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. Attention is given to practical applications and the acquisition of skills relevant to the classroom teaching and learning environment, as well as non-school settings.

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.

NOTE: You are prohibited from selling any materials related to this course. This includes syllabus, handouts, lectures, online modules, and PowerPoint presentations. Students are also prohibited from selling (or being paid for taking) notes during this course to (or by) any person or commercial firm without the expressed written permission of the professor teaching this course. No portion of this syllabus, all handouts, lectures, online modules, and PowerPoint presentations may be reproduced by a candidate or other instructor without the expressed written permission of Dr. Jonathan Schwartz.
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 for 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.

Preparing Knowledgeable, Skillful, Responsive Educators for a Global Society
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.

ACADEMIC INTEGRITY. Academic integrity is expected of every candidate. The guiding principle of academic integrity is that a student’s submitted work must be the student’s own.

Statement on Plagiarism. Copying the work of professional writers or other students and then turning it in as one's own constitutes plagiarism and will not be tolerated. Plagiarism and cheating are serious offenses and, at the discretion of the instructor, may be punished by failure on the exam, paper, or project; failure in the course; and/or expulsion from the university.

Academic Honesty. The following unethical behaviors are expressly forbidden:
1. Collaborating with one or more students in order to: a) conduct research, write a research paper, response paper, unit of study, or lesson plan; b) write journal entries or video responses; c) develop portfolios or activity files; d) falsify attendance in class, during practicum, or at an educational event that is part of the course requirement.
2. Turning in for credit a duplicate or revised research paper, response paper, unit of study, lesson plan, portfolio, or journal that was used for credit in another class at UHWO or elsewhere.
3. Copying any portion of a lesson plan or activity directly from the Internet and turning it in as one's own, original work is a form of plagiarism and will not be tolerated. For example, Lesson Plans.com may be used only as a professional resource, and text from this or any other similar website may not be copied and turned in as one's original work.
4. Copying any portion of a professionally written trade book summary or annotation is also considered to be plagiarism. For example, summaries of books in print provided by Amazon.com should be used only as a professional resource and may not be copied and turned in as one's own work.

For further information on what is expected of UH-West O'ahu students, please refer to the student Academic Responsibilities and Student Code of Conduct sections (pp. 17-18) of the UHWO Student Handbook.

Students with Disabilities. You should speak with a counselor in Student Services or your instructor if a reasonable accommodation is needed for you to fully participate in all components of this course. If you question the appropriateness of an accommodation or wish to discuss the nature of a disability directly or exclusively a counselor in Student Services is available to answer any questions and to consult on access, disability and universal design.

TEXTBOOK & TRADEBOOKS

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.

Student (SLO), Institutional (ILO), Division (DLO), & Concentration (CLO) Outcomes

<table>
<thead>
<tr>
<th>Student Learning Outcome (SLO-1):</th>
<th>Plan use of digital educational networking tools to create a learning community in which students communicate and share responsibility for collaborative projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>UHWO Institutional Learning Outcome (ILO-1):</td>
<td>Effective Communication. Uses relevant information to communicate clearly and effectively to an intended audience through written and spoken language.</td>
</tr>
<tr>
<td>UHWO General Education Learning Outcome 1 (GELO-1). Written Communication:</td>
<td>Demonstrate clear and effective writing for an intended audience.</td>
</tr>
<tr>
<td>HTSB/InTASC Standard 1 (DLO-1):</td>
<td>Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</td>
</tr>
<tr>
<td>INTASC Standard 1/ACEI Standard 1 (CLO-1):</td>
<td>Development, learning, &amp; motivation. Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation.</td>
</tr>
<tr>
<td>Evidence:</td>
<td>Learning and using GAFE. Candidates will create a Google doc, Google form, Google sheet.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Learning Outcome (SLO-2).</th>
<th>Develop a plan to integrate technology effectively into lessons. Create a rubric.</th>
</tr>
</thead>
<tbody>
<tr>
<td>UHWO Institutional Learning Outcome 3 (ILO-3). Critical Thinking.</td>
<td>Demonstrate critical thinking skills by applying information to make well-reasoned arguments or solve a problem.</td>
</tr>
<tr>
<td>HTSB/InTASC Standard 6 (DLO-6):</td>
<td>Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.</td>
</tr>
<tr>
<td>ACEI Standard 4 (CLO-4): Assessment for Instruction.</td>
<td>Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.</td>
</tr>
<tr>
<td>Evidence:</td>
<td>Candidates will write a lesson plan that incorporates technology in a way that improves learning for students. Candidates will use an online program to create a rubric.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Learning Outcome (SLO-3).</th>
<th>Explore use of Web 2.0 tools to organize and distribute class information to parents, students and colleagues to support teaching and learning.</th>
</tr>
</thead>
<tbody>
<tr>
<td>UHWO Institutional Learning Outcome (ILO-1):</td>
<td>Effective Communication. Uses relevant information to communicate clearly and effectively to an intended audience through written and spoken language.</td>
</tr>
<tr>
<td>UHWO General Education Learning Outcome 1 (GELO-1). Written Communication:</td>
<td>Demonstrate clear and effective writing for an intended audience.</td>
</tr>
</tbody>
</table>
**HTSB/InTASC Standard 10: Leadership and Collaboration:** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession

**ACEI Standard 5.2:** Collaboration with families, colleagues, and community agencies—Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children

**Evidence:** Candidates writes a newsletter and creates a classroom website

**Student Learning Outcome (SLO-4):** Use a visual analytical tool to help students explore complex systems and propose solutions to problems or identify trends and forecast possibilities.

**UHWO Institutional Learning Outcome 3 (ILO-3): Critical Thinking.** Demonstrate critical thinking skills by applying information to make well-reasoned arguments or solve a problem.

**UHWO General Education Learning Outcome 1. Written Communication:** Demonstrate clear and effective writing for an intended audience.

**HTSB/InTASC Standard 10: Leadership and Collaboration:** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession

**ACEI Standard 5.2 (CLO-?):** Collaboration with families, colleagues, and community agencies—Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children

**Evidence:** Candidates writes a newsletter and creates a classroom website

**Student Learning Outcome (SLO-1):** Develop instructional strategies to use as a classroom teacher

**UHWO Institutional Learning Outcome (ILO-1): Effective Communication.** Uses relevant information to communicate clearly and effectively to an intended audience through written and spoken language.

**UHWO General Education Learning Outcome 1. Written Communication:** Demonstrate clear and effective writing for an intended audience.

**Effective Communication.** Communicate clearly and effectively to an intended audience through written and spoken language.

**HTSB/INTASC Standard 8/ACEI Standard 3:** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

**Evidence:** Create Google Presentation, Prezi, and a Webquest. Locate and evaluate three websites candidates might use as part of their teaching.
COURSE REQUIREMENTS

Grading
The following grading scale is used for this class:

- 13 assignments at 10 points each - total = 130 points
- 12 quizzes at 10 points each - total = 120 points
- Total points = 250 points

SCALE FOR GRADING
A = 250 to 233 = 100% to 93%
B = 232 to 200 = 92% to 80%
C = 199 to 175 = 79% to 70%
D = 174 to 163 = 69% to 65%
F = 181 and below

Note – 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.

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 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 this syllabus indicates the chapters and dates on which they are due. 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 assignment 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. There are no exceptions.

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.
PRAXIS I

The Praxis I test must be taken prior to enrolling in any 400-level courses at part of the UHWO Teacher Education Program. This test measures academic skills in reading, writing and mathematics and was designed to provide comprehensive assessments that measure the skills and content knowledge of candidates entering teacher preparation programs.

For Elementary Education, Middle Level, and Secondary Education teacher candidates:

Beginning teachers in all content areas must pass all three Core tests.

<table>
<thead>
<tr>
<th>To Be Certified in</th>
<th>You Need to Take</th>
<th>Test Code</th>
<th>Qualifying Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Areas</td>
<td><strong>Core Academic Skills for Educators: Reading</strong> and <strong>Core Academic Skills for Educators: Writing</strong></td>
<td>5712</td>
<td>166</td>
</tr>
<tr>
<td></td>
<td><strong>Core Academic Skills for Educators: Mathematics</strong> (On-screen four-function calculator provided)</td>
<td>5722</td>
<td>162</td>
</tr>
<tr>
<td></td>
<td>If you wish to take all three computer-delivered Core exams (5712, 5722, 5732) at the same time, select Core Academic Skills for Educators: Combined Test (5751) when registering. Scores will be reported by individual test (5712, 5722, 5732).</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5732</td>
<td>150</td>
</tr>
</tbody>
</table>

Table source: ets.org
Preparation materials are available at the No’seau Center and online at ets.org.

