# Course Description

This course examines the function, impact, and role of integrated classroom technologies on 21st–Century teaching and learning. Students will explore definitions of technology as both tool and process, and facilitate the development and assessment of technology-based learning activities. You will gain an understanding of how to engage 21st–Century students using technology-based teaching tools that support learning theories and conceptual frameworks of teaching.

# University Learning Outcomes (ULO)

* **ULO1:** Knowledge of Human Cultures and the Physical and Natural World
* **ULO2:** Intellectual and Practical Skills
* **ULO3:** Personal and Social Responsibility
* **ULO4:** Integrative and Applied Learning
* **ULO5:** Immersed in the Critical Concerns of the Sisters of Mercy of the Americas

# Program Learning Outcomes (PLO)

* **PLO1:** Apply theoretical and practical knowledge in support of your professional practice. (ULO 2, 4)
* **PLO2:** Utilize educational research and develop your own research interests and agenda. (ULO 2, 3)
* **PLO3:** Examine and critique the economic, political, cultural, historical, and social influences that impact education in the United States. (ULO 1, 3, 5)
* **PLO4:** Apply policies, statutes, and rules established by state and local agencies relating to judicious application of disciplinary methods and behavioral procedures. (ULO 3, 4)
* **PLO5:** Identify and use instructional methods and curricula that are appropriate and effective in meeting the needs of individual learners. (ULO 1, 2, 4, 5)

# Course Learning Outcomes (CLO)

* **CLO1:** Describe the foundational learning theories and their impact on classroom technology integration strategies.
* **CLO2:** Examine general needs and expectations of learners in technology-based 21st-century classrooms.
* **CLO3:** Demonstrate familiarity with the use of select computer-based software applications and web-based teaching and learning technologies.
* **CLO4:** Design learning activities that utilize technology to promote critical thinking, collaboration, creativity, and real-world learning that align with National Educational Technology Standards (NETS).
* **CLO5:** Develop a personalized conceptual framework illustrating the relationship between one’s personal teaching philosophies, perceptions, and beliefs, and their impact on the integration of technology in the classroom.

# Student Expectations

Students are expected to:

* Ask probing and insightful questions related to course content.
* Make meaningful and relevant connections and application to their own learning process.
* Be productive and contributing members of class discussions.

# Required Course Materials

Various articles and resources provided each week

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# Suggested Point Values

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| --- | --- | --- |
| **Assessment** | **Point Value** | **Due** |
| **Week 1** |  |  |
| Discussion: Emerging Technologies | 20 |  |
| Grant Writing Project Summary | 30 |  |
| **Week 2** |  |  |
| Discussion: Technology and the 21st-Century Learner | 15 |  |
| Discussion: Digital Assets | 15 |  |
| Grant Writing Project Week 2 Prep | 30 |  |
| Creating: The 21st-Century Classroom Grant | 40 |  |
| **Week 3** |  |  |
| Discussion: Teaching Investments | 20 |  |
| Grant Writing Project Week 3 Prep | 30 |  |
| Twitter Archive Project | 50 |  |
| Various LMS’s | 50 |  |
| PBL Case Study | 40 |  |
| **Week 4** |  |  |
| Discussion: Digital Content | 15 |  |
| Discussion: Technology Access | 15 |  |
| Grant Writing Project Week 4 Prep | 30 |  |
| Executive Summary: Digital Literacy | 20 |  |
| Learning Technologies Wiki | 20 |  |
| **Week 5** |  |  |
| Discussion: Learning Management Systems | 20 |  |
| Grant Writing Project Week 5 Prep | 30 |  |
| Collaborative Scriptwriting: Group Assessment | 30 |  |
| **Week 6** |  |  |
| Discussion: WebQuest: My Interview With an Historic Figure | 15 |  |
| Discussion: Online Assessment Tools | 15 |  |
| Grant Writing Project Week 6 Prep | 30 |  |
| An Authentic Assessment Tool | 30 |  |
| Rubric Creation | 40 |  |
| **Week 7** |  |  |
| Grant Writing Project | 200 |  |
| Technology-Enhanced Lesson Plan | 150 |  |
| **Total Points** | **1000** |  |

# Course Schedule

|  |  |  |
| --- | --- | --- |
| **Week** | **Start** | **End** |
| One | <insert start date> | <insert end date> |
| Two |  |  |
| Three |  |  |
| Four |  |  |
| Five |  |  |
| Six |  |  |
| Seven |  |  |

# Weekly Learning Modules

|  |  |  |  |
| --- | --- | --- | --- |
| **Week One: Introduction to Grants and Funding Technology** | | | |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Explore various funding mechanisms for technology implementation. | | CLO2 | |
| * 1. Identify the importance of grant creation and petition. | | CLO2 | |
| * 1. Explore emerging learning technologies. | | CLO2, CLO3 | |
| * 1. Critique the effectiveness and drawbacks of current learning technologies for use in the classroom. | | CLO3, CLO5 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Tutorials**  During this course, you will be asked to use and participate in various technologies to complete activities and assignments.  **Review** the tutorials available on Blackboard as needed.  **Click** the **Student Resources** button from the menu on the left. | | N/A | N/A |
| **Weekly Participation and Discussion**  The purpose of the weekly discussions is to provide you with a way to synthesize the concepts presented in this course. Each week, you will respond to the discussion questions with a substantive post of 200 to 250 words that addresses all the prompts for the question by 11:59 p.m. EST of the listed due date. By the conclusion of each week, Sunday at 11:59 p.m. EST, you will make at least one substantive comment of 100 to 150 words to three of your classmates’ posts for each assigned discussion question. Your comments must further the discussion by following the RISE Model for meaningful feedback. It is recommended that you check in periodically throughout the week to ensure that you are meeting the participation requirement.  **Review** the [RISE Model for Peer Feedback](http://elwray.squarespace.com/feedback). | | N/A |  |
| **Article and Video**  **Read** the article "[Teaching with technology](http://www.washington.edu/teaching/teaching-resources/engaging-students-in-learning/teaching-with-technology-2/)."  **View** the following lecture video available on Blackboard:   * “[Learning Technologies in Context: The Big Picture](https://vimeo.com/78198315)” [11:00 mins.]   **Post** any questions or comments in the Week One Questions discussion forum. | | 1.3, 1.4 | Lecture Activity = **1 hour** |
| **Grant Writing Project Preparation**  At the end of the course, a Grant Writing Project is due. You will develop a grant proposal in order to receive funding for technological items to be used in the classroom.  **Review** the following items for full details on creating a grant proposal and examples.   * Grant Writing Project PowerPoint presentation * Grant Writing Project Overview * Grant Writing Project Rubric   **Post** any questions or comments in the Week One Questions discussion forum. | | 1.1, 1.2 | Lecture Activity = **1 hour** |
| **Grant Exploration**  **Explore** various grants for education through the MentalArcade website: <http://mentalarcade.com/wkshp/grants.html>  Pay attention to articles related to education grants under the **Grant Source Websites** section. For further tutorials on how to write a grant proposal, review the links under the **Tutorials for Writing the Great Grant Proposal**. Samples and handouts are available under the **Workshop Handouts** section on the right-hand side of the page.  **Post** any questions or comments in the Week One Questions discussion forum. | | 1.1, 1.2, 1.4 | Lecture Activity = **1 hour** |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***AIE*** |
| **Adobe Connect Live Discussion**  **Review** [Adobe Connect Resources](https://sites.gmercyu.edu/student-resources/adobe-connect-resources/).  **Participate** in the scheduled live session with the course instructor. This session will provide an overview of the class and discuss the major assignments in the course.  **Prepare** to ask questions concerning the content of the week and the course as a whole.  *Note:* A recorded lecture will be made available to those who are unable to attend the live session. | | N/A | Live Discussion: lecture and discussion = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Emerging Technologies**  **Respond** to the following in the Emerging Technologies discussion forum by Thursday:   * What emerging technology do you want to see in your classroom or what emerging technology are you familiar with? (This may be related to your grant proposal.)   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 1.3, 1.4 | Discussion: post and replies to three other posts = **1 hour** |
| **Grant Writing Project Summary**  **Review** the readings and videos this week related to grant writing.  **Explore** an example of a complete grant proposal located at <http://www.lehigh.dpsites.com/courses/large-scale-planning-and-implementation-of-educational-technology/>  **Write** a short summary of the following:   * Items needed in a standard classroom or items you are familiar with – Consider current technology and how it might assist in fulfilling some of those needs. * Narrow your ideas to technological items that you would want to see implemented in the classroom. Explain why you think they would be beneficial and describe the potential disadvantages.   **Submit** your summary to your instructor. | | 1.1, 1.2, 1.3, 1.4 | Paper = **1 hour** |
| **Total** |  |  | **7 hours** |

