

TDC/NDC Unit 1

1. Reflective Assignment – Course Content, Readings, and More

Part A: Write an informal 100–150 word reflection on your learning exploration this week as you reviewed the Lesson Content, iLearning in Action, and Me, Myself, and iOS sections.

Part B: In 100–150 words, review and reflect on a **minimum of two** of the resources provided in this week's **Suggested Readings**.

Note: Please do not summarize what you explored; instead, discuss your personal reactions, new ideas, significant insights, and how the information can be used to support you becoming an iTeacher.

2. Application Assignment – Student Survey

Teachers are often surprised at the technology tools their students use on a daily basis. Increasingly, younger students are using a wide variety of technologies starting at a very young age, as young as 1 or 2. For this week's application assignment, survey your students or those you work with to find out what mobile technology tools (i.e. **hardware**) they have and use. For example, how many have an iPad (or other tablet), iPhone (or other smartphone), and other digital devices. Find out this week just what tools and digital toys your students are using.

Write a brief summary of what you learned including what surprised you about your students' use of mobile technologies. If you are not currently able to survey classroom students, try surveying a few kids in your neighborhood or community.

Note: Concentrate your survey on hardware type tools, not software, not on social networking, or Internet usage. If unable to complete this survey, let your instructor know and include why.

3. Submission Instructions

Type your assignment (items 2 and 3 above) **single-spaced** with an extra line between paragraphs. Create your assignment in a word processor and save often. Complete both the reflective and application assignments in the same file. Include the appropriate heading at the beginning of each section (i.e. Reflective Assignment Part A, Reflective Assignment Part B, Application Assignment). Then, copy and paste your assignment into the body of an e-mail message. **Do not send your assignment as an attachment.** Enter **Week 1 Assignment** in the Subject line of your e-mail message. Submit your assignment on or before midnight on the activity's due date. Review the **Schedule** under **Course Home** for due dates. **Important Note:** If you desire graduate credit, **click or tap here** for more information. You must complete graduate credit application requirements by the end of this week. After Week 1, an application for graduate credit will not be accepted due to accreditation requirements. In addition, please let your instructor know when submitting this week's assignment.

TDC/NDC Unit 2

1. Reflective Assignment – Course Content, Readings, and More

Part A: Write an informal 100–150 word reflection on your learning exploration this week as you reviewed the Lesson Content, iLearning in Action, and Me, Myself, and iOS sections.

Part B: In 100–150 words, review and reflect on a **minimum of two** of the resources provided in this week's **Suggested Readings**.

Note: Please do not summarize what you explored; instead, discuss your personal reactions, new ideas, significant insights, and how the information can be used to support you becoming an iTeacher.

Part C: Review a **minimum** of two apps from this week's **Apps Exploration** and write a 25 word reflection on each app you review. A rubric is a great way to evaluate apps. For this week only, use this **rubric** and score the apps you selected for review. Comment on the scores each app received and if that encouraged or discouraged you from using the app. Basically, we just want you to explore if an app rubric is beneficial for you to use.

2. Application Assignment

Last week you surveyed your students to determine what sort of mobile and technical devices they either owned or were able to use. This week the focus shifts to how your students use these devices. Do your students have Facebook or other social networking accounts? Do they tweet? Find out if any students have their own blogs or wikis, and since we are focusing on mobile devices, ask your students about their app use. What are their favorites? How do they decide which ones to download? How many of your students are "Always On" making them part of the iGeneration? Specifically as if they would prefer reviewing your instructional content on a smartphone or a tablet?

Write a brief summary of what you learned including what surprised you about how your students used mobile technology tools. If you are not currently able to survey classroom students, try surveying a few kids in your neighborhood or community.

Note: Concentrate your survey on how they use apps, social networking, or other media, not on the hardware they use.

3. Submission Instructions

Type your assignment (items 1 and 2 above) **single-spaced** with an extra line between paragraphs. Create your assignment in a word processor and save often. Complete both the reflective and application assignments in the same file. Include the appropriate heading at the beginning of each section (i.e. Reflective Assignment Part A, Reflective Assignment Part B, Application Assignment). Then, copy and paste your assignment into the body of an e-mail message. **Do not send your assignment as an attachment.** Enter **Week 2 Assignment** in the Subject line of your e-mail message. Submit your assignment on or before midnight on the activity's due date. Review the **Schedule** under **Course Home** for due dates.

