knowledge and beliefs. Note that this can be challenging to accomplish if the proposed innovation requires a major change in attitudes or assumptions.
- **Duration.** Professional development needs to be ongoing, not a one-time injection of ideas that are then left to be forgotten.
- **Collective participation.** This refers to the benefit of colleagues participating together in the professional development; they are more likely to continue to discuss their learning (perhaps in PLCs), collaboratively try out strategies, and observe and support each other through the change process.

The author further contends that professional development that revolves around these core features will lead to increased teacher knowledge and skills with a resultant shift in attitudes and beliefs; that these changes will lead to changes in pedagogical approaches; and that these changes in teaching will in turn lead to improved student learning (Desimone, 2009).

In this study, you will examine the professional literature on teacher professional development. Remember that the principles of precipitating teacher change are similar regardless of the content of the professional development. The Pollock, Bocala, Deckman, and Dickstein-Staub article in particular makes excellent points about avoiding hyperbole and overreaction, regardless of the topic of the professional development.

Reference

Desimone, L. (2009). Improving impact studies of teachers' professional development: Toward better conceptualizations and measures. *Educational Researcher*, *38*(3), 181–199.

Readings

Use the Capella Library to read the following:

- Patton, K., Parker, M., & Tannehill, D. (2015). Helping teachers help themselves: Professional development that makes a difference. *NASSP Bulletin*, *99*(1), 26–42.
- Pollock, M., Bocala, C., Deckman, S. L., & Dickstein-Staub, S. (2016). Caricature and hyperbole in preservice teacher professional development for diversity. *Urban Education*, *51*(6), 629–658.
- Whitworth, B. A., & Chiu, J. L. (2015). Professional development and teacher change: The missing leadership link. *Journal of Science Teacher Education*, *26*(2), 121–137.

Multimedia

- Click **Design Choices for Professional Development** to launch this media piece. This activity will allow you to compare and contrast various approaches to professional development and make informed choices for the professional development you will be developing in the Unit 5 assignment.

Design Choices for Professional Development

u05s1 - Learning Components

- Review the professional literature on approaches to professional development.
- Develop a rationale for the format of the workshop (distance, face-to-face or blended).
- Analyze available technology tools for suitability in the specific professional development setting.
- Analyze differences in approach.
- Evaluate the suitability of approaches for a specific participant population.
- Develop a schedule for the professional development.
- Develop activities and materials for the professional development workshop.
- Develop goals for each session of the professional development workshop.

u05a1 - Professional Development Workshop

Create a professional development workshop for teachers in your district including both a presentation and supporting materials.

Part A: Presentation

Develop a presentation that addresses the digital rights and responsibilities of teachers. Create a PowerPoint presentation with notes or a recorded screencast of a narrated presentation using Kaltura or another recording tool of your choice. The presentation should be about 10–15 minutes and consist of 7–10 slides.

The workshop should cover the following:

- Key issues regarding the ethical use of open educational resources:
  - What distinguishes open educational resources from other types of resources that teachers use?
  - What are strategies that teachers should use for ethical use of OER?

- The teacher's role in providing a safe online learning environment for students and strategies for doing so:
  - What are key threats to student safety in online learning environments?
  - How can teachers help ensure their students' safety in online learning environments?

- Support from the professional literature (in the form of citations on slides as appropriate and a reference slide with APA formatted citations)

If you will be using Kaltura Media to record a screencast of your presentation, you will need to complete the following:

- If you have not already done so, set up and test your microphone, using the installation instructions provided by the manufacturer.
- Practice using the microphone to ensure the audio quality is sufficient.
- Refer to the Using Kaltura [PDF] tutorial for directions on recording and/or uploading your work in the courseroom.

Part B. Supporting Participant Materials, Such as a Handbook or Handouts

Develop "takeaway" materials that provide useful information for teachers to bring back to their own teaching setting and further develop their teaching practice with regard to their digital rights and responsibilities.

These can be submitted as Word documents or PDF documents or a link to a blog post you write that teachers might refer to later.

Submission Requirements

- **Presentation:** Presentation slides with presenter notes or a link to the recorded screencast.
- **Participant materials:** Word or PDF documents or, if applicable, a link to your blog post.

u05d1 - A Sixty-Second Rationale

Perhaps the most important minute in a professional development experience is the very first one. A leader has an extremely short amount of time to engage an audience before minds start wandering.

For this discussion, use Kaltura to record and upload a 60-second "elevator speech" to grab the attention of teachers who have gathered to engage in your professional development workshop on the rights and ethical responsibilities of teachers in the digital age.

- Begin with a "hook"—something that immediately grabs the interest of your audience and makes them want to know more. An anecdote sometimes works well, or referring to a situation with which everyone is familiar can get everyone feeling that they are on the same page.
- Use language that is common to everyone within your educational setting.
- Use words that are powerful and attention-grabbing.
- Use words that create a visual image in the listeners' minds.

