ED 243 Educational Technology

Fall 2014

Thursdays 4:00 pm - 7:00 pm – Gardner Rm. 22
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**"We can't solve problems by using the same kind of
thinking we used when we created them." Albert Einstein**

Course Description:
This course explores the integration of technology into a teacher's daily practice. Participants
will analyze the impact of technology on education and work to develop a profitable
understanding of technology's place in the 21st century classroom. Participants will develop a
working knowledge of application software, web 2.0 tools, and web design to effectively plan
and administer an educationally and technologically rich classroom.
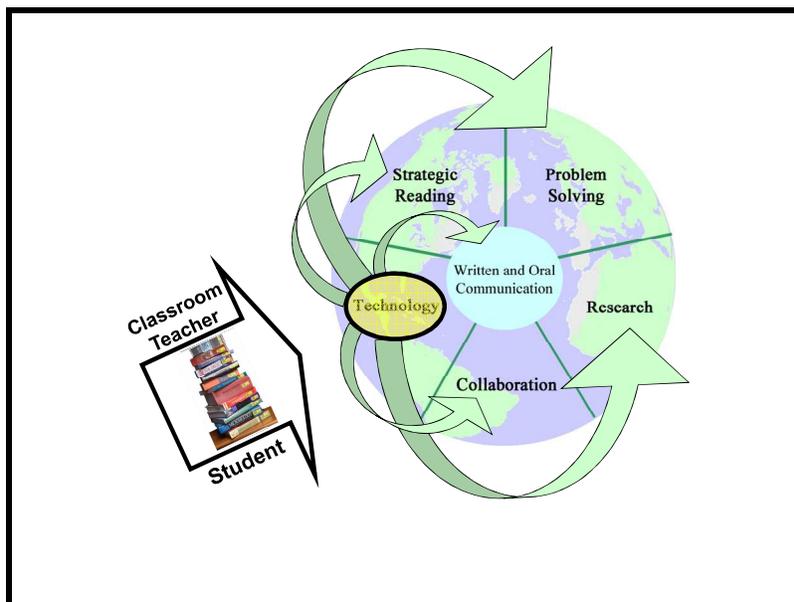
Course Essential Questions:
1. **What is the state of today's technology and how is it affecting your students?**
2. **How can you use technology to be a better teacher?**
3. **How can your students use technology to be better students?**

Required Materials:
There is no required text for this class. All required readings and videos will be provided by the instructor. After the first class, students are required to have a flash drive and a notebook.

Course Objectives:

1. **Students will explore the role of technology in the 21st century classroom.** Upon completion of this course, participants will develop an instructional style that integrates technology as a tool for enhanced content delivery, skill development, and student expression. Successful completion of this objective will be evidenced by the creation of a sound Educational Technology Philosophy Statement and accompanying video.

2. **Students will increase their technological literacy to streamline lesson planning and classroom administration.** Upon completion of this course, participants will achieve a working knowledge of internet resources, productivity application programs and website design techniques to help streamline future duties and improve instruction. Completion of this objective will be evidenced by successfully creating lesson plan templates, graphic organizers, classroom websites, and classroom newsletters.

3. **Students will integrate technology into effective lesson plans.** Upon completion of this course, participants will create effective, standards-based instruction which integrates technology to improve student learning. Completion of this objective will be evidenced by successfully creating and presenting their presentation lesson plans, Web 2.0 lesson, and project/rubric.

4. **Students will communicate effectively with technology.** Upon completion of this course, participants will establish effective avenues of communication for students, parents and prospective employers as evidenced by their creation of a workable classroom website, parent newsletter, and digital portfolio.

5. **Students will analyze the impact of technology on our students and schools.** Upon completion of this course, participants will assess the positive and negative ramifications of the digital revolution upon the lives of their students. Completion of this objective will be evidenced by meaningful classroom discussion of and posts on the assigned topics.

National Education Technology Standards Met by this course:
1. Facilitate and Inspire Student Learning and Creativity
2. Design and Develop Digital-Age Learning Experiences and Assessments
3. Model Digital-Age Work and Learning
4. Promote and Model Digital Citizenship and Responsibility
5. Engage in Professional Growth and Leadership

<u>Course Policies:</u>
1. **Full participation in each class session is crucial.**
   a. As this is a once-a-week class and missing a session means missing an entire week of class, all absences require notification of the professor prior to the start of the session. After the second absence, any additional absences will result in an incomplete grade.
   b. Students who miss a class will be given an assignment to compensate for the learning they have missed.
   c. As students of this course are future teachers themselves, they will be expected to exhibit the same responsible use of technology in the classroom that they wish to see in their students.

