

Student Engagement with SMARTBoard Technology
EDUC 570 Section 731
2 Credits

Instructor: Laurie Hansen

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Meeting Times: 8 sessions/ 3 hours per session. June 20-23, 8am-4pm. All additional assignments must be posted by June 30th.

Location: Stevens Point School District Professional Development Center
1900 Zinda Drive, Stevens Point WI 54482

Face to Face Office Hours: I will be available 30 minutes prior to each class session and 30 minutes after the session ends. Other times can be scheduled via appointment.

Virtual Office Hours: By appointment

Required Texts or Resources:

- Participants should have a SMARTBoard in their classroom along with a computer with SMART Notebook software.
- Participants may bring their own laptop to class or use a computer with SMART Notebook 11 or 14 at the Technology Professional Development Center and save their work on their own storage device.
- Readings and course materials will be provided by the teacher and posted to the LMS platform.

Course Description: During this course, participants will learn how to utilize a SMARTBoard and SMART Notebook software to increase student engagement and learning. Participants will develop proficiency with the function and tools of a SMARTBoard and SMART Notebook software and to develop a series of lessons to apply in their classroom. Participants will document their growth and the impact on student learning and engagement through self- assessment, journal reflections, and student feedback.

Course Learning Outcomes:

- OUTCOME 1: Complete a self- evaluation, set goals, and assess growth in proficiency with SMART Notebook.
- OUTCOME 2: Develop a series of SMART Notebook lessons that cover multiple subject areas or units of study.
- OUTCOME 3: Analyze and evaluate elements of interactivity when adapting prepared SMART Notebook files.
- OUTCOME 4: Develop classroom management strategies for effective use of SMARTBoard.

In Tasc Standards

http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf

Standard #1: Learner Development.

Standard #3: Learning Environments.

Standard #5: Application of Content.

Standard #7: Planning for Instruction.

Standard #9: Professional Learning and Ethical Practice.

Standard #2: Learning Differences.

Standard #4: Content Knowledge.

Standard #6: Assessment.

Standard #8: Instructional Strategies.

Standard #10: Leadership & Collaboration

Measurable Objectives Applied to Standards

See course evaluation and grading.

Methods of Assessment

- Self- assessment of proficiency with SMARTBoard (pre and post - 10 points each)
- Professional goal setting document (20 points)
- Creation of lessons (4 lessons - 20 points each)
- Written reflections (4 reflections - 10 points each)
- Final project - lesson creation and presentation (40 points)

200 points total 200-186 points= A

185-177 points = A-

177-171 points= B+

170-164 points = B

163 -160 points= B-

159 - 150 points = C

149- 140 points = D

139 points or below = F

Course Evaluation and Grading

Sessions	Topics (Tentative Agenda)	Specific tools	Assessment (InTasc Standards)
Session 1	Introduction Review of course objectives Self- Assessment SMARTBoard/ Notebook Basics Professional goal setting	*Kahoot *Google Form with self-assessment (pre) *WTI SMARTBoard Basics- menus, toolbars, tabs, and navigation *Moodle	*Artifact: Completed Google Form (10 points) *Written reflection with goal statement (20 points) Standards 4, 5, 9
Session 2	Essentials for Editing Editing objects with ordering, grouping, locking and linking Create lesson #1 Exit Slip	*WTI SMARTBoard Basics- editing, ordering, grouping, locking and linking *Moodle *Google Form Exit Slip	*Artifact: SMARTboard Lesson #1 (20 points) *Exit Slip- Reflection #1 (10 points) Standards 5, 7, 9

Session 3	<p>Making the Most of SMART Exchange</p> <p>SMART Exchange features Downloading and adapting SMART Notebook files (Create Lesson #2) Reflection in Moodle</p>	<p>*Making the Most of SMART Exchange presentation</p>	<p>*Artifact: SMARTboard Lesson #2 (20 points) *Moodle forum post-Reflection #2 (10 points)</p> <p>Standards 7, 8</p>
Session 4	<p>The Key to Professional Quality Files: Gallery Toolkit</p> <p>Using the Lesson Activity Toolkit-examples to share and exploration time Create Lesson #3 Exit Slip</p>	<p>*Lesson Activity Toolkit: Pages, Activities and Tools *Google Form Exit Slip</p>	<p>*Artifact: SMARTboard Lesson #3 (20 points) *Exit Slip-Reflection #3 (10 points)</p> <p>Standards 7, 8</p>
Session 5	<p>Managing Your SMART Classroom</p> <p>SMART Instruction: page recorder, screen recorder, Activity Builder Presentation Models and Pedagogy SMART notebook tools to foster independence Classroom Management Tips and Tricks Create Lesson #4</p>	<p>*SMART Instruction for Greater Release and Independence</p>	<p>*Artifact: SMARTboard Lesson #4 (20 points)</p> <p>Standards 1, 2, 3</p>
Session 6	<p>Components of Student Engagement</p> <p>Present Lesson #4 without teacher leading. Student Interactivity Checklist discussion Final Project discussion and work time Exit Slip</p>	<p>*Student Interactivity Checklist *Final Project Rubric *Google Form Exit Slip</p>	<p>*Exit Slip-Reflection #4 (10 points)</p> <p>Standards 2, 3, 7</p>
Session 7	<p>Refining Your Presentation</p> <p>Supported work time to finish Lesson #5 Practice time Extended file creation time Exploration of Smart Blog</p>	<p>*Final Project Rubric</p>	<p>*Artifact: Final Project-SMARTboard Lesson #5 (40 points)</p> <p>Standards 6, 7, 8</p>
Session 8	<p>Final Presentations and Conclusion</p> <p>Present final project to the group</p>	<p>*Final Project Rubric *Complete Google form with self- assessment</p>	<p>*Complete post assessment (10 points)</p>

	Self- assessment (post) Class evaluation	(post) *Course evaluation	Standards 5, 9, 10
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UWSP Community Bill of Rights and Responsibilities

UWSP values a safe, honest, respectful and inviting learning environment. In order to ensure that each student has the opportunity to succeed, a set of expectations have been developed for all students and instructors. This set of expectations is known as the Rights and Responsibilities document, and it is intended to help establish a positive living and learning environment at UWSP. For information go to:

<http://www.uwsp.edu/stuaffairs/Pages/rightsandresponsibilities.aspx>

The rights and responsibilities document also includes the policies regarding academic misconduct, which can be found in Chapter 14. A direct link can be found here:

<http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SSR-2010/rightsChapter14.pdf>

American with Disabilities Act

The American Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. For more information about UWSP's policies, check here:

<http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/ADAPolicyinfo.pdf>

If you have a disability and require classroom and/or exam accommodations, please register with the Disability and Assistive Technology Center and then contact me at the beginning of the course. I am happy to help in any way I can. For more information, please visit the Disability and Assistive Technology Center located on the 6th floor of the Learning Resource Center (Library). You can also find more information here:

<http://www.4.uwsp.edu/special/disability/>

Again, any special circumstances that are unique to you as a student learner can be discussed at any time. Please make special arrangements to meet privately during my office hours.