Teaching Channel
With Learners Edge

Your Education Ally.

By Teachers, *For Teachers.*

Course Syllabus

Name:

Date:

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.

Current University Partners (See a current list of academic partners on our website)
Continuing Education courses are approved by our regionally accredited (HLC, NECHE, WSCUC, NWCCU) partners by review of syllabi, content, and coursework expectations.
(Indicate anticipated university/college partner below, if applicable.)

Course Creation and Evaluation:

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-12th grade education. Course evaluators provide personalized, specific feedback for assignments and rubric-based grading aligned with best practices in professional education.

Spring Term
Registrations Accepted
July 16-March 15
Coursework Due*
April 15

Summer Term
Registrations Accepted
December 16-July 15
Coursework Due*
August 15

Fall Term
Registrations Accepted
March 16-October 22
Coursework Due*
November 15

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

Coursework Details
The Rigor of Teaching Channel Graduate-Level, Continuing Education Courses.

Professional Learning Model

Our research-based Professional Learning Model is used to design ELEVATE continuing education courses. The model includes five elements used to guide professional learning and to positively impact student outcomes:

Intention
Establish learning goals
& explore motivations

Awareness
Analyze prior knowledge
& experience related to
the topic

Investigation
Examine relevant, research-based resources to build personal & professional connections to the topic

Application
Apply new learning through practical design, implementation, & collaboration

Reflection
Consider the impact of new learning to influence and transform future professional practice.

Course Content

ELEVATE Courses are self-paced, and per standard practice in the field, each credit carries the equivalent of fifteen hours of content and coursework. Participants explore resources that include a solid balance of research and applicability. All courses feature video clips, research-based articles, and interactive elements to enhance and support learning. To receive credit, participants must complete the following requirements according to expectations outlined in our course rubric:

Response Questions: Connect new learning from course resources to current pedagogy.

Resource Review: Find resources related to the course topic to extend learning and solve problems of practice.

Applications: Complete a variety of assignments encouraging participants to implement new learning in their classrooms or schools.

Reflection: Write a reflection paper that activates critical thinking and inspires the transformation of future professional practice.

Course Name	Harness the Power of Screen Time in Your Classroom
Course Number	OL 5257
Course Credits	1 or Flex Credit

NOTE: This syllabus is an outline of the course requirements and is subject to change; the coursework will be completed and submitted in the online environment where you will have full access to a variety of media, links, and other online tools required to satisfactorily complete this course.

Course Description:

Are you concerned about the effects of excessive screen time on your students? This course is here to help! Although research shows many negative effects on students' brains, even when they follow age-appropriate guidelines, we believe that screen time isn't inherently "good" or "bad": it all depends on how we use it. Learn how to evaluate and set age-appropriate goals for intentional ed tech use with the SAMR framework. Discover ways to transform your students from passive consumers to active creators by utilizing resources that celebrate creativity. Explore ways to increase engagement in the classroom through gamification and activities that incorporate social media. By the end of the course, you will have a wealth of resources and strategies to use screen time in the classroom in fun, engaging, and beneficial ways. Join us as we explore the possibilities of screen time in education!

Goals and Objectives:

Upon completion of this course, participants will be better prepared to:

1. Use prompts about screen time and education to describe assumptions and insights of practitioners, researchers and self, including how the information relates to professional education practice and growth.
2. Design an activity using a technology tool to focus on creativity.
3. Implement new engagement strategies using templates and digital resources.
4. Challenge the status quo related to screen time by setting goals for intentional technology use in the classroom.

Required Text/Reading:

All readings and resources are linked within the online environment.

Knowledge Base:

Knowledge base, in part, is affirmed in the writing and research of these references:

Andreen, S. (Director). (n.d.). *LIKE* [Film]. Impactful. https://www.impactful.co/like

Hicks, T. (2021). *Mindful Teaching with Technology: Digital Diligence in the English Language Arts, Grades 6-12*. Guilford Publications.

McCormick, M. E., & Kurtin, K. S. (2022). *Navigating Media's Influence Through Childhood and Adolescence: A Question and Answer Guide for Professionals*. Routledge.

