Transforming Traditional Lessons to Online Learning

COURSE SYLLABUS

2 Semester Credits
Course Credit Provided Through Our Partner
UMass Global

Course Offered in Partnership With UMass Global

UNIVERSITY PARTNER	CREDITS	REGIONAL ACCREDITATIONS	COURSE NUMBER
University of Massachusetts Global A nonprofit affiliate	**2** Graduate Level Semester Credits	WASC SENIOR COLLEGE AND UNIVERSITY COMMISSION (WSCUC)	EDRU 9065

Clear, Template-Based Course Format.

We know teachers are busy. That's why we make our course format as straightforward as possible.

✓ **Template-based assignments with no long essays** – we want you to focus on the learning content seamlessly and hassle-free. You'll get high-quality learning without wasting time on long, open-ended essays.

✓ **No busy work** – our template prompts are designed to give you an easy way to showcase your learning so you can focus more on the content and come away with a plan of action.

✓ **Streamlined & standardized course format** – from video lessons to built-in live chat with our instructors; once you complete one course with us, you will know exactly what's expected for the rest of your courses.

Fast & Convenient. Start Immediately & Work At Your Own Pace.

On a tight timeline? We can help! With ultra-fast credit/transcript processing and rolling credit processing, you can make your salary advancement deadline.

✓ **Pick your courses & get started** – start immediately or wait to begin in the semester of your choice.

✓ **Ultra-fast credit & transcript processing** – get your transcripts fast. We will help you meet your salary advancement deadline.

✓ **1 full year of course access** – you will have a full year to choose and work on your courses. Our course bundles allow you to control when you begin your learning and in which semester.

✓ **100% online** – with our video-based lessons and content, you will not have to wait for textbooks or specific start times. You can begin your learning as soon as you register!

COURSE TITLE:

TRANSFORMING TRADITIONAL LESSONS TO ONLINE LEARNING

Credit/ Hours: 2 Graduate-Level Semester Credits

Credit- hour equivalency. This course is a 2-credit hour course that consists of 30 hours of in-seat time. Model Teaching courses can be completed at your own pace, and your transcript will reflect the semester in which your credits are processed. Courses include reading content, watching content videos, reviewing resources, and participating in activities throughout the course. See the Course Outline later in this syllabus for a detailed look at the course structure and components.

Each Model Teaching-partnered University is regionally accredited and offers continuing education courses to educators. These courses are post-baccalaureate credit courses that are designed primarily for professional development, salary advancement, and license renewal purposes. All credit- granting online university partnered courses taken through Model Teaching will include access to graduate- level semester credits with an official transcript and letter grade.

📖 COURSE DESCRIPTION

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This course will teach you how to take your current lesson plans and transition them into an online learning format. The course will explore the SAMR continuum of technology integration, encouraging you to work towards the highest level of redefinition as you begin to implement technology more authentically into your teaching. While technology has become an integral support tool for many teachers, learning how to utilize technology to take advantage of its efficiency and global reach, can offer many benefits to students. Throughout this training series, you will learn not only how to transition your current curriculum into an online format but you will also learn how to embrace many of the advantages of technology-based learning and will learn how to offer a transformative learning experience for your students. Whether being used to differentiate more effectively, build 21st-century skills, or as a way to reinforce effective in-classroom instruction, this course will teach you how to redefine your use of technology in ways that truly impact student learning.

📝 COURSE OBJECTIVES

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Participants will be able to:

i. Understand the SAMR (Substitution, Augmentation, Modification, & Redefinition) continuum model of technology integration.

ii. Learn how to intentionally integrate technology into your instruction, whether it be one lesson at a time, or shifting all of your instruction to a virtual model.

iii. Embrace and utilize technology to expand the quality of instruction and build 21st-century skills.

iv. Select a wide variety of tools and resources to use for online learning.

v. Compose targeted supplemental resources to ensure action plan implementation of project design, project performance, and final products in the classroom.

vi. Analyze and defend research articles covering the main topics within the course, to reflect on the research's impact in the classroom.

vii. Plan, reflect, and report on implementation progress using a Classroom Implementation Plan.

