



Graduate Level

Digital Kids Learn Differently

Today's students are different than students were just a few years ago. They are digital kids who learn differently by taking in and responding to rapidly transmitted sights and sounds delivered simultaneously by more than one digital media tool, such as computers, video games, MP3 players, smartphones, and television. Digital kids need a fast-paced, multi-sensory digital environment in which to learn...and they also need digital teachers.

Due to economic realities and economic impact on PreK-12 schools, teachers need to learn how to generate and post teacher-created content (blended learning) during the changing face of education. In addition and more importantly, administrators need to understand blended learning, learn how to manage the changing face of education, and learn how to maintain or increase student achievement after federal stimulus runs out on September 30, 2011 (known as the funding cliff).

The Solution

Teachers Discovering Computers – Integrating Technology in the 21st Century, an online graduate-level and continuously updated course developed by 21st Century Learning Solutions (21CLS™) which has been taken by over 12,000 teachers and administrators.

TDC Product Features

- The most important thing that TDC does is get educators excited about the power of technology to change teaching and learning and confident about trying new things with their students
 - Our [qualitative research](#) documents this excitement and confidence
- TDC prepares teachers and administrators for The Changing Face of Education by providing them with (a) extensive in-class curriculum and technology-specific integration strategies; and (b) knowledge and confidence to create out-of-class supplemental kid-specific content for their students (blended learning)
- TDC provides administrators with low to zero cost sustainability and increased capacity to improve student achievement after EETT/ARRA funds run out
 - Knowledge to implement a “blended school year” and “blended summer school”
- Each participant’s final project is the creation of extensive out-of-class online supplemental content (including videos) to foster increased student achievement and communication among students, parents, and teachers about curricula, assignments, and much more
 - Videos are created using a free trial of [Camtasia](#) and posted to Camtasia’s free and password protected hosting service, [Screencast.com](#)
- Participants learn how to integrate technology into their specific curricular area by completing integration projects that incorporate current and emerging 21st century tools
 - Curriculum-specific
 - Kid-specific projects and learning
 - Technology-specific learning tailored to available school technology
- Anytime, anywhere distance learning that’s 100% online
- Graduate-level, fully instructor-led 8-week course
 - Course is fully graded with weekly assignments and instructor feedback
- Cost: \$399 + textbook per student
 - TDC course can be licensed to school districts under a fully supported train the trainer model at \$199 per student + textbook, ask for details
- TDC is a graduate-level course and participants that complete TDC are eligible for 60 in-service points or continuing education units (CEUs) and can opt for 3 semester hours of graduate credit for an additional fee (paid by teacher or administrator, not district)
- In case of unforeseen school closures, teachers that have taken TDC have the experience and confidence to quickly provide their students with teacher-created instructional videos that can be created and posted on the Web quickly and from any location

TDC Course Impact on Today's

Teachers who complete the TDC course will become Digital Teachers who will engage their students and help them learn in the multi-sensory mode they require to process information and build 21st century skills.

Meets ISTE Standards

Integrated throughout the TDC course curriculum are the following standards developed by the International Society for Technology in Education (ISTE):

- National Educational Technology Standards for Teachers (NETS-T)
- National Educational Technology Standards for Students (NETS-S)
- Technology Standards for School Administrators (TSSA)

TDC & the *Teachers Discovering Computers Textbook*

The online content of the TDC course is based on the new 6th edition of the [*Teachers Discovering Computers*](#) textbook published by Cengage Learning: Cengage Course Technology. The textbook is part of the Shelly Cashman Series® of computer education textbooks and is extensively Web-enhanced. Over 300,000 preservice and inservice teachers from across the United States have, to date, taken a college or university course using the various editions of these Teachers Discovering Computers textbook.

Educators learn practical, theory-based strategies for incorporating the use of computers and the World Wide Web to enhance their curriculum and enrich their students' learning experience. The textbook also includes coverage of the latest educational technologies and computer trends.

Each TDC course participant receives one copy of the *Teachers Discovering Computers* textbook.

- More than 12,000 teachers have taken online courses that use the Teachers Discovering Computers textbook and were developed by the professional staff of 21CLS™
 - » More than 94% of the aforementioned 12,000 teachers have successfully completed the online course

About the Authors

Glenda A. Gunter, Ph.D.