1. Reflective Assignment: Course Content, Readings, & More (Unit 3)

Part A: Write an informal 100–150 word reflection on your learning exploration this week as you reviewed the Lesson Content, iLearning in Action, and Me, Myself, and iOS sections.

Part B: In 100–150 words, review and reflect on a **minimum of two** of the resources provided in this week's **Suggested Readings**.

Note: Please do not summarize what you explored; instead, discuss your personal reactions, new ideas, significant insights, and how the information can be used to support you becoming an iTeacher.

Part C: Review a **minimum** of two apps from this week's **Apps Exploration** and write a 25 word reflection on each app you review. A rubric is a great way to evaluate apps. For this week only, use this **rubric** and score the apps you selected for review. Comment on the scores each app received and if that encouraged or discouraged you from using the app. Basically, we just want you to explore if an app rubric is beneficial for you to use.

2. Application Assignment

Part A — iVideo Exploration: Visit the **Salman Khan Academy** Web site and explore his videos and ideas. In addition, visit some of the sites listed at **The 100 Best Video Sites for Educators** web site and **WatchKnowLearn** web site, and view some of the videos that apply to your teaching situation. Think about using videos as part of your out-of-class instructional content. Then create a very brief lesson plan describing how you think you could use out-of-class videos with your students at this point in your learning adventure. In other words, what are your thoughts at this point?

Part B — iBook Textbooks Exploration: Visit the iBook Store (not the App Store) and explore the different categories and options that are of interest to you. Then tap "More" at the top of the store, scroll down, and then tap the "Textbook" link. Explore the K-12 digital textbooks that are available today (new books are added every day). Select a **minimum** of two that you could use with your students and/or are of interest to you and download them to your iBook app bookshelf.

Some are free, and the ones that do cost money usually allow you to download a "sample" that is often a selected chapter. You will find that many of the books available today in the "Textbook" section are tailored to middle and high school; this is by design. Elementary books will be added later. If you teach younger students, you might **also** want to explore the "Children & Teens" link. Briefly summarize your exploration and list the top 2-3 features about iBooks that most excite you. **NOTE: Please complete this part of your assignment before proceeding to the next application assignment.**

Part C — iCourse Exploration: This course is Web-based which means you must have Internet access to review course content, watch videos, etc. We now want you to explore a completely new disruptive concept called an **iCourse** which we define as a traditional Web-based course transformed into an iBook. We think you'll be amazed at how the look of the course changes when we disrupt the conventional model! Watch the following video and Justin will help you enter this whole new world of possibilities. Welcome to the future of education! Briefly summarize your exploration and list the top 2-3 features about the concept of an iCourse that most excite you.

Note: Setting this up as an iCourse is an easy process, but it does involve several steps. To avoid confusion, **we suggest you watch the video** on your computer and follow the steps on your iPad. **That way you can pause the video** as needed without having to go **back and forth on your iPad**.

TDC/NDC Unit 4

1. Reflective Assignment — Course Content, Readings, and More

Part A: Write an informal 100–150 word reflection on your learning exploration this week as you reviewed the Lesson Content, iLearning in Action, and Me, Myself, and iOS sections.

Part B: In 100–150 words, review and reflect on a **minimum of two** of the resources provided in this week's **Suggested Readings**.

Note: Please do not summarize what you explored; instead, discuss your personal reactions, new ideas, significant insights, and how the information can be used to support you becoming an iTeacher.

Part C: Review a **minimum** of two apps from this week's **Apps Exploration** and write a 25 word reflection on each app you review. A rubric is a great way to evaluate apps. For this week only, use this **rubric** and score the apps you selected for review. Comment on the scores each app received and if that encouraged or discouraged you from using the app. Basically, we just want you to explore if an app rubric is beneficial for you to use.

2. Application Assignment

Part A — Screencast Creation/Exploration: During the past two weeks, you have explored a number of different video creation apps. These are just a few of the many others available at the App Store. Select one of the programs introduced and create a brief video on the topic of your choice. This does not have to be complicated, and can be as simple as recording an audio of you introducing yourself and then writing your name on the iPad using a screencast creation tool. This is to allow you to practice using the tools available with each App and determine which one of these you believe would work best for you and your students.

