JumpStart is a self-paced online course that gives educators hands-on practice with technology. Participants who complete the course will feel more confident in their use of technology and will be better able to plug it into their instruction in thoughtful ways.

A PROCESS APPROACH

Rather than just teaching the latest tools, this course is built on 10 essential processes, ways of using technology that can be accomplished with a variety of tools. Each module begins with a discussion of the process, how it works, and the different ways it can be applied in the classroom.

HANDS-ON PROJECTS

Once participants have a grounding in each process, they complete a hands-on project to apply the process with one tool. With these projects, participants consider how the process could be applied to their specific situation, grade level, and content area. In most modules, they create something that can be used in their own classrooms.

BUILT-IN REFLECTION

In each module, participants write a reflection on how the process would fit into their current educational work. They describe their project, share screenshots and links to it, and discuss how it would enhance students' learning or their own professional growth.

GROUP LICENSES: LEARNING IS BETTER TOGETHER

Although participants will experience powerful growth by taking the course on their own, that learning will be expanded significantly if they take the course with teammates or colleagues. Group accountability keeps everyone on track, and it's wonderful to have the support of people you know while you're learning something new.

Participants who take the course in groups will receive a discounted per-user rate. Purchase orders are accepted. More information can be found here.

ABOUT THE INSTRUCTOR

After spending over 11 years in the classroom, both at the K-12 level and the college level, Jennifer Gonzalez created Cult of Pedagogy, where she shares effective teaching practices, explores the social and emotional factors that impact the work, samples the tech tools that help along the way, and looks inside real classrooms to learn from teachers who are thinking outside the box.

MODULE 1:
BASIC BLOGGING

A blog or website is one of the most flexible and essential tools for learning in the 21st century. In this module, participants will look at all the ways blogging tools can create spectacular websites for students and teachers. Then participants will use Edublogs to create their own blogs that will be used to showcase all of their other projects in the course.

MODULE 2:
ONLINE COLLABORATION

Student learning is turbo-charged when we add collaboration, and educators need regular opportunities to learn from one another, but time and space limit our ability to collaborate as often as we'd like. Technology solves this problem. In this module, participants will use Slack to create their own online spaces for powerful professional and student collaboration.

MODULE 3:
MIND MAPPING

Research supports the use of visuals for making meaning, and mind mapping is one highly effective way to do it. In this module, participants will explore how mind maps can be used for instruction, problem solving, and demonstrating learning. Then they will use Sketchboard to develop a mind mapping assignment and complete it as if they were the student.

MODULE 4:
CURATION

The ability to thoughtfully curate resources has become a crucial skill in the information age. Participants will consider how this process can put students' higher-order thinking into action, then they will use Elink to design their own curation tasks and complete student samples for these tasks.

MODULE 5:
SCREENCASTING

Once a teacher knows how to record videos directly from a computer screen—also known as screencasting—they will find dozens of uses for it. In this module, participants will explore the different ways teacher- and student-made screencasts can enrich the learning environment, then they will use Screencast-O-Matic or Screencastify to create their own screencast tutorials.

MODULE 6:
FLIPPED LEARNING
If students can get the same direct instruction digitally that they'd typically get in person, then we free up class time for more hands-on, interactive, engaging activities. In this module, participants will use TES Teach to create a single flipped lesson by combining video with other types of resources.

MODULE 7:
DIGITAL ASSESSMENT
Assessing students before, during, and after instruction takes a heck of a lot of time if you're doing it right. Digital tools can help teachers dramatically increase the amount and quality of their assessments without needing a lot of extra time. In this module, participants will use the Quiz feature in Google Forms to create a simple multiple-choice assessment. A bonus lesson shows participants how to add extended response questions to these forms.

MODULE 8:
HYPERDOCS
These incredibly versatile digital "dashboards" have become one of the fastest-growing planning tools in education. In this module, we'll start by looking at how a well-designed HyperDoc can give students more ownership for their learning. Next, we'll explore the different forms HyperDocs can take. Finally, participants will create their own HyperDoc with Google Docs to use in their own classrooms.

MODULE 9:
QR CODES
Once teachers see how powerful and flexible these little squares can be and how easy they are to use, they find all kinds of ways to put QR codes to work in their own teaching. In this module, participants will use QR Code Generator to create two classroom resources enhanced with QR codes.

MODULE 10:
BASIC PODCASTING
Although producing a full, professional podcast series is incredibly time-consuming, making a basic audio recording couldn't be easier. In this module, participants will explore how to take a simple audio recording and apply it in the classroom in 10 different ways. Then they will use an online Voice Recorder to create their own recording.

Because every region has different criteria and measurement systems for awarding professional development credit, even defining the terms "hour" and "credit" differently, no standardized type of credit will be issued for this course.

Instead, participants who complete all course requirements can request a certificate of completion. The certificate will state that the participant completed 40 hours. In this case, "hours" refers to the total number of physical hours spent learning the material and applying that learning in projects (not the same as "credit hours").

Here's a breakdown of how those hours are spent:

- **4-5 hours**: **Viewing video tutorials.** Although the videos total just over 3 hours, many will need to be watched more than once while participants practice the skills.

- **20-25 hours**: **Developing module projects**. This time will include working with the tech tools and the participant's own teaching curriculum.

- **10-12 hours**: **Writing reflective blog posts for each module.** This is where the teacher really thinks through how each process could be implemented in his or her classroom.

DISTRICT APPROVAL

It will be up to district administrators to determine how much PD credit to award for the time each participant spends on the course. To make a more informed decision, administrators may wish to see participants' completed course blogs to get a clear sense of the work that was done and how it ties directly to student learning.

OUR APPROVAL PROCESS

Participants requesting certificates will do so using an online form, where they will submit the URL of their course blog. Blogs will be checked for completion of all 10 modules. We will not do in-depth scoring of the posts, nor is individual feedback given; they will simply be checked for completion with integrity. If a significant amount of work appears to be incomplete, the participant will be asked to complete the work and resubmit.

If all modules are complete, participants will be sent a PDF certificate, which can be submitted to the participant's district for approval. This process usually takes less than a week from the time the request is submitted to receipt of the certificate.

FOR MORE INFORMATION

Course website: teachersguidetotech.com

Email: support@cultofpedagogy.com