

ED 243 Educational Technology

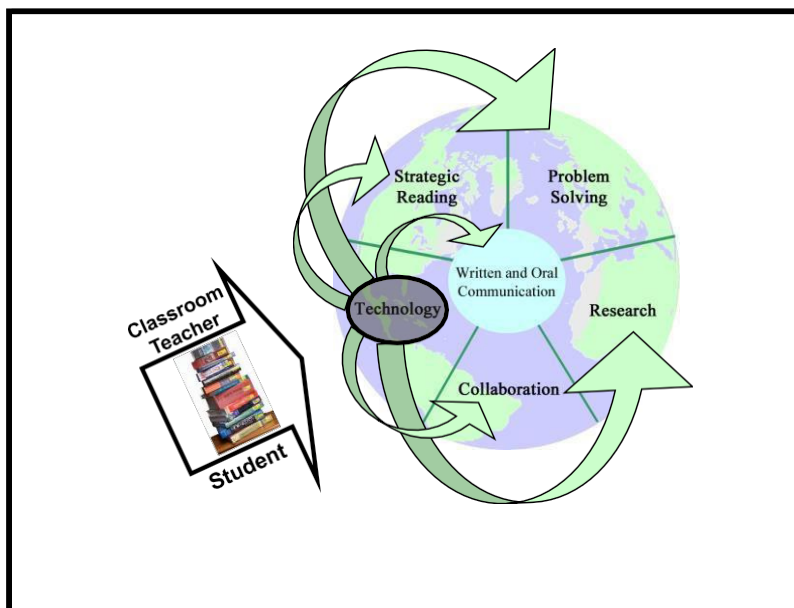
Fall 2019

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. What are 21st century skills and why should we teach them?**
- 3. How can you use technology to be a better teacher?**
- 4. 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

Guidelines for the Professional Standards for Teachers Addressed by Educational Technology ED243

(1) Curriculum, Planning, and Assessment standard: Promotes the learning and growth of all students by providing high quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an on-going basis, and continuously refining learning objectives.

	Introduction	Practice	Demonstrate
(a) Curriculum and Planning indicator: Knows the subject matter well, has a good grasp of child development and how students learn, and designs effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.		X	
(b) Assessment indicator: Uses a variety of informal and formal methods of assessment to measure student learning, growth, and understanding, develop differentiated and enhanced learning experiences, and improve		X	

(2) Teaching All Students standard: Promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.

	Introduction	Practice	Demonstrate
(a) Instruction indicator: Uses instructional practices that reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.		X	
(b) Learning Environment indicator: Creates and maintains a safe and collaborative learning environment that values diversity and motivates students to take academic risks, challenge themselves, and claim ownership of their learning.		X	
(c) Cultural Proficiency indicator: Actively creates and maintains an environment in which students' diverse backgrounds, identities, strengths, and challenges are respected.		X	
(d) Expectations indicator: Plans and implements lessons that set clear and high expectations and make knowledge accessible for all students.		X	
(e) Social and Emotional Learning Indicator: Employs a variety of strategies to assist students to develop social emotional-competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.		X	

(3) Family and Community Engagement standard: Promotes the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations.

	Introduction	Practice	Demonstrate
(a) Engagement indicator: Welcomes and encourages every family to become active participants in the classroom and school community.		X	
(b) Collaboration indicator: Collaborates with families and communities to create and implement strategies for supporting student learning and development both at home and at school.		X	
(c) Communication indicator: Engages in regular, two-way, and culturally proficient communication with families about student learning and performance.		X	

Course Policies:**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 professionalism and responsible use of technology in this classroom that will be expected of them in the workplace.
- 2.** All assignments should be submitted to the instructor via email by the designated due date. Late assignments will result in a reduction of a student's professionalism score. No assignments will be accepted later than 3 days after our last class.
- 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 – Your grade will be determined as a percentage of the total available points in the course.