Rogow, F. (2022). *Media Literacy for Young Children: Teaching Beyond the Screen Time Debates*. National Association for the Education of Young Children.

Weinstein, E., & James, C. (2022). *Behind Their Screens: What Teens Are Facing (and Adults Are Missing)*. MIT Press.

Teaching Channel Course Rubric

All course submissions must meet general graduate level standards through the use of correct grammar, spelling, and mechanics. Each paragraph should be clearly organized and include 5 sentences or more. If work does not meet the above criteria, it will be returned to the student for resubmission.

Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Statement of Intention and Awareness	The evaluator will only review the Statement of Intention and Awareness for a response to each prompt. If a student does not respond to each prompt, the Statement will be returned to the student for resubmission. The student's Statement of Intention and Awareness will be evaluated as part of the Reflection.		
Investigation: Read and Respond	Coursework thoroughly and accurately addresses all question components by summarizing key concepts from readings. In at least half of the responses, the participant also makes inferences related to professional practice or supports answers with professional experiences.	Coursework thoroughly and accurately addresses all question components by summarizing key concepts from readings.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.

Investigation: Resource Review Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Summary of Resource	Coursework summarizes the main ideas presented in the resource and includes at least one instance of critical analysis (i.e. asks questions, looks for gaps in information, disputes contradictions, etc.)	Coursework summarizes the main ideas presented in the resource.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
Relation to Personal Assumptions or Course Content	Coursework provides more than one detailed example of how the resource supports or challenges personal assumptions and/or course content.	Coursework provides one example of how the resource supports or challenges personal assumptions and/or course content.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
Impact on Professional Practice	Coursework provides more than one clear explanation of how the information in the resource could impact professional practice.	Coursework provides one explanation of how the information in the resource could impact professional practice.	

Application Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Planning, Development and Execution	Coursework shows complete planning, development and/or execution of application, clear articulation of details and inclusion of polished required artifacts.	Coursework shows complete planning, development and/or execution of application and inclusion of required artifacts.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
	Coursework includes creative or innovative application of new knowledge and skills from course content to professional practice.	Coursework includes application of new knowledge and skills from course content to professional practice.	
Written Requirements	Coursework provides clear, logical, and organized responses to any writing prompts in the application. It also includes at least one detailed connection to course objectives, student learning goals or transformation of professional practice.	Coursework provides clear, logical, and organized responses to any writing prompts in the application.	

Reflection Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Connection to Statement of Intention and Awareness	Coursework includes an evaluation of both learning goals articulated in the participant's Statement of Intention and Awareness from Module 1. Participant includes one future learning goal related to course content.	Coursework includes an evaluation of one of the learning goals articulated in the participant's Statement of Intention and Awareness from Module 1.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
Summary of Learning	Coursework includes three or more detailed connections to specific assignments completed or course content viewed (assigned readings or videos).	Coursework includes two general connections to course content.	
Description of Positive Influence or Transformation	Coursework includes two or more specific ideas for changes in one's professional practice with timelines. OR Coursework includes two or more detailed action steps with timelines for positively impacting other stakeholders.	Coursework includes one general idea for changes in one's professional practice. OR Coursework includes one action step for positively impacting other stakeholders.	

Module 1

1. Tell us about yourself!

Before we begin with course content, write 1 sentence about yourself. You will be asked to include this background in each of the modules submitted for the course. This provides context for your responses and enables the course evaluator to respond with feedback tailored to your specific role in education. Here are three examples to guide you:

- I'm a 4th grade teacher and teach all subjects.
- I'm a middle school counselor.
- I'm out of the classroom on leave this year, but next year I'll be back teaching 9th grade science.

2. Statement of Intention and Awareness

At Teaching Channel, we want your learning to be purposeful and applicable to your professional practice. To do that, research says learners need to first identify their motivations and goals. Next, learners assess prior knowledge and previous experiences so they can create deeper connections to the course material.

Using the guidelines below, please address the following in your Statement of Intention and Awareness, in a total of two paragraphs, or more:

1. Share your motivation for learning about students' use of screen time.
2. Summarize your previous knowledge or experience with screen time usage.
3. List your own two learning goals for the course.

