

**Next Generation Teaching & Learning Certificate**

**I. Overview**

Next Generation Teaching and Learning, that incorporates 21st Century Skills (collaboration, communication, technology, critical thinking, problem solving and performances of learning) is the current direction in educational endeavors in a variety of learning environments from K-12 classrooms and teacher professional development to museums and after school programs. We have polled interest from many of our constituents in education and the demand for a Next Generation Certificate is high. This Certificate combines required Next Generation Foundations and Assessment components with Specialty Electives, representative of cutting edge innovative pedagogy. We believe this certificate will enhance educator preparation and be critical to clinical professional development for practicing teachers, who need to demonstrate competencies in 21st century innovative practices for Next Generation Teaching and Learning.

**II. Certificate Course Content**

Course	Course Number	Content	Semester Offered
<b>Required Foundations of NGT&amp;G (Foundations + 1 Internship Choice )</b>			
Next Generation Learning Foundations  L. Henry	EDC 575	This special topics course is designed to engage students in critical reading, thinking, writing, and discussion about central issues, theoretical perspectives, and innovative pedagogy related to teaching next generation learners. Class participants will read, write about, and discuss content related to expanded definitions of literacy as well as emerging instructional models related to teaching 21 <sup>st</sup> century learners and the critical attributes of next generation learning.	Fall

Teaching Internship TBA	EDC 501	Supervised practice teaching under competent leadership. Observation, instruction, independent study which parallels field experience, and conferences with supervising instructor included. This course is designed primarily for students in Allied Health Professions, Education, Library and Information Science, Home Economics, and Social Work. May be repeated to a maximum of 12 hours.	Any
Internship in Instructional Systems Design TBA	EDC 750	Students will apply their knowledge of instructional systems design and in a real-life setting. The NGT & L work setting will be selected based on the professional goals of each student and student work will be supervised and reviewed by the internship coordinator. May be repeated to a maximum of nine credits.	Any
<b>Specialty Courses Required 1/3 Hrs.</b>			
Digital Game-based Learning & Instruction	EDC 543 J. Mazur	This course will introduce the application of digital game-based learning delivered via computer-based educational games in a variety of instructional contexts.	Spring
Social Media Design of Interactive Systems	EDC 709 J. Mazur	Activity theory, social networking theory, computer-supported collaborative work (CSCW) and computer-supported collaborative learning (CSCL), social learning models and networked immersive environments, the course content will explore the research topics related to communities of practice and other on-line learning communities	Bi-annual Fall
Design Thinking in Education	EDL 571 J. Nash	Interdisciplinary perspectives on the use of design for solving the world's challenges	Fall
Designing Project-Based Environments in STEM Education	SEM 704 J. Wilhelm	SEM 704 will give students the opportunity to explore STEM contents, technologies, instructional strategies, and assessments necessary in designing and developing a research-based, interdisciplinary, project-enhanced environment. In SEM 704 students will experience, evaluate, and design interdisciplinary, project-enhanced environments	Fall

		within STEM classrooms.	
Advance Content Specialty Elective		<u>Prior Approval of Certificate Faculty Coordinator Required</u>	
<b>Data Drive-Decision Making (Required – 1 Course/3 Hours)</b>			
Assessment and Accountability in P-12 Education	EDC 520	The purpose of the course is to investigate and document teaching effectiveness. Candidates design an integrated unit of study, pre and post test student learning, analyze learning gains drawing on formative and summative measures, and make modifications and accommodations based on the results	Spring

**III. Certificate Director**

Dr. Joan Mazur will serve as the Certificate Director. Dr. Mazur is professor of Curriculum & Instruction and has experience with Graduate Certificate programs, she has also served as a Director of Graduate Studies for the department. She participates as associated faculty in two other Graduate Certificates: Human Technology Interaction and the Distance Learning Graduate Certificates.

**IV. Associated Faculty**

The Core Faculty will be Dr. Joan Mazur, Dr. Laurie Henry and Dr. Margaret Rintamaa in Curriculum & Instruction. Associated faculty are Dr. Jennifer Wilhelm, the department chair and associate professor in the STEM Department Dr. John Nash in Educational Leadership Studies both in the College of Education. All associates are members of the Graduate Faculty.

**V. Certificate Completion**

As per the Graduate School Certificate Guidelines, students must maintain a 3.0 grade in all certificate courses to successfully complete the required coursework and be awarded the Certificate.