SYLLABUS: Going One-To-One

Student-Centered Learning in 1:1 Schools with Google Apps for Education

COURSE GOALS

This two-part online course helps faculty begin a multi-year process adopting a student-centered approach to 1:1 classroom design and management with Google Apps for Education, through creating products for their specific classrooms and test-driving student-centered 1:1 lesson strategies.

Course I (fall) supports the journey in three areas of change:

1. **Pedagogy: Design and Manage Student Centered Learning (SCL)**
   Apply the SCL Paradigm to lesson design and delivery.
2. **Technology: Adopt GAfE Norms for 1:1 Workflow Management**:
   Use GAfE to streamline procedures and student communications.
3. **Integration: Apply GAfE to Content-Specific Instructional Goals**:
   Move from Substitution to Augmentation to Transformation.

Course II (spring) applies of course I practices, tools and patterns:

4. **Apply SCL and GAfE to Content-Specific Project-Based Learning:**
   Design and implement PBL units with GAfE, evaluating impacts.

COURSE STRUCTURE: DATES AND SCHEDULE

After an on-site orientation, participants should plan to devote 6-8 hours per month (2-3 hours per week, 3-4 weeks per month) for 9 months. Weekly goals are flexible but monthly work should be completed by fourth Wednesday. The course has four segments:

1. **Course Preparation and Orientation**
   a. Site Survey and Analysis
   b. Principal Mentoring
   c. Course Mentor Orientation
   d. Course Participant Orientation
2. **Course 1**: Classroom Management and Learning Design (fall)
3. **Course 2**: Project-Based Learning Units (spring)
4. **Project Showcase Symposium** (late spring or summer)

PREREQUISITES

Course presumes comfort with Google Mail (Gmail) and Google Text Documents (Google Docs), and strong, reliable home Internet access.

INSTRUCTORS: PEER TEACHERS AND COURSE MENTORS

This is a non-graded course. Participants, in teams of four, will provide written feedback to each other as peer reviewers, guided by checklists and rubrics. Teammates will help each other test out their work, playing student roles, and also compare and contrast work as colleagues.

The course will be led and supported by a volunteer cadre of teachers on site known as "course mentors". Based on survey results, performance assessments and administrative review, these teachers have made early progress towards achieving course goals. After an initial training, course developers "turn over the keys" to these teachers to train their peers, serving as local experts, course facilitators, and technical support providers.

For more information contact: Bram Moreinis   bram@going121.com   (413) 829-0355

LEARNING OBJECTIVES

Participating teachers will:

- Use Google Classroom, Drive, Forms, Sites, and other tools to manage the workflow of a 1:1 classroom
- Develop and apply Formative Assessment techniques that align class activity with student needs.
- Experience success with student-centered learning in 1:1 classrooms by selecting and adapting model lessons that match their content areas and technology integration experience levels;
- Design, develop, implement, assess and showcase a project-based learning (PBL) unit, embodying student-centered learning through role-play, personal learning paths, and choice of final projects.

PARTICIPATION GUIDELINES

This online course will use Groups, Classroom and Schoology for online discussions, depending on context. It follows best practices for professional development for technology integration, including:

1. Participants will support learning community growth through knowledge-sharing and risk-taking in online forums.
2. Participants will review and critique each other's work attentively, in accordance with rubrics and checklists.
3. Participants who cannot attend a given virtual meeting and follow-up forum discussion may view recorded meetings and join discussions later to enter comments when they can.
4. Participants expect course activities to meet current needs in local contexts, and offer choices when possible.
5. Participants are expected to apply course material to current work, to their level of comfort and readiness.

MEDIA AND INTERACTIONS

This course will be primarily online, with scheduled in-school group-work sessions if feasible. course mentors will serve as online mentors and on-site coaches, depending on individual arrangements made with participants.

- The course will be delivered through Google Classroom, with discussions held on Google Groups and other media.
- Interactive E-learning modules will provide demonstrations, tutorials and performance assessments for content-areas lessons applications.
- Participants will use Hangouts regularly for personal tech support sessions with course mentors and for group check-ins.
- Participants will create ePortfolios (using Google Sites templates) to document their learning and share their work with peers.
- To submit assignments, participants will attach coursework to posts on ePortfolio Blogs, and share post links via Classroom.
- Participants may choose to skip familiar topics after completing pre-topic performance assessments using E-learning modules.
- All course content, printable guides and links will be available on an external site, my.going121.com

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GROUP DISCUSSIONS

GROUP POSTS RUBRIC

Creating an Online Learning Community is a Key Course Goal.

Postings are not "busywork" - they enable the collaborative sharing of models and approaches that help teachers learn from each others' experiences. In addition to any assignments that include group postings, participants are encouraged to use the online groups to ask questions and give answers to make this course powerful. Postings are not graded but the following guidelines will help them be more effective.

Contributing a discussion post:

Criteria	Description
Relevance	Posted messages respond directly to the questions or directions specified in the assignment section.
Understanding	It is clearly evident from the posted messages that the participant read and understood the ideas expressed in the assigned reading selections.
Examples	At least one example is used and/or a specific idea is described in some detail, or with a link to a description.
Quality	Comments have depth and quality.
Timeliness	Original postings are made in a timely manner so all course members can interact and reply.

Commenting on a discussion post:

Criteria	Description
Relevance	Posted response addresses the topic and content of the original message.
Extend the Discussion	Response extends the discussion by introducing a new idea or adding to the idea introduced in the original message.
Tone	Response is positive and professional.