COURSE DESCRIPTION

Description: ETEC 297 is an introduction to educational media and technology theory and practice with an emphasis on meaningful integration of technology and media into a variety of face-to-face and online learning environments for diverse populations.

Pre-requisite: Completion of ICS 101 with a grade of “C” or higher or consent of instructor; placement into ENG 100 or concurrent enrollment in ENG 22.
UHWO TEACHER EDUCATION MISSION STATEMENT
The University of Hawai‘i West O‘ahu Teacher Education program is dedicated to its vision of providing innovative teacher preparation programs and public service activities in support of the continuing development of West O‘ahu communities. To realize this vision, the mission of the program is to provide teacher candidates with the knowledge, skills, and dispositions necessary to become outstanding educators, especially in the elementary schools located in Central and Leeward O‘ahu communities.

CONCEPTUAL FRAMEWORK
The Conceptual Framework (CF) serves as a guide to fulfilling the UHWO Teacher Education Program vision of preparing highly qualified teachers for entry into the skilled workforce. The program recognizes the contributions of general education, content area studies, and professional studies to the preparation of educators. Three goals underlie the professional studies philosophy and objectives. Candidates for the Bachelor of Education degree in elementary education are committed to the following:

- delivering high quality instruction that addresses the needs of the whole child
- embracing social justice and equity for all
- becoming reflective practitioners and life-long learners.

All students are expected to demonstrate integrity and honesty in completion of class assignments. Students must give credit to appropriate sources utilized in their work. Plagiarism can result in dismissal from the University.

Academic honesty stands at the center of intellectual pursuits in the academic community. Faculty and student scholarship in all forms, individual and collaborative, expresses our understanding and esteem for intellectual honesty. Nurturing and sustaining a climate of honesty are the responsibilities of every member of the community. The academic policy statement includes standards of academic honesty, obligations and responsibilities of the members of the academic community for cultivating a climate of academic honesty, violations of academic honesty, and procedures for addressing academic dishonesty.

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(For complete text of student responsibility please see the University of Hawai‘i – West O‘ahu Home Page under Policies)

LEARNING CHALLENGE AND ACCOMODATIONS
In keeping with University policy, any student with a disability who needs academic accommodation for testing, note taking, reading, classroom seating, etc., is to call Student Services,
as soon as possible.

**TEXTBOOKS**
The following textbook is required as part of this course.

Transforming Learning with New Technologies by Maloy, O'Loughlin, Edwards, and Woolf.

**Course Goal & Objectives**

The overall goal of this course is to give teacher candidates the knowledge and skills to effectively integrate media and technology into the classroom in order to enhance learning and teaching.

The course will be guided by the following learning outcomes. Specifically, you will be given opportunities to:

<table>
<thead>
<tr>
<th>COURSE LEARNING OUTCOMES</th>
<th>ALIGNMENT WITH ACEI STANDARDS</th>
<th>ALIGNMENT WITH HTSB STANDARDS (DIVISION LEARNING OUTCOMES)</th>
<th>ALIGNMENT WITH INSTITUTIONAL LEARNING OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>explore various ways of thinking about media and the messages they convey</td>
<td>8</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>increase theoretical knowledge and practical experience in the use of media and technology for planning, teaching and assessment</td>
<td>1, 3.1, 3.2, 3.4, 4</td>
<td>1, 2, 3, 4, 5, 6, 7, 8</td>
<td>1, 5</td>
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<tr>
<td>identify appropriate teaching methods and electronic media to support objective-based lessons</td>
<td>1, 2, 3, 4, 5, 6, 7, 8</td>
<td>1, 5</td>
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<tr>
<td>Demonstrate how to use a variety of multimedia tools to enrich learning opportunities for all students, regardless of ability, race, gender, ethnicity, and socio-economic status</td>
<td>1, 3.1, 3.2, 3.4</td>
<td>1, 2, 3, 4, 5, 6, 7, 8</td>
<td>1, 5</td>
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<tr>
<td>Design learning experiences that engage students in individual and collaborative learning activities</td>
<td>1, 3.1, 3.2, 3.4, 3.5</td>
<td>1, 2, 3, 4, 5, 6, 7, 8</td>
<td>1, 5</td>
</tr>
<tr>
<td>Identify guiding principles to promote students’ safe and ethical use of the Internet</td>
<td></td>
<td>3</td>
<td>1, 5</td>
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<tr>
<td>Apply copyright law, fair use guidelines, and creative commons regulations to the ethical</td>
<td>5.1</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Create electronic multimedia to support specific learning objectives</td>
<td>1, 3.1, 3.2, 3.4</td>
<td>1, 2, 3, 4, 5, 6, 7, 8</td>
<td>1, 5</td>
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<tr>
<td>Create a media resource to promote parent involvement in student learning</td>
<td>5.3</td>
<td>3, 10</td>
<td>1, 5</td>
</tr>
<tr>
<td>Reflectively evaluate how projects align with HTSB standards, NETS-T and NETS-S Standards</td>
<td>5.1, 5.2</td>
<td>9, 10</td>
<td>1, 5</td>
</tr>
<tr>
<td>activity</td>
<td>row 1</td>
<td>row 2</td>
<td>row 3</td>
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<td>--------------------------------------------------------------------------</td>
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<tr>
<td>organize and present educational media projects in a presentation or portfolio format</td>
<td>5.1</td>
<td>9, 10</td>
<td>1, 5</td>
</tr>
</tbody>
</table>
COURSE REQUIREMENTS

GRADING

The following grading scale is used for this class:

• 16 assignments at 10 points each - total = 160 points
• 12 quizzes at 10 points each - total = 120 points
• 1 Final exam at 20 points - total = 20 points
• Total points = 300 points

SCALE FOR GRADING
A = 300 to 280 = 100% to 93%
B = 279 to 240 = 92% to 80%
C = 239 to 210 = 79% to 70%
D = 299 to 195 = 69% to 65%
F = 194 and below

Note – your failure to complete any assignments in this course may result in your receiving an "Incomplete" in this course.

Note – all class meetings are mandatory. Failure to attend any one of the class meetings may result in you receiving an "Incomplete" in this course.

COURSE REQUIREMENTS

This is an online class. Keep this in mind as you read the Course Requirements below.

Credit hours (online statement):
The UHWO Credit Hour Policy states that students in a 3-credit course are expected to devote a minimum of 9-hours a week (135 hours/semester) on course related work (see UHWO General Catalog). In accordance with the UHWO Credit Hour Policy, the work assigned to achieve the stated student learning outcomes meets the credit hours that would be required for a comparable in-person course section. To achieve adequate learning in this course, it is expected that students will need to devote a minimum of 9 hours a week completing scheduled lessons, completing assigned readings, participating in online discussions, completing worksheets, researching and writing papers, and studying for scheduled quizzes.

Technology
You will need access to a computer with Internet for this course. All of the course work will be online. Discussions, written assignments, and exams will be completed and/or submitted using Laulima. Failure to take an exam, or participate in a Laulima discussion board, or upload an assignment to Laulima may result in an incomplete (I) or failure (F) in the respective courses. This decision is at the discretion of your instructor.

Readings
You are responsible for all information contained in all reading assignments. The assignment schedule found in Laulima indicates the chapters and dates on which they
will be discussed. All readings are extremely important in that they will prepare you to understand the theoretical and practical issues related to reading and writing instruction that we will be discussing in class.

**Assignments**

Each week, you will have one or more assignments due. All assignments will be submitted via Laulima. Assignments are meant for you to connect theory with practice. All assignments are due on the date listed on the Laulima course website. Late assignments will not be accepted.

**Quizzes**

Quizzes will be administered online each week. Quizzes designed to assess your knowledge of concepts crucial to the understanding of course content. Note that there is a time limit.

