



Touro University Nevada

Blended Learning ASC Program

18- CREDIT HOUR PROGRAM

BLENDED LEARNING

The Blended Learning 18 credit Advance Studies Program provides a multitude of learning opportunities in which a student learns at least in part through delivery of content and instruction via digital and online media with some element of student control over time, place, path, or pace. While still attending a “brick-and-mortar” school structure, face-to-face classroom methods are combined with computer-mediated activities.

COMPLETE COURSE LISTINGS

CTAV 608A Authentic Innovation in the 21st Century Classroom (3 Credits)

Today's global high-tech world requires instruction and assessment that incorporate the latest social, learning, and neuroscience research on critical thinking, multi-tasking, multimodal learning, collaboration, and engagement. From classroom footage and lectures educators will learn how to use technologically advanced tools that extend students' thinking by serving as a means to explore ideas, research questions, test hypotheses, compose thoughts, and come to conclusions. Educators will learn to teach their students to use these tools as vehicles for exploring rigorous academic concepts in authentic environments—i.e., the world around them. They will help their students become genuine innovators who will thrive in the 21st century culture of collaboration.

CTAV 608B The Flipped Classroom:

Personalizing the Classroom to Reach Each Student Every Day (3 Credits)

In this course, you will explore the pedagogical approach of flipped learning. You will gain an understanding of the theories that influenced its development as well as tools for designing and implementing both a flipped lesson and unit plan. Additionally, you will learn how to obtain buy-in from stakeholders, thus ensuring your implementation is successful. In the end, you will discover ways to combine flipped learning with other strategies to take your flipped classroom to another level.

CTAV 608C Teaching, Learning, Leading in the Digital Age (3 Credits)

There has been a large shift in the way student minds work, and the manner in which they engage and learn is different than it was in the past. As Meg Ormiston tells us, they are constantly wired and always connected, and they are facile with technology. Yet it has been said you can walk into a classroom today and it looks the same way it did 100 years ago. Today's learners cannot sit through the drawn out lessons of the past, being lectured and given worksheets to complete. Luckily technology, the cause of the new mind's evolution, can work in our favor as we facilitate learning for our students. They need images and video, new digital collaboration tools and pedagogical methods. They can engage and learn deeply when they are taught in ways that sync with their lifestyle. Although the gap between how students live outside the classroom and how they are being taught is wide, if educators teach themselves about Web 2.0 Tools, NETS guidelines, the language of the wired student, and what works for today's learners we can facilitate instruction that draws them in emotionally, motivates them, and fosters creativity. We are no longer training students to work in a factory in the industrial age, because this is the information age. If we are truly preparing them for the future, it is essential that we model collaboration and creativity. How can we be sure to engage these learners in our classrooms?



NO APPLICATION FEE!

If interested,
please complete
the TUN admission
application

**FOR MORE INFORMATION
CALL**

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OR EMAIL

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Course Listings Cont.

CTAV 608D Using Digital Media to Enhance Learning (3 Credits)

Digital media can provide highly engaging access to knowledge—particularly when students are the makers of that media. Research suggests that incorporating multimedia into instruction extends students' critical and creative thinking skills and increases their motivation and self-esteem. Concurrently, they develop skills essential to the 21st century, including technological expertise and productive collaboration. Participants will learn why and how to use a range of tools and strategies to empower their students to express themselves through digital media and to develop their learning of curriculum through such projects as creating slideshows, screen casts, audio, and video projects. Presenter Rushton Hurley's screen casts walk participants step-by-step through the essential stages of such projects; student projects provide models of good practice; and interviews with teachers who have incorporated these projects into their curriculum highlight the benefits for students and provide inspiration for participants ready to embark on their own.

CTAV 608E Taking Action With Data (3 Credits)

Data can empower all stakeholders, including students, teachers, and families to improve student learning outcomes and provide access to personalized learning experiences for students within whole group and small group instruction. While data can be used purposefully to bridge the divide between standardized instruction and the personalized learning that students deserve, teachers need further development in linking data to standards to personalize learning. In this course, educators will use the Taking Action with Data Framework (TAWD) as their guide.

By the end of the course, you will have the knowledge and skills to use data effectively. To build your understanding, you will complete a data inventory and a data action plan to support all students reaching mastery of the standards and using on-going evidence to personalize learning.

CTAV 608F Using Data for Meaningful Classroom Change (3 Credits)

This course provides teaching professionals with the strategies and tools needed to systematically evaluate and analyze student data, and subsequently implement and monitor action plans in order to improve student performance. You will learn a structured process for the ongoing investigation of data that focuses on collaborative inquiry. You will explore the phases of data analysis using multiple sources of data including aggregate, disaggregate, item data, and student work. Upon reviewing this data you will learn to identify student learning problems, generate and implement solutions, and monitor results. Additionally, you will read and engage with a case study conducted at a middle school that outlines the Using Data approach to continuously, collaboratively, and effectively improve teaching and learning.




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