



## LILIE, LLC Course Information

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*\*More detailed course curriculum, including graduate level, alignment with standards, culturally responsive practices, assessments and resources, can be provided upon request*

### **Title of Course:** 21<sup>st</sup> Century Classroom Technologies

**Course Description:** Technology is not only the machine itself but is the whole set of relationships between human beings, utensils and fields of knowledge. *"Too many view technology as a silver bullet to the challenges they face. It's sometimes assumed, consciously or not, that the mere presence of digital tools will improve education. There's a relationship between technology, content, and pedagogy, and the purposeful blending of them is key."* (Schoology Exchange)

21st Century Technology Instruction will explore the changing dynamics of new technologies and next generation education (Learning 2.0, 3.0 and 4.0). The Next Generation Learning Standards and the increase of "user generated content" require students to hone their critical thinking skills of collaboration, creativity, research and technological skills as well as embrace their role of potential (global) change agents. Instructional strategies will include (but are not limited to) topics such as: tech equity, student voice, the impact and use of social media, podcasts, blogging, electronic white boards, productivity applications, video-on-demand, internet use and websites as well as other aspects of the digital media that can be used to level the playing field and foster growth of *all* students with a focus on underrepresented and marginalized student populations in school-based, virtual or hybrid learning environments.

As equity designers, each participant is encouraged to think critically about the equity implications of technology use in classrooms and explore the potential and limitations of technology for enabling student thinking, learning, voice and achievement.

### **Instructor Consultation and Interaction**

The course is an asynchronous online course that is available for instructor and student participation 24/7. The four-week duration of the class is broken down into four weekly sections each comprised of lecture in the form of instructor created articles and content, web links to academic and professionally reviewed articles in the discipline of general education, and instructor created discussion questions which are, in and of themselves, formative assessments to determine the extent to which the enrollees have comprehended and mastered the skills and information and begun to apply it to their personal teaching practices. The answers to these questions are the basis for the class interaction, as enrollees are required to respond to each other within the classroom.

### **Proof of Course Completion**

LILIE, LLC is committed to assuring that enrollees fully participate in and receive the educational benefits provided by the course. Enrollees must demonstrate participation by making detailed postings designed to foster dialogue among colleagues and instructor that reflect the content, skills/ strategies learned and assessments covered in course. These enrollee postings must be made six times each week, in separate sessions, and including a minimum of 4 academic posts and at least 2 peer-peer comments of others' postings and possible shared assignments. Enrollees are required to submit a detailed reflective feedback in combination with the archived work. Attempts to falsify record or discussion board entries will result in denial of credit and a report to the enrollee's employer.



### Scope & Sequence/Weekly Topics and Objectives

#### Session I

<p><b>Objectives</b></p>	<p>Participants will be able to:</p> <ul style="list-style-type: none"> <li>• Describe and identify the traits and characteristics of today’s diverse learner and today’s multiple learning environments</li> <li>• Analyze and discuss the trends in technology and media that you feel will have the greatest impact on teachers and your students through the lens of equity</li> <li>• Examine your underlying beliefs, assumptions about today’s learners.</li> <li>• Rate comfort with technology and your level of creating a culturally responsive classroom*.</li> <li>• Examine connections between <i>the Next Generation Learning Standards, 21st Century Technologies (NGLS) and students as (global) change agents</i></li> <li>• Explain how access to technology can create equity in schools.</li> <li>• Explore the rationale, purposes and use of learning objectives to help <i>foster feelings of belonging, cultural pride, academic confidence and to support change with 21st century education technology</i></li> <li>• Answer the question: how does technology empower all learners to recognize their knowledge and contributions to the learning environment and to society?</li> <li>• Define vocabulary words and acronyms such as UGC, UCC, SCC, ISTE, NETS, technical literacy related to 21st Century Classroom Technologies</li> <li>• Put themselves in the shoes of a newcomer when it comes to learning new “languages” (of technology)</li> </ul>
<p><b>Topics</b></p>	<p>Participants will be assessed on their postings for this week discussing (and reflecting on) character traits of current student populations, trends in technology, 21<sup>st</sup> Century Technologies vocabulary and the connection between the NGLS, 21<sup>st</sup> Century Technologies and students as change agents. Instructor will share feedback as comments to posts using rubrics provided in grading/assessment section. Simultaneously, they will establish a few goals in creating a brave learning environment for all with focus on underserved student populations and creating equitable educational practices.</p>
<p><b>Application to Instruction &amp; Student Learning</b></p>	<p>Participants will familiarize themselves with trends in technology and media, traits of today’s diverse learner, the connection of the NGLS and 21st Century technologies and students as global change agents. They will use the conversations and multi-media resources shared throughout the course to: increase student engagement especially during online/hybrid learning, student ownership of learning; and enhance lesson plans to embrace cultural awareness, inclusivity, equity and social change.</p>