Part B — iPads in Education Exploration: Visit the **Apple in Education** Web site and spend some time reading about how iPads are changing the way teachers teach and students learn. Summarize your thoughts about how you "might" use all kinds of out-of-class iMaterials to increase your student's achievement and excitement about learning. In other words, what are your thoughts at this point in the class?

3. Submission Instructions

Type your assignment (items 1 and 2 above) **single-spaced** with an extra line between paragraphs. Create your assignment in a word processor and save often. Complete both the reflective and application assignments in the same file. Include the appropriate heading at the beginning of each section (i.e. Reflective Assignment Part A, Reflective Assignment Part B, Application Assignment Part A). Then, copy and paste your assignment into the body of an e-mail message. **Do not send your assignment as an attachment.** Enter **Week 4 Assignment** in the Subject line of your e-mail message. Submit your assignment on or before midnight on the activity's due date. Review the **Schedule** under **Course Home** for due dates.

TDC/NDC Unit 5

1. Reflective Assignment — Course Content, Readings, and More

Part A: Write an informal 100–150 word reflection on your learning exploration this week as you reviewed the Lesson Content, iLearning in Action, and Me, Myself, and iOS sections.

Part B: In 100–150 words, review and reflect on a minimum of two of the resources provided in this week's Suggested Readings.

Note: Please do not summarize what you explored; instead, discuss your personal reactions, new ideas, significant insights, and how the information can be used to support you becoming an iTeacher.

Part C: Review a minimum of two apps from this week's Apps Exploration and write a 25 word reflection on each app you review. A rubric is a great way to evaluate apps. For this week only, use this rubric and score the apps you selected for review. Comment on the scores each app received and if that encouraged or discouraged you from using the app. Basically, we just want you to explore if an app rubric is beneficial for you to use.

2. Application Assignment

Part A — iMaterials Apps: This week, you have explored a number of apps that you can use to create out-of-class iMaterials for your students. As you have learned, there are an extensive variety of apps that can meet just about any need you have for creating iMaterials. Let your instructor know which apps (2 or 3) you like the best (from the ones we provided this week or other ones you found) and very briefly describe how you could use them with your students.

Part B — Team Work: If possible, get together with other teachers to form an iTeam. Discuss with them what you have learned so far in this class, including your exploration of iMaterial development apps. See if you can get them involved in creating a plan for developing mutually beneficial iMaterials (e.g. for different grade levels, different units, etc.). Remember to concentrate on out-of-class iMaterials, not in-class materials. Basically, get together with others and form a little “grass roots” initiative, but instead of grass roots, let’s call this an iGrass Roots Initiative. Briefly describe to your instructor the kind of “alliance” you all came up with that works best for everyone. If you are unable to get together with other teachers, please briefly share your thoughts on how you could possibly form an iTeam at your school.

3. Submission Instructions

Type your assignment (items 1 and 2 above) **single-spaced** with an extra line between paragraphs. Create your assignment in a word processor and save often. Complete both the reflective and application assignments in the same file. Include the appropriate heading at the beginning of each section (i.e. Reflective Assignment Part A, Reflective Assignment Part B, Application Assignment Part A). Then, copy and paste your assignment into the body of an e-mail message. **Do not send your assignment as an attachment.** Enter **Week 5 Assignment** in the Subject line of your e-mail message. Submit your assignment on or before midnight on the activity’s due date. Review the Schedule under **Course Home** for due dates.

TDC/NDC Unit 6

1. Reflective Assignment — Course Content, Readings, and More

Part A: Write an informal 100–150 word reflection on your learning exploration this week as you reviewed the Lesson Content, iLearning in Action, and Me, Myself, and iOS sections.

Part B: In 100–150 words, review and reflect on a **minimum of two** of the resources provided in this week's Suggested Readings.

Note: Please do not summarize what you explored; instead, discuss your personal reactions, new ideas, significant insights, and how the information can be used to support you becoming an iTeacher.

Part C: Review a **minimum** of two apps from this week's Apps Exploration and write a 25 word reflection on each app you review. A rubric is a great way to evaluate apps. For this week only, use this rubric and score the apps you selected for review. Comment on the scores each app received and if that encouraged or discouraged you from using the app. Basically, we just want you to explore if an app rubric is beneficial for you to use.

