

Roadmap to Teens and Technology
Peggy A. De Cooke, Ph.D.

	Outcome/Goal	Assignments	Assessment	NYS Learning Standards	Time Allotment
Welcome				N/A	Total time: 30 min
Objective 1	Students will become informed about the standards and expectations of the course. Students will recognize that the course will be taught in 6 parts.	Students will read a description of the syllabus, roadmap, and course policies and procedure.	Students will post their agreement with course policies and procedures. This post will serve as the assessment.		15 minutes
Objective 2	Students will create a name badge and introduce themselves to other class members	Students will create a name badge and post a brief description of themselves.	Students will post a name badge and brief description of themselves. This post will serve as the assessment.		15 minutes
Introduction: Teens & Technology					Total Time: 120 min
Objective 1	Students will recognize patterns of technology use among teens	Students will read and explore material on typical technology usage patterns among teenagers. Material will be designated as required or optional.	Assessment takes place with objective 2.		60 minutes

Roadmap to Teens and Technology
Peggy A. De Cooke, Ph.D.

Objective 2	Students will contrast patterns of technology use among teens and adults.	Students will identify their own patterns of technology use. Students will compare their usage to that of teens and post their conclusions. Students will comment on at least two postings from fellow students. If needed, students may access the following site for a crash course on terminology. http://www.theantidrug.com/advice/teens-today/teens-and-technology/default.aspx	Students will describe their own patterns of technology use in a post to a forum. Students will then compare their usage to that of teens and post to a discussion forum. To assess completion and comprehension of the readings, students will include a minimum of three substantive facts from the presented material in their comparative analysis. Students will post a response to at least two classmate's posting.	<p>Standard 2: Information Systems: Key Idea #1 - Information technology is used to retrieve, process, and communicate information and as a tool to enhance learning. Indicators: (a)Access, select, collate and analyze information, (b)Utilize electronic networks to share information.</p> <p>Standard 5 - Technology. Key Idea #5: Technology has been the driving force in the evolution of society from an agricultural to an industrial to an information base. Key Idea: (a) Understand the contributions of different ages to technological development. Standard 6: Interconnectedness: Common themes. Key Idea#5: Identifying patterns of change is necessary for making predictions about future behavior conditions. Key ideas: (a) Search for multiple trends when</p>	60 minutes
Technology & Cognitive Development					
Objective 1	Students will explore recent developments in cognitive brain science, and analyze how these developments impact attention, critical thinking, and writing.	Students will watch a Frontline movie on adolescent brain development.	Assessment takes place with objective 3.		45 minutes

Roadmap to Teens and Technology
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Objective 2	Students will analyze how cognitive development impacts attention, critical thinking, and writing.	Students will read and investigate material on how technology use has changed the way teens think and perform in school. Material will be designated as required or optional.	Assessment takes place with objective 3.		75 minutes
Objective 3	Students will identify how technology use (e.g., texting) affects attention, critical thinking, and writing.	Students will post a description of a child with attentional, critical thinking, or writing issues. Students will address how they may use teen technologies to further teen development and to combat cognitive problems they are experiencing. Students will respond to at least two of their fellow student's postings.	Students will post a detailed description of a child with attentional, critical thinking, or writing issues. This description will incorporate a minimum of three substantive points from the movie and/or readings. Students will post at least one method of incorporating teen technology to combat the experienced problem. Students will post reactions to at least two of their fellow student's postings.	<p>Standard 2 - Information systems. Key Idea #3: Information technology can have positive and negative impacts on society depending upon how it is used. Indicators: (a) Work within a virtual community to conduct a project; (b) discuss the ethical, moral, and social issues raised by the use and abuse of information technology. Key Idea #6: Technology can have positive and negative impacts on individuals and society and humans have the capability and responsibility to constrain or promote technological development. Indicators: (a) Describe how outputs of a technological system can be desired, undesired, expected, or unexpected.</p> <p>Standard 6: Interconnectedness: Common themes. Indicator #5: Identifying patterns of change is necessary for making</p>	60 minutes
Technology & Physical Development					Total Time: 75 min

