

# GRCHS Instructional Technology PD Syllabus

---

*"The task of the modern educator is not to cut down jungles, but to irrigate deserts."*

— C.S. Lewis 2015-2106

Instructor.....[Jane Elzinga](#)

Total Course Hours.....Sixty (60)

SCECHs Available .....Sixty (60) for those who apply



## I. Rationale

This online Professional Development course is designed for educator effectively use specific technology in an educational context. The course is organized as a set of modules of course content. Each module is intended to provide the learner with a solid understanding of the different instructional technology piece as well as practical strategies and materials that can be used in the participant's own classroom. Participants will learn how instructional technology can empower students and expand the boundaries of human knowledge.

## II. Communication and Assistance

First of all, if you are one of those who have never taken an online course before, take heart! I am always willing to help you navigate the peculiarities of this learning medium. Communication with the online instructor is an important element of successful online learning experiences. I am more than willing to meet with you face-to-face for one-on-one training. My contact information is:

- Email..... [jelzinga@grcs.org](mailto:jelzinga@grcs.org)
- Phone ..... Office 616.575.5811 (8:00a - 4:00p Monday - Friday)  
Home 616.791.1068 (8:00p - 9:00p Mondays and Wednesdays)

Secondly, don't be afraid to push your own comfort zone with technology. You cannot break anything (really!!!!), and there is always the UNDO button! Your goal here should be to master the beginning level of each technology; then if you like it, you can build higher-level skills at a later time. Maybe viewing this short [Medieval Helpdesk video](#) will give you the confidence you need to *plunge ahead*.

## III. Learning Outcomes

*Participants will find pedagogical and practical utility in this course as illustrated here:*

- Participants will use the Google Assignment Tracker as an assignment organizer and resource repository.
- Participants will come to understand the Triple E Framework for instructional technology and use that understanding to engage, extend, and enhance learning.
- Participants will come to understand Google Forms, create, organize, and add content to their own Google Form, and explore ideas for its use in their own classroom.
- Participants will come to understand Audacity, learn how to create and integrate digital audio recordings into their curriculum.
- Participants will come to understand Google Docs (*Documents, Spreadsheets, and Presentations*), learn how to create, organize, and add content to their own Google Docs, and explore ideas for its use in their own classrooms.
- Participants will come to understand screencasting, create their own screencast, and explore ideas for its use in their own classrooms.
- Participants will come to understand Google Sites, learn to create their own Google Site, and explore ideas for its use in their own classroom.
- Participants will come to understand Live Binders, organize their educational resources online, collaborate and share those resources, and explore ideas for its use in their own classroom.

- Participants will come to understand Google Search, and explore ideas for its use in their own classrooms.
- Participants will come to understand iTunes U, learn the benefits of using it and how it is used, and explore ideas for its use in their own classrooms.
- Participants will come to understand Google Books, learn how to create a personalized library within Google Books, organize and add content to that library, and explore ideas for its use in their own classrooms.
- Participants will come to understand Google Maps, learn how to explore, create, organize, and add content to Google Maps, and explore ideas for its use in their own classrooms.
- Participants will come to understand Google Earth, learn how to explore, organize, and add content to Google Earth, and explore ideas for its use in their own classrooms.
- Participants will come to a simple understanding of Google SketchUp, learn how to create a very simple structure in SketchUp, and explore ideas for its use in their own classrooms.
- Participants will come to understand the MacBook laptop features, and explore ideas for its use in their own classrooms.

#### IV. Format and Procedures

- As a blended learning course, most of the work will be complete online with limited "face-to-face" meetings; most coursework is completed online, independently, and self-paced. The course management system (CMS) is Moodle.
- Course Pace: You can complete each of the modules at your own pace, but I would suggest you complete at least one module a week.
- Color-coded helps:
  - Tasks to Complete: LOOK for text in bold **green** font.
  - Hyperlinks to other resources: LOOK for text in bold **orange** font.
- Completion of the Tool Tracker is required. This Google spreadsheet functions both as an assignment organizer and resource depot.
- Course Resources: All the resources in this course including documents and hyperlinks to resources will be compiled for you so that you will have them all in one location after completion of the course.

#### V. Grading and Course Requirements

This course is based on COMPLETION status, NOT based on letter or percentage grades.

- *Activities Rubric:*

Exemplary	Acceptable	Unacceptable
Student work <ul style="list-style-type: none"> <li>• meets the standard of <i>acceptable</i>.</li> <li>• includes references (tied to the topic at hand)               <ul style="list-style-type: none"> <li>• to extend study,</li> <li>• to research, and</li> <li>• to personal experience.</li> </ul> </li> <li>• goes <i>above and beyond</i>.</li> </ul> <i>Note: Very few exemplary grades are given.</i>	Student work <ul style="list-style-type: none"> <li>• includes adequate reflection of the essentials of instructional technology.</li> <li>• includes instructional technology implementation introduced through out the course.</li> <li>• show obvious time and effort was expended.</li> </ul>	Student work <ul style="list-style-type: none"> <li>• portrays minimal effort.</li> <li>• is missing assignment components.</li> <li>• displays minimal understanding of the concepts being presented.</li> </ul>

- *Optional SCECH Credit:* Participants have the choice of receiving 60 SCECHs (seat hours) for completion of the GRCHS Instructional Technology course. Requirements include course completion, completion of course time log, and \$10 payable to REMC.
- *Practical Utility of Course:* I am hopeful that you will find much practical utility in this course. Please note carefully what works for your learning and imagine how you might elaborate on what you find here that might be useful in your own teaching. One of my goals is that this experience will whet your appetite for using online technology resources in your

own classroom along with giving you the opportunity to start building practical classroom resources you can use already tomorrow! Pay careful attention as you struggle to learn new things and if it is helpful for you, try to make note of the steps you undergo and sources of helpful information.