#### Session II

<b>Objectives</b>	Participants will be able to: <ul style="list-style-type: none"> <li>• Understand the differences between Web 1.0, Web 2.0, Web 3.0 and Web 4.0 concepts</li> <li>• Understand the cultural changes brought about by the rapid diffusion of the new communications technology in the globalized context</li> <li>• Examine generic Web 2.0 tools that can enhance your classroom lessons and engage your students</li> <li>• Identify the factors that influence when and how you use currently use digital technologies?</li> <li>• Describe a minimum of 3 ways teachers can modify lesson activities to improve student engagement (during online and hybrid learning) and ultimately achievement</li> <li>• Become familiar with some of the generic applications such as: Social Media, Blogs, Wikis and Social Bookmarking that provide opportunities for students to critique their own work and that of others using various forms of wikis and reflect on their own learning through blogging and connect globally to gain new perspectives</li> <li>• Design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills</li> <li>• (Begin to) develop a (lesson) plan for your students to integrate the technologies covered in this course to help improve critical thinking skills and become better producers and editors of information</li> <li>• Continue to build “living” vocabulary list</li> <li>• Empower a broad, diverse population of students to find and express their own ideas.</li> <li>• Embrace the concepts that our current educational practices are grounded in the tenets of: CRT, equitable education practices, intercultural education*</li> <li>• Explore ways to integrate opportunities for participants to gauge and discuss success of implementation of equitable practices and the impact of the digital divide</li> <li>• Create a personal resource chart/table/document using a technology of your choice.</li> </ul>
<b>Topics</b>	Comparison of Web 1.0-Web 4.0 Exploring Web 2.0 tools specific technologies (like blogging, microblogging, social networking, wikis) Increasing 21 <sup>st</sup> Century Technologies vocabulary language acquisition Brainstorming ideas for (final) lesson Creation of personal resource chart/table/document based on 7 Principles Instructor and peers’ feedback or suggestions as comments to posts.
<b>Application to Instruction &amp; Student Learning</b>	Participants will explore ways to incorporate and use various generic Web 2.0 technologies in the “classroom” to help today’s children learn better while improving critical thinking, collaboration, creativity, research and technological skills. They will look for ways to provide opportunities for students to critique their own work, reflect on their own learning and connect globally to gain new perspectives in a brave, welcoming and affirming classroom environment whether fully virtual or as a hybrid model. As a result of the exploration of specific technologies participants will create a personal resource chart/table/document categorizing technologies based on the 7 Principles of CRT and Tech which will serve as a handy resource for further lesson and activity planning that will successfully support underserved and marginalized student populations.