<table>
<thead>
<tr>
<th>Module 1 – due Sept 8</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Chapter 1 Learning Goal</strong></td>
</tr>
<tr>
<td><strong>Connecting to the NETS</strong></td>
</tr>
</tbody>
</table>
| **Assignment #1** | A wiki is a special webpage posted to an online community that enables multiple users to contribute and edit content. Wiki entries can be used to support and publish student writing as well as plan class projects or communicate with an audience beyond the school. By design, a wiki encourages collaborative learning and tracks all contributions so participants can see what has been created and changed. In this project you will develop a wiki to support communication and collaboration among students in a grade level and subject you plan to teach. **Step One.** Review the Evaluating Wikis Rubric. This will be your guide as you create the wiki for this assignment. **Step Two.** Decide on the purpose and users of the wiki. For example, this wiki may be for a fifth grade class that is studying Native Americans during the 1800’s. You may plan to divide the class into six teams. Each team of four students will be exploring a tribe from a different region of the country. In addition to the home page you plan to create a page on the wiki for each team to collaborate on the assignments. **Step Three.**  
  - Sign up to create an account if you do not have one, or log in if you already have an account. Both wikispaces and pbwiki have extensive help menus. You can also follow the directions below.  
  - Create a name for the wiki.  
  - Select the privacy settings: If you have younger students or students who are
unfamiliar with wikis and online communication etiquette, keep the website private. Only persons whom you invite to the site, e.g., students, parents, and/or administrators may view or edit the wiki postings. If your students are older and wiki savvy, you may want to make the site protected, which means the public can view the wiki, but only members may edit it.

- Decide if you want to upgrade the account or keep it as a free account. Wikispaces allows educators to upgrade to an ad-free account at no cost.
- Choose the look and feel of the site. In wikispaces, you can choose themes, colors, and the stylesheet. In pbwiki there are five different styles.
- Edit the front page so that users know the purpose of the wiki. A picture or graphic related to the wiki's purpose or theme adds interest to the front page.
- Follow the directions to add pages and links to those pages. You may have a new page for each major assignment. Or you may divide your class into teams, and each team has its own page for a project.
- In wikispaces you do this by:
  1. From the home page click on "New Page" in the sidebar. Type the page name into the box. (You don't need to add Tags).
  2. Click "Create".
  3. When the new page opens, add content to the page, and click "Save." To create a link to this new page, click "edit navigation" on the side bar.
  4. Click the link button on the editing toolbar. In the Link Text box, type in the link name as you want it to appear on the navigation bar. In the Page Name box, select the page from the drop down list or type in the full name of the new page.
  5. Click "Add Link" and save.
- In pbwiki you
  1. Click on the sidebar tab and edit it by listing new pages.
  2. Next click on "create new page" and add content to that page. Provide links to the new pages on the side bar.
  3. Reopen the sidebar for editing.
  4. Highlight the text and click on "link". Choose the wiki page as the link type and find the wiki page in the drop down menu.
  5. Repeat this process for all the pages in your wiki.
- To add links to a website in wikispaces,
  1. Click "Edit this Page". Put the cursor where you want the link to appear on the page.
  2. Click the link tab on the editing toolbar. Choose "external link" and then type the link text in the box.
  3. Copy and paste the URL of the website into the address box.
  4. Click "Add Link" and Save.

The process is similar in pbwiki.

**Step Four.**
Review your wiki to make sure you have selected a wiki name and theme, created at least three pages with relevant content, added a photo or graphic, sound file, and/or video file on each page, and provided at least three links to high quality sites.

**Step Five.**
Finally you are ready to share the wiki. **For the purpose of this assignment, include the email address of the instructor who will evaluate your wiki.**

1. In Wikispaces,
1. Click on "Manage Wiki" in the sidebar.
2. Click on People and then click on "invite people" who have email addresses.

2. In pbwiki,
   1. Click on "Share Wiki".
   2. Type in email addresses of your instructor, and choose either "Full Access" or "Just a Link".
   3. Click Share

**Step Six**
Using the Evaluating Wikis Rubric, review your wiki one more time. Go to the Submissions section in the left navigation menu to submit a Word document containing the URL for the Wiki.

**Project Evaluation:**
The instructor will use the Evaluating Wikis Rubric to evaluate the work the student created and uploaded in Step Six.

| Assignment #2 | The ability to communicate and collaborate is an essential 21st century skill, and Web 2.0 tools such as wikis, blogs, Nings, podcasts, and social learning networks support development of these skills. A wiki is a special webpage posted to an online community that enables multiple users to contribute and edit content. Wiki entries can be used to support and publish student writing as well as plan class projects or communicate with an audience beyond the school. By design, a wiki encourages collaborative learning and tracks all contributions so that participants can see what has been created and changed. In this activity, you will view a video in which classroom teachers discuss how wikis can be used to support student writing and collaboration; evaluate three different wiki programs — Google docs, Wikispaces, and pbwiki; and locate and analyze a K-12 example of a wiki.

View: [http://mediaplayer.pearsoncmg.com/blue-top_640x360_ccv2/ab/streaming/myeducationlab/Educational_Technology/Using_Wiki_As_Collaborative_Writing_Tools_iPad.mp4](http://mediaplayer.pearsoncmg.com/blue-top_640x360_ccv2/ab/streaming/myeducationlab/Educational_Technology/Using_Wiki_As_Collaborative_Writing_Tools_iPad.mp4)

Answer the questions in a single page essay:

1. What is the role of a constructivist teacher and how does a wiki support that kind of teaching and learning?

2. What features of the wiki help teachers guide and monitor student performance?

Investigate three different programs that support collaborative writing and editing, such as Google docs ([http://www.google.com/google-d-s/tour1.html](http://www.google.com/google-d-s/tour1.html)), Wikispaces ([http://www.wikispaces.com/](http://www.wikispaces.com/)), and pbwiki ([http://pbworks.com/](http://pbworks.com/)). Examine the major features of each program as well as the cost, technical support, privacy, ability to create student accounts, and ease of use. Summarize your findings in a single-page essay.

Due: 2 page-essay

**Quiz**
There will be a quiz at the end of this module

<table>
<thead>
<tr>
<th>Module 2: Due Sept 15</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Chapter 2 Learning Goals</strong></td>
</tr>
</tbody>
</table>
Connecting to the NETS

**NETS-T Standard 1:** Facilitate and Inspire Student Learning and Creativity

**NETS-S Standard 1:** Creativity and Innovation

**Assignment**

Multimedia presentation software (e.g., Microsoft PowerPoint, Apple Keynote, and Google Docs Presentation Software) enables teachers to present information visually through text and images (pictures, photographs, graphics, tables, charts, or maps) and aurally through sound (music, voice, or audio and video clips). The software allows teachers to link directly to websites, videos, and podcasts. Slides may be enhanced with color, animations, transitions, pop-ups, and other attention-getting features. Multimedia presentations are often used by students to communicate their learning as an alternative to posters or essays.

View the following video, then answer the questions in a one to two page essay.

http://mediaplayer.pearsoncmg.com/_blue-top_640x360_ccv2/ab/streaming/myeducationlab/educationaltechnology/ET04_80_iPad.mp4

**Questions**

1. What advantages does a multimedia presentation provide according to the high school social studies teacher in this video?
2. What do you notice students are doing during the slide presentation?
3. What do you notice the teacher is doing during the slide presentation?
4. What do you notice about the slides in the presentation?

   What are key principles to remember when creating effective multimedia presentations?

6. Review the Rubric for Scoring Multimedia Presentations, then choose two multimedia presentations from the list below and use the rating scale to evaluate the criteria of effective multimedia presentations. For each of the two presentations, provide a rating for each criteria (4-Excellent, 3-Acceptable, 2-Needs Improvement, 1-Unacceptable). All documents for question #6 can be found in the resources folder titled Module 2, Assignment 1.

   Due: 1-2 page essay

**Quiz**

There will be a quiz at the end of this module

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**Module 3: Due Sept 22**

<table>
<thead>
<tr>
<th>Chapter 3 Learning Goal</th>
<th>Teaching and Learning Using Technology: Exploring ways technology can transform teaching and learning in schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connecting to the NETS</td>
<td><strong>NETS-T Standard 1:</strong> Facilitate and Inspire Student Learning and Creativity</td>
</tr>
</tbody>
</table>
**NETS-S Standard 1: Creativity and Innovation**

<table>
<thead>
<tr>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Web 2.0 tools enable students to develop the 21st-century critical-thinking skills of evaluating, analyzing cause and effect, and developing logical arguments based on evidence. In this assignment, you will explore three online thinking tools and reflect on ways to use each of them to promote critical thinking.</td>
</tr>
</tbody>
</table>

1. Intel Visual Ranking tool helps students identify and refine criteria, prioritize, explain their reasoning, and compare their decisions to those of other students.

