In this course, we will start by learning about:

- **(1)** foundational learning theories,
- **(2)** how computers and technology help in delivering educational content (e.g., hypermedia, Open Educational Resources) and ways of designing material with the least low cognitive load,
- **(3)** how computers help scaffold and support learning,
- **(4)** how games and simulations foster learning,
- **(5)** principles of computing and computational thinking, and
- **(6)** how to teach computational thinking without computers (CS Unplugged).

The course has been designed to include short projects where you implement what you've learned in a hands-on fashion.

This course is relevant for Master's students in **CDIT** (Curriculum Development and Instructional Technology) program and those pursuing the **CCE** (Certificate in Computing Education). **Doctoral** students are also welcome to take the course!

You can contact me at (rfeyzibehnagh@albany.edu) for more information or the syllabus of the course!

Spring 2019 Semester Offers New Online Courses on Computing Education (ETAP 540)

We are offering a new fully **ONLINE** course on computing education—ETAP 540 in Spring 2019. Seats are still available.

ETAP 540 **Learning and Teaching Computer Science Principles** is a brand new course focusing on introducing the foundational computer science principles and its teaching in the K-12 classrooms. Also, AP Computer Science Principles is a new AP course launched in the Spring 2017. ETAP 540 will help students develop updated understandings of computer science principles as well as effective strategies for teaching computer science principles in K-12 classrooms. **No programming experience is required.**

Both ETAP 540 is also one of the required courses for the Certificate in Computing Education programs. It can also be used as a supporting course for the CDIT Program (see updated CDIT planning sheet here). Questions about this course can be directed to Dr. Lijun Ni (lni@albany.edu).

Course Description
ETAP 540 Learning and Teaching Computer Science Principles (3)
This course will help students develop updated understandings of computer science principles as well as effective strategies for teaching computer science principles in K-12 classrooms. The course is designed around the AP Computer Science Principles Curriculum Framework. This curriculum framework outlines seven central concepts of computer science (creativity, abstraction, data and information algorithms, programming, the Internet, global impact) and six computational thinking practices (connecting computing, creating computational artifacts, abstracting, analyzing problems and artifacts, communicating and collaborating). This course will organize these central topics around three big themes: data & information, programming and the Internet with a fourth module debriefing the pedagogy introduced throughout the course.

ETAP 640
Introduction to Online Teaching

Introduction to Online Teaching provides foundational knowledge and hands-on practice in developing fully online courses. A component of a series of courses in online teaching and learning this course introduces students to both theory and practice and requires that learners develop a significant online learning course or course module of instruction.

Instructor: Dr. Jason Vickers

Who: Master's and Doctoral Students

Delivery: Fully online course

Goals:
* Learn about underlying theoretical framework for online teaching and learning
* Learn best practices in designing online courses
* Read pertinent literature on online teaching and learning
* Design a fully functional online course

Join our course on Learning Communities!
Learning Communities - ETAP 687

The topic of 'Learning Communities' is of great interest to many educational researchers and practitioners, particularly as the topics deals with the practical challenges of thinking about how to re-organize schools and classrooms to meet the demands of the current age of technology. While society has rapidly changed, lecture-style teaching and standardized assessments are still the norm across schools in America. Learning communities have become one of the most popular and leading trends in school reformation, but many challenges remain. First, many people are still unfamiliar with this idea and have never experienced learning first-hand in a community of learners. Second, even people familiar with the notion may not have developed understandings of the deep, theoretical ideas that underlie this educational innovation. This can lead to poor or ineffective implementations of the idea. This course will address these two key challenges related to modernizing the organization of schools and classrooms so they prepare students for 21st century needs.

This course will be informative, interactive, and most of all fun!

It is relevant to all Master's and Doctoral level students from the Curriculum Development and Instructional Design (CDIT) program.

Instructor: Dr. Yotam Hod

Youth Literacies and Cultures
ETAP 687
Spring 2019
Mondays 4:15-7:05pm, Blended Face-Face and Online Classes
BB 205
Julie Learned

In this course, we will explore questions related to youth literacies and cultures. Specifically, we will discuss why and how young people engage in particular literacy practices across the various spaces and times of their lives. Also, we will investigate how those practices are both reflective and constitutive of the cultures in which youth participate. Two underlying assumptions of our inquiry will be (1) youth are social actors who not only experience cultures but also make them and (2) youths' in- and out-of-school literacies dynamically and necessarily overlap. By the end of this course, you should be able to draw on theoretical and empirical perspectives to engage in knowledgeable debate about the following questions.

- What is "adolescence" or "youth"? How do different conceptions inform how we study young people's literacy?
- What is the relationship between youth literacies and youth cultures? How do young people make culture through literacy?
- How do youths' social and cultural identifications (e.g., ethnic, racial, regional, religious, gender) mediate their literacy practices and learning both in and out of school?
- If the academic disciplines are cultures, how do young people enact literacy practices across the various disciplines associated with secondary school?
- What are youths' digital literacy experiences and practices and how do those relate to in- and out-of-school literacy learning?

This course is open to students in master, doctoral, and certificate of advanced study programs. This course may be relevant to students with interests in adolescent literacy, disciplinary literacy, learning in the content areas, youth culture and identity, youth digital literacy, in- and out-of-school learning, culturally sustaining/responsive pedagogy, and middle and high schools.

Julie Learned is an assistant professor in the Department of Educational Theory and Practice at the University at Albany, SUNY; e-mail *jlearned@albany.edu*. She researches adolescent literacy. By examining how secondary schools position readers and writers and how young people experience, resist, and help construct school contexts, she investigates issues of equity in literacy education.

ETAP 723- Seminar in Technology and Education- Examination of topical issues and current research related to technology and education. Full participation including work on an individual or group project required. (Shea, Peter, 3 credits)

ETAP 773- Foundations of Research in Curriculum and Instruction- The course will focus on the philosophical basis of various research traditions in education. In broad strokes, it will consider postmodernism, feminism, positivism, interpretivism, and critical theory. Students will develop an understanding of the historical context of social science inquiry, and the competing epistemologies and ontologies in contemporary educational research. (Levy, Brett, 3 credits)

ETAP 825- Creativity, Learning & Knowledge Media- in this class we will be focusing on creativity, learning and tech.We will build connections with STEM learning, learning community, technology, and teacher change and school innovations. (Zhang, Jianwei, 3 credits)