



REAL
Regional Educational
Academy for Leadership

RECT 695: Topics: Illinois Computing Educators (ICE) Conference 2018

Date: February 26-28, 2018

Cost: \$225 per credit hour (1CR - \$225, 2CRs - \$450, 3CRs - \$675)

MISSION STATEMENT

As a Catholic university rooted in the liberal arts, we are a welcoming community of learners challenged by Franciscan values and charism, engaged in a continuous pursuit of knowledge, faith, wisdom, and justice, and ever mindful of a tradition that emphasizes reverence for creation, compassion and peacemaking. We strive for academic excellence in all programs, preparing women and men to contribute to the world through service and leadership.

CONTACT INFORMATION

Instructor: William Freeman

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DESCRIPTION

This course identifies and describes instructional strategies (through a variety of breakout sessions and a featured keynote presenter) that provide support and leadership to educators as they promote and teach lifelong learning. This course offers multiple venues for educators to make valuable technology connections to enhance student learning in their classrooms. Topics covered in this course will include: differentiating through technology, online learning and digital citizenship, standards-aligned lessons and projects, leadership, management and school improvement, technology infrastructure and support, and strategies, tools and resources for digital classrooms. This course will require conference attendees to take the knowledge gained in breakout sessions and presentations and apply them to their everyday work to promote learning in the classroom and/or school district.

OBJECTIVES

College of Education Mission

The mission of the College of Education is to prepare competent and caring educators who understand students, serve the community and develop professionally to become ethical decision-makers and leaders.

Understanding Students

Candidates will analyze and evaluate a variety of instructional strategies to enhance student learning in their classrooms.

Serving the Community

Candidates will become advocates for quality instruction in order to support colleagues, administrators, parents, and students in their school setting.

Finding Our Professional Selves

Candidates will design effective new ways to stay current with instructional strategies to improve student learning.

OUTCOMES

1. To explore the concept of innovation in the classroom and how to respond to a new generation of learners.
2. To learn new and varied activities that will enhance student learning and mastery of course content/skills.
3. To increase professional networking with colleagues to keep abreast of all new technological advances.
4. To learn how to create a more differentiated technological classroom.
5. To learn how to align technology lessons and projects to state/national standards.

MATERIALS

No textbook is required for this course.

ASSIGNMENTS

1 Credit

(The following, Parts I and II, are the requirements for earning 1 graduate credit)

Part I. Write **two** narratives from your favorite breakout sessions or keynote presentation that you attended. Your narratives should be formatted as shown in the example that follows:

- Initial information: (Example: Day 1 – Monday, February 26, 2018)
- Title of the breakout session/presentation
- Your name
- Provide a detailed summary of the content/material from all your breakout sessions or keynote presentation.
Note: This is not to be a reflection of your thoughts/opinions.

Part II. Write **one** narrative that describes how you have philosophically changed or how you plan to change some aspect of your teaching style that you employ in your present position as a result of the content learned during this conference. Your narrative should be formatted as shown in the example that follows:

- Title/Description of your change
- Your name
- Provide a detailed reflection on your philosophical thinking as to why you are going to make the change in your teaching style that you noted in your title/description. Also, include a detailed rationale on your thoughts/opinions on how this change in your teaching will enhance student learning.

2 Credits

(The following, Parts I and II, are the requirements for earning 2 graduate credits)

Part I. Write **four** narratives from your favorite breakout sessions or keynote presentations that you attended. Your narratives should be formatted as shown in the example that follows:

- Initial information: (Example: Day 1 – Monday, February 26, 2018)
- Title of the breakout session/presentation
- Your name
- Provide a detailed summary of the content/material from all your breakout sessions or keynote presentation.
Note: This is not to be a reflection of your thoughts/opinions.

Part II. Write **one** narrative that describes how you have philosophically changed or how you plan to change some aspect of your teaching style that you employ in your present position as a result of the content learned during this conference. Your narrative should be formatted as shown in the example that follows:

- Title/Description of your change
- Your name
- Provide a detailed reflection on your philosophical thinking as to why you are going to make the change in your teaching style that you noted in your title/description. Also, include a detailed rationale on your thoughts/opinions on how this change in your teaching will enhance student learning.

3 Credits

(The following, Parts I, II, and III, are the requirements for earning 3 graduate credits)

Part I. Write **four** narratives from your favorite breakout sessions or keynote presentations that you attended. Your narratives should be formatted as shown in the example that follows:

- Initial information: (Example: Day 1 – Monday, February 26, 2018)
- Title of the breakout session/presentation
- Your name
- Provide a detailed summary of the content/material from all your breakout sessions or keynote presentation.
Note: This is not to be a reflection of your thoughts/opinions.