In Module 1, your evaluator will review your Statement of Intention and Awareness to ensure it is complete. It will be graded within your Reflection Requirement in Module 3, where you'll revisit your Statement of Intention and Awareness to identify your growth and learning from the beginning of the course to the end.

3. Investigation: Read and Respond

After reading the assigned resources within each question below, please respond in one paragraph or more for each prompt (unless otherwise noted). Please be sure that each paragraph meets our length requirement of 5 sentences, or more.

A. "What Does Screen Time Do to My Brain?" from Potsdam State University of New York briefly offers 6 points about how technology can affect neural pathways. Identify which of these points you are most concerned with, and why.
B. After reading,"How Blue Light Affects Kids Sleep," from the Sleep Foundation, describe the relationship between screen time and the quality of sleep for students.
C. In the article, "Screen Time Recommendations for Your Child by Age," author Sanjana Gupta lists both benefits and negative consequences of screen time. Articulate whether or not you agree with Gupta's categorizations, and what you would change if you wrote lists of screen time benefits and negative consequences.
D. Common Sense Research Studies (among others) list 4 types of screen time. Consider the following:
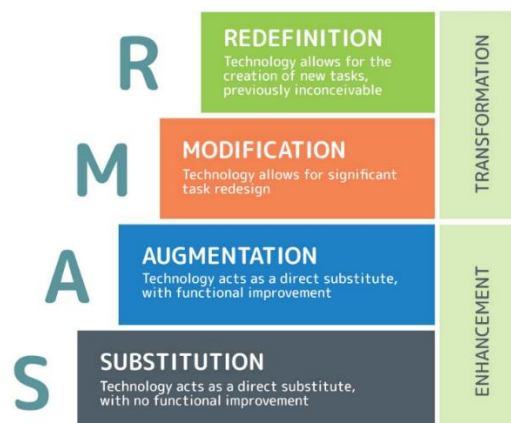
Think about your own technology use, then, using percentages, estimate how your screen time falls into the 4 areas listed above. For example: 30% passive, 15% interactive use, etc. You may consider your personal time, or time spent using educational technology in the classroom. Then, share any insights you gained from this activity.

E. As noted above, not all screen time is equal. Read, "Turn Screen Time into Learning Time," by Pam Simon of International Society for Technology in Education (ISTE), and describe how strong digital citizenship skills impact screen time.

4. Application: Challenge The Status Quo

Students' use of screen time is often seen as a problem of excessive time on games, social networks, and non-stop video consumption. However, students are also using screens for schoolwork and classroom group activities. To challenge the status quo of tech in the classroom, it's important to be intentional about how and when we use technology with students so their learning remains engaged and active. Challenge the educational screen time status quo by completing the following steps.

1. Begin by exploring how you can intentionally use technology in your teaching by reading, "Screen Time in Schools: Finding the Right Balance for Your Classroom," by Paul Barnwell of Common Sense Media. Consider bookmarking this excellent resource to use in the future. Be sure to watch all of the videos within the article, with a special focus on the Substitution Augmentation Modification Redefinition (SAMR Model) video.
2. Read, "The SAMR Model Explained (With 15 Practical Examples)," by Jackson Best, with the following image:

SAMR Model

Class Task	Substitution	Augmentation	Modification	Redefinition
Note taking	Notes taken using ios Notes	Students choose their own notes app	All students use Notability for all notes	Teachers have access to all student's notes.
Research	Using safari to copy and paste information	Bookmark and share notes using the share button	Download and annotate with Notability	Collaborative Mindmaps
Presentation	Make a keynote presentation on the iPad	Demonstrate understanding with Explain Everything	Combine audio, video and text in Movie Presentation	Nearpod Presentation
File sharing	Sent by email every lesson	Shared Dropbox folder	Showbie	iTunes U
Reading	Open PDF from email	Use dictionary & search document	Annotating documents in Notability & iBooks	Interactive iBook
Assessment	Google form test	Google form test with automatic marking script	Creative projects with Strip Designer, Showme & iMovie	Creative Assignments with audio feedback in showbie

