General Course Information

Course Title: Teaching and Learning in the 21st Century - Assisting our Schools in Becoming "Future Ready"

Instructor: Ian Jones, Instructional Technology Coordinator
System: Pender County Schools
Audience: K-12 Teachers and Administrators
Credit: 3.0 CEU (30 contact/homework hours) online
Length of Course: 8 weeks, dates TBD

Rationale:

This year, the State Board of Education has adopted a new set of objectives for North Carolina's public schools. These objectives will replace the current "ABC's of Public Education" model. The name of this initiative is "Future Ready Students for the 21st Century." The guiding mission of this initiative is that every student will graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21st century.

"Teaching and Learning in the 21st Century – Assisting our Schools in Becoming 'Future Ready'" is the introductory portion of a systemic change based on Hall and Hord's Concerns-Based Adoption Model (Hord and Hall 1987).   The goal of this course is to take learners from a level of *awareness* ("I am not concerned about it") and providing resources at the *informational* level ("I would like to know more about it"). The objective is that learners will complete the course at the *personal* level ("How will using it affect me?"). They will have a clear understanding of the purpose, process and challenges necessary to play a role in such a change that will assist in enhancing student learning.

Course Description:

This course will build a capacity for understanding 21st Century Skills by introducing the learner to literature to understand the purpose, process, protocol and implications of such an initiative. Students will reflect on the comparing and contrasting of this initiative and "The ABC's of Public Education." The purpose of this course is to raise teachers' awareness of the initiative, informing them of the related ideas and research related to 21st Century Skills and discusses possible implications at the school and classroom level.

Implementation of the statewide initiative is scheduled for the 2008-2009 school year, but Pender County Schools is proactively seeking to inform and educate its teachers and administrators in order to facilitate a smooth transition.

Schedule and Course Layout

This will be an 8-week course designed for the teachers and administrators of Pender County Schools. The structure of this course will be based on the "Future-Ready Students For the 21st Century" initiative document which describes the five main goals of the plan. The goals are further explained by lists of objectives.

Course Tools:

Learning Modules – The heart of the course will be in this section. It will serve as a **"home base"** that you will be able to access in order to view weekly objectives, resource materials, assignments and discussion topics. This section will include links to all of these materials in one place in an easy-to-use format. In each module, there will be basic questions highlighting the weekly objectives. A link to readings and other audio visual text will also be placed on these pages. Readings will be provided in PDF format and multimedia (audio, video, images, etc.) will be in common formats as well (WAV, MP3, WMV, MOV, JPEG, GIF, SWF, etc.).

The only module that includes specifically assigned reading will be Module 1. Texts for the following modules will be selected by you, the learner in order to provide a comprehensive discussion where all documents are referenced by individual learners.

Course Media Library - This is a very important component to this course because (1) it contains readings, audio, video, etc. that you will study/experience in order to draw conclusions for our weekly discussions and (2) it is our example of collaborative/social learning, an important skill for the 21st century. **Only during the first week you will have specific required reading.** For the rest of our time together, you will choose each week what you will read, based on the Course Media Library. You will notice that much of the literature and multimedia is very general, not necessarily relating to your specific subject area. As you build your 21st Century vocabulary and skills, you will come across a wealth of information regarding the topic. As you do, **please share it with the rest of the class**! Examples could be a website, a professional research paper, an organization, an online workshop, a video, a podcast - there are no limits. The goal is to build a professional 21st Century library for you and your colleagues! Enjoy this social component of 21st Century Learning!

Organizational Tools:

Calendar – The calendar will be available for you to enter important course-related dates. I will not maintain this calendar as a syllabus will be posted for all course date information.

Syllabus – This syllabus will contain all course information including expectations, important dates, hyperlinks to learning modules and additional resources.

Communication Tools:

Announcements – They announcements page will keep you up-to-date with the most current course activities and any changes that will be made to the calendar or assignments. **Please check it often**.

Chat – The "chat" feature will be used sparingly in the course, once to serve as a **course introduction (Module 1)** and for collaboration among students. In the interest of equitability of course content and schedule, the chat feature will **not be used regularly** for delivery/discussion of content within the learning modules.

Discussions – The discussion board will be **the major component** of this course. It will serve as the main source of content-based dialogue and the learning environment for the learners.

Each week will consist of a synchronous discussion based on the required readings/material presented during the week. Content for the week will be posted on Friday, with a **reading reflection from each learner due on Tuesday at 5 p.m.**

Three (3) reactionary postings will be required from each user on the following Friday, by 5 p.m.   You will be "graded" based on your participation in the weekly discussions. The instructor will post guiding questions based on the direction of the discussion.

Mail – You will be able to communicate with fellow students and the instructor via the course email system. **Discussion topics will not take place within this system, as it will be utilized for assistance, specific questions and other personal messages.**

Who's Online – You will have access to this feature in order to facilitate **"just-in-time" assistance or spontaneous chats** with other classmates.

Student Activities:

Assignments – There will be a total of **four (4) activities** assigned for this course. There will be a link to each activity in the "Learning Modules" and in the "Assignments" space. They are to be **submitted in the "Assignment" area** via a digital drop-box.

Student Tools:

My Files – Students will be able to upload files to this area for use in collaborative and individual assignments. They will also be able to **add literature and resources for other students in this area that can be shared with other students.**

My Progress – The learner will be able to monitor his/her progress in the course using this tool. It will provide access to statistics such as time logged on, number of postings, number of postings viewed, etc. In order to receive CEU credit for the course, students will have to **post a minimum of 33 times during the course and complete all activities successfully**.

