# Professional Development Institute

# Flex Course Syllabus

# Technology Tools to Amplify Learning (K-12)

**PDI Course Number: 132T02**

**UCSD Course Number: EDUC42310**

If you would like information about receiving post-baccalaureate (graduate) credit for completing this course, please click here.

## Course Timeline

Participants have one year to complete the course. Participants must spend a minimum of three weeks in this course.

## Course Description

Are you looking for ways to integrate technology into your classroom so that students are better engaged and more excited to participate? This online course is designed to help K-12 teachers increase student engagement in the classroom by utilizing popular educational technology tools. Teachers will be introduced to the basics of fifteen effective and engaging educational technology tools and learn how each of them can be used to amplify learning. The course begins with an overview of the different forms of student engagement, and how technology can increase student engagement. From there, teachers are provided with step-by-step instructions on how to use Class Dojo, Kahoot!, Quizlet, Google Forms, Seesaw, Wakelet, Google Jamboard, Edpuzzle, Nearpod, Book Creator, Flipgrid, Screencastify, Buncee, Google Slides, and Headspace within an educational context to engage students and enhance learning. Teachers will also learn about app smashing, along with complete instructions, as a strategy to create an engaging learning experience for students. For those interested in building their technology toolbelt, a variety of other available apps are shared for teachers to further explore on their own. By the end of this course, teachers will feel more confident and successful in their quest to incorporate a variety of educational technology tools into their own teaching practices to increase student engagement in the classroom.

## Educational Outcomes

1. Teachers will learn how student engagement is defined, and they will explore the different forms of student engagement (intellectual, emotional, behavioral, physical, and social).
2. Teachers will be introduced to the various ways that technology can increase engagement, including how it can be used to support differentiation, address different learning styles, support students with special needs, and increase collaboration and communication.
3. Teachers will learn how to use Class Dojo to manage student behavior, and they will explore several ways Class Dojo can be used in the classroom, such as for tracking discussion, participation, and teaching math skills using Dojo points.
4. Teachers will learn about Kahoot!, including how to create a basic kahoot, play a kahoot game in class, and assign a self-paced kahoot for homework, as well as explore several ways Kahoot! can be used for student-created review, creating blind kahoots, and interactive read-alouds.
5. Teachers will learn about Quizlet, including how to create, share, and use a study set, host a Quizlet Live game, and create a Quizlet checkpoint activity. Teachers will also explore several ways to use Quizlet in the classroom, such as for practicing grammar, identifying lab equipment, and practicing translations.
6. Teachers will learn about Google Forms, including how to create a basic form, an auto-graded quiz, a scavenger hunt, and a digital escape room.
7. Teachers will learn how to use Seesaw, and they will explore several ways Seesaw can be used in the classroom, such as for student portfolios, formative assessments, and annotating Google files.
8. Teachers will learn about Wakelet, including how to create and share a Wakelet collection. They will also explore several ways Wakelet can be used in the classroom, such as for designing lesson plans, setting up a backchannel for classroom discussions, collecting student work, and using it for digital essays.
9. Teachers will learn about Google Jamboard, including how to create, share, and edit a jam. They will also explore several ways Google Jamboard can be used in the classroom, such as for whole class brainstorming, hosting a digital gallery walk, and open-ended math discussion.
10. Teachers will learn about Edpuzzle, including how to set up an Edpuzzle class and how to find, edit, and assign a video lesson. They will also explore several ways Edpuzzle can be used in the classroom, such as for reading comprehension, lab demonstrations, analyzing sports games, and teaching essay writing.
11. Teachers will learn about Nearpod, including how to find, edit, and teach a live Nearpod lesson in class, how to create an interactive lesson from scratch, as well as they will explore several ways Nearpod can be used in the classroom.
12. Teachers will learn about Book Creator, including how to set up a class library, create an ebook and a class book, and publish ebooks. Teachers will also explore several ways Book Creator can be used in the classroom, such as creating a comic book, an interactive textbook, and an American Sign Language book.
13. Teachers will learn about Flipgrid, including how to set up groups, create topics, and use the Flipgrid camera to respond to a topic, as well as explore several ways Flipgrid can be