2. All assignments should be submitted to the instructor by the designated due date. Late assignments will be docked 5 points per calendar day.

3. All source documentation must be completed using APA citation. A copy of the current edition is on reserve at Nease Library.

4. It is expected that all work submitted will be that of the student. Plagiarism will result in automatic failure of the assignment and possible failure of the course. All work obtained from other sources must be properly documented.

5. Grading Policy

A	1000 - 940 pts. (100-94%)	C+	799 - 770 (79-77%)
A-	939 - 900 pts. (93-90%)	C	769 - 730 (76-73%)
B+	899 - 870 pts. (89-87%)	C-	729 - 700 (72-70%)
B	869 - 830 pts. (86-83%)	D	699 - 600 (69-60%)
B-	829 - 800 pts. (82-80%)	F	599 - 0 (59-0%)

Course Assignments and Due Dates:
(Please refer to the weekly calendar for reading assignments)

Assignment	Points	Assigned	Due Date
1. Reflection: What is the role of education in the 21st century?	25	Sept 11	Sept 18
2. Lesson Plan Template	25	Sept 18	Sept 25
3. Effective Handouts and Graphic Organizers	25	Sept 25	Oct 2
4. PowerPoint Lesson Plan	75	Oct 2	Oct 9
5. Prezi Lesson Plan	75	Oct 9	Oct 16
6. Presentation of you Lesson	50	Oct 2	Oct 16
7. Web 2.0 Lesson Plan	75	Oct 16	Oct 23
8. Project and Rubric	100	Oct 23	Oct 30
9. Website Creation	200	Oct 30	Nov 20
10. Classroom Newsletter	50	Nov 20	Dec 4
11. Educational Technology Philosophy Statement and Video	100	Sept 11	Dec 11
12. Digital Portfolio	100	Sept 11	Dec 11
13. Discussion leading and classroom citizenship	100	Weekly	Weekly

Key Terms:

- Educational technology
- 21st century skills
- Curriculum Standards
- Common Core
- Blooms taxonomy
- Gardner's Multiple Intelligences
- Lesson Plans

- Behavioral objectives
- Piaget
- Vygotsky
- Web 2.0
- Rubrics
- Media Literacy

Course Outline:

Module 1: What is Educational Technology? (Sept 4)

- *Activator:* "Churchill" and Living in exponential times
  - o [The world of the digital native](#)
  - o Today's educational ecosystem
- Getting to know you
- *Activity 1:* Teaching in exponential ways
  - o **Educational technology**
  - o **21st century skills**
  - o Examples from the field
- *Activity* 2: Starting your website. (www.weebly.com)
- Syllabus overview: Essential questions, objectives and course calendar
- *Activity 3*: How to access and catalog helpful resources
  - o [THE Journal](#)
  - o [Edutopia](#)
  - o [Free Technology for Teachers](#)
  - o [The Nerdy Teacher](#)
  - o [Ctrl Alt Teach](#)
  - o [Primary Tech](#)
- *HW* - Read and be ready to discuss: Kozma, R.B. (2009). [21st Century Skills, Education & Competitiveness.](#) Partnership for 21st Century Skills

II. Planning

Module 2: What do you teach? (Sept 11)

- *Activators*: "Disneyland"
- Discussion: What are 21st century skills?
  - o [Changing Paradigms](#)
- What are **curriculum standards** and how do you read them?
- The **Common Core**
- **Blooms taxonomy:** Aiming your lessons at the right level.
- *Activity 1*: Gathering Resources
  - o Access and download the [Massachusetts State Frameworks](#) for your content area(s).
  - o Access and download the National Educational Technology [Standards for Students](#) and [Student Profiles](#)
- *Activity 2*: Using Web 2.0 to create student profile
- *Summarizer:* Posting and presentation of the profiles
- *HW*:
  - o Assignment 1- What is the role of education in the 21st century?
  - o Read and be ready to apply *[How to Write and Lesson Plan](#)* and *[Instructional Objectives](#)*

Module 3: How can technology help you create lesson plans? (Sept 18)
- *Activator*: The unprepared teacher
- The lesson plans objectives are clear and measurable
- *Activity 1:* Practice writing behavioral objectives
- *Student Discussion-* Ramsay Musallam: 3 rules to spark learning
- *Activity 2*: Assignment 2 - How to create a lesson plan template you can use.
- Summarizer: Make a sample lesson plan
- *HW:*
  - o Complete Assignment 2
  - o Find and review a web resource.