2. Intel Seeing Reason tool helps students to create visual maps of the factors and relationships in a cause-and-effect investigation.

3. Intel Showing Evidence tool helps students construct well-reasoned arguments and prove their case with credible evidence.

**Explore the Intel Visual Ranking Tool.**


Click on the Overview and Benefits link.

1. How does the tool facilitate students' critical thinking?

2. Click on Try the Tool and then click on the Demo and read the Project Description of Impact of Inventions. To rank the impact of inventions, use the mouse to click and drag an invention box with the greatest impact to the top and the box with the least impact to the bottom. Click on the triangle at the upper right corner of each invention to read the comments. How did your ranking compare to the average of previous users?

3. Click on the Tutorial (underneath Demo on the Try the Tool page) and view the animation. What are the key steps that a teacher must take to set up the Visual Ranking Tool and engage students in using the tool?

4. Click on the Project Examples link and explore the Project Ideas and Unit Plans. How do the examples stimulate your thinking of how to use the Visual Ranking Tool?

**Explore the Intel Seeing Reason Tool.**


5. Click on the Overview and Benefits link. How does the tool facilitate students' critical thinking?

6. Click on Try the Tool and then click on the Demo and read the Project Description of Road Safety. The map shows student's ideas about causes of traffic jams. Create a new factor, describe its relationship to traffic jams, and add it to the map. Explain what you did.
7. Next, click on the Tutorial (underneath Demo on the Try the Tool page) and view the animation. What are the key steps that a teacher must take to set up the Seeing Reason Tool and engage students in using the tool?

8. Click on the Project Examples link and explore the Project Ideas and Unit Plans. How do the examples stimulate your thinking of how to use the Seeing Reason Tool?

Explore the Intel Showing Evidence Tool.


9. Click on the Overview and Benefits link. How does the tool facilitate students' critical thinking?

10. Click on Try the Tool and watch the Animated Overview to learn how to set up an account and copy a project into the Teacher Workspace. Next, click on the Elementary Demo and read the Project Description for Jack and the Beanstalk: Can a Thief be a Hero? Explain how each of the assessments provides guidance to students throughout the project.

11. What are the key steps that a teacher must take to set up the Showing Evidence Tool and engage students in using the tool?

12. Click on the Project Examples link and explore the Project Ideas and Unit Plans. How do the examples stimulate your thinking of how to use the Showing Evidence Tool?

Due: Two to three page essay

Quiz

There will be a quiz at the end of this module

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Module 4: Due Sept 29

<table>
<thead>
<tr>
<th>Chapter Learning Goal</th>
<th>Lesson Planning and Assessment with Technology: Using technology tools to support how teachers develop and evaluate learning experiences for students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connecting to the NETS</td>
<td>NETS-T Standard 2: Design and Develop Digital Age Learning Experiences and Assessments</td>
</tr>
<tr>
<td>Assignment 1</td>
<td>The Technological Pedagogical Content Knowledge (TPACK) framework, developed by Koehler and Mishra (2008), provides a perspective on the knowledge that teachers need to effectively integrate technology into their teaching. TPACK lies at the intersection of three overlapping domains: content knowledge, pedagogical knowledge, and technological knowledge. Pedagogical content knowledge refers to teaching strategies for a specific content area. Technological content knowledge refers to the technologies appropriate to a specific content area. Technological pedagogical knowledge refers to knowing how to choose and use various technologies for instruction. Finally, technological pedagogical content knowledge involves knowing how to choose and use</td>
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</table>
various technologies for specific instructional purposes in certain content areas. Effectively integrating technology is a complex task that requires the teacher to understand the attributes of the technology, the content to be taught, the desired pedagogical strategies, and the specific learning needs of the students.

In this project, you will revise a lesson plan that includes little or no instructional technology. The lesson plan should be in a grade level and/or subject area that you plan to teach. Your revision of this lesson plan should integrate the use of technology as a tool for student learning. Consider the four areas of the TPACK model: technology, content, pedagogy, and student learning needs.

**Project Description**

**Step 1**
Find a lesson plan that has little or no instructional technology in a grade level and/or subject area that you plan to teach. You may find this lesson online or ask a classroom teacher to provide a lesson plan.

**Step 2**
Decide how to integrate technology and consider how the technology will contribute to student learning. Using the technology should provide a clear relative advantage over teaching the lesson without technology. Decide which technology best fits the lesson's learning goals and student assessment.

1. Maximize the technology hardware and software resources already available or easily accessible, including a projector, document camera, laptops, digital cameras, personal response systems, or interactive white boards.
2. Also, consider Web 2.0 tools designed to promote student communication and collaboration, including wiki, website, blog, podcast, multimedia presentation, or graphic organizer.

**Step 3**
Revise the lesson plan you found to intentionally incorporate technology. You may need to scan the original lesson plan into a word document that you can manipulate. Follow these steps in planning the lesson including:

1. Determine the relative advantage of incorporating technology into the lesson.
2. Plan intended learning outcomes of using technology
3. Design instructional strategies and select specific technology tools
4. Prepare to write the lesson by considering students' needs as well as technology hardware and software requirements
5. Include a way to evaluate student learning and contributions of technology

**Step 4**
Use the lesson plan template as a guide to ensure all components are included:

**TITLE:**  What am I going to teach?
**GRADE LEVEL:**  Who is my audience?
**TIME FRAME & SETTING:**  How much time (minutes/days) will this lesson take and where will I teach it?
**CONCEPTUAL/PROCEDURAL KNOWLEDGE:**  What
content/skills do I expect my students to learn?

**STANDARDS:** What Common Core Standards for the English Language Arts, Social Studies, Science, or Math will my lesson plan address?

**OBJECTIVES:** Do my objectives contain observable and/or measurable outcomes that demonstrate the students have met the standard(s)?

**MATERIALS:** What will I need to teach my lesson?

**TECHNOLOGY:** How will I use technology in the service of teaching and learning?

**PROCEDURES:**

**ENGAGE & MOTIVATE** — How will I...
1. motivate the students' interest in the topic(s)?
2. activate prior knowledge of concepts and skills?
3. establish a purpose for the lesson?

**EXPLORE & EXPLAIN:** How will I...
1. involve the students in the learning process?
2. encourage critical thinking and application of concepts/skills?
3. clearly explain the concepts and skills under study?

**REINFORCE & WRAP-UP:** How will I...
1. reinforce the concepts and skills under study?
2. conclude the lesson in a logical and meaningful way?

**DIFFERENTIATION:** How will I differentiate the content, process and products of my lesson to meet the needs of all students, including culturally and linguistically diverse learners, students with special needs, and advanced learners?

**ASSESSMENT:** How will I know if the students have achieved my objectives and met the standards? This includes formal and informal, formative and summative assessment.

**ELABORATION & EXTENSION:** What will I do for students who may not have achieved my objectives? How will I encourage extension of conceptual and procedural knowledge into new areas?

**RESOURCES:** What resources (books, websites, etc.) did I use in creating this lesson plan?

---

**Assignment 2**

Creating a Scoring Rubric

**Introduction Text:**

In this project, you will choose a performance assessment and then create a scoring rubric for that assessment. There are two major steps.

**Step One:** Choose a performance assessment that is appropriate for the grade level and subject that you observe or teach. This can be an
assessment that you or your cooperating teacher designed or one that you find on the Internet. Describe the performance assessment, and include the following:

1. Title of assessment
2. Subject area
3. Grade level
4. Concept(s) or learning outcome(s) that is (are) being assessed
5. Steps which students take to complete the performance assessment
6. Specific scoring criteria.

Choose an assessment that meets some of the criteria for performance assessments, such as:

· Students are engaged in active learning and involvement and construct their own understanding and meaning and apply what they have learned.
· Students organize, interpret, or evaluate complex information or consider alternative solutions and multiple perspectives
· Students address a problem connected to the world
· Students apply ideas and methods of inquiry that are central to the subject area
· Students are engaged in open-ended tasks that allow for divergent thinking
· Students of varying abilities or learning styles are able to perform the task
· Students share their learning or findings through in-depth communication to an audience beyond the classroom if possible.

