Mobile APPs
Syllabus

Course Number and Title	PEDU 9096 Mobile APPs
Instructor:	Dr. Ardys Reverman
Contact Information:	Via course site email
Delivery Method:	Self-Paced Online Course
Number of Credits	4, 2 or 1 Graduate Level, Semester Credits

Course Description

Take advantage of myriad educational apps to enhance instruction and learning for English Language Learners, most of them free. Apps for tablets and smart phones have been shown to increase student engagement and interaction with course content and enable students to take individual ownership of their learning. Explore apps to promote English language acquisition, translation and voice transcription apps, and apps to facilitate communication and develop creativity. Acquire management strategies for using tablets or smart phones in ESOL classrooms to provide whole group, small group, and individualized learning opportunities, and to extend learning opportunities beyond the classroom. Become familiar with learning networks for technology-using educators of English language learners you can join in order to connect and share ideas with your peers, extend your own professional development, and stay current on educational and technological developments.

K/12 OR Technology standards:

Upon successful completion of this course, the student will be able to:
Grade Level Expectations (GLEs) Addressed:

- Exploring apps for reinforcing English language vocabulary, grammar, oral language skills, writing skills, and comprehension for different age groups (elementary, middle/high school, adult)
- Strategies for using tablets or smart phones to provide whole group, small group, and individualized learning opportunities, and to extend learning opportunities beyond the classroom
- Apps that facilitate verbal and non-verbal communication
- Apps that promote creativity and critical thinking skills
- Game apps that promote English language proficiency
- Native language apps
- Strategies for using social networking apps such as Skype, Duolingo, Google Hangouts, and others to provide students with authentic language learning experiences
- Strategies to promote digital literacy while simultaneously developing English language proficiency
- Learning network opportunities for technology-using teachers of English language learners

Learning topics and ideas:

Tablets and smartphones are becoming increasingly common tools for personal use and in classrooms, and they have the potential to transform education with English language learners. Thousands of high-quality apps, many of them free, are available and easily accessible to teachers and students for use in the language classroom and beyond the classroom walls. The mobile nature of tablets and smartphones, the decreasing cost of devices, and the abundance of free educational apps makes it possible to individualize learning experiences and extend learning after class time. The use of apps has been shown to increase engagement and motivation, and it allows teachers to differentiate instruction for learners at different levels of proficiency, as well as different interests and learning styles. Social media apps are also very valuable in providing

authentic, relevant opportunities to practice language with native English speakers or other English language learners worldwide. Teachers can also use these apps to connect and collaborate in learning networks focusing on the use of apps and other technologies with English language learners.

Learning Outcomes and Objectives:

As a student you will be expected to:

- Show a competent understanding of the material presented.
- Complete a quiz at the end of each module, showing a competent understanding of the material presented.
- Final Project: Download and try out apps presented in the course. Create a multimedia presentation using Google Slides, Prezi, Present.me, Voki, HaikuDeck, or another presentation tool reviewing these apps, and provide a link to this presentation.
- Complete a course evaluation form at the end of the course.

Required Course Materials

www.Amazon.com available through used booksellers.
Please obtain all required text materials before starting this course. Additional materials will be provided online within the course modules. Text/readings assigned in each chapter of the course.

Gardner, H. (1983). Frames of mind: The theory of multiple intelligences. New York: Basic Books.

Krashen, S. (1981). Second language acquisition and second language learning. Retrieved from http://sdkrashen.com/content/books/sl_acquisition_and_learning.pdf.

Miller, M. - How video games can help students in class, at home. Retrieved from http://ditchthattextbook.com/2016/10/24/how-video-games-can-help-students-in-class-at-home/

Silverman, L. Upside-down brilliance. Retrieved from www.VisualSpatial.org.

Assessment and Evaluation

Your final grade will be determined using the point schedule below:

Grade	Points	Grade	Points
A	950 to 1000	C+	775 to 799
A-	900 to 949	C	725 to 774
B+	875 to 899	C-	700 to 724
B	825 to 874	D	600 to 699
B-	800 to 824	F	0 to 599

Grading Policy

Grades are based on the point scale shown above and represent the following:

A = Excellent performance.
B = Above average performance.
C = Satisfactory performance. Accomplishes only the minimum requirements.
D = Below Satisfactory performance.
F = Below minimal standard.

Mobile APPs: CREDIT ASSIGNMENTS

1-Credit Course: No Assignment Required

2-Credit Course:

Choose one or more of the apps mentioned in the training that you have never used before and try it out. Then give a review of it, including its name, what it does, what you like about it, what you don't like about it (if anything), and how you think it could be useful in your teaching.

4-Credit Course:

Complete each assignment below.

Assignment One

Choose one or more of the apps mentioned in the training that you have never used before and try it out. Then give a review of it, including its name, what it does, what you like about it, what you don't like about it (if anything), and how you think it could be useful in your teaching.

Assignment Two

Multi-media presentation – App Review and Personal Learning Network membership and review. Students will download and try out three of the apps presented in the course. They will then create a multimedia presentation using Google Slides, Prezi, Present.me, Voki, HaikuDeck, or another presentation tool reviewing these apps and provide a link to this presentation. Students will join a personal learning network, choosing from PLNs recommended in class, or found through independent research. They will review the PLN and describe it in a one-page document.