III. Instructing and assessing
Module 4: How can technology help you create quality materials? (Sept 25)
- *Activator:* Overcoming functional fixedness
- Inventive uses for word processor and spreadsheets applications in the classroom
- *Student Discussion*: Ken Robinson: How schools kill creativity
- *Activity:* Assignment 3 - Making effective handouts and graphic organizers
- *Summarizer:* Is it interactive and helpful?
- *HW:*
  - o Complete Assignment 3
  - o Read and be ready to use
    - ▪ Eves, R L, & Davis, L E (May-June 2008). Death by PowerPoint?(POINT OF VIEW). *Journal of College Science Teaching.*
    - ▪ Lewis, P (2008). *PowerPoint Magic*. New York: ISTE.

Module 5 Part 1: How can you create engaging presentations? (Oct 2)
- *Activator:* Death by PowerPoint
- PowerPoint dos and don'ts
- *Activity:* Assignment 4: Using PowerPoint to create effective presentations
- *Student Discussion:* Eli Pariser: Beware online "filter bubbles"
- *Summarizer:* Will this engage your students?
- *HW:* Complete Assignment 4

Module 5 Part 2: How can you create engaging presentations? Part 2: (Oct 9)
- *Student Discussion:* Alison Gopnik: What do babies think?
- Designing with **Piaget and Vygotsky** in mind
- *Activator:* What is Prezi and Prezi Ice Cream
- How to use Prezi
- *Activity:* Assignment 5: Using Prezi to create effective presentations
- *Summarizer:* Compare and contrast PowerPoint and Prezi
- *HW:*
  - o Complete Assignment 5
  - o Prepare for your presentation

o   Read and be ready to discuss: Solomon, G, & Schrum, L (2007). [Web 2.0: New Tools, New Schools](#).New York: ISTE. and [Save the World with Web 2.0](#)

Module 6: How can you help your students create with Web 2.0 tools? (Oct 16)

- Assignment 6: Lesson Plan Presentations
- *Student Discussion:* [Creative Confidence](#) by David Kelley and **Web 2.0** articles
- Web 2.0 Definition and Examples
- *Activity 1:* Find and present a useful Web 2.0 tool to the class.
- *Activity 2:* Assignment 7 - Web 2.0 Lesson Plan
- *Summarizer*: What are they creating?
- *HW:* Complete Assignment 7

Module 7: How can technology help you better assess your students? (Oct 23)

- Assignment 6: Lesson Plan Presentations
- *Student Discussion:* [John Hunter: Teaching with the World Peace Game](#)
- *Activator*: What is art?
- **Rubric Writing**
- Activity 1: Assignment 8 - Project and Rubric
- Activity 2: Grade books: District Software and Do-It-Yourself Jobs
- *Summarizer:* Course objectives
- *HW:* Assignment 8 - Project and Rubric

IV. Communicating

Module 8 Part 1: How do you best design a classroom website? (Oct 30)

- *Activator:* Bunker
- Concerns and Providers
- Construction: HTML or WYSIWYG
- Effective Website layout
- *Student Discussion:* [Rita Pierson: Every kid needs a champion](#)
- *Activity:* Assignment 9 - Website Creation
- *Summarizer:* Why are you doing this?
- *HW:* Work on your website

Module 8 Part 2: How do you best design a classroom website? (Nov 6)

- *Student Discussion*: [Angela Lee Duckworth: The key to success? Grit](#)
- *Activity: Assignment 9 – Website Creation*
- Website gallery tour
- *Summarizer:* Why are you doing this?
- *HW:*
    o   Work on your website
    o   Read and be ready to discuss: MacBride, R., & Luehmann, A. L. (May 2008). [Capitalizing on emerging technologies: a case study of classroom blogging](#).(Case study). School Science and Mathematics,

