



ED 500

Smartphones in the Classroom

Course Format: Online

Grade Type: Pass/Fail (Grade B equivalent, ≥80% mandatory for Pass)

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Catalog Description: Graduate topics in education. Each has a subtitle; no subtitle may be repeated for credit. Counts for M.Ed. credit with approval of Program Director.

Additional Course Description:

This course will explore the advantages of student smartphone use in the classroom, as well as the potential obstacles that may arise from implementation. Participants will discuss the pros and cons of smartphones in the classroom, examine smart phone use policies, review potential apps, and design a lesson plan that effectively implements smartphones in the classroom.

Required Text(s) and Other Materials: None.

Course Objectives:

- Examine the advantages and disadvantages of smartphone use in the classroom.
- Construct an effective smart phone use policy.
- Assess the educational value of various smartphone applications.
- Create a lesson plan that effectively implements the use of student smartphone use.

STUDENT LEARNING OUTCOMES (SLOs):

This course addresses the following student learning outcomes to the degree shown in the table. Degree Addressed is rated according to the following scale:

1=Basic, 2=Developing, 3=Proficient, 4=Advanced

Student Learning Outcome	Degree Addressed
1. Demonstrate growth in content knowledge related to teaching assignment and the application of content knowledge to classroom instruction and assessment.	3
2. Understand scientifically-based practices in teaching and learning, including strategies in literacy education, instructional technology, differentiation of instruction, and apply them to raise student achievement.	2
3. Demonstrate multiple means of assessing and evaluating student learning and use them to change teaching and learning.	2
4. Locate, interpret, synthesize, and apply educational research in best practices in teaching.	2

5. Understand models for professional change, including teacher collaboration, professional learning communities, strategies for mentoring and coaching to facilitate change, and effective professional development.	1
6. Demonstrate understanding of reflective practice that results in improved classroom teaching and learning, including teacher reflection, use of technology in self-assessment, collaboration for change, and self-management of change.	2
7. Demonstrate understanding of system and organizational change in education, including models for school change and current research and trends in school change.	1
8. Demonstrate responsibility for student learning at high levels.	3
9. Demonstrate responsibility for school reform and leadership in school change.	1

Course Requirements:

Topic	Learning Activities (Read & Watch)	Discussion (Post & Reply)	Assignment(s) (Research & Apply)	Hours
Topic 1: Making the Case for Smartphones	<p><i>Why Phones Don't Belong in School</i></p> <p><i>Should Students Be Allowed to Use Cell Phones in School?</i></p> <p><i>Cell Phones in School: PODs Initiative</i></p> <p><i>High School Cracks Down on Cell Phone Use</i></p> <p>(3 hours)</p>	<p>The Pros and Cons of Smartphone Use</p> <p>(3 hours)</p>	<p>Justification Letter to Administrator</p> <p>(4 hours)</p>	10
Topic 2: Smartphone Policy	<p><i>In Pursuit of a Cell Phone Policy</i></p> <p><i>School Cell Phone Policies: 7 Common Rules</i></p> <p><i>Digitally Speaking: Cell Phones as Teaching Tools</i></p> <p><i>As Schools Lift Bans on Cell Phones, Educators Weigh Pros and Cons</i></p> <p><i>APS' Student Cell</i></p>	<p>Current Policy Analysis</p> <p>(3 hours)</p>	<p>Write a New Policy</p> <p>(4 hours)</p>	11

	<p><i>Phone Policy Irks Some Parents</i></p> <p><i>Teachers, Students Like Less Restrictive Cell Phone Policy</i></p> <p><i>GCS Change Cell Phone Policy, Allowing in Classroom</i></p> <p>(4 hours)</p>			
Topic 3: Smartphone Applications	<p><i>Get Smart: The 25 Best Educational Apps for iPhone and Android</i></p> <p><i>44 Smart Ways to Use Cell Phones in Class</i></p> <p>Application Exploration</p> <p>(4 hours)</p>	Application Sharing (3 hours)	Application Review (4 hours)	11
Topic 4: Lesson Plan	<p>Mobile Learning Lesson Plans Exploration</p> <p>(2 hours)</p>	Lesson Plan Idea: Peer Review (3 hours)	Lesson Plan Reflection Paper (8 hours)	13
Total				45

Grading:

Grading Breakdown:

Discussion (4 @ 10pts/each)	40 points
Justification Letter to Administrator	20 points
Write a New Policy	20 points
Application Review	20 points
Lesson Plan	20 points
Reflection Paper	20 points
Total	140 points

Grading Scale:

112-140 pts	Satisfactory
<112 pts	Unsatisfactory

Rubrics:

Discussions (10 points):

Criteria	Emerging	Competent	Proficient
Initial Post (5 pts)	Initial post fails to address all of the required prompts. 0-2 points	Initial post addresses all of the required prompts. Application of course content is sufficient. 3-4 points	Initial post clearly and fully addresses all of the required prompts. Demonstrates thoughtful application of course content. 5 points
Responses (5 pts)	Responses to classmates are missing or insufficient. 0-2 points	Responses to classmates are sufficient. 3-4 points	Responses to classmates seek to further the discussion in meaningful ways. 5 points

Justification Letter to Administrator (20 points):

Criteria	Emerging	Competent	Proficient
Disadvantages (7 pts)	Failed to identify legitimate concerns. AND/OR Failed to adequately address each concern. 0-3 points	Identified at least one potential concern. Adequately addressed each concern. 4-5 points	Identified at least two potential concerns. Clearly and effectively addressed each concern. 6-7 points
Advantages (7 pts)	Clearly describes one or fewer advantages of smartphones in the classroom. 0-3 points	Clearly describes two advantages of smartphones in the classroom. 4-5 points	Clearly describes three or more advantages of smartphones in the classroom. 6-7 points
Summary and Request (3 pts)	Summary and/or request is missing or incomplete. 0-1 point	Summary and request were included at the end of the letter. 2 points	Clear and persuasive summary and request were included at the end of the letter. 3 points
Formatting (3 pts)	Assignment does not follow letter format. AND/OR grammatical and spelling errors may detract from overall message. 0-1 point	Assignment is written in letter format. Minor grammatical and/or spelling errors may exist. 2 points	Assignment is written in letter format and free of grammatical and spelling errors. 3 points

Write a New Policy (20 points):

Criteria	Emerging	Competent	Proficient
Policy Introduction (5 pts)	Introduction may be missing or insufficient. 0-2 points	Policy is introduced but its purpose is not made clear. 3-4 points	Introduction clearly articulates the scope and purpose of the policy. 5 points
Rules (5 pts)	Policy includes less than 3 rules, and/or Rules are insufficient or inadequate. 0-2 points	Policy includes 3-5 rules, but some overlap, gaps, or confusion may exist between them. 3-4 points	Policy includes 3-5 rules that adequately cover issues that may arise from smartphone use in the classroom. 5 points
Consequences (5 pts)	Consequences are missing, in appropriate, or unclear. 0-2 points	Consequences are sufficient, but could be more clearly outlined. 3-4 points	Consequences are clearly communicated and appropriate for the rules outlined in the policy. 5 points
Reflection (3 pts)	Reflection is missing or fails to demonstrate sufficient understanding of policy implications. 0-1 point	Reflection adequately addresses the most pressing policy issues. 2 points	Reflection is thoughtful and demonstrates a thorough grasp of policy implications. 3 points
Formatting (2 pts)	Grammatical and spelling errors may detract from overall message. 0 points	Minor grammatical and/or spelling errors may exist. 1 point	Assignment is free of grammatical and spelling errors. 2 points

Application Review (20 points)

Criteria	Emerging	Competent	Proficient
Operating System (3 pts)	Operating system is correctly identified for 0-2 apps. 0-1 point	Operating system is correctly identified for 3-4 apps. 2 points	Operating system is correctly identified for each of the 5 apps. 3 points
Description (5 pts)	Clearly describes 0-2 apps for readers who may not be familiar with them. 0-2 points	Clearly describes 3-4 apps for readers who may not be familiar with them. 3-4 points	Clearly describes all 5 apps for readers who may not be familiar with them. 5 points
Application (5 pts)	Provides a thoughtful example of implementation for 0-2 apps. 0-2 points	Provides a thoughtful example of implementation for 3-4 apps. 3-4 points	Provides a thoughtful example of implementation for all 5 apps. 5 points
Barriers (5 pts)	Identifies potential barriers and solutions for 0-2 apps. 0-2 points	Identifies potential barriers and solutions for 3-4 apps. 3-4 points	Identifies potential barriers and solutions for all 5 apps. 5 points
Formatting (2 pts)	Grammatical and spelling errors may detract from overall message. 0 points	Minor grammatical and/or spelling errors may exist. 1 point	Assignment is free of grammatical and spelling errors. 2 points

Lesson Plan (15 points):

