



**SCHOOL OF EDUCATION**  
**Department of Teacher Education**

**Course Syllabus  
EDUC 522  
Learning in the 21<sup>st</sup> Century**

**Lisa Rodriguez, Ph.D.**

**I. Mission Statement of Azusa Pacific University**

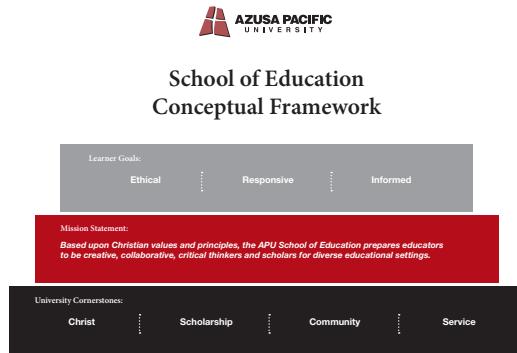
Azusa Pacific University is an evangelical Christian community of disciples and scholars who seek to advance the work of God in the world through academic excellence in liberal arts and professional programs of higher education that encourage students to develop a Christian perspective of truth and life.

**II. Diversity Statement**

Azusa Pacific University is deeply committed to God-honoring diversity as reflected in the mission, academic vision, positional statement on diversity and the institution's strategic plan. As part of Azusa Pacific University's commitment to diversity, each individual should expect to be treated with respect in a safe environment for expression of ideas regardless of personal background and abilities.

**III. The School of Education's Conceptual Framework**

The School of Education Learner goals are imbedded in the Four Cornerstones of the University: Christ, Scholarship, Community and Service. Our symbol for the APU School of Education demonstrates this:



The School of Education prepares:

- 1) **Ethical** educators who are able to understand and articulate the integration of a Christian worldview in their professional communities of practice
- 2) **Responsive** educators who practice reflective critical thinking in their engagements with diverse communities of learners, and
- 3) **Informed** and collaborative scholarly educators who are dedicated to professional growth and lifelong learning.

## Course Syllabus

### Learning in the 21<sup>st</sup> Century

|  |   |
|--|---|
| Instructor:<br>Lisa Ann Rodriguez, PhD | Class Location: <a href="https://apu-celt.adobeconnect.com/_a1092948453/Irodriguez/">https://apu-celt.adobeconnect.com/_a1092948453/Irodriguez/</a><br>Hours: 4:45-9:30 - Mondays |
| Office Phone:<br>971-221-5246          | Office location:<br>Adobe Connect: <a href="https://apu-celt.adobeconnect.com/_a1092948453/Irodriguez/">https://apu-celt.adobeconnect.com/_a1092948453/Irodriguez/</a>            |
| Office Email:<br>Irodriguez@apu.edu    | Office hours:<br>Wednesdays & Thursdays<br>6:00 pm - 9:00 pm<br>Saturdays - any time, by appointment  |
| IDEA Link for EDUC 522                 | Adobe Connect link<br><a href="http://apu-celt.adobeconnect.com/r3s5p1qgew3/">http://apu-celt.adobeconnect.com/r3s5p1qgew3/</a>   |

### Course Description

Working with digital natives requires an understanding of how they acquire and process information. This course assists educators in bridging the gap between static curriculum and

multi-model instruction. A key component of this course is designing unit plans that embed technology and differentiated instruction with a focus on multiple intelligences and learning styles to meet the needs of today's learners.

### **Digital Teaching and Learning Program Mission Statement**

The Master of Arts in Education: Digital Teaching and Learning program prepares teacher candidates to effectively design and implement technology-embedded curriculum to meet the needs of all K-20 digital learners.

### **Program Goals**

Graduates of the Master of Arts in Education: Digital Teaching and Learning Program are more fully competent users of technology in their own instructional practices as well as becoming leaders and models for the use of technology impacting their school sites for effective uses of technology throughout the school community.

