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Lamar University Certificate in Technology Enhanced Teaching General Information

Introduction

Continued Professional Development is key in ensuring that teaching staff get the very best from the investment made in the deployment of educational technologies by their institution. Not only do teaching staff gain a better understanding of what the technologies have to offer, but also gain a range of skills on how to capitalise on the tools available to enhance their teaching practice.

This 'Certificate in Technology Enhanced Teaching' has been developed in partnership with the College of Education and Human Development at Lamar University, a Carnegie Research University based in Texas. The program consists of completing 3 self-study online courses and producing an ePortfolio of evidence of technology use in teaching. Successful participants are awarded a non-credit bearing certificate which can be converted, at a later date, into full university credits representing 1/6th towards the Lamar University online M.Ed. in Digital Learning and Leading.

For more information visit: <http://education.lamar.edu/educational-leadership/graduate-programs/med-digital-learning-and-leading/>

Programme Description

Participants in this programme begin by taking 3 online courses: 'Teaching with Technology basics', 'Teaching with technology 2016' and '21st Century learning design'. These generic, professional development resources are designed to assist educators in their understanding of how technology can be used to enhance 21st Century education. The resources are aligned with the Technology Literacy learning objectives of the UNESCO ICT-Competency Framework for Teachers (UNESCO ICTCFT). Participant also produce an ePortfolio of digital assets that demonstrates their understanding of the issues covered in the course materials; the application of what they have learned to their teaching practice; and the impact that this implementation has had on their students. This ePortfolio is assessed by a faculty member of Lamar University, a grade awarded and a certificate issued. Completion of the three online courses will also allow participants to use the title 'Microsoft Innovative Educator', irrespective of the platform that participants are using (Apple, Microsoft or Google) and, for an additional fee, can also sit the Microsoft Certified Educator exam.



Cost: The cost of this programme is £100+VAT per participant. This covers administration, assessment and certificate issuance fees.

Scholarship

A 100% Scholarship Programme is available for educators working for a UK teaching institution. Any number of educators from an institution can participate in the programme if the institution is successful in its application for scholarship.

More information

The remainder of this document lays the programme in more depth including:

1. Curriculum of the 3 online courses
2. Portfolio assessment criteria
3. Course curriculum of the Lamar University M.Ed in Digital Learning & Leading

More information on the programme and the scholarship can be found at www.tablet-academy.com/cert

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Lamar University Certificate in Technology Enhanced Teaching Microsoft Online Courses

Course 1: Teaching With Technology (Basics)

This course discusses ICT tools that support student assessment needs at different stages of learning. It provides tips in using the internet more effectively to support learning, tools to enable collaboration and time saving productivity tips.

Lesson 1 - ICT tools for the evaluation of optimization knowledge.

Lesson 2 - The creation of better learning activities using the internet.

Lesson 3 - Support learning and teaching to enhance collaboration

Lesson 4 - Better results thanks to ICT technologies

Course 2: Teaching With Technology (2016)

The Teaching with Technology (TwT) curriculum is designed to help educators understand how Information and Communication Technology (ICT) can enhance the teaching and learning experience and enable students to acquire 21st century skills. Among many benefits, teaching with Technology is free, aligned with the UNESCO ICT Competency Framework for Teachers. Successful completion of Teaching with Technology will prepare you to pass the Microsoft Certified Educator (MCE) exam.

Lesson 1 - Using ICT resources to support your teaching

Lesson 2 - How do technology and pedagogy mix?

Lesson 3 - Use basic ICT tools to support teaching and learning

Lesson 4 - Organise and manage the use of ICT for your teaching

Course 3: 21st Century Learning Design

21st Century Learning Design (21CLD) for Educators is a collection of 8 modules with 4-6 lessons in each module. This learning path provides teachers with clear and practical ways to develop 21st skills using digital technologies with their students. Through a collection of Office Mix Lessons, 21st Century Learning Design for Educators builds on the research methodology providing a collaborative, practice-based process to help educators transform how



they design enriching learning activities for their students. The complete series of 8 modules consists of 20 hours of Office Mix Lessons, video and self-assessment materials. Educators have the opportunity to actively participate in the course by sharing their materials and by engaging in ongoing discussion as part of a community of learners.

Lesson 1 - Introducing 21CLD

Lesson 2 – Collaboration

Lesson 3 - Skilled communication

Lesson 4 - Knowledge construction

Lesson 5 – Self-regulation

Lesson 6 – Real-world problem-solving and innovation

Lesson 7 - Use of ICT for learning

Lesson 8 - Embedding 21CLD in practice





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Lamar University Certificate in Technology Enhanced Teaching Portfolio Assessment Criteria

The CONCEPTUAL FRAMEWORK of the Lamar University undergraduate and graduate educator preparation programmes illuminates the vision of the faculty. The programmes prepare educators for a changing world by requiring as outcomes general education, pedagogical content knowledge, content proficiency, pedagogical strategies, communication skills, values, and analytical abilities. Critical thinking is required for responding to the diverse needs of students in myriad and changing settings. Lamar University educator students also develop dispositions and habits of mind needed for “self-learning” and lifelong learning”, that will equip them to encounter problems and change with confidence.