3. Think about digital tools or technology use in your instruction and/or in your school, and review the following questions (from "Too Much Screen Time in Schools?") in relation to that lesson and/or technology use during the school day. We encourage you to respond to these questions in writing on your own, but you will not be submitting your responses.
4. Now, create three micro-goals to change your current practices in alignment with SAMR. A micro-goal is a simple and short goal that can help you make steps toward larger goals. Keep these micro-goals small, manageable, and realistic! For this assignment, we recommend replicating the example below, or you could create a different format using the same table criteria.

Micro-goal (please include which SAMR level you are moving to)	Rationale	What do you need to be successful?	How will you know you are successful?	Target date for meeting your micro-goal
Example: Make writing more well-rounded for engagement by switching from pen to paper editing to feedback through video. This will move my students to **modification**.	After reading feedback (or not), student papers are often found in the recycling bin. Using a video for feedback can prove to make writing more of an interaction between student and teacher.	Students need access to ipads, and google docs to see written feedback. I need to learn how to use screencasting, including how students reflect on their feedback orally.	50% of my students will receive and engage with feedback to improve their writing.	Middle of 3rd trimester.

5. Please keep in mind:
   - Review "The SAMR Model Explained (With 15 Practical Examples)," by Jackson Best for ideas.
   - Provide the level of detail as shown in the example below.
   - Please submit this with your Module submission.

Bonus tip: for more ideas to move up the SAMR stages, refer to the next application's resources on creativity!

Please submit your completed table with your Module submission.

5. Application: Innovate
It's clear that not all screen time is the same, and it's important for students to use technology in ways that will help them learn and grow. As a teacher, you can help your students find creative ways to use technology!

From "Screen Time? How About Creativity Time?" Mitchel Resnick of the MIT Media Lab

Let's start by looking at how the ISTE Standards' focus on creativity for expression and communication:

Remember, creativity is an important part of 21st century skills, along with building agency and preparing for the future. Complete this application to help your students harness their natural creativity to enhance their learning experience.

Please read the articles below, and complete the activity that follows.
- "5 Reasons Why It Is More Important Than Ever to Teach Creativity," by Nicole Krueger at ISTE
- "The Creativity Issue: Why Just Consume When You Can Create?" by Parker Berry
- "Creative Teaching and Teaching Creativity: How to Foster Creativity in the Classroom," by Lauren Cassani Davis

Our students need to have access to tools that will allow them to use their creativity to deepen learning and make it their own. In this application, you will refresh an activity or lesson, using one or more digital tools to promote student creativity.
First, take some time to explore the following resources. This is not a complete list- just a snapshot of some of the tools available! Feel free to research tools on your own if you wish.

Optional: you may find Erin Beard's article for NWEA helpful in determining which tool you'd like to use, and how you'd like to use it: "How to Pick the Right Digital Tool: Start with Your Learning Goal."

Now, using one of the tools you explored from the graphic, or on your own, refresh an existing activity or lesson in which students apply their creativity to deepen their learning. The focus of your activity/lesson is yours to choose, and the tool will be used in fostering students' creativity.

Your activity or lesson refresh should include:
- Goals/Objectives
- Directions for what students will do
- Exemplar(s) for what the student will create
- Assessment (if applicable)

- Enough detail that a colleague could teach the lesson in your place.

In addition to the updated activity or lesson, please respond to the following in 2 or more paragraphs (total):
- Rationale for selecting the tool you did.
- Your reasons for refreshing this specific activity/lesson.
- An explanation of how the use of this technology tool can move the student's ability to create to the next stage of SAMR.

Please include your refreshed lesson or activity, along with your paragraph responses, with your Module submission.

6. Application: Implement

As we've discussed in this course, the impact of screen time doesn't have to be negative. It's all about how we use screens that makes the difference. We also know that using technology intentionally, and in a way that promotes active creation, can really enhance student learning.

Now, let's take some time to focus on student engagement.

