

# SYLLABUS

## Course Code: Using Interactive Whiteboard Technology to Reach the Diverse Learner

### COURSE DESCRIPTION

This course will explore the use of interactive whiteboard technology as an essential classroom tool in reaching all students, especially those with diverse needs. It will review current learning theories (Gardner and Dunn & Dunn) and focus on the need for differentiation of instruction through technology integration. It will demystify the device, establish a lesson plan framework that meet the Columbia University Teachers' College Workshop Model of Instruction, incorporate content-specific teaching and learning performance standards, explore multimedia content both on and offline, and culminate in a teacher-created, classroom-specific interactive whiteboard lesson with video/photos of students interacting with their lesson. Participants will be able to walk away with interactive skills to create lessons in all content areas as well have access to a support network within a collaborative learning community.

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<b>Credits:</b>	To be determined
<b>Instructor:</b>	Frances Newsom-Lang
<b>Phone:</b>	(914) 227-8770
<b>Email:</b>	<a href="mailto:fnewsoml@nyit.edu">fnewsoml@nyit.edu</a>

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<b>Course Dates:</b>	To be determined
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<b>Asynchronous Sessions:</b>	Min. 3 hours/week between weekly synchronous sessions
<b>Office hours:</b>	Email or by phone

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### Instructor Biography

Frances Newsom-Lang is a Borough Instructional Technology Specialist for the New York City Department of Education's Division of Accountability and Achievement Resources. She is a NYS licensed, tenured educator and administrator with more than ten years teaching experience and holds a B.A. and a M.A. in Ed/Administration. She is a SMART Board Exemplary Educator and holds certifications in iSafe (Internet Safety), Thinkfinity, INTEL (Level I), Blackboard and others. She is the recipient of the Leo Weitz Award for Excellence in Educational Leadership and Research as well as the Phi Delta Kappa Award for Recognition of Potential for Leadership in Education.

She is an Instructional Technology Specialist within the NYCDoE's Office of Educational Technology and has written, facilitated and implemented professional development programs in every borough of the City of New York. She has been the Borough iLead administrator of the iLead Program of borough-wide Principal training in technology integration, the Title IID grant administrator for the 2008-2009 T4 "Enhancing Education Through Technology" grant, as well as curriculum designer/grant writer for the current round of Title IID grants.

She serves as an adjunct professor for the New York Institute of Technology, training future school leaders in curriculum analysis, design, implementation and assessment.

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### Instructor Online Availability:

I generally log into the course six days a week, a minimum of 2 times each day. I will be online very early in the morning (4:00 – 6:00) and then again in the evening (6:00 – 10:00). I will be interacting with you online in the evenings. Here is an approximate schedule. I will communicate any change to this schedule via email.

## Instructor Online Schedule

Day	Morning (4:00-6:00 am)	Evening (6:00 – 10:00)
Sunday	X	X
Monday	X	X
Tuesday	X	not available
Wednesday	X	In class online from 7:30 -9:30
Thursday	X	X
Friday	X	not available
Saturday	X	not available

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### Course Prerequisites:

- All participants must be (1) active classroom teachers who work with students on a daily basis or (2) cluster teachers who work with specific children on a daily basis. These students can be general education students as well as those with special needs.
- All participants must have a fully functioning SmartBoard in their classrooms.
- All participants must have a laptop and thumb drive to copy and transport lessons between home and school.
- All participants must download SmartBoard Notebook 10.0 software to their laptops. This software is free and available at <http://smarttech.com>. Note: Your SmartBoard's serial number (located on the back) is the key to download this software.
- All participants must have signed parental photography/video consent forms approved by their schools on file for every student in their classroom.
- All participants must have their administration's approval and support in taking this course.
- All participants must have support from at least one other teacher who will assist in gathering evidence of student learning in the form of photographs and videos.
- All participants must have some familiarity with word processing software and working within Moodle.

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### Course Goals:

- Participants will review current learning theories and their application within an inner city classroom environment.
- Participants will understand the mechanics of the interactive device, its set-up, tools and interface.
- Participants will review the Columbia University Teachers' College Workshop Model of Instruction format and its application in a 45 minute teaching period.
- Participants will review NYS Teaching and Learning Performance standards.
- Participants will explore on and offline multimedia lesson plans and resources and accumulate these resources online
- Participants will utilize these resources and create an interactive, multimedia lesson in their content area, within their pacing calendar that addresses the diverse learning styles of their specific students.
- Participants will facilitate this lesson with their students and record their interactions using still digital photographs.
- Participants will survey their students before and after the lessons and present this feedback to our collaborative learning community.