For additional information about performance tasks see:

Performance Assessment Tasks (Thieman) - attached

The following websites have examples of performance assessments for elementary and secondary students in science, math, language arts, and social studies.

Performance Assessment Links in Science
http://pals.sri.com/

Math Performance Task Bank
http://www.rda.aps.edu/mathtaskbank/start.htm

Sample Performance Tasks Language Arts
http://www.portlandschools.org/pages/LResults/CS/LangArts/Perf.html

Sample Performance Tasks Social Studies
http://www.portlandschools.org/pages/LResults/CS/SocStudies/Perf.html

Step Two:
Create a rubric for the performance assessment including at least four specific scoring criteria and at least three levels of performance. Use a rubric maker such as Rubistar to develop the scoring rubric. Export the rubric you create as an Excel spreadsheet.

Make sure the rubric meets the criteria for effective rubrics. Submit the
Rubrics identify the specific criteria or most important elements for the performance being assessed. The number of criteria may vary depending on the task and the grade level of the student. More complex tasks result in a greater number of criteria. In general, scoring rubrics range from three to seven distinct criteria. Each of the criteria is "unidimensional" (Jonassen, et al. 2012, p. 229) and describes a specific trait or element of the task.

- Rubrics also include ratings or levels of quality for each criterion, generally three or four levels. Each level of quality is descriptive and helps the student see the difference between a high score and low score on a specific criterion.
- Rubrics are usually created in a table with columns for each level of performance and a separate row for each criterion. Simple rubrics may be used with elementary students. Generally such rubrics assess fewer categories and use kid-friendly language to describe the criteria and use emoticons for levels of performance.
- Rubrics often address thinking skills as one of the criteria. They are useful for instruction and communication with students and their families. Rubrics help clarify teachers' expectations for the performance assessment, provide useful feedback to students about their strengths and areas for improvement, support student learning, and help students develop meta-cognition as they think about their own understanding and performance.

For additional information about how to create a scoring rubric see: http://rubistar.4teachers.org/index.php?screen=Tutorial&module=Rubistar

Due: Description of the performance assessment and how the assessment meets criteria for performance assessments. One to two pages.
Due: Rubric

| Quiz | There will be a quiz at the end of this module |

**Module 5: Due October 6**

<table>
<thead>
<tr>
<th>Chapter Learning Goal</th>
<th>Internet-Based Research: Using the Internet to teach students how to access and assess online information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connecting to the NETS</td>
<td>NETS-T Standard 2: Design and Develop Digital Age Learning Experiences and Assessments</td>
</tr>
<tr>
<td></td>
<td>NETS-T Standard 4: Promote and Model Digital Citizenship and Responsibility</td>
</tr>
<tr>
<td></td>
<td>NETS-S Standard 3: Research and Information Fluency</td>
</tr>
<tr>
<td></td>
<td>NETS-S Standard 5: Digital Citizenship</td>
</tr>
<tr>
<td>Assignment</td>
<td>Web site evaluation</td>
</tr>
</tbody>
</table>

**Introduction Text:**
Locate and evaluate three websites for a unit of instruction; websites should be appropriate to the grade level and subject area you plan to teach. The websites may focus on content or instructional strategies.
Evaluate each website with the following criteria:
- Site has a clear purpose that fits the topic
- Author or organization that created the site is identified and qualified
- Site contains accurate, factual information or opinions that are supported with facts
- Site provides fair, balanced, and unbiased information
- Content is appropriate for students' grade level (readability and appropriate topic)
- No advertising or minimal advertising that is clearly differentiated from content
- Information is current and frequently updated
- Information is well-organized and presented clearly
- Site includes references that can be checked
- Site includes visuals, sound, or animation that enhance the information
- Site loads quickly and provides any needed plug-ins or software
- Links to other sites are current and work properly
- Site includes interactive features that enhance student engagement

**Step One.** For each website, include the following information
- Unit Topic
- Subject Area
- Grade Level
- Website
- URL
- Type of website domain (.gov, .edu, .org, .com)
- Effect of source domain on accuracy of content

**Step Two.** Review the Rubric for Evaluating Websites. For each website, provide a rating for each criteria (3-High Quality 2-Acceptable Quality 1-Poor Quality). Use the rating scale to record your answers and go to the Submissions section in the left navigation menu to submit your completed rating scale.

**Rubric for Evaluating Websites**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>3 High Quality</th>
<th>2 Acceptable Quality</th>
<th>1 Poor Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose</td>
<td>Site has clear purpose that fits topic</td>
<td>Purpose of the site seems to fit the topic but could be clarified</td>
<td>Purpose of the site is unclear or does not fit the topic</td>
</tr>
<tr>
<td>Author</td>
<td>Author(s) and strong qualifications are clearly identified</td>
<td>Author(s) are clearly identified but qualifications could be stronger</td>
<td>Author is not identified or author's qualifications are missing</td>
</tr>
<tr>
<td>Accuracy</td>
<td>Accurate factual information or opinions supported with facts</td>
<td>Information contains a few factual errors; most opinions are supported with facts</td>
<td>Information contains numerous factual errors and opinions are unsupported</td>
</tr>
<tr>
<td></td>
<td>Information is</td>
<td>Information is</td>
<td>Information is</td>
</tr>
<tr>
<td>Suitable Content</td>
<td>Readability and topic are appropriate for grade level</td>
<td>Readability or topic may be somewhat advanced for grade level</td>
<td>Readability is much too difficult and topic is unsuitable for grade level</td>
</tr>
<tr>
<td>------------------</td>
<td>-----------------------------------------------------</td>
<td>-------------------------------------------------------------</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td>Advertising</td>
<td>There is no advertising</td>
<td>Advertising is minimal and is not a distraction</td>
<td>Too much advertising distracts the reader</td>
</tr>
<tr>
<td>Currency</td>
<td>Information is current and frequently updated</td>
<td>Information seems current but could be updated more frequently</td>
<td>Information is not current and there is no information on when it was last updated</td>
</tr>
<tr>
<td>Organization</td>
<td>Information is well organized and clearly presented</td>
<td>Information is organized but could be presented more clearly</td>
<td>Information is very disorganized and unclear</td>
</tr>
<tr>
<td>References</td>
<td>Information is clearly cited with references that can be checked</td>
<td>Information is cited; a few references are missing information</td>
<td>Information is not cited</td>
</tr>
<tr>
<td>Special Effects</td>
<td>High quality visuals, sound, animation enhance information</td>
<td>Visuals, sound, or animation are of average quality</td>
<td>Site is boring or visuals, sound, animation are poorly designed and distracting</td>
</tr>
<tr>
<td>Technical Quality</td>
<td>Loads quickly, provides needed plug-ins or software, links work properly</td>
<td>Loads somewhat slowly, a few dead links</td>
<td>Loads very slowly, needed plug-ins or software is missing, numerous dead links</td>
</tr>
<tr>
<td>Interactive Features</td>
<td>Interactive features enhance student engagement &amp; creativity</td>
<td>Interactive features engage students</td>
<td>No interactive features</td>
</tr>
</tbody>
</table>

**Sample:**
Unit Topic: Slave narratives  
Subject Area: US history  
Grade Level: 8-11  
Website: American Memory: Born in Slavery Slave Narratives  
URL: http://memory.loc.gov/ammem/snhtml/snhome.html  
Type of website domain (.gov, .edu, .org, .com): .gov
Effect of source domain on accuracy of content: The slave narratives on the Library of Congress website were recorded by the Federal Writers’ Project during the Great Depression. The collection includes over 2,300 first-person accounts of slavery and 500 black-and-white photographs of former slaves. The website is easily navigable by middle and high school students. The slave narratives vary in style and substance depending on the interviewer.

Sample Answers for Slave Narrative (attached)

Complete Step 1 information for the first website you selected.

Rating Scales for Evaluating Web Sites (attached)

Complete Step 2 by referring to the Rubric for Evaluating Websites and completing the rating scale for the first website that you selected.

Complete Step 1 information for the second website that you selected.