used in the classroom, such as for creative storytelling, interactive reading with Flipgrid AR, and answering comprehension questions.
14. Teachers will learn about Screencastify, including how to record a screencast, add interactive questions to a screencast, create gifs, and use Screencastify Submit to assign video assessments. They will also explore several ways Screencastify can be used in the classroom, such as for personalized feedback, foreign language learning, and demonstrating student knowledge.
15. Teachers will learn about Buncee, including how to create, edit, and share a Buncee, as well as how to set up a Buncee Board. Teachers will also explore several ways Buncee can be used in the classroom, such as for visualizing word problems, visualizing STEM problems, and practicing sight words.
16. Teachers will learn about Google Slides, including how to create and share a basic slide, how to use the Pear Deck add on, as well as how to create HyperDocs using Google Slides.
17. Teachers will learn about Headspace, and explore several ways Headspace can be used to incorporate mindfulness into the classroom.
18. Teachers will learn what app smashing is and will explore a variety of best practices as they relate to app smashing.
19. Teachers will understand why it is important to build a technology toolbelt that includes a variety of subject-specific tools that can be used in the classroom.

## Instructional Media

- Online Discussions
- Online Engagement
- Online Collaboration
- Instructor Feedback
- Instructor Interaction
- Online Resources and Websites
- Supplemental Instructional Materials
- Printable Classroom Resources

## Evaluation

- Test #1 (5% of final grade)
- Test #2 (5% of final grade)
- Test #3 (5% of final grade)
- Test #4 (5% of final grade)
- Test #5 (5% of final grade)
- Autobiography and Goals for the Course (10% of final grade)
- Article/Video Reflection (15% of final grade)
- Course Collaboration/Share Ideas with the Class (10% of final grade)
- Cumulative Assignment/Project: Create App Smash Lessons (20% of final grade)
- Culminating Practicum (20% of final grade)

## Topical Outline

### Unit One

- Technology and Student Engagement
- Class Dojo
- Kahoot!
- **Assignment #1**
  *Write an autobiography including information about yourself, your grade level and what you specifically hope to learn about using technology apps/tools to engage students in the classroom. Your autobiography should be a minimum of three paragraphs.*
- **Test #1**

### Unit Two

- Quizlet
- Google Forms
- Seesaw
- **Assignment #2**
  *As an educator, it is important to be aware of the research, studies, and professional work done in the field. In the course, you will find an article and video that are relevant to the specific course content. Read the article or watch the video and then write an essay with your thoughts.*
- **Test #2**

### Unit Three

- Wakelet
- Google Jamboard
- Edpuzzle
- **Assignment #3**
  *Online Discussion Board Participation/Engagement: Please post a tip, strategy, or idea that specifically relates to using technology apps/tools to engage students in the classroom. The tip, strategy, or idea that you share needs to make a difference to other teachers in their own classrooms. Your assignment should be a minimum of three paragraphs and detailed enough for another teacher to follow easily. This is a great opportunity to share and collaborate with other teachers at your grade level around the country. Take time to review and respond to other postings that are relevant to your classroom population in order to gain effective ideas to use immediately in your classroom.*
- **Test #3**

### Unit Four

- Nearpod

- Book Creator
- Flipgrid
- **Test #4**

### Unit Five

- Screencastify
- Buncee
- Google Slides
- **Test #5**

### Unit Six

- Headspace
- App Smashing
- Building Your Technology Tool Belt
- **Assignment #4**
  *Design three original app smash lessons that are appropriate for your subject and grade level. Each lesson needs to include at least two apps/tools from the fifteen discussed in this course. Different apps/tools need to be used for each lesson. Provide a brief overview of the lesson, including any lesson objectives or standards, if applicable. Additionally, provide step-by-step instructions with enough detail so that another teacher can use them to implement your lessons in their classroom. Each lesson should also be appropriately titled, formatted, and free from spelling/grammar errors. For one of the lessons, create a sample of what the finished product should look like for students to review.*
- **Assignment #5**
  *The culminating practicum is a three-step process. (1) In the first assignment, you were asked what goals you had and what you hoped to learn from the course. Think back to your original goals for this course. Write a minimum two-paragraph reflection specifically describing how what you learned can be used to help you reach those goal(s). (2) Next, write a minimum three-paragraph plan that specifically describes the ways in which you intend to implement a particular strategy you learned in this course into your own teaching situation. (3) Last, write a minimum two-paragraph reflection describing a student you have or have had in the past. Then, discuss how the strategies you learned in this course will specifically benefit that student as you put your plan into action.*

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