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### Essential Questions:

- How Do Children Learn?
- Why Must We Differentiate Instruction?
- How Can Technology Differentiate Instruction to the Diverse Learner?
- How do we assess learning and use our analysis to redesign instruction to further facilitate learning?
- How do we build a collaborative learning community that will provide support beyond this course?
- What have we learned from our students by observing their interactions with whiteboard technology?
- What evidence of learner-centered learning have we see?
- What evidence of learning have we found in our analysis of assessments?

## **COURSE STRUCTURE**

This course is an online of six two-hour online sessions in the evenings. The course design is based on principles of collaborative learning and active participation, as well as on sharing of thoughts and problem solving.

You will spend a minimum of 8-10 hours a week working on the course, 2 hours in the online session and between 3-5 hours working from home and in your classrooms. The time commitment will vary depending on your input, needs, and personal study habits. The asynchronous online format provides flexibility as to when and where you study,, interact with the materials, your classmates, and the instructor. You are required to log in to the course a **minimum of 3 times a week**, but as discussions develop, you will ideally log in more often (4-5 days a week).

Assigned readings and related activities should take place during the Unit in which they are assigned in order to get the most benefit from the discussions. Instructions and due dates for activities and assignments are clearly posted – on the Calendar, so you know what is expected of you and can easily stay on track. Due dates of Unit assignments are staggered throughout the Unit (see the course Calendar) in order to give you sufficient time to read and comment on your classmates' work before the next Unit begins. Whenever possible, prepare and post your assignments early. This will give your classmates a head start in reading and responding to your work.

We do know you have lives beyond the scope of this course. If you will be unable to complete an assignment due to an emergency, please notify the instructor as soon as possible, via email. Unexcused online absences for asynchronous sessions will result in a 10% reduction in final grade.

## **LEARNING ACTIVITIES**

**Session 1 – Course Overview and Building a Collaborative Community - Course Overview:** Review expectations, content, keystone assignment, student selection, assessment, photographic evidence of learning.

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**Session 2 – Current Learning Theories: How Do Children Learn?**

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**Session 3 – Differentiated Instruction: Why Must We Differentiate?**

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**Session 4 – SmartBoard Technology: Tools to Differentiate Instruction**

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**Session 5 – Assessment: How Do We Assess Learning?**

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**Session 6 – Final Assessment: Keystone Assignment Presentation**

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## **EVIDENCE OF LEARNING**

**Keystone Assignment:** Candidates will (1) design a content-based, standards-aligned interactive lesson using a SmartBoard, (2) design and implement an assessment instrument for their class, (3) facilitate their interactive lesson with their students, (4) document student interaction through photographs or video, (5) analyze and revise their lesson based on student learning, (6) present their lesson and learning evidence to their course colleagues, (7) store their lessons to create a library.

**Field Experience** – Candidates will work directly in their classrooms utilizing the interactive lesson they've designed with their students. They will work collaboratively to develop a collaborative learning community with their course colleagues.

**Reflective Journal:** Candidates will reflect on readings and record their reflections online. They will work collaboratively with other members of the learning community using the discussion boards in Moodle.

**Classroom and Online Participation:** Candidates will actively participate in online discussions, as well as submit assignments and reflections in a timely manner. Online discussions will require personal comments and at least two appropriate comments on colleagues' comments.

**Personal Resource Guide:** Candidates will assemble an online portfolio of curriculum resources, products, support readings, websites to be stored online utilizing portaportal.com.

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## REQUIRED TEXTS AND MATERIALS

To be determined

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## REFERENCE LIST – Online

SmartBoard blog: <http://blogs.oit.nycenet.edu/communities/smartboard>

Portaportal.com: <http://www.portaportal.com> - guest access code "newsomlang"

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## LEARNING OUTCOMES

Upon completion of this course, candidates will be able to:

- Use a SmartBoard interactive whiteboard, its software, resources and tools effectively.
- Create a content-based, standards-aligned, interactive whiteboard lesson in their classrooms.
- Discuss in detail 4 current learning theorists, their views and impact in the classroom.
- Synthesize knowledge about how the diversity of students' learning and development impacts their ability to process data effectively in a classroom.
- Advocate for technology in models of transitioning curriculum to classroom lessons and instructional designs that are meaningful to students and that promote "real world" experiences and interactions.
- Align standards-based model of instructional design to curriculum, instruction and assessment
- Apply data-driven decision-making processes to alignment of curriculum, instruction and assessment to meet school goals.

