



SCHOOL OF EDUCATION

*Engaging diverse communities through leading and learning for social justice.*

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<b>Course Number</b>	<b>EDST 637 Section 1</b>
<b>Course Title</b>	<b>Instructional Technology Planning and Management</b>
<b>CRN Number</b>	<b>22712</b>
<b>Course Location</b>	<b>Online</b>
<b>Semester / Year</b>	<b>Spring 2016</b>
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**SCHOOL OF EDUCATION MISSION & VISION STATEMENT**

*(Adopted by SOE Governance Community, January 2013)*

*Vision*

To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

*Mission*

The mission of the School of Education community is to collaboratively transform education. We:

- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the School, College, University, and Community

**BASIC TENETS OF OUR CONCEPTUAL FRAMEWORK**

- Student centered education
- Research and theory specific to the program field inform practice
- Connections and links between coursework and application
- Strong engagement between faculty and students
- Co-teaching clinical practice
- Culturally responsive pedagogy and socially just outcomes

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## COURSE DETAILS

### Course Description

This course prepares leaders in education to effectively utilize, implement, and manage technology in educational settings for organizational change and improvement.

### Instructor Description:

This **graduate level course** is designed to help students develop a deep understanding of educational technology as a field, and critical thinking skills that are necessary for students to make informed decisions about technology integration in their own contexts. Educational technology as a scientific field examines the uses of media and technology in educational settings to enhance teaching and learning using various research methods such as experiments, surveys, case studies, design-based research, and ethnography. Because technology constantly changes, this course will focus on building fundamental knowledge about the relationship between teaching, learning, and technology rather than how to use a particular piece of software or hardware. It is acknowledged that students bring a diverse set of life and professional experiences, and with technology. To support self-directed and interest driven learning, the course is structured to give students flexibility to explore different topics and technologies through out the semester.

### Course Prerequisites

The prerequisite for this course is basic computer knowledge and skills such as turning a computer on and off; opening, saving, and deleting a file; creating and deleting a folder; using e-mail and web browsers (i.e. Internet Explorer, Safari, Firefox, Google Chrome). Students may demonstrate their basic knowledge and skills by completing the campus-wide computer competency requirement (CCR) or a computer course within the last 12 months with a grade B or above.

### Credit Hour Policy Statement

Per the University Credit Hour Policy, students are expected to devote 45 hours per unit of credit (135 hours for 3 credit) for online courses.

## REQUIRED TEXTS, MATERIALS AND ACCOUNTS

1. There is NO required text for this course.
2. **Google Drive:** This is an online file storage service provided by Google. It allows users to create, share, and collaboratively edit files stored in the cloud. Students should have access to Google Drive through their CSUSM e-mail. If you do not have access to Google Drive, you can create an account at [drive.google.com](http://drive.google.com). Directions on how to create an account are available at: <https://support.google.com/drive/answer/2424384?hl=en>
3. **Additional File Storage:** While you can create, upload, and store files using Google Drive, you may need to use an additional secondary cloud file storage service such as Dropbox (You can create an account at [www.dropbox.com](http://www.dropbox.com)) and/or purchase a USB stick (8GB or larger) to store large files.
4. **Cougar Course:** Course materials, assignment instructions, and grades will be available on Cougar Course site. Available at: <http://cc.csusm.edu/>. Be sure to set your preferred email in your profile settings of Cougar Courses so that you receive important announcements and communications. It is your responsibility to check the course site regularly and bring any issues immediately to the instructor's attention.
5. **Campus Resources:** In addition to attending class meetings, students may need to use campus resources for some assignments. It is the student's responsibility to make arrangements to have the technology resources available in order to complete scheduled assignments and due dates. All students must plan times they can work in labs on campus. Students are required to check campus resources and availability of labs. Mac computers are available in ACD 202, ACD 211, UH 271, and SCI2 306 in addition to other locations such as the library 2<sup>nd</sup> floor.

6. **Backing Up Work:** Many technology platforms you will be using in this course are online and require a username and password. However, for some assignments you will need to take a screenshot or copy/paste your work into a word file, therefore it is important that you backup your work. Suggested procedures for backing up your work include:
- Make an EDST 637 folder on your campus flash drive and save all your files in this folder;
  - Save a backup of all files on your home computer or;
  - Email files to yourself for further backup;
  - Save important email communications for the course in a folder on your flash drive in addition to your email account.

## COURSE LEARNING OUTCOMES

At the conclusion of this course, students will:

- Gain knowledge about the current and critical issues in educational technology as it relates to the implementation and deployment of technology professional development plans;
- Develop and deepen their knowledge about interested stakeholders when implementing and deploying technology professional development plans;
- Understand research methods and their application in educational technology.

