Teaching Channel
With Learners Edge

Your Education Ally.
By Teachers, ***For Teachers.***

Fast-Track
Course Syllabus

Name:

Date:

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Teaching Channel
With Learners Edge

Today is a Great Day to Learn Something New!

Professional learning to meet your needs.

Engaging and applicable, **ELEVATE** courses are the core of Teaching Channel. We offer a variety of courses that meet the continuing education needs of teachers from across the country. Teaching Channel courses work perfectly for license renewal needs, working to move up through salary schedules, or for professional learning to support improved student outcomes. Teaching Channel provides continuing education graduate credit courses that have been approved and endorsed by regionally accredited colleges and universities from across the United States.

University Partners *(See a current list of academic partners on our website)*
Continuing Education courses are approved by our regionally accredited (HLC, NECHE, and WSCUC) partners. Many also hold CAEP accreditation. All partners review syllabi, content, and coursework expectations.

Spring Term	Summer Term	Fall Term
Registrations Accepted	Registrations Accepted	Registrations Accepted
January 2 - May 15	May 16 - August 15	August 16 - November 25
Coursework Due*	Coursework Due*	Coursework Due*
May 30	August 30	December 9

*Or first business day after the 15th if due date falls on a weekend.

Professional Learning Model

We design our courses to elevate professional growth and impact, which are the heart of our framework. Teaching Channel recognizes the learning process as an ongoing cycle characterized by the following key phases:

ELEVATE Your Impact

Embark on a transformative learning experience where reflection, exploration, and innovation intersect to shape your professional practice.

ELEVATE courses provide a dynamic balance of knowledge-building and skill-building opportunities, followed by practical application and integration into your professional practice. Each self-paced course features research-based materials, video clips, and interactive elements to enhance and support learning.

- Activate prior knowledge in order to establish new learning goals
- Access research-based resources and materials to deepen your understanding and broaden your skillset.
- Participate in a variety of assignments that encourage the implementation of new learning in your classroom or school setting.
- Research solutions to challenges, answer lingering questions, or explore additional topics that spark your curiosity.
- Assess professional growth, and consider the potential impact of newfound knowledge and skills.
- Engage in student-to-student interaction in a discussion forum as well as teacher-to-student individual feedback.

Continuous Improvement

Each course is reviewed annually, informed by participant feedback, current research available on the topic, insights from our University Partners, and new opportunities to show learning through implementation.

Course Development and Evaluation

ELEVATE courses are created and evaluated by educators with a master's degree or higher in an education-related field and five or more years of classroom experience in PreK-12 education. Course evaluators provide personalized, specific feedback for submitted assignments and rubric-based grading aligned with best practices in professional education.

**Per standard practice in the field, each course credit carries the equivalent of fifteen hours of content and coursework. To receive credit, participants must complete all requirements according to expectations outlined in the course rubrics.

Teaching with Tech in the Content Areas

Course Number: 5416 | 3 Credits

This document is an outline of the course requirements and is subject to change.

Course Description

Transform teaching and learning in your content-area classroom with thoughtful technology integration! This course will guide educators in all content areas–from ELA, to STEM, to social studies, the arts, and more–in creating engaging, interactive, differentiated learning experiences supported by tech tools. You'll begin with tips for purposeful integration with a grounding in edtech frameworks, universal design for learning (UDL), and digital citizenship. Then, you'll explore a curated collection of edtech tools for students and educators. Discover best practices and resources for implementing gamified learning, augmented and virtual reality, and artificial intelligence tools. And, because we believe the best way to become adept with edtech is jumping right in, we've incorporated a variety of tech tools into the course design, so you can try them out as a learner. You'll complete this course inspired and empowered to level up technology integration in the content areas!

Course Objectives

1. Evaluate the role of technology in enhancing content area instruction and meeting diverse learner needs, and select appropriate digital tools and resources to support specific content area learning objectives.
2. Apply technology integration frameworks, including a "goals-first" approach, UDL, and TPACK, to design purposeful and effective learning experiences.
3. Integrate strategies for promoting digital citizenship, literacy, accessibility, and equity in technology-rich learning environments.
4. Describe the benefits and best practices for integrating technology in student creation, teacher instructional planning, game-based learning, immersive technologies, and artificial intelligence.
5. Reflect on professional growth and articulate how learning from this course focused on ed tech in content areas will impact students and the broader educational community.

Course Materials

This course does not use a textbook. All required articles and resources are linked within the course modules.