2. Application Assignment — Designing a miniFlip

This week you have been exploring tools and options for flipping a classroom. Consider how this could be done with your own students in your subject area. In 200-300 words, describe one lesson you would like to flip. Include the specific topic or objective you would present, the resources you would use, how you would measure the success of your miniFlip, and what activity you would do in the classroom to follow the flip. Just have some fun with this application assignment.

3. Submission Instructions

Type your assignment (items 1 and 2 above) **single-spaced** with an extra line between paragraphs. Create your assignment in a word processor and save often. Complete both the reflective and application assignments in the same file. Include the appropriate heading at the beginning of each section (i.e. Reflective Assignment Part A, Reflective Assignment Part B, Application Assignment). Then, copy and paste your assignment into the body of an e-mail message. **Do not send your assignment as an attachment.** Enter **Week 6 Assignment** in the Subject line of your e-mail message. Submit your assignment on or before midnight on the activity’s due date. Review the **Schedule** under **Course Home** for due dates.

TDC/NDC Unit 7

NOTE: The Submission Instructions for this week are different than previous weeks, so please read them carefully.

1. Reflective Assignment – Course Content, Readings, and More

Part A: Write an informal 100–150 word reflection on your learning exploration this week as you reviewed the Lesson Content, iLearning in Action, and Me, Myself, and iOS sections.

Part B: In 100–150 words, review and reflect on a **minimum of two** of the resources provided in this week's **Suggested Readings**.

Note: Please do not summarize what you explored; instead, discuss your personal reactions, new ideas, significant insights, and how the information can be used to support you becoming an iTeacher.

2. Application Assignment – iParent Plan

After exploring the topic of parental involvement this week, what plan do you have to get more parents involved? How could you use teacher-created screencasts and other iMaterials to foster your students' parents becoming iParents? Briefly summarize your findings and ideas on how you could get your students' parents more involved. Include the specific topic or objectives related to your topic, the resources you would use, and how you would distribute your iMaterials to your students' parents (or should we say, your future iParents!).

3. Submission Instructions (Read carefully as these differ from previous weeks)

Type your assignment (items 1 and 2 above) **single-spaced** with an extra line between paragraphs. Create your assignment in a word processor and save often. Complete both the reflective and application assignments in the same file. Include the appropriate heading at the beginning of each section (i.e. Reflective Assignment Part A, Reflective Assignment Part B, Application Assignment). **For this week, you will submit your assignment using Dropbox or one of the other iDepositories mentioned in this week's iLearning in Action. This is to provide you with practice in the use of iDepositories because that is how you will submit your final project.** Follow the directions provided to upload your assignment file and then share it by email with your instructor. Enter **Week 7 Assignment** in the Subject line of your e-mail message. Submit your assignment on or before midnight on the activity's due date. Review the **Schedule** under **Course Home** for due dates.

Final Project Guidelines - TDC / NDC Unit 8

Your final project may be accomplished in groups of two or three **or** may be completed individually. Your group members do not have to be educators taking this class; you can include other educators in your school. The quality of your final project must be graduate level.

Your final project, as minimum, should include the following:

A brief summary of your final project that describes your audience (e.g., grade level, subject, specific curriculum area, any curriculum standards you are addressing, etc.)

A minimum of two iVideos (screencasts) for students and/or parent iMaterials for your students

Provide your instructional content in the cloud (any iDepository) so it can be used by your students and/or their parents

A plan on how to continue to provide your students with out-of-class instructional content

As you have learned in this course, you have almost unlimited flexibility in what you select and how you do your final project. The neat part about being an iTeacher is that you have total control over the out-of-class content you provide for your iStudents. Consider the many examples that have been provided: student support for an Algebra lesson, supporting history concepts, comparing types of turtles, etc. The possibilities are limitless. You even have the ability to create your own iBook to support your students' learning (and their parents!).

For your final project, your screencasts and iMaterials must be curriculum-specific; something you will use with your students. If you are not in a classroom, use your final project as an opportunity to create something you could use for a staff development workshop, parent workshop, or another audience/event that is appropriate to your current position.