## PARTICIPATION STRUCTURES

### Discussion Forums:

Throughout the semester, you will engage in whole group discussions in the form of an online discussion forum around assigned readings using Cougar Courses. Each student will be responsible for answering discussion questions posed by the instructor, and responding to two of their classmates' posts. When participating in online discussion forums, make sure to respond directly to the discussion question, include pertinent information in your response, make reference to ideas previously discussed, and offer critical analysis of a key theme or existing post that deepens or extends the conversation.

### Hangouts on Air:

Some weeks instead of participating in a discussion forum, students will meet online in groups of 3 or 4 (preferably 4) to discuss the assigned readings and sometimes readings found by students for 45 minutes to 1 hour, and record their meeting using Google Hangouts on Air. Students will sign up for reading groups in the beginning of the semester, and will be responsible for arranging the time to meet. During the meetings, students will take on one of the following roles: starter, facilitator, skeptic, and summarizer. Each student will get a chance to take on different roles through out the semester. **In order to receive credit for the assignment, you have to have at least 3 group members participating in the Google Hangout on Air.**

## GENERAL CONSIDERATIONS

### School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the students have extenuating circumstances, s/he should contact the instructor as soon as possible.

**In this online course, the instructor has adopted this policy: you must be active in online coursework including email, discussions and activities regularly (at least twice weekly and/or at least every 3 days), or you cannot receive a grade of A or A-; if you are inactive for one week or more, you cannot receive a grade of B+ or B. If you have extenuating circumstances, you should contact the instructor as soon as possible.** *Modules begin on Monday each week and end on the second Sunday of the following week (see online schedule).* It is expected that all EDST637 students will have an active presence in the online class community. Active presence is measured not only by the number of times you log on (minimum every 2-3 days) but also by the promptness, quantity, and quality of your postings, contributions to class discussions, messages you initiate to peers and instructor, assignments completed successfully and on time, and your responsiveness to questions posted by classmates. Organize each week so that you visit the Cougar Course shell every 2-3 days. This will provide you the opportunity to stay in touch with the class assignments and discussions.

### **CSUSM Academic Honesty Policy**

Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All assignments must be original work, clear and error-free. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated accordingly.

Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Refer to the full Academic Honesty Policy at:

[http://www.csusm.edu/policies/active/documents/Academic\\_Honesty\\_Policy.html](http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html)

### **Plagiarism**

It is expected that each student (course participant) will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

### **Students with Disabilities Requiring Reasonable Accommodations**

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

### **All University Writing Requirement**

The CSUSM writing requirement of 2500 words is met through the completion of course assignments. Therefore, all writing assignments for forum posts and replies, journals, assignments and project, and other coursework will be looked at for content, organization, grammar, spelling, and format.

## **Course Format**

This course will be 100% online. There will be no physical meetings on campus. The course will consist of 7 learning modules, including the final module concerning a final project and culminating experience. Each module will be two weeks. It is expected that each student be a consistently active participant in the course online community.

## **Necessary Technical Competency Required of Students**

Students need to have consistent access to a computer with Internet access.

## **Contact Information for Technical Support Assistance**

Contact the CSUSM help desk at [helpdesk@csusm.edu](mailto:helpdesk@csusm.edu) for questions, technical issues with accessing files, and support for using the tools in Cougar Course. Student resources and login for Cougar Courses: <http://cc.csusm.edu/>

## **Use of Technology**

Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Moodle, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor.

## **Electronic Communication Protocol**

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

## **COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS**

Professional demeanor is expected of all students enrolled in EDST 637. This may be evidenced by:

- Consistently Active online. Please email the instructor concerning extenuating circumstance if you will not be actively participating online.
- Advance preparation of readings and timely submission of assignments.
- Solution Finding that uses carefully considered and culturally aware approaches.
- Supportive assistance to classmates with technical and/or content issues.
- Respectful participation in all settings with demonstration of positive interpersonal skills with peers and the instructor.
- Productive interaction with peers. Be aware that messages sent within an online context may be open to misinterpretation. When concerned, meanings should be verified to clarify sender's intent.

## Grading Standards

All students are expected to participate in class activities and demonstrate reflective learning. It is important that students are well prepared for course sessions by completing the readings and assignments scheduled before the class meeting.

94 – 100 A	90 – 93 A-
87 – 89 B+	84 – 86 B
80 – 83 B-	77 – 79 C+
74 – 76 C	70 – 73 C-
60 – 69 D	Below 60 F

Detailed information about each assignment is provided by on the class Cougar Course site. Please note that modifications may occur at the discretion of the instructor. Any changes to assignments will be clearly labeled and students will be notified.

