



Using Technology to Support Authentic Learning
2nd Edition Text: Learning First, Technology Second in Practice – New Strategies, Research and Tools for Student Success

EDKU 9855

EDUO 9152 2 Semester Credits/Units

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Syllabus

Course Overview

Authentic learning supported by technology must put learning first, technology use second. Increased student engagement is often stated by teachers as the number one reason to employ technology. They observe students involved and excited when technology is involved, thus assuming learning is taking place at a faster rate and deeper level when compared to non-tech supported curriculum. Without some form of measurable assessment, increased learning when technology is used remains just an assumption. Technology is now infused at varying levels into most classrooms. Regardless of the tech available and used, the stakeholders expect the tools to make a difference in student performance and school accountability.

Guided by the course text, *Learning First, Technology Second in Practice – New Strategies, Research and Tools for Student Success*, by Liz Kolb, discover how digital technology can now measurably support the importance of authentic learning coming first. <https://www.youtube.com/watch?v=77snhj5kszY>

Course Objectives:

Completing assignments will provide students with opportunity to:

- Recognize the difference between “student engagement” and “authentic learning”
- Avoid technology tools driving curriculum objectives
- Develop content learning goals based on learning frameworks and strategies
- Learn how selecting the proper technology can support higher level learning
- Create comprehensive measurable lessons that are both engaging and provide authentic learning

Course Relation to CCS or other Professional Standards

[ISTE](#) Teacher and Student Standards

[CCS](#), [National and State Standards](#)

How to Submit Coursework

Each completed assignment in this course is submitted to the instructor for review. Follow directions in each assignment on how to prepare and submit your assignments. Place each assignment as a Word document in the corresponding course drop area OR share assignments via Google Drive. If you wish to submit work via Google Drive, please create an EDS course folder to share with me jherz@edsonline.com and give editing rights to each document. Be sure to share each assignment piece as completed. Just placing items in the folder will not generate a share notification to me.

Name each file submitted with your last name and assignment number (i.e. BrownAssignment3. Make sure you place your full name, course number and assignment number at the top of each document page. You will receive feedback from your instructor within 5 days detailing successful completion of the assignment or the need for revision. Assignment grades will be averaged for the final course grade.

Course Assignments

Background Blog from 2017 to read on the recent movement toward **Authentic Learning**. The blog gives introductory, informational and Reflective opportunities. **No assignment is connected to it.**

<https://www.skyward.com/discover/blog/skyward-blogs/skyward-executive-blog/december-2016/3-conversations-to-follow-in-2017>

Assignment A – Evolution of the Triple-E Framework

Read the Introduction, Evolution of the Triple-E Framework.

Engagement versus Learning

Self evaluate your own technology engagement history and that of student's you are in touch within the classroom or out of the classroom.

Create - an honest biographical history of **your** engagement with educational, curriculum-use technology tools. Reflect on levels of excitement, engagement, the learning curve and outcomes of their use. The tools should include hardware and software/apps used for your personal educational and professional growth.

- a Personal Experiences: uses in your own education through your current educational position.
- b Use the “Tips for Successfully Integrating Technology into Lessons” box below as the basis for a self-evaluation on each bullet's place in your current uses of technology integration. Rearrange the list so it is prioritized based on your current teaching with technology pedagogy.

Tips for Successfully Integrating Technology into Lessons
<i>(Source: Learning First, Technology Second; Liz Kolb; First edition)</i>
An Effective lesson or project that integrates technology should do the following:
Engage students in time-on-task and mindful activities that help them focus on their learning goals
Engage students in becoming active and social learners, thought co-use
Enhance learning by avoiding isolated use of “drill and practice” software/apps and instead focusing on higher cognitive skills of creating, knowledge gathering and building.

Enhance learning by providing scaffolds to connect students' prior knowledge with new knowledge.
Extend learning to connect students' prior knowledge to their school learning
Extend learning by providing opportunities for authentic tasks and contexts to be integrated into classroom learning goals

Present this assignment using any tech tool you feel appropriate and accessible. Share the document, link or product with the instructor by email jherz@edsonline.com Make sure your full name, course # and assignment are listed on the product **and** on the file name. (Tool examples: Office, Drive, PP, Prezi, PowToons, Wki, etc.)