Module 9: How can you use social media? (Nov 13)
- *Activator:* Anagram Fun
- *Student Discussion:* Blogging reading and Clay Shirky: How social media can make history
- *Activity 1:* Find and present an exemplary teacher use of a blog or a social network
- PDF and copyright issues
- *Activity 2:* Assignment 9 - Website Creation
- *Summarizer:* Review the website rubric
- *HW:*
  - Complete Assignment 9 - Website Creation
  - Read and be ready to discuss:
    - Stevens, B A, & Tollafield, A. (March 2003). CLASSROOM PRACTICE: Creating Comfortable and Productive Parent/Teacher Conferences. *Phi Delta Kappan*
    - Demski, J. (April 2009). Facebook training wheels: a secured social networking site allows schools to incorporate the technology into academics while preparing students for the perils of online communities.(Web 2.0). T H E Journal (Technological Horizons In Education),
    - Fingal, D. (May 2009). Should your students be your 'friends'?(BLOGGERS beat). Learning & Leading with Technology.

Module 10: How can you facilitate communication with parents? (Nov 20)
- *Student Discussion:* Social media articles and Shane Koyczan: To This Day ... for the bullied and beautiful
- A call to **media literacy**
- *Activity 1*: Website gallery tour
- *Activity 2*: Digital Portfolio
- *Activity 3:* Assignment 10- Newsletter
- *Summarizer:* How can you use this?
- *HW*
  - Complete Assignment 10

Module 11: How can you use video to communicate? (Dec 4)
- Activator: Hello!
- *Student Discussion:* Salman Khan: Let's use video to reinvent education
- Video editing options
- *Activity*: Assignment 11 – Ed Tech Philosophy Statement and Video
- HW - Complete your video, written philosophy statement and digital portfolio

V. Reflecting

Module 12: What does it mean to be a teacher in the 21st century (Dec 11)
- *Activator:* Presentation of Videos
- Student Discussion: <u>This Is Water</u>
- *Activity:* Final Exam - Wordle creation and presentations
- *Summarizer:* Course in a sentence

Assignment 1: What is the role of education in the 21st century?

Rationale:
Our first two modules were about the role of education in the 21st century. Your thoughts and reactions to this central question are important and interesting.

Directions:
I would like you to describe how you envision the role of technology within a kindergarten, elementary, middle school, or secondary education classroom (Please indicate your intended grade level and content area). Your reflection should address the following questions.

1. **What is the state of today's technology and how is it affecting your students?**
2. **How can you use technology to be a better teacher?**
3. **How can your students use technology to be better students?**

Throughout the course you should keep these questions in the back of your mind as we analyze the role of technology in the 21st century classroom and as you work on assignments to that end.

Formatting:
It should be typed and between 2 and 3 pages.

Score Guide: 25 points
   1. Initial Draft
         - Fully addresses all of the issues listed above   20pts.
         - Mechanics   5 pts.
                                                                    25pts.

Assignement 2:
Lesson Plan Template

Rationale:
The longer you've done something the more automatic it becomes. Ask yourself, how often do you drive somewhere, arrive at your destination and then think, **"I have no recollection of actually getting here."** You may think something like, "I remember what I was talking about, or which song I was listening to, but I don't even know how many red lights I hit, or if I stopped for them at all." Now, compare this to the first few times you were white-knuckled and nervous behind the wheel and you will see that with more practice comes automation. Thus, you will hear many veteran teachers admit they don't do formal lesson plans and yes**,** while they might still be successful in omitting this crucial step, they've probably also taught that same lesson a few hundred times. Good teaching requires excellent planning and administrators know this. When it comes time for your all important first-year observations, administrators are going to be looking for a well crafted lesson plan. Our job in Ed Tech is to find a way to ensure that the creation of a formal daily lesson plan is as streamlined as possible.

Directions:
You are to create a Template in Microsoft Word which you will use as the starting point for all of your lesson plans from here on out. You must include places to insert information for the 10 core elements of a lesson plan:[1] Please note, this cannot just be a list.

1. Rationale/Lesson Overview

2. **Massachusetts Frameworks – Learning Standards, Concepts and Skills taught and assessed** (*www.doe.mass.edu/frameworks/current.html)*
   a. *Strand (as appropriate)
   b. *Standard (as appropriate)
   c. *Concepts and Skills

3. Goals - These are directly related to State Standards. They are often broad "generalizations" or "big ideas" you want your students to experience.

4. Objectives - These are your learning Goal(s) broken down into intermediate, measurable tasks. They explain what students will know and be able to do as a result of this lesson. Objectives must be MEASURABLE *NOT* simply a restatement of class activities.