Attach a transcript of your speech to the discussion as well.

Response Guidelines

Respond to at least two of your colleagues by providing 2+2 feedback:

- Two compliments.
- Two suggestions.

In your responses:

- Be sure to use appropriate language and be specific when writing your compliments and suggestions.
- Consider commenting on the strength of the rationale as well as the approach your colleague used to promote it.
- Comment on how you would respond to this first minute of a professional development workshop.
- Pose other questions or concerns that are relevant, based on your research or experience with approaches to persuasion. Your responses to other learners should be 150–200 words each.

Note: If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact Disability Services to request accommodations.

Course Resources

Graduate Discussion Participation Scoring Guide

Disability Services

Using Kaltura [PDF]

u05d1 - Learning Components

- Develop a rationale for the format of the workshop (distance, face-to-face or blended).
- Analyze differences in approach.
- Evaluate the suitability of approaches for a specific participant population.

u05d2 - Reflection on the Professional Development Experience

In this unit, you examined best practices in teacher professional development and engaged in the development of a professional development workshop. In your initial post, evaluate the process of developing the professional development workshop in a thoughtful reflection that meets Capella's standards of critical reasoning.

- Which of the readings (assigned or researched on your own) did you find most valuable to your design of the professional workshop? Why was this source so valuable?
- What aspect of the design process did you find most satisfying? In what specific way(s) was it satisfying?
- What aspect of the professional development design experience did you find most challenging? In what specific way(s) was it challenging?
- How might you overcome the challenges you encountered in the professional development design experience?

Response Guidelines

Respond to the posts of at least two other learners.

- Compare and contrast your own professional development design experience with that of your colleague.
- Make suggestions for how your colleague might overcome the challenges he or she encountered.
- Discuss how the readings supported your own professional development design experience.
- Make any additional relevant comments or pose questions or concerns based on your own research or experience.

As a general guideline, your initial post to a discussion should be 200–300 words, and your responses to other learners should be 150–200 words.

Course Resources

Graduate Discussion Participation Scoring Guide

u05d2 - Learning Components

- Review the professional literature on approaches to professional development.

Unit 6 ≫ Digital Literacy

Introduction

Most educators agree that 21st century students need to be technology-proficient. However, there is lack of agreement on exactly what technology-proficient means. The International Society for Technology in Education (ISTE) has published the 2016 Standards for Students. There are six categories:

1. Basic operations and concepts.
2. Social, ethical, and human issues.
3. Technology productivity tools.
4. Technology communications tools.
5. Technology research tools.
6. Technology problem-solving and decision-making tools.

In this unit, you will consider these essential questions posed by Eisenberg and Johnson in 2002 (p. 2):

- Can the student who operates a computer well enough to play a game, send e-mail, or surf the Web be considered computer-literate?
- Will a student who uses computers in school only for running tutorials or an integrated learning system have the skills necessary to survive in our society?
- Will the ability to do basic word processing be sufficient for students entering the workplace or post-secondary education?

References

Eisenberg, M. B., & Johnson, D. (2002). Learning and teaching information technology—computer skills in context. ERIC Digests. Retrieved from http://files.eric.ed.gov/fulltext/ED465377.pdf

International Society of Technology in Education. (n.d.). 2016 ISTE standards for students. Retrieved from http://www.iste.org/standards/standards/for-students-2016

Learning Activities

u06s1 - Teaching Technology Proficiency

Much of the professional literature on technology-driven teaching and learning presumes that students are proficient in accessing and learning through technology. Margaryan, Littlejohn, and Vojt (2011) contend that there is no empirical basis to this assumption. Stribling (2014) concurs, stating that recent

international research suggests that the information literacy of young people has not improved with increased access to technology. Thompson (2015) also challenges the popular conception of a homogeneous digital native generation by showing that technology exposure and use among students is not uniform. Notably, this contrasts with the findings of Hull, Scott, and Higgs (2014), one of this unit's readings, presented to support you in formulating your own stance on this issue.

In 2016, the ISTE Standards for Students focused on transformative learning with technology. The 2007 version of the ISTE Standards focused on using technology to learn. The first set of Standards published by ISTE in 1997 focused on learning to use technology. It appears that the assumption by the ISTE National Educational Technology Standards (NETS) project is that all students have progressed along this continuum over the past 20 years and are therefore sufficiently proficient with information and communication technology (ICT) to engage in transformative learning. In this unit's discussion, you will share your perspectives on that assumption. In this study, you will examine the professional literature on teaching technological proficiency to today's students.

References

Margaryan, A., Littlejohn, A., & Vojt, G. (2011). Are digital natives a myth or reality? University students' use of digital technologies. *Computers and Education*, *56*, 429–440.

