KENT STATE
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College of Education, Health, and Human Services

The attached proposal is submitted by the **EHHS Office of Professional Development and Outreach** for Curriculum Committee review:

_____ Foundations, Leadership and Administration
XXXX Lifespan Development and Educational Sciences
_____ Teaching, Learning and Curriculum Studies
_____ Health Sciences

*(Course # **ITEC 4/50093**) (Instructor: **Julee Henry**)*
Workshop title: **Teaching with Tablets**

XXXX Workshop (**2 credit hours**)
_____ Conference/Institute
_____ Special Topics Off-Campus Course

= =======

D. Tiene _____ 4/23/14
Drew Tiene, Program Coordinator Approval   Date

_Courtney V____n_ _____ 9/15/14
Courtney Vierstra, School Curriculum Committee Approval   Date

M. Dellmann-Jenkins _____ 9/16/14
Mary Dellman-Jenkins, School Director Approval   Date

_____   _____
Catherine Hackney, College Dean Approval   Date

Comments:

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College of Education, Health and Human Services
Office of Professional Development and Outreach

WORKSHOP PROPOSAL FORM

Workshop Title: ____Teaching with Tablets_____

1 credit = 15 instructional hours + 22.5 hours of out-of-class assignments (total 37.5 clock hours)
2 credits = 30 instructional hours + 45 hours of out-of-class assignments (total 75 clock hours)
3 credits = 45 instructional hours + 67.5 hours of out-of-class assignments (total 112.5 clock hours)
(Breaks and lunch hours may not be included as instructional hours)

_2_Specify number of credits   X_Undergraduate   X_Graduate

_____ Non-Credit

Associations/Agencies from which CEU Approval Should Be Requested:

Instructor Information:
Name of instructor: Julee Henry
Highest degree: Master's of Education
Degree granting institution: Kent State University   Year:_May 2010

Instructor Status:
___Current KSU faculty
    Faculty rank/department _____

___First time instructor for KSU
    First time instructors offering a graduate credit workshop must be granted temporary graduate faculty status (updated annually). Please include curriculum vita with this proposal.

X_Returning instructor (Date of last KSU workshop/course taught: _
Spring 2014, Social Networking in Education & 21st Century Skills

Brief Instructor Profile:
Julee Henry
Coordinator, Instructional Resource Center (IRC)

In addition to managing the IRC, Julee teaches workshops relating to social networking in education and 21st Century skills for educators. She holds her bachelors degree in business administration, master's degree in instructional technology, and is currently pursuing a Ph.D. in educational psychology with a concentration in instructional technology. Julee joined the College of Education, Health, and Human Services at Kent State

University in 2008. Her research interests include the integration of technology into the curriculum, the use of social media in education, and online and distance education.

Workshop Logistics: Online
Preferred location:
Specific room:
(*We will attempt to secure your requested room*).

Projected enrollment: 15-20   Maximum enrollment: 20
(*Please provide a statement of explanation if the maximum enrollment for this workshop is above or below*

Please address pedagogical appropriateness and/or resource availability).

Proposed workshop dates: From: January 19, 2015   To: February 8, 2015

   Day(s) of the week: _____Online_____

   Timing (AM/PM)   From: N/A   To:

Workshop Funding:
Is this workshop affiliated with a grant?   Yes_____No_____X_____
Type of grant_____
Will the instructor's salary be paid by the grant?   Yes_____No_____
Will the participant's tuition be paid by the grant? Yes_____No_____
   Grant account # _____

Technology in Instructional Delivery:
Please indicate if this workshop will involve any of the following:
___ Computer-based instruction and required lab times
X__ Distance learning/Online

Workshop Audience and Content (attach additional sheets if necessary):

Describe in detail the workshop's intended audience.

- Educators (Middle School through Higher Education)
- Trainers in various fields (corporate, government, education, non-profit sectors)
- People interested in newer technologies and/or the use of tablets

List the workshop's goals and objectives.

Throughout the class, participants will:

- Communicate information, ideas, thoughts and opinions related to the use of tablets in teaching through an online discussion board.

- Prepare lessons, assignments and other training materials for their own learning environments

What knowledge, skills or expertise will participants have attained upon completing the workshop?

At the end of the workshop, participants will be able to:

- Identify various ways to utilize tablets and apps as teaching aids through the use of an app selection rubric or checklist,
- Recognize ways in which tablets can enhance teaching and learning through experiential learning, and
- The ability to design tablet activities for students through the use of audio and video apps.

(Method of Evaluating Participants) Please describe in detail how final grades (credit) or successful completion (noncredit) will be determined. Although credit workshops are limited to Satisfactory /Unsatisfactory grading, criteria for awarding of Satisfactory grade must be clearly stated. Attachment of an evaluation rubric is highly encouraged.

