



**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:



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.

All coursework is to be completed in the Teaching Channel online environment.

Course Name	An Educator's Guide to Navigating Cell Phone Use in School
Course Number	OL 5348
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:

Let's face it, cell phones are everywhere in schools, whether we want them to be or not! This course explores the complicated world of smartphones and evaluates their use in education. Review both sides of the device debate, explore cell phone policies from across the country, and develop your own cell phone policy and implementation plan. Design digital citizenship activities and lessons incorporating smartphone technology to learn about their potential use in schools. By the end of this course, you will be ready to tackle cell phones as both a tool and topic of conversation in your classroom.

Course Objectives:

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

1. Use prompts about cell phones in school to describe assumptions and insights of practitioners, researchers and self, including how the information relates to professional education practice and growth.
2. Design a lesson plan or classroom activity that incorporates cell phones as a topic or a tool.
3. Collaborate with students or colleagues to develop or revise a cell phone policy.
4. Implement digital citizenship activities in your instruction to support your classroom, school, and self.

Required Text/Reading:

All articles and resources are linked in the online environment, within their respective assignments.

All coursework is to be completed in the Teaching Channel online environment.

Knowledge Base:

The knowledge base of this course, in part, is affirmed in the writing and research of these references:

Cellphone Bans in School are Back. How Far Will They Go? | NEA Today. Retrieved July 30, 2024 from <https://www.nea.org/nea-today/all-news-articles/cellphone-bans-school-are-back-how-far-will-they-go>

Everything You Need to Teach Digital Citizenship | Common Sense Education. Retrieved July 9, 2024, from <https://www.common Sense.org/education/digital-citizenship>

ISTE (2022). *Edtech for the K-12 Classroom, (2nd ed.)*. International Society for Technology in Education.

Merrill, J. & Merrill, M. (2020). *The Interactive Class*. Elevate Books Edu.

Policies & Consequences | Away for the Day. Retrieved July 9, 2024, from <https://www.awayfortheday.org/policies>

Weinstein, E. & James, C. (2022). *Behind Their Screens*. The MIT Press.

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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.

All coursework is to be completed in the Teaching Channel online environment.

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.	

All coursework is to be completed in the Teaching Channel online environment.

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.	

All coursework is to be completed in the Teaching Channel online environment.

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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.	

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Module Learning Activities

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 navigating cell phone use in schools.
2. Summarize your previous knowledge or experience with navigating cell phone use in schools.
3. List your own two learning goals for the course.

Your evaluator will review your Statement of Intention and Awareness to ensure it is complete. It will be graded within your Reflection Requirement, 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 5 prompts

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

A 2023 Pew Research Study found that 95% of teens have access to a cell phone, a statistic that presents a unique challenge for schools. From integration to regulation, to outright bans or full embrace, schools are navigating the cell phone debate in a variety of ways. With no "right" answer, and a variety of pedagogical and accessibility considerations in mind, it can be difficult to know where to when determining school policy.

You are not alone! To get started, please view the following resources:

- "3 Schools, 3 Principals, 3 Cell Phone Bans," by Paige Tutt
- The Device Debate: Should Schools Be Banning Cell Phones," from Rhode Island PBS Weekly
- "Weighing the Costs and Benefits of Cellphones in Schools," by Emily Boudreau

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Now, in one paragraph or more, please respond to the following prompts:

- A. Summarize each side of the cellphones in school debate, including your personal position on the topic.
- B. Consider a challenge around cellphone use that you have either experienced or anticipate experiencing in a school setting. Describe a policy or practice that you believe would proactively address this issue.
- C. As the resources above highlight, cell phone use in school is a complicated subject. Describe one or more complexities of cell phone bans or policies in schools.
- D. We must include student voices and perspectives when crafting cell phone policies. Read "What Students Are Saying About School Cellphone Bans," from The Learning Network. Then, reflect on one or more student quotes that resonated with you, including how the quote affirms, challenges, or extends your thinking about cell phones in schools.
- D. The article, "The Unaddressed Equity Issues of Cellphone Usage in Schools: Ignoring the Roots of Future Helplessness," from Win Elements highlights equity concerns related to cell phone use in schools. After reading the article, list one or more equity considerations for cell phone use in schools. Then, explain how you could address this equity issue in your classroom.

4. Application: Innovate

While many school districts consider cell phone bans and tight restrictions, other schools are embracing them as learning tools—and with good reason. When used thoughtfully and strategically, cell phones can enhance engagement, foster collaboration, and provide quick and abundant access to information. First, read the article, "Beyond Bans: 5 Ways Teachers Can Tackle Social Media at School," by Dr. Pamela Rutledge to consider ways of navigating cell phone use in the classroom beyond removing them completely.

Now, please view the following resources to learn more about how to embrace a practical and positive approach to cell phone education and integration, and find out how cell phones can be used as classroom learning tools:

- "Using Smartphones in the Classroom," by Edward Graham from National Education Association (NEA)
- "Using Smartphones as Learning Tools," by Becton Loveless
- View this Genially for information about some fantastic (free!) mobile apps to utilize in your classroom

Then, design a lesson plan that incorporates smartphones or electronic devices (such as iPads or Chromebooks) as learning tools:

Your lesson plan should include the following:

- Objective and/or learning target(s)
- Grade level
- Any created materials students will use
- Enough detail that a colleague could teach the lesson in your place

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- A 1-paragraph or more response explaining how the use of smartphones or electronic devices will enhance the learning experience, and any specific considerations for how they will be used in the lesson

If your school does not have access to smartphones or electronic devices in the classroom, you may design an informational artifact about cell phone learning apps for families or colleagues with details about how these apps can positively impact student learning. In your artifact, please include 3 or more apps (these can be from the Genially or your own experience), a brief description of each app, and 1 or more ways this app enhances student learning. You may design your artifact using any tools available to you, including digital options like Google Docs, Slides, Seesaw, Canva, Smore, etc.