- *Course Completion:* Participants who satisfactorily complete of all course activities will receive a certificate of completion.

## **VI. Academic Integrity**

Academic integrity includes the avoidance of cheating, plagiarism, fabrication, and facilitating academic dishonesty.

- *Cheating:* the act of using, viewing, storing, or submitting work that belongs to someone else without the owner's approval.
- *Plagiarism:* the use of ideas, phrases, or other materials without properly citing the source
- *Fabrication:* falsifying or inventing information, misrepresenting one's self
- *Facilitating academic dishonesty:* helping someone else violates standards of academic honesty.

## **VII. Accommodations for students with disabilities**

I am available to discuss appropriate academic accommodations that may be required for any learner. Requests for academic accommodations are to be made during the first week of the course beginning.

## **VIII. Inclusivity Statement**

Differences in viewpoint and culture are to be cherished and appreciated rather than judged and feared. As such, this course is committed to providing an atmosphere for learning that respects diversity. While working together to build this culture, all members are requested to:

- share their unique experiences, values and beliefs;
- be open to the views of others;
- honor the uniqueness of their colleagues;
- appreciate the opportunity that we have to learn from each other in this community;
- value each other's opinions and communicate in a respectful manner;
- keep confidential discussions that the community has of a personal (or professional) nature; and
- use this opportunity together to discuss ways in which we can create an inclusive environment in this course.

## **IX. Course Schedule**

- There is one introductory Module and fourteen (14) modules of course content.
- There is a total of an estimated 60 hours of course work scheduled; most of the modules require an estimated three hours each. Because the course is online and self-paced, more experienced users may need less time; less-experienced may need more time.
- Participants interested in state SCECHs will have a finite time to complete this course. This time frame may vary depending on when the course is offered.
- All modules are organized into these segments:
  - description of the instructional technology;
  - a list of general things users can do with the technology;
  - ideas for using the technology in a classroom (note: most ideas are for a high school classroom, but all technology presented can be used at any level);
  - tutorials to learn how to use the technology;
  - an assignment using the technology; and
  - a list of online resources relative to the technology.

<b>Module</b>	<b>Vocabulary</b>	<b>Module Activities</b>
Introduction to GRCHS Instructional Technology PD	<ul style="list-style-type: none"> <li>• Instructional Technology</li> <li>• Tool Tracker</li> </ul>	<ul style="list-style-type: none"> <li>• Learn Moodle navigation</li> <li>• Start Tool Tracker</li> </ul>
The Triple E Framework & Instructional Technology - An Introduction	<ul style="list-style-type: none"> <li>• Engage</li> <li>• Enhance</li> <li>• Extend</li> </ul>	<ul style="list-style-type: none"> <li>• Share your reflections on the value of this frame and how it might impact your teaching practice</li> </ul>
Google Forms	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Create your own Google form with at least six questions</li> <li>• Complete Tool Tracker</li> </ul>
Copyright	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>• Complete Tool Tracker</li> </ul>
Google Books	<ul style="list-style-type: none"> <li>• eBooks</li> </ul>	<ul style="list-style-type: none"> <li>• Create your own personalized library with Google Books</li> <li>• Complete Tool Tracker</li> </ul>
Google Docs	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Create your own Google Docs</li> <li>• Complete Tool Tracker</li> </ul>
Google Earth	<ul style="list-style-type: none"> <li>• Placemark</li> <li>• KMZ</li> </ul>	<ul style="list-style-type: none"> <li>• Create your own Google Earth project</li> <li>• Complete Tool Tracker</li> </ul>
iTunes U	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>• Complete Tool Tracker</li> </ul>
Google Maps	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Create a personalized Google Map including place markers with text, images, and video</li> <li>• Complete Tool Tracker</li> </ul>
MacBook Laptop Features	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>• Complete Tool Tracker</li> </ul>
Google Reader	<ul style="list-style-type: none"> <li>• Google Reader</li> <li>• RSS</li> <li>• Atom</li> <li>• XML</li> </ul>	<ul style="list-style-type: none"> <li>• Create your own Google Reader</li> <li>• Add at least four feeds (subscriptions) to your Reader</li> <li>• Create at least two folders within your Google Reader</li> <li>• Complete Tool Tracker</li> </ul>
Google Search	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Complete Tool Tracker</li> </ul>
Google Sites	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Create your own Google Site</li> <li>• Complete Tool Tracker</li> </ul>
Google SketchUp	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Create your own <i>very simple something</i> SketchUp project</li> <li>• Complete Tool Tracker</li> </ul>
Google Bookmarks	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Create at least one Google Bookmarks list that contains several links to different websites</li> <li>• Set one of your lists Public, so it can be viewed by our Tool Tracker users</li> </ul>
Live Binders	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>• Complete Tool Tracker</li> </ul>
Primary Resources	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>• Complete Tool Tracker</li> </ul>

Screen Casting	•	• • Complete Tool Tracker
Voice Thread	•	• • Complete Tool Tracker
Audacity	•	• • Complete Tool Tracker
Course Resources	• None	• None
Course Evaluation	• None	• Complete course evaluation