Contact Information:
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Office Hours

Skype or Google Hangout office hours are welcome and are offered by appointment. Please feel free to email me to set up time to meet.

Course Description:

What does it mean to be educators and learners in an increasingly connected world? How does technology, including the Internet and social media, impact how we learn and teach? What are implications for how we see ourselves as educators and learners? What issues are emerging for you? What excites you? What worries you? What learning or teaching challenges do you have that technology might help you address? This course will explore all of these questions and provide the students with opportunities for experimentation and models for teaching and learning in our connected world.

Learning Objectives:

▪ Develop and articulate a personal philosophy of learning and teaching with technology
▪ Develop skills and projects related to incorporating digital resources into practice
▪ Develop a portfolio and resource “toolkit” for teaching and learning
▪ Participate in educational discourse on 21st century learning in the larger educational world
▪ Become more familiar with resources in Jewish and general education
▪ Think about ourselves as practitioners and further develop our identities as Jewish educators
▪ Engage in reflective practice
▪ Become more strategic about personal and professional learning opportunities (networks, communities of practice, etc.)
Class Times and Course Structure:

Much of the course work will be engaged with asynchronously, at your own pace during the assigned week. We will be meeting synchronously via Skype and/or Google Hang Out for a number of sessions. These sessions will be indicated in the weekly schedule below. Each week’s coursework will be released on Sunday. Synchronous sessions will be held on Sundays at 4:30pm Israel time, pending confirmation.

Texts:

Most readings will be available online and posted to our Schoology course site. Below are required texts available for purchase online in hard copy or e-book format at your favorite bookstore.

Required


Optional


Course Requirements and Assignments:

Readings and Activities
In addition to weekly readings and participation in our weekly class online discourse, students are required to:

- Contribute to the class blog
- Complete field work observation assignment
- Participate in our class “Sharefest” which includes researching and presenting relevant resources, skills, projects, etc. to the class. The Sharefest is an opportunity for the class to share ideas and reflect together in real time and to gain experience as online presenters
- Develop Individual and/or group projects
- Actively participate in our class “mini-conference” which includes the presentation of final projects

Detailed information about activities and assignments will be shared with the class.

Assessment

- Periodic assignments beyond the reading and online discussion, including contributions to the class blog and field work observation (45%)
- Completion and presentation of projects “Sharefest” and “mini-conference” (45%)
- Overall participation and active contributions (15%)
Individual Meet-Ups

Each student is required to schedule at least one Skype or Google Hangout conversation with me during the semester. The conversations will provide individual opportunities to check-in and to reflect together in real time on your experience in class and in developing your professional identity.

Course Accommodations for Disabilities:

Hebrew College is committed to ensuring the full participation of all students in programs. Accordingly, if a student has a documented disability, and as a result, needs a reasonable accommodation to attend, participate or complete course requirements, then he or she should inform the instructor at the beginning of the course. For further information, see the Student Handbook at http://hebrewcollege.edu/sites/default/files/student_handbook.pdf. If you require course accommodations because of a documented disability or an emergency medical condition, please email your instructor as soon as possible. We are happy to work with you on any issues you have to ensure that you can participate fully in the class and complete the course requirements. Please do not wait until the assignments are due for a retroactive accommodation, but discuss the situation with your instructor before you experience difficulty.

Course Schedule (subject to revisions):

Unit 1: Context and Connection

Week One:

Introduction and Class Orientation: Jewish Education in the 58th Century

*Synchronous*

Welcome to our class, “The Art of Connected Learning and Teaching!” In this first session, we will review the syllabus and course expectations together. We will also share our current assumptions and ideas about education and the role that technology can play. What are our experiences with educational technology? What are our concerns? What do we want to know? We live in an increasingly connected world. How does this affect our practice as learning professionals? What does it mean to be a “connected learner?” How do we think about community, how we design learning, our vision of Jewish educations, and ourselves as Jewish educators?