Glenda A. Gunter has a Ph.D. in Instructional/Educational Technology from Mississippi State University and more than 18 years experience working to integrate technology into schools. She has co-authored 13 textbooks and chapters in refereed textbooks, published more than 60 articles and presented at more than 75 conferences. She has received grant funding for education, teacher training and technology integration. She is an associate professor of Educational Research, Technology and Leadership in the College of Education at the University of Central Florida.

Randolph E. Gunter, Ph.D.

Randolph E. Gunter Ph.D. has more than 35 years experience in education and training. He has a Ph.D. in Educational Technology from Mississippi State University, has co-authored 12 textbooks, written dozens of articles and presented at more than 50 conferences. He also has developed numerous professional development solutions for the United States Air Force, more than 20 air/army forces in Latin America and Europe, defense contractors, universities and K–12 school districts. He is president of 21st Century Learning Solutions, Inc., specializing in online training for schools, higher education, and major corporations.

Textbook Contents

1. Integrating Educational Technology into the Curriculum
SPECIAL FEATURE: A World Without Wires
2. Communications Networks, the Internet, & the World Wide Web
SPECIAL FEATURE: Guide to World Wide Web Sites, Searching Techniques, and Search Tools for Education
3. Application Productivity Tools for Educators
SPECIAL FEATURE: Creating Web Pages, Blogs, Wikis, and More
4. Hardware for Educators
SPECIAL FEATURE: Buyer's Guide: How to Purchase Computers and Mobile Devices
5. Integrating Multimedia & Educational Software Applications
SPECIAL FEATURE: Digital Imaging & Video Technology
6. Technology, Digital Media, and Curriculum Integration
SPECIAL FEATURE: Learning Theories & Educational Research
7. Evaluating Educational Technology & Integration Strategies
SPECIAL FEATURE: Integrating Web Pages, Blogs, Wikis, and More
8. Security Issues, Ethics, & Emerging Technologies in Education
SPECIAL FEATURE: The Changing Face of Education

Research

Beginning in 1999, both quantitative and qualitative research has and continues to be conducted on thousands of teachers and administrators that have taken our continuously updated flagship course, Teachers Discovering Computers (TDC). Each participant is asked to complete a 15 question pretest questionnaire in Week 1 of the TDC class and then asked to complete a posttest questionnaire which includes 5 qualitative questions at the end of week 8.

For all classes of at least 30 participants, the results are compiled and provided to schools and districts as a Formal Research Report to (a) document TDC's success; and (b) provide formal research to document and validate expenditure of funds in accordance with The American Recovery and Reinvestment Act and Title II, Part D (EETT) of the No Child Left Behind Act. Examples of research conducted on TDC participants are linked below. More than 12,000 inservice teachers and K–12 administrators have taken TDC with a 94% completion rate.

[Research Summary](#) [PDF, 24KB]

[Quantitative Research](#) [PDF, 28KB]

Qualitative Research - Teachers Discovering Computers

Below are links to the qualitative student responses (unedited) to five open-ended questions that are part of the posttest questionnaire and submitted by inservice teachers and K–12 administrators.

- Question 15 – What words would you use to describe your experiences in this class?
» [Click to download Question 15's responses \[PDF, 120KB\]](#)
- Question 16 – As a result of your experiences in this class, how has your attitude changed toward integrating technology in your instruction?
» [Click to download Question 16's responses \[PDF, 136KB\]](#)
- Question 17 – Please explain how this course has increased or decreased your support for the use of technology in K-12 education?
» [Click to download Question 17's responses \[PDF, 164KB\]](#)
- Question 18 – What is the most important thing that you learned in this class?
» [Click to download Question 18's responses \[PDF, 108KB\]](#)
- Question 19 – Where do you see yourself one year from now as a result of this class?
» [Click to download Question 19's responses \[PDF, 136KB\]](#)

Graduate Credit

TDC online course participants have the option to receive three hours graduate credit from Walden University. Walden University is accredited by The Higher Learning Commission and a member of the [North Central Association](#), (312) 263-0456.

Graduate Credit Fee

The course participant pays the graduate credit fee.

Portfolio and Final Project

Each course participant seeking graduate credit will submit a CD/DVD electronic portfolio and final project at the conclusion of the 8-week TDC class. Walden will post a final grade within eight weeks of receiving course materials.

About Walden University

Founded in 1970, [Walden University](#) is a leader in student-centered distance education. An accredited graduate institution with a mission for social change, Walden's high academic standards are demonstrated by the dedication of its faculty and staff to programs that help students make a difference in their professions, their organizations and their communities.