Evaluation of each student will be determined by satisfying rubric guidelines for each project. I will award points for each assignment to give students an idea of how they are doing in the class. If an undergraduate student receives a total percentage below 70% they will fail the workshop. If a graduate student receives a total percentage below 80% they will fail the workshop. All assignments and discussion posts must be completed in order to pass.

(Graduate Student Requirements) Please describe in detail additional requirements for graduate students if the workshop will be offered at both the undergraduate and graduate levels. This should take the form of additional assignments, additional days, enhanced requirements, etc.

Graduate students will have one final project at the end of the workshop. They will be required to create a digital portfolio using the app of their choice. The portfolio will consist of an uploaded resume/vita and examples of tablet generated products.

1 credit = 15 instructional hours + 22.5 hours of out-of-class assignments (total 37.5 clock hours)
2 credits = 30 instructional hours + 45 hours of out-of-class assignments (total 75 clock hours)
3 credits = 45 instructional hours + 67.5 hours of out-of-class assignments (total 112.5 clock hours)
(NOTE: Breaks and lunch hours may not be included as instructional hours)

Session Date	Instructional Contact Hours	Outside Class Contact Hours	CONTENT OUTLINE
Week 1: January 19 - 25	10	15	**Topics/Themes:** Introduction to the various different tablets and their similarities and differences Introduction to Apps **Readings (if applicable):** Required: Creating Content with Your Tablet - Introduction and chapter 1 Suggested: Teaching with Tablets: How do I integrate tablets with effective instruction? – Chapter 1: A Transformation in Education **Assignments (if applicable):** Online discussion: What kinds of apps do you use on your personal tablet? Which of those apps are most useful to you and why? App Assignment: Select two or more of the app selection rubrics or checklists referenced in chapter 1. Modify the tool for use at your site, and then test it by reviewing two or three apps. Write a 1-2 page summary of your ideas and results.
Week 2: January 26 – February 1	10	15	**Topics/Themes:** Photography and video using tablets Using tablets to enhance speaking and listening **Readings (if applicable):** Required: Creating Content with Your Tablet - Chapters 2 - 4 Suggested: Teaching with Tablets: How do I integrate tablets with effective instruction? – Chapter 2: A High Quality Teaching Framework **Assignments (if applicable):** Online discussion: Have you read an e-book? Why or why not? What are the benefits of students being able to publish their writing and read it on a mobile device? Assignment: Select an app to draw, make a screencast, or make a short animation. Next, design an activity where students can make use of the app to create something. Make a sample of a student product.
Week 3: February 2 - 8	10	15	**Topics/Themes:** Students composing and publishing content Incorporating tablets into instruction **Readings (if applicable):** Required: Creating Content with Your Tablet – Chapters 5, 7, and 8 Suggested: Teaching with Tablets: How do I integrate tablets with effective instruction? – Chapter 3: Practical Considerations of Teaching with Tablets **Assignments (if applicable):** Online discussion: What kinds of writing assignments do you typically make? How could you adapt them to incorporate use of technology? How do you think students would react to the revised assignments? Audio/Video Assignment: Using your tablet, create either a 5-7 minute podcast or short video using the app of your choice. Content should be educational and

| | | | | specific to your area.
Graduate Students: Digital Portfolio |
|---|---|---|---|---|

TOTAL INSTRUCTIONAL CONTACT HOURS: 30   **TOTAL OUTSIDE CLASS CONTACT HOURS: 45**

Please List Texts and/or Instructional Resources to Be Utilized for the Workshop:

Required:
Creating Content With Your Tablet by Susan J. Brooks-Young, paperback $25.60, Kindle $14.55
ISBN-13: 978-1452271835 or ISBN-10: 1452271836

Access to a tablet for the full 3-week workshop.

Suggested:
Teaching With Tablets: How do I integrate tablets with effective instruction? By Nancy Frey, Doug Fisher, and Alex Gonzalez, paperback $11.69, Kindle $5.99
ISBN-10: 1416617094 or ISBN-13: 987-1416617099

Marketing:
In 75 words or less, please give a description of the workshop for marketing purposes. This description may be edited to conform with Kent State University style guidelines and/or to maximize marketing effectiveness.

Tablets are changing the way people communicate and the possibilities for utilizing these devices to engage in technology-supported activities are limitless. The ability to collaborate anytime, anywhere benefits teaching, learning, and so much more. In this online workshop participants will explore the many uses of tablets in varying fields and environments. Students will learn to identify various apps for teaching aids, recognize ways in which tablets can enhance teaching and learning, and identify both the benefits and challenges of tablets.