One of the ultimate goals for any teacher is to authentically engage students in their learning. To make that happen, we need to understand our students' interests and meet them where they are.

To begin, please read "Motivation: The Key to Engagement in Online Learning," by Steve Hardrew, about the foundations of engagement for students.

With a few resources at our fingertips, we can bring those elements into our assignments to make learning even more engaging, and dare we say, enjoyable.

Please explore the following articles about engagement strategies, including gamification, to wow your students:
- "Gamification in the Classroom: How to Get Started," from Chalk
- "Best Gamification Tools for Teachers," from Med Kharbach, Educational Technology
- "Gamification Tools: The Only List You'll Ever Need (25+ Tools!)," by Kris Freeman of Xperiencify
- You can create social media-alike assignments risk-free, with a heavy dose of creativity, through "14 Social Media-Inspired Google Slides Templates," by Dave Burgess
- Gamification Guru John Meehan is one of our favorite Ed Tech people! Explore the following 3 activities from the "Resources" section of his website, EdRenaline Rush:
  - "Gamified Syllabus"
  - "QR Break In," and #QRBreakIn Checklist
  - "Netflix Binge Learning"

The resources beyond these are plentiful, and we encourage you to explore technology-based engagement strategies on your own! Then, complete the following steps to connect strategies to curriculum:
- A. Familiarize yourself with the resources above (or from your own exploration). Spend as much time as you need to determine if the resource is a good fit for your students and instruction.

B. Choose 3 of the resources you'd like to try in your setting that would support an existing topic.
C. Then, review the following guideposts from Steve Hardrew, with your selected resources in mind:

- **Autonomy**. Allow students to choose from among several tasks related to the same learning objective. Provide a variety of topics and content to make the task relevant to students' lives.

- **Competence**. Provide frequent feedback not only on progress (e.g., lessons completed, percent correct, Lexile Measure, etc.), but also on effort. Provide frequent messaging to support a growth mindset (for example, a pop-up that says, "Did you know that our brains get smarter even when we struggle?").

- **Relatedness**. Include content that is culturally relevant to students from a wide variety of backgrounds. Provide frequent opportunities for meaningful collaboration between students, teachers, and parents. Make learning tasks relevant to students' own lives to help them engage more meaningfully.

D. Finally, let's bring the learning to a full circle by ranking each of the 3 resources you've selected (1-5, 5= Fantastic!) according to each of the guideposts above. Please replicate and complete the following table, following the example provided for the length of your response.

Please submit your completed table with your Module submission.

7. Investigation: Resource Review
To complete the Resource Review, identify 1 resource related to (but not directly from) the course content to enhance your professional practice, and deepen your understanding of the course content.

Types of resources may include blog posts, podcasts, websites, videos, documentaries, films, articles, books, or journals, published within the last five years. To find a resource, we suggest a web search (Google, Bing, etc.) using terms or ideas from the course you'd like to learn more about, or that relate to your specific professional learning needs.

Please provide the resource title, author, copyright or publishing date, and URL (if applicable). Then, in two paragraphs or more, respond to one or more of the following:
- Share information about how the resource information could impact your professional practice
- Explain how each resource supports or challenges your professional assumptions
- Summarize any questions that remain, i.e.: gaps in information or contradictions

To meet "A" criteria as outlined in the course rubric, for each resource, include two or more different examples of how the resource supports or challenges assumptions, *and* explain two ways this resource will impact your professional practice.

8. Reflection

In one or more double-spaced pages, (12pt font), synthesize your learning by summarizing how your learning in this course has evolved your professional practice. To meet "A" criteria as outlined in the course rubric, your reflection should include:

- A comparison of your learning goals from your Statement of Intention and Awareness with your new learning, to assess how you've grown.
- One key takeaway from your learning.
- One future learning goal related to course content.
- Three or more detailed connections to specific course applications, information from readings, and other completed course activities.

And your choice of *one* of the following:

- Two or more specific ideas for changes to your professional practice with timelines for implementing changes.
- Two or more detailed action steps you'll take to positively influence others (students, parents, colleagues, administrators, community members, etc.), including implementation timelines.