### Session III

<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Examine and evaluate additional usability Web 2.0 tools that can enhance your classroom lessons, engage your students and offer them a voice especially those that are underrepresented and marginalized</li> <li>• Review tools that support communication, add diverse voices, gain different perspectives, cultivate relationships, cultural responsiveness and enable students to create artifacts representing what they are learning.</li> <li>• Choose 3-5 tools that can easily be incorporated into your learning environment and will help to promote higher level thinking</li> <li>• Discuss ways that technology has increased opportunities for students with disabilities, at-risk student populations, for parent involvement with their child's education, and for building a global community</li> <li>• Demonstrate use of technology used to extend the curriculum so that students are exposed to a diversity of experiences, scenarios and representations</li> </ul>
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	<ul style="list-style-type: none"> <li>• Participate in conversations and discuss strategies for distance learning experiences with a lens of equity and student voice.</li> <li>• Design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge/skills creating a brave learning environment</li> <li>• Continue to build “living” vocabulary list</li> </ul> <p>Add additional technologies to their Tech and 7 Principles chart/table/document</p>
<b>Topics</b>	<p>-Lesson engagement and enhancement with technology inclusion</p> <p>-Specific technologies (infographs, word clouds, vodcasts, podcasts, games, productivity tools, video/photo tools)</p> <p>-21<sup>st</sup> Century Technologies living vocabulary list update</p> <p>-Expand 7 Principles chart/table/document</p>
<b>Application to Instruction &amp; Student Learning</b>	<p>Participants will identify teaching strategies and learning activities supported by Web 2.0 tools that amplify the curriculum, enhance understanding of the world around us, provide alternate perspectives, and offer an additional platform to work towards cultural understanding and, possibly, social change. They will evaluate and critique additional tools that can lead to a successful learning experience for all students and construct new understanding of free, Web-based sites that are user friendly and encourage a brave community of learners to explore and discover. They will continue to add to their personal resource chart/table/document categorizing technologies based on the 7 Principles of CRT and Tech which will serve as a handy resource for further lesson and activity planning that will successfully support underserved and marginalized student populations.</p>

#### Session IV

<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Identify criteria for a welcoming and affirming environment.</li> <li>• Identify new instructional strategies, techniques and resources that relate to engagement and student success during both hybrid and virtual learning</li> <li>• Expand and post personal “7Principles of CRT” chart/table</li> <li>• Submit final integrated technology lesson plan that: offers students a voice, a chance to see/hear multiple perspectives and (possibly) become a social change agent</li> <li>• Examine ways to adapt an activity like vocabulary building to acquire a common language in your classrooms that supports a welcoming and affirming learning environment? Match technology to task.</li> <li>• Analyze the learning experience in this course by reflecting on professional practices and beliefs, integration of technology and increase in student engagement since the beginning of this course. Compare prior knowledge to acquired knowledge of technologies and CRT?</li> <li>• Identify proactive ways for teachers to continue to build upon course information, reflect on learning, improve instruction, offer different perspectives, break down the “walls” of the classroom and/or use 2.0 tools for professional development purposes.</li> </ul>
<b>Topics</b>	<p>During week four, participants will be evaluated on postings, final reflection and the basis of a practical application of technologies studied during the first three weeks of this class. The application will be appropriate to the teacher’s discipline, student demographics and/or grade level , culturally responsive principles and will reflect the increase need for “user generated content” infused throughout the Next Generation Learning Standards. The lesson should reflect a way for students to not only learn content but hone their critical consciousness/thinking skills of collaboration, creativity, or research using 21<sup>st</sup> Century technological skills and offer them a chance to be heard, seen and potentially create change.</p>
<b>Application to Instruction &amp; Student Learning</b>	<p>Participants will apply new information gleaned throughout course to implement instructional strategies, ideas and concepts to help; create a brave learning environment that increases student engagement, critical thinking, critical consciousness, collaboration, creativity, research and technological skills. They will design curricula and plan instruction based on knowledge of new generation education as well as integrate 21<sup>st</sup> Century Technology tools in classroom lessons for the purpose of engaging students' creativity and collaboration. Concluding with sharing a modified current lesson planning and teaching practices based on collegial discussions of Learning 2.0/3 and culturally responsive teaching.</p>