Readings / Video

- Nussbaum-Beach & Ritter-Hall, chapters 1-3 (pp. 1-57)
- Charlie and Russel’s Submission to the Jewish Futures Conference: http://bit.ly/Revl4D
- JedLab on Facebook https://www.facebook.com/groups/jdsmedialab

Week Two:

Through the Looking Glass: Social Media Culture and Education

This week we spend time exploring the impact of cultural shifts in the context of social media and its potential effects on education and our practice. We will look at a historical overview of educational
technology, educational standards related to its implementation, and concepts of participatory culture and current trends in educational technology.

Readings

  http://www.digitallearning.macfound.org
  http://digitallearning.macfound.org/atf/cf/%7B7E45C7E0-A3E0-4B89-AC9C-E807E1B0AE4E%7D/JENKINS_WHITE_PAPER.PDF

Unit 2: Developing Our Educational Visions and Professional Identities

Week Three: Connected Learning: It’s Personal

We will take time to begin developing and articulating out personal stances and philosophies of education, which take into account personal/professional learning networks, how we envision connected learning communities, and possible shifts and opportunities regarding relationships between learners and educators. We will look at theories of connected learning and practical applications for professional development and classroom learning. We will also focus on how to strategically cultivate and grow these learning communities / networks, become more critical connoisseurs in order to curate and assess resources for ourselves and our students – and model this process for them – and further develop our understanding of online communities and networks.

Readings / Videos

- Nussbaum-Beach & Ritter-Hall, chapter 6 (pp. 91-108)
- “Cultivate Your Personal Learning Network, Part 1” post by Ted Curran
- “Cultivate Your Personal Learning Network Part II: Showing What You Know” post by Ted Curran
  http://bit.ly/R0oeCl
- Help With Bowdrill Set (mentioned in Richardson)
  http://www.youtube.com/watch?v=JuFsDN8dsJU
- RSA Animate – Power of Networks
**Week Four:**

**Connected Classrooms, Part 1**

In this week we will further deepen our ideas and educational philosophies and begin to integrate them into curricular work.

**Readings**

- Nussbaum-Beach & Ritter-Hall, chapters 4-5 (pp. 57-89)
- Prensky, chapters 1 and 2 (pp. 1-52)

**Week Five:**

**Connected Classrooms, Part 2**

We continue to explore connected learning in the context of the school environment. In this week, we dive more deeply into implications for curriculum design, including models for developing curricula, designing for more personalized learning, emerging practices, and preparing for field work. How will you best take advantage of your role as a student teacher? How will you get what you need from the experience? How do you get yourself and your emerging expertise known in this context? Field work is a laboratory setting where you can figure this out.

- Prensky, chapters 3-5
- Langwitches blog (selected articles to be determined)
  [http://langwitches.org/blog](http://langwitches.org/blog)
- AVI CHAI Educational Technology Blog
  [http://edtechexp.blogspot.com](http://edtechexp.blogspot.com)

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*Students leave for Student Teaching Thursday, February 19
Break for Student Teaching placements February 22- March 19.*

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Unit 3: Reflecting Back, Moving Forward

Week Six:

A Day in the Life of a Connected Student / Teacher

Now that you have had hands-on experiences in field work, we will take time to reflect on this and its implications for your practice. How do students understand their interactions with social media and technology? How we understand the hallmarks of the 21st century learner regardless of age? What are implications for our work? What is a question or challenge you have that you would like to dive more deeply into the next half of the course?

We will also consider how the seder serves as an interactive educational opportunity. What works? What would you do differently? What narratives does the seder tell? What about it is effective / not effective?

[Sharefest and mini-conference assignments]

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Pesach break week of Sunday, March 29 and week of April 5.
Class resumes April 12.

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Unit 4: The Art of Connected Learning and Teaching

Week Seven:

Sharefest!

*Synchronous*

Welcome to our class Sharefest! Each student will have an opportunity to present a relevant resources, skill, or curricular project to the class. During your presentation time, you will be asked to share what it is you are presenting about, how to integrate it into curriculum or in other ways for students and/or how to incorporate it into your professional toolkit, as well as tips and techniques. This is an opportunity for the class to share ideas, reflect together in real time, and to gain experience as online presenters.