### **Program Objectives**

Students will have the opportunity to:

- Demonstrate a sound understanding of technology operations and concepts.
- Examine, explore, and articulate their role as a Christian educator.
- Plan and design effective learning environments and experiences supported by technology to maximize student learning.
- Apply technology to facilitate a variety of effective assessment and evaluation strategies.
- Understand the social, ethical, legal and human issues surrounding the use of technology in PreK-14 schools and apply that understanding in practice.
- Use technology to support learner-centered strategies that address the diverse needs of students.
- Design and develop digital-age learning experiences and assessments.

### **Student Outcomes and Expected Competencies**

To meet the goals and requirements of the course, students will have the opportunity to:

- Learn and explain cognitive research and its application to educational technology
- Explore the theory of multiple intelligences learning and how it relates to traditional cognitive, behavioral, and humanistic theories of learning
- Identify students' uniqueness and apply teaching styles to enhance student learning
- Investigate appropriate integration of technology to address multiple intelligences
- Demonstrate the ability to apply technology in a variety of ways than enrich lesson plans and enhance effective teaching and learning experiences for all types of learners
- Reflect upon the power of using technology to create learning experiences that address multiple intelligences to enrich future teaching and learning activities

## **IDEA Objectives**

**Essential IDEA objective for this course:**

- #11: *Learning to analyze and critically evaluate ideas, arguments, and points of view*

**Important IDEA objectives for this course are:**

- #1: *Gaining factual knowledge – terminology, classifications, methods, trends*
- #2: *Learning fundamental principles, generalizations, or theories*

By the end of this course, students should be able to demonstrate mastery of the following learning outcomes. The classroom assignments that the instructor will use to assess mastery are identified in the table.

| <b>Student Learning Outcomes</b><br>By the end of this course, students should be able to:  | <b>IDEA Objective</b>  | <b>Assignments Used to Assess</b>                    |
|---|--|--|
| Learn and explain cognitive research and its application to educational technology  | Learning fundamental principles, generalizations, or theories<br>Gaining factual knowledge – terminology, classifications, methods, trends | Course discussions<br>Project One: Planning Guide    |
| Explore the theory of multiple intelligences learning and how it relates to traditional cognitive, behavioral, and humanistic theories of learning                          | Learning to analyze and critically evaluate ideas, arguments, and points of view   | Course discussions<br>Project One Planning Guide     |
| Identify students' uniqueness and apply teaching styles to enhance student learning   | Learning to analyze and critically evaluate ideas, arguments, and points of view   | Project Two: Lesson Plan<br>Project Three: Unit Plan |
| Investigate appropriate integration of technology to address multiple intelligences   | Learning fundamental principles, generalizations, or theories<br>Gaining factual knowledge – terminology, classifications, methods, trends | Course discussions<br>Project One: Planning Guide    |
| Demonstrate the ability to apply technology in a variety of ways than enrich lesson plans and enhance effective teaching and learning experiences for all types of learners | Learning to analyze and critically evaluate ideas, arguments, and points of view   | Project Two: Lesson Plan<br>Project Three: Unit Plan |
| Reflect upon the power of using technology to create learning experiences that address multiple intelligences to enrich future teaching and learning activities             | Learning to analyze and critically evaluate ideas, arguments, and points of view   | Project Three: Unit Plan<br>Final Presentation       |

## **Teacher Candidate Dispositions**

In alignment with our Conceptual Framework, Azusa Pacific University is committed to supporting our candidates in their endeavor to become Ethical, Responsive, and Informed educator candidates. Dispositions will be addressed and assessed in designated courses across all programs. MA Candidates who fail to maintain the appropriate dispositions can be removed from the program.

In the Department of Teacher Education, dispositions are assessed in EDUC511, EDUC522 and EDUC526 courses. The dispositional assessment will be completed by the instructor in Taskstream in the final week of these courses. Dispositional assessments are a requirement of MA candidates and intended to show growth over the course of their program participation.

## **Carnegie Hours**

Per APU Credit Hour Policy, one (1) hour of class time must be accompanied by three (3) hours of out of the class student work.