Stribling, M. (2014). How information literate are our "digital natives"? *English in Aotearoa*, *83*, 11–12.

Thompson, P. (2015). How digital native describe themselves. *Education and Information Technologies*, *20*, 467–484.

Readings

Use the Capella library to read the following:

- Bird, J., & Edwards, S. (2015). Children learning to use technologies through play: A digital play framework. *British Journal of Educational Technology*, *46*(6), 1149–1160.
- Fluck, A., Webb, M., Cox, M., Angeli, C., Malyn-Smith, J., Voogt, J., & Zagami, J. (2016). Arguing for computer science in the school curriculum. *Journal of Educational Technology and Society*, *19*(3), 38–46.
- Hatlevik, O. E., Guðmundsdóttir, G. B., & Loi, M. (2015). Digital diversity among upper secondary students: A multilevel analysis of the relationship between cultural capital, self-efficacy, strategic use of information and digital competence. *Computers and Education*, *81*, 345–353.
- Hicks, T., & Turner, K. H. (2013). No longer a luxury: Digital literacy can't wait. *The English Journal*, *102*(6), 58–65.
- Howard, S. K., Ma, J., & Yang, J. (2016). Student rules: Exploring patterns of students' computer-efficacy and engagement with digital technologies in learning. *Computers & Education*, 101, 29-42.
- Hull, G., Scott, J., & Higgs, J. (2014). The nerdy teacher: Pedagogical identities for a digital age. *The Phi Delta Kappan*, *95*(7), 55–60.
- Ng, W. (2012). Can we teach digital natives digital literacy? *Computers and Education*, *59*(3), 1065–1078.

Use the Internet to access the following:

Optional Internet Reading

- International Society of Technology in Education. (n.d.). National Educational Technology standards for students (1997) [PDF]. Retrieved from http://www.orlandodiocese.org/images/stories/schools/pdf/Students_Standards.pdf
- International Society of Technology in Education. (n.d.). 2016 ISTE standards for students. Retrieved from https://www.iste.org/standards/standards/for-students-2016

u06s1 - Learning Components

- Review case studies of programs designed to improve digital proficiency.
- Review the professional literature on digital literacy.

u06s2 - Assignment Preparation

In the Unit 8 assignment, you will propose a schoolwide framework for enhancing digital learning in a specific educational setting. In this study, you will begin your preparations for that assignment by considering stakeholder perceptions on how technology proficiency can be enhanced and stakeholder willingness to engage in an innovation initiative to improve digital proficiency in students.

Consider completing the following activities in order to better prepare you to discuss the role of stakeholders in enhancing digital learning in your educational setting.

- ◦ Make arrangements to meet with students, teachers, administrators and members of the wider educational community.
    - ◦ Consider posing the Unit 6 discussion question to the individuals with whom you meet.

◦ Collect data on stakeholder perceptions of digital proficiency among students in the specific educational setting.
   ◦ Collect data on stakeholder perspectives on how to improve digital proficiency in that educational setting. Seek ideas that explicitly align with that setting about which these stakeholders may know more than you do.
   ◦ Determine stakeholder willingness to engage proactively with an initiative to improve the digital proficiency of students in that educational setting.

u06s2 - *Learning Components*

- Collaborate with stakeholders at the specific educational site.

u06d1 - Teaching Technology Proficiency

In this unit's first study, it was suggested that the assumption by ISTE is that students have progressed along the continuum of learning to use technology...to using technology to learn...to transformative learning with technology over the past 20 years and, therefore, are sufficiently proficient with information and communication technology (ICT) to engage in transformative learning.

In your initial post, comment on this statement. Consider your reading in this unit, your search of the professional literature, and your own experiences with students who have and who may not have made that journey.

Response Guidelines

Respond to the posts of at least two other learners by reflecting on how the perspectives and experiences discussed in each post align or contrast with your own. Do not hesitate to engage in a respectful difference of opinion. This is the way one clarifies one's own stance on issues.

As a general reminder, your initial post to a discussion should be 200–300 words, and your responses to other learners should be 150–200 words.

Course Resources

Graduate Discussion Participation Scoring Guide

u06d1 - *Learning Components*

- Collaborate with stakeholders at the specific educational site.
- Review the professional literature on digital literacy.

Unit 7 ⟫ What Students Should Know

 Introduction

Technology integration can be approached from different starting points. Technological Pedagogical Content Knowledge (TPACK) defines the knowledge that teachers need in the areas of technology, pedagogy, and content and describes how these areas intersect to enable technology integration (Hunter, 2015). Hence, the starting point in TPACK is the level of teacher knowledge in the three domains.

