

**SCHOOL OF EDUCATION  
MARIAN UNIVERSITY**

**COURSE NUMBER: TDE 604 SEMESTER/YEAR: Spring 2018**

**COURSE TITLE: Get In The Game Oregon**

**HOST SITE: Oregon School District**

**DATE(S): March 10, 2018**

**INSTRUCTOR: Naomi Harm CREDITS: 1**

---

**I. COURSE DESCRIPTION:**

*Get In The Game* will allow you to learn how to infuse gaming into your classroom. See how gaming has evolved from ‘bored’ games to the kinds of online interactive games that kids are addicted to. Let’s use the excitement of gaming in the classroom to get feedback, create formative assessments to guide instruction, and remove biases on gender roles within computer science. Come join us for a fun filled day of learning and exploring different types of gamification strategies.

**Teaching and Learning Collaborative Opportunities That Will Take Place:**

- Educational Equity: We will focus on why, how, and what programs are available to get more girls involved with gaming. The implicit bias that goes along with computer science like “Girls Can’t Code” needs to be addressed and changed!
- Highly Effective Practices: We will use ISTE standards to create learning targets for this workshop. Participants will learn how to use gamification to get feedback and provide formative assessment to guide instruction.

**Session Topics Participants Will Choose From:**

- The day will be an actual game using Seesaw as the vehicle to keep track of their work and for use to add their points at the end to see the ranking. It will also demonstrate how they can use a very flexible tool within their classroom to create a gamified lesson.
- Where do games fit in my current curriculum? How do they help? Why you should infuse gaming.
- Examples of how games can enhance learning and serve as formative assessment tools.
- Play multiple online/digital games while they answer the same questions as above and compare the differences in their answers.

**Wisconsin Standards for Teacher Development and Licensure (INTASC):**

All ten Wisconsin Standards for Teacher Development will be addressed.

**Wisconsin Model Academic Standards Addressed:**

All Wisconsin Model Academic Standards for Information and Technology Literacy are addressed within the courses and reflected of alignment within students assignments.

**ISTE NETS and NETS Addressed:**

(International Society of Technology in Education and National Educational Technology Standards are addressed within the courses and reflected of alignment within students assignments.

**II. PURPOSE AND RELATIONSHIP TO THE CONCEPTUAL FRAMEWORK**

The Institute for Professional Development and Virtual Learning (IPDVL) in the School of Education focuses on supporting post-graduate educators committed to excellence through life-long learning in their profession. Five interconnected themes serve as the framework for courses: Value and Ethics, Knowledge, Reflection, Collaboration and Accountability.

**III. COURSE OBJECTIVES:**

Upon successful completion of the 1 or 2 days of technology integration course work, the student will:

1. Discriminate between teaching technology and using technology to teach (2, 4, 7)
2. Investigate the effects of technology integration on student achievement (4, 7, 8)
3. Develop strategies for the effective integration of technology (2, 4, 7)
4. Develop strategies for effective use of the Internet for instruction (2, 4, 5, 7, 8)
5. Develop strategies for classroom and resource management (4, 5, 7, 8)
6. Utilize the Wisconsin Information and Technology Literacy Standards in the development of technology-enhanced instructional experiences (1, 4, 7, 8)
7. Develop strategies for the evaluation of technology projects (2, 8)
8. Examine current issues related to technology in schools (4, 5, 7, 8)
9. Examine web-based educational technology resources (4, 5, 7, 8)
10. Examine adaptive technologies to address individual student needs (2 - 5, 7, 8)
11. Develop strategies to prevent plagiarism (4, 5, 7, 8)
12. Explore Fair Use Guidelines for educational use of copyrighted materials (4, 7, 8)
13. Develop skills related to specific software as driven by individual (4, 5, 7, 9)

**Student Responsibilities:**

1. Class attendance is required and will be documented each morning. In addition, students are expected to notify Naomi Harm by email or phone when a non-attendance situation occurs. Twenty percent of the final grade will be based on in-class attendance.
2. Come to class prepared. This includes having read any assigned readings before the content is discussed in class and assignments completed per instructor request.
3. Actively participate in small and large group discussions.

4. Complete all required projects and reflective action plans.

**Graduate Credit Distinguishing Attributes for 1 Graduate Credit and Documented Outcomes For 1 Graduate Credit:**

Student attends one day (8:00am to 4:00pm) of Personalized Learning With Chromebooks and Google Apps, addresses and meets the “Student Responsibilities” from above, completes an electronic exit ticket reflection found at <http://naomiharm.org> -> eHandouts -> Graduate Course Materials documenting their new gained learning and improved technology literacy skills sets of their individual coursework, and outside of class time is 7 hours to put into practice one to new ideas that they have learned and then reflect on their new learning.