# Faculty Notes

**Adobe Connect:** Students should post any questions or comments they have to the Announcement forum. The instructor can then utilize those questions that come up in the first part of the week to tailor the live Adobe Connect class session that would be scheduled toward the later part of the week. That 1-hour synchronous session will allow students the opportunity to go over any questions they had with the homework and clarify any misconceptions they have about the course content. All Adobe Connect sessions should be recorded and a link to the recording posted to the course page so any student who misses the session can review it later in the week.

*Note:* It is the instructor’s choice as to what day they will schedule the Adobe Connect Live Session, but it is recommended that they schedule this session for Wednesday of the week so students have plenty of time to review their homework prior to the deadline on Sunday.

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| Week Two: Conceptual Frameworks and the Art of Learning | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Examine the impact of current and emerging classroom technologies on 21st-century learners. | | CLO1, CLO4 | |
| * 1. Examine the role of conceptual frameworks on the selection of learning technologies. | | CLO1, CLO2 | |
| * 1. Compare select conceptual frameworks used in technology-enhanced lesson plans. | | CLO4, CLO5 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Week Two Lecture**  **View** the “[Best of Friends: Technology, Pedagogy, and Content](https://vimeo.com/78028449)” lecture video [6:00 mins.] available on Blackboard.  **Post** any questions or comments in the Week Two Questions discussion forum. | | 2.1, 2.2 | Lecture Activity = **1 hour** |
| **Understanding and Applying: Just What is TPACK?**  Although the TPACK website has been around for a while, it is only recently becoming more widely known. TPACK is a *conceptual framework* that diagrams knowledge teachers should use to incorporate technology into teaching and learning. The TPACK framework focuses on the complex interconnectedness of three primary forms of knowledge: Content (CK), Pedagogy (PK), and Technology (TK).  **Review** the following websites:   * TPACK located at <http://www.tpack.org/> * Web 2.0: Cool Tools for Schools located at <http://cooltoolsforschools.wikispaces.com/>   **Watch** the following videos about TPACK from YouTube:     * “[TPACK in 3 Minutes](http://www.youtube.com/watch?v=0wGpSaTzW58)” [3:12 mins.] * “Thinking Creatively: Teachers as Designers of Content, Technology and Pedagogy”:   + [Part 1](http://www.youtube.com/watch?v=fNoijjIrPT8) [9:13 mins.]   + [Part 2](http://www.youtube.com/watch?v=B9gB6AP3BEs) [9:29 mins.]   + [Part 3](http://www.youtube.com/watch?v=FOYCmPUVFfs) [9:37 mins.]   + [Part 4](http://www.youtube.com/watch?v=s_bgeohrV_k) [9:11 mins.]   + [Part 5](http://www.youtube.com/watch?v=a-NhPA9yL3A) [5:55 mins.]   **Consider** how content, technology, and pedagogy interact.  **Post** any questions or comments in the Week Two Questions discussion forum. | | 2.2, 2.3 | Lecture Activity = **1 hour** |
| **Student Motivation: The Milkshake Moment**  **Read** the “Rethinking Student Motivation: Why understanding the ‘job’ is crucial for education” white paper by Christensen, Horn, and Johnson located at <http://tdlc.ucsd.edu/emails/images/RethinkingStudentMotivation.pdf>.  **Consider** the following questions:   * When have you experienced a milkshake moment? * Who did you hire to get the task or goal accomplished? * What job do you see your students requiring of you?   **Locate** images that represent your responses to the above questions.  **Create** a Padlet Wall to post your images and provide a 160-character explanation of each image at <http://padlet.com/>.  **Share** a link to your wall in the Milkshake Moment discussion forum.  **Comment** on the walls of three of your classmates in the discussion forum.  *Note*: For a tutorial on Padlet, view [How to Create a Padlet Wall](https://www.youtube.com/watch?v=ncFNWfb4Wno) [6:30 mins.]. For a tutorial on how to post to your Padlet wall, view the “[Padlet Tutorial](https://vimeo.com/71431014)” [2:38 mins.]. | | 2.1 | Lecture Activity = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Technology and the 21st-Century Learner**  **View** the following videos from YouTube:   * “[21st Century Learning](https://www.youtube.com/watch?v=f0RyaAsVNGU)” [4:21 mins.] * “[How to Build a 21st Century Classroom](https://www.youtube.com/watch?v=zkVxow4Rqus)” [1:52 mins.]   **Respond** to the following questions in the Technology & 21st-Century Learners discussion forum by Thursday:   * How did you initially react when you watched the videos? Are you feeling challenged, encouraged, concerned, or a combination? Why? * What is your personal mindset about the impact of classroom technology for 21st-century learners?   **Post** additional questions, constructive criticism, clarification, or your own relevant thoughts to at least three of your classmates’ replies. | | 2.1 | Discussion: post and replies to three other posts = **1 hour** |
| **Discussion: Digital Assets**  **View** the “[Bloom’s Taxonomies: Original, Revised, and Digital](https://vimeo.com/78095558)” lecture video[6:19 mins.].  **Review** the following websites:   * Teaching with the Revised Bloom's Taxonomy: <http://www.niu.edu/facdev/programs/handouts/blooms.shtml> * Kathy Schrock’s Guide to Everything – Bloomin’Apps: <http://www.schrockguide.net/bloomin-apps.html>   **Select** one of the Learning Sites from the **Digital Classroom Assets** tab in Blackboard to write a response in the Digital Assets discussion forum by Thursday to include the following:   * The purpose of the site * How you would use the learning site to facilitate Bloom’s remembering and Understanding taxonomies * Applies the Question Stems document from the Teaching with Revised Bloom’s Taxonomy website * Describes one difference you can find between Bloom’s Original and Bloom’s Revised taxonomy     **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday.  **Include** a link to your selected learning site and an image that represents your article. | | 2.1, 2.2, 2.3 | Discussion: post and replies to three other posts = **1 hour** |
| **Grant Writing Project Week 2 Prep**  **Continue** to build on your Grant Writing Project.  **Review** the Grant Writing Project PowerPoint presentation for details regarding a grant abstract, needs assessment, and problem identification.  **Create** the following to be reviewed by your instructor:   * Grant Abstract * Needs Assessment * Statement of Problem   **Submit** your assignment. | | COURSE | Project Preparation = **1 hour** |
| **Creating: The 21st-Century Classroom Grant**  A new state-wide grant has been released that will provide funding for a school district to renovate their classrooms to technology-enhanced rooms.  **Write** a 300- to 600-word essay applying for the grant. Include the following in your essay:   * How you would design a technology-enhanced classroom for the 21st-century learner. * How do the items selected support a technology-enhanced lesson plan while supporting conceptual frameworks?   **Submit** your essay. | | 2.1, 2.3 | Paper = **1 hour** |
| **Total** |  |  | **7 hours** |

# Faculty Notes

## Special Assignment & Activity Instructions

There are no specific technology considerations this week. **Technology Considerations**

**Student Motivation: The Milkshake Moment**: Padlet

* If you are unfamiliar with this technology tool, take some time to explore the site and review the tutorials posted for the students.