SAMR is another model designed to help educators infuse technology into teaching and learning. The acronym stands for Substitute, Augment, Modify, and Redefine. The starting point in SAMR is the chosen level of technology-driven learning (Puentedura, 2014).

In this unit, you will focus on SAMR as a framework for technology integration. The rationale for this approach is that it will allow you to design a framework for enhancing digital learning without the need for an extensive research study into the levels of teacher knowledge in the specific educational setting. You will address these essential questions:

- What are essential conditions for effective technology integration?[1]
- How does technology-driven teaching and learning relate to Bloom's taxonomy, and why is that important?
- How can I incorporate the SAMR framework into a schoolwide framework for enhancing digital learning in a specific educational setting?

References

Hunter, J. (2015). *Technology integration and high possibility classrooms*. New York, NY: Routledge.

Puentedura, R. (2014, June 29). Learning, technology and the SAMR model: Goals, processes and practice [Blog post]. Retrieved from http://hippasus.com/blog/archives/date/2014/06

Learning Activities

u07s1 - What Students Should Know

The SAMR model supports and enables teachers to design, develop, and implement learning experiences that utilize technology (2014). The levels of SAMR coincide with Bloom's Taxonomy and hence promote different types of learning. The first two levels, Substitute and Augment, are considered to be teacher-directed, in that the teacher redesigns learning tasks to incorporate technology. The higher levels, Modify and Redefine, are considered to be student-directed, in that the availability of technology allows students to drive their own learning by modifying or redefining the learning tasks.

In this study, you will examine approaches to the integration of technology in education and consider how they align to both SAMR and Bloom's Digital Taxonomy in preparation for decisions you will make about the schoolwide framework for enhancing digital learning you will propose in Unit 8.

References

Puentedura, R. (2014). Learning, technology and the SAMR model: Goals, processes and practice [Blog post]. Retrieved from http://hippasus.com/blog/archives/date/2014/06

Technology Is Learning. (n.d.). SAMR model. Retrieved from https://sites.google.com/a/msad60.org/technologyislearning/samrmodel

Readings

Use the Capella library to read the following:

- Green, L. S. (2014). Through the looking glass. *Knowledge Quest*, *43*(1), 36–43.
- Green, L. S., Inan, F. A., & Maushak, N. J. (2014). A case study: The role of student-generated vidcasts in K-12 language learner academic language and content acquisition. *Journal of Research on Technology in Education*, *46*(3), 297–324.
- Herold, B. (2016). What it takes to move from "passive" to "active" tech use in K-12 schools. *The Education Digest*, *82*(2), 33–38.
- Kingsley, T., & Tancock, S. (2014). Internet inquiry: Fundamental competencies for online comprehension. *Reading Teacher*, *67*(5), 389–399.
- Williams, L. (2015). Flipped classrooms 2.0. *University Business, 18*(5), 47–48.

Research

Use the Internet to research the SAMR framework, especially how it aligns with Bloom's Digital Taxonomy.

Multimedia

- Click **Bloom's Digital Taxonomy** to view an interactive media piece on the levels of Bloom's Digital Taxonomy and examples of lessons on each level.

Optional Reading

- White, G. (2013). Digital fluency: Skills necessary for learning in the digital age. Retrieved from http://research.acer.edu.au/cgi/viewcontent.cgi?article=1006&context=digital_learning

Course Resources

Bloom's Digital Taxonomy

u07s1 - Learning Components

- Review the professional literature on SAMR and approaches to the integration of technology in education.
- Review the professional literature on digital literacy.

u07s2 - Assignment Preparation

In the Unit 8 assignment, you will propose a schoolwide framework for enhancing digital learning in a specific educational setting. In this study, consider the appropriate level of technological proficiency to set as an objective for this educational setting.

Multimedia

Click **Design Choices for Enhancing Digital Literacy** to launch a media piece designed to assist you in making choices that will help you with your Unit 8 assignment.

Design Choices for Enhancing Digital Literacy

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u07s2 - Learning Components

- Review the professional literature on SAMR and approaches to the integration of technology in education.
- Review the professional literature on improving digital proficiency.
- Review case studies of programs designed to improve digital proficiency.

u07d1 - SAMR Objective: Peer Review

In this unit's first study, you examined the professional literature concerning the integration of technology in education and considered the four levels of technology implementation as defined by the SAMR framework. In this unit's second study, you made preliminary decisions about an SAMR objective for the schoolwide framework for enhancing digital learning you will propose in Unit 8.

In your initial post to this discussion, support your choice of SAMR objective for your schoolwide framework in terms of the professional literature and the unique characteristics of your specific educational setting. Pose any specific questions you would like your colleagues in the course to consider and provide feedback on.

