

Classroom Format: Every class session will consist of interactive lectures, student presentations, discussions, and other group activities.

Technology in the Classroom (ELECTIVE / 1 cr.)

Instructor: Jonathan Andreano

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Course Dates

1/14 (Sat. 16:00-20:00)	1/21 (Sat. 16:00-20:00)	1/28 (Sat. 16:00-20:00)
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Course Description

This course provides opportunities for student-teachers to explore key issues regarding the role of technology in the language classroom. It has three main goals. **The first goal** is for our classroom community to develop a shared terminology for talking about educational technology and understanding of its disciplinary scope. This includes the overarching theme of Information and Communication Technologies (ICT) as well as course planning frameworks, such as Technological Pedagogical and Content Knowledge (TPACK). **The second goal** is to promote reflective teaching practices. Through class discussions and online self-reflections, participants will have opportunities to relate the course content to their own teaching experiences and gain awareness of shared strategies to “troubleshoot” possible technological and pedagogical challenges they may encounter. **The third goal** of the course is to develop a foundation for student-teachers to apply these new ideas to well-known educational approaches such as Content and Language Integrated Learning (CLIL), Inquiry-Based Learning and Project-Based learning. The main course assignment called *Pechakucha* provides student-teachers with an opportunity to research a specific technology of interest and explore implementation related challenges as well as potential solutions in their individual classroom context.

Course Schedule

Session	Issues	Topics
1. (1/14)	<i>What are the challenges associated with using ICT in the language classroom?</i>	<ul style="list-style-type: none"> ● SAMR Model / TPACK Framework ● Evaluating ICT technologies ● Digital Classroom Management (F2F/Virtual)
2. (1/21)	<i>How to support targeted skill development using ICT?</i>	<ul style="list-style-type: none"> ● Developing RWLS skills ● Formative / Summative Assessment Strategies ● ICT for analog instruction ● The changing role of the instructor
3. (1/28)	<i>How to develop a course with technology as a core component?</i>	<ul style="list-style-type: none"> ● Inquiry-Based Learning / CLIL / Project-Based Learning ● Hyperdocs / Open Textbooks

Required textbook

There is no required course text; the instructor will provide all materials.

Assignments and Assessment

The enrolled course is Pass / Fail.

- **REFLECTION:** As a formative assessment, course participants will be tasked with writing a 300-400 word reflection on the content covered each meeting session (three reflections in total). These reflections will be completed by way of a Google Form and a basic framework will be provided in-class

- PECHAKUCHA: As a summative project, course participants will complete a modified Pechakucha ([link](#)) outlining the use of an educational technology in their individual instructional context. This can be based on a potential planned implementation or a previous instructional experience. This summary will include:
 - A brief contextual overview
 - Technological intervention and rationale
 - Anticipated/realized challenges and strategies for addressing them.

Course Objectives

1. Class Sessions

Class Participants will be able to:

- Apply ICT educational concepts to the classroom in support of language learning aims
- Collaborate with classmates to develop classroom activities that utilize technology,
- Articulate challenges of implementing ICT and devise practical solutions for dealing with them.
- Evaluate different technologies for their instructional efficacy and outline potential hurdles that will need to be addressed to support implementation

2. Pechakucha Assessment

Class Participants will be able to:

- Explain the rationale for using a specific technology in their teaching context
- Describe how the technology will be explicitly used to achieve technological, pedagogical and content goals
- Evaluate the effectiveness of said technology in achieving the target lesson aims

Instructor Bio

Jonathan Andreano (KUIS - MA TESOL) is an experienced educator in Tokyo, Japan with licenses in JHS Social Studies, SHS Geography & History, SHS Information Science, and JHS/SHS English as Foreign Language. For the last ten years, he has been an active member and leader within the growing International Baccalaureate community here in Japan. He currently serves in a variety of positions at his current academic institution, including Deputy Vice-Principal, Middle Years Program / Diploma Program Coordinator, and ICT Administrator. He is a vocal advocate for IT education in the classroom and sees it a valuable resource to not only make education more accessible, but to help instructors further develop their approaches to teaching and learning.