Before you begin, storyboard out your ideas for the final project and begin to collect your iMaterials. Search for videos on your topic and content area (remember that you don't always have to reinvent the wheel), and determine which iDepository you will use. Using an iDepository for this project allows you to access your project anywhere, anytime, from any computer or mobile device. You may want to review the Me, Myself, and iOS and iLearning in Action portions of each week if you have any questions about the various apps or iDepositories that are available.

The iVideos you create will more than likely be too large to e-mail through most traditional e-mail systems. This is another reason why it is important to think about how your audience will be able to access your iVideos. Some of the apps provide access to the video using their own server, while others offer more flexibility and allow exporting to your own iDepository, like Dropbox or social networking sites like YouTube. Using a service like Dropbox not only provides you accessible, sharable storage for your iVideo, but it can also be used as an intermediary for you to post your videos to other services like Edmodo, your classroom blog, or Web site.

Tips for Creating Screencasts

Before Recording

The most important tip is to not overdue preparation, as your screencasts could end up being seen by your students as “canned” and as result can be boring. Often being spontaneous is best; after all, this is what your students are used to seeing. Your preparation for recording a screencast should be similar to the way you prepare for your classroom instruction.

- Create a basic script ahead of time to make sure that you cover all the important details, but avoid being so scripted that you sound robotic.
- Create all slides and images ahead of time so that you have a clear picture of the entire lesson.
- Select the environment carefully; your environment should be relaxing and have minimal background noise.
- Do a sound check before recording a long screencast.
 - The built in microphone on your device should suffice, but be sure to remove your cover and any other obstructions to the microphone.
 - If you find that you need a microphone, do not hold it too close to your mouth. You will need to use a headset if using Camtasia or Jing on a traditional computer.
- Practice your annotation tools prior to creating your recording.
 - Make sure that you are familiar with how each one works in an effort to minimize time wasted fumbling around.
 - Determine if you are more comfortable using a stylus or your finger to create your annotations.
 - Set up as many presets as possible before you begin recording. This includes pen color, transparency, and thickness. The more you have ready to go, the less “dead” air you will have as you access your tools.

During Recording

The most important tip is to be yourself; don’t try to be an “actor”. To prevent this “actor syndrome,” you might want to get very comfortable when recording on your iPad or computer. Try recording in a relaxed position with the iPad or computer on your lap and your feet rested up on the table or desk.

- Probably the most important tip is to talk normally; do not slow things down (**which most people tend to do**) or speed things up.
- Make your directions as descriptive as possible.
- Be cautious about mentioning colors when giving directions, as some of your viewers may be colorblind.
- To help ensure the longevity of your screencasts, try not to mention information that will be invalid later on (i.e. dates).

After Recording

- Watch your screencast and follow your own directions to see if you have left any steps out.
- Ask a colleague to view your screencast and attempt to follow your directions. You can then observe or survey him or her to see if he or she has any difficulties or experiences any confusion. Your colleague needs to make sure that you are “being yourself.”

Future Plans

The final piece of your project will be a plan for how you continue to develop and provide out-of-class instructional content. Provide a brief summary of your thoughts, ideas, and strategies for continuing to support your instruction and students’ learning by being an iTeacher.

Final Thoughts

Throughout this course, you have been introduced to a wide sampling of screen capture apps available on the iPad. While each of these apps enables you to create screencast recordings for your students, they each offer different features in both the creation and sharing of iVideos. It is important to explore these apps and find the one that will meet your needs in both of these areas.

As you have progressed through this course, you might have asked yourself, “Why so much emphasis on screencasts?” The following are just a few answers to “why”.

1. Primarily, because of the power of classroom teacher, created out-of-class content is the changing face of education. As you have learned throughout this course, today’s students are different from previous generations; they are part of the iGeneration and their minds process information differently. They live in an iLearning world or a world dominated by video and other digital technology. Your video screencasts can help you as you continue to learn how to engage today’s digital kids and help all of your students reach their goals and excel beyond what was previously possible.
2. Additionally, the use of these teacher-created materials provides teachers with the tools they need to successfully iLevel their students in an easy and realistic manner. Screencasts can be used for multiple students at any time for remediation, general instruction, or enrichment, which will free up valuable time in class.
3. As you have learned, these apps are very easy to use and teacher-friendly. They are also powerful, flexible, and can be integrated in literally thousands of different ways; it is really limited only by your creativity and imagination and the imagination of your students.