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| Week Three: Learning Technologies and the Real World | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Describe real-world learning as a teaching pedagogy. | | CLO4 | |
| * 1. Examine current classroom technology trends. | | CLO4 | |
| * 1. Analyze the impact of classroom technology trends on 21st-century teaching strategies. | | CLO4 | |
| * 1. Determine how to incorporate real-world learning strategies and technology trends into learning activities. | | CLO3, CLO4 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Week Three Lecture**  **View** the “[Learning Technologies & Real World Learning](https://vimeo.com/78351501)” lecture video [5:11 mins.] available on Blackboard. | | 3.1 |  |
| **Authentic Learning**  Authentic learning typically focuses on real-world, complex problems and their solutions, using role-playing exercises, problem-based activities, case studies, and participation in virtual communities of practice. There are numerous resources that examine and explore incorporating authentic, also known as real-world learning, into the classroom.  **Review** and explore the following sample of articles and videos:   * “What Do We Mean by Authentic Learning?” by Lyn Hilt located at <http://plpnetwork.com/2011/04/21/what-do-we-mean-by-authentic-learning/> * “Defining Authentic Learning” by Steve Revington located at <http://authenticlearning.weebly.com/> * “Authentic Learning for the 21st Century: An Overview” by Marilyn M. Lombardi located at <http://net.educause.edu/ir/library/pdf/eli3009.pdf> * “An Engaging Program of Real World Learning” from the Schools We Need Project located at <http://schoolsweneed.wikispaces.com/Real+World+Learning> * “[Project Based Learning: Explained](http://www.youtube.com/watch?v=LMCZvGesRz8)” [3:50 mins.] * “[Problem-based Learning](http://www.youtube.com/watch?v=J63e_YSntuo)” [3:36 mins.] | | 3.1, 3.3 |  |
| **Classroom Trends Overview**  There are many trends affecting the classroom today, from flipping the classroom to utilizing social media as a teaching tool. Take a look at what Salman Khan has done to flip the classroom at a school in California:   * “[Salman Khan: Let’s use video to reinvent education](http://www.youtube.com/watch?v=nTFEUsudhfs)” [20:27 mins.] * “Pros and Cons of Social Media in the Classroom by Karen Lederer located at <http://campustechnology.com/articles/2012/01/19/pros-and-cons-of-social-media-in-the-classroom.aspx>   If you are not a digital native, how can you learn how to begin using social media tools? Take a look at the following instructional videos:   * “[Social Media Explained Visually](https://www.youtube.com/watch?v=SgNIIUD_oQg)” [3:57 mins.] * “[What is Twitter](https://www.youtube.com/watch?v=YoPcJ5eKFA4)” [2:24 mins.] * “[What is a Blog](https://www.youtube.com/watch?v=NjwUHXoi8lM)” [3:40 mins.] * “[What is Wiki?](https://www.youtube.com/watch?v=o5HijgcZ0bc)” [2:23 mins.]   Another way to present for your class is to use wireless projectors or interactive whiteboards. Review the following links for some potential items to invest in for the classroom:   * Epson: <https://epson.com/projectors-education> * Projector Reviews: <http://www.projectorreviews.com/projector-categories/classroom-projectors/> * #TECHTIPS: <https://ryanorilio.wordpress.com/2013/01/20/why-appletv-an-ipad-beats-a-smartboard-everytime/> | | 3.1, 3.2 |  |
| **Real World Classroom Technologies**  River City is a Multi-User Virtual Environment (MUVE) in which teams of students use a videogame-like interface to take on a virtual identity and go back in time to solve mysteries set in the late 19th-century American town, River City. By interacting with virtual citizens and interpreting evidence, students form hypotheses about an ecological problem in the city. The River City curriculum unit presents learners with an engaging, multi-user virtual world consisting of a city with a river running through it, different forms of terrain that influence water runoff and insect propagation, houses, industries, and institutions such as a hospital and a university. Through exercises in their Laboratory Notebooks, teams of students explore the town and gather data to answer questions such as "Why are poor people getting sick in much greater proportion than rich people?" Class sessions in the virtual world alternate with whole-group interpretive sessions led by the teacher.  **View** the following video about River City: “River City: A Research-Based” MUVE located at <http://rivercity5.activeworlds.com/rivercityvideos/H264_web/RC_Project-pro-RC_Full_Sequence.mov>  **Consider** the following questions as you review the video:   * How are the students engaged in real-world learning? * How have virtual environments paved the way for the current trend of gamification in education? * Would you consider virtual environments or gamification disruptive innovations in the field of education? Why or why not?   *Note*: You will need QuickTime in order to play the video. You may download a QuickTime plug-in at<http://www.apple.com/quicktime/download/>. River City was created using Active Worlds, a 3D virtual reality platform. More information about Active Worlds can be found at <https://www.activeworlds.com/web/index.php>. | | 3.2, 3.3 |  |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***AIE*** |
| **Web-Based Lessons and Projects**  **Explore** the various web-based lessons and projects:   * Click the **Digital Classroom Assets** button from the left menu. * Click the **Collection of Web-based Lessons and Projects** folder. * Click each item listed to explore the website. | | 3.1, 3.2, 3.4 |  |
| **Digital Storytelling**  **View** the following videos from YouTube for help in creating your Case Study Presentation due this week:   * “[Digital Storytelling: Animated PowerPoint Tutorial](http://www.youtube.com/watch?v=PihHZF732BY)” [9:16 mins.] * “[Digital Storytelling in Plain English](http://www.youtube.com/watch?v=zP6CeGLPuOY)” [4:06 mins.] * “[Make a Presentation Like Steve Jobs](http://www.youtube.com/watch?v=RHX-xnP_G5s)” [6:56 mins.] * “[The Seven Elements of Digital Storytelling](http://www.youtube.com/watch?v=a1f-_FXgJZM)” [3:35 mins.] * “[Digital Storytelling (And How To Make Yours Better)](http://www.youtube.com/watch?v=oZNEjV2quOM)” [24:11 mins.] | | N/A |  |