Important! Courses are completed 100% online within the learning management system. You should have access to a compatible web browser (such as Google Chrome, Microsoft Edge, Apple Safari, and/or Mozilla Firefox) and a word processing tool (such as Microsoft Word and/or Google Docs). While our course platform does support mobile devices, for the best user experience, we recommend using a desktop or laptop computer to complete courses.

Course Delivery

All coursework will be completed and submitted online within the learning management system. Log-in to your account at www.teachingchannel.com to access your online course and view additional details of each assignment.

- Explore a variety of educational resources, videos, and additional tools necessary for successful course completion.
- Complete modules including journaling, progress check assessments, and written response, that facilitate opportunities to apply strategies and reflect on new learning.
- Participate in our discussion forum to share insights and learn from peers.
- All modules and activities within the courses are required. You will complete and submit (if applicable) each module separately for evaluation in the online course.
- Your course evaluator will review your work using the criteria outlined in the rubric.

Need help getting started with your online course? Watch this Quick Start Tutorial video.

Grading & Feedback

Fast Track courses include formative Progress Check Assessments at the conclusion of Modules 1 and 2. A passing grade of 80% or higher is required, however, you are provided multiple attempts, if needed.

For Module 3, you will submit comprehensive written responses. We use a rubric-based grading system to provide detailed feedback and ensure fair assessment. Once you've submitted your Module 3 coursework, your evaluator will review your work and provide personalized, written feedback within 7 days of submission. Each assignment within the module is evaluated based on the detailed holistic rubric criteria defined below. Your grade for the module is determined as follows:

- **A Grade:** If the majority of assignments within a module meet the "Above Target Expectations" criteria, demonstrating exceptional understanding and application of the concepts, you will earn an "A" for that module.
- **B Grade:** If the majority of assignments within a module meet the "At Target Expectations" criteria, showcasing a solid understanding and application of the concepts, you will earn a "B" for that module.
    - **Example:** If a module has 5 graded assignments, you would need at least 3 to meet the "Above Target Expectations" criteria to earn an 'A' for the module.
- **Resubmission:** If any assignment is missing required components or doesn't meet minimum expectations, it will be marked "Below Target Expectations." You'll receive detailed feedback and have the opportunity to revise and resubmit for full credit.
- **Re-grading:** Once a module grade has been issued, coursework will not be re-evaluated.
- **Final Course Grade:** Each module must be completed to enable a final grade to post. For Modules 1 and 2, a Progress Check grade of 80% or higher must be recorded. These grades are not factored into the final course grade. Your final course grade will be earned by your written submission for Module 3.

Detailed Holistic Rubric

Criteria for All Assignments	**A Grade: Above Target Expectations**	**B Grade: At Target Expectations**	**Resubmission Required: Below Target Expectations**
Understanding and Application	Demonstrates a thorough understanding of the content; integrates theory with practice seamlessly, using detailed examples or applications that extend beyond the course materials.	Shows a solid understanding of the material; provides appropriate examples or applications that link theory to practice.	Coursework is missing required components or does not meet target expectations. Coursework will be returned for resubmission with evaluator instructions.
Critical Thinking and Analysis	Exhibits a high level of critical thinking and innovative analysis; makes insightful connections and distinctions that reveal deep comprehension.	Demonstrates adequate critical thinking; analysis is correct but lacks depth, with few connections made that are not explicitly discussed in course materials.	
Clarity and Organization	Assignment is well-organized and clear; ideas are articulated clearly and logically, enhancing the reader's understanding.	Assignment is organized and clear; ideas are generally well-expressed but may lack occasional clarity or logical flow.	
Integration of Content and Reflection	Integrates multiple ideas from course resources and activities; incorporates reflective insights that demonstrate personal growth and professional application.	Integrates few ideas from course resources and activities; reflection is present but may be somewhat superficial or less detailed about personal and professional implications.	

Adherence to Assignment Guidelines	Fully adheres to all assignment instructions and format guidelines; exceeds basic requirements by enriching the assignment with additional relevant content or innovative ideas.	Meets basic assignment instructions and guidelines; fulfills the requirements satisfactorily without significant additional elements or creativity.	

Collaboration
Collaboration is a key component of the learning experience, designed to promote a supportive and inclusive learning environment where diverse perspectives are valued and respected. Teaching Channel asks learners to interact with their peers through discussions, participate with colleagues in collaborative assignments, and engage with embedded tech tools. Additionally, learners interact with the credentialed course evaluator who provides personalized feedback on assignments.