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Teaching with Tablets

College of Education, Health, & Human Services

Instructor: Julee Henry
Email: jahenry2@kent.edu

Introduction

Welcome to the College of Education, Health, and Human Services at Kent State University and to the workshop.

My goal is to help you better understand the interrelationships between tablets, teaching and learning. I encourage you to approach the workshop in a creative and meaningful way that is supportive of your expertise and experience. If you have questions or concerns about anything pertaining to this workshop, please don't hesitate to ask.

Workshop Description

Teaching with Tablets (2 credit hours)
This workshop is designed to help both current and future educators and/or trainers better understand the connections between the use of tablets in the classroom. It is expected that students have access to a tablet for the entire 3-week workshop and some expertise with a tablet. Come to the workshop with questions, inquiries, and interests related to how these topics can help in the educational process.

Workshop Objectives

Throughout the class, participants will:
- Communicate information, ideas, thoughts and opinions related to the use of tablets in teaching through an online discussion board.
- Prepare lessons, assignments and other training materials for their own learning environments

At the end of the workshop, participants will be able to:
- Identify various ways to utilize tablets and apps as teaching aids through the use of an app selection rubric or checklist,
- Recognize ways in which tablets can enhance teaching and learning through experiential learning, and
- The ability to design tablet activities for students through the use of audio and video apps.

Instructional Methods

This is a 100% online workshop. The workshop is in Blackboard Learn and is divided into 3 weekly modules. Students will complete 1-2 assignments per week, post to the discussion board, and submit projects in Blackboard Learn as scheduled.

Required Course Materials

Required:
Creating Content With Your Tablet by Susan J. Brooks-Young, paperback $25.60, Kindle $14.55
ISBN-13: 978-1452271835 or ISBN-10: 1452271836

Students must have access to a tablet for the full 3-week workshop.

Suggested:
Teaching With Tablets: How do I integrate tablets with effective instruction? By Nancy Frey, Doug Fisher, and Alex Gonzalez, paperback $11.69, Kindle $5.99
ISBN-10: 1416617094 or ISBN-13: 987-1416617099

Workshop Requirements

Session Date	Due Date	CONTENT OUTLINE
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Week 2: January 26 – February 1	**February 1**	**Topics/Themes:** Photography and video using tablets Using tablets to enhance speaking and listening **Readings (if applicable):** Required: Creating Content with Your Tablet - Chapters 2 - 4 Suggested: Teaching with Tablets: How do I integrate tablets with effective instruction? – Chapter 2: A High Quality Teaching Framework **Assignments (if applicable):** Online discussion: Have you read an e-book? Why or why not? What are the benefits of students being able to publish their writing and read it on a mobile device? Assignment: Select an app to draw, make a screencast, or make a short animation. Next, design an activity where students can make use of the app to create something. Make a sample of a student product.
Week 3: February 2 - 8	**February 8**	**Topics/Themes:** Students composing and publishing content Incorporating tablets into instruction **Readings (if applicable):** Required: Creating Content with Your Tablet – Chapters 5, 7, and 8 Suggested: Teaching with Tablets: How do I integrate tablets with effective instruction? – Chapter 3: Practical Considerations of Teaching with Tablets **Assignments (if applicable):** Online discussion: What kinds of writing assignments do you typically make? How could you adapt them to incorporate use of technology? How do you think students would react to the revised assignments?

		Audio/Video Assignment: Using your tablet, create either a 5-7 minute podcast or short video using the app of your choice. Content should be educational and specific to your area. Graduate Students: Digital Portfolio

Policies and Expectations

Grading Policies

This is a PASS or FAIL two-credit workshop. However, I still award points for each assignment to give you an idea of how you are doing in the class. Evaluation of each student will be determined by satisfying rubric guidelines for each project. I will award points for each assignment to give students an idea of how they are doing in the class. If an undergraduate student receives a total percentage below 70% they will fail the workshop. If a graduate student receives a total percentage below 80% they will fail the workshop. All assignments and discussion posts must be completed in order to pass. Assignments are due each Sunday at midnight.

All students are responsible for monitoring their own progress in the workshop and ensuring that all assignments and activities have been completed properly.

Late Submissions

All assignments must be submitted on time. Late submissions will lose 1 point per day, with a five day maximum before the score becomes a zero. In extenuating circumstances decisions on late work will be made on a case-by-case basis. All assignments and discussion posts must be completed in order to receive a grade.

Plagiarism

Under all circumstances you are bound by the Kent State University policies on academic dishonesty and cheating. Any materials you have used or adapted must be fully credited and the original author or location fully cited. Any verified act of plagiarism, no matter how seemingly small or inconsequential, will result in an "unsatisfactory" in the workshop and possible sanctions by the university.