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 21 st century?	25	9/12	9/19
2. Lesson Plan Template	25	9/19	9/26
3. Classroom Newsletter Template	25	9/19	9/26
4. Effective Handouts and Graphic Organizers	25	9/26	10/3
5. PowerPoint Lesson Plan	75	10/3	10/10
6. Presentation of your activity	75	10/3	10/10
7. Digital Tool Lesson Plan	100	10/10	10/17
8. Rubric for Digital Tool	50	10/17	10/24
9. Assessment Data Analytics	50	10/24	10/31
10. Website Creation	200	10/31	11/21
11. Educational Technology Philosophy Statement and Video	100	9/5	12/12
12. Digital Portfolio	100	9/5	12/12
13. Professionalism (attendance, punctuality, use of technology in class, handing work in on time.)	100	Weekly	Weekly
14. PLC Discussions (evidence of thoughtful reading of the assigned articles, outside readings and participation in the discussion)	140 (10pts per class)	Weekly	Weekly

Key Terms:

- Professional Learning Community
- 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 5)

Activator: "Churchill" and Living in exponential times

- [The world of the digital native](#)
- Today's educational ecosystem

Getting to know you

Activity 1: Teaching in exponential ways

- **Educational technology**
- **21st century skills**
- [Technology as a tool](#)

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

- [Free Technology for Teachers](#)
- [The Nerdy Teacher](#)
- [THE Journal](#)
- [Edutopia](#)
- [Ctrl Alt Teach](#)
- [Primary Tech](#)

HW due next class - Read and be ready to discuss in our PLC:

1. Read an article about teachers using technology in the field. Submit an annotation on the article.
2. Kozma, R.B. (2009). [21st Century Skills, Education & Competitiveness](#). Partnership for 21st Century Skills
3. McCrea, Bridget. ["A Learning Transformation Guided by Teachers."](#) A Learning Transformation Guided by Teachers -- THE Journal. Transforming Education Through Technology, 9 Dec. 2015. Web. 29 Dec. 2015.

II. Planning

Module 2: What do you teach? (Sept 12)

Activator: "Disneyland"

PLC Discussion - What are 21st century skills? What lessons can we take from Surrey Schools?

- [Changing Paradigms](#)
- Kozma, R.B. (2009). [21st Century Skills, Education & Competitiveness](#). Partnership for 21st Century Skills
- McCrea, Bridget. ["A Learning Transformation Guided by Teachers."](#) A Learning Transformation Guided by Teachers -- THE Journal. Transforming Education Through Technology, 9 Dec. 2015. Web. 29 Dec. 2015.
- Student articles

What are **curriculum standards** and how do you read them?

The [Common Core](#)

- [Conservative stance on the Common Core](#)

Blooms taxonomy: Aiming your lessons at the right level.

Activity 1: Gathering Resources

- Access and download the [Massachusetts State Frameworks](#) for your content area(s).
- Access and download the National Educational Technology [Standards for Students](#) and [Student Profiles](#)

Activity 2: Introduction to G-Suite for Education to create profiles

Summarizer: Posting and presentation of the profiles

HW due next class:

- [Assignment 1-](#) What is the role of education in the 21st century?
- Read and be ready to discuss in our PLC [How to Write and Lesson Plan](#), [Instructional Objectives](#), and [Language Objectives](#)

Module 3: How can technology help you create lesson plans? (Sept 19)

Activator: The unprepared teacher

PLC Discussion: How do you plan for a class?

- Read and be ready to discuss in our PLC [How to Write and Lesson Plan](#), [Instructional Objectives](#), and [Language Objectives](#)
- [Ramsay Musallam: 3 rules to spark learning](#)

Writing Objectives

- Writing [behavioral objectives](#) that are observable and measurable
- Writing language objectives that are observable and measurable

Activity 1: Practice writing behavioral objectives

Activity 2: Assignment 2 - How to create a lesson plan template you can use. ([Sample](#))

Activity 3: Assignment 3 - How to create a newsletter template you can use.

Summarizer: Make a sample lesson plan

HW due next class:

- Complete Assignments 2 and 3
- Find and be ready to share a technology tool for use in the classroom. You may wish to consult [Free Technology for Teachers](#) or [THE Journal](#)

III. Instructing and assessing

Module 4: How can technology help you create quality materials? (Sept 26)

Activator: Overcoming functional fixedness

PLC - Tech Tool share and [Ken Robinson: How schools kill creativity](#)

Inventive uses for word processor and spreadsheets applications in the classroom

Activity: Assignment 4 - Making effective handouts and graphic organizers

Summarizer: Is it interactive and helpful?