Course Name: Certificate in Technology Enhanced Teaching ePortfolio (UK)

Course Examiner:

Professor Steve Molyneux
Adjunct Professor in Global Education Leadership
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Learning Philosophy:

An old adage states: “Tell me and I forget, show me and I remember, involve me and I understand.” I like to take this a step further by adding, “challenge me and I learn. Learning is an active and dynamic process in which learners construct new ideas or concepts based upon their current/past knowledge. The making of meaningful connections is key to the learning and knowing. Your online courses will have presented to you the basics of new pedagogies and how these integrate with the use of technologies in and out of the classroom.

Course Description:

You will complete a portfolio in electronic format consisting of artefacts, which are stand-alone elements that address a learning outcome, and a presentation medium that connects those artefacts together for the examiner. The portfolio should be prepared and submitted electronically. The choice of medium for the portfolio and the artefacts are left to your discretion.

Learning Outcome:

You will prepare and submit a portfolio that demonstrates your mastery of the learning outcomes from previously completed professional development courses and experience. This outcome is based on how you, as an educator, use the knowledge and tools taught in previous courses as well as your own innovative and



creative thought processes to transform the teaching of your subject and provide evidence of the impact such transformation has had on your students learning and your class socio-learning environment.

Course Prerequisites:

Previously completed Microsoft professional development courses from the Microsoft Educator Community, Microsoft Certified Educator, or MIEE status, programme.

Required Technical Skills & Attitudes

To succeed in this course, you must have a willingness to experiment with a wide assortment of digital applications, tools and processes. This willingness to experiment is more important than previous experience with specific tools because digital technologies are constantly changing and there will always be something new and exciting to learn.

Required Text/Article:

None

Supplementary Text:

None

Course Expectations:

Participation/Attendance

There are no class times or meetings in for this course. However, you will be offered the opportunity to join an open discussion group of fellow educators.

Academic Honesty

Academic honesty is expected on this assignment. All work submitted must be your own work. Plagiarism must be avoided. This includes plagiarism of both published and unpublished information. All work submitted must be your own work. Clearly cite references when using another's ideas and display references in your submission where suitable.

Portfolio Assignment Outline

The portfolio you will prepare will consist of examples of your evidence of the 'learning by participation' in this course prerequisites. It should demonstrate your knowledge in the field; how you have implemented new pedagogies, technologies and emerging learning environments; and how you connect and present this evidence in a cohesive format. The portfolio should be prepared and submitted electronically. The choice of medium for the portfolio and the evidence of learning are completely up to you. In many cases, you may choose to use a mix of mediums and tools to create the portfolio and demonstrate your evidence of learning.

Within the portfolio you should provide a short personal connection as evidence of your learning disposition. A personal connection is simply providing a reflection on your current and future knowledge and skills in digital leading and learning.



The portfolio you present may be open, hidden, or have restricted access. If you choose to restrict public access, please ensure you communicate the address and/or passwords to the course examiner. You will also need to keep the portfolio and examples of evidence of learning online until the portfolio has been assessed. You can store your evidence online anywhere as long as the examiner has access to your materials. Should, at a later date, wish to participate in a Masters program and use the portfolio as evidence I suggest you archive the content before deleting it.

Evidence of Learning 1: Self-Assessment Of Past, Present, And Future Teaching

Instructions: Create a personal reflection assessing your knowledge and skills in digital teaching and learning. Discuss the implications of such on education at your level and in your subject area.

Possible formats: 3-5 minutes of audio/video presentation. This evidence of learning will have references to prior accomplishments or innovative practice. Consider a PowerPoint, Office Mix, SWAY or other presentation tools with voice over, a video diary entry, or an annotated blog page with links or embed materials from your previous or current work.

Evidence of Learning 2: Your Learning Manifesto

Instructions: Identify emerging issues related to digital teaching and learning and produce a digital product that analyses the implications for educators at an institutional, regional, national, and/or global context. What's right/wrong with education and what should the world do to enhance/fix it?

Possible formats: 3-5 minute presentation of your personal education manifesto. For inspiration you might want to review Seth Godin's 'Stop Stealing Dreams' (<http://www.sethgodin.com/sg/docs/StopStealingDreamsSCREEN.pdf>) or watch a TED presentation by Sir Ken Robinson.

Evidence of Learning 3: Wrap It Up And Connect It

Instructions: Create a portfolio comprised of a minimum of four examples of evidence of current trends, technologies, and emerging digital learning pedagogies that you have applied in the context of your subject area. Prepare a presentation that connects all the elements in your evidence of learning examples.