| **New Media Consortium (NMC)**  With well over 1 million downloads in the past 10 years, the NMC Horizon Report series serves the higher education, K–12, and museum communities across the globe in their desire to understand the impact of emerging technologies on their chosen field or discipline. Not a predictive tool, the NMC Horizon Report provides insight into the technologies that are most likely to make a significant impact across three time horizons, based on the consensus opinions of the self-nominated advisory board.  **Explore** the NMC website at <http://www.nmc.org/publications>  **Click** on the Publications tab to view the most recent reports for Higher Education and K–12. | | 3.2, 3.3 |  |
| **Social Media**  **View** the following YouTube videos for more information about the growth of social media and its use in classrooms:   * “[Social Media Revolution 2013](http://www.youtube.com/watch?v=TQg2DJx0seo)” [2:32 mins.] * “[Social Media and the Classroom](http://www.youtube.com/watch?v=SL3OHkkoU1I)” [4:47 mins.] | | 3.2, 3.3 |  |
| **The World in 2020**  **View** the video [Watch your day in 2020 [Future Technology]](http://www.youtube.com/watch?v=OptqxagZDfM)” [5:33 mins.].  **Consider** how this type of technology will impact education. | | 3.2 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Teaching Investments**  **Respond** to the following question in the Teaching Investments discussion forum by Thursday:   * What medium do you feel is the most appropriate for K-12 to invest towards? How does it best support your individual teaching style? (Consider SmartBoard, Apple TV iPad combo, Chromecast, Interactive Projector)   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 3.1, 3.2, 3.3, 3.4 | Discussion: post and replies to three other posts = **1 hour** |
| **Grant Writing Project Week 3 Prep**  **Continue** to build on your Grant Writing Project.  **Review** the Grant Writing Project PowerPoint presentation for details regarding a grant abstract, needs assessment, and problem identification.  **Create** the following to be reviewed by your instructor:   * Project description and specific activities * Management plan and credentials   **Submit** your assignment. | | COURSE | Project Preparation = **1 hour** |
| **Twitter Archive Project**  Using social media in education can cause hesitation for many educators. Surprisingly, there are a lot of ways that social media can assist students in learning. For this project, you will familiarize yourself with Twitter and how it can be used in the classroom.  **Review** the Twitter Archive Project presentation.  **Develop** a project that creates three rules using Twitter Archive within Google Sheets. Explain how you plan to present this project to potential students.  **Provide** a summary of the project, how you used Twitter, and how you plan to present it if sharing with potential students. | | 3.1, 3.2, 3.3, 3.4 | Guided project = **1 hour** |
| **Various LMS’s**  The learning management system (LMS) you currently use for Gwynedd Mercy University is Blackboard. With our growing technology, there are numerous LMS’s available. Some of those LMS’s include Google Classroom, Moodle, and Canvas. Each have varying ways to present learning and capabilities.  **Review** the following introductions on the given LMS:   * Google Classroom: "[Classroom 101](https://www.youtube.com/watch?v=K26iyyQMp_g)" [2:18 mins] * Moodle: "[Creating a Moodle Course](https://www.youtube.com/watch?v=8KKGiDEkfIA)" [1:12 mins] * Canvas: "[The Cool Things You Can Do with Canvas](https://www.youtube.com/watch?v=bDCxk-c2vkk&feature=youtu.be)" [1:25 mins]   Each LMS allows you to create a free sample course to create a lesson. **Choose** one of the learning systems to research and view tutorials available on their website:   * [Google Classroom](https://www.google.com/edu/products/productivity-tools/classroom/) * [Moodle](https://moodle.org/demo/) * [Canvas](https://canvas.instructure.com/register_from_website)   Think of a lesson plan you are familiar with and how you might build that plan into one of the featured LMS's.  **Choose** one of the LMS's above to create your lesson plan.  **Post** a link of your sample course to the discussion forum. Include in your post the pros and cons of your chosen LMS and if you would use it again. | | 3.2, 3.3 | Discussion and Presentation = **2 hours** |
| **PBL Case Study**  **Read** the article “What Makes a Good Case Study?”  **Select** one of the case studies listed in the Project-Based Learning Technology Case Studies document located on Blackboard.  **Develop** a solution for your chosen case study with research that supports your potential solution.  **Present** your solution as a Microsoft PowerPoint scenario using the following guidelines:     * Have a storyline and characters that have hypothetically experienced your case study with various possible solutions. * Visually demonstrate your selected solution through the eyes of your characters. * Have minimal text to support your story. * Use no more than three slides, not including the title slide. * Use at least one screenshot, image, graphic, hyperlink, and animation effect.   **Post** your Microsoft PowerPoint Scenario as an MP4 file to the Project-Based Learning Case Study discussion forum by Wednesday.  **Prepare** to defend your selected solution.  **Review** three of your classmates’ scenarios and post questions, constructive criticism, clarification, and your own relevant insights about the solutions provided by Friday.  **Reply** to the questions posed by your classmates for your scenario by Sunday. | | 3.3, 3.4 | Case Study = **1 hour** |
| **Total** |  |  | **6 hours** |