Response Guidelines

Respond to the posts of at least two other learners. It is important that everyone receives feedback in this discussion. Thus, if you notice a post that has not yet received feedback, it is your professional responsibility to respond to that post. To respond in a thoughtful manner, it may be necessary for you to do research on any technology discussed in the post, if you are unfamiliar with how it works or what its purpose within education is.

In your response to each colleague, consider the following questions:

- Is the choice of SAMR objective well supported?
- What potential factors, concerns, or benefits should your colleague consider?
- What challenges may your colleague encounter in promoting this SAMR objective?

Then, answer the questions posed by your colleague. If you conducted research and found any resources useful, you may present them as resources for your colleague.

As a general reminder, your initial post to a discussion should be 200–300 words, and your responses to other learners should be 150–200 words.

Graduate Discussion Participation Scoring Guide

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u07d1 - Learning Components

- Review the professional literature on SAMR and approaches to the integration of technology in education.

Unit 8 ❯❯ Enhancing Digital Proficiency

Introduction

Jonasson (2016) contends that there are nine categories of constraints that must be recognized if educational innovation is to succeed:

- The tendency to choose the more conservative approach.
- The inherent stability of educational systems.
- Educational standards.

- The lack of clarity in the presentation of new ideas.
- The persistence of old ideas (for many reasons, such as habit, confidence, et cetera).
- Vested interests in maintaining things as they are.
- Teacher education.
- Lack of space and motivation.
- Little negative consequence for resisting change.

The author also advises that individuals who attempt to foster educational change are likely to encounter logistical problems. Chief among these is the issue of dealing with what Jonasson calls the "constant flux of new knowledge" (p. 7).

In this unit's assignment, you will propose an educational innovation for a specific educational setting. If Jonasson is to be believed, you will encounter some of these constraints and deal with logistical problems. In this unit, you will decide how you can avoid or overcome these challenges. Consider these essential questions:

- What constraints are likely to exist in this specific educational setting?
- What strategies can be used to overcome these constraints?
- What logistic issues are likely to be encountered, and how can they be addressed?

Reference

Jonasson, T. (2016). Educational change, inertia and potential futures: Why is it difficult to change the content of education? *European Journal of Futures Research*, *4*(1), 1–13.

Learning Activities

u08s1 - Promoting Digital Proficiency

In this study, you will consider approaches and potential challenges to enhancing digital proficiency. It is intended that the readings will enable you to answer the unit's essential questions and make final decisions about the framework for enhancing digital proficiency you will submit as this unit's assignment.

Readings

Use the Capella library to read the following:

- Acedo, C., & Hughes, C. (2014). Principles for learning and competences in the 21st-century curriculum. *Prospects*, *44*(4), 503–525.
- Hatlevik, O. E., & Christophersen, K. (2013). Digital competence at the beginning of upper secondary school: Identifying factors explaining digital inclusion. *Computers and Education*, *63*, 240–247
- Jonasson, J. T. (2016). Educational change, inertia and potential futures: Why is it difficult to change the content of education? *European Journal of Futures Research*, *4*(1), 1–14.
- Sancho Gil, J. M., & Petry, P. P. (2016). Promoting digital competence in secondary education: Are schools there? Insights from a case study. *Journal of New Approaches in Educational Research*, *5*(1), 57–63.
- Voogt, J., Erstad, O., Dede, C., & Mishra, P. (2013). Challenges to learning and schooling in the digital networked world of the 21st century. *Journal of Computer Assisted Learning*, *29*(5), 403–413.

u08s1 - Learning Components

- Review the professional literature on improving digital proficiency.
- Review case studies of programs designed to improve digital proficiency.

u08a1 - Framework for Enhancing Digital Proficiency

In this assignment, you will propose the implementation of a schoolwide framework for enhancing digital literacy in a specific educational setting. The **overall goal** of the framework is to enhance digital literacy for all students by **closing gaps in proficiency with technology**.

Assignment Guidelines

Submit a 10–12 page scholarly, APA-formatted paper in which you:

- Develop SAMR objectives for the implementation of the framework.

- Evaluate the alignment of your objectives with the overall goal.
- Evaluate the alignment of your objectives with the unique characteristics of the specific educational setting.
- Evaluate the alignment of your objectives with the professional literature.

- Determine a curricular focus. Will your framework address gaps in proficiency through the following:
    - The addition of ICT classes to the curriculum?
    - The integration of technology within existing classes?
    - Extra-curricular classes?
    - Some other approach?

- Discuss the role of stakeholders in the school community.
- Explain the actions that need to be taken to implement the framework, including an explanation of why these actions need to happen.
    - What challenges do you anticipate when implementing this framework? What proactive strategies could stakeholders use for addressing the potential challenges you identified?