**IV. SEQUENTIAL OUTLINE:**

**V. TEACHING STRATEGIES:**

This course is presented through lecture, small and large group discussions, and hands-on experiences with various technology tools and resources. Reflective and critical thinking skills are developed through discussions, activities, back channel chats and a completed reflective action plan.

**VI. EVALUATION METHODS (Assignments):**

1. Attendance 20%
2. Involvement: participation in class discussions / activities 30%
3. Completed and Reflective Action Plan 50%

**Grading Scale**

A 93-100 B 83-88 C 73-78 D 63-68  
A- 91-92 B- 82-81 C- 72-71 D- 62-61  
B+ 89-90 C+ 80-79 D+ 70-69 F 60-0

**VII. OTHER RELEVANT INFORMATION:**

**The Academic Honesty Statement**

Academic Honesty: The rules and procedures dealing with academic honesty set forth in the Marian University Academic Bulletin will be followed in this class. Students are expected to have familiarized themselves with these rules and procedures. This applies to cheating, plagiarism and intentional misrepresentation of the truth. If a paper is prepared by a student for this class, it is expected that the paper be the student’s own work and that any use of the work of another in a student’s paper be properly quoted and cited pursuant to Marian University Reference Manual (available on the Marian University Writing Center website).

### **Incomplete Policy (change of grade)**

An Incomplete (I) grade may be reported for a student who has carried a subject with a passing grade until the end of the semester and then, because of illness or other unusual or extraordinary reasons beyond his/her control, has been unable to take or complete the final examination or to complete some limited amount of term work. An Incomplete grade may not be given to permit a student to correct work already completed or to improve upon a grade.

An Incomplete grade may be given to a student who is absent from a final examination if the instructor is satisfied that the absence resulted from illness or extraordinary cause beyond the student's control. In default of such proof, the examination grade shall be "F". The student must obtain permission from the instructor for an Incomplete grade prior to the end of the course. The Incomplete grade will carry 0 credit points and will not be computed in the GPA. Undergraduate students who have received an incomplete do not qualify for the Dean's List.

An Incomplete grade is automatically changed to "F" if course work is not finished within twelve (12) calendar weeks after the close of the semester in which it was issued (i.e., twelve weeks after final grades were due in the Registrar's Office for the Fall, Spring, or Summer semester). The instructor, at his or her discretion and in consultation with the student, may set an earlier deadline within the allowable period. Exceptions to this policy require approval of the appropriate School Dean. Once an incomplete grade has lapsed to an "F" grade, it may not be changed back to an Incomplete grade.

All Incomplete grades must be completed and grades that apply toward the degree must be received in the Registrar's Office by the end of a student's last semester of attendance within the published degree completion deadline.

### **Attendance Policy**

Marian University has at the heart of its core values that it is a community committed to learning. Class attendance is essential to the learning process of the entire community. Absence from class by a student not only limits that student's learning, but it also limits the learning of the entire class that is deprived of that student's input. Any absence, for any reason, prevents the student and the class from getting the full benefit of the course. Students should be aware that class attendance may also be required for financial aid purposes and could impact existing or future financial aid. Students are, therefore, expected to attend all classes of the courses in which they are registered and to be on time. Instructors may include class attendance as a measure of academic performance for grading purposes in the course syllabus. Such criteria are supported by Marian University. It is the responsibility of the student to contact the instructor to discuss any missed class work due to absences. When a student is absent from class, it is up to the instructor to determine what make-up work, project or test may be allowed.

### **Classroom and Campus Expectations**

Students are encouraged to maximize the learning experience offered through Marian University. Ideal learning takes place in environments where trust, mutual respect and active engagement is valued and observed by all participants.

Students enrolled at Marian University are expected to conduct themselves in a manner appropriate to a professional setting. Students are expected to be respectful of the learning environment established by the instructor. No student has the right to be disruptive, disrespectful or uncivil in their conduct – including language – in any setting at Marian University (this includes online, Facebook, web-based venues).

A student who is deemed to be inappropriate in the classroom may be asked to leave the class for a session or longer, or may be administratively withdrawn by University officials.

### **Statement regarding Persons with Disabilities**

Marian University will provide reasonable accommodations to qualified people with disabilities. If you feel you need accommodations to fully participate in this class, please contact Lisa Olig Coordinator of Disability Services at [lmolig65@marianuniversity.edu](mailto:lmolig65@marianuniversity.edu) or Academic Support at 920-923-8951.

## **VIII. REQUIRED TEXT(S):**

## **IX. REQUIRED READINGS (web based):**

Assigned readings for this course will be Web based and housed on Naomi Harm's website at <http://naomiharm.org> in order to review current trends in instructional technology. The instructors will provide a web-based environment whereby students have easy access to assigned readings.

## **X. BIBLIOGRAPHY:**