📝 COURSE OUTLINE

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Section 1 Instructional Content

Content Delivery: Introducing the SAMR model. Completion of the content video, readings, and resources review.
Quiz: Questions to check for understanding of the section content. Quizzes are automatically scored and provide detailed feedback on answer choice rationale.
Discussion Board Reflection: Reflection on one goal for technology integration, with feedback and dialogue from course participants and/ or instructor.

Section 2 Instructional Content

Content Delivery: Substitution level of the SAMR Model. Completion of the content video, readings, and resources review.
Discussion Board Reflection: Identification of one strategy and tool for integrating technology at the substitution level, with feedback and dialogue from course participants and/ or instructor.

Section 3 Instructional Content

Content Delivery: Augmentation level of the SAMR Model. Completion of the content video, readings, and resources review.
Assignment Reflection: Identification of one strategy and tool for integrating technology at the augmentation level, with feedback and dialogue from course participants and/ or instructor.

Section 4 Instructional Content

Content Delivery: Modification level of the SAMR Model. Completion of the content video, readings, and resources review.
Discussion Board Reflection: Identification of one strategy and tool for integrating technology at the modification level, with feedback and dialogue from course participants and/ or instructor.

Section 5 Instructional Content

Content Delivery: Redefinition level of the SAMR model. Completion of the content video, readings, and resources review.
Discussion Board Reflection: Identification of one strategy and tool for integrating technology at the redefinition level, with feedback and dialogue from course participants and/ or instructor.

Section 6 Instructional Content

Content Delivery: Differentiation & Scaffolding. Completion of the content video, readings, and resources review.
Quiz: Questions to check for understanding of the section content. Quizzes are automatically scored and provide detailed feedback on answer choice rationale.
Discussion Board Reflection: Plan for differentiation & scaffolding through the use of technology, with feedback and dialogue from course participants and/ or instructor.

Section 7 Instructional Content

Content Delivery: Administrative Tasks. Completion of the content video, readings, and resources review.
Quiz: Questions to check for understanding of the section content. Quizzes are automatically scored and provide detailed feedback on answer choice rationale.
Discussion Board Reflection: Plan for what administrative tasks can be implemented using technology tools, with feedback and dialogue from course participants and/ or instructor.

Section 8 Instructional Content

Content Delivery: Choosing Resources. Completion of the content video, readings, and resources review.

Discussion Board Reflection: Selection of the resources aligned to each tool selected for the levels of the SAMR model, with feedback and dialogue from course participants and/ or instructor.

Action Plan

Completion and submission of an Online Learning Implementation Plan that plans for transformation of lessons at varying levels of the SAMR model. You will analyze requirements for success of tech integration at various levels, aligned to the purpose of lesson components, and plan for the administrative and logistic requirements for implementing technology for use in the classroom. An action plan template and a sample will be provided to you to assist you in completing this module.

Extension, Application, & Implementation

Resource Design: Creation of a specific resource that is needed to fully implement your plans from the course. After your action plan design, you will analyze the required components for implementation success and select areas for resource development critical for consistent implementation. After analysis of suggested resources and articles referencing components of your action plan, design and upload a resource specific to support your success in implementation, as well as success in student implementation of the product. A resource design planning template will be provided to guide in rigorous and applicable final resources. Instructor feedback provided. You will upload a self- created resource specific to support ideas for implementation of course concepts. A resource design planning template will be provided to guide you in the resource design process.

Research Connections Reflection: Reading and analysis of peer- reviewed research, cited academic books, or cited educational articles aligned to course concepts. An analysis template will be provided to assist you in guiding your thinking and analysis and can be used as an outline for your submitted response.

Implementation Tasks: Review a recap of the course content and takeaways from the course, then plan for what implementation of course concepts in the classroom might look like. You can choose to implement your ideas, request a colleague to analyze your ideas, or self- reflect on your ideas for implementation.

Final Implementation Project Plan: Compile all content ideas from the course and plan a series of action steps to describe implementation. A Final Implementation Planning Template will be provided to help you plan the critical components to consider for implementation, and to aid you in your final response which will also include a reflection and summary of the ideas in the course.