- Propose a plan for promoting and sustaining consensus among all relevant stakeholders, such as students, administrators, teachers, and parents.
- List resources needed to carry out the implementation of the framework. Consider the resources that may be needed within the target school or district as well as resources that may be needed from the community.
- Develop a comprehensive framework to enhance digital literacy in all students. Your framework should:
    - Be specific, logically presented, and ready for implementation.
    - Impact all students in the specific educational setting.

Example assignment: You may use the assignment example, linked in the Resources, to give you an idea of what a Proficient or higher rating on the scoring guide would look like.

Submission Requirements

- **Written communication:** Written communication is free of errors that detract from the overall message.
- **Length:** 10–12 page scholarly paper; the framework itself should be included in an appendix.
- **APA formatting:** The body of the paper, references, and citations are formatted according to APA style and formatting standards.
- **Font and font size:** Times New Roman, 12-point font.

Note: Your instructor may use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Course Resources

Writing Feedback Tool

Assignment 8 Example [PDF]

u08d1 - Design Choices for Proposed Framework

In this unit's assignment, you proposes a schoolwide framework for enhancing digital learning in a specific educational setting. In this discussion, post an outline of the choices you made about these aspects of your proposed framework:

- SAMR objectives.
- Curricular focus.
- The role of stakeholders.

Provide a brief rationale for each aspect of the proposed framework.

Response Guidelines

Respond to the posts of at least two other learners by reflecting on how the choices made by your colleague align or contrast with your own. Assess whether the chosen approaches are well supported by the professional literature. Comment on the alignment of the three components of the framework. Identify potential factors or challenges your colleague should consider.

As a general reminder, your initial post to a discussion should be 200–300 words, and your responses to other learners should be 150–200 words.

Graduate Discussion Participation Scoring Guide

u08d1 - Learning Components

- Review the professional literature on SAMR and approaches to the integration of technology in education.

Unit 9 ≫ Citizenship in the Digital Age

Introduction

Johnson (2012) defines ethical action as that which does not have a damaging impact on oneself, others, or society. In the online learning environment, ethical action applies to the appropriate use of technology, including social media. In this unit, you will focus on the ethical responsibilities inherent in the use of online technologies and examine the consequences of poor judgment in the online environment. Consider these essential questions:

- Does the digital environment need its own set of ethical standards?
- How can teachers best address the ethical issues presented by the digital learning environment?

Reference

Johnson, D. (2012). *Classroom teacher's technology survival guide*. Hoboken, NJ: Wiley.

Learning Activities

u09s1 - Digital Citizenship

Digital citizenship can be thought of as the technology user's appropriate response and contribution to a safe online learning environment. According to the New South Wales Department of Education (n.d.), there are six domains of digital citizenship: content, digital footprint, digital relationships, digital health and well being, digital law, and digital financial literacy. Frederick (2013) synthesizes these into three domains of digital citizenship: content, contact, and conduct. The effective promotion of digital citizenship is critical for every teacher who engages his or her students in digital learning. In this study, you will examine some of the definitions for digital citizenship.

References

Fredrick, K. (2013). Fostering digital citizenship. *School Library Monthly*, *29*(4), 20–21.

New South Wales Department of Education. (n.d.). The domains of digital citizenship. Retrieved from http://lrrpublic.cli.det.nsw.edu.au/lrrSecure/Sites/LRRView/12958/applets/7751/highlighter7751_text.htm

Readings

Use the Capella library to read the following:

- Davison, S. E. (2013). It's never too soon to teach digital citizenship. *Learning and Leading with Technology*, *41*(4), 32–33.
- Dotterer, G., Hedges, A., & Parker, H. (2016). Fostering digital citizenship in the classroom. *Education Digest*, *82*(3), 58–63.
- Jones, L. M., & Mitchell, K. J. (2016). Defining and measuring youth digital citizenship. *New Media and Society*, *18*(9), 2063–2079.
- Orth, D., & Chen, E. (2013). The strategy for digital citizenship. *Independent School*, *72*(4), 56–63.
  - This article provides background on why teaching digital citizenship is important and provides strategies for teaching and supporting digital citizenship in the classroom.
- Ribble, M. (2015). *Digital citizenship in schools: Nine elements all students should know* (3rd ed.). Eugene, OR: International Society for Technology in Education.
  - Read Chapter 2, which describes elements of digital citizenship that include digital access, digital commerce, digital communication, digital literacy, digital etiquette, digital law, digital rights and responsibilities, digital health and wellness, and digital security.

Use the Internet to read the following:

- Trach, S. A. (2013). Safe digital citizenship. *Principal*. Retrieved from http://www.naesp.org/principal-novemberdecember-2013-safe-positive-school-culture/safe-digital-citizenship

◦ This article provides a list of do's and don'ts for students, teachers, and parents. The authors discuss district policies related to online access, as well as school-based strategies to ensure student safety.