## **Credit Hours**

Following the APU Credit Hour policy, to meet the identified student learning outcomes of this course, the expectations are that this three unit course, delivered over a nine-week term will approximate:

- 5 hours/week classroom or direct faculty instruction
- 0 hours/week laboratory work
- 0 hours/week internship
- 3 hours/week practice
- 0 hours/week studio work
- 4 hours/week online work
- 2 hours/week research
- 4 hours/week guided study
- 0 hours/week study abroad
- 0 hours/week other academic work

In addition, other out of class student work will approximate a minimum of 2 hours each week. Total time = 45 hours faculty contact and 135 hours per week outside of the classroom work (total = 180 hours)

## **Required Textbooks and Study Resources**

### **Course textbooks**

1. McKenzie, W. (2005). Multiple Intelligences and Instructional Technology (2nd ed.). Eugene, Oregon: International Society for Technology in Education (ISTE).
2. Silver, H. F., Strong, R. W., & Perini, M. J. (2000). So Each May Learn. Alexandria, VA: Association for Supervision and Curriculum Development. (ISBN 0-87120-387-1)

### **Optional Texts**

1. Gardner, H. (2006). Changing minds the art and science of changing our own and other people's minds. Boston, Mass: Harvard Business School Press.
2. Gardner, H. (2006). Multiple Intelligences: New Horizons. New York, New York: Basic Books.

3. Gardner, H. (2006). Five minds for the future. Boston, Mass: Harvard Business School Press.

### **Copyright Responsibilities:**

Students and faculty are both authors and users of copyrighted materials. As a student you must know the rights of both authors and users with respect to copyrighted works to ensure compliance. It is equally important to be knowledgeable about legally permitted uses of copyrighted materials. Information about copyright compliance, fair use and websites for downloading information legally can be found at

[http://apu.libguides.com/content.php?pid=241554&search\\_terms=copyright](http://apu.libguides.com/content.php?pid=241554&search_terms=copyright)

### **Course Requirements:**

All candidates in the School of Education are required to maintain a current subscription to Taskstream and be enrolled in the applicable program folios. All candidates are required to submit particular assignments and other forms in Taskstream as they progress through their program. These assignments must be submitted in Taskstream by the deadline specified in the syllabus. Students failing to submit the signature assignment in Taskstream by the last day of the term will receive a non-passing grade in the course. It is the responsibility of the student to ensure that he/she has an active Taskstream account, is enrolled in the correct folio(s), and submits his/her assignments to the correct evaluator.

For Taskstreams help, go to:

Taskstream – 800-311-5656 [help@Taskstream.com](mailto:help@Taskstream.com)

IMT Help Desk - 626-815-5050 [support@apu.edu](mailto:support@apu.edu)

### **Course Evaluation and Assessment**

These assignments are designed to be embedded in real, purposeful activities that can be applied to professional work or goals. By sharing projects and ideas together, we benefit from the unique perspectives and strengths of each other. Sharing our work in a professional environment benefits our professional practice as well as personal insight and knowledge base.

Threaded Discussions / Weekly Reading: 50 points

\*\*Please note:

- Initial posts are due within 2 days of meeting night.
- A minimum of 2 responses in each discussion is due no later than the evening before the next meeting night each week. **Initial posts and responses should be thoughtful and contribute meaningful content to the discussion through thought provoking questions, suggestions, or extension of ideas.**
- Several weeks have 2 discussion topics – students **MUST post to both topics for full credit**
- **No posts will be accepted for credit after the week ends. There are no exceptions.**

Project One: Planning Guide (McKenzie p.36, Silver p. 34-35): 50 points

Project Two : MI Lesson Plan and rubric (McKenzie p. 49, 76, 92, Silver ch. 4) : 25 points

Project Three : MI Unit Plan and rubric (McKenzie p. 100, 123, 137-139) : 75 points

*Total Points:* 200 points

## **Grade Evaluation**

The activities / tasks are designed to assist students in moving to a level of proficiency necessary to complete the remainder of the Master of Arts in Digital Teaching and Learning coursework. All work must be completed by the due dates specified in the course syllabus.

Late work: There will be a 10% deduction for work that is submitted up to one week late from the due date. Work submitted two weeks late will receive a 20% point deduction. Work will not be accepted after two weeks late without prior approval from the instructor.

