



**Baker University**  
**School of Professional and Graduate Studies**  
**Continuing Education Syllabus**

**Syllabus Template for Cooperative Partnerships**

**Course Name:** EDT 7890 Intel Elements: Collaboration in the Digital Classroom

**Dates:** 7/10/2011 through 8/07/2011  
08/29/2011 through 09/28/2011

**Time:** 5 online hours a week for 5 weeks

**Credit Hours:** 2 credit hours

**Location:** Online

**Instructor:** Tom Foster

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**Title:** Director Career, Standards & Assessment KSDE

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**Course Description:** Using specific classroom scenarios, teachers take a thorough exploration of effective collaborative projects, use a Collaboration Framework for planning digital collaboration activities, explore many online collaborative tools, and understand how to support and manage ethical, safe, and legal online collaboration.

**Course Objectives:** At the end of this course, teachers will be able to...

1. Apply new knowledge from pedagogical discussions
2. Develop an Action Plan for designing and managing effective collaboration
3. Develop skills on how to use several collaborative Web 2.0 tools
4. Apply new skills in a classroom setting

**Textbook/Materials:** Intel Teach's Project Based Approaches Manual

**Content Outline:**

Each workshop will follow: pedagogical discussions, think-pair-share activities, cooperative learning, researching, blogging, lesson planning, and reflection.

**Module 1: Collaborative Classrooms**

Explore examples of collaborative classrooms while learning ways to implement collaboration activities in the classroom with and without technology

**Outcomes:**

1. Introduce collaboration and how it benefits 21<sup>st</sup> century classrooms.
2. Explore examples of collaborative classrooms
3. Learn ways to implement collaboration activities with or without technology
4. Analyze how expert 21<sup>st</sup> century classroom teachers plan for collaboration

Lesson 1: Collaboration Basics

Lesson 2: Collaboration Planning

Lesson 3: Collaboration Benefits

Lesson 4: Collaboration Characteristics

Lesson 5: Module Review

## **Module 2: A Framework for Digital Collaboration**

Learn how a framework helps teachers make strategic decisions about how to integrate collaboration into instruction and how to make sure collaboration is meaningful, purposeful, and effective.

### **Outcomes:**

1. Explore how a framework for digital collaboration helps teachers make strategic decisions about how to integrate collaboration into instruction
2. Analyze how to make sure collaboration is purposeful, meaningful, and effective

Lesson 1: Collaboration Purposes  
Lesson 2: Collaboration Activities  
Lesson 3: Assessment  
Lesson 4: Module Review

## **Module 3: Tools of Collaboration**

Review online tools to support collaboration in the classroom. View scenarios of projects that integrate collaborative tools, and learn strategies for using new tools.

### **Outcomes:**

1. Explore online tools to support collaboration in the classroom
2. Analyze scenarios of projects that integrate collaborative tools to help teachers locate and integrate online tools for their own projects
3. Develop strategies for using new digital tools now and in the future

Lesson 1: New Tools for Collaboration  
Lesson 2: A Closer Look at Collaborative Tools  
Lesson 3: Collaborative Tools for Your Future  
Lesson 4: Module Review

## **Module 4: Assessment Development**

Explore how teachers can guide students to elevate from being online communicators to skilled collaborators. Examine ways to communicate to students and parents how we, as teachers, will enforce ethical and safe online practices.

### **Outcomes:**

1. Explore how technology tools help them move from being online communicators to skilled digital collaborators
2. Examine ways to communicate to students and parents how we, as teachers, will enforce ethical and safe online practices

Lesson 1: Effective Digital Communication  
Lesson 2: Confident Digital Collaborators  
Lesson 3: Ethical Digital Collaboration  
Lesson 4: Module Review

## **Module 5: Assessment in Action**

Explore strategies for planning and preparing for a collaborative classroom environment. Learn how to promote safe use of technology, manage and support collaborators, and handle unexpected challenges.

### **Outcomes:**

1. Examine how thorough planning and preparation are the best guarantee for successful collaboration.

2. Determine how to promote safe use of technology
3. Explore how to manage and support collaborators and their technological tools
4. Discuss how to handle the unexpected challenges inherent with collaborative projects

- Lesson 1: Safe Collaboration  
 Lesson 2: Collaborator Support  
 Lesson 3: Technology Management  
 Lesson 4: Unexpected Challenges  
 Lesson 5: Module Review

**Evaluation:**

Participants will attend required days. As a final project, each teacher's Assessment Plan will be graded with a rubric created by Intel. The portfolios will be assessed on the following areas: higher order thinking skills, integration of technology, student learning, plan implementation, and student assessment/evaluation. Each category will receive an "Excellent", "Fair", or "Poor" rating.

