



# Wilkes University

## Graduate Teacher Education Department

Course Number-**EDAM 5030**

Course Title- **Teaching in the 21st Century-The Need for Change**

### Graduate Education Department Mission

*The mission of the Graduate Education Department at Wilkes University is to provide the educational community with opportunities to become leaders in classroom instruction and in the administration of schools. As such, the Graduate Education Department seeks to promote the highest levels of intellectual growth and career development through a collaborative environment that supports teaching in a diverse learning environment, while valuing commitment to the educational communities it serves.*

### Course Description:

The "Teaching in the 21<sup>st</sup> Century – The Need for Change" course is designed to present compelling evidence that instructional practices must be updated in order to keep pace in a rapidly changing world. This course is structured into five units. The first unit introduces the objectives and materials of the course. In the second unit learners are provided with the rationale for 21<sup>st</sup> century change by examining student and workplace expectations with job-embedded activities. The third unit examines the roles and responsibilities required of teachers to prepare students for the 21<sup>st</sup> century workplace; a course activity analyzing instructional practices will further enhance understanding. The fourth unit explores how supporting systems must conform in order to accomplish the 21<sup>st</sup> century transformation in the classroom; an activity will focus on conducting a departmental analysis. The final unit concludes with a metacognitive research paper that integrates the collection of reflections, the results from course activities, and addition research conducted.

**Required Textbook(s) & Readings:** No textbook is required for this course. All materials needed by the learner are embedded within the online multimedia presentation and will be downloaded and printed by the learner as needed.

### Article Titles for this course:

21<sup>st</sup> Century Teaching and Learning Series  
The Interconnected Nature of the 21<sup>st</sup> Century World  
Do They Really Think Differently?  
Engage Me or Enrage Me  
Engaged Students, Engaged Adults  
Learning Indicators for Engagement  
Technology, Workplace, and Education: What is the Link?  
21<sup>st</sup> Century Workplace: Skills for Success  
Characteristics of a 21<sup>st</sup> Century Classroom  
Elements of Differentiation  
Defining Inquiry-Based Learning  
Defining Project-Based Learning  
Effective Teamwork  
21<sup>st</sup> Century Department Activities  
21<sup>st</sup> Century Department Case Study  
Partnering with Stakeholders to Improve Student Achievement

### Course Objectives:

Objective
The students will...
Identify the needs and preferences of the 21 <sup>st</sup> century learners.
Recognize the gap that exists between current instructional practices and the skill set needed by students for success in the 21 <sup>st</sup> century workplace
Understand the role collegial collaboration plays in establishing a 21 <sup>st</sup> century classroom
Establish more effective communication among stakeholders

### Course Technology Integration

The online learner will be provided within the course structure access to all course materials, student accounts, study groups, and email anywhere an internet connection can be made. This enables the learner to choose the time and the place to complete course requirements as prescribed by the course instructor. The online learner participates in sync point discussions, creates learning log entries, and performs job-embedded course activities all provided within the course structure.

### Course Requirements & Assessments

The learner must progress through the course by participating in all activities and completing all assignments while engaging in personal reflection and active online discussions.

- **Articles:** The online learner will read professionally written articles that address specific topics of the teaching in the 21<sup>st</sup> century course. Many of the articles, including custom written pieces, are intended to illustrate the gap that exists between the world for which we are preparing students and the reality that awaits them beyond high school. Articles also convey the shift in the skill set students need to succeed in today's professions, a skill set that mirrors the 21<sup>st</sup> century workplace, including higher order thinking and the ability to engage in collaborative environments.
  - Identify the needs and preferences of the 21<sup>st</sup> century learners.
  - Recognize the gap that exists between current instructional practices and the skill set needed by students for success in the 21<sup>st</sup> century workplace
  - Understand the role collegial collaboration plays in establishing a 21<sup>st</sup> century classroom
  - Establish more effective communication among stakeholders
- **K-L-D Charts:** **K-L-D** is a graphic organizer that will help personalize learning. The online learner completes charts throughout the course that contain the following elements: 1) What I "**K**now" prior to the start of a section 2) What I "**L**earned" while interacting with the course content, and 3) What I will "**D**o" as a result of this learning. In the context of this course, the K-L-D charts will assist learners in activating prior knowledge and developing an action plan related to the transformational change required of schools and educators to keep pace with the world around them. Each unit contains a K-L-D Chart.
  - Identify the needs and preferences of the 21<sup>st</sup> century learners.
  - Recognize the gap that exists between current instructional practices and the skill set needed by students for success in the 21<sup>st</sup> century workplace
  - Understand the role collegial collaboration plays in establishing a 21<sup>st</sup> century classroom
  - Establish more effective communication among stakeholders
- **Course Activities:** The online learner completes activities outside of the classroom to build understanding of 21<sup>st</sup> century teaching, which includes, but is not limited to: identifying the needs and preferences of the 21<sup>st</sup> century learners by conducting their own action research and adjusting their practices based on their findings, using research to identify the gap that currently exists in their classroom between current student preparation and the skill set needed by students for success in the 21<sup>st</sup> century workplace, engaging in meaningful and collaborative collegial dialogue, and identifying specific instances where instructional practices can be implemented in the classroom.
  - Identify the needs and preferences of the 21<sup>st</sup> century learners.
  - Recognize the gap that exists between current instructional practices and the skill set needed by students for success in the 21<sup>st</sup> century workplace
  - Understand the role collegial collaboration plays in establishing a 21<sup>st</sup> century classroom
  - Establish more effective communication among stakeholders

