

Global Technologies Syllabus

Course Number and Title	PEDU 9829 Global Technologies
Instructor:	Dr. Ardys Reverman
Contact Information:	Via course site email
Delivery Method:	Self-Paced Online Course
Number of Credits	1, 2 or 4 Credit Graduate Level, Semester Credits (Some credit levels may be unavailable at times)

Course Description

Since the turn of the century needs of society has changed, skills needed to be successful are changing, and so must education change to go along with it. Understand the elements of “present shock” in which society/education is trying to keep up with technological advancements. The course will delve deeply into determining best technology, based on latest information from technology consumer reports and education sites for the classrooms. Strategize with education partners on building platforms that can be successful. For balanced, whole-brained approach, the course will explore the psychological issues of the digital age as well as digital citizenship and civility, “Cognitive Surplus,” and how to communicate with others for positive change. Discuss innovative classrooms that will change how our teachers educate and students learn. Offers practical guides for learning how technology can be used for student and teacher assessments and education apps that can be used in the classroom.

Learning Outcomes and Objectives

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

Educators are bridging the gap of limited resources and student inquiry to integrate technology into classroom instruction. Monitor how the digital world affects communications and our ability to efficiently master tasks. This brings new how-to aids in evaluation, research and data collection. Research shows us how to deal with digital footprints of online cyber bullies and predators. Identify strategies that work within the socio-economic climate of the classrooms and professional learning communities. Discuss how digital and brain research can be organized in teamwork models that are easily merged. Implement digital technology into our daily lives and classrooms to integrate (CCSS) habits of mind in classroom collaboration. Flexibility and adaptability are critical traits because the one thing guaranteed in regard to educational technology is change. “Alone we are smart –together we are brilliant”

- The student learns the importance of digital technology in daily life and the classroom
- The student identifies strategies for how to implement digital technology into specific classrooms.
- The student understands issues with digital communications, and how they hinder efficiency.
- The student learns the differences of computer technology and services on the market.
- The student learns the factors of digital citizenship and how it can be implemented in the classroom.
- The student learns potential psychological pitfalls of social media /digital technology affect students’ performance.
- The student learns best practices and etiquette of online communication
- The student learns how to foster partnerships with students and other teachers using online technology.
- The student learns how to recognize and respond to cyber bullying and online predators.
- The student learns how to use digital technology to foster collaborative efforts for social change.
- The student discovers how to use digital technology to create.
- The student designs a project-based, and online learning environment for students K-12 despite limited resource
- The student learns how to find the “right” App for my students’ curriculum and ability needs.
- The student understands the digital achievement divide.
- The student discovers how to use digital technology to embrace cognitive thinking and analyzation.
- The student learns how to use technology for teacher and student assessments

Course Learning Objectives:

Upon successful completion of this course, you will be able to:

- *Partner with others to integrate technology into your classroom will provide a sense of inclusiveness and strive to influence technology platforms within the classroom.*
- *Understand the issues facing technology in the classroom (budget, socio-economic, time) and use evidence provided in the course to create education and therapeutic decisions that aid in education for all.*
- *Research computer technologies and the best products and services to implement into the classroom.*
- *How to use technology efficiently in mastering tasks to demonstrate professional knowledge and skills..*
- *How to identify issues such as cyberbullying and online predators to aid in a problem and address educational therapeutic needs.*
- *Understand the responsibility of digital citizenship by being aware of digital footprints.*
- *Discover themes of 'Cognitive Surplus' and using technology creatively to make positive influences in the world alongside diverse cultures, thus promoting a better social environment.*
- *Learn new digital teaching methods that aid student engagement and collaboration to ensure all learns succeed using the newest technology.*
- *How to engage your students with limited technology devices and build student-centered stations to differentiate learning to ensure all students succeed*
- *How to use technology to increase your teaching performance/abilities and improve student learning*
- *How to manage tasks and communication with digital technology.*

How to find a balance between technology and human connectedness by learning how to work in diverse settings and provide .save environments for students.

Required text(s)

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.

Title: Present Shock: When Everything Happens Now

Author: Rushkoff, Douglas

Publisher: [Kindle Edition], 2014

Title: heart2heart: Be Yourself everyone else is taken

Author: Dr. Ardys Reverman

Publisher: Friendly Universe Collection, 2015

Title: Turning Points: Journey of Self Discovery

Author: Dr. Ardys Reverman

Publisher: Friendly Universe Collection, 2016

Title: The Riddle of WE at the Heartwood Tree

Author: Dr. Ardys Reverman

Publisher: Friendly Universe Collection, 2017

Optional Text:

Title: *The App Generation: How Today's Youth Navigate Identity, Intimacy, and Imagination in a Digital World*

Author: Gardner, Howard, and d Katie Davis

Publisher: Yale University Press 2013

Title: *Cognitive Surplus, Creativity and Generosity in the Connected Age*

Author: Shirky, Clay

Publisher: [Kindle Edition], 2010

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.

Credit Variations
You must complete all course videos, quizzes and assignments.
See Assignments on page 6, assignments are subject to revisions.

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, complete all required assignments 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 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.

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.

Assignments

Assignments are subject to revisions.

1-Credit Assignment

Choose 5-10 software apps or websites from the text or the course appendix. For each, describe the application and how you would use it in the classroom. Get familiar with the technology and use it. Then do a critical write up that evaluates the tool, including pros, cons, and potential costs for your classroom or school purposes. Use complete, grammatical sentences.

2-Credit Assignment Perform both Assignments below

Assignment 1

Choose 5-10 software apps or websites from the text or the course appendix. For each, describe the application and how you would use it in the classroom. Get familiar with the technology and use it. Then do a critical write up that evaluates the tool, including pros, cons, and potential costs for your classroom or school purposes. Use complete, grammatical sentences.

Assignment 2

What type of technology do you currently use, or plan to use in your classroom? Write a short paper 2-3 pages long.

4-Credit Assignment Perform all Assignments below

Assignment 1

Choose 5-10 software apps or websites from the text or the course appendix. For each, describe the application and how you would use it in the classroom. Get familiar with the technology and use it. Then do a critical write up that evaluates the tool, including pros, cons, and potential costs for your classroom or school purposes. Use complete, grammatical sentences.

Assignment 2

What type of technology do you currently use, or plan to use in your classroom? Write a short paper 2-3 pages long.

Assignment 3

Create 2 lesson plans utilizing any of the software apps that you reviewed.