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EDIM-500. FOUNDATIONS FOR FUTURE-READY STUDENTS

Credits: 3

This course will introduce students to national technology standards for students and guide them through experiences that will allow them to create pedagogical connections between the standards and their own educational experiences. Topics will include digital literacy, creating learners, networked learning, using multimedia to communicate effectively, and fostering innovation in students.

EDIM-502. PROJECT BASED LEARNING

Credits: 3

This course will demonstrate to educators the benefits of project-based learning in the instructional environment. Strategies to transform learning into a more active, student-driven experience using technology tools for collaboration and connection to the world outside the traditional classroom will be explored.

EDIM-503. DIFFERENTIATION SUPPORTED BY TECHNOLOGY

Credits: 3

This course will provide educators with techniques for using technology to help create a stimulating, effective classroom for all students including English language learners, special education students and students with a variety of learning styles. Specific challenges and processes for managing a differentiated instructional setting with accommodations for alternative teaching, learning and assessment will be discussed and researched. Students will explore the use of various technological tools to differentiate assessment of students' understanding and learning by using various assessment strategies such as instructional rubrics, student reflections and portfolios. Using technology to manage ongoing assessment for diverse learners will be explored.

EDIM-508. INSTRUCTIONAL STRATEGIES FOR USING DIGITAL CONTENT

Credits: 3

This course is designed to help educators effectively integrate digital resources within their core academic content. Through weekly activities and discussions, educators will learn practical ways to use digital content along with research-based instructional strategies to support students' learning outcomes.

As a culminating project, participants author and reflect upon an original instructional strategy that they present to their colleagues.

EDIM-509. PRACTICAL RESEARCH THROUGH TEACHER INQUIRY

Credits: 3

In this course, students will identify a topic for which they will design, implement, and analyze a teacher inquiry research project. The culminating project will include a literature review, inquiry brief, written analysis and reflection.

EDIM-510. TARGETING HIGHER ORDER THINKING SKILLS WITH ONLINE TOOLS

Credits: 3

This course will provide students with a broader understanding of the pedagogical models that support higher order thinking skills. Topics focus on the study of technologically-based pedagogies, investigation into emerging technologies, and the creation of assessments at each level of Bloom's Revised Taxonomy, with a concentration on the Analyzing, Evaluating, and Creating levels. Students will also create an online portfolio intended to be used by other educators to learn about this topic.

EDIM-513. INQUIRY BASED LEARNING

Credits: 3

Inquiry-based instruction is a powerful way for students to learn through active engagement with their environment. Teachers who engage in this form of instruction orchestrate a learning environment that allows students to develop deep understanding and enriched knowledge about selected topics. Inquiry should be one of the methodologies that teachers employ in meeting the challenges of today's academic expectations. We live in an era of rapidly expanding knowledge, which highlights the need for students to be lifelong learners. Inquiry skills support students' abilities to question and methodically investigate a wide range of subject matter. This course will explore Inquiry as a teaching technique, utilizing technology to support the various stages of the process.

EDIM-515. MOBILE DEVICES FOR TEACHING AND LEARNING

Credits: 3

This course will provide students with a greater understanding of how to foster creativity in the classroom and the use of smartphone and tablet apps for creating student assessments that showcase that creativity. In addition, the components of inventiveness – fluency, flexibility, elaboration, and originality —will be introduced, studied, and discussed.

EDIM-516. RESPONSIVE DIGITAL LEADERSHIP

Credits: 3

This course will provide students with a greater understanding of leadership in a digital age by focusing on new trends and issues in education related to technology. Specifically, it will explore the need to build networks as part of sustaining digital literacy. In addition, students will develop skills and dispositions in engaging in conversations around change and innovation.

EDIM-517. PRACTICES AND IMPLEMENTATION OF STEM EDUCATION

Credits: 3

This course examines the need for STEM education, framing the development of a personal, applicable definition in practice. Special emphasis on instructional practices, student outcomes (communication, creativity, collaboration and critical thinking) and connections to content standards will be made. Students will create and evaluate STEM activities, lessons and assessments as they develop an understanding of STEM implementation.

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EDIM-518. CREATING A STEM CULTURE THROUGH APPLICATION

Credits: 3

This course establishes the importance of developing a STEM culture through the design, application and evaluation of relevant, student-centered units embedded with community and career connections. A transdisciplinary approach to integrating STEM practices will be explored.