Kent State University's administrative policy regarding student cheating and plagiarism can be found at:
http://www.kent.edu/academics/resources/plagiarism/index.cfm

Office Hours and Instructor Communication

Office hours are by appointment only. Please send emails to my Kent email, jahenry2@kent.edu . Please include your name (in the subject line, ex. Smith-grading question), contact information, and any questions or concerns you may have.

Online Etiquette

Taking an online course and corresponding via the World Wide Web presents communicators with the task of overcoming the lack of nonverbal in communication. When taking a workshop online, it is important to remember several points of etiquette that will smooth communication between the students and their instructors.

1. Avoid language that may come across as strong or offensive. Language can be easily misinterpreted in written communication. If a point must be stressed, review the statement to make sure that an outsider reading it would not be offended, then post the statement. Humor and sarcasm may easily be misinterpreted as well, so try to be as matter-of-fact and professional as possible.
2. An online classroom is still a classroom. Though the courses may be online, appropriate classroom behavior is still mandatory. Respect for fellow classmates and the instructor is as important as ever.
3. The language of the Internet. Though still a fairly young type of communication, certain aspects of this form of communication are becoming conventional. For example, do not write using all capital letters, because it will appear as shouting. Also, the use of emoticons can be helpful when used to convey nonverbal feelings (i.e. ☺ or ☹), but avoid overusing them.
4. Consider the privacy of others'. Ask permission prior to giving out a classmate's email address or other information.
5. No inappropriate material. Do not forward virus warnings, chain letters, jokes, etc. to classmates or instructors. The sharing of pornographic material is forbidden.

Students with Disabilities

University policy 3342301.3 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact the instructor at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through Student Accessibility Services, visit www.kent.edu/sas
< http://www.kent.edu/sas/index.cfm/default.htm /> for more information on registration procedures.

Julee Henry

curriculum vitae

(330) 672-2277 office
e-mail: jahenry2@kent.edu

Education

In Progress   Ph.D. Educational Psychology, Kent State University

2010   M.Ed. Instructional Technology, Kent State University

2004   B.A.   Business Administration, Kent State University

Research/Teaching Interests

- Online collaboration (synchronous and asynchronous)
- Online education in studio settings
- Use of social networking/social media in education settings
- Instructional Design
- Digital Divide
- Human-Computer Interaction

Workshops Taught:

2012-Present NEOTech Conference, Optional Graduate Credit Workshop

2010-Present Social Networking in Education
              Technology, Information Literacy and 21st Century Skills: Effective Strategies for
              Learning

2012-Present Blackboard Vista 9-The Basics
              Blackboard Vista 9-Tools
              Blackboard Vista 9-Gradebook/Groups
              Blackboard Vista 9-Managing your site: E-mail and announcements
              Blackboard Vista 9Chat and Discussions
              Blackboard Vista 9-Quizzes and Assignments
2009-2012   Blackboard Vista 8-The Basics
              Blackboard Vista 8-Tools
              Blackboard Vista 8-Gradebook/Groups
              Blackboard Vista 8-Managing your site: E-mail and announcements
              Blackboard Vista 8-Chat and Discussions
              Blackboard Vista 8-Quizzes and Assignments

Microsoft Word 2007 (basic & advanced)
Microsoft Excel 2007 (basic & advanced)
Microsoft PowerPoint 2007 (basic & advanced)
Microsoft Outlook 2007 (basic & advanced)
Microsoft PowerPoint 2007-MDID Companion Training (for Art Faculty)
Flashline/Faculty & Advisor Tools/Banner
Commonspot Basics
Using Blogs in the Classroom
Cloud Computing and using Google Docs for collaboration with students

Presentations

Henry, J. & Ingram, A. (2011). Social Networking in Education. Presentation delivered to faculty and students at Etech Ohio 2011 Conference, Columbus, Ohio.

Employment

2013-Present   Coordinator, Instructional Resource Center
                Kent State University

2010-2013   Assistant Director, Technology and Distance Education
                Kent State University

2008-2010   Administrative Assistant, Technology and Distance Education
                Kent State University

2004-2008   Office Manager, KM Properties of Ohio

Department and University Service

2008-Present   *Member*, Faculty Technology Advisory Committee (ex officio), Kent State University

2013   *Member*, Search Committee, Educational Technology, Kent State University

2012   *Member*, Search Committee, Vacca Office of Student Services, Kent State University

2011   *Member*, Evaluation Committee, Associate Deans of Education, Health, and Human Services, Kent State University

2010   *Member*, Search Committee, Technology and Distance Education, Kent State University