- Ribble, M. (2017). Nine themes of digital citizenship. Retrieved from http://www.digitalcitizenship.net/Nine_Elements.html

Optional Resources

- Common Sense Media. (n.d.). Digital citizenship search results. Retrieved from
  https://www.commonsensemedia.org/search/digital%20citizenship#

u09s1 - Learning Components

- Review the professional literature on safe and ethical online behavior.

u09s2 - Assignment Preparation

For the Unit 10 assignment, you will be creating a comprehensive policy for safe and ethical digital behavior in a specific educational setting. In preparation for that assignment, you should complete the following tasks in this unit:

- Read the Policy for Safe and Ethical Digital Behavior assignment instructions and scoring guide in Unit 10.
- Review the readings and research the professional literature on digital citizenship and best practices for creating an ethical learning environment in the digital age.
- Arrange to collaborate with stakeholders (students, teachers, administrators, and members of the larger school community) at the specific educational setting to discuss their perceptions of the site's current state of safe and ethical online behavior and their ideas for improving it. If you are not able to collaborate with stakeholders, use publicly accessible information about the school from the school or district Web site, community publications, et cetera.

Multimedia

- Click **The Digital Minefield** to examine the pitfalls of engagement in online/social interactions and consequences of digital faux pas.
  ◦ Create an outline of the unique characteristics of the specific educational setting for which your policy will be designed.
  ◦ Use the readings from the course and your outline to write a first draft of a policy for safe and ethical online behavior in this specific educational setting.

u09s2 - Learning Components

- Collaborate with stakeholders at the specific educational setting to discuss their perceptions of the site's current state of safe and ethical online behavior and their ideas for improving it.
- Align best practices with unique features of the educational setting.

u09d1 - Creating a Podcast

Part 1

Create a 90-second podcast in which you present your viewpoint on this question:

- Does the digital environment need its own set of ethical standards?

Be sure to justify your perspectives with the professional literature and your own experience. Create a script for your podcast, and attach your script to the discussion.

Record and upload your podcast using Kaltura Media. Refer to the Using Kaltura document linked in the Resources for more information.

Part 2

Write a brief (100–300 word) analysis of your experience creating your podcast.

Response Guidelines

Respond to the posts of at least two other learners by reflecting how the perspectives and experiences of your colleagues align or contrast with your own. Do not just agree or disagree with their perspectives; your responses should be well considered and should move the conversation forward. Do not hesitate to respectfully challenge the stance taken by another learner. Consider commenting on the strength or weakness of your colleague's underlying rationale.

As a general reminder, your initial post to a discussion should be 200–300 words, and your responses to other learners should be 150–200 words.

Note: If you require the use of assistive technology or alternative communication methods to participate in these activities, please contact Disability Services to request accommodations.

Course Resources

Graduate Discussion Participation Scoring Guide

Disability Services

Using Kaltura [PDF]

u09d1 - Learning Components

- Review the professional literature on theories and best practices related to safe and ethical online behavior for students.

Unit 10 ≫ Stakeholders and Sustainability

Introduction

Redding (2013) proposes that sustainable innovation can only occur within the context of a strong school community. He identifies the following as traits of a strong school community:

- Shared leadership among stakeholders.
- Goals and roles that guide stakeholders to make effective and appropriate contributions to student learning.
- Systemic communication that clarifies goals and roles.
- Stakeholder education that builds the capacity to achieve goals.
- Interpersonal relationships that strengthen commitment to the school.
- Receptivity to change that leads to ongoing improvement.

In this unit, you will examine the role of community in implementing and sustaining educational innovation. You will consider this essential question:

- How can stakeholders in this specific educational setting be organized and empowered to ensure the sustainability of a policy for safe and ethical online behavior?

Learning Activities

u10s1 - Collective Impact

Kania and Kramer (2011) define "collective impact" as "the commitment of a group of important actors from different sectors to a common agenda for solving a specific social problem" (para. 6). Included in the *important actors* in educational innovation are the students themselves. Toshalis and Nakkula (2012) contend that student *agency* positively impacts educational reform in that it allows students to identify with the school, because "to function as a stakeholder in one's school is to be trusted to take ownership of the place, not just occupy it" (p. 29).

As you develop your policy for safe and ethical online behavior for this unit's assignment, refer back to the characteristics promoted by Redding (2013) and listed in the Unit 10 Introduction. Consider whether these characteristics, collective impact, and student agency are or are not evident in the specific educational environment in which they will be implemented.