Complete Step 2 by referring to the Rating Scales for Evaluating Websites and completing the rating scale for the second website that you selected.

Complete Step 1 information for the third website that you selected.

Complete Step 2 by referring to the Rubric for Evaluating Websites and completing the rating scale for the third website you selected.

Due: Description (step 1) and review of three websites (step 2).

| Quiz | There will be a quiz at the end of this module |

Module 6: Due October 13

<table>
<thead>
<tr>
<th>Chapter Learning Goal</th>
<th>Digital Content and Educational Websites: Using Web-based educational materials and digital content in your teaching</th>
</tr>
</thead>
</table>
| Connecting to the NETS | **NETS-T Standard 2**: Design and Develop Digital Age Learning Experiences and Assessments  
**NETS-T Standard 3**: Model Digital Age Work and Learning  
**NETS-S Standard 3**: Research and Information Fluency |
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Book Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>A <em>Growing and Leading with Technology Scenario</em> is featured in Chapters 5 to 11 in Part Two of the book. Each scenario is drawn from actual classroom situations in which teachers sought to use new technologies to promote improved learning for students. Each scenario poses questions about how you would use technology in your own teaching. Responding to the scenarios is intended to strengthen your technology integration skills as a new teacher.</td>
<td></td>
</tr>
<tr>
<td>Read <em>Growing and Learning Case Study</em> (attached) and answer the questions. There are additional Technology Transformation Lesson Plans based on the Learning Goals of Chapters 5 through 11. These lesson plans use a step-by-step, question and answer format to guide readers in changing a minimal technology lesson into one that fully integrates technology into classroom teaching and learning activities. Each transformation plan also includes a student learning assessment so college instructors can evaluate how well readers understand the technology integration and lesson plan development process.</td>
<td></td>
</tr>
<tr>
<td><em>Chapter 6 Technology Transformation Lesson Plan</em> (attached)</td>
<td></td>
</tr>
<tr>
<td>Due: Answers to questions - either submitted in PDF form or in separated Word document.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Quiz</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>There will be a quiz at the end of this module</td>
<td></td>
</tr>
</tbody>
</table>

**Module 7: Due Oct 20**

<table>
<thead>
<tr>
<th>Chapter Learning Goal</th>
<th>Inquiry Learning and Problem Solving:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Using educational software and Web-based tools to promote problem solving and inquiry learning</strong></td>
<td></td>
</tr>
</tbody>
</table>

**New Technologies**

- Open source software
- Composing and calculating software
- Building, inventing, and creating software
- Visual thinking and concept mapping software
- Discovery learning software
- Computer-based and Web-based educational games
- Virtual worlds
- Digital games for learning
- Intelligent tutoring systems

**Connecting to the NETS**

- **NETS-T Standard 2**: Design and Develop Digital Age Learning Experiences and Assessments
- **NETS-T Standard 4**: Promote and Model Digital Citizenship and Responsibility
- **NETS-S Standard 4**: Critical Thinking, Problem Solving and Decision Making

<table>
<thead>
<tr>
<th>Assignment 1</th>
<th>Introduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluating WebQuests</td>
<td></td>
</tr>
</tbody>
</table>

WebQuests are inquiry-oriented activities that guide students as they gather information to construct their own understanding of the topic. Originally developed by Bernie Dodge at San Diego State University, WebQuests engage students in tasks that go beyond collecting and
reporting information. Students work collaboratively to synthesize information they collect in a WebQuest and then construct a creative product, often using graphics, oral, and/or video presentation to enhance understanding. Most WebQuests involve six components:

1. The introduction provides purpose and background for the activity.
2. The task describes the intended outcome of the WebQuest, activities to engage students, and the product they will create.
3. The process involves the steps students will follow and supportive strategies to enable all learners to succeed.
4. The evaluation details the specific criteria and levels of performance by which the students' work will be assessed.
5. The conclusion summarizes the learning goals and key understandings related to the task.
6. Resources include recommended electronic, print, and human resources students use to complete the WebQuest.

In this project you will view a video and respond to questions about a WebQuest for elementary students and then select and evaluate a WebQuest you locate on the Internet.

WebQuest and Cooperative Learning – view the video at the link below

http://mediaplayer.pearsoncmg.com/_blue-top_640x360_ccv2/ab/streaming/myeducationlab/educationaltechnology/EDTH_036_iPad.mp4

Step One. Watch the video, WebQuest and Cooperative Learning, and respond to the three questions.
1. What can you infer about the reason the Lewis and Clark expedition and specifically, boat building, was selected as the WebQuest topic?
2. How did the teachers organize the tasks for the WebQuest?
3. How did the elementary students respond to the WebQuest?

Step Two. Select a WebQuest to evaluate that is suitable for the grade level(s) and subject area(s) you observe or plan to teach. The searchable databases at http://questgarden.com/author/examplestop.php and at http://zunal.com contain hundreds of WebQuests for various grade levels and subject areas.

As you examine WebQuests consider the following criteria:
1. Includes all components of WebQuests: introduction, task, process, evaluation, conclusion, and resources.
2. Incorporates cooperative learning with specific tasks.
3. Considers multiple perspectives of a problem or issue.
4. Provides opportunity to analyze or synthesize information and create an original product that demonstrates knowledge or skill gained.
5. Features appropriate graphics, clear navigation, and correct spelling/grammar.

Step Three. Review the Evaluating WebQuests Rubric. This will be your guide to evaluate the WebQuest you have selected.

Evaluating WebQuests Rubric

<table>
<thead>
<tr>
<th>Category</th>
<th>3 Exemplary</th>
<th>2 Satisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>WebQuest</td>
<td>All six components of the WebQuest are present:</td>
<td>Five components of the WebQuest are present:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cooperative Learning</th>
<th>WebQuest requires cooperative learning and all tasks are clearly defined.</th>
<th>WebQuest provides opportunity for cooperative learning, but tasks are not clearly delineated.</th>
<th>WebQuest requires cooperative learning.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>The introduction is highly engaging, and strongly connects to a problem or issue of interest to the student</td>
<td>The introduction is somewhat engaging and relates to an important problem or issue.</td>
<td>The introduction is boring or not connect to the student.</td>
</tr>
<tr>
<td>Task</td>
<td>The task requires students to consider multiple perspectives, analyze or synthesize information, provides opportunity to create an original product that demonstrates knowledge and skill gained.</td>
<td>The task requires some higher order thinking and/or provides opportunity to create an original product.</td>
<td>The task does not require higher order thinking. It is the electronic equivalent of a worksheet requiring factual recall.</td>
</tr>
<tr>
<td>Process</td>
<td>All steps are clearly explained and provide a variety of strategies to ensure students of varying abilities can complete the task</td>
<td>Steps may be missing information, and strategies may be inadequate to ensure all students can complete the task.</td>
<td>Criteria are not complete or confusing and do not provide support for all students to complete the task.</td>
</tr>
<tr>
<td>Evaluation</td>
<td>All criteria for completing the task are clearly communicated in a rubric.</td>
<td>Some criteria may be missing or somewhat unclear on the rubric.</td>
<td>Resources are poor quality, inadequately address the task, or are not appropriate for the students' ability.</td>
</tr>
<tr>
<td>Conclusion</td>
<td>Clearly summarizes learning goals and key understandings.</td>
<td>Conclusion briefly summarizes learning goals.</td>
<td>Conclusion unrelated to learning goals.</td>
</tr>
<tr>
<td>Resources</td>
<td>Resources are high quality, appropriate for students of varying abilities and provide multiple perspectives to address the task.</td>
<td>Resources are average quality, adequately address the task but may not offer multiple perspectives, or may not be suitable for varying student abilities.</td>
<td>Resources are poor quality, inadequately address the task, or are not appropriate for the students' ability.</td>
</tr>
<tr>
<td>Use of Graphics</td>
<td>Information is clearly cited with references that can be checked.</td>
<td>Information is cited, but few references are missing information.</td>
<td>Information not cited.</td>
</tr>
<tr>
<td>Special Effects</td>
<td>Graphics are related to the theme/purpose of the WebQuest, are of high quality and enhance reader interest or understanding.</td>
<td>Graphics are related to the theme or purpose of the WebQuest, are of average quality, but do not enhance interest or understanding.</td>
<td>Graphics are related to the theme or purpose of the WebQuest, are of average quality, but do not enhance interest or understanding.</td>
</tr>
<tr>
<td>Navigation</td>
<td>All buttons and links work correctly. Navigating the WebQuest is very easy.</td>
<td>Most (80-90%) of the buttons and links work correctly. Navigating the WebQuest presents a few challenges.</td>
<td>Fewer than 80% of buttons work correctly. Navigating the WebQuest presents a few challenges.</td>
</tr>
<tr>
<td>Spelling and Grammar</td>
<td>WebQuest has no misspellings or grammatical errors.</td>
<td>WebQuest has 1-2 grammatical errors or misspellings.</td>
<td>WebQuest has more than 2 grammatical and/or spelling errors.</td>
</tr>
</tbody>
</table>
Step Four. Here is a sample WebQuest created by a high school social studies teacher. Click on the link and then review the evaluation.