Using the rubric below, grades will be assigned as follows:

Letter Grade	Criteria
A	Action Plan scores "Excellent" in all categories
B	Action Plan scores "Excellent" to "Fair" in all categories
C	Action Plan scores "Fair" in all categories
D	Action Plan scores "Fair" to "Poor" in all categories
F	Action Plan scores "Poor" in all categories

	4	3	2	1
Technology Integration	The technology in my Action Plan deepens my students' understanding of important concepts, supports higher-order thinking skills, and develops their lifelong skills. The technology enhances student learning, increases productivity, and promotes creativity	The technology in my Action Plan helps my students understand concepts and develop skills. The technology enhances student learning, increases productivity, or promotes creativity.	The technology in my Action Plan seems to be added without much thought to how it supports and deepens student skills and understanding	My Action Plan could be taught more effectively without this current use of technology.
Technology Integration	The technology in my Action Plan is age appropriate and meets the diverse needs of all my students.	The technology in my Action Plan is age appropriate and shows that I have considered the diverse needs of my students.	The technology in my Action Plan is not age appropriate at times and I have not adequately considered the diverse needs of my students.	The technology in my Action Plan is not age appropriate and I have not considered the diverse needs of my students.

<b>Technology Integration</b>	The use of technology enhances my Action Plan by creatively supporting and developing students' research, publishing, collaboration, and communication skills.	The use of technology enhances my Action Plan by supporting and developing students' research, publishing, collaboration, and communication skills.	The use of technology in my Action Plan is limited to supporting students' research, publishing, collaboration, or communication skills.	My Action Plan does not take advantage of research, publishing, collaboration, or communication capabilities.
<b>Technology Integration</b>	The technology used in my Action Plan is reasonable and feasible given the specific circumstances of my teaching situation.	The technology used in my Action Plan is reasonable although somewhat difficult given the specific circumstances of my teaching.	The technology used in my Action Plan takes a great deal of effort on my part.	Given the specific circumstances of my teaching situation, the technology used in my Action Plan is not feasible.
<b>Technology Integration</b>	The action plan is aligned to the 21st Century Skills and the NETS *T. Objectives should address at least 3 NETS * standards.	The action plan is aligned to the 21st Century Skills and the NETS *T. Objectives should address at least 2 NETS * standards.	The action plan is somewhat aligned to the 21st Century Skills and the NETS *T. Objectives should address at least 1 NETS * standard.	The action plan is not aligned to the 21st Century Skills and the NETS *T nor are the standards relevant to the final product.
<b>Student Learning</b>	The work my students complete in this unit is authentic, meaningful, and resembles the kinds of work people do in real life.	The work my students complete in this unit is meaningful and has elements that resemble the kinds of work people do in real life.	The work my students do in this unit has a few elements that resemble the kinds of work people do in real life.	The work my students complete in this unit does not resemble authentic work in a discipline in any way.
<b>Student Learning</b>	My Action Plan clearly addresses standards and requires thorough and deep understanding of important concepts, the proficient exercise of 21st century skills, original thinking, and connecting concepts within or across disciplines.	My Action Plan clearly addresses standards and requires deep understanding of concepts and the exercise of lifelong skills.	My Action Plan addresses some standards, but requires little understanding of concepts or the use of 21st century skills.	My Action Plan does not address standards in meaningful ways and can be completed with only superficial understanding of concepts and application of skills.

<b>Student Learning</b>	My targeted learning objectives are clearly defined, well articulated, derived from standards, and supported by the Curriculum-Framing Questions.	My targeted learning objectives are defined, derived from standards, and supported by the Essential and Unit Questions.	My targeted learning objectives are not clearly defined, but they relate to standards and are moderately supported by the Essential and Unit Questions.	My targeted learning objectives are vague, unrelated to standards, and not clearly supported by the Essential and Unit Questions.
<b>Student Learning</b>	My Action Plan requires students to thoroughly and deeply answer the Curriculum-Framing Questions in meaningful and insightful ways.	My Action Plan requires students to answer the Curriculum-Framing Questions in meaningful ways.	My Action Plan requires students to answer the Curriculum-Framing Questions in superficial ways	My Action Plan does not require students to answer the Curriculum-Framing Questions.
<b>Student Learning</b>	My Action Plan takes diverse learners into consideration and provides well-defined and thoughtful accommodations.	My Action Plan provides some accommodations to support a diversity of learners.	My Action Plan supports some learning styles but does little to support any special needs.	My Action Plan does not provide any accommodations to support multiple learning
<b>Student Learning</b>	The action plan is aligned to the 21st Century Skills and the NETS *S. Objectives should address at least 3 NETS * standards.	The action plan is aligned to the 21st Century Skills and the NETS *S. Objectives should address at least 2 NETS * standards.	The action plan is somewhat aligned to the 21st Century Skills and the NETS *S. Objectives should address at least 1 NETS * standard.	The action plan is not aligned to the 21st Century Skills and the NETS *S nor are the standards relevant to the final product.