Roadmap to Teens and Technology
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Objective 1	Students will identify patterns of physical growth during adolescence.	Students will read and identify material on physical development during adolescence.	Assessment will take place with objective 2.		15 minutes
Objective 2	Students will analyze how teen technology use affects adolescent sleep patterns, obesity, and diabetes.	Students will read and investigate material on how technology use has affected teen health and physical well being.	Students will post their reflections on the material to a discussion forum. The posting should incorporate at least one substantive fact from the presented material. Students will also provide at least two links to additional sites exploring teen technology use and health effects.	<p>Standard 2 - Information systems. Key Idea #3: Information technology can have positive and negative impacts on society depending upon how it is used. Indicators: (a) Work within a virtual community to conduct a project; (b) discuss the ethical, moral, and social issues raised by the use and abuse of information technology. Key Idea #6: Technology can have positive and negative impacts on individuals and society and humans have the capability and responsibility to constrain or promote technological development. Indicators: (a) Describe how outputs of a technological system can be desired, undesired, expected, or unexpected.</p> <p>Standard 6: Interconnectedness: Common themes. Key Idea #5: Search for multiple trends when analyzing data for patterns</p>	60 minutes
Technology & Social Development					Total Time: 210 min

Roadmap to Teens and Technology
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Objective 1	Students will recognize the major social/personal tasks of adolescence - identity, autonomy, intimacy.	Students will read material and watch a lecture on psychosocial development during adolescence.	Assessment will take place with objectives 2 and 3.		45 minutes
Objective 2	Students will recognize patterns of social media use among teens.	Students will read and investigate material on how social media has changed the way teens think about themselves and experience relationships. Material will be designated as required or optional.	Students will post a response to the discussion question that incorporates at least 3 substantive points from the material presented in objectives 1 and 2. I will moderate by summarizing trends evident in student responses and also pose additional questions for consideration. Students will post a reaction to one of these additional questions.	<p>Standard 2 - Information systems. Key Idea #3: Information technology can have positive and negative impacts on society depending upon how it is used. Indicators: (a) Work within a virtual community to conduct a project; (b) discuss the ethical, moral, and social issues raised by the use and abuse of information technology. Key Idea #6: Technology can have positive and negative impacts on individuals and society and humans have the capability and responsibility to constrain or promote technological development. Indicators: (a) Describe how outputs of a technological system can be desired, undesired, expected, or unexpected.</p> <p>Standard 6: Interconnectedness: Common themes. Key Idea #5: Search for multiple trends when analyzing data for patterns</p>	135 minutes

Roadmap to Teens and Technology
 Peggy A. De Cooke, Ph.D.

Objective 3	Students will contrast patterns of of teen social media use with adult's conceptions of this use.	Students will identify their own patterns of technology use. Students will compare their usage to that of teens and post their conclusions. Students will comment on at least two postings from fellow students. If needed, students may access the following site - http://middlehighschool.suite101.com/article.cfm/teachers_social_networking_site	Students will describe their own patterns of social media use in a post to a forum. Students will then compare their usage to that of teens as described in the literature. To assess completion and comprehension of the material, students will include a minimum of three substantive facts from the presented material in their comparative analysis. Students will post a response to at least two classmates' postings.	<p>Standard 2 - Information systems. Key Idea #3: Information technology can have positive and negative impacts on society depending upon how it is used. Indicators: (a) Work within a virtual community to conduct a project; (b) discuss the ethical, moral, and social issues raised by the use and abuse of information technology. Key Idea #6: Technology can have positive and negative impacts on individuals and society and humans have the capability and responsibility to constrain or promote technological development. Indicators: (a) Describe how outputs of a technological system can be desired, undesired, expected, or unexpected.</p> <p>Standard 6: Interconnectedness: Common themes. Key Idea #5: Search for multiple trends when analyzing data for patterns</p>	60 minutes
Ethical & Risk Issues					
Objective 1	Students will recognize risk and ethical issues that are associated with teen technology use.	Students will read and investigate material explaining ethical and risk/danger issues that have arisen in recent years as a result of teen's increasing reliance on technology. Material will be designated as required or optional.	Assessment will take place with objectives 2 and 3.		60 minutes
Total Time: 180 min					