Assignments 1-6

Read the assignment objectives and activities. Then read through each assignment's target chapter, reflecting back on the assignment tasks to create the work to be submitted.

Assignment 1 - Debunking Myths with Research That Informs the Triple-E Framework

Read through Chapter 1. After completing Assignment A, you have a better understanding of Triple-E and it can be used to measure your uses technology for authentic learning.

This chapter, Myths and Realities of the three Triple-E framework sections, Engagement Myths, Enhancement Myths and Extension Myths will debunk misguided attempts to equate *tech tools in use* to increases in measurable and authentic learning taking place.

Create: It is very important that you reflect back on the chapter by reviewing and showing your understanding by preparing a 2-page document based on the chapter. Use the Takeaways and Recommendations pages 28-29 to combine some of your thoughts from Assignment A with the knowledge gained in Chapter 1. Include any changes in your outlook, thinking or planning beyond the current teaching conditions you find yourself in.

Assignment 2 – A Deep Dive into Engagement

Pay attention to the top of page 40 paragraph and bullets. They set up the chapter's goal for you to recognize if students are truly engaged in learning with the technology in use.

Page 44-66 present 6 unique Teaching and Learning Scenarios that will be used in this Engagement chapter and the chapters on Enhancement and Extension. The scenarios will be scored on the important Triple E Evaluation Rubric found on pages xvi-xvii. (keep the evaluation chart handy for later assignments)

Create: It is very important that you reflect back on this chapter by reviewing and showing your understanding by preparing a 2-page document that:

A: Defines "Engagement" (with Technology) based on pages 40-43

B: Summarizes Triple-E Engagement's impact on learning for the 6 scenarios and why it affected them. The Conclusion of each will be helpful as you reach your summary and your own conclusion.

Submit your work to the Assignment drop area or share via Google Drive giving editing rights with jherz@edsonline.com

Assignment 3 - A Deep Dive into Enhancement

Pay attention to page 61 paragraph and bullets. They set up the chapter's goal for you to recognize if student learning is Enhanced through use of technology.

Page 65-79 present the 6 unique Teaching and Learning Scenarios that will be used in this Enhancement chapter. The scenarios will be scored on the important Triple E Evaluation Rubric found on pages xvi-xvii. (keep the evaluation chart handy for later assignments)

Create: It is very important that you reflect back on this chapter by reviewing and showing your understanding by preparing a 2-page document that:

A: Defines "Enhancement" (with Technology) based on pages 61-65

B: Summarize Triple-E Engagement's impact on learning for the 6 scenarios and its impact on them as a whole. The Conclusion of each will be helpful as you reach your summary and your own conclusion.

Submit your work to the Assignment drop area.

Submit your document into assignment drop area or share via Google Drive giving editing rights with jherz@edsonline.com

Assignment 4 – A Deep Dive into Extension

Pay attention to page 81-82 paragraph and bullets. They set up the chapter's goal for you to recognize if student learning is Extended through use of technology.

Page 65-79 present the 6 unique Teaching and Learning Scenarios that will be used in this Enhancement chapter. The scenarios will be scored on the important Triple E Evaluation Rubric found on pages xvi-xvii. (keep the evaluation chart handy for later assignments)

Create: It is very important that you reflect back on this chapter by reviewing and showing your understanding by preparing a 2-page document that:

A: Defines "Enhancement" (with Technology) based on pages 82-85.

B: Summarize Triple-E Extension's impact on learning for the 6 scenarios and its impact on them as a whole. The Conclusion of each will be helpful as you reach your summary and your own conclusion.

Submit your work to the Assignment drop area or share via Google Drive giving editing rights with jherz@edsonline.com

Assignment 5 – Meeting the Three Es: Authentic Lessons from K-12 Educators

Educators create and they share. Examples are crucial to learning. We create examples for students, so they have something to compare and contrast their work and to set them in motion for enhancing and creating new ideas and knowledge. Chapter 5 presents 12 examples of lessons that meet the Triple-E framework. All scored high on the Triple-E rubric.