Module Schedule

This course will consist of eight modules (readings, discussions, activities):

- **Week 1 - Module 1: Introduction** - Introduce, compare and contrast "The ABC's of Public Education" and "Future-Ready Students for the 21st Century."
  - **Module Objectives:**
    - This module will assist you in . . .
      - Navigating the course environment.
      - Describing and understanding the current and future state education initiatives.

- You will get to know the course, expectations and voice your questions or concerns about online learning.
- You will compare and contrast the ABC's and Future-Ready Student Initiatives.
  - o **Chat**
    - Course Highlights
    - Questions and concerns
  - o **Required Reading** (This is the only week that there will instructor-assigned required reading, all other weeks will be student-selected)
    - NC Department of Public Instruction. (2006). *Future-Ready Students for the 21st Century* Raleigh: Department of Public Instruction
    - NC Department of Public Instruction (2006). *The ABC's of Public Education*. Raleigh: Department of Public Instruction
  - o **Discussion:**
    - Introduce Yourself
    - List characteristics of a 21st Century School/Student/Teacher
- **Week 2 - Module 2: Globally Competitive Students** - Identify characteristics of a globally competitive student and school environment.
  - o **Module Objectives**
    - This module will offer . . .
      - Statistical analysis of North Carolina's schools and students.
      - A theoretical basis for 21st Century Skills upon which our model is built.
    - You will discuss the changing needs of students in preparing them for 21st Century learning.
    - You will create a comparative profile of 21st Century Skills and 20th Century Skills.
  - o **Required Reading**
    - Choose from Media Library
  - o **Discussion** - The 21st Century Learners
  - o **Collaborative Activity –** The New Student
- **Week 3 - Module 3: 21st Century Professionals** - Reflect on our own practices and recognize the skills needed to become a 21st Century Professional.
  - o **Module Objectives**
    - This module will present . . .
      - An argument for the need to change.
      - A description of a 21st Century Professional.
    - You will have the opportunity to express your thoughts and collaborate with other professionals about the changing teaching profession.
  - o **Required Reading**
    - Choose from Media Library
  - o **Discussion**
    - The Changing World of Education
    - From Where We Came
    - Activity Discussion
  - o **Activity**
    - Collaborative - The 21st Century Classroom
- **Week 4 - Module 4: Healthy and Responsible Students** - Investigate ways in which the school can assist in the development of healthy, responsible students by providing a culture of continuous learning.

- o **Module Objectives**
  - This module will highlight various perspectives on creating healthy and responsible students.
  - You will evaluate the role of the school, parent and other influences in creating a culture of continuous learning.
- o **Required Reading**
  - Choose from Media Library
- o **Discussion**
  - Community and Parent Outreach
  - 21st Century Classroom
- o **Assignment**
  - Continue work on previous week assigment
- **Week 5 - Module 5: Leadership Guiding Innovation** - Identify characteristics of a 21st Century Leader
  - o **Module Objectives**
    - This module will describe the changing role and idea of the school leader.
    - You will examine your own role as school leader and create an example of the "ideal 21st Century teacher."
  - o **Required Reading**
    - Choose from Media Library
  - o **Discussion**
    - Changing School Leadership
    - 21st Century Classroom
  - o **Activity**
    - RSS - The World at Your Fingertips
- **Week 6 - Module 6: 21st Century Systems** - Increase awareness of the tools and systems that will promote 21st Century Skills by investigating actually 21st Century Systems.
  - o **Module Objectives**
    - This module will highlight various 21st Century tools and systems that could be used for classroom instruction.
    - You will use and evaluate several new tools for your classroom that may increase student achievement.
    - You will design a lesson using one new tool.
  - o **Required Reading**
    - Choose from Media Library
  - o **Discussion**
    - The School System
    - RSS - A Window to the World
- **Week 7 - Module 7: Changing Our System** - Identify barriers and strategies for overcoming them.
  - o **Module Objectives**
    - This module will present one action plan for movement toward 21st Century learning.
    - You will collaborate with your colleagues to develop a plan of action for adopting the "Future-Ready Students for the 21st Century" initiative.
  - o **Required Reading**
    - Choose from Media Library
  - o **Discussion**

- What are we doing . . .
- Activity Questions/Thoughts/Ideas
    - o **Activity**
        - Using 21st Century Tools - A Unit or Lesson Plan
- **Week 8 - Module 8: Where Do I Go From Here?** - Discuss the potential for utilizing 21st Century Skills in our schools and classrooms.
    - o **Module Objectives**
        - You will discuss your ideas for creating a 21st Century environment in your classroom.
        - You will present your ideas to your colleagues.
    - o **Discussion**
        - How does this affect me?
        - Unit/Lesson Plan Discussion
    - o **Evaluation**
        - Course Evaluation Survey

Grading

This course will be graded on a Pass/Fail. All discussions and module activities must be completed by announced time.

Module materials will be released on Fridays of each week (except Module 1 – released upon registration).

Required Reading: Assigned on Fridays by 5 p.m.

Discussions:

- Content Released: Friday, 9 a.m.
- Initial Reflection: Due Tuesdays 5 p.m.
- Reactions (3): Due Fridays 5 p.m.

Assignments (Individual and Collaborative): Due by Friday, week of module.

Because this course is pass/fail, late submissions (discussion and activities) cannot be accepted. If there is an emergency, contact the instructor. CEU credit will be assigned upon completion of course evaluation**.**

The posting structure follows:

Module 1	Who Am I (1)	Reflection (1)	Reactions (3)	5
Module 2	Reflection (1)	Reactions (3)		4
Module 3	Reflection (1)	Reactions (3)		4
Module 4	Reflection (1)	Reactions (3)		4
Module 5	Reflection (1)	Reactions (3)		4
Module 6	Reflection (1)	Reactions (3)		4
Module 7	Reflection (1)	Reactions (3)		4
Module 8	Reflection/Reaction Posting (4)			4
Total Posts				**33**