As of November 2014, the Core fees are as follows:
- One test (i.e., Reading, Writing, or Mathematics): $85 each
- Combined test (Reading, Writing, and Mathematics): $135
- Two Core tests registered at the same time: $125

For more information about the Praxis I (i.e., test dates, test locations), visit: https://www.ets.org/praxis

**FAQ:** When should I take Praxis I? ETEC 297 candidates should take the exam immediately. The sooner you take the test, the better.
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

Investigate different Google Apps for Education (GAFE) that support collaborative, such as Google docs, Google forms, and Google sheets. Examine and learn to use the major features of each program.

Due:

1. In a 2-page single spaced well-written essay, discuss the major features of GAFE as they relate to collaboration. Submitted as a Google doc. Be sure to follow the format for writing an essay that is found in the Announcements section of the course website.
2. Create a quiz using a Google form that you might use as a teacher in a classroom. The content does not matter. Review the attached presentation on different ways to use Google forms.

3. Create a Google sheet that you might use as a teacher in a classroom. The content does not matter.
Module 2
Read Chapter 2
Complete Assignment – due 1/26/2015

Multimedia presentation software (e.g., Microsoft PowerPoint, Apple Keynote, and Google 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.

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

Read the attached text excerpt.

Due: Create a Google presentation (10 slides) that would be used to teach the main points from Chapter 2. Be sure to include the features of a good presentation.
Module 3
Read Chapter 3
Complete Assignment – due 2/2/2015

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.

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: 2-page single spaced essay submitted as a Google doc.
Module 4
Read Chapter 4
Complete Assignment – due 2/9/2015

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. This can be an assessment that you design 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 rubric you created.

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: One page essay that describes your performance assessment and how the assessment meets criteria for performance assessments. Submit as a Google doc.

Due: Rubric submitted via Laulima.
Module 5
Read Chapter 5
Complete Assignment – due 2/16/2015

Locate and evaluate three websites you might use as part of your teaching; websites should be appropriate to the grade level and subject area you plan to teach. The websites may focus on any content. 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.

**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</td>
<td>Information contains a</td>
<td>Information contains</td>
</tr>
<tr>
<td>Category</td>
<td>Description</td>
<td>Fairness</td>
<td>Suitable Content</td>
</tr>
<tr>
<td>-----------------</td>
<td>------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Information</td>
<td>Supported with facts</td>
<td>Few factual errors; most opinions are supported with facts</td>
<td>Numerous factual errors and opinions are unsupported</td>
</tr>
<tr>
<td>Fairness</td>
<td>Information is presented in a fair, balanced, and unbiased manner</td>
<td>Information is presented fairly; bias is minimal and easy to detect</td>
<td>Information is one-sided and very biased</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>Advertising</td>
<td>There is no advertising</td>
<td>Advertising is minimal and 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></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></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></td>
</tr>
<tr>
<td>Interactive Features</td>
<td>Interactive features enhance student engagement &amp; creativity</td>
<td>Interactive features engage students</td>
<td></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)

Due: 1 to 2-page essay reviewing three websites (step 2) – submitted as a Google doc.
Module 6
Read Chapter 6
Complete Assignment – due 2/23/2015

A Growing and Leading with Technology Scenario 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.

Read Growing and Learning Case Study (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.

Chapter 6 Technology Transformation Lesson Plan (attached)

Due: Answers to questions - submit as a Google doc.
Module 7
Read Chapter 7
Complete Assignment – due 3/2/2015

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 answer 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