5. Resources, Materials and Equipment

6. Lesson Procedure (This will be your biggest section)
   a. *Introduction
   b. *Guided Practice
   c. *Independent Practice
   d. *Follow-up

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[1] Created in collaboration with Melinda Galusha

7. Assessment

8. Extension / Homework / Follow-up

9. Modification/Accommodations/Adaptations for Special Education and ELL Students

10. Teacher Reflections

Score Guide: 25 points

- Inclusion of the 10 core elements of a lesson plan   5 pts.
- Maximum automation for everyday use   10pts.
- Clear layout for both teacher and administrator   <u>10pts.</u>
                                                                                 25pts.

Assignment 3:
Effective Handouts and Graphic Organizers

Rationale:
Publisher materials are, for the most part, woefully inadequate. While there certainly are hidden gems here and there, most of the worksheets you'll get from your class textbooks will be painfully specific or just painfully silly. You will most likely find yourself writing your curriculum form scratch. Effective handouts are a necessary component of any good classroom as they provide numerous opportunities to guide teacher-talk, weave literacy into the content area, facilitate group work, and graphically represent difficult ideas.

Directions:
You are to create two handouts. The first will be a two-page interactive handout using Microsoft Word. It must serve to facilitate an activity within a lesson and should be tied to appropriate Massachusetts State Standards/Benchmarks. The second must be a graphic organizer of a difficult topic from the Massachusetts State Standards/Benchmarks. Upon submission, you must indicate which standard/benchmark(s) are being addressed.

Score Guide: 25 points
- Handouts are creative, sequential and visually appealing   15 pts.
- Lesson plan provides appropriate and measurable objectives   4 pts.
- Handouts provide learners with an interactive learning experience   3 pts.
- Handouts appropriately addresses a relevant standard/benchmark   3 pts.
                                                                                            25pts.

Assignment 4, 5 and 6:
Presentation Lesson Plans

Rationale:
Presentation software is quickly becoming the slide projector of our generation. To some teachers, making a PowerPoint, throwing in a few crazy animations or annoying sounds, and then forcing the students to furiously transcribe notes constitutes as a lesson. They are sadly mistaken. PowerPoint, like sushi, is wonderful when it's fresh and downright scary when it's not.

Directions:
You are to create a lesson plan that uses PowerPoint and another lesson plan that uses Prezi. You are to write up a formal lesson plan for each showing where in the scope of the lesson this activity should occur. They should, as always, be tied to appropriate Massachusetts State Standards/Benchmarks. Each presentation must justify its existence; this can be achieved through the use of pictures, graphic organizers, animation for a purpose, embedded video etc. The activity must provide for an interactive learning experience that was enhanced by your use of technology. Your lesson plan must clearly indicate how you will illicit student interaction during the activity. PLEASE NOTE THAT YOU MUST PRESENT THIS OR YOUR PREZI TO THE CLASS AS IF WE WERE YOUR STUDENTS. You must have a handout to accompany this activity.

Score Guide: 75 points
- Presentation is creative, well-formatted, and justifies its existence   40 pts.
- The activity provides an interactive learning experience   20 pts.
- Lesson plan fully addresses the above directions   10 pts
- Lesson plan provides appropriate and measurable objectives   5   pts.

        75pts.

(See rubric below for presentation assessment.)

	Advanced	Proficient	Needs Improvement	
Frameworks / Objectives	Grade appropriate state benchmark(s) are identified and fully addressed	Grade appropriate state benchmark(s) are identified and addressed	Grade appropriate state benchmark(s) are identified and addressed	x 5 ___/15
Engaging	• Asks 4+ questions. • Has a well organized handout. • Positively interacts with students.	• Asks 1-3 questions. • Somewhat interacts with students.	• Does not ask any questions. • Interacts with chalkboard /computer more than students.	x 5 _____/15
Promotes Higher level thinking	Asks 3-4 questions that involve age appropriate critical thinking.	Asks 1-2 questions that involve age appropriate critical thinking.	Does not encourage students to think critically.	x 5 _____/15
Effective use of Technology	• Technology was essential to the activity. • Able to smoothly use technology	• Technology was appropriate. • Technology was used but not smoothly	• Technology was pointless. • Technology did not work nor did the student have a backup plan	x 5 ____/15
Time	10-15 minutes	7-10 minutes	0-7 minutes	x 5 ____/15

Assignment 7:
Web 2.0 Lesson Plan

Rationale:
Oh the computer lab . . . if you do it right it can be magical. Students will dig deeper and learn more because they are in the driver's seat.   You will see even the most apathetic children come alive and engage the material. But if you do it wrong . . . they'll invert the screen, spend the period searching for a picture of 50 Cent to put up as wallpaper, play a little Frogger and then skirt the firewall and update their Facebook page.