- **Job-embedded Activities:** The online learner participates in job-embedded activities that include: analyzing student technology outside the classroom and inside the classroom to identify the deficiencies, investigating professions and required skill sets based on student interests, tries a 21<sup>st</sup> century teaching method or process with others associated in performing their professional duties.
  - Identify the needs and preferences of the 21<sup>st</sup> century learners.
  - Recognize the gap that exists between current instructional practices and the skill set needed by students for success in the 21<sup>st</sup> century workplace
  - Understand the role collegial collaboration plays in establishing a 21<sup>st</sup> century classroom
- **Discussion Activities:** The online learner will engage in authentic online discussions focusing on: teacher use of technology vs. student use of technology, the preferences and needs of students in the 21<sup>st</sup> century due to shifting thought patterns, and the role that student engagement plays in teacher satisfaction.
  - Identify the needs and preferences of the 21<sup>st</sup> century learners.
  - Recognize the gap that exists between current instructional practices and the skill set needed by students for success in the 21<sup>st</sup> century workplace
  - Understand the role collegial collaboration plays in establishing a 21<sup>st</sup> century classroom
  - Establish more effective communication among stakeholders
- **Learning Log:** The online learner is required to reflect upon and answer questions specific to the 21<sup>st</sup> century teaching course content that is submitted for review by the course facilitator.
  - Identify the needs and preferences of the 21<sup>st</sup> century learners.
  - Recognize the gap that exists between current instructional practices and the skill set needed by students for success in the 21<sup>st</sup> century workplace
- **Colleague Interactions:** Teachers engage in structured interviews concerning 21<sup>st</sup> century teaching with local experts and classroom peers to develop a community of learners beyond those enrolled in the course. Online discussions with colleagues taking the course also allow for sharing and collaboration.
  - Identify the needs and preferences of the 21<sup>st</sup> century learners.
  - Recognize the gap that exists between current instructional practices and the skill set needed by students for success in the 21<sup>st</sup> century workplace
  - Understand the role collegial collaboration plays in establishing a 21<sup>st</sup> century classroom
  - Establish more effective communication among stakeholders
- **Interaction:** An interaction screen requires the learner to manipulate something on-screen (i.e., drag & drop) or answer questions (i.e., quiz), etc. -- something to draw them out of strictly watching a screen and hitting the next arrow when it is complete.
  - Understand the role collegial collaboration plays in establishing a 21<sup>st</sup> century classroom
  - Establish more effective communication among stakeholders
- **Metacognitive Research Paper:** The online learner develops a metacognitive research paper that synthesizes the 21<sup>st</sup> century teaching core beliefs, guiding principles, course concepts, and reflections learned throughout the course coupled with additional research.

### **Instructor Determined Course Policies**

#### **Attendance Policy:**

The online learner is expected to meet all of the assignment deadlines that are set by the facilitator.

### **Course Expectations & Late Work Policy:**

All course work is expected to be completed by the assigned date. If there are extenuating circumstances, the learner needs to inform the facilitator. Sync Point Discussions cannot be made up under any circumstances. At the facilitator's discretion, the learner may submit quizzes, essays, learning logs, and research review assignments late. For each day that an assignment is late, a reduced grade of one level on the rubric will be given.