5. Application: Implement

Regardless of whether schools ban or restrict cell phone use, one thing is clear: cell phones are an integral part of people's lives, and in some ways, an extension of themselves. Therefore, teaching digital citizenship is more important now than ever before...for adults, too! Schools play a key role in facilitating conversations about ethical and responsible use of technology and can equip students (and teachers!) with the tools necessary to become critical consumers of online information.

Please view the following resources which highlight the importance of digital citizenship and share a variety of activities and lesson plan ideas for teaching it:

- "Screen Time in School: Finding the Right Balance for Your Classroom," by Paul Barnwell
- "Developing Students' Digital Citizenship Skills," by Rachelle Dené Poth
- "The Power of Good Digital Citizenship," by Betsy Butler
- "How to Help Students Resist Their Phones and Develop Better Digital Habits," by Tyler Rablin
- Common Sense Education has an amazing resource hub full of digital citizenship lessons for your students! Click on the grade band that best reflects your teaching context:
 - Grades K-2
 - Grades 3-5
 - Grades 6-8
 - Grades 9-12

For this application, you will recreate and complete the following table which asks you to select and reflect on activities and resources that can help you, your students, and your colleagues become better digital citizens!

CATEGORY	ACTIVITY OR STRATEGY (1 or more ways to practice digital citizenship)	RATIONALE (Brief rationale for implementing this resource)	NEXT STEPS (1 or more steps you need to take to implement!)
<i>ex: self</i>	<i>Use Focus To-Do app during my prep period</i>	<i>I scroll on my phone when I am avoiding a task I don't want to do, and end up wasting most of my prep time accomplishing NOTHING!</i>	<i>Start writing my to-do list in the app and then practice using it for one task per prep period!</i>
Self			
Students/ Classroom			
Colleagues <i>*for this one, consider information you could share with them about digital citizenship and privacy!*</i>			

6. Application: Collaborate

The debate around cell phone use in schools has left educators, parents, policymakers, and students grappling with the tension between the benefits of cell phone use as educational resources and the downfalls of cell phones as sources of classroom distraction. In the face of these challenges, some school districts have decided to ban cell phones completely, while others are navigating their way through cell phone policy development and alternative solutions like Yondr pouches.

In other places, like Florida, Ohio, and Indiana, policymakers are asking school districts to handle the rollout and development of cell phone policies, but it's a large and complicated task! To find out more, please read, "Indiana Lawmakers Ban Cellphones in Class. Now It's Up to Schools to Figure Out How," by Kirsten Adair from KQED.

There are a variety of strategies and resources for developing a cell phone policy. Please view the following resources for some examples, tips, and tricks for creating effective cell phone use policies:

- "How to Ban Phones Effectively," by Daniel Buck from Fordham Institute
- "Creating a Cellphone Policy That Works for Everyone," by Rosalind Wiseman from Common Sense Education
- "Handling Cell Phones in the High School Classroom," from Teaching Channel

All coursework is to be completed in the Teaching Channel online environment.

Now, create or revise a cell phone policy for your school.

If your school does not currently have a cell phone policy, complete Option A for this application.

If your school currently has a cell phone policy, complete Option B for this application.

Option A: Create a School Cell Phone Policy

Please review the following cell phone policies, which are examples from a variety of school districts:

- Cell Phone Example Policy #1
- Cell Phone Example Policy #2
- Cell Phone Example Policy #3

Now, collaborate with a colleague or students to produce a one-page or more outline for a cell phone policy in your classroom or school. Include the following in your outline:

- The person with whom you collaborated (colleague/student/friend/family)
- Goals and objectives
- Policy details in student-friendly language
- List of accountability measures or consequences for cell phone policy
- Next steps for the cell phone policy, including, but not limited to, how and when the policy will be implemented, and a list of other stakeholders impacted by this policy.

If you do not have access to collaborators, you may complete this one-page outline independently.

Option B: Revise a Cell Phone Policy

First, review your school's current cell phone policy. Then, please review the following cell phone policies, which are examples from a variety of school districts:

- Cell Phone Example Policy #1
- Cell Phone Example Policy #2
- Cell Phone Example Policy #3

Now, collaborate with a colleague or students to reflect on possible revisions to your school's cell phone policy. Write a one-page or more revision plan that includes the following:

- The person with whom you collaborated (colleague/student/friend/family)
- Goals and objectives
- 1 or more similarities between your school's current cell phone policy and the example cell phone policies
- 1 or more differences between your school's current cell phone policy and the example cell phone policies
- 1 or more areas of strength in your school's current cell phone policy
- 1 or more areas for improvement in your school's current cell phone policy, including how you could improve it
- 1 or more ideas from the example cell phone policies that you could integrate into your current cell phone policy

If you do not have access to collaborators, you may complete this one-page outline independently.

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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.

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