Complete the subject Course Examination, showing a competent understanding;
Indicate your criteria for determining satisfactory completion of student work (A/F)

- One (1) course introduction video online
- Module lecture videos (introduces each module)
- One (1) quiz per module
- Completed assignments and module quiz
- 10 questions per quiz (multiple choice. other)
- Credit Variations Assignments
- Final Assignment – if noted

To receive your certificate, you must score at least 75% on each quiz and submit the Final Survey.

CLASS METHODOLOGY AND ROUTINE

This is a self-paced course. There is an instructor available but not present online at any given time. You are responsible for moving through and completing this class. The course is not expected to take more than 50 hours of clock time and should be completed within the term registered or within 6 months of the start of the course.

If you have questions about the educational content, then contact Dr. Reverman through the online email system. Please allow at least 48 hours for a response.

For technical issues only, you are encouraged to use the Help ticketing system and Educadium customer support. The instructor will not assist you with technical issues. This course uses Educadium's EasyCampus learning management system. Student step guides and multimedia tutorials about EasyCampus are available through the course help system.

Please check with your university to make sure that you have the proper computer and Internet connectivity prior to starting this class. If required, please obtain additional e-learning support and training. If you require special accommodations, please inform your instructor immediately.

Each module includes a text file with instructions. Please read these instructions first and then complete the assignments as directed. You may go at your own pace, and there is no time limit for the modules.

At the end of the training modules, you'll have a short test. Upon successful completion all tests and the course survey and any assignments, each student will receive a certificate of completion and grade. All students must complete a course survey to receive course credit. You agree to follow your Student Conduct Code and maintain high ethical standards.

For Login or Course help contact Darren Boe Darren@ctcourses.net (503) 860-1934

ABOUT THE INSTRUCTOR

Ardys Reverman, PhD is called Dr. Ardy by her peers and associates. Dr. Ardy has a Ph.D. in a very hot new field. Psycho-Neuro-Immunology (P.N.I.), and in the path of fellow PNI professionals such as Depok Chopra, is using her background as an author and speaker to influence audiences nation-wide. Before her work in P.N.I. she was an NLP specialist and before that a Learning Disability Specialist AND before that, a "mom" bothered by the varied learning styles of each of her children. Not too long ago, Dr. Ardy introduced the "Synergy Pals" as a method of understanding whole-brain thinking. We make a good learning fit with each other when we nurture natural talents. She presents humor with a message. She believes that influence, the capacity to shift a person's perceptions, emotions, and actions, is the single most important skill we can master to increase the quality of our lives as well as the lives of all those we have the privilege to touch. Dr. Ardy believes life produces extraordinary rewards for those who give in extraordinary ways. She challenges us to make a joint commitment today, to participate together with a new level of intensity and passion, a level that goes far beyond anything we've ever done before. She challenges us to begin the process of taking our lives to the next level. How? Welcome this power simply by helping each other in the spirit of service, with love and laughter.

Lisa Rodriguez, PhD is an Educator, Author, and Educational Technology Coach. She has 27 years of bilingual teaching experience at the K-12 level, in addition to training school staff and presenting at educational technology conferences. She is an adjunct instructor for master's level courses in education, second language acquisition, and technology integration. You may contact the instructor by emailing Edtechlr@gmail.com or by calling (971) 221-5246, Monday through Friday, 10:00 a.m. - 4:00 p.m. PST. Phone messages will be answered within 24 hours.

ABOUT UNIVERSITY OF THE PACIFIC / UNIVERSITY COLLEGE

CT Courses and the University of the Pacific/ University College take pride in working together to make available the opportunity for educators like you, to earn graduate-level university semester credits/units. We understand that being an educator takes time, energy and a lot of dedication so we feel compelled to make this process affordable, practical and at the same time rewarding. All University of the Pacific/ University College courses offered through CT Courses are graduate-level semester, professional development courses, designed as professional growth for educators. The University of the Pacific is fully accredited by the Western Association of Schools and Colleges and all courses will appear on an Official Transcript from the Registrar's Office at University of the Pacific. Attending and participating in our CT Courses are a prerequisite to the course enrollment(s). Some school districts may require pre-approval prior to enrollment. It is your responsibility to know your district's policies."

Transcripts:

You can request official transcripts one of two ways. You can download the form and route it to the Registrar's Office with check as payment (go to http://web.pacific.edu/x31133.xml to get information about Requesting Transcripts).

Or you can request an official transcript over the Internet. Go to the website of the registrar's office: http://web.pacific.edu/x7062.xml and choose the National Student Clearinghouse option which is under the heading Former Students. This is an instant way to request transcripts online. You must pay with a credit card and there is a $2 charge for using this service. Transcripts cannot be requested by email, through fax, or over the phone.

And don't forget to write your PEDU numbers on there very clearly so that they know you are requesting a transcript for professional development classes and make sure to include ALL CLASSES you wish to appear so it is not sent before it is complete. When requesting online, please write your classes in the fields marked "Degree/Certificate Title." You can write more than one class on a line if you have more than 4 classes.

Also, on the second page under the heading Delivery Options, choose the Processing Option After Grades Are Posted . If you do not, your transcript could be sent without important information and you will have to re-order/ re-pay.

Turn Around Time Regarding Grades:
Summer is our busiest time so we advise all students to endeavor to complete their coursework/ assignments as early as possible. An unofficial transcript takes 4-6 weeks to be generated, however an official transcript can be ordered at any time once grade submitted. There are provisions for RUSH transcripts at the request for transcript site for ordering transcripts.

Phone Contact:
For Registered Students: Dr. Allan Lifson 1-800 479- 1995 or 949 646-9696. I have dedicated office hours T W TH 8am - 12noon Pacific Time.