

University of Wisconsin – Green Bay

COURSE SYLLABUS

**Using Technology to Increase Communication between
Home, School and the Community**

Summer 2022

Instructor: Dena Budrecki - budrecki@plymouth.k12.wi.us

Schedule: June 14th (3-7 pm), June 16th (3-7 pm), June 21 (3-6pm)

*outside class June 16-20th four hours of independent work time

Location: Plymouth School District

**ENROLLMENT
OPTIONS**

ee).

**One (1) Graduate
Credit**

Noncredit

Course # ED & HUD 795-6, section 7406
#0364D

Program #
0364ND

Prerequisite: None

Prerequisite: Graduate Standing (must have earned a bachelor

Course Emphasis and Rationale: Even with endless modes of communication, there continues to be a challenge in effectively communicating with parents and the community. There is a need for creating effective communication processes in messaging, informing curriculum processes, and notifying of school events. Research suggests that students who have parents who are actively involved in their education have higher grades and test scores, enroll in higher-level programs, graduate from high school, and go on to post-secondary education (Henderson & Mapp, 2002).

Course Description: Educators will be exposed to a variety of technology tools and methods in effectively communicating with parents and the community. Websites, blogs, social media and web 2.0 resources will be explored in how they can enhance home, school and community communication. Participants will create resources they will be able to immediately implement.

Course Objectives and Learning Targets:

- Participants will learn strategies to enhance communication with parents and the community.
- Participants will explore a variety of tools to create websites to enhance communication.

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- Participants will explore a variety of tools to create social media accounts to enhance communication.
- Participants will explore a variety of tools to create blogs in which students can share their learning of curriculum.
- Participants will learn and practice the use of new technologies that can be used to enhance communication between home and school.
- Participants will reflect on new skills learned.

Required Readings: *Note: All articles will be linked on a class website or handed out in class.*

Evins, P. (2012). Priorities 101. *Independent School*, 71(3), 12.

Ferlazzo, L. (2011). Involvement or engagement? *Educational Leadership*, 68(8), 10-14.

Grant, L. (2011). I'm a completely different person at home: Using digital technologies to connect learning between home and school. *Journal of Computer Assisted Learning*, 27(4), 292-302.

Kosaretskii, S. G., & Chernyshova, D. V. (2013). Electronic communication between the school and the home. *Russian Education & Society*, 55(10), 81-89.

Olmstead, C. (2013). Using technology to increase parent involvement in schools. *Techtrends: Linking Research & Practice to Improve Learning*, 57(6), 28-37.

Requirements and Evaluations:

- Active and full participation in all course sessions. (40%)
- Written or video reflection about the class sessions and of the required readings. (30%)
(graduate credit participants only)
- Written plan for the integration of digital tools and strategies to enhance parent and/or community communication. (30%) **(graduate credit participants only)**

Outline of Schedule:

Day 1 ● Importance of communication between home and

school

- Website development to enhance promotion of curriculum and learning

Day 2 ● Common forms of communication

- Expectations for communication
- Social Media to enhance promotion of curriculum and learning, and messaging with parents
- Web 2.0 tools to communicate with parents

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Day 3 ● Blogging (student and teacher) to enhance promotion of curriculum and

learning

- Creating teacher and/or student blogs

- Volunteer Tools

Day 4 ● Development of tools

- Reflection and sharing of communication tools

Wisconsin Standards for Teacher Development and Licensure:

- 2. Teachers know how children grow.** The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.
- 3. Teachers understand that children learn differently.** The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.
- 4. Teachers know how to teach.** The teacher understands and uses a variety of instructional strategies, including the use of technology, to encourage children's development of critical thinking, problem solving, and performance skills.
- 5. Teachers know how to manage a classroom.** The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- 6. Teachers communicate well.** The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.
- 7. Teachers are able to plan different kinds of lessons.** The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.
- 9. Teachers are able to evaluate themselves.** The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.
- 10. Teachers are connected with other teachers and the community.** The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being and acts with integrity, fairness and in an ethical manner.

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Wisconsin Standards for Administrator Development and Licensure:

2. The administrator leads by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared by the school community. 5. The administrator models collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources. 7. The administrator understands, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling.

Updated 3/10/2016 - MS

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