**Discussion postings will not be accepted after the week is over. There are no exceptions.**

Your final grade will be based on the following point percentages.

### **Grade scale (based on percentage of total points)**

|          |          |          |         |        |
|----------|----------|----------|---------|--------|
| 95-100=A | 89-84=B+ | 78-80=C+ | 65-69=D | 0-64=F |
| 94-90=A- | 84-88=B  | 73-77=C  |         |        |
| 81-83=B- | 70-72=C  |          |         |        |

### **Definition of work quality as demonstrated by letter grades:**

- A**    **Superior** acquisition of factual knowledge of fundamental principles and theories, application of course material related to problem solving and decision-making, and development of skills and competencies in the field of education.
- B**    **More than adequate** acquisition of factual knowledge of fundamental principles and theories, application of course material related to problem solving and decision making, and development of skills and competencies in the field of education.
- C**    **Adequate acquisition** of factual knowledge of fundamental principles and theories, application of course material related to problem solving and decision-making, and development of skills and competencies in the field of education. Satisfactory progress toward the masters degree program is required. A 3.0 grade-point average (GPA) is considered satisfactory progress. Receipt of grade lower than a B- or cumulative GPA lower than 3.0 may result in academic probationary status. A student may be disqualified from further graduate work at APU if a 3.0 grade-point average is not maintained. Probation and dismissal actions are posted on a student's transcript.

Please consult and refer to the Graduate Catalog Graduate Center Policies and specific program catalogs and guidelines for further information.

## **Program/Course Policies**

### **Attendance**

1. Face to face: (Virtually/Online) Attendance is a vital part of this experiential-based learning environment, therefore absences will affect your grade. Two absences will result in a one-letter grade reduction. Three or more absences will necessitate your withdrawal/failure of the course. Tardiness and early departures will also affect your grade. Please see your professor immediately if you anticipate any difficulties in fulfilling your attendance requirements. ***Attendance in a course taught remotely requires a camera (turned on, not paused for the entire class time) and a mic.***
2. Online: Attendance for online classes is assessed through the instructor's examination of a number of factors, including a candidate's full participation in assignments and activities in the online environment, engagement with colleagues in discussions, responding to prompts and forum posts, and overall contribution to the class learning. Nonparticipation for the equivalent of two sessions will result in a one-letter grade reduction (e.g., "A" to "B"). Nonparticipation for more than two sessions will result in a failing grade.
3. Hybrid classes: Candidates **must attend all face-to-face required meetings**

### **Requests for Graduate Course Incompletes**

Request for Graduate Course Incomplete is discouraged. An Incomplete is given **only** under special circumstances, as described in the Graduate Catalog. In addition, an Incomplete can only be granted if the student has completed a substantial part of the coursework (approximately 75%), is in good academic standing in the course at the time the Incomplete is filed, and has satisfactory attendance up to the last day to withdraw in the term. Please note that additional documentation related to the extenuating circumstance that prevented the MA candidate from completing her/his work may be required.

### **Assignment Policies**

All assignments for the course are to be completed and submitted on time in order to receive full credit. Assignments posted up to one to six days late will be subject to a 10% reduction in score. Assignments posted seven to 13 days late will be subject to a 20% reduction in score. Assignments will not be accepted past 13 days late. Forum posts will not be accepted late under any circumstances. Permission for late work is granted only by special request to your faculty.

### **Academic Dishonesty Policy**

Engaging in academic dishonesty in fulfillment of the requirements of an academic program is a serious offense for which a student may be disciplined or dismissed from a program. Academic dishonesty includes: Cheating, fabrication (intentional invention or falsification of any information or citation in an academic exercise), facilitating academic dishonesty (knowingly helping others to commit academic dishonesty), plagiarism, or reuse of previously submitted work without prior approval or citation. See letter D below for more information.

Unless specified otherwise, the style standard by which formal writing assignments will be evaluated is the *APA Publication Manual, 6<sup>th</sup> edition*.

### **Retention of Records**

You are responsible for retaining syllabi and course records. These may be needed in regard to possible grade questions and/or changes and for future requests regarding course content and expectations.