http://zunal.com/webquest.php?user=38073

Step Five. Now that you have reviewed the sample Quest for Equality WebQuest and the completed Rating Scale, type the name and URL of the WebQuest you are evaluating in the rating box and use the rating scale record your answers. Refer to the Evaluating WebQuests Rubric to help you evaluate the WebQuest you selected.

Student WebQuest Rating Scale (attached)

Rubric for Quest for Equality Webquest (attached)

Due: Answers questions in Step 1
Rating of a web quest (include URL of web quest)
Description of why (justification) you rated web quest as you did

Assignment 2

Introduction

Many students say that the most difficult part of writing is getting started. Visual thinking and concept mapping software help students organize their ideas before writing. There are two software programs that help students accomplish this step in the writing process: www.inspiration.com and http://prezi.com.

Inspiration helps students develop their ideas and organize their thinking as they create pictures of their ideas or concepts in the form of diagrams. Students can create concept maps, idea maps, webs, and storyboards. They can also use the outlining tool to transfer their diagram into an outline for writing and vice versa. The software facilitates students’ creativity as they rearrange ideas, create symbols, and add links, pictures, and animation. Students can use completed Inspiration documents to communicate key ideas for an oral presentation.

Prezi is a non-linear alternative to the sequential format of multimedia presentation tools such as PowerPoint, Google, or Keynote. Prezi is created and stored online rather than on a computer, and it has a special zooming interface that enables the viewer to zoom in for more detail and zoom out for the bigger picture. Students can group text images and links to video and audio files. Instead of organizing the information sequentially, Prezi organizes information on a map, and the student determines the size and position of all the objects in the presentation. The students can also choose the order in which the topics will be displayed for a presentation.

View the video below. Then answer the questions.

http://mediaplayer.pearsoncmg.com/_blue-top_640x360_ccv2/ab/streaming/myeducationlab/Educational_Technology/Using_Inspiration_To_Communicate_Ideas_iPad.mp4

1. How does the teacher organize the elementary students’ work on the
2. How do students use Inspiration to complete their assignment?

   Google the term “Webinar” and the phrase "Develop Student Thinking Skills with Variquest and Inspiration" and then watch the free webinar. Answer the question: What is visual learning and what is the role of "dual coding" in visual learning?

4. According to the research discussed in the webinar, why is visual learning effective?

5. How does Inspiration mapping develop students' critical and creative thinking?

   Click on the Prezi: "About Perspective" by the creator of Prezi software, Adam Somlai-Fischer. Next click on the Explore tab (http://prezi.com/explore) to view several more Prezis in a subject area you would like to teach. Answer the question: What are key characteristics of Prezis?

Due: two to three page essay answering questions above

**Quiz**

There will be a quiz at the end of this module
## Module 8: Due Oct 27

<table>
<thead>
<tr>
<th>Chapter Learning Goal</th>
<th>Information Communication: Using communication technologies to enhance learning through interactive information exchanges and networking</th>
</tr>
</thead>
</table>
| **New Technologies** | - Email and text messaging  
- Teacher-/student-authored websites  
- Teacher-/student-authored blogs  
- Digital image scanners  
- Wikis and wikitexts |
| **Connecting to the NETS** |  
**NETS-T Standard 2:** Design and Develop Digital Age Learning Experiences and Assessments  
**NETS-T Standard 3:** Model Digital Age Work and Learning  
**NETS-S Standard 2:** Communication and Collaboration |
| **Assignment** | Communicating with students and their families is vital to support teaching and learning in classrooms today. Commonly, elementary grade level teachers have class sizes ranging from 20-35 students. K-12 music teachers may instruct more than 250 students daily. Typically, secondary core content teachers instruct 90-175 students every day. Federal educational policy emphasizes school-to-home communication to support student learning. Ensuring that students understand class expectations, activities, and homework assignments and that family members also understand their students' responsibilities can be challenging. However, a variety of technologies can facilitate two-way communication between the teacher and the students and between the teacher and the family members.  

In this assignment, you will consider the opportunities that communication technologies provide, review sample teacher communication tools, and examine and evaluate teacher communication tools, including teacher websites, wikis, blogs, and brochures/newsletters. Question 1 examines the purposes of communication technologies. Questions 2-5 provide opportunities to explore a variety of applications for teacher communication, including teacher websites, wikis, blogs, and brochures/newsletters. For each type of application, there is some suggested software and an example of the specific application created by a pre-service teacher. Choose two of the questions (2-5) below so that you explore two different applications (i.e., website, wiki, blog, or brochure/newsletter.  

Review the attached PDF, "Communicating with Students and Their Families."  

1. What do students and their families want from electronic communication?  
2. What are the advantages and disadvantages of using electronic communication?  

Explore the software that teachers can use to create a simple teacher
Communicating with students and their families is vital to support teaching and learning in classrooms today. Commonly, elementary grade level teachers have class sizes ranging from 20-35 students. K-12 music teachers may instruct more than 250 students daily. Typically, secondary core content teachers instruct 90-175 students every day. Federal educational policy emphasizes school-to-home communication to support student learning. Ensuring that students understand class expectations, activities, and homework assignments and that family members also understand their students' responsibilities can be challenging. However, a variety of technologies can facilitate two-way communication between the teacher and the students and between the teacher and the family members.

In this assignment, you will consider the opportunities that communication technologies provide, review sample teacher communication tools, and examine and evaluate teacher communication tools, including teacher websites, wikis, blogs, and brochures/newsletters. Question 1 examines the purposes of communication technologies. Questions 2-5 provide opportunities to explore a variety of applications for teacher communication, including teacher websites, wikis, blogs, and brochures/newsletters. For each type of application, there is some suggested software and an example of the specific application created by a pre-service teacher. Choose two of the questions (2-5) below so that you explore two different applications (i.e., website, wiki, blog, or brochure/newsletter.

Review the attached PDF, "Communicating with Students and Their Families."

1. What do students and their families want from electronic communication?

2. What are the advantages and disadvantages of using electronic communication?

Explore the software that teachers can use to create a simple teacher website, such as Google, http://sites.google.com/, or Weebly, http://www.weebly.com/. Also, examine a sample website created by a seventh-grade math pre-service teacher: https://sites.google.com/site/mrscsmathworld/home.