Readings / Videos

- Prensky, chapters 6-Conclusion (pp. 97-190)
- NMC Horizon Report 2014 k-12

Week Eight:

Social Media Policies, Digital Literacies and Values

What are guidelines and policies for learners and schools? How do these policies reflect our Jewish / learning values? In what ways in which social media and technology can support and enhance pluralistic approaches to education? We will look at examples of social media policies, digital literacies, and how they reflect and influence our community values.
Readings / Videos

• ISTE Standards
  http://www.iste.org/standards
• Reimagining School: Opportunity, Safety, and Privacy in the Social Lives of Networked Teens
• 21st Century Learning at Martin J. Gottlieb Day School
  http://www.mjgds.org/21stcenturylearning
• Social Media Policies / AUPs / Responsible Use Policies
  https://delicious.com/jlearn2.0/search/policy
• A Dozen Tips to Help Your Family Thrive in the Digital Age
  http://raisingdigitalnatives.com

Week Nine:
  The Transparent Classroom: Home-School Connections / Permeable Classroom Walls / Global Classrooms and Social Action

*Synchronous*
Given our experiences and new possibilities facilitated through the use of social media and technology, how can we (re)envision cultivating home-school connections. What are ways to capitalize on increasingly permeable borders of our and our students’ learning spaces? What are ways to invite the extended community into our schools? What are models for global classrooms and opportunities for supporting social action? During this week we will also spend time co-designing our upcoming online class mini-conference.

Readings / Videos

• Taking Leadership, Innovating Change: Profiles in Family, School, and Community Engagement (2010)
• Big Thinkers: Henry Jenkins on Parent Participation, on Edutopia
  http://bit.ly/Atj7FC
• DMLcentral
  http://dmlcentral.net
• Technology Provides Parents a Window on the Classroom by Linking Home to School, on Edutopia
• Jewish Enrichment Center’s blog
  http://jewishenrichment.org/blog
• MJGDS Student Blogfolios
  http://mjgds.org/students
Week Ten:

Compelling Questions; Emerging / Class Choice

This week we consider emerging models of learning included blended learning, project based learning, and the flipped classroom. We will take a deeper dive into current trends in Jewish and general education including jedlab, the DigitalJLearning Network, JedCamp, RealSchool, edJEWcon, ISTE, Educon, badges, home schooling, virtual worlds, gaming, UnConferences, etc.. What are implications for your vision of Jewish education? Jewish learning? Professional development? What are goals you want to achieve for yourself? For your students? What are things you want to learn more about and what are some next steps for you after this course ends?

[mini-conference next week]

Readings / Videos

Note: These are a sampling of resources we will be exploring together

• Mean What You Say: Defining and Integrating Personalized, Blended and Competency Education
  Susan Patrick, Kathryn Kennedy, Allison Powell, October 2013

• Digital Badges
  http://www.macfound.org/programs/digital-badges

• Digital Badges - Level Up Professional Development in Jewish Education: ELI on Air with Sarah Blattner
  https://www.youtube.com/watch?v=64iOv2O8Gcs

• DigitalJLearning
  http://digitaljlearning.org

• EdJewCon
  http://www.edjewcon.org

• Jane McGonigal: Gaming can make a better world, TED Talk
  http://bit.ly/xYK0Nf

• I.D.E.A. Schools Network for PBL
  http://ideaschoolsnetwork.com/blog

• The International Association for K-12 Online Learning
  http://www.inacol.org

• JETSIsrael
  http://www.jetsisrael.com

• Start a Reading Revolution: Flip Your Class With Blogs
  http://www.edutopia.org/blog/flip-ela-class-with-blogs-brian-sztabnik

• Tamritz: Digital Badges
  http://tamritz.org
Week Eleven:

*Class Mini-Conference: Sharing projects, personal reflections, looking ahead, wrap up*

*Synchronous*

Welcome to our class mini-conference! The mini-conference will provide us with another opportunity to share what we have been working on and teach each other “lessons learned” from the experience. We will also take time to reflect on the semester and the course experience and articulate next steps for each of us beyond our formal learning community.

Week Twelve: Final work due May 21.