# Faculty Notes

## Special Assignment & Activity Instructions

**Project-Based Learning Case Study**

* Refer students to the Digital Storytelling videos and tutorials located in the Supplemental activities folder in Week Three for assistance in creating storyboards and animating Microsoft PowerPoint.

**Technology Considerations**

**Twitter Archive Project**

* Create a new Twitter account for this class at <http://www.twitter.com>.
* Familiarize yourself with using Google Sheets and Twitter Archive.

**River City Videos**

* These videos require QuickTime to play.

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| Week Four: Digital Literacy | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Define digital literacy for the 21st-century classroom. | | CLO4 | |
| * 1. Compare the impact of learning technologies on literacy. | | CLO3, CLO4 | |
| * 1. Contrast features and functions of 21st-century teaching and learning technologies. | | CLO2, CLO3 | |
| * 1. Evaluate the application of digital literacy in the 21st-century classroom. | | CLO4 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Week Four Lecture**  **View** the “[Introduction to Digital Literacy](https://vimeo.com/79942638)” lecture video [15:00 mins.]. | | 4.1 |  |
| **Digital and Media Literacy**  **Read** the following sections of *Digital and Media Literacy: A Plan of Action* by Renee Hobbs located at <http://www.atalm.org/sites/default/files/Digital_and_Media_Literacy_A_Plan_of_Action.pdf>:   * "From Report to Action" * "Executive Summary" * "The Knight Commission Recommendation" * "The Heritage of Digital and Media Literacy" * "Conclusion: Imagining the Future"   **Review** the "Essential Competencies of Digital and Media Literacy" according to the *Digital and Media Literacy: A Plan of Action* on p. 19. | | 4.1, 4.2 |  |
| **Digital and Media Literacy Tools**  **Explore** various digital and media literacy tools:   * Click the **Digital Classroom Assets** button from the left menu. * Click the **Digital and Media Literacy Tools** folder. * Click each item listed to explore the tool.   **Consider** their features and functions and how they can be applied to the 21st-century classroom. | | 4.3, 4.4 |  |
| **Digital Writing**  **Read** the following articles from the Internet:   * “What is Digital Writing and Why Does it Matter?” from The National Writing Project located at <http://www.nwp.org/cs/public/print/resource/3310>. * “Why Digital Writing Matters in Education” from Edutopia located at <http://www.edutopia.org/blog/why-digital-writing-matters-jeff-grabill> * “Has Technology Killed Cursive Handwriting?” by Vignesh Ramachandran located at <http://mashable.com/2013/06/11/technology-and-cursive/> * “5 Reasons Cursive Writing Should be Taught in School” from Concordia University located at <http://education.cu-portland.edu/blog/curriculum-instruction/5-reasons-cursive-writing-should-be-taught-in-school/> | | 4.2, 4.4 |  |
| **The Nature of Knowledge**  In our rapidly changing world, news, events, directions, etc. can travel across the globe in an instant. The nature of knowledge is organic as everyone can participate in its development.  **Review** the following blog sites:   * Ms. Cassidy’s Classroom Blog located at <http://mscassidysclass.edublogs.org/> * The Innovative Educator located at <http://theinnovativeeducator.blogspot.com/> * Online Classes located at <http://www.onlineclasses.org/resources/> | | 4.2 |  |
| **21st-Century Skills**  **Explore** the Partnership for 21st-Century Skills website located at <http://www.p21.org/>.  **Read** the following articles:   * “Nine Themes of Digital Citizenship” from Digital Citizenship: Using Technology Appropriately located at <http://digitalcitizenship.net/Nine_Elements.html> * “Framework for 21st Century Learning” from Partnership for 21st Century Skills located at <http://www.p21.org/our-work/p21-framework> | | 4.1, 4.3, 4.4 |  |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***AIE*** |
| **Digital Literacy Sites**  **Explore** the various web-based lessons and projects:   * Click the **Digital Classroom Assets** button from the left menu. * Click the **Digital Literacy Sites** folder. * Click each item listed to explore the website. | | 4.2, 4.3 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Digital Content**  **Evaluate** the following websites for how they can be applied in a classroom:   * The University of Texas at Austin eSkeletons located at <http://www.eskeletons.org/> * The Concord Consortium Molecular Workbench located at <http://mw.concord.org/modeler/index.html> * The Hangarter Lab Plants in Motion located at <http://plantsinmotion.bio.indiana.edu/> * Mable Kinzie’s Net Frog located at <http://frog.edschool.virginia.edu/> * Frischer Consulting’s Rome Reborn: A Digital Model of Ancient Rome located at <http://romereborn.frischerconsulting.com/>   **Respond** to the following questions in the Digital Content discussion forum by Thursday:   * How do these sites differ from doing a real dissection or experiment? * Does the advent of digital content help level the playing field for students in a low-income school versus a high-income school? Why or why not?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 4.2, 4.3, 4.4 | Discussion: post and replies to three other posts = **1 hour** |
| **Discussion: Technology Access**  **Respond** to the following in the Technology Access discussion forum by Thursday:   * This week deals with digital literacy, but what happens to those on the opposite end of the spectrum—those who do not have access to technology? How can we address the possibility that we use technology in the classroom but cannot expect the same applicability when some students may not have access at home?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 4.2, 4.4 | Discussion: post and replies to three other posts = **1 hour** |
| **Grant Writing Project Week 4 Prep**  **Continue** to build on your Grant Writing Project.  **Review** the Grant Writing Project Microsoft PowerPoint presentation for details regarding a grant abstract, needs assessment, and problem identification.  **Create** the following to be reviewed by your instructor:   * Timeline * Budget summary * Narrative   **Submit** your assignment. | | COURSE | Project Preparation = **1 hour** |
| **Executive Summary: Digital Literacy**  In the *Digital and Media Literacy: A Plan of Action* paper, Hobbs (2010) made 10 recommendations for local, regional, state, and national initiatives. The fourth recommendation stated, “Support interdisciplinary bridge building in higher education to integrate core principles of digital and media literacy education into teacher preparation programs” (p. 40).  **Explore** the following websites to identify how to support this recommendation:   * Generation Nation located at <http://www.kidsvoting.org/> * Globaloria located at <http://www.globaloria.org/>   You have decided to apply for an education grant to support cross-disciplinary teacher education programs in digital and media literacy education to model the examples above.  **Write** a 350- to 700-word executive summary to your local department of education outlining the following information:   * Brief description of your program * How the program would be implemented * The benefits of the program   **Reference**  Hobbs, R. (2010). *Digital and media literacy: A plan of action*. Washington, DC: The Aspen Institute. Retrieved from <http://www.atalm.org/sites/default/files/Digital_and_Media_Literacy_A_Plan_of_Action.pdf>. | | 4.1, 4.2 | Paper = **1 hour** |
| **Learning Technologies Wiki**  **Select** two of the learning technologies listed on the Learning Technologies Wiki page in Blackboard.  **Complete** the chart for your selected technologies by identifying the features, benefits, and drawbacks of using them in the classroom. | | 4.3 | Wiki = **1 hour** |
| **Total** |  |  | **5 hours** |