Academic Integrity
While collaboration is encouraged, each learner must complete their own assignments and assessments individually, ensuring the integrity and originality of their work. Any instances of academic dishonesty, including plagiarism or unauthorized sharing of work, will be addressed in accordance with Teaching Channel's Collaboration and Plagiarism Policy.

Artificial Intelligence
We recognize that artificial intelligence (AI) is an emerging and evolving technology that is embedded into many aspects of our personal and professional lives. Just as with other emerging technologies, we embrace the benefits it can provide for teachers, such as enhancing efficiencies for teacher planning, designing differentiated materials, and assisting as a thought partner. However, we encourage the educator community to stay mindful that the material generated by these programs may be inaccurate, incomplete, or otherwise problematic.

Please use the following guidelines if completing your work with the assistance of AI:
- Consider AI as a collaborator and use your preferred tool(s) to generate ideas that enhance your learning and creativity.
- Modify any AI generated output to make it your own (e.g. applicable to your audience, differentiated for unique student needs, relevant to your educational environment) and to meet course requirements.
- To the best of your ability, verify the AI generated coursework you are submitting is accurate and without bias.

Course Outline

Module 1
This module focuses on integrating technology into education by aligning digital tools with learning goals. It explores frameworks such as UDL and TPACK, promotes digital citizenship, literacy, accessibility, and equity, and introduces instructional and collaboration tools for enhancing student engagement.

Outcomes:
Participants will be able to:
1. Apply the UDL and TPACK frameworks to inform technology-related instructional decisions.
2. Identify resources and strategies to promote digital citizenship, literacy, accessibility, and equity.
3. Evaluate digital tools for their alignment with content area learning objectives and student needs.
4. Analyze the ISTE Standards for Students to guide technology use and empower student learning.
5. Apply the Keep-Stop-Start framework to refine current teaching practices, and develop a plan for professional growth

Assignments
1.1 Activate Your Learning
1.2 Investigate and Respond: Technology Integration Frameworks
1.3 Digital Citizenship, Literacy, Accessibility, and Equity
1.4 Student Creation and Collaboration Tools
1.5 Teacher Instructional Tools
1.6 Keep-Stop-Start

Module 2
This module explores innovative educational technologies, including game-based learning, gamification, augmented and virtual reality (AR/VR), and artificial intelligence (AI), to enhance student engagement and learning outcomes. Through interactive activities, curated resources, and edtech reviews, learners will differentiate between gamification and game-based learning, evaluate the benefits and challenges of AR/VR, and analyze AI's role in personalizing education.

Outcomes:
Participants will be able to:
1. Explain the distinctions between game-based learning and gamification and their applications in the classroom.
2. Utilize gamification, game-based learning platforms, and AR/VR technologies to create interactive learning experiences.
3. Assess the benefits and challenges of AR/VR in content area instruction and implement tools to enhance student engagement.
4. Explore how AI tools can support student growth and tailor learning experiences to individual needs.
5. Apply the Keep-Stop-Start framework to refine current teaching practices, and develop a plan for professional growth

Assignments
2.1 Game-Based Learning and Gamification
2.2 Immersive Technologies: Augmented and Virtual Reality (AR/VR)
2.3 Artificial Intelligence
2.4 Content Area Specific Technologies
2.5 Keep-Stop-Start
Optional Discussion

Module 3
This module focuses on applying your learning to real-world classroom practice. Learners will explore content-specific technologies and complete a culminating project to design and implement a technology-enhanced learning experience for your students.

Outcomes:
Participants will be able to:
1. Explore and evaluate a range of content-specific technologies to support diverse learning objectives.
2. Develop a digital choice board, curated resource collection, or unit plan incorporating technology tools.
3. Apply their knowledge of technology integration frameworks and digital citizenship principles.
4. Evaluate teaching strategies and routines by finalizing the Keep-Stop-Start document, justifying your choices with detailed explanations.