HW due next class:

- Complete Assignment 4
- 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.
- Burmark, Lynell. "[3 Tips To Caffeinate Teacher and Student Presentations.](#)" 3 Tips To Caffeinate Teacher and Student Presentations -- THE Journal. Transforming Education Through Technology, 18 Apr. 2015. Web. 29 Dec. 2015.

Module 5: How can you create engaging presentations? (Oct 3)

Activator: [Death by PowerPoint](#)

PLC Discussion: [Eli Pariser: Beware online "filter bubbles"](#)

- Eves, R L, & Davis, L E (May-June 2008). [Death by PowerPoint?](#)(POINT OF VIEW). Journal of College Science Teaching.
- Burmark, Lynell. "[3 Tips To Caffeinate Teacher and Student Presentations.](#)" 3 Tips To Caffeinate Teacher and Student Presentations -- THE Journal. Transforming Education Through Technology, 18 Apr. 2015. Web. 29 Dec. 2015.

PowerPoint dos and don'ts

Designing with **Piaget and Vygotsky** in mind

Activity: Assignment 5 - Using PowerPoint to create effective presentations

Summarizer: Will this engage your students?

HW due for next class:

- Complete Assignments 5 and 6
- Prepare for your presentation

Module 6: How can you help your students create with Digital Tools: (Oct 10)

- Student Presentations
- Digital Tool Definition and Examples
- Activity: Find and be ready to share 3 Digital Tools from [The Best Web 2.0 Applications For Education](#)
- Activity: Assignment 7 – Digital Tool Lesson Plan

HW for next class: Present a useful Web 2.0 tool from [The Best Web 2.0 Applications For Education](#) and [Creative Confidence](#) by David Kelley

Be ready to discuss and use - Turner, Jennifer. "[Developing and Using Instructional Rubrics.](#)" *ERS Focus On* (2004): n. pag. *NEASC*. Educational Research Focus, 2004. Web.

Module 7 (Week 1) : How can technology help you better assess your students? (Oct 17)

PLC – Present a useful Web 2.0 tool from [The Best Web 2.0 Applications For Education](#) and [Creative Confidence](#) by David Kelley

Turner, Jennifer. "[Developing and Using Instructional Rubrics.](#)" *ERS Focus On* (2004): n. pag. *NEASC*. Educational Research Focus, 2004. Web.

Activator: What is art?

Activity 1: Assignment 8 – Digital Tool Rubric

Summarizer: What are they creating?

HW due next class:

- Complete Assignment 7 and 8- Web 2.0 Project and Rubric
- Be ready to discuss and use -

Module 7 (Week 2) : How can technology help you better assess your students?(Oct 24)

PLC Discussion [John Hunter: Teaching with the World Peace Game](#)

PLC – Present your project and rubric

Activity 1: Grade books: [District Software](#) and Google Classroom

Activity 2: Create Kahoot

Activity 3: Create Quiz on Google Forms

Activity 4: Assignment 9-Analyzing Student Assessment Data

Summarizer:

HW due next class:

- Complete Assignment 9- Data Analytics
- Read and be ready to use - Connell, Genia. "[Create an Impressive Class Website in Under an Hour.](#)" *Scholastic Teachers*. Scholastic, n.d. Web. 29 Dec. 2015.

IV. Communicating

Module 8 Week 1: How do you best design a classroom website?

(Oct 31)

Activator: [Bunker](#)

PLC Discussion Student Discussion: [Rita Pierson: Every kid needs a champion](#) and Connell, Genia. "[Create an Impressive Class Website in Under an Hour.](#)" Scholastic Teachers. Scholastic, n.d. Web. 29 Dec. 2015.

Concerns and Providers
Construction: HTML or WYSIWYG
Effective Website layout

Activity: Assignment 10 Website Creation
Summarizer: Why are you doing this?

HW: Work on your website

Module 8 Week 2: How do you best design a classroom website?

(Nov 7)

PLC Discussion [Angela Lee Duckworth: The key to success? Grit](#)

Activity: Assignment 10 – Website Creation

Website gallery tour

Summarizer: Why are you doing this?