# Faculty Notes

## Special Assignment & Activity Instructions

There are no specific technology considerations this week.

**Technology Considerations**

There are no specific technology considerations this week.

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| Week Five: Google and Apple | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Describe how global access to information has changed in the 21st century. | | CLO1, CLO4 | |
| * 1. Explain various technology-based tools and processes that impact global learning. | | CLO3, CLO4 | |
| * 1. Analyze the impact of learning technologies on how knowledge is created and acquired. | | CLO4 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Apple Education**  Apple products recognize how technology can assist teachers to encourage young learners. As technology continually improves and enhances, it is more important for teachers to be aware of the changes in order to discover new ways to engage students.  **Review** the following products provided by Apple:   * Overview of Apple Education: <http://www.apple.com/education/connectED/> * Overview for Teacher: <http://www.apple.com/education/teachers/>. **Scroll** down the site to view the following items; however, you may explore beyond the list:   + Make learning an adventure: iTunes U   + Preparing students for tomorrow   + Multitask with Classroom app   + Make things easier to see   + Make magic happen   + Make charts interactive   + Creating personal learning environments   **Post** any questions or comments in the Week Five Questions discussion forum. | | 5.1, 5.2, 5.3 |  |
| **Google: Tools for Teaching and Learning**  “Hey, what’s the capital of-?” . . . Google!  “How do I make a-?” . . . Google!  “Where do I find out about-?” . . . Just Google!  Google and other online search engines do not have all of the answers, or even information that may be well-structured or fully validated, but they are a powerful start to building a knowledge-base for the vast amount of information out there. Google places access to global information in the hands of everyone, not just a few or the elite. What would the world be like today if Google had existed during certain key or crucial moments in history? What are students able to know or do today because information is available? What are the benefits? What are the challenges?  A primary advantage is that learning continues to expand. If a question comes to mind, or a process needs explaining, or an idea needs expressing, or you just want to know where to start, one of the best ways to delve into it all is to seek the answers and expand your knowledge to reach the next level. | | 5.1 |  |
| **Google for Education**  Google for Education provides technological products to support classroom activities and online collaboration. The G Suite for Education provides access to Google Classroom, mail, calendar, Google Drive, docs, and sheets. The products are available for free to not-for-profit educational institutions.  **Read** "Google in Education: A New and Open World for Learning” located at <http://static.googleusercontent.com/external_content/untrusted_dlcp/www.google.com/en/us/edu/pdf/Google_EDU_Report_FULL.pdf>  **Review** the Google Classroom details at <https://support.google.com/edu/classroom/?hl=en#topic=6020277>  **Review** Kathy Schrock’s Bloomin’ Apps located at <http://www.schrockguide.net/bloomin-apps.html>:   * Scroll down to the Google Apps to Support Bloom’s Revised Taxonomy image. * Explore the various apps aligned to each level of Bloom's Taxonomy.   **Consider** the following question: What has changed about how you learn and acquire information in the past 10 years? | | 5.1, 5.3 |  |
| **Google Drive**  **View** the following YouTube videos about Google Drive:   * “Google Docs in Plain English” located at <http://www.youtube.com/watch?v=eRqUE6IHTEA> [2:51 mins.] * “Google Drive Tutorial 2013 – Introduction” located at <http://www.youtube.com/watch?v=M0ZvYRU1Y5Y> [15:33 mins.] * “Google Drive Tutorial 2013 – Composing Google Docs” located at <http://www.youtube.com/watch?v=jdtHjhJ_350> [24:06 mins.] * “Google Drive Tutorial 2013 – Sharing Files and Folders” located at <http://www.youtube.com/watch?v=-ox-r7qAdvA> [11:50 mins.] | | 5.1, 5.3 |  |
| **Google Calendar**  **View** the following YouTube videos about Google Calendar:   * “Share your Google Calendar” located at <http://www.youtube.com/watch?v=FbWeQdGhzeY> [5:10 mins.] * “Google Calendar Tutorial 2013 – Introduction/User Interface located at <http://www.youtube.com/watch?v=Wn9aqqsNJMg> [10:01 mins.] * “Google Calendar for Lesson Planning – ORVSD Google Summit 2012” located at <http://www.youtube.com/watch?v=Vjzpd2N-By4> [56:20 mins.] | | 5.2, 5.3 |  |
| **Google Translate**  **Open** a new browser window and go to Google Translate at <http://translate.google.com/>.  **Copy** and paste the text below into the Google Translate box:  Knut, der ist ein Kuschelbär Doch hat keine Mama mehr Trotzdem ist er frech und froh Und der Star im Zoo  Kleiner Racker ganz in weiß Mit vier Pfoten kuschelweich Alle hab'n den Knut so lieb Schön, dass es dich gibt Google translate will automatically detect the language, translate the text, and display it to the right in the language selected.  **Consider** how you could use Google Translate as a classroom tool. | | 5.2, 5.3 |  |
| **Google Earth for Educators**  **Explore** the Google Earth for Educators website at <https://www.google.com/earth/>.  **View** the various Google Earth tutorials located at <https://support.google.com/earth/answer/176576?hl=en>.  **Download** Google Earth using the **Download Google Earth** link.  **Consider** how Google Earth can be used to make history, science, and language arts lessons more engaging and interactive. | | 5.2, 5.3 |  |
| **Google Maps for Education**  **Explore** the Google Maps for Education website at <https://www.google.com/help/maps/education/>.  **View** the various Google Maps tutorials located at <http://maps.google.com/help/maps/education/resources.html>.  **Consider** how Google Maps can enhance geography and map reading lesson plans. | | 5.2, 5.3 |  |
| **Google Lit Trips**  Google Lit Trips offers free downloadable files that mark the journeys of literary characters on the surface of Google Earth. There are markers with pop-up windows that contain resources such as relevant media, discussion prompts, and links to supplemental information.  **Explore** the Google Lit Trips website at <http://www.googlelittrips.org/>.  **Consider** how Google Lit Trips can enhance a language arts lesson. | | 5.2, 5.3 |  |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***AIE*** |
| **12 Alternatives to YouTube**  **Explore** the various video sharing sites:   * Click the **Digital Classroom Assets** button from the left menu. * Click the **12 Alternatives to YouTube** folder. * Click each item listed to explore the website.   **Consider** how you would use YouTube or one of the video sharing sites listed in the classroom. | | 5.1 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Learning Management Systems**  **Respond** to the following in the Learning Management Systems by Thursday:   * There are countless Learning Management Systems (LMS's). As soon as we become comfortable with one, another is introduced. Given that, do you believe that Google is here to stay? What factors contribute to your opinion? Apply the same questions to Apple products.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 5.2, 5.3 | Discussion: post and replies to three other posts = **1 hour** |
| **Grant Writing Project Week 5 Prep**  **Continue** to build on your Grant Writing Project.    **Review** the Grant Writing Project Microsoft PowerPoint presentation for details regarding a grant abstract, needs assessment, and problem identification.  **Create** the following to be reviewed by your instructor:   * Evaluation and experimental design   **Submit** your assignment. | | COURSE | Project Preparation = **1 hour** |
| **Collaborative Scriptwriting: Group Assessment**  You are a core member of International Awareness, Inc., an organization that emphasizes the vital importance of technology’s role in global education. Your team is collaborating on a project that will provide Internet-enabled iPads to a school in Huambo, the capital city of Huambo Province in Angola, Africa. Your organization has tasked you and your team with creating a virtual documentary of the project to raise awareness of technology’s role in global education. The documentary will be a three-part series that will air next season on public television.  **View** the following examples of similar real-world projects bringing technology to small rural areas:   * “Sugata Mitra & The Hole in the Wall – 2013 TED Prize Winner" from YouTube located at <http://www.youtube.com/watch?v=HE5GX3U3BYQ> [2:02 mins.] * The Half the Sky Movement located at <http://www.halftheskymovement.org/> * “Technology-Enabled Microfinance: Mifos Fuels Growth and Impact at Grameen Koota” from YouTube located at <http://www.youtube.com/watch?v=STQpP2GhK8k>   **Research** the use of iPads as teaching tools. Possible research topic ideas include:   * Search Google for iPads in the classroom and other related search terms. * Review YouTube videos on the use of iPads as teaching tools. * Review the section on iPads on Kathy Schrock’s [Guide to Everything Page](http://www.schrockguide.net/). * Review “A Practical Guide for Teachers Who Just Got iPads” from Edudemic located at <http://edtechteacher.org/a-practical-guide-for-teachers-who-just-got-ipads-from-holly-on-edudemic/>. * Review the section Learning with iPad on the Apple site: <http://www.apple.com/education/products/#learning-with-ipad>.   **Create** a 15- to 20-minute presentation with the group assigned by your instructor. Your presentation will serve as the introduction to the documentary. Include the following in your presentation:   * How iPads are currently being used in classrooms * The benefits and challenges to using iPads in a small rural community * An overview of Huambo * A description of their schools * An overview of students’ reactions to receiving the iPads * What the project hopes to achieve * A prediction of what changes you hope to see because of the access to information, processes, and ideas   **Explore** various digital storytelling tools to create your presentation such as Animoto, Vuvox, PowToons, GoAnimate, or Adobe Spark.  **Use** the various technology tools introduced this week such as Google Drive to collaborate on the project. Use Google Earth, Google Maps, and Google Translate in the final presentation. | | 5.1, 5.2, 5.3 | Group Project = **4 hours** |
| **Total** |  |  | **6 hours** |

# Faculty Notes

## Special Assignment & Activity Instructions

There are no specific technology considerations this week.

**Technology Considerations**

There are no specific technology considerations this week.