References

Kania, J., & Kramer, M. (2011). Collective impact. *Stanford Social Innovation Review*. Retrieved from https://ssir.org/articles/entry/collective_impact

Redding, S. (2013). Through the student's eyes: A perspective on personalized learning and a practical guide for teachers. Retrieved from http://files.eric.ed.gov/fulltext/ED558042.pdf

Toshalis, E., & Nakkula, M. J. (2012). *Motivation, engagement, and student voice.* Washington, DC: Jobs for the Future. Retrieved from http://www.studentsatthecenter.org/topics/motivation-engagement-and-student-voice

Readings

Use the Capella library to read the following:

- Ishimaru, A. M. (2014). Rewriting the rules of engagement: Elaborating a model of district-community collaboration. *Harvard Educational Review*, *84*(2), 188.
- Morse, L. L., & Allensworth, D. D. (2015). Placing students at the center: The whole school, whole community, whole child model. *Journal of School Health*, *85*(11), 785–794.
- Sanders, M. G. (2012). Sustaining programs of school, family, and community partnerships: A qualitative longitudinal study of two districts. *Educational Policy*, *26*(6), 845–869.

Use the Internet to read the following:

- Kania, J., & Kramer, M. (2011). Collective impact. *Stanford Social Innovation Review*. Retrieved from https://ssir.org/articles/entry/collective_impact

u10s1 - Learning Components

- Review the professional literature on safe and ethical online behavior.
- Review the professional literature on promoting sustainability in educational innovations.

u10a1 - Policy for Safe and Ethical Digital Behavior

For this assignment, you will design a comprehensive, customized, and achievable policy for safe and ethical online behavior in a specific educational setting. It is important to note that while your policy should include policies regarding a positive digital footprint and acceptable use, neither of these alone constitutes a comprehensive schoolwide policy for safe and ethical digital behavior.

Assignment Guidelines

Submit a 10–12 page scholarly, APA-formatted paper in which you:

- Write a policy statement that provides a rationale for the policy, including the underlying philosophy of the policy and what the policy hopes to accomplish.
    ◦ Provide a policy title that captures the content of the policy but does not include the word *policy,* and include the date from which the policy will become effective (1 page).
- Describe the features of safe and ethical online behavior that you feel are most relevant to the specific educational setting based on your collaborations with stakeholders at that educational site. If you do not have access to stakeholders, use publicly accessible information about the school from the school or district Web site, community publications, et cetera.
    ◦ Explain how the policy is related to the institution's core mission and values (1 pages).
- Develop a comprehensive policy for safe and ethical online behavior that reflects the unique needs of the specific educational setting as determined through your collaborations or research of publicly accessible data (4 pages).
- Evaluate how your policy aligns with your findings from the professional literature.
    ◦ The scholarly literature you cite should focus on the roles and responsibilities of students, teachers, and members of the wider school community (2–3 pages).
- Develop a plan for the sustainability of the policy (2–3 pages).
    ◦ Consider the nature of technological change and how future developments in technology might impact your policy over time.
    ◦ List any statutes, regulations, state board policies, or other relevant authority governing the policy.
    ◦ Consider which individuals or groups will be responsible for administering the policy and revising it if necessary.

Example assignment: You may use the assignment example, linked in the Resources, to give you an idea of what a Proficient or higher rating on the scoring guide would look like.

Submission Requirements

- **Written communication:** Written communication is free of errors that detract from the overall message.
- **Overall length:** 10–12 pages, written formally and in third person.

- **APA formatting:** The body of the paper, references, and citations are formatted according to APA style and formatting standards.
- **Font and font size:** Times New Roman, 12-point font.

Note: Your instructor may use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Course Resources

Writing Feedback Tool

Assignment 10 Example [PDF]

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u10d1 - Using Feedback to Drive Design Decisions

For the Unit 10 assignment, you are creating a comprehensive policy for safe and ethical digital behavior in a specific educational setting. In Unit 9, you prepared for this assignment by collaborating with stakeholders in the specific educational setting to determine their perspectives on the site's current state of safe and ethical online behavior and their ideas for improving it. If you were not able to access stakeholders, share your experiences based on the information you found about the school or district through publicly accessible data.

In this discussion, share your experiences from those collaborations.

- With which stakeholders did you collaborate, and why?
- What data did you gather from your collaborative experiences?
- How will your findings impact the design of your policy?

Response Guidelines

Note: Your responses to other learners must be posted no later than 5:00 pm on Thursday of this week so that your colleagues can consider your feedback before submitting their assignment on the final day of the course.

Respond to the posts of at least two other learners by offering constructive feedback on their use of stakeholder feedback to drive the design of their policy. Offer suggestions for improving the design or for formulating a rational for design decisions.

As a general reminder, your initial post to a discussion should be 200–300 words, and your responses to other learners should be 150–200 words.

Course Resources

Graduate Discussion Participation Scoring Guide

u10d1 - Learning Components

- Collaborate with stakeholders at the specific educational setting to discuss their perceptions of the site's current state of safe and ethical online behavior and their ideas for improving it.