<table>
<thead>
<tr>
<th>Category</th>
<th>3 Exemplary</th>
<th>2 Satisfactory</th>
<th>1 Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>WebQuest Components</td>
<td>All six components of the WebQuest are present: introduction, task, process, evaluation, conclusion, resources</td>
<td>Five components of the WebQuest are present: introduction, task, process, evaluation, conclusion, resources</td>
<td>Less than five components of the WebQuest are present: introduction, task, process, evaluation, conclusion, resources</td>
</tr>
<tr>
<td>Cooperative Learning</td>
<td>WebQuest requires cooperative learning and all tasks are clearly defined.</td>
<td>WebQuest provides opportunity for cooperative learning, but tasks are not clearly delineated.</td>
<td>WebQuest does not require cooperative learning</td>
</tr>
<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 vague and does 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 some information, and strategies may be inadequate to ensure all students can complete</td>
<td>Steps are incomplete or confusing and do not provide support for all students to complete the task</td>
</tr>
<tr>
<td></td>
<td>task</td>
<td>the task</td>
<td></td>
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<tr>
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<td>-------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Evaluation</strong></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></td>
</tr>
<tr>
<td><strong>Conclusion</strong></td>
<td>Clearly summarizes learning goals and key understandings.</td>
<td>Conclusion briefly summarizes learning goals.</td>
<td></td>
</tr>
<tr>
<td><strong>Resources</strong></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></td>
</tr>
<tr>
<td><strong>Use of Graphics</strong></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></td>
</tr>
<tr>
<td><strong>Special Effects</strong></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></td>
</tr>
<tr>
<td><strong>Navigation</strong></td>
<td>All buttons and links work correctly. Navigating the WebQuest is easy</td>
<td>Most (80-9%) of the buttons and links work correctly. Navigating the WebQuest presents a few challenges</td>
<td></td>
</tr>
<tr>
<td><strong>Spelling and Grammar</strong></td>
<td>WebQuest has no misspellings or grammatical errors.</td>
<td>WebQuest has 1-2 grammatical errors or misspellings.</td>
<td></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
Due: Rating of a web quest (include URL of web quest)
Due: Description of why (justification) you rated web quest as you did
Submit as a Google doc.
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, examine and evaluate teacher communication tools, including teacher websites and brochures/newsletters. You will also create your own website and electronic classroom newsletter.

1. Review the attached PDF, "Communicating with Students and Their Families" and explore the software to create a brochure or newsletter, such as:

   http://desktoppub.about.com/od/softwarehardware/tp/Mac_Newsletter_Design_Software.htm
   http://desktoppub.about.com/od/newsletters/tp/Free_Newsletter_Templates.htm

   Also, review the attached sample brochure created by a pre-service art teacher.

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

3. Create a newsletter AND a Google site that you will use as a classroom teacher.

Due: Google site and classroom newsletter.
Module 9
Read Chapter 9
Complete Assignment – due 3/16/2015

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.

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.

-Identify the grade level and subject area.
-Develop a Prezi that illustrates a major concept and at least three other sub concepts.
-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.
-Use different colors, shapes, symbols, pictures, or icons to enhance understanding. (See multimedia presentation on Visual Design)

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](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.

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: Answers to questions - submit as a Google doc including URL for your presentation
Module 10
Read Chapter 10
Complete Assignment – due 3/23/2015

In this project, you will write a lesson and film yourself teaching. You may choose to
 teach this lesson to a family member, cat or dog, or no person at all. Regardless of the
 audience, you must film yourself teaching.

Your lesson plan should incorporate the three principles of the Universal Design for
 Learning: multiple means of representation, expression, and engagement.

Step 1: Find a lesson plan that has little or no differentiation in a grade level and/or
 subject area that you plan to teach. You will find a lesson online – there are
 many. Choose something very simple.

Step 2: Decide how to differentiate the lesson to provide multiple means of
 representation, expression, and engagement.
Step 3: Revise the lesson plan you found to incorporate multiple means of representation,
 expression, and engagement.

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

Step 5: Film yourself teaching. You may choose to teach this lesson to a family member, cat or dog, or no person at all. Regardless of the audience, you must film yourself teaching. You are not being graded on your ability to teach. You are being graded on your ability to film yourself, save and transfer the file. See rubric.

Due: Lesson plan submitted as a Google doc
Due: 5-minute clip of your teaching presentation uploaded to Laulima. To receive credit for this assignment, I must be able to access and view your video file.
Module 11
Read Chapter 11
Complete Assignment – due 4/6/2015

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 - submit as a Google doc.
Module 12
Read Chapter 12
Complete Assignment – due 4/13/2015

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.portportal.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 advertizing 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://portportal.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 questions – submit as a Google doc.
Module 13
Reading: None
Complete Assignment – due 4/20/2015

Assignment: Write a 5-page formal essay on the SAMR model. See Writing in this Course under the Announcements section for more details on writing.