### **Emergency Procedures**

It is highly recommended that you leave the class title, room and building location, and the APU campus phone number (626) 969-3434 with family and/or other contacts you wish to be notified in case of an emergency.

### **Academic Integrity Policy**

The practice of academic integrity to ensure the quality of education is the responsibility of each member of the educational community at Azusa Pacific University. It is the policy of the university that academic work should represent the independent thought and activity of the individual student, and work that is borrowed from another source without attribution or used in an unauthorized way in an academic exercise is considered to be academic dishonesty that defrauds the work of others and the educational system. Engaging in academic dishonesty is a serious offense for which a student may be disciplined or dismissed from a program. The full academic integrity policy is available in the graduate catalog.

**All students enrolled in this course are bound by the Academic Integrity and Dishonesty Policy including plagiarism, fabrication, academic dishonesty, and cheating (printed in the Azusa Pacific University Student Handbook).**

This course may require students to complete course assignments using resources available from the University Libraries. Research assistance and subject guides for this course are available at <http://apu.libguides.com/>

### **Appeals and Grievance Procedures.**

Students wishing to appeal course grades may consult the Graduate Catalog for appropriate procedures.

### **Course Assignments**

#### **Signature Assignment: Project three: Unit Plan**

*Please upload your Key Signature Assignment on to TaskStream.*

### **Description of Projects**

Name all assignments using the following format: lastname.assignmentname.EDUC522.date  
*Example = courduff.LessonPlan.EDUC522.june22.15*

Projects are intended to provide opportunities for meaningful application of required text reading, online articles, threaded discussion, and other daily professional experiences of class participants. It is imperative that students make every attempt to develop projects with direct relevance and application to current teaching/educational situations. Organizational charts, sample projects, and self-check rubrics are embedded in course readings. Other resources will be available online in the Doc Sharing section of Sakai for reference. If at any time you need further clarification regarding

any course project, or if you simply want to brainstorm a bit, please feel free to contact me by e-mail or telephone. I welcome the opportunity to help you on your journey!

All projects will be presented in discussion forums in Sakai. Project grades will be determined by thoughtful, successful completion of the work. This includes meeting all of the requirements as outlined in the text or in Doc Sharing, submitting the work on time, and the quality and relevance of the work to student's professional practice.

#### Project One: Planning Guide

Resources: McKenzie pp.12, 13, 15, 36, Silver p. 34-35, Interviews with people who display each MI strength. Students will complete a grid of activities that address both Gardner's Multiple Intelligences and Common Core Depth of Knowledge. A full project description and sample of this activity will be addressed in class.

#### Project Two : Multiple Intelligences Lesson Plan with grading rubric

Resource: McKenzie pp. 49, 76, 92, Silver ch. 4

Using the ideas and resources available on Sakai and the pages listed above, students will create or redesign a technology infused lesson plan to include adaptations for at least 3 of the 8 multiple intelligences.

Rubric Resources: McKenzie pp.161-171, Silver ch. 5

Using the ideas and resources available on the Sakai and pages listed above, create a grading rubric for the Multiple Intelligences Lesson Plan.

#### Project Three : Multiple Intelligences Unit Plan with grading rubric

Resource: McKenzie pp. 100, 123, 137-139, Silver appendices

Students will develop or redesign a unit that incorporates at least one activity for each of the intelligences. The unit plan must be presented using the Unit Plan template available in Sakai. The chart must list activities, intelligences, state standards and technologies that will be incorporated.