❖ MODEL TEACHING RESOURCES INCLUDED IN THIS COURSE

These resources, tools, & templates are designed to help you utilize and implement the course concepts in your classroom.

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✓ Traditional to Online Teaching Continuum
✓ Teacher Reflection on Online Practices with Sample
✓ Guide to Tools for Substitution in Technology
✓ Substitution Technology Implementation Plan with Sample
✓ Guide to Tools for Augmentation In Technology
✓ Augmentation Technology Implementation Plan with Sample
✓ Guide to Tools for Modification in Technology
✓ Modification Technology Implementation Plan with Sample
✓ Guide to Tools for Redefinition in Technology
✓ Redefinition Technology Implementation Plan with Sample
✓ Differentiation and Scaffolding Implementation Plan with Sample

✓ Guide to Online Tools for Classroom Management and Administrative Tasks
✓ Technology Implementation Plan for Classroom Management and Administrative Tasks with Sample
✓ Transforming Traditional Instruction with Technology Checklist
✓ Resource Guide for Transitioning to an Online Classroom
✓ Online Educational Goals Template with Sample
✓ Effectiveness Rubric
✓ Implementation Observation Checklist with Sample
✓ Formative Assessment Data Tracker with Samples
✓ Flipped Learning Assessment Plan with Samples
✓ Guide to Webb's Depth of Knowledge
✓ Flipped Learning Guide for Out of Class Activities

🔧 REQUIRED EXTERNAL RESOURCES

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N/A. All articles, resources, and instructional content are provided within the course modules.

🕐 CREDIT HOUR CALCULATIONS

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	Estimated Contact Time/ Seat Time (hrs)
Instructional Content (Course lectures, quiz, discussion)	16
Action Plan Project & Feedback	2
Research Connections Writing & Feedback	4
Resource Design & Feedback	4
Final Implementation Project Plan & Feedback	4
Total Hours:	30

☑ GRADING

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Grading Breakdown for this Course:

Module	Points
Quizzes (10 points each)	30
Discussion Board Reflections (10 points each)	80
Action Plan	100
Resource Design	50
Research Connections	50
Final Implementation Project Plan	100
Total	410

This course provides a letter grade using a ten-percentage point grading scale. A grade of A= 90%-100% You must earn 369 points or higher in this course to receive an A. A grade of B= 80%- 89%. You must earn 328 points to 368 points in this course to receive a B. A grade of B or higher is required for credit. A grade of unsatisfactory is any score below 80% or 328 points and does not provide credit.

Grading rubrics can be downloaded in the introduction module of each course within your course dashboard or at the link here: https://www.modelteaching.com/rubrics

📄 REFERENCES

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- Caukin, Nancy, and Leslie Trail. "SAMR: A tool for reflection for Ed Tech integration." *International Journal of the Whole Child* 4.1 (2019): 47-54.

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- Marcovitz, David, and Natalie Janiszewski. "Technology, models, and 21st-century learning: How models, standards, and theories make learning powerful." *Society for information technology & teacher education international conference*. Association for the Advancement of Computing in Education (AACE), 2015.

- McGinnis, Patty. "Moving up the SAMR model." *Science Scope* 43.4 (2019): 1.

- Patton, Djara Linn. *A phenomenological narrative of teachers' implementation of 1: 1 technology integration based on the SAMR model*. Lamar University-Beaumont, 2015.

- Romrell, Danae, Lisa Kidder, and Emma Wood. "The SAMR model as a framework for evaluating mLearning." *Online Learning Journal* 18.2 (2014).

☁ COURSE SUBMISSIONS

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All submissions must be performed within the Model Teaching course platform. If you need assistance in submitting assignments, please contact us.