Create: Select three that are either close to a teaching subject you are familiar with or, that you simply found interesting. For each you selected, write:

- a. How the Triple-E framework made them a more authentic learning experience for students
- b. Could the Learning Goals (minus any specific ones referencing technology) have been met with no technology use

Submit your work to the Assignment drop area or share via Google Drive giving editing rights with jherz@edsonline.com

Assignment 6: Chapters 6 and 7

Chapters 6 and 7 support Technology Coaches, Instructional Designers and District-Wide Triple-E Framework integration. If you are a classroom teacher, you can certainly receive more support on the use of the Framework covered in Chapter 6, both for your own use and importantly, to assist colleagues. Chapter 7 content will give you a voice in support of Triple-E for your district through presenting at Technology Committee Meetings, other curriculum committees and if speaking to individuals.

Link to the [Triple-E Framework site](#) for Rubrics and Tools.

There is nothing to create or submit for this assignment

Assignment 7: Assessing Two of Your Own Assignments

Source – Learning First, Technology Second in Practice by Liz Kolb

Take **one lesson** from your current grade or subject level. Create 3 Scenarios based on the one lesson, one for Engagement, one for Enhancement and one for Extension. Model your scenarios from the 6 presented in chapters 2, 3 and 4. Copy the 3 items below. Submit all as one document into the assignment drop area or share via Google Drive giving editing rights with jherz@edsonline.com

Engagement

Grade Level:

Content Area:

Learning Goal:

Tool:

Scenario:

Rubric Table to complete

Engagement Element	Current Lesson Score	Potential Lesson Score with Modifications
Engagement Score	Current Total Score =	New Score =
Conclusion:		

Enhancement

Grade Level:

Content Area:

Learning Goal:

Tool:

Scenario:

Rubric Table to complete

Enhancement Element	Current Lesson Score	Potential Lesson Score with Modifications
Enhancement Score	Current Total Score =	New Score =

Conclusion:

Extension

Grade Level:

Content Area:

Learning Goal:

Tool:

Scenario:

Rubric Table to complete

Extension Element	Current Lesson Score	Potential Lesson Score with Modifications
Extension Score	Current Total Score =	New Score =
Conclusion:		

Course Assessment Rubric

EXCELLENT	ACCEPTABLE	NOT ACCEPTABLE
Meets or Exceeds Course Objectives: A to A-	Majority of Work Meets Course Objectives; B+ to B-	Needs Considerable Improvement: Resubmit Work Suggested: C or below
All work submitted reflects in-depth understanding of course objectives substantiated and evidenced through student-instructor reflections and feedback by email or within Google Drive commenting.	Most work submitted reflects in-depth understanding of course objectives substantiated and evidenced through student-instructor reflections and feedback by email or within Google Drive commenting.	Work shows little or no in-depth understanding of course objectives substantiated and evidenced through student-instructor reflections and feedback by email or within Google Drive commenting.
All assignment responses and projects show evidence of new knowledge as evidenced by assignments meeting or exceeding objectives towards understanding and applying technology tools to authentic learning.	Most assignment responses and projects show evidence of new knowledge as evidenced by assignments meeting or exceeding objectives towards understanding and applying technology tools to authentic learning.	Assignment responses show little evidence of new knowledge as evidenced by assignments meeting or exceeding objectives towards understanding and applying technology tools to authentic learning.
Work submitted was organized and clearly articulated. Instructor requests for further edits were promptly fulfilled.	Most work submitted was organized and clearly articulated. Instructor requests for further edits were promptly fulfilled.	Work submitted was not organized or not clearly articulated. Instructor requests for further edits were not promptly fulfilled.
Assignment content and required projects were original.	Assignment content and required projects were original.	Evidence that not all assignment content and required projects were original.
Final submitted work is free of spelling and/or grammatical errors.	Final submitted work has a few spelling and/or grammatical errors.	Final submitted work had numerous spelling and/or grammatical errors.

- You are allowed 9 months to complete the course. Course questions? Contact your instructor by email.
- For questions involving your registration please contact us at support@edsonline.com