For your final presentation, focus on Standards - Cognition - Technology, in relation to your unit plan. How does your unit integrate standards in ways that address all levels Depth of Knowledge levels and all of the multiple intelligences? How is technology used to enhance and lift learning to a whole new level? What have you learned in this course that has changed the way you think about instructional delivery, student projects, and learning in general? You will need to create a video / presentation that addresses these questions. The presentation must be posted online via YouTube, SlideShare, Vimeo, or another presentation sharing website. You'll have 10 minutes to present. ***The video should be uploaded to the website by the weekend before the last class in order to ensure that it uploads correctly and completely and is ready to share.***

## Available Support Services

For TaskStream assistance, go to: TaskStream (Monday – Thursday, 5:00am – 8:00pm PT; Friday, 5:00am – 4:00pm PT; Saturday, 9:00am – 2:00pm PT; Sunday, 3:00pm – 8:00pm PT)

### Learning Enrichment Center

Students in this course who have a disability that might prevent them from fully demonstrating their abilities should meet with an advisor in the Learning Enrichment Center as soon as possible to initiate disability verification and discuss reasonable accommodations that will allow the opportunity for full participation and for successful completion of course requirements. For more information, please visit [www.apu.edu/lec](http://www.apu.edu/lec), or contact the LEC by phone at [626-815-3849](tel:626-815-3849), or email at [lec@apu.edu](mailto:lec@apu.edu).

## Class Schedule

| Sessions   | Readings to do this session  | Discussion Topics this session   | Projects due by next session  |
|--|--|--|---|
| <b>Session 1: Sep. 14</b><br><br>Course introduction<br><br><b>Focus:</b> Introduction to multiple intelligence theory | <u>Multiple Intelligences and Instructional Technology</u><br>McKenzie - Ch. 1-4<br>Silver Ch. 1-2                                   | Threaded Discussion: (in class)<br>Introductions: Post a professional or personal goal/vision you would like to accomplish in this class.  | MI survey for adults<br>Bloom/Gardner sample grid overview<br><br>Work on Project 1 – Section one<br><br>Complete four interviews for Project 1 – Section two |
| <b>Session 2: Sep. 21</b><br><br><b>Focus:</b> Another way to understand MIs – movie night!                            | <u>Multiple Intelligences and Instructional Technology</u><br>McKenzie - Ch. 5-6<br><br><u>So Each May Learn</u><br>Silver - Ch. 3-4 | Threaded Discussion: <ul style="list-style-type: none"><li>♦ “Although we each have all the intelligences, they are distributed uniquely in every one of us.” McKenzie p. 1. Please describe which 2 intelligences best fit your learning style and why.</li><li>♦ How do you see your intelligence strengths useful in your faith? Do you see God using your specific intelligence strengths in ways that are unique?</li></ul> | Complete remaining four interviews for Project 1 – Section two.<br><br>You must complete Project 1 – sections one and two this week.                          |
| <b>Session 3: Sep 28</b><br><br>Online resources that support curriculum: Websites and Apps                            | <u>Multiple Intelligences and Instructional Technology</u><br><br>Review<br>McKenzie - Ch. 1-6                                       | Threaded Discussion: <ul style="list-style-type: none"><li>♦ Focus on visual learners: Mind Meister web site: how can you use this as a model in your own instruction?</li><li>♦ Bloom Gardner grid</li></ul>  | Project 1 – Section three<br><br>Complete all rows of Bloom/Gardner grid (section three)  |