Directions:
You are to create a lesson plan incorporating the use of a Web 2.0 tool. It should, as always, be tied to appropriate Massachusetts State Standards/Benchmarks. The activity must focus on the student use of technology. Your lesson plan must clearly indicate your objectives for the period, how you will illicit student use of technology, and how students will be assessed. Handouts are required for this assignment

Score Guide: 75 points
- The lesson plans objectives are clear and measurable   10 pts.
- The use of the computer lab enhances the learning experience   25 pts.
- Handout(s) are clear and easy to follow   25 pts.
- The assessment of the activity is valid   10 pts.
- The activity provides an interactive learning experience   5   pts.
                                                                          75pts.

Assignment 8:
Project and Rubric

Background:
"A rubric is an explicit summary of the criteria for assessing a particular piece of student work, plus levels of potential achievement for each criterion. Rubrics produce assessments that are far more detailed than a single, holistic grade. Instead of concluding that this was a "B- paper," the rubric-based assessment notes the level of achievement for each of the criteria (e.g., use of evidence, coherence of argument, ...) Rubrics are also popular because, if students see the rubric when they receive the assignment, they have a more clear idea of what the instructor expects." (Walvoord, 2008)[2]

Rationale:
As I am sure you have encountered in your time at school, rubrics are all the craze. To a large extent, this is a very good trend. Students should never just be told this was a "B- paper", they should know exactly what kept it from that "A." This way they can work on those shortcomings and overcome them in future assignments. However, a good rubric is exceedingly difficult to create, rarely reaching perfection until you've given the assignment a few times and had a chance to revise it. Thankfully, there are some technological aids that exist to help you in your rubric creation.

Directions:
You are to craft a project for your class. The project must combine the student use of technology, skill instruction and content coverage. You are to then create your own rubric for this project. The rubric should:
- Breakdown the assignment into at least 4 categories of assessment
- Include four levels of proficiency
- Clearly state the criteria for each level of proficiency in each category
- In your email to me, establish your objectives and target curriculum standards.

Score Guide: 50 points
- Project meaningfully combines student use of technology, skill instruction and content coverage   50pts.
- The criteria necessary to score at each level of proficiency is clearly articulated and quantifiable differentiated from its neighbor.   30 pts.
- The directions and layout are clear and easy to follow   10   pts.
- The lesson plans objectives are clear and measurable   <u>10   pts.</u>
                                                                          100 pts.

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[2] Walvoord, B. Retrieved 8/12/08 from http://www.tltgroup.org/resources/flashlight/rubrics.htm.

Assignment 9:
Website Creation

Rationale:
A good website is priceless. Just like any respectable business has to have a website, so does any professional teacher. Students will go there first for questions about homework, missed work, due dates, reading assignments, and directions on projects. Parents will use it to monitor Johnny's homework, missed work, due dates, reading assignments, or directions on projects. Your hard work will result in less worried emails and better serviced students. A good website can expand learning beyond the classroom. Students can go there to discuss a reading, post encounters they had with the course material in the real world, or continue a class discussion that ended too early. Parents will peek in and see all of the wonderful things Johnny is learning and you'll get the satisfaction that your students are actually applying what they learn in your classes. Additionally, a good teacher website allows you to share (albeit copyright protected) your intellectual property with the rest of your profession. The more we share, the better we get.

Directions: You are to design a website that you will be able to use during your student teaching experience. Many schools do not provide any resources for teacher websites and refuse to host the sites on their servers for security reasons. It is up to you to find a provider and create your site. Your site must contain the following essential elements:
1. Daily listing of what content you are covering in class.
2. Homework assignments and important due dates
3. A place to download major projects
4. About you section
5. Essential links to other helpful resources
6. A tool to extend learning outside the classroom such as a blog or social network.

(See rubric below for assessment.)