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| Week Six: Assessment Through Technology | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Identify the role of classroom technologies on learner assessment. | | CLO2, CLO4 | |
| * 1. Compare advantages and challenges of authentic assessment. | | CLO4 | |
| * 1. Determine how technology-enhanced learning activities facilitate authentic assessment. | | CLO4 | |
| * 1. Evaluate authentic assessment in technology-enhanced learning activities. | | CLO4 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Making Learning Relevant**  **Explore** the Authentic Assessment Toolbox website located at <http://jfmueller.faculty.noctrl.edu/toolbox/>.  **Read** “How the School of the Future Got It Right” from Edutopia’s *Schools That Work* series, which profiles schools, districts, and programs that are improving the ways students learn by focusing on evidence-based successes located at <http://www.edutopia.org/stw-assessment-school-of-the-future>.  **View** the following videos from YouTube:   * “'Authentic' Assessment at School of the Future” located at <http://www.youtube.com/watch?v=9l5m66Y607U> [3:59 mins.] * “Keeping Assessment Relevant and “Authentic” located at <http://www.youtube.com/watch?v=HfwGqH9w-64> [3:52 mins.]   **Consider** the following as you review the materials:   * How were your school assessment experiences similar to the School of the Future? How were they different? * How can competencies such as critical thinking, creativity, curiosity, appreciation, etc. be assessed through technology? * While technology in and of itself is not needed to develop effective authentic assessment, how can it be beneficial? How can it be a learning distraction? | | 6.1, 6.2, 6.3 |  |
| **Assessing 21st-Century Skills**  **Review** the following websites:   * Partnership for 21st Century Skills located at <http://www.p21.org/home> * Authentic Assessment Toolbox:   + What is Authentic Assessment located at <http://jfmueller.faculty.noctrl.edu/toolbox/whatisit.htm>   + Why Use Authentic Assessment located at <http://jfmueller.faculty.noctrl.edu/toolbox/whydoit.htm>   **Read** “21st Century Skills Assessment: A Partnership for 21st Century Skills" e-paper located at <http://www.p21.org/storage/documents/21st_Century_Skills_Assessment_e-paper.pdf>.  **View** “Authentic Assessment” from YouTube located at <http://www.youtube.com/watch?v=c_gibuFZXZw> [15:16 mins].  **Consider** to the following as you review the materials:   * How effective was the video in helping you to understand the subject matter? * How would you use animated video such as this one to assess how well your students have mastered a curriculum unit? * What are the advantages of using authentic assessment strategies to assess 21st-century skills? * What are the challenges that teachers face in the wake of high-stakes, standardized testing? * Do you feel there remains a need for standardized tests in K–12 education? Why or why not? | | 6.3, 6.4 |  |
| **Authentic Assessments, Collaboration, and Teamwork**  **Read** the following pages from the Authentic Assessment Toolbox website:   * How Do You Create Authentic Assessments? located at <http://jfmueller.faculty.noctrl.edu/toolbox/howdoyoudoit.htm> * Workshop: Writing a Good Standard located at <http://jfmueller.faculty.noctrl.edu/toolbox/workshopstandard.htm> * Workshop: Creating an Authentic Task located at <http://jfmueller.faculty.noctrl.edu/toolbox/workshoptask.htm>   **Read** “Assessing Collaborative Problem-Solving: PISA 2015” by Jonathan Martin located at <http://21k12blog.net/2013/06/24/assessing-collaborative-problem-solving-pisa-2015/>.  **Explore** the following website:   * Assessment & Teaching of 21st Century Skills (ATCS) located at <http://atc21s.org/>.   **View** the following videos from YouTube:   * “Glogster EDU tutorial” video located at <http://www.youtube.com/watch?v=hYtNoRHTk4M> [12:30 mins.] – This tutorial will familiarize you with Glogster’s web-based digital poster boards in which text, images, video, and documents are laid out to create visual displays. * “How to Make a Wiki in Wikispaces” video located at <http://www.youtube.com/watch?v=X3P7n7C2ZqE> [13:14 mins.] – This tutorial will familiarize you with creating wikis in Wikispaces, a free, popular online collaborative tool that allows users to add shared knowledge into a common environment.   **Consider** the following as you review the materials:   * How you might use Glogster as a formative assessment to determine how well your students are learning the content * How you would use a wiki in Wikispaces to assess how well your students work together as a team. | | 6.1, 6.3 |  |
| **Rubric Support**  How to create a rubric:   1. Make a list of what you want the students to accomplish through your assignment. 2. Organize your list from most important to least important. 3. Decide on an overall point value for the assignment. 4. Assign each item on your ranked list a percentage value out of 100 percent. 5. Multiply your total point value from Step 3 by each item's assigned percentage to arrive at the point value for that item. 6. On a fresh sheet of paper, write the name for each item on your list in order from most to least important. Make sure to leave room in between each category. 7. Assign specific grading criteria for each main category from Step 6. 8. Distribute or display the rubric to the students when you are explaining the assignment. 9. Attach a copy of the rubric filled in with the student's scores to his or her graded work once it is completed.   More information about Rubrics:   * “Creating Rubrics for Student Assessment” from Education World located at <http://www.educationworld.com/a_curr/curr248.shtml>   Ultimately, however, the most useful rubrics are those you create yourself.    Although constructing your own rubrics can be tedious and time-consuming, a number of tools are available to help make the job easier and more reliable.   * RubiStar located at <http://rubistar.4teachers.org/>. * teAchnology located at <http://www.teach-nology.com/web_tools/rubrics/>   Whatever tool you decide to use, keep the following guidelines in mind for judging the rubric's validity and reliability. A good rubric should do the following:   * Address all relevant content and performance objectives. * Define standards and help students achieve them by providing criteria with which they can evaluate their own work. * Be easy to understand and use. * Be applicable to a variety of tasks. * Provide all students with an opportunity to succeed at some level. * Yield consistent results, even when administered by different scorers. | | 6.4 |  |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***AIE*** |
| **Web-Based Resources**  **Click** the **Digital Classroom Assets** button from the left menu.  **Review** the websites in the following resource folders:   * Web-Animations Resources * Quiz and Test Generator Resources * Flashcard Generator Resource * Comic Strip Resources * Survey Resources   **Consider** how you could use the resources as authentic assessment tools. | | 6.2, 6.3 |  |
| **Learning for the 21st Century**  **Read** the “Learning for the 21st Century: A Report and MILE Guide for 21st Century Skills” located at <http://www.p21.org/storage/documents/P21_Report.pdf>. | | 6.1, 6.2 |  |
| **Measuring the Learning**  **Explore** the resources and information on the following websites:   * EdTechTeacher: Assessing Student Learning webpage located at <http://edtechteacher.org/assessment/> * Authentic Assessment Toolbox: Workshop: Creating a Good Rubric webpage located at <http://jfmueller.faculty.noctrl.edu/toolbox/workshoprubric.htm> * Edutopia: Free Resources and Tools for “Authentic” Assessment webpage located at <http://www.edutopia.org/stw-assessment-resources-downloads> | | 6.4 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: WebQuest: My Interview With an Historic Figure**  A WebQuest is an inquiry-oriented activity in which some or all of the information that learners interact with comes from resources on the Internet, each containing hyperlinks which lead learners to a new task or Internet links that provide the students with more information.  **Review** the following website for more information about WebQuests: <http://webquest.org/index.php>.  **Create** a WebQuest where students will conduct a mock interview with an historic figure, real or fictional. The goal of the interview is to find out what the historical figure thinks it takes to be an excellent teacher in the 21st century.  **Include** the following in your WebQuest:   * A graphical representation of your historical figure * Three questions for your historical figure to answer * Five online resources that support the answers to your questions   **Present** your WebQuest with a technology tool such as a Prezi, Microsoft PowerPoint, Glogster, etc.  **Post** your WebQuest or a link to your WebQuest to the Historical Figure Interview discussion forum along with a response to the following questions by Thursday:   * Why did you choose your historical figure? * What is one interesting or surprising fact you learned about your figure while writing the WebQuest?   **Review** your classmates WebQuests and post probing questions to two of your classmates WebQuests by Saturday.  **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 6.1, 6.2 | Discussion and Web Activity = **1.5 hour** |
| **Discussion: Online Assessment Tools**  **Respond** to the following in the Online Assessment Tools discussion forum by Thursday:   * Assessing online assignments raises many concerning implications. With that in mind, research some online tools for assessment. Provide a list of pros and cons for at least two tools located. When creating the list, focus on whether it does a better job of assessing than traditional testing.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 6.1, 6.3, 6.4 | Discussion: post and replies to three other posts = **1 hour** |
| **Grant Writing Project Week 6 Prep**  **Continue** to build on your Grant Writing Project.  **Review** the Grant Writing Project Microsoft PowerPoint presentation for details regarding a grant abstract, needs assessment, and problem identification.  **Create** the following to be reviewed by your instructor:   * Dissemination and sustainability   **Submit** your assignment. | | COURSE | Project Preparation = **1 hour** |
| **An Authentic Assessment Tool**  When working on the assignment WebQuest: My Interview With an Historic Figure, **write** a brief summary to answer the following:   * How can a WebQuest be used as an authentic assessment tool? * What skills or competencies could a WebQuest assess? * Would it be an activity you would use as a teacher? Why or why not?   After completing the summary, consider the following questions from Bloom’s Revised Taxonomy:   * **Remember:** What happened after…? * **Understand:** Can you explain…? * **Apply:** Do you know of another instance where…? * **Analyze:** What do you see as other possible outcomes…?Can you distinguish between…? * **Evaluate:** Is there a better solution to…?What are some alternatives…? * **Create:** Based on the new information learned, can you redesign a…?Can you develop a proposal for…?If you had all the resources, how would you deal with…?   **Answer** the following: If you were to provide your WebQuest to your students as an open-ended test preparation tool, how do you think the questions would help you to assess whether they passed the test?  **Submit** your completed summary and response to your instructor. | | 6.3, 6.4 | Paper = **1 hour** |
| **Rubric Creation**  **Create** a 1-page rubric in Microsoft Word or PowerPoint to assess the quality of a WebQuest if you as a teacher were to assign it to your students. Include the following in your rubric:   * Defined levels of performance such as: exceeds, meets, does not meet expectations, or a point scale * Performance criteria for each level   **Post** your rubric along with a 150- to 200-word response to the following in the Rubric Creation discussion forum:   * Why did you chose the performance criteria? * What are you attempting to measure?   **Post** additional questions, constructive criticism, clarification, or your own relevant thoughts to at least three of your classmates’ replies. | | 6.4 | Problem Solving and Discussion = **1.5 hour** |
| **Total** |  |  | **6 hours** |

# Faculty Notes

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There are no specific technology considerations this week.