Part II. Write **one** narrative that describes how you have philosophically changed or how you plan to change some aspect of your teaching style that you employ in your present position as a result of the content learned during this conference. Your narrative should be formatted as shown in the example that follows:

- Title/Description of your change
- Your name
- Provide a detailed reflection on your philosophical thinking as to why you are going to make the change in your teaching style that you noted in your title/description. Also, include a detailed rationale on your thoughts/opinions on how this change in your teaching will enhance student learning.

Part III. Design a workshop (including a hand-out and an activity) to present to your teachers when you return to your school district after this conference. Your workshop presentation should be formatted as shown in the example that follows:

Cover Page

(Includes the title of your workshop, your workshop agenda, and your name)

Provide a detailed handout with *illustrations/pictures

(Minimum of two illustrations/pictures for your teachers on the important aspects and content/knowledge that you will be presenting to them in this workshop)

Provide a detailed handout of an activity that they could use in their classroom.

Provide a resource/reference page for your teachers

(Minimum of three references/articles if they would wish to continue to further explore this concept or topic)

***Illustrations/pictures**

This can be any kind of visual (chart, graph, cartoon, picture, etc.) that relates and adds to your workshop/topic. The illustration/picture can enhance the content or bring a smile to your audience.

ASSIGNMENT RUBRIC

Criteria	Exceeds Rating	Meets Rating	Developing Rating	Points
Thoroughness	Exceeds at completing all aspects of the assessment with full details and elaboration. 19 - 20 pts	Meets at completing all aspects of the assessments due to marginal details and little elaboration with required prompts. 17 – 18 pts	Developing in completing all aspects of the assessments in that all prompts are not thoroughly addressed. 0 - 15 pts	___/20
Content Knowledge	Exceeds at displaying accurate and mastery understanding of all course content and objectives. 19 – 20 pts	Meets at displaying full understanding of course content and objectives. 17 – 18 pts.	Developing in understanding course content and objectives as misconceptions, errors, or omissions are common. 0 - 15 pts	___/20
Organization	Exceeds at organizing course content in a logical and coherent format. 19 – 20 pts	Meets at organizing course content, but is inconsistent at times with a logical and coherent format. 17 – 18 pts.	Developing in organizing course content. Lack of clarity, coherence, and logic distracts from final message. 0 - 15 pts	___/20
Professionalism	Exceeds in a style of professional writing by using appropriate conventions and standards. 19 – 20 pts	Meets in a style of professional writing with minor errors found in use of writing conventions and standards. 17 – 18 pts.	Developing due to significant writing errors that interfere with message. 0 - 15 pts	___/20
Application	Exceeds in applying course outcomes and professional learning that will positively enhance student learning. 19 – 20 pts	Meets in applying course outcomes and professional learning that may enhance student learning. 17 – 18 pts.	Developing in applying course outcomes and professional learning where enhancing student learning remains in question. 0 - 15 pts	___/20

COURSE EVALUATION/WEIGHTING OF ASSIGNMENTS

Graduate Grading Scale	
A = 90+ pts.	C = 70-79 pts.
B = 80-89 pts.	F = 69- pts.

COURSE POLICIES

A complete listing of policies for the College of Education at University of St. Francis can be found at:

<http://stfrancis.edu/real/syllabus>

- Method of Instruction
- Expectations of Candidates
- Online Courses
- Attendance Policies for Site-Based and Online Courses
- Minimum Standards for Writing

INSTITUTIONAL POLICIES

A complete listing of university policies and procedures can be found in the University of St. Francis Course Catalog. For the most current version of the catalog, please visit:

<http://stfrancis.edu/academics/university-catalog>

REFERENCES

Website for the 2018 Illinois Computing Educators (ICE) Conference: <http://www.iceberg.org/ice-conference>

SUBMISSION OF ASSIGNMENTS

Your final assignments should be submitted through Canvas, USF's Learning Management System for online course work. In order to access Canvas, you will need to log in to the USF Portal. You received your USF Portal login information via email shortly after you registered for this course. If you are unable to locate your Portal login information, contact the Technology Support Center at (815) 768-8324 or at techsupport@stfrancis.edu. To enter the course, simply click on the work **Enter** located to the far right of the course title. For more information on Canvas, visit <http://learnitnow.stfrancis.edu/canvas/canvas/>. Assignments for this course are due no later than **April 30, 2018**.

DROP COURSE

Please use the online DROP request form at <https://www.stfrancis.edu/real/drop> to drop this course **no later than April 16, 2018** for a full refund.