| <b>Sessions</b>  | <b>Readings to do this session</b>   | <b>Discussion Topics this session</b>   | <b>Projects due by next session</b>  |
|--|--|---|--|
|  | <u>So Each May Learn</u><br>Silver - Ch. 1-4<br><br><u>21<sup>st</sup> Century Learning Articles</u>   | ideas: Post your idea and respond to at least 2 others using 3-2-1 format<br><br>Share and discuss 4 rows of Bloom/Gardner grids  | <i>Please submit as draft to the Bloom/Gardner grid to week 3 forum post</i>   |
| <b>Session 4: Oct. 4</b><br><br>Project 2 Preview<br>Rubric discussion<br><br>Field Trip Night!  | <u>Multiple Intelligences and Instructional Technology</u><br>McKenzie - Ch. 7-8<br><br><u>So Each May Learn</u><br>Silver - Ch. 5-6                 | Threaded Discussion: <ul style="list-style-type: none"><li>♦ Field Trip Observations</li><li>♦ The Naturalist: Respond to reading from Gardner's Changing Minds excerpt</li></ul>   | Project 1 – due 9/30<br><br>Work on Project 2 and student rubric   |
| <b>Session 5: Oct. 12</b><br><br>Art and Music Night<br><br>Project 3 Preview  | <u>Multiple Intelligences and Instructional Technology</u><br>McKenzie - Ch. 9<br><br><u>So Each May Learn</u><br>Silver - Conclusion and Appendices | Threaded Discussion: <ul style="list-style-type: none"><li>♦ Jamie's Story: McKenzie p. 188<br/>Do you have a "Jamie" in your life?</li><li>♦ How can you integrate technology with music into learning activities?</li></ul> | Multiple Intelligences<br>Work on Project 2 and student rubric   |
| <b>Session 6: Oct. 19</b><br><br>Project 3 therapy<br><br>Final Presentation Preview on YouTube  | <u>Multiple Intelligences and Instructional Technology</u><br>McKenzie - Ch. 10  | Threaded Discussion: <ul style="list-style-type: none"><li>♦ Ideas for Student Project Rubrics</li><li>♦ How can you integrate technology with art into learning activities?</li></ul>  | Project 2 draft due<br><br><i>Please submit to the Project 2 folder in the assignments tab of Sakai</i><br><br>Work on Project 3 draft         |
| <b>Session 7: Oct. 26</b><br><br>Feasibility/management/Implementation discussion<br><br>Tagxedo/Text is Beautiful activity<br>Readability statistics<br><br>QR codes<br>AR app for animals, space, basketball | Optional reading:<br>Changing Minds by Gardner   | Threaded Discussion: <ul style="list-style-type: none"><li>♦ Think outside the classroom: What emerging technology resources could you use in your unit plan? Think mobile technology – apps!</li></ul>                       | Project 2 due<br><br>Work on Student Project Rubric draft. It is due with the final Project 3 in week 9<br><br>Work on Project 3 presentations |
| <b>Week 8: Nov. 2</b>  | Optional reading:<br>Read Changing Minds by  | Threaded Discussion:<br>Where do we go from here?<br>How can we apply what we   | Work on Student Project 3 draft due  |

| <b>Sessions</b>   | <b>Readings<br/>to do this session</b> | <b>Discussion Topics<br/>this session</b>       | <b>Projects due by next<br/>session</b>   |
|---|--|---|---|
| Assistive technology in the classroom/App hunt<br><br>Accessibility features in ios8 presentation | Gardner                                | have learned to professional practice longterm? | Work on Project 3 presentations due week 9  |
| <b>Week 9:</b> Nov. 9<br><br>Final presentations YouTube/ Prezi/Vimeo                             |  | Present and discuss MI Unit Plans               | Final Presentations<br><br><i>Please submit to the Project 3 folder in the assignments tab of Sakai</i> |

## Web Resources

1. A List of Links to Learning Theory Sites: <http://tip.psychology.org/theories.html>
2. Key Theorists in Psychology: <http://www.learning-theories.com/>
3. Bloom's Resources: <http://www.apps4stages.wikispaces.com>
4. Common Core: <http://www.corestandards.org/>
5. Common Core + Blooms':  
 a. <http://buhlercc.wikispaces.com/Bloom%27s+Taxonomy>  
 b. <http://www.ncpublicschools.org/acre/standards/>  
<http://www.ncpublicschools.org/docs/acre/standards/rbt-knowledge-chart.pdf>
6. [A Guide for Using Webb's Depth of Knowledge with Common Core State Standards](#)

## Contact Information

*Print this section and tape it to the inside of a cabinet for reference!*

1. Skype: lisa.rodriguez920
2. Facebook: [www.facebook.com/dr.lisa.rodriguez](http://www.facebook.com/dr.lisa.rodriguez)
3. Dr. Rodriguez's Webpages:  
 a. <http://ottergirl2000.weebly.com>  
 b. <http://21stcteachingeduc522.weebly.com>
4. Dr. Rodriguez's cell: 971-221-5246 (also good for texting....)
5. Dr. Lisa Rodriguez's email:  
 a. [lrodriguez@apu.edu](mailto:lrodriguez@apu.edu)  
 b. [dr.lisa.rodriguez@gmail.com](mailto:dr.lisa.rodriguez@gmail.com)