**Technology Considerations**

There are no specific technology considerations this week.

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| Week Seven: Mastering Innovation | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Determine technology-based strategies to model innovations in classroom learning. | | CLO3, CLO4, CLO5 | |
| * 1. Identify privacy issues and moral and ethical concerns related to technology in the classroom. | | CLO4, CLO5 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Creativity in the Classroom**  **Read** the following articles:   * “The Importance of Creativity in the Classroom” from Edudemic located at <http://www.edudemic.com/creativity-in-the-classroom/> * “Creativity in the Classroom” from Edutopia located at <https://www.edutopia.org/blog/creativity-in-the-classroom-nicholas-provenzano>   **View** the following videos from YouTube about creativity and the Substitution Augmentation Modification Redefinition (SAMR) Model:   * “Sir Ken Robinson: Do Schools Kill Creativity?” a TED Talk located at <http://www.youtube.com/watch?v=iG9CE55wbtY> [20:04 mins.] * “Ken Robinson: How to Escape Education’s Death Valley” a TED Talk located at <http://www.youtube.com/watch?v=wX78iKhInsc> [19:12 mins.] * “SAMR in 120 Seconds” located at <http://www.youtube.com/watch?v=us0w823KY0g> [2:01 mins.] * “The SAMR Model of Technology Integration with Google Docs” located at <http://www.youtube.com/watch?v=G3c0dVRzv3U> [4:18 mins.] * “Education 3.0: Better Learning Through Technology” located at <http://www.youtube.com/watch?v=BFsIan1Qyk4> [30:22 mins.]   **Post** any questions or comments in the Week Seven Questions discussion forum. | | 7.1 | Lecture Activity = **1 hour** |
| **The Padagogy Wheel**  **Read** the following blog articles:   * “Yes, You Can Teach and Assess Creativity” from Edutopia located at <http://www.edutopia.org/blog/you-can-teach-assess-creativity-andrew-miller> * “New Padagogy Wheel Helps You Integrate Technology Using SAMR Model” from Edudemic located at <http://www.edudemic.com/new-padagogy-wheel-helps-you-integrate-technology-using-samr-model/>   **View** the following videos from YouTube about Tumblecloud, a new platform for piecing together music, videos, photos, and also websites into dynamic slideshows that you can share with others:   * “TumbleCloud” located at <http://www.youtube.com/watch?v=j55kSEsaaeM> [2:35 mins.] * “Tumblecloud Demo - Digital Storytelling Made Easy” located at <http://www.youtube.com/watch?v=nzF7LBS9iCI> [37:43 mins.]   **Post** your comments on the exercise in the Week Seven Questions discussion forum. | | 7.1 | Lecture Activity = **1 hour** |
| **Student Privacy**  **Read** the following articles:   * “Digital Citizenship: Resource Roundup” from Edutopia located at <http://www.edutopia.org/cyberbullying-internet-digital-citizenship-resources> * “Ensuring Student Privacy on the Internet” from Education World located at <http://www.educationworld.com/a_tech/tech120.shtml> | | 7.2 |  |
| **Smart Boards and Wireless Projectors**  **Watch** the video "Interactive Projectors" [2:11 mins.] on Blackboard.  **Read** the articles regarding projectors and interactive whiteboards:   * "Reviews of Classroom Projectors": <http://www.projectorreviews.com/projector-categories/classroom-projectors/> * "Why AppleTV & iPad beats Interactive Whiteboard…every time": <https://ryanorilio.wordpress.com/2013/01/20/why-appletv-an-ipad-beats-a-smartboard-everytime/>   **View** the “[KCSD Schools – Interactive Whiteboards (SMART Board & Promethean Board Explainer)](https://www.youtube.com/watch?v=0cC7dWMFeCM)” [7:02 mins.] video from YouTube.  **Explore** the SMART Exchange website located at <http://exchange.smarttech.com/index.html#tab=0>.  **Consider** joining the community and signing up for an account.  Links for wireless projectors can be found here: <https://epson.com/projectors-education>. | | 7.1 |  |
| **Infographics**  An infographic, also called information graphic, is a popular way to present data by distilling the words, data points, key concepts, and illustrations that might be present in a report and creating a visual representation of the material.  **Read** “5 Unbeatable Types of Infographic + Free Tools to Create Them” from Search Engine Journal located at <http://www.searchenginejournal.com/5-unbeatable-types-of-infographic-free-tools-to-create-them/>. | | 7.1 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Grant Writing Project**  Throughout the course, you have been working on your grant proposal. **Review** any necessary feedback received from your instructor to improve and clarify your grant proposal.  **Review** the following items for full details of creating a grant proposal and examples:   * Grant Writing Project Microsoft PowerPoint presentation * Grant Writing Project Overview * Grant Writing Project Rubric   **Present** your Grant Writing Project.  **Review** the presentation of three other students and provide constructive feedback or unique insight. | | COURSE | Project = **2 hours** |
| **Technology-Enhanced Lesson Plan**  **Develop** a 5- to 8-page technology-enhanced lesson plan using a medium of your choice, such as Microsoft Word or PowerPoint or Prezi, that includes detailed descriptions of the following components:   * Title of the lesson * Introduction or overview   + Purpose of the lesson   + The topic or event   + A brief introduction of yourself * Analysis of the learners   + The target audience   + Prerequisite skills students should possess * Instructional objectives   + Skills   + Attitudes   + Information   + Behaviors * Process   + Organization   + Length   + Single, cross, or multi-disciplinary   + Guidelines for any group work   + Anticipated misconceptions or stumbling blocks and ways to get around them   + Teacher skills needed   + Any special knowledge or experience required * Two classroom technologies   + Identify physical tools needed, such as computers or SmartBoards   + Software or web-based tools needed * Four online resources   + Rationale for selecting the site   + Significant or relevant information the site contains   + How use of this site meets the objectives of this lesson * Assessment Rubric: For information on rubric creation, view the information in your Supplemental Materials folder for this week on Blackboard.   **Include** resources that will help students overcome the following common issues:   * Focus the topic (from broad focus to a more specific focus). * Ask relevant questions about that topic until they find patterns of cause and effect. * Determine what kind of evidence is available to answer those questions. Make good arguments. * Determine where the data is located and how it may be turned from data into information, into knowledge. | | 7.1, 7.2 | Paper = **1 hour** |
| **Total** |  |  | **5 hours** |

# Faculty Notes

## Special Assignment & Activity Instructions

**Collaborative Problem-Based Story**

* Create a shared Google Docs with the beginning of a story.
* Share the document with your class by posting the link to Blackboard. Make sure that your document is set to allow others the appropriate level of access, such as view or edit.
  + Click the **Share** button in the upper right corner.
  + Select the options for whether everyone or only certain people are allowed to view or edit.

**Technology Considerations**

There are no specific technology considerations this week.

# Breakdown of Academic Instructional Equivalencies

|  |  |
| --- | --- |
|  | **AIE Hours** |
| **Week 1** |  |
| Required | 6 |
| Supplemental | 1 |
| **Week 2** |  |
| Required | 7 |
| Supplemental |  |
| **Week 3** |  |
| Required | 6 |
| Supplemental |  |
| **Week 4** |  |
| Required | 5 |
| Supplemental |  |
| **Week5** |  |
| Required | 6 |
| Supplemental |  |
| **Week 6** |  |
| Required | 6 |
| Supplemental |  |
| **Week 7** |  |
| Required | 5 |
| Supplemental |  |
|  |  |
| **Total Required Hours** | 41 |
| **Total Supplemental Hours** | 1 |
| **Total Hours** | 42 |