A. Learning Environment & Situational Factors to Consider

1. **Specific Context of the Teaching/Learning Situation**

How many students are in the class? Is the course primary, secondary, undergraduate, or graduate level? How long and frequent are the class meetings? How will the course be delivered: live, online, blended, flipped or in a classroom or lab? What physical elements of the learning environment will affect the class? What technology, networking and access issues will affect the class?

   a. 15 teachers in high school (2-3 per department)
   b. Class meetings are one hour long via Google Hangouts
   c. Asynchronous discussions, resources, and activities/assignments are found on a collaborative wiki and iTunes U course
   d. Learners have access to an iPad and laptop and internet access via the school network or home access

2. **General Context of the Learning Situation**

What learning expectations are placed on this course or curriculum by: the school, district, university, college and/or department? the profession? society?

   a. District expectation is for student and teacher use of the iPad in the classroom
   b. Professionally continued learning and use of best practices is expected by school, district, and state.
   c. Community would like to see a return of investment of teacher and student iPad purchase

3. **Nature of the Subject**

Is this subject primarily theoretical, practical, or a combination? Is the subject primarily convergent or divergent? Are there important changes or controversies occurring within the field?

   a. Subject will be focused on the practical application of iPads
   b. Theoretical use of technology, mobile devices, and personal learning outcomes will drive the practical applications
   c. Focus is placed on divergent outcomes, with scaffolding of convergent thinking for needed skills on the iPad
   d. Some of the community appears to have an opinion that the iPad is not necessary for learning and does not support increased student learning

4. **Characteristics of the Learners**

What is the life situation of the learners (e.g., socio-economic, cultural, personal, family, professional goals)? What prior knowledge, experiences, and initial feelings do students usually have about this subject? What are their learning goals and expectations?

    a. Teachers are constantly being inundated with new focuses and initiatives.

    b. Grades, parent contacts, lesson plans, and meetings take up most of their non-classroom time

    c. Teachers have had access to a 1:1 iPad environment for the past 18 months

    d. Intermittent use of the iPad has been observed and many are not integrating on a daily or weekly basis

    e. Conversations about goals are for iPads to decrease work on teaching, make students more excited about learning, and make learning more personalized to each student

5. Characteristics of Teacher

What beliefs and values does the teacher have about teaching and learning? What is his/her attitude toward: the subject? students? What level of knowledge or familiarity does s/he have with this subject? What are his/her strengths in teaching?

    a. Instructor goal should be for students to feel comfortable in the learning environment

    b. Make sure all learners are able to learn in their own abilities and skills set

    c. Allow for thinking and creation time, making the learning relevant to each learner

    d. Give time for each learner to construct cognitive connection between the applied and the pedagogical practices of teaching and their specific content.

    e. Instructor is also a learner of the device and teaching in a 1:1 environment.

        i. Apple Teacher

        ii. Not apps but integration knowledge

    f. Instructor is a forever learner, builds relationship, and experience in classroom with integration based on objective not device (BYOD)

B. Formulating Significant Learning Goals

A year (or more) after this course is over, I want and hope that students will be able to reflect upon learning through the creation of iPad generated artifacts.

My Big Hairy Audacious Goal (BHAG) for the course is:
The student will be able to create artifacts, on the iPad, by reflecting on iPad integration in their specific subject area based on course and state standards.

1. **Foundational Knowledge**

What key information (e.g., facts, terms, formulae, concepts, principles, relationships, etc.) is/are important for students to understand and remember in the future?
What key ideas (or perspectives) are important for students to understand in this course?

    a. ISTE Standards for Teachers
        i. 1.c Promote student reflection using collaborative tools to reveal and clarify student' conceptual understanding and thinking, planning and creative processes
        ii. 2.a Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
        iii. 5.a Participate in local and global learning communities to explore creative applications of technology to improve student learning
        iv. 5.c Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning
    b. Key ideas to understand
        i. Reflection is a part of the learning process
        ii. Focus on the learning goal and not the app. There are many apps that can achieve the same learning goal.
        iii. Make each artifact relevant to each learner