Roadmap to Teens and Technology
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<p>Objective 2</p>	<p>Students will analyze existing guidelines concerning online safety</p>	<p>Students will explore guidelines within their schools concerning online safety. Students will post their findings to a discussion. Students will respond to at least two of their classmates' postings</p>	<p>Students will post a brief description of their school's guidelines concerning online safety. Students will present a substantive reaction to the policies enacted within the schools of two fellow students, noting at least one similarity and one difference.</p>	<p>Standard 2: Information Systems. Key Idea #2: Knowledge of the impacts and limitations of information systems is essential to its effective and ethical use. Indicators: (a) Explain the impact and use and abuse of electronically generated information on individuals and families; (b) Discuss the ethical and social issues raised by the use and abuse of information systems. Key Idea #3: Information technology can have positive and negative impacts on society depending upon how it is used. Indicators: (a) Work withinb a virtual community to conduct a sproject; (b) discuss the ethical, moral, and social issues raised by the use and abuse of information technology. Standard 7: Interdisciplinary problem solving. Key Idea #1: The knowledge and skills of mathematics, science, and</p>	<p>60 minutes</p>
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Roadmap to Teens and Technology
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Objective 3	Students will formulate a classroom policy for online safety.	Students will formulate a classroom policy for online safety. The policy will include guidelines for keeping students safe that can be conveyed to parents, as well as guidelines for the ethical use of information for academic purposes.	Students will develop and post a policy for their classroom that includes at least 3 substantive points from the material presented and the postings of other students. Students will present a rationale for their policy.	<p>Standard 2: Information Systems. Key Idea #2: Knowledge of the impacts and limitations of information systems is essential to its effective and ethical use. Indicators: (a) Explain the impact and use and abuse of electronically generated information on individuals and families; (b) Discuss the ethical and social issues raised by the use and abuse of information systems. Key Idea #3: Information technology can have positive and negative impacts on society depending upon how it is used. Indicators: (a) Work within a virtual community to conduct a project; (b) discuss the ethical, moral, and social issues raised by the use and abuse of information technology. Standard 7: Interdisciplinary problem solving. Key Idea #1: The knowledge and skills of mathematics, science, and</p>	60 minutes
<p>Technology in the classroom & course wrap up</p>					<p>Total time 105 min</p>

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Objective 1	Students will identify ways to incorporate technology into the classroom that are developmentally informed	Students will explore the following links, as needed. All sites show interesting and productive use of technology in the classroom.	Students will expand on the project of week 6 by discussing at least one new way they can incorporate technology into their classrooms. Students will provide a rationale for technology use that reflects material discussed and/or presented in this course. Students will post a reaction/response to at least two of their fellow student's postings.	<p>Standard 2: Information Systems. Key Idea #2: Knowledge of the impacts and limitations of information systems is essential to its effective and ethical use. Indicators: (a) Explain the impact and use and abuse of electronically generated information on individuals and families; (b) Discuss the ethical and social issues raised by the use and abuse of information systems. Key Idea #3: Information technology can have positive and negative impacts on society depending upon how it is used. Indicators: (a) Work within a virtual community to conduct a sproject; (b) discuss the ethical, moral, and social issues raised by the use and abuse of information technology. Standard 7: Interdisciplinary problem solving. Key Idea #1: The knowledge and skills of mathematics, science, and</p>	90 minutes
<i>COURSE EVALUATION</i>	Students will assess the course using the NYIT process		Students will provide a final posting, in addition to the NYIT evaluation, that states whether, from their perspective, the course fulfilled the learning contract.		15 minutes