🖥 TECHNOLOGY REQUIREMENTS

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Courses are held 100% online. You should have access to a compatible web browser (such as Google Chrome, Microsoft Edge, Apple Safari, and/or Mozilla Firefox) and a word processing tool or reader (such as Microsoft Word and/or Google Docs). While our course platform does support mobile devices, for the best user experience, we recommend using a desktop or laptop computer to complete courses. You can review our technology requirements along with other frequently asked questions at our FAQ page here: https://www.modelteaching.com/faq

⚙ TECHNICAL QUESTIONS

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If you need personal assistance or have technical questions, please email courses@modelteaching.com or chat with us at www.modelteaching.com.

𝑖 COMPLIANCE WITH THE AMERICAN DISABILITIES ACT

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In compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, any participant that has a permanent or temporary condition that might affect their ability to complete the course should contact us at courses@modelteaching.com upon enrollment. We will make reasonable accommodations or modifications to the course.

🛡 ACADEMIC INTEGRITY

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Participants are responsible for fully interacting with the course content, modules, resources, readings, and assignments. All responses, projects, and other assignments are the sole responsibility of the course participant, and plagiarism or cheating are not tolerated. Submissions should be your own work and design, and all submissions and assignments should be completed independently. Any outside sources should be properly cited. If you have questions about what constitutes plagiarism or cheating, you should contact us at courses@modelteaching.com.

Why Model Teaching?

Courses Focused on Relevant Teaching Content That You Can Actually Use

We focus our professional development courses on what's important to you: relevant content focused on specific teaching strategies & evidence-based instructional best practices. Earn pre-approved PD hours and regionally-accredited academic credit through our university partner UMass Global.

Clear, Straight-Forward Lessons Designed by Experienced Educators

Our courses provide high-quality content in a format that makes it easy for developing teachers to learn new skills and methods for use in their own classroom. Our courses are designed to provide effective professional development for busy teachers in a format that makes learning easy.

Comprehensive, Ready-To-Use Resources, Tools, & Templates Provided With Every Course

Each course comes with a variety of resources, tools, graphic organizers, activities, student lesson content, and lesson templates you can use to immediately implement your new training in your own classroom. If not teaching, simply save your resources for future use.

Immediately Implement What You Have Learned

For teachers who are currently teaching, we provide step-by-step support and real-world examples that you can use immediately in your classroom or school, along with implementation resources. Not teaching? No problem! You do not have to be currently teaching to take our courses.

What are Model Teaching Courses Used For?

- ☑ Salary Advancement
- ☑ Teaching License Renewal
- ☑ Instructional Improvement
- ☑ Great for Current Teachers & Teachers Not Currently Teaching

EDUCATION
FOR BETTER EDUCATORS

THIS TRAINING COURSE WAS INCREDIBLE. MY LEADERSHIP TEAM LEARNED SO MUCH ABOUT THEMSELVES AND WHAT WE NEED TO DO ON OUR CAMPUS. I WANT MY ENTIRE STAFF TO HEAR THIS MESSAGE!
-PRINCIPAL

I AM FINDING ALL YOUR COURSES USEFUL, BUT THIS ONE IS CLEARLY MY FAVORITE SO FAR, MOSTLY FOR THE WAY I WAS ABLE TO PUT SO MANY OF MY OWN IDEAS INTO THE LESSON WHILE STILL FEELING I HAD ACCOMPLISHED ALL THAT WAS REQUIRED. WELL DONE!
-ELEMENTARY TEACHER

WHAT YOU PRESENTED IN [THIS COURSE] IS NOW PART OF MY GOALS AND ACTION PLANS FOR THE SCHOOL YEAR. I'M SO EXCITED TO PUT THESE TO USE!
-ELA TEACHER

WITH SUCH A BUSY SCHEDULE, IT'S HARD TO IMPLEMENT NEW STRATEGIES AND TECHNIQUES BUT THIS COURSE MADE IT SO EASY! THE COURSE GAVE ME GREAT IDEAS ON HOW TO USE COLLABORATIVE LEARNING GROUPS WITH MY STUDENTS AND THE RESOURCES AND PLANNING DOCUMENTS MADE IT EFFORTLESS TO GET STARTED!
-SCIENCE TEACHER

FOR A FULL LIST OF CURRENT REVIEWS, PLEASE VISIT:
www.modelteaching.com/latest-course-reviews

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