3. What are the advantages and disadvantages of using a website as a teacher communication tool?

Explore the software to create a wiki such as

Module 9: Due Nov 3

<table>
<thead>
<tr>
<th>Chapter Learning Goal</th>
<th>Multimedia Presentations: Using presentation tools and multimedia technologies with your students</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Technologies</td>
<td>• PowerPoint presentation software</td>
</tr>
<tr>
<td></td>
<td>• Multimedia projectors</td>
</tr>
<tr>
<td></td>
<td>• Interactive whiteboards</td>
</tr>
<tr>
<td>Connecting to the NETS</td>
<td>NETS-T Standard 2: Design and Develop Digital Age Learning Experiences and Assessments</td>
</tr>
<tr>
<td>-----------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>NETS-T Standard 3: Model Digital Age Work and Learning</td>
</tr>
<tr>
<td></td>
<td>NETS-S Standard 2: Communication and Collaboration</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Developing a Student Collaboration Tool</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Prezi is a non-linear alternative to the sequential format of multimedia presentation tools such as PowerPoint, Google, or Keynote. Prezi is created and stored online rather than on a computer, and it has a special zooming interface that enables the viewer to zoom in for more detail and zoom out for the bigger picture. Students can group text, images, and links to video and audio files. Instead of organizing the information sequentially, Prezi organizes information on a map, and the student determines the size and position of all the objects. In this project, you will create a sample Prezi to provide a model for a similar project your K-12 students would create.</td>
</tr>
<tr>
<td></td>
<td><strong>Project Description.</strong> Use Prezi software to develop a sample presentation that illustrates key ideas about a topic you would assign to K-12 students. This should be a model of what your students would create after studying a topic. It could be used as an individual or group assessment of student learning.</td>
</tr>
<tr>
<td></td>
<td>-Identify the grade level and subject area.</td>
</tr>
<tr>
<td></td>
<td>-Develop a Prezi that illustrates a major concept and at least three other sub concepts.</td>
</tr>
<tr>
<td></td>
<td>-Make sure the key information is logically organized and use Prezi tools (e.g. arrows, grouping, paths, zooming feature) to indicate the relationships among the concepts.</td>
</tr>
<tr>
<td></td>
<td>-Use different colors, shapes, symbols, pictures, or icons to enhance understanding. (See multimedia presentation on Visual Design)</td>
</tr>
</tbody>
</table>

| Visual Design | -Create a visually appealing design with effective use of font, color, and, if appropriate, hyperlinks to audio or video files or websites. (See multimedia presentation on Visual Design) |
|              | -Develop a Prezi that illustrates a major concept and at least three other sub concepts. |
|              | -Model correct grammar, punctuation, spelling, and vocabulary that is age-appropriate. |
Step One. Create a free account for educators.
- Scroll to the bottom of the page and click on "Sign Up" under "Using Prezi".
- Click on the box that says "Student Teacher Licenses".
- Click "Get", at the bottom of the column that says "Edu Enjoy".
- Follow the directions to enter an email address that clearly belongs to a school or university. Note: You can not use non-school email to get the free Educator version, but there is a free public version. The free Educator version allows the creator to keep the Prezi private or limited to a selective audience, rather than a public one.

Step Two. Go back to the Home Page http://prezi.com
- Scroll to the bottom and Click on Learn Prezi (http://prezi.com/learn). In addition to videos, there are "Cheat Sheets with helpful tips."
- Watch the video "Get Started" under "Learn Prezi", which teaches the tools to move, scale, rotate, zoom, and create paths.
- Watch the video "Go to the Next Level!", which teaches the tools to frame, group, and send to front/back.
- Watch the video "Share Your Prezi" and learn to view, edit, and publish.
- Watch the video "Prezify your PowerPoint or Keynote Slides", which teaches the tools to import slides, use Prezi features, and reuse content.

Step Three. If you need additional help with Prezi, there is a detailed Manual at http://prezi.com/support

Step Four. Review the Rubric for Evaluating Prezis. This rubric lists the criteria and levels of performance for the Prezi you will create.

Step Five. Create the sample Prezi as a model for a Prezi that your K-12 students would make; include the components listed in the Project description.

Step Six. Save and Publish your Prezi. If you have the free Educator account, you can determine the privacy settings. Go to the Submissions section in the left navigation menu to submit your project for this assignment. Upload a word doc with the URL for your presentation so that your professor can view it.

Project Evaluation:
The instructor will use the Rubric for Evaluating Prezis from Step Four to evaluate the work the student teacher created and uploaded in Step Six.

Due: word doc with the URL for your presentation

Quiz

There will be a quiz at the end of this module

MODULE 10: DUE NOVEMBER 10

| Chapter | Differentiated Instruction and Universal Design for All Students: Using assistive technologies to differentiate instruction and promote learning success for all students |
Learning Goal

New Technologies
• UDL resources for teachers
• Assistive technologies
• Electronic spellers and dictionaries
• Handheld and online calculators
• Text reading software
• Speech recognition software
• Interactive digital storybooks

Connecting to the NETS
NETS-T Standard 2: Design and Develop Digital Age Learning Experiences and Assessments
NETS-T Standard 4: Promote and Model Digital Citizenship and Responsibility
NETS-S Standard 5: Digital Citizenship

Assignment 1
When Congress reauthorized the Individuals with Disabilities Act (IDEA) in 1997, the special education law included a provision that as schools plan students' Individual Education Plans (IEPs), they must consider assistive technology. This expanded the requirement to use technology to 3.2 million students with mild disabilities such as behavior disorders and mild cognitive disorders. In this activity you will read an article summarizing recent statistics on students with special needs, watch a video, and explore principles of Universal Design for Learning.


In order to plan appropriate instruction for the diverse needs of students in the class, the teacher must first know the needs and required accommodations for each of the students. This information is not always readily available and may require additional effort and research. For this activity, investigate the information on students with special needs in a classroom or school where you are observing or plan to teach. Focus on one elementary or secondary class and create a table that indicates special needs for each student including:

- the types of special education services
- language support for English Language Learners
- challenge activities for Gifted and Talented Students
- services for students with a 504 plan

1. Create the Table

The table should include at least three columns: Student, Identified Category of Service, Suggested Accommodations

Be careful to preserve confidentiality and do not identify any individual student. Use pseudonyms or numbers to maintain confidentiality.

2. Watch the video and answer the question.

http://mediaplayer.pearsoncmg.com/_blue-top_640x360_ecv2/ab/streaming/mymedicationlab/Educational_Technology/Universal_Design_For_Students_With_Special_Needs_iPad.mp4
How does Professor Edyburn explain the development of universal design?

3. How has the universal design principle influenced the design of computers?

4. How can technology support students with limitations in cognition?

5. Read the passage and answer the question.


Consider a student who is visually or hearing impaired. How would you provide multiple means of representation for this student in a language arts class?

6. Consider a student who has an IEP for reading and writing four grade levels below age level. How would you provide multiple means of expression for this student in a social studies class?

7. Consider a student who has a 504 plan for ADHD. How would you provide multiple means of engagement for this student in a math class?

Due: Table, answers to questions above.

**Assignment 2**

In this project, you will revise a lesson plan for a student with special needs. The lesson plan should be in a grade level and/or subject area that you plan to teach. Your revision of this lesson plan should integrate assistive technologies to meet the student's learning needs. Incorporate the three principles of the Universal Design for Learning: multiple means of representation, expression, and engagement.

**Project Description**

**Step 1**

Choose a student with special learning needs that requires specially designed instruction to enable the student to meet curriculum goals in a regular classroom. Review the student's IEP or 504 plans to become familiar with required and suggested accommodations. If you do not have access to a student, select a type of disability and familiarize yourself with required or suggested accommodations for a student with these needs. Find a lesson plan that has little or no differentiation in a grade level and/or subject area that you plan to teach. You may find this lesson online or ask your mentor or teacher to provide a lesson plan.

**Step 2**

Decide how to differentiate the lesson to provide multiple means of representation, expression, and engagement. Also, investigate appropriate assistive technologies that will contribute to student learning. Using assistive technology should provide a clear relative advantage over teaching the lesson without assistive technology. Decide which differentiation strategies and assistive technologies best fit the lesson's learning goals. You may access a presentation on differentiating instruction in the resources folder - labeled Module 10.

a. Maximize the technology hardware and software resources already available or easily accessible. Examples include a projector, document camera, laptops, or digital cameras.

b. Consider medium technology options such as:
   - Audio recordings of group discussions
   - Pictures of class notes taken with a digital camera and emailed to the student
   - Word processing software with support for spelling and grammar
- Electronic speller
- Handheld or electronic calculators
- Visual thinking and writing programs that help students organize their ideas
- Audio books
- Software to magnify text
- Multimedia presentation software to project lecture notes
- Classroom amplifier to project teacher and student voices
- Digital simulations
- Digital games and quizzes to support acquisition of content

c. Consider high technology options such as:
- Interactive whiteboard that captures notes on the board for student use
- Voice recognition software that translates student's voice into written text
- Interactive books on an i-Pad or Tablet PC
- Word prediction software to support writing
- Personal response systems
- Optical character recognition software
- Screen readers
- Text to Braille converters
- Alternative keyboards

**Step 3**
Revise the lesson plan you found to incorporate multiple means of representation, expression, and engagement. Also incorporate appropriate assistive technologies. You may need to scan the original lesson plan into a word document that you can manipulate. Follow these steps in planning the lesson including:

a. Determine the relative advantage of incorporating technology into the lesson.

b. Plan intended learning outcomes of using technology.

c. Design instructional strategies that provide multiple means of representation, expression, and engagement and select specific technology tools.

d. Prepare to write the lesson, considering the student's needs as well as technology hardware and software requirements.

e. Include a way to evaluate student learning and contributions of technology.