Website RUBRIC

	Advanced 4	Proficient 3	Needs Improvement 2	Failed 1	Student Score
Essential elements of a classroom website	• Each of the five elements are present, each provides thorough content for the subject at hand, and the student included a wow-factor.	• Each of the five elements are present and all but 2 provide thorough content for the subject at hand	• Each of the five elements are present but 3 fail to provide thorough content for the subject at hand	• At least one of the five elements are missing and/or more than 4 fail to provide the necessary content for the subject at hand	x16 _____
Classroom Extension Tool	• A classroom extension tool is present • Detailed explanation of how it will be used is given • At least 3 examples are included	• A classroom extension tool is present • Explanation of how it will be used is given • At least 2 examples are included	• A classroom extension tool is present • Cursory explanation of how it will be used is given • At least 1 example is included	• No classroom extension tool is present	x13 _____
Design	• The graphic design is of superior quality without being unprofessional or distracting from the content.	• The website is graphically pleasing without being unprofessional or distracting from the content	• Overall the website is graphically pleasing but at times it is unprofessional or distracting from the content	• The website's design is unprofessional or it distracts from the content	x12 _____
Navigation	• The website is easy to navigate using a toolbar or frames, the homepage is always accessible, and links are clearly marked as such.	• The website is easy to navigate, the homepage is always accessible, and links are clearly marked as such.	• At time it is difficult to find one's way around the website or the home page is not always accessible.	• It was a train wreck and I want to go home.	x9 _____

Student Score

/ 200

Assignment 10:
Newsletter

Rationale:
An informed parent is a happy parent. The more you can keep your parents aware of what is going on in your classroom, the more they will work as your allies and not your enemies. While email contact is making this a lot easier, many parents still do not have internet access. A well crafted newsletter that you send out both via email and as a hard copy can work to create those necessary allies.

Directions: You are to design the template of a one-page newsletter that you will be able to use when you student teach. You may use Microsoft Word or Publisher. You must then make up a mock 1st edition of that newsletter. Your newsletter should contain the following items.

1. An overview of your upcoming units – see your frameworks to make this as real as possible.
2. An overview of upcoming major project. (Use assignment 8)
3. A statement about your classroom/academic expectations
4. About you section

Score Guide: 50 points

• The layout is graphically appealing and easy to read	15 pts
• Each of the required elements is present	15 pts.
• Content is useful for parents	15 pts.
• Mechanics	5 pts.
	50 pts.

Assignment 11:
Educational Technology Philosophy Statement and Video

Rationale:
While the interview process differs from district-to-district, it usually involves a panel of 3-4 educators with a series of questions ranging from your thoughts on curriculum and assessment to how you plan to manage a classroom or communicate with disgruntled parents. One of the topics that may likely come up will be your views on**,** and abilities with**,** using technology in the classroom.

Directions:
I would like you to describe how you envision the role of technology within a kindergarten, elementary, middle school, or secondary education classroom (Please indicate your intended grade level and content area). Your paper should address the following questions.

1. **What is the state of today's technology and how is it affecting your students?**
2. **How can you use technology to be a better teacher?**
3. **How can your students use technology to be better students?**

You will also make a video interpretation of your thoughts on these questions.

Formatting:

This is to be a formal written statement adhering to APA guidelines. It should be between 3 and 4 pages. Your video should be a professional, thought-provoking video of 1 to 2 minutes.

Score Guide: 50 points
    11. Final Draft
        ▪ Fully address all of the issues listed above showing evidence of integration of the course content and discussions into a cogent statement on the role of technology in the classroom   40pts.
        ▪ Mechanics   10pts.
        ▪ Video   <u>50 pts</u>
                                                100pts.

Educational Technology
Digital Portfolio

Portfolios are collections of work representing performance. Portfolios in classrooms today are derived from the visual and performing arts tradition in which they serve to showcase artists' accomplishments. While portfolios can take many different forms, for this class your portfolio will be showcased in a digital format. In addition to receiving grades for assignments on their due dates, your portfolio will be submitted in its entirety near the end of the class and you will receive a grade of 100 points for the finished product, 50 of which will be the inclusion of each of our eleven assignments and 50 of which will be for the page itself.

- Video (must be embedded)
- Resume
- Educational Technology Philosophy Statement
- Lesson Plan Template
- Effective Handout and Graphic Organizer
- PowerPoint and Lesson Plan
- Prezi and Lesson Plan
- Web 2.0 Lesson Plan
- Project and Rubric
- Website Creation
- Classroom Newsletter

Score Guide:
- All eleven elements are present in their entirety   50   pts.
- Digital Portfolio page, is highly professional and is easy to navigate   50   pts.
                                                                                                                    100 pts.

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