2. **Application Goals**

What kinds of thinking are important for students to learn?
    Critical thinking, in which students analyze and evaluate
    Creative thinking, in which students imagine and create
    Practical thinking, in which students solve problems and make decisions
What important skills do students need to gain?
Do students need to learn how to manage complex projects?

    a. Critical thinking - Teachers will need to be able to evaluate applications to how they can be effectively be integrated into prescribed learning goals

    b. Creative thinking - Teachers will create personalized results based on their own outcomes of learning and apply created artifacts to the reflections of their learning.

    c. Practical Thinking - Teachers will decide which applications best represent their learning and understanding of the learning.

    d. Teachers must be able to use their chosen application to show their learning. Also, deciphering between the multitude of available applications for creativity and reflection.

    e. Teachers will need to know how to manage complex projects as they will be guiding the same process with multiple students in their own class. SMART goals will be used to focus the teacher's goal and outcome of reflective artifacts.

3. Integration Goals

What connections (similarities and interactions) should students recognize and make…:
> *Among ideas within this course?*
> *Among the information, ideas, and perspectives in this course and those in other courses or areas?*
> *Among material in this course and the students' own personal, social, and/or work life?*

    a. Within the course
        i. Skills learned while creating one artifact can be transferred to various other apps

    b. In this course and other course perspective and idea connections
        i. Teachers should understand and connect that there is not only one app that can show student learning

    c. This course and personal and social lives
        i. Learning is an active and reflective activity. Reflection through the creation of artifacts in all aspects of life can assist in retaining learning.

4. Human Dimension Goals

What could or should students learn about themselves?
What could or should students learn about understanding others and/or interacting with them?

    a. Teacher should learn about how they and other teachers (and in turn their students) learn best.

    b. A community of learning will be built in this course, so each student can see how each reflects differently.

5. Caring Goals

What changes/values do you hope students will adopt?

Feelings?
Interests?
Values?

a. Feelings of desire to use the iPad with their students to increase positive learning outcomes.
b. Increase teacher interest in the various ways that students can show their learning.
c. Understand the value of reflection in the learning process.

6. Learning How to Learn Goals

What would you like for students to learn about:
   how to be good students in a course like this?
   how to learn about this particular subject?
   how to become a self-directed learner of this subject, i.e., having a learning agenda of what they need/want to learn, and a plan for learning it?

a. Teachers will collaborate with other teachers in the course to determine best practices of reflection in class.
b. Teachers will pursue self-directed learning through exploration and self-discovery of passions, interests, and self-reflection through the learning outcomes.

C. BHAG (Big Hairy Audacious Goal) - Overarching Course Goal
Learners will create artifacts by reflecting on iPad integration in their specific subject area based on course and state standards.

Learning Goals	Learning Activities	Assessment Activities
Foundational The learner will identify a content specific learning for their subject area and articulate the key learning outcomes.	Read Appendix 2 in Guide to Write and Assessing Learning Outcomes Analysis of state standards and scope and sequence of subject taught	Develop and present learning outcomes based on state standards of subject area. Contribution to wiki
Application The learner will evaluate applications and analyze the applications that supports showing of understanding of learning of identified key learning outcomes.	Read Ways to Evaluate Educational Apps from Tony Vincent Complete cited rubric to evaluate possible iPad apps	Complete and analyze rubric Determine and explain three apps that will be possibly used in creation of learning artifact
Integration The learner will create a reflection artifact from their content specific learning goal.	Discover and explore the chosen apps	Create a reflection artifact for two of the apps that were analyzed.
Human Dimension/Caring The learner will evaluate other learners artifacts and contrast all artifacts in relation to learning preferences.	View and critique other learner artifacts Discussion on wiki about critique and learning goals	Wiki contribution discussing different learners learning artifact and reasoning behind chosen app. Compare the artifact to learning preferences.
Learning How to Learn The learner constructs artifacts of their reflection on student learning preferences.	Read other learners critiques of artifact and learning preference	Create a learning artifact from at least one of the chosen apps on reflection of learning and relationship to content learning goals.