

# **MOLLOY UNIVERSITY**

## **School of Education and Human Services**

### **Department of Teacher Education**

**EDU 5900**

**Course Title: Digital Classroom - Transforming The Way We Learn And Teach (3 credits)**

**Summer Session 2026**

**Instructor: Vanessa Vidalon**

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**Office hours: Monday - Friday 8:00am -4:00 pm**

### **Course Description:**

This class is designed for K-12 teachers in all disciplines to develop and enhance their independent and investigative skills as a teacher in a digital format. Schools have now shifted into the world of technology allowing us to grow with the time. In providing virtual practical experiences with topics like Science, History, ELA and Math we can engage more students. The use of virtual Field Trips are now widely available to be brought into your classroom as a virtual or hybrid model. The use of Digibooks can now be created by students' personal agenda and illustrations. Students can own their learning while enhancing their strengths. Mentors and Presenters are now able to set up schedules to come into your virtual classroom to provide the pedagogical practices that remain critical to your students' experience and way of learning. The new demands need to also engage students with modifications like our SWD and ENL population in order to provide and engage all student learners with the necessary skills that are expected for rigorous testing. Teachers will collaborate with colleagues by facilitating best practices within their own department breaking down major conceptual areas within the discipline.

This class will include online resources, daily reading assignments, group discussions, virtual meetings, activities, virtual field trips and other helpful resources that foster student understanding through core disciplinary ideas. Assessment of this course will include participation of the above along with a final project which will include creating a lesson plan

using the information from this course which will be available along with all the resources for your guidance in the upcoming school year.

## **Shared Vision**

The Molloy University Teacher Education faculty has derived its vision for the exemplary teacher from the University's mission statement, the four pillars of the Dominican tradition, comments and input from the Professional Education Unit's Advisory Board and degree candidates as well as numerous faculty discussions rooted in the department's knowledge base which undergirds the initial and advanced programs' curriculum, pedagogy, and values.

The teaching professionals who complete Molloy's teacher preparation programs are distinguished by their ability to exemplify and promote core values in their own teaching. These values include:

- ❖ Belief that all children can learn
- ❖ Learner-centered and value-centered curriculum and pedagogy
- ❖ Ethics and spirituality
- ❖ Intellectual curiosity
- ❖ Independence and risk-taking, while promoting collective identity and responsibility
- ❖ Diversity, multiculturalism, and pluralism, including divergent thinking
- ❖ Passion for teaching
- ❖ Commitment to students and their communities
- ❖ Civic responsibility through the promotion of social justice and interdependence
- ❖ Commitment to democracy

## **Course Objectives:**

- Revising our teaching strategies not recreating them
- Enhanced engagement through interactive learning
- Collaborative learning and teaching between students and teachers
- Personalized learning paths for every student
- Data-Driven Teaching Strategies

## **Course Format:**

This course will be offered online through Canvas, Molloy's learning management system. The course will open two days before the start date and close one week after the last day of class. There will be daily activities and discussions that must be completed at the end of the course and daily. Virtual meetings will be scheduled with individual students in real time for student -teacher check in and Q &A at the start of the course. Responses to the discussions will be due the following day by noon. An extra week will be allotted for the completion of the final project

## **Required Readings, Videos, and Other Materials:**

### Course Syllabus Daily Required Readings And Activities :

Introduction: Best Tech Practices (5pts)

Module 1 At Home Activities (8pts)

Module 2 SWD/ENL Increasing Vocabulary Through Science (12pts)

Module 3 Creating Digi Notebooks (12pts)

Module 4 Multilingual Learners In Special Needs Classrooms (8pts)

Module 5 Screencastify Your Lesson (8pts)

Module 6 Student Flipgrid Learning (12pts)

Module 7 Virtual Field Trips (8pts)

Module 8 Audiovisual Learning Apps and Sites (12pts)

Final Project: (15pts)

- o *Create Lesson with assignment Remote/Hybrid Modifications and Language Mods*

## **Course Requirements and Evaluation:**

Asynchronous Discussions/Participation 20%

Virtual Meeting 20%

Assignment 20%

Activity 20%

Lesson Plan Presentation 20%

# **Molloy University and School of Education and Human Services Policies and Supports:**

## **Expectations of Academic Integrity for All Students**

- [Honor Pledge and Academic Honesty Policy](#)

## **Course Withdrawals**

- View [Withdrawal Policy](#) for potential financial implications
- View the [Academic Calendar](#) and/or the course syllabus for the last day to withdraw dates

## **Incompletes**

- [Incompletes Policy](#)

## **Health and Wellness**

- [Student Health Services](#)
- [Student Counseling Center \(SCC\)](#)

## **Center for Access and Disability (Access)**

- [Center for Access and Disability](#)

## **Technical Support**

- [Student Account, Technology and Canvas](#)

## **Ally for Canvas**

- [Supportive Tools and Resources/ Ally](#)

## **Use of Proctorio for Exams/Quizzes (if applicable)**

- [Proctorio Resources for Students](#)

## **Email Accounts**

Students are to communicate via their Molloy e-mail account or via Canvas throughout the semester. Those who use a non-Molloy account may miss important messages. Students are responsible for responding to all methods of communication relating to this course in a timely

fashion. Instructors will respond to emails from students within 24 hours. When/ if you email the instructor(s), please indicate what course you are in with the course number and section.

## **APA Manuscript Style**

All manuscripts in the field of education are written in the style format of the American Psychological Association. Candidates in the Graduate Education Programs are required to purchase the Publication Manual of the American Psychological Association (7<sup>th</sup> ed.). (2010).

All papers written in every course must adhere to the manuscript prescriptions defined in this manual.