### **Grading:**

The following work will be evaluated by the course facilitator and will be used to determine a course grade based on established rubrics:

- **Learning Log Entries** (reflections and answers to questions collected electronically from activities throughout the course)
- **Sync Point Discussion Activities**
- **Quizzes** (multiple choice and essay questions at the end of each unit designed to measure content knowledge/understanding and application).
- **Metacognitive Research Paper**

Evaluated items contribute to the overall course grade according to the following breakdown by overall category:

- Learning Log entries 20%
- Sync Point Discussion activities 15%
- Essay quiz questions 20%
- Multiple Choice quiz questions 5%
- Metacognitive Research Paper 40%

### **Grade Regulations**

Numerical grades are given for graduate work:

- 4.0 = A Academic achievement of superior quality
- 3.5 = B+ Academic achievement of good quality
- 3.0 = B Academic achievement of acceptable quality in meeting graduation requirements
- 2.5 = C+ Academic achievement of adequate quality but below the average required for graduation
- 2.0 = C Academic achievement below the average required for graduation
- 0.0 = F Failure. No graduate course credit

A grade of "X" indicates assigned work yet to be completed in a given course. Except in thesis work, grades of "X" will be given only in exceptional circumstances. Grades of "X" must be removed through satisfactory completion of all course work no later than four weeks after the end of the final examination period of the semester in which the "X" grade was recorded. Failure to complete required work within this time period will result in the conversion of the grade to 0. An extension of the time allowed for the completion of work should be endorsed by the instructor in the form of a written statement and submitted to the Registrar.

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## **Wilkes Graduate Teacher Education Program Policies**

### **Academic Honesty**

Academic Honesty requires students to refrain from cheating and to provide clear citations for assertions of fact, as well as for the language, ideas, and interpretations found within the works of others. Failure to formally acknowledge the work of others, including Internet resources, written material, and any assistance with class assignments, constitutes Plagiarism. Cheating and plagiarism are serious academic offenses that cannot be tolerated in a community of scholars. Violations of academic honesty will be addressed at the programmatic and university levels and may result in a decision of course failure or program dismissal.

### **Program Evaluation**

Wilkes University Graduate Teacher Education Programs are fully accredited by both Middle States and the PA Department of Education. As such, it is sometimes necessary to collect student work

for examination by program reviewers. By virtue of this statement, notification is given to all students that their work may be collected and used as artifacts to support program goals and as such may be reviewed by external evaluators. The review process is for program evaluation only and in no way will materials be utilized for any other purpose or gain. Students may decline to participate in this process by giving a written and signed note to their respective instructor at the beginning of each course.

### **Academic Supports:**

#### **Library Access:**

- Wilkes offers an online library service that you can access from home. The library is available online at <http://www.wilkes.edu/library>. You can search the online catalog, browse periodical databases, view full-text articles, submit an interlibrary loan, ask a reference question, and much more.
- The online article search is available to anyone currently enrolled in or affiliated with Wilkes University. All article searches are free. They are available at <http://www.wilkes.edu/library/articles.asp> and click on the database from which you would like to search.
- Please note that if you are not on Wilkes campus, you will be asked to log in to some of the databases. Use your Wilkes e-mail username (without "@wilkes.edu") and password to gain access.
- If you do not know your username and password for your e-mail account, contact the Wilkes Help Desk directly at 1-866-264-1462. The Help Desk is available 24/7.
- Those databases followed by an \* require a special password, whether you are on campus or off campus. Please contact the library reference desk at 570.408.4250, for information.

#### **Writing:**

The Writing Center, located in the lower level of Breiseth Hall (room 018), is available to all Wilkes students and provides free assistance in all aspects of writing and communication, including the required APA format. Contact the Writing Center: Extension 2753 or on-line at [www.wilkes.edu/resources/writing](http://www.wilkes.edu/resources/writing).

#### **Technical Support:**

Technical support is provided by Learning Sciences International for enrolled learners through three methods of access including Web-based support in the system help menus, email support through the online help menus, or by telephone from 8:00 AM to 5:00 PM M-F at (724) 459-3180

#### **Special Needs:**

If you have special academic or physical needs, as addressed by the American with Disabilities Act (ADA), and require special accommodations or considerations, please contact the Graduate Teacher Education Department at 570-408-4670.

#### **Child Care Issues:**

To preserve the adult learning environment of the university classroom, young children should not be in class with parents or caregivers. Children should also not be left to wait in the lounges or halls of the class site.