

## Mobile Devices in the Classroom (Online)

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### Course Description:

**Mobile devices are everywhere! How do you harness the accessibility and engagement of iPods, iPads and cell phones to increase student learning? In this course you will explore the educational potential of mobile devices in your classroom. You will have access to online Atomic Learning tutorials that will support your exploration of mobile devices as authentic, engaging and interactive classroom learning tools.**

### Technology required:

- **Computer with Internet access**
- **Access to at least one Internet enabled cell phone, Smart Phone or mobile device (some i.e. iPhone, Blackberry, Android, iPod, and/or iPad)**
- **iTunes account (most current version) - free download:**  
<http://www.apple.com/itunes>

### Goals and Objectives

As a result of participation in this course, you will:

1. Read current research regarding the educational impact of mobile devices in the classroom.
  - a) Discover online how teachers across the nation are using mobile devices to promote 21<sup>st</sup> century learning in their classrooms.
  - b) Synthesize the application of *Robert Marzano's Instructional Strategies* to mobile device use as a learning tool in your classroom.
  - c) Recommend strategies that could be implemented in an educational setting, integrating mobile devices and following the principles of *Universal Design for Learning*.
2. Identify National Technology Standards for Students (ISTE) and make predictions correlating the potential impact of mobile device on the listed performance indicators.
3. Develop a responsible use policy that encourages creativity.
4. Use Atomic Learning (online software tutorials) as a technical and experiential resource.
5. Evaluate and compare a variety of mobile devices as instructional tools to engage and motivate students and increase student achievement.
6. Guided by *Bloom's Digital Taxonomy*, create lesson plans integrating the effective use of mobile devices into engaging learning experiences.
7. Use Moodle to participate in online discussions regarding your learning in this course.

### **Texts/Readings/Resources**

*There is no textbook associated with this course. Required reading is found online. Participants will complete the readings and independent activities described below to achieve the course objectives.*

### **Assignments and Projects (100 points total):**

The following assignments and projects are required for this course:

#### **Block 1**

- Introduction and background post to forum  
(This is the first of five required Moodle posts)

#### **(submit to online drop box)**

- Prediction on how mobile devices will impact teaching and learning in your classroom.  
(For grading refer to Block 1 Initial Reflection Rubric posted in Moodle)

#### **Block 2**

- From the articles, analyze teacher resistance to using mobile learning devices in the classroom. Develop and share at least one strategy that you or your administrator could use to bring reluctant adopters along and post to forum.

(This is the second of five required Moodle posts)

#### **(submit to online drop box)**

- Dissect the Student NETS and the Framework for 21<sup>st</sup> Century Learning sites. Summarize key points from the readings while correlating the impact of classroom use of mobile devices on the NETS and/or 21<sup>st</sup> Century Framework performance indicators.

(For grading, please refer to Block 2 1:1 Rubric posted in Moodle)

#### **Block 3**

- Digital citizenship - Whose responsibility is it? State and defend your opinion.  
(This is the third of five required Moodle posts)

#### **(submit to online drop box)**

- Create or adapt a responsible use policy for your classroom **that encourages creativity**. (For grading, please refer to the Block 3 Policy Rubric posted in Moodle)

#### **(submit to online drop box)**

- Produce a plan that could be implemented in your classroom that integrate mobile devices and follow UDL principles.

(For grading, please refer to the Block 3 UDL Rubric posted in Moodle.)

#### **Block 4**

#### **(submit to online drop box)**

- In a document, list ten apps and/or podcasts that you envision will increase student achievement in your classroom. Write a short rationale for each.

## **Block 5**

### **(submit to online drop box)**

- In a document, list ten iPad apps that you envision will increase student achievement in your classroom. Write a short rationale for each.

### **(submit to online drop box)**

- Reflect on Marzano's instructional strategies. Focus on one, and describe how you plan to apply it to your instructional practice.  
(For grading, please refer to the Block 5 Marzano Rubric posted in Moodle.)

## **Block 6**

- Practice with [Poll Everywhere](#) by polling your friends, family or students. Share the link with me, allowing me to respond. Is this a viable tool in your educational practice? Share and defend your opinion.

(This is the fourth of five required Moodle posts)

### **(submit to online drop box)**

- Evaluate and compare the iPod, iPad, cell phone and netbook as instructional tools to engage and motivate students and increase student achievement. Use Section C of the Atomic Learning Netbook workshop to guide you as you consider these as tools for differentiated instruction and collaboration.

(For grading, please refer to the Evaluation Rubric posted in Moodle.)

## **Block 7**

### **(submit to online drop box)**

- Write a complete lesson plan that fully integrates mobile devices into your teaching and learning.

(For grading, please refer to the Lesson Plan Rubric posted in Moodle.)

- Reflect on your learning in this course. Briefly reference the correlation between mobile devices in the classroom and Universal Design for Learning, Marzano's instructional strategies, and Bloom's digital taxonomy.

(This is the final of five required Moodle posts)

## **Evaluation and Grading**

All assignments, regardless of length, must be typed and incorporate APA style references when appropriate. Written assignments will be evaluated on accuracy of information, completeness of assignment, clarity of writing/presentation, organization of information and material, and accomplishment of the goals for each assignment.

A = 94-100 points

A- = 90-93 points

B+ = 87-89 points

B = 84-86 points

B- = 80-83 points

C = 75-79 points

F = less than 75 points

I = Incomplete Work