HW:

- Work on your website
- Read and be ready to discuss:
- Jordan, Brandi. "[A Teacher's Guide to Using Social Media and the Internet.](#)" Really Good Stuff Blog (2012): n. pag. Reallygoodstuff.com. 2012. Web.
- Pearce, Nick, and Sarah Learmonth. "[Learning beyond the Classroom: Evaluating the Use of Pinterest in Learning and Teaching in an Introductory Anthropology Class.](#)" Journal of Interactive Media in Education JIME 2013.2 (2013): 12-22. Journal of Interactive Media in Education JIME. Web.
- Klopfer, Eric. "[Using the Technology of Today, In the Classroom Today.](#)" The Educational Arcade (2009): 1-23. [Http://education.mit.edu/](http://education.mit.edu/). Massachusetts Institute of Technology, 2009. Web.

Module 9: How can you use social media? (Nov 14)

Activator: Anagram Fun

PLC Discussion

- Jordan, Brandi. "[A Teacher's Guide to Using Social Media and the Internet](#)." Really Good Stuff Blog (2012): n. pag. Reallygoodstuff.com. 2012. Web.
- Pearce, Nick, and Sarah Learmonth. "[Learning beyond the Classroom: Evaluating the Use of Pinterest in Learning and Teaching in an Introductory Anthropology Class](#)." Journal of Interactive Media in Education JIME 2013.2 (2013): 12-22. Journal of Interactive Media in Education JIME. Web.
- Klopfer, Eric. "[Using the Technology of Today, In the Classroom Today](#)." The Educational Arcade (2009): 1-23. [Http://education.mit.edu/](http://education.mit.edu/). Massachusetts Institute of Technology, 2009. Web.

Activity 1: Find and present an exemplary teacher use of a blog or a social network: [Blogs](#), [Pinterest](#)

PDF and copyright issues

Activity 2: Assignment 10 - Website Creation

Summarizer: Review the website rubric

HW due for next class:

- Complete Assignment 10 - Website Creation (Rubric)

Module 10: How can you facilitate communication of assessments? (Nov 21)

- PLC Discussion [Shane Koyczan: To This Day ... for the bullied and beautiful](#)
- Activity 1: Website gallery tour
- Activity 2: Google Classroom
- Summarizer: How can you use this?

Module 11: How can you use video to communicate? (Dec 5)

- Activator: [Hello!](#)
- PLC Discussion [Salman Khan: Let's use video to reinvent education](#)
- Video editing options: [Animoto](#)
- 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 12)

- Activator: Presentation of Videos
- [This Is Water](#)
- 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. What are 21st century skills and why should we teach them?**
- 3. How can you use technology to be a better teacher?**
- 4. 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.

Assignment 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: 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. Content 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. Language Objectives - Language objectives are lesson objectives that specifically outline the type of language that students will need to learn and use in order to accomplish the goals of the lesson.
6. Resources, Materials and Equipment
7. Lesson Procedure (This will be your biggest section)
 - a. *Introduction
 - b. *Guided Practice
 - c. *Independent Practice
 - d. *Follow-up
8. Assessment
9. Extension / Homework / Follow-up
10. Modification/Accommodations/Adaptations for Special Education and ELL Students
11. Teacher Reflections

Score Guide: 25 points

- | | |
|--|---------------|
| • Inclusion of the 11 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: 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 an upcoming project.
3. A statement about your classroom/academic expectations
4. An 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 | <u>5 pts.</u> |
| | 50 pts. |

Assignment 4: 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 from 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. They must facilitate an activity within a lesson/HW activity and should be tied to appropriate Massachusetts State Standards/Benchmarks. Upon submission, you must indicate which standard/benchmark(s) are being addressed via your lesson plan.

Score Guide: 25 points

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

Assignment 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 as an 10-15 minute activity within that plan. You are to write up a formal lesson plan showing where in the scope of the lesson this activity should occur. Your lesson plan should, as always, be tied to appropriate Massachusetts State Standards/Benchmarks. The presentation must justify its existence; this can be achieved through the use of pictures, graphic organizers, animation for a purpose, embedded video etc. It must also use hyperlinks. 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 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 creatively uses the tech | 40 pts. |
| • The activity provides an interactive learning experience using hyperlinks | 20 pts. |
| • Lesson plan fully addresses the above directions | 10 pts |
| • Lesson plan provides appropriate and measurable objectives | <u>5 pts.</u> |
| | 75pts. |

(See rubric below for presentation assessment.)