Possible formats: 3-5 minute presentation of each of your evidence examples. Consider using Keynote or other presentation tools with voice over, a video diary entry or consider a blog site, such as WordPress, Blogger or any number of other similar sites to use as your presentation medium. For presentation of the portfolio, you will need a digital wrapper (Blog, Webpage tec.) that assists the examiner in locating your examples of evidence of learning that address each of the course elements and provide continuity to the overall presentation. If you already have blog, please feel free to use it.



Grading and Evaluation:

Grading

90-100	A
80-89	B
70-79	C
Below 70	F

A course grade that is less than “C” is unacceptable for credit in the Lamar University Master’s Program in Educational. A course grade of less than “C” will require the student to resubmit a portfolio.

Assignment Submission Policy

Once your portfolio is ready for submission, contact your examiner and let them know how they can access your submission.

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November 2016





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Lamar University M.Ed in Digital Learning & Leading Program Curriculum

EDLD 5302 Concepts of Educational Technology [PD to Degree Exemption]. The Concepts of Educational Technology emphasizes how Information and Communication Technology (ICT) can enhance the teaching and learning experience and enable participants to lead digital learning.

EDLD 5303 Applying Educational Technology Portfolio [PD to Degree Exemption]. Evidence-based uses of educational technology in organizations.

EDLD 5304 Leading Organizational Change. Explore current leadership theories and practices for leading digital change in organizational systems. Professional leaders will learn to address the resistance to change that occurs when launching innovative digital learning initiatives in educational environments.

EDLD 5305 Disruptive Innovation in Education. Success in leading technological change in your learning environment is directly related to how well you and your organizations are prepared. By embracing technological innovations as opportunities rather than challenges, participants will proactively use those changes as catalysts to enhance their organization's learning environments.

EDLD 5313 Creating Significant Learning Environments. Explore the theories of constructivist epistemology used to create participant-centred learning environments. By applying constructivist techniques, participants create active and engaging learning environments that utilize technology, increase motivation for learning, and engage the learner.

EDLD 5314 Digital Learning in Local and Global Contexts. Provides opportunities to explore benefits of Information Communication Technologies (ICT) used in educational environments and the best approaches in which innovative ICT practices have been used for education in local and global contexts.

EDLD 5315 Assessing Digital Learning and Instruction. Professional educators learn to quantify and assess participant-learning in digital learning environments using practical measurement solutions to overcome the common misperception that abstract concepts such as learning are immeasurable.

EDLD 5316 Digital Citizenship. Participants examine the critical elements of digital citizenship by interacting with multiple learning communities.

EDLD 5317 Resources for Digital Environments. This course focuses on ongoing discussion and analysis of existing digital learning resources to understand and evaluate their practicality and value for educational use.

EDLD 5318 Instructional Design in Online Learning. Learn the basics of creating effective instructional design for online courses using the Understand by Design framework.

EDLD 5388 Special Topics-Technology. This course will help participants to identify and engage in professional learning opportunities and develop a foundation for their personal learning goals.



EDDL 5320 Synthesis of Digital Learning and Leadership/Capstone. The purpose of the synthesis course is to provide participants with the opportunity to synthesize the knowledge, skills and values gained from the program and field experiences to lead organizational change.

Professional Development Exemption

Professional Development exemption gives students exemption from partaking in courses EDDL 5302 and/or EDDL 5303 if they have completed a corresponding professional development program as specified below and can provide documented evidence of such:

Exemption from EDDL 5302

- Successfully completed Microsoft Certified Educator (MCE) program and passed examination
- Full 3 credit hrs converted Lamar Certificate in Technology Enhanced Teaching
- Successfully completed an Apple ADE Institute Project
- Successfully complete Google Certified Educator Level 1

Exemption from EDDL 5303

- Full Credit converted Lamar Certificate in Technology Enhanced Teaching
- Successfully completed the Lamar Digital Certified Educator program

Please note that transcripts of the students 1st Degree and teaching qualifications will be required to participate in a Lamar University Post Graduate academic program.

Lamar University at a Glance:

Founded in 1923, Lamar University is a Carnegie doctoral research university dedicated to providing a learning environment of the highest quality. Located in Beaumont, Texas and home to over 15,000 students, Lamar University is one of the fastest growing universities in the state and is a member of the Texas State University System. Lamar University is a globally focused institution with students from 96 different countries represented in the university enrolment.

The College of Education and Human Development at a Glance:

Lamar's College of Education for Human Development graduate program is one of the largest in the US with over 5,000 students and ranked in the top 50 of U.S. News Best Online Programs for Graduate Education programs. Lamar University is widely respected as an international leader in quality online delivery.

More information on Lamar post-graduate programs: <http://education.lamar.edu/educational-leadership/>