You are responsible to track your grades and progress in the course. In order to successfully complete this course, ***all assignments must be completed*** at an acceptable level noted on assignment directions and rubrics. **All assignments will be due by 11:55 pm on the due date.**

## Final Exam Statement

There is no Final Exam for the course.

## Policy on Late/Missed Work

Points will be deducted if assignments are submitted late (10% penalty per day late; no credit will be awarded if the assignment is more than one week late). \*\*\* See below for clarification concerning late Forum posts.

***\*\*\* For Forums, if you do not post by the requested date, you will not receive credit as it then limits others' ability to respond.***

Students who wish to revise an assignment must negotiate the requirements of the revision with the instructor. It is expected that work will be turned in on time. Please discuss individual issues with the instructor promptly if extraordinary circumstances prohibit you from turning in assignments on time.

## **COURSE ASSIGNMENTS**

**Survey Development:** As part of needs analysis in their intuitions (school, district, etc.), students will develop and administer an online survey to gather information about the current use of technology by teachers and students. The survey results will inform the goals and activities of the Education Technology Plan (Final Project) as well as strategies for professional development that are going to be implemented as part of the Education Technology Plan.

**Survey Analysis:** For this assignment, students will analyze teachers' and students' responses to their online survey by running descriptive statistics. Descriptive statistics refer to representation of data (information gathered on a survey) in percentages, frequencies, and simple graphics (e.g. bar and pie charts). The goal of descriptive statistics is to summarize, show, describe, and visualize the data in a meaningful way so that we can discover patterns, trends, and gaps. The patterns, trends, and gaps students discover will inform the goals, strategies, and activities of the Education Technology Plan.

**Interviews with Stakeholders:** For this assignment, students will gather information in the form of interviews with a technology leader (technology teacher, IT person, superintendent, etc.) at their intuitions. Students will interview one person (or two if needed) who can speak to (a) what technology and human resources and supports are currently provided in the school, district, etc. and (b) how the school or district

plans and implements technology. Students may audio record the interview with the permission of the interviewee. Students will submit their notes from the interview for this assignment.

**Professional Development Plan:** Developing a professional development strategy to ensure that teachers and staff understand how to use new technologies for teaching and learning is an important component of Education Technology Plans. For this assignment, drawing upon the results of surveys and interviews, students will develop a professional development plan to meet the needs of teachers and staff. The professional development plan must describe professional development opportunities, how teachers and staff will be trained and provided on-going support to effectively integrate technology into the curriculum.

**Education Technology Plan (Final Project):** For their final project, students will create a comprehensive Education Technology Plan to guide the use of technology for the next three years at their institution (e.g. school, district, etc.) to improve educational outcomes. The plan must establish clear goals, strategies, and activities for different stakeholders (teachers, students, staff, parents, administrators, etc.), and how the plan will be implemented and monitored to ensure progress and positive impact on teaching and learning. All previous assignments will be utilized within the Education Technology Plan so you will have much of the information already as you put it all together for your final project.

**Distribution of Points**

Assignments	Points
<b>1st Class: Complete Student Survey</b>	10 points
<b>Creation of Simple Survey:</b> Creation of simple survey utilizing Google Forms	20 points
<b>Survey Development:</b> Creation of Educational Survey utilizing Google Forms	50 points
<b>Survey Analysis:</b> <i>Written analysis of survey results utilizing Google Docs and creation of descriptive statistics using Google Sheets/Charts.</i>	50 points
<b>Interview with technology leader:</b> Written notes and analysis of interview	50 points
<b>Professional Development Plan:</b> Written plan	50 points
<b>Education Technology Plan (Final Project):</b> Written plan using provided template	150 points
Participation Structures	Points
<b>Discussion Forums:</b> <i>Initial Post:</i> 10 points <i>2 Peer Post:</i> 5 points per peer post x 2 20 points per discussion forum x 8* * Discussion forums are graded every week starting the first week of classes.	160 points
<b>Google Hangout on Air Meeting:</b> 30 points per meeting x 5	150 points
<b>Total:</b>	690 points



## SCHEDULE/COURSE OUTLINE

Please note that modifications to course activities and readings may occur at the discretion of the instructor. Any changes to assignments and/or structure of the course will be announced via e-mail. In order to successfully complete this course, **all assignments must be completed** at an acceptable level noted on assignment directions. **All assignments and course activities are due by 23:55 pm on the due date.**