Assignments
3.1 Tell Us About Yourself
3.2 Culminating Project
3.3 Keep-Stop-Start
3.4 Reflect on Your Growth and Impact
Optional Discussion

Module 3 Rubric

Criteria	Ratings		
Assignment 3.1	Prompt Addressed	Prompt Partially Addressed	Prompt Not Addressed
Assignment 3.2	A Grade: Above Target Expectations Coursework is above target expectations as defined in the Detailed Holistic Rubric, included in the course syllabus.	B Grade: At Target Expectations Coursework meets target expectations as defined in the Detailed Holistic Rubric, included in the course syllabus.	No Grade: Below Target Expectations Coursework is missing required components or does not meet target expectations. Coursework will be returned for resubmission with evaluator instructions.
Assignment 3.3	A Grade: Above Target Expectations Coursework is above target expectations as defined in the Detailed Holistic Rubric, included in the course syllabus.	B Grade: At Target Expectations Coursework meets target expectations as defined in the Detailed Holistic Rubric, included in the course syllabus.	No Grade: Below Target Expectations Coursework is missing required components or does not meet target expectations. Coursework will be returned for resubmission with evaluator instructions.
Assignment 3.4	A Grade: Above Target Expectations Coursework is above target expectations as defined in the Detailed Holistic Rubric, included in the course syllabus.	B Grade: At Target Expectations Coursework meets target expectations as defined in the Detailed Holistic Rubric, included in the course syllabus.	No Grade: Below Target Expectations Coursework is missing required components or does not meet target expectations. Coursework will be returned for resubmission with evaluator instructions.

Module grade is based on the level to which the participant meets rubric criteria. The Module 3 grade will also be recorded as the final course grade.

Knowledge Base:

This course draws on research from the following sources:

Burns, M. (2021). EdTech Essentials: The Top 10 Technology Strategies for All Learning Environments. ASCD.

CAST (2018). Universal design for learning guidelines version 2.2 [graphic organizer]. Wakefield, MA: Author.

Donally, J. (2021). The Immersive Classroom: Create Customized Learning Experiences with AR/VR. International Society for Technology in Education.

Federico, A., Shaikh, K., & Wang, M. (2020). Evaluating Accessibility. In T. Trust, Teaching with Digital Tools and Apps. EdTech Books. Retrieved from https://edtechbooks.org/digitaltoolsapps/evaluatingaccessibility

ISTE. (2022). Edtech for the K-12 Classroom, Second Edition: ISTE Readings on How, When and Why to Use Technology in the K-12 Classroom (ISTE, Ed.). International Society for Technology in Education.

International Society for Technology in Education (ISTE). International Society for Technology in Education. Retrieved March 2, 2023, from http://iste.org
Meehan, J., & Matera, M. (2021). Fully Engaged: Playful Pedagogy for Real Results. Dave Burgess Consulting, Incorporated.
Miller, M. (2023). AI for Educators: Learning Strategies, Teacher Efficiencies, and a Vision for an Artificial Intelligence Future. Dave Burgess Consulting, Incorporated.
Miller, M. (2020). Tech Like a PIRATE: Using Classroom Technology to Create an Experience and Make Learning Memorable. Dave Burgess Consulting, Incorporated.
Moler, A., Corippo, J., & Petri, S. (2022). The EduProtocol Field Guide Social Studies Edition: 13 Student-Centered Lesson Frames for AP and College Prep. Dave Burgess Consulting, Incorporated.
Nowakowski, L., & Ruesch, J. (2021). The EduProtocol Field Guide Math Edition: 15 Student-Centered Lesson Frames for Math Mastery. Dave Burgess Consulting, Incorporated.
Schumacher, C., & Ifenthaler, D. (Eds.). (2023). Journal of Research on Technology in Education: Reciprocal Issues of Artificial and Human Intelligence in Education. International SOCIETY FOR TECHNOLOGY ED.

Course Wrap-Up

Final Course Grade

Each module must be completed to enable a final grade to post. For Modules 1 and 2, a Progress Check grade of 80% or higher must be recorded. These grades are not factored into the final course grade. Your final course grade will be earned by your written submission for Module 3. Participants may earn a final grade of either an "A" or "B”.

Once your final grade has posted in the course, that grade will be visible in your Account within 24 hours only if:

- Grade release date has passed
- All payments are complete if you are a part of a group registration, or used a purchase order payment

Transcripts

Visit our website for more details on how to request your transcript from the university partner selected upon registration.

Teaching Channel
With Learners Edge

We Are Here to Help!

Our Customer Support Team
is available to help you with:

- Registration Information
- Textbooks
- Shipping Information
- User Login/Password Questions
- Coursework Extensions
- Final Grade Questions
- Updating Your Customer Records

Phone: 952-469-3454

Email: Support@teachingchannel.com

Live Chat

Our Course Instructor Team
is available to help you with:

- Completion of Course Requirements *(including content-specific questions, accommodations, and modifications)*
- Course Recommendations
- Module Grade Questions

Phone: 952-469-3454

Email: Instructor@teachingchannel.com

Instructor Help Form