	Advanced	Proficient	Needs Improvement	
Frameworks	Grade appropriate state benchmark(s) are identified and fully addressed (5pts)	Grade appropriate state benchmark(s) are identified and addressed (3pts)	Grade appropriate state benchmark(s) are not identified or not addressed (0pts)	___/5
Objectives	A measurable objective is clearly identified and achieved during the course of the class. (10pts)	An objective is present and is mostly achieved however it was either not clear to the learners or not easily measured. (5pts)	An objective is not present or it is not achieved through the lesson's instructional activity. (0 pts)	___/10
Engaging	<ul style="list-style-type: none"> Asks 4+ questions. Has a well organized handout. Relates learning to real life. Positively interacts with students. 	<ul style="list-style-type: none"> Asks 1-3 questions. Somewhat interacts with students. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Technology was essential to the activity. Able to smoothly use technology 	<ul style="list-style-type: none"> Technology was appropriate. Technology was used but not smoothly 	<ul style="list-style-type: none"> 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: Digital Tool 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. The project must combine the student use of technology, skill instruction and content coverage.

Score Guide: 75 points

- Project meaningfully combines student use of technology, skill instruction and content coverage 25 pts.
 - The use of the digital tool gets students to create a product 25 pts.
 - Handout(s) are clear and easy to follow 25 pts.
 - The lesson plans objectives are clear and measurable 20 pts.
 - The activity provides an interactive learning experience 5 pts.
- 100pts.**

Assignment 8: Rubric for Digital Tool

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)¹

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 write the rubric for the Digital Tool Lesson. 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

- The criteria necessary to score at each level of proficiency is clearly articulated and quantifiable differentiated from its neighbor. 40 pts.
 - The directions and layout are clear and easy to follow 10 pts.
- 50 pts.**

¹ Walvoord, B. Retrieved 8/12/08 from <http://www.tltgroup.org/resources/flashlight/rubrics.htm>.

Assignment 10: 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	<ul style="list-style-type: none"> Each of the five elements are present, each provides thorough content for the subject at hand, and the student included a wow-factor. 	<ul style="list-style-type: none"> Each of the five elements are present and all but 2 provide thorough content for the subject at hand 	<ul style="list-style-type: none"> Each of the five elements are present but 3 fail to provide thorough content for the subject at hand 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> A classroom extension tool is present Detailed explanation of how it will be used is given At least 3 examples are included 	<ul style="list-style-type: none"> A classroom extension tool is present Explanation of how it will be used is given At least 2 examples are included 	<ul style="list-style-type: none"> A classroom extension tool is present Cursory explanation of how it will be used is given At least 1 example is included 	<ul style="list-style-type: none"> No classroom extension tool is present 	x13 _____
Design	<ul style="list-style-type: none"> The graphic design is of superior quality without being unprofessional or distracting from the content. 	<ul style="list-style-type: none"> The website is graphically pleasing without being unprofessional or distracting from the content 	<ul style="list-style-type: none"> Overall the website is graphically pleasing but at times it is unprofessional or distracting from the content 	<ul style="list-style-type: none"> The website's design is unprofessional or it distracts from the content 	x12 _
Navigation	<ul style="list-style-type: none"> The website is easy to navigate using a toolbar or frames, the homepage is always accessible, and links are clearly marked as such. 	<ul style="list-style-type: none"> The website is easy to navigate, the homepage is always accessible, and links are clearly marked as such. 	<ul style="list-style-type: none"> At time it is difficult to find one's way around the website or the home page is not always accessible. 	<ul style="list-style-type: none"> It was a train wreck and I want to go home. 	x9

Student Score

/ 200

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. What are 21st century skills and why should we teach them?**
- 3. How can you use technology to be a better teacher?**
- 4. 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

12. 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 50 pts
- 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
- Digital Tool
- 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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