

# EDIT 6200: Learning Environments Design I (TIP Cohort - Collaborative Planning)

Spring 2006

Monday 5:00-7:45pm

GUC 1930

Class Website & Email: [webct.uga.edu](http://webct.uga.edu)

**UPDATED 1/13/06**

## Instructor

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### Office Hours:

I will usually be available 30 minutes class as well as immediately after class. Appointments are also welcome.

## Course Description

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This course pulls together information and skills from your previous courses into an integrated whole and adds in the components of collaborative planning and technology leadership.

### Course Goals

1. Identify key issues and factors related to collaborating with other P-12 teachers to design, develop and **integrate technology**-enhanced learning activities.
2. **Collaborate with a colleague** in order to plan and implement a series of lessons or units that integrates technology in order to address an instructional need.
3. Apply the **ADDIE framework** to approach an instructional problem in a P-12 setting.
4. Find current literature regarding technology integration in P-12 schools, and reflect on their significance for P-12 education.
5. Understand and be prepared to take on the role of **technology leader** in your building and/or school district.

## **Text & Technology Requirements**

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*Technology in its Place: Successful Technology Infusion in Schools* (2001).  
LeBaron, John F. and Collier, Catherine Eds. San Francisco: Jossey-Bass.

Learning and Leading with Technology journal:  
Jan - May 2006 Available via ISTE Student Membership:  
<http://www.iste.org>

Other readings as assigned.

This is not a class about technology tools, but you are expected to have various technology skills (building a web page, utilizing images, video, and audio, etc.)

## **Attendance**

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In this class, hands-on participation is of the utmost importance. As in many graduate classes, a major benefit is interacting with your peers. To miss scheduled demonstrations or discussions seriously compromises your learning. However, family and job responsibilities at times interfere. Please let me know ahead of time if you need to be absent, to help my planning process. I do not wish to be in the position of judging whether an absence should be excused or not. I will simply take attendance and figure this as a percentage of your Participation grade (1 absence = 1 pt. off of Participation Grade, 2 absences = 3 pts, 3 absences = 5 pts, etc.).

## **Assignments & Grading**

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### **Participation**

You will attend and actively participate in each class and be punctual (I will keep a record of attendance). A variety of in-class activities are planned. Many of these activities are group-based, so come prepared to interact.

You are also expected to actively participate in discussion board postings and blog reflection activities during the week.

If you are absent, even for valid reasons, you are still responsible for the material and assignments discussed in each and every class.

### **Late Assignments Policy**

Assignments are due on the date and time established. If you are unable to turn an assignment in on time due to personal or work emergency, please contact Julie to make arrangements to complete your assignment.

## Academic Honesty

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All policies of the University of Georgia regarding academic honesty apply to this class and all assignments associated with this class. All academic work must meet the standards contained in “A Culture of Honesty.” Students are responsible for informing themselves about those standards before performing any academic work.

The link to more detailed information about academic honesty can be found at: <http://www.uga.edu/ovpi/honesty/acadhon.htm>

## Assignments & Due Dates

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Details about each assignment including grading rubrics will be available on the class WebCT space.

<b>Task</b>	<b>Description</b>	<b>Point Value</b>	<b>Due Date</b>
<b>Task 1:</b> Collaboratively Plan a Technology-Integration Project	Template for Mid-point plan Reflection paper Multimedia CD	50 % of total grade • Mid-point plan - 10% • Final Report – 15% • Multimedia CD - 25%	• Mid-point Plan: 2/11 • Project implemented by 4/3 • Final Report: 4/24 • Multimedia CD: 5/1
<b>Task 2:</b> Reflective Blog	Post to your personal blog once a week by 9 p.m. Thursday and respond to your blog buddies by classtime	10% of total grade	Reflective Blog: throughout
<b>Task 3:</b> Proposal to present at the 2006 GAETC Conference	Write a proposal to present either the project from this class or another project at the Fall 2006 GAETC conference.	10% of total grade	Draft: 3/6 Final: 3/20
<b>Task 4:</b> Submit 3 Resources to the BRIDGE	Submit 3 resources to the BRIDGE website that will can help new teachers integrate technology into their teaching.	10% of total grade	4/10
<b>Task 5:</b> Contributions to the EDIT 6200 Literature Database	Contribute thorough critiques of articles to the literature database.	10% of total grade	Various

<b>Task</b>	<b>Description</b>	<b>Point Value</b>	<b>Due Date</b>
<b>Task 6:</b> Readings and Participation	Come to class each week having read the assigned readings and actively participate in discussions and activities.	10 % of total grade	Throughout

### Initial Class Calendar

<b>Date</b>	<b>Topic</b>	<b>Readings</b>	<b>Tasks</b>
1/9	Introduction to Course		
<b>1/16</b>	<b>No class- Martin Luther King Holiday</b>		<b>Find Collaborator!</b> Get blog up and going Blog Topic: process of finding a collaborator Review ADDIE from EDIT 6170
1/24	ADDIE Stayin' in the loop - Using RSS to keep up to date Blog Buddies	Chapter 1 Chapter 2	Blog Topic: process of finding a collaborator
1/30	<b>NOTE: THIS CLASS WILL MEET IN HORIZON LIVE, NOT GUC</b> Instructional consulting Instructional goals/problems	Chapter 3 Chapter 4	Blog Topic: initial project thoughts
2/6	Leadership/communication styles	Read 2 from Literature Database	Blog Topic: favorite RSS feeds
2/13	Analysis <ul style="list-style-type: none"> <li>• Learner analysis</li> <li>• Resource/context</li> <li>• Project partner</li> </ul>	BYOA – Bring your own articles! (add 2 to Literature Database)	Blog Topic: reflection on leadership/ communication styles

<b>Date</b>	<b>Topic</b>	<b>Readings</b>	<b>Tasks</b>
2/20	Evaluation <ul style="list-style-type: none"> <li>• Formative/summative</li> <li>• Student learning</li> <li>• Classroom teacher impact</li> <li>• Process</li> </ul>	Read 1 from Literature Database	Blog Topic: open  Project Mid-Point Plan due
2/21	Change Game	BYOA – Bring your own articles! (add 2 to Literature Database)	Blog Topic: open
3/6	Change: CBAM debrief	Articles distributed during 2/21 class on CBAM	Blog Topic: Change Game reflections GAETC proposal draft due
<b>3/13</b>	<b>UGA spring break – No Class</b>		
3/20	State of the State	State Tech Plan	GAETC proposal done
3/27	Professional Development BRIDGE	Chapter 5	Blog Topic: Reflections on State Technology Initiatives
<b>4/3</b>	<b>No Class – Implement projects</b>		Blog Topic: Open Submit 3 resources to the BRIDGE (www.teachersbridge.org) Project implemented by 4/3
4/10	Resistors / turf wars Guest speaker: Gretchen Thomas	Chapter 8	Blog Topic: Reflections on project implementation
4/17	Org culture/leadership	Chapter 7 Chapter 9	Blog Topic: Open
4/24	Open topic	Readings TBA	Blog Topic: Final Thoughts
5/1	Presentations		Project CDs

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.