Date	Topic	Readings & Assignments
<b>Week 1</b> <b>Jan. 25</b> <b>- 31</b> <b>Module</b> <b>1</b>	<ul style="list-style-type: none"> <li>● Introductions &amp; Class Norms</li> <li>● Review Syllabus, Cougar Courses &amp; Resources</li> <li>● How to Capture Screenshots</li> <li>● Change profile picture in Cougar Courses</li> <li>● For later in the course, be thinking about who you might interview about developing a technology implementation plan</li> </ul>	<p><b>Forum Post #1: "Introduce Yourself"</b></p> <ul style="list-style-type: none"> <li>● Initial Post DUE January 27</li> <li>● 2 Peer Posts DUE January 31</li> </ul> <p><b>Assignment:</b>            Complete <a href="#">Complete Survey: EDST 637 - Spring 2016</a> DUE January 28</p> <p><b>Google Hangout #1 - Entire class</b>            Sunday, Jan. 31 from 6:00 to 7:00 pm</p> <ol style="list-style-type: none"> <li>1. Test that all can access and participate</li> <li>2. Introductions</li> <li>3. Practice Sharing screens</li> </ol>
<b>Week 2</b> <b>Feb. 1 -</b> <b>7</b> <b>Module</b> <b>1</b>	<ul style="list-style-type: none"> <li>● What is strategic planning?</li> <li>● Components of Educational Technology Strategic Planning               <ul style="list-style-type: none"> <li>○ Purpose</li> <li>○ Focus Areas</li> <li>○ Priorities</li> <li>○ Strategies</li> <li>○ Needs Assessment</li> <li>○ Stakeholder Alignment (e.g. students, teachers, staff, parents, and community)</li> </ul> </li> </ul>	<p><b>Read:</b> Strategic Planning Example: District: <a href="#">SFUSD-Master Plan for Educational Technology</a></p> <p>National: <a href="#">U.S. Department of Education Strategic Plan: Fiscal Years 2014–18</a></p> <p><b>Assignment:</b>            Create a simple survey in Google Forms DUE February 4</p> <p><b>Forum Post #2: Share Simple Survey for Peer Feedback</b></p> <ul style="list-style-type: none"> <li>● Initial Post DUE February 4</li> <li>● 2 Peer Posts DUE February 7</li> </ul>

Date	Topic	Readings & Assignments
<p>Week 3 Feb. 8 - 14 Module 2</p>	<ul style="list-style-type: none"> <li>● Introduction to Needs Assessment: <ul style="list-style-type: none"> <li>○ Surveys</li> <li>○ Interviews</li> <li>○ Observations</li> </ul> </li> <li>● Develop Survey Questions</li> </ul>	<p><b>Read:</b> <a href="#">Conducting Needs Assessment Surveys</a></p> <p><b>Google Hangout #2 - Groups</b> Held sometime between Monday, February 8 and Saturday, February 13</p> <ol style="list-style-type: none"> <li>1. Discussion concerning Needs Assessment Survey</li> <li>2. Why conduct a survey?</li> <li>3. What questions should be asked?</li> </ol> <p>DUE Sunday, Feb. 14</p> <p><b>Assignment:</b> Create Survey using Google Forms DUE Sunday, Feb. 14</p>
<p>Week 4 Feb. 15 - 21 Module 2</p>	<ul style="list-style-type: none"> <li>● Revise &amp; Implement Surveys in Your Institution</li> </ul>	<p><b>Forum Post #3: Share educational Survey Peer Feedback</b></p> <ul style="list-style-type: none"> <li>● Initial Post DUE February 17</li> <li>● 2 Peer Posts DUE February 21</li> </ul> <p><b>Assignment:</b> Survey Development DUE February 21</p>

Date	Topic	Readings & Assignments
<p>Week 5 Feb. 22 - 28 Module 3</p>	<ul style="list-style-type: none"> <li>• Analyze Survey Responses</li> </ul>	<p><b>Read:</b></p> <ol style="list-style-type: none"> <li>1. <a href="#">Using Data to Guide Instruction and Improve Student Learning</a></li> <li>2. <a href="#">Improving Teaching and Learning with Data-Based Decisions: Asking the Right Questions and Acting on the Answers</a></li> </ol> <p><b>Assignment:</b> Survey Analysis DUE February 23</p> <p><b>Forum Post #4:</b> Survey Analysis shared</p> <ul style="list-style-type: none"> <li>• Initial Post DUE February 23</li> <li>• Peer Posts DUE February 28</li> </ul>
<p>Week 6 Feb. 29 - March 6 Module 3</p>	<ul style="list-style-type: none"> <li>• Identifying Stakeholders: <ul style="list-style-type: none"> <li>○ Students</li> <li>○ Teachers</li> <li>○ Staff</li> <li>○ Parents</li> <li>○ Community</li> </ul> </li> </ul>	<p><b>Read:</b></p> <ol style="list-style-type: none"> <li>1. <a href="#">IDENTIFYING STAKEHOLDERS' RESPONSIBILITIES FOR CLOSING ACHIEVEMENT GAPS: STAKEHOLDER ACTIONS</a></li> <li>2. <a href="#">Engaging Stakeholders</a></li> </ol> <p><b>Google Hangout #3 - Groups</b> Held sometime between Monday, February 29 and Sunday, March 6</p> <ol style="list-style-type: none"> <li>1. Discuss who you think are the interested stakeholders in your school or district</li> <li>2. Why are they stakeholders?</li> <li>3. Why would it be important to obtain information from the various stakeholders?</li> </ol> <p>DUE Sunday, March 6</p>