**Step 4**
Use the lesson plan template as a guide to ensure all components are included:

**TITLE:** What am I going to teach?

**GRADE LEVEL:** Who is my audience?

**TIME FRAME & SETTING:** How much time (minutes/days) will this lesson take and where will I teach it?

**CONCEPTUAL/PROCEDURAL KNOWLEDGE:** What content/skills do I expect my students to learn?

**STANDARDS:** What Hawai‘i Standard(s) for the English Language Arts, Social Studies, Science, or Math will my lesson plan address? Access standards at the Hawaii Department of Education Website: http://doe.k12.hi.us/standards/hcps.htm

**OBJECTIVES:** Do my objectives contain observable and/or measurable outcomes that demonstrate the students have met the standard(s)?

**MATERIALS:** What will I need to teach my lesson?

**TECHNOLOGY:** How will I use technology in the service of teaching and learning?

**PROCEDURES:**

**ENGAGE & MOTIVATE ---** How will I . . .

1. motivate the students' interest in the topic(s)?
2. activate prior knowledge of concepts and skills?
3. establish a purpose for the lesson?

**EXPLORE & EXPLAIN:** How will I . . .

4. involve the students in the learning process?
5. encourage critical thinking and application of concepts/skills?
6. clearly explain the concepts and skills under study?

**REINFORCE & WRAP-UP:** How will I . . .

7. reinforce the concepts and skills under study?

8. conclude the lesson in a logical and meaningful way?

**DIFFERENTIATION:** How will I differentiate the content, process and products of my lesson to meet the needs of all students, including culturally and linguistically diverse learners, students with special needs, and advanced learners?

**ASSESSMENT:** How will I know if the students have achieved my objectives and met the standards? This includes formal and informal, formative and summative assessment.

**ELABORATION & EXTENSION:** What will I do for students who may not have achieved my objectives? How will I encourage extension of conceptual and procedural knowledge into new areas?

**RESOURCES:** What resources (books, websites, etc.) did I use in creating this lesson plan?

**Step 5**

Review your revised lesson plan with the "Rubric for Evaluating Differentiation and Assistive Technology Integration" and go to the Submissions section in the left navigation menu to submit your project for this assignment.

**Project Evaluation:**

The instructor will use the attached Rubric for Differentiation and Assistive Technology Integration to evaluate the work that the student teacher created and uploaded in Step Five.

Due: Lesson Plan

**Quiz**

There will be a quiz at the end of this module

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**MODULE 11: DUE NOVEMBER 17**

<table>
<thead>
<tr>
<th>Chapter Learning Goal</th>
<th><strong>Teacher and Student Self-Reflection about Learning:</strong> Using digital portfolios and other performance assessment technologies to evaluate one’s own learning</th>
</tr>
</thead>
</table>
| **New Technologies**  | • Digital portfolios  
|                       | • Online survey software  
|                       | • Student participation systems and clickers |
| **Connecting to the NETS** | **NETS-T Standard 2:** Design and Develop Digital Age Learning Experiences and Assessments  
|                       | **NETS-T Standard 5:** Engage in Professional Growth and Leadership  
|                       | **NETS-S Standard 3:** Research and Information Fluency |
| **Assignment**        | As teachers design units of instruction, they need to focus on assessment of student learning as well as planning for and implementation of teaching. Busy teachers often prioritize selecting content and creating engaging lessons. However, curriculum researchers, such as Wiggins and McTighe, advocate starting to plan by focusing on assessment and asking, “What should students know and be able to do at the end of the unit?” Most classroom teachers use a combination of traditional tests and authentic/performance assessments to measure student learning. In this activity, you will compare traditional tests with authentic assessments and examine examples of authentic assessments. |
Read the article at the link above and answer the questions:

1. What are the key characteristics of authentic assessment?

2. How do authentic assessments and traditional tests differ?

Classroom Based Assessments are designed for classroom teachers in the state of Washington to use in instruction with their K-12 students. These assessments incorporate the criteria of authentic assessment.

3. View the attached document titled CBA and read the performance assessment and scoring rubric for a third grade classroom-based assessment. Evaluate the extent to which the Cultural Contributions CBA incorporates the criteria of authentic assessment. These criteria include:
   - Active learning in which students construct their own understanding of the topic
   - Open-ended task with multiple opportunities to arrive at a conclusion.
   - Relation of the assessment to the subject content or process.
   - Student communication of learning through in-depth communication. For example, orally, in writing, or in a product or performance
   - Sharing of learning by students with an audience beyond the classroom
   - Scoring rubric that provides specific criteria by which the student and/or teacher can evaluate the work

4. Choose an example of an authentic assessment you find online that is appropriate to the subject and grade level that you are observing or preparing to teach. Include the title and URL of the assessment. Evaluate the degree to which the assessment incorporates the six criteria of authentic assessment listed in question three.

Due: Answers to questions above

Quiz
There will be a quiz at the end of this module

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Module 12: Due November 24

<table>
<thead>
<tr>
<th>Chapter Learning Goal</th>
<th>Technology Integration and Educational Change: Using technology effectively as a teacher to create change in schools</th>
</tr>
</thead>
</table>

| New Technologies      | • One-to-one computing  
 |                       | • Digital pens and digital notepads  
 |                       | • Tablet computers  
 |                       | • Web-based technology integration resources |

| Connecting to the NETS | NETS-T Standard 5: Engage in Professional Growth and Leadership  
 |                       | NETS-S Standard 5: Digital Citizenship |

| Assignment            | As anyone who has surfed the Web for a few hours knows, it is easy to |
lose track of websites that may be useful for instruction or research. Bookmarking enables the teacher to save the URL of a favorite website to his or her computer. However, this method has limited portability. A web-based bookmarking utility such as http://www.portaportal.com enables the teacher to access the bookmarked URL from any computer and enable others to view the archived URLs. The bookmarking utility has built-in tools to organize the URLs into categories (e.g., by course or subject or project). This is particularly useful when teachers wish to provide their students with pre-selected websites for research. Students can access the teacher’s account through guest access and view only those websites the teacher has checked for public view. PortaPortal has a free basic account that includes advertising but also offers an ad-free upgrade with additional storage capacity for a nominal annual fee.

Similarly, a social bookmarking utility such as http://del.icio.us enables the teacher to access bookmarked sites, share them with colleagues or students, and also see the sites others are bookmarking. Instead of copying the URL to the teacher’s bookmarking account (as in PortaPortal), the teacher posts the URL on the social bookmarking site and becomes part of a community of users or “folksonomy” (Maloy, et al. 2011, pp. 146–149). Users organize websites by tagging them with keyword descriptors, such as type (video, picture, game) or topic (colonial history, earthworms, algebra). If a teacher wants to find an interactive site on colonial history, the teacher types the tag "colonial history interactive” and immediately finds websites that others have tagged.

In this assignment, you will explore both a web-based and a social bookmarking utility and compare the two applications in questions 1-3.

1. Explore a web-based bookmarking utility such as http://portaportal.com. Create a free account, use the tutorials to learn about the features of the application, and bookmark (or save) four useful websites to the account you create. What are some key features of a web-based bookmarking utility that are helpful to teachers who want to share links with students?

2. Explore a social bookmarking utility such as http://www.delicious.com.
   · Create a free account
   · Use the tutorials to learn about the features of the application
   · Bookmark (or save) four useful websites to the account you create.
   · What are some key features of a social bookmarking utility that are helpful to teachers who want to find websites for instructional purposes?

3. Compare web-based bookmarking and social bookmarking. What are the key differences between the two different applications?

Due: Answers to the questions above.

Quiz

There will be a quiz at the end of this module