## TECHNOLOGY REQUIREMENTS

- A functioning SmartBoard interactive whiteboard in their classroom
- Email address
- Access to a computer with Internet access
- Access to SmartBoard Notebook 10.0 software, "Essentials for Educators" and the "Educators' Toolkit, all supplied free by Smarttech.com.
- Online Access to Moodle

## **POLICIES**

### **ACADEMIC INTEGRITY**

Plagiarism will NOT be tolerated. Plagiarism is the “appropriation of all or part of someone else’s work (such as writing, coding, programs, images, etc) and offering it as one’s own. Cheating is “using false pretenses, tricks, devices, artifices, or deception to obtain credit on an examination or in a college course.” We expects all students, faculty, and staff to manifest academic honesty and integrity at all times and acts of plagiarism or cheating should not be overlooked or tolerated.

According to this policy, if a faculty member determines that a student has committed academic dishonesty by plagiarism, cheating, or in any other manner, the faculty member has the right to:

1. Fail the student for that paper, assignment, project, or exam; and /or
  2. Fail the student for the course; and/or
  3. Bring the student up on disciplinary charges, pursuant to the student Code of Conduct.
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### **ATTENDANCE AND PUNCTUALITY**

Attendance and participation will be considered in final grade. One unexcused absence in an online session will result in 10% deduction from total points earned in the course. Late arrival or leaving early will count toward absences with two occurrences constituting one absence. Excessive absences may result in an F. If you must be absent, please notify the instructor in advance of class by email or phone.

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### **GRADING POLICY**

<b>A</b>	<b>100-90%</b>
<b>B+</b>	<b>89-86%</b>
<b>B</b>	<b>85-80%</b>
<b>C+</b>	<b>79-76%</b>
<b>C</b>	<b>75-70%</b>
<b>F</b>	<b>Below 70%</b>

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### **Assessment:**

- Completion of assignments/projects
- Working collaboratively and sharing of information with colleagues
- Performance assess by rubric reflecting common expectations for quality performance
- Ability of reflections to identify specific areas of growth, raise questions and concerns and articulate individual learning goals related to professional performance and growth
- Attendance and participation online.

## Communication Tools

Several forms of communication will be used during this course.

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### Moodle Discussion Forums

The Moodle discussion forum is the heart of this online course. It is where you will submit all of your assignments, and where you will discuss your work with your classmates.

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### Chat

The Moodle Chat tool will be used in completing group projects. We will utilize this tool to record on conversations during online sessions. Conversations in some of the Chat rooms can be archived for future reference.

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### Interactive Whiteboard

The interactive whiteboard function will be utilized. It allows participants to draw pictures that everyone can see and modify in real-time. One of the most effective ways to use the Whiteboard is to have a Whiteboard window and a Chat window open simultaneously – individuals can then draw a picture on the Whiteboard and explain what they are doing/answer questions in the Chat room.

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### Email

The course email can be used for communication with your classmates and me. Course participants can also use their individual e-mail services to communicate with the instructor and each other privately.

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### Telephone

The telephone is still sometimes the most effective mode for trouble-shooting technology problems or other issues related to the course. My phone number will be disclosed in the first online session and my email is [fnewsoml@nyit.edu](mailto:fnewsoml@nyit.edu).

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## Standards Addressed

### ISTE - NET\*T: STE - National Education Technology Standards (NETS\*T) and Performance Indicators for Teachers

**ISTE -NETS\*T 1.** Facilitate and inspire student learning and creativity a) promote, support and model creative and innovative thinking and inventiveness.

ISTE - NETS\*T - 5a, b, c, d "ISTE - National Education Technology Standards (NETS\*T) and Performance Indicators for Teachers: 5. Engage in Professional Growth and Leadership - Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. Teachers:

a. participate in local and global learning communities to explore creative applications of technology to improve student learning

b. exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others

c. evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning

d. contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community

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*Welcome to Our Learning Community*