Date	Topic	Readings & Assignments
Week 7 <b>Mar. 7 - 13</b> <b>Module 4</b>	<ul style="list-style-type: none"> <li>Identifying Stakeholders:</li> <li>Coming up with Interview Questions</li> </ul>	<b>Forum Post #5:</b> Interview Questions and Peer Feedback <ul style="list-style-type: none"> <li>Initial Post DUE March 9</li> <li>2 Peer Posts DUE March 13</li> </ul>
Week 8 <b>Mar. 14 - 20</b> <b>Module 4</b>	<ul style="list-style-type: none"> <li>Interviewing Stakeholders</li> <li>Course Reflections</li> </ul>	<b>Assignment:</b> Interviews with Stakeholders DUE March 30
Week 9 <b>Mar. 21- 27</b>	<b>Spring Break</b>	<b>No class. Enjoy your spring break.</b>
Week 10 <b>Mar. 28 - April 3</b> <b>Module 5</b>	<ul style="list-style-type: none"> <li>PD Models around Technology</li> </ul>	<b>Read:</b> <a href="#">School Professional Development Plan Template</a>  <b>Google Hangout #4 - Groups</b> Held sometime between Monday, March 28 and Sunday, April 3 <ol style="list-style-type: none"> <li>Discuss Professional Development Models concerning technology</li> </ol> DUE Sunday, April 3
Week 11 <b>Apr. 4 - 10</b> <b>Module 5</b>	<ul style="list-style-type: none"> <li>Designing Professional Development around Technology</li> </ul>	<b>Read:</b> <a href="#">Creating Effective District Professional Development Plans</a> <a href="#">A Guide for Increasing the Effectiveness of Professional Development in Schools and Districts</a>  <b>Forum Post #6:</b> What makes for effective Professional Development in Schools and Districts <ul style="list-style-type: none"> <li>Initial Post DUE April 6</li> <li>Peer Posts DUE April 10</li> </ul>

Date	Topic	Readings & Assignments
<p align="center"><b>Week 12</b> <b>Apr. 11 - 17</b> <b>Module 6</b></p>	<ul style="list-style-type: none"> <li>• Designing Professional Development around Technology</li> </ul>	<p><b>Read:</b> <a href="#">Seven Questions to Ask When Building a Teacher Professional Development Plan</a></p> <p><b>Forum Post #7:</b> Find/read articles, research study related to the topic.</p> <ul style="list-style-type: none"> <li>• Initial Post DUE April 13</li> <li>• Peer Posts DUE April 17</li> </ul> <p><b>Assignment:</b> Professional Development Plan DUE April 17</p>
<p align="center"><b>Week 13</b> <b>Apr. 18-24</b> <b>Module 6</b></p>	<ul style="list-style-type: none"> <li>• Final Project</li> </ul>	<p><b>Forum Post #8:</b> Share Outline of Final Project</p> <ul style="list-style-type: none"> <li>• Initial Post DUE April 20</li> <li>• 2 Peer Posts DUE April 24</li> </ul>
<p align="center"><b>Week 14</b> <b>Apr. 25 - May 1</b> <b>Module 7</b></p>	<ul style="list-style-type: none"> <li>• Final Project</li> </ul>	<p><b>Google Hangout #5 - Groups</b> Held sometime between Monday, April 25 and Saturday, May 1</p> <ol style="list-style-type: none"> <li>1. Share Final Project</li> <li>2. Obtain peer feedback</li> <li>3. Discuss areas of improvement</li> </ol> <p>DUE Sunday, May 1</p>
<p align="center"><b>Week 15</b> <b>May 2 - 8</b> <b>Module 7</b></p>	<ul style="list-style-type: none"> <li>• Final Project</li> <li>• Course Evaluations</li> </ul>	<p>Final Project DUE May 15</p>