Criteria	Emerging	Competent	Proficient
Lesson Structure (3 pts)	Lesson is incomplete. 0-1 point	Lesson includes objectives, instruction, and assessment, but may seem disconnected at times. 2 points	Lesson is complete (including objectives, instruction, and assessment). All pieces are clearly connected. 3 points
Use of App (5 pts)	Application does not closely align to learning objectives or seems out of place in the lesson. AND/OR Directions for use are missing, confusing, or incomplete. 0-2 points	Application benefits the instruction and/or assessment of learning objectives. Directions for use are included, but could be more helpful. 3-4 points	Application is seamlessly incorporated into lesson and benefits the instruction and/or assessment of learning objectives. Clear and simple directions for use are included. 5 points
Potential Issues (5 pts)	Fails to identify or address potential issues. 0-2 points	Lesson identifies potential issues with the app and how those issues will be dealt with if and when they arise. 3-4 points	Lesson attempts to avoid any potential issues with the app. 5 points
Reflection (5 pts)	Reflection is missing or fails to demonstrate sufficient understanding of policy implications. 0-2 points	Reflection adequately addresses the most pressing policy issues. 3-4 points	Reflection is thoughtful and demonstrates a thorough grasp of policy implications. 5 points

Formatting (2 pts)	Grammatical and spelling errors may detract from overall message. 0 points	Minor grammatical and/or spelling errors may exist. 1 point	Assignment is free of grammatical and spelling errors. 2 points
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Reflection Paper (20 points):

Criteria	Emerging	Competent	Proficient
Organization & Formatting (10 pts)	Questions are just randomly placed with no logical order. 3 or more errors in formatting 0-5 points	Reflection is smooth and placed in order. 1-2 errors 6-8 points	Logical progression of the theme throughout delivering a seamless response to all criteria. No errors 9-10 points
Question Responses (10 pts)	Minimal response to question criteria. 0-5 points	Criteria covered. 6-8 points	Descriptive detail justifying the response to all questions. 9-10 points

Incomplete Grades: Incomplete Grades will be handled according to the University Catalog. If an incomplete grade is issued, the student, instructor, and Associate Dean will develop an agreement for the terms of the incomplete and sign it.

Student Conduct: Students are required to follow the policies set within the Student Code of Conduct at CSU-Pueblo. This Code can be found on the Student Affairs website at <https://www.csupueblo.edu/student-affairs/student-conduct/index.html>. Students with questions regarding any guidelines within the Code should contact the Director of Student Conduct and Case Management at 719-549-2092.

Accommodations:

Colorado State University-Pueblo abides by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, which stipulates that no student shall be denied the benefits of an education "solely by reason of a handicap." If you have a documented disability that may impact your work in this class and for which you may require accommodations, please see the Disability Resource & Support Center as soon as possible to arrange accommodations. In order to receive accommodations, you must be registered with and provide documentation of your disability to the Disability Resource & Support Center, which is located in the Library and Academic Resources Center, Suite 169.

Academic Dishonesty:

Academic dishonesty is any form of cheating which results in students giving or receiving unauthorized assistance in an academic exercise or receiving credit for work which is not their own. In cases of academic dishonesty, the instructor will inform the chair of the department prior to implementation of punitive action. Academic dishonesty is grounds for disciplinary action by both the instructor and the Dean of Student Services and Enrollment Management. Any student judged to have engaged in academic dishonesty may receive a failing grade for the work in question, a failing grade for the course, or any other lesser penalty which the instructor finds appropriate. To dispute an accusation of academic dishonesty, the student should first consult with the instructor. If the dispute remains unresolved, the student may then state his or her case to the department chair (or the dean if the department chair is the instructor of the course).

Academic dishonesty is a behavioral issue, not an issue of academic performance. As such, it is considered an act of misconduct and is also subject to the University disciplinary process as defined in the CSU-Pueblo Student Code of Conduct Policies and Procedures Manual. Whether or not punitive action has been implemented by the faculty, a report of the infraction should be submitted to the Dean of Student Services and Enrollment Management who may initiate additional disciplinary action. A student may appeal a grade through the Academic Appeals Board. The Dean of Student Services and Enrollment Management's decision may be appealed through the process outlined in the Student Code of Conduct Policies and Procedures Manual.

Mandatory Reporting:

Colorado State University-Pueblo is committed to maintaining respectful, safe, and nonthreatening educational, working, and living environments. As part of this commitment, and in order to comply with federal law, the University has adopted a Policy on Discrimination, Protected Class Harassment, Sexual Misconduct, Intimate Partner Violence, Stalking, & Retaliation. You can find information regarding this policy, how to report violations of this policy, and resources available to you, on the Office of Institutional Equity's website (www.csupueblo.edu/institutional-equity).