

The College of Education and Behavioral Sciences
School of Education
Houston Baptist University
Course Syllabus

EDAD 5319, Internet Resource Management
Fall 2014

COURSE DESCRIPTION

Internet Resource Management is designed to allow participants to experience appropriate uses of technology as a learner, and thus better use technology in teaching and learning. The digital world can produce a management nightmare without the proper tools for resource management. The goal of this course is to provide a combination of hands-on and student-centered experiences that will assist in the management of Internet resources. These experiences will enable participants to search for information, share information, generate materials, and evaluate web-based instructional materials. Instructional strategies will focus on the acquisition, analysis, and synthesis of Internet resources that address appropriate educational needs.

COURSE SEQUENCE IN CURRICULUM AND PREREQUISITE INFORMATION

This course is required for a Master in Education degree with a specialization in Instructional Technology, and can be used as an elective for a Master in Education in Elementary Education, Curriculum and Instruction, Mid-Management, Counseling and Reading. Undergraduates may also take this course as an education upper level elective. The prerequisite course is EDUC 5306/4306 or permission of the instructor.

DATE AND TIME OF CLASS MEETINGS:

Mondays, 7:30 pm, ATWD2 201

INSTRUCTOR INFORMATION

Name: Dr. Alysa Cozart

E-mail: acozart@hbu.edu

Cell: 832-264-4248

Office Hours: Before and after class

LEARNING RESOURCES

Course Text(s): All readings for this course will be available electronically
<http://drcozarts16things.blogspot.com/>

RELATION TO THE PURPOSE STATEMENT OF THE UNIVERSITY

The mission of Houston Baptist University is to provide a learning experience that instills in students a passion for academic, spiritual, and professional excellence as a result of our central confession, "Jesus Christ is Lord."

In relation to the mission of the University, this course will help *sample: model and expect academic excellence from students in terms of content acquisition and development of communication skills. It will also help students connect faith, learning and professional*

practice, particularly as issues such as educational goals, curriculum, classroom management/discipline, character development and professional ethics are explored.

RELATION TO THE GOALS AND PURPOSES OF THE COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

The mission of the College of Education and Behavioral Sciences is to prepare students to be effective citizens and professional educators, administrators, counselors, and researchers who reflect Christ in their work and service.

To accomplish this mission, we will provide students with the following:

- the courses and mentoring necessary for a solid pedagogical grounding in their discipline;
- essential learning experiences that will provide opportunities to develop knowledge, skills and wisdom; and
- an understanding of their Christian mission and calling to influence individuals and the larger society.

RELATION TO THE DEPARTMENTAL GOALS AND PURPOSES DEPARTMENT OF CURRICULUM AND INSTRUCTION

The mission of the Department of Curriculum and Instruction is to assist in the development of knowledgeable and effective teachers so they may realize their fullest potential in service to God and humanity.

To accomplish this mission, we will provide students with the following:

- courses containing essential concepts and teaching strategies that reflect sound theories and research-based instructional practices as well as in depth content knowledge;
- courses designed to give students supported fieldwork experiences in local schools allowing them to put theory into practice;
- coursework and fieldwork designed to address the complex challenges of an increasingly diverse and technological society; and
- an enriched educational experience that allows students to develop a sound philosophy of education that reflects Christian values and ethical principles.

COURSE LEARNING OBJECTIVES

Goals: Students of this course will design and construct a variety of teaching resources utilizing technological resources. They will learn about Internet safety and copyright rules and guidelines for the teaching profession and students. Students will demonstrate an understanding of social networking tools and explore many Web 2.0 tools.

Objectives: Students will be introduced to resources freely available on the Internet for use in classrooms. They will also review Internet safety and what it means to be a digital citizen.

Upon completion of this course the student will:

1. Identify Internet-related skills needed for information/communication literacy
2. Describe what is meant by the Digital Divide and identify ways to overcome these inequities
3. Develop tips and guidelines for student usage of Internet communication tools
4. Identify good search engines, explore search strategies
5. Be able to use email, chat, newsgroups, and listservs
6. Be able to use Web 2.0 tools for blogging, presentations, multimedia and other purposes
7. Have analyzed “Kid Friendly” web sites for age appropriateness and curriculum usage.
8. Create and maintain a learning blog

9. Identify key components in an acceptable use policy, and evaluate current acceptable use policy
10. Identify lesson resources found on the Internet and evaluate their effectiveness
11. Evaluate web resources for accuracy, currency, and usefulness
12. Produce a problem-based online unit (Webquest)
13. Identify and use a variety of online collaboration tools

SCHOOL OF EDUCATION REQUIREMENTS RELATED TO STATE AND NATIONAL STANDARDS

- The course learning objectives acquired through the experiences in this course support-state and national standards including the TEA Standards for Pedagogy and Professional Responsibilities, the International Dyslexia Association (IDA) Standards for Reading, and Requirements of the Texas Administrative Code 9 (TAC §228.30) and H.B.2012.
- Appropriate grade level TEA guidelines and TEKS are also included as part of this course.
- A matrix at the end of this document indicates the TAC §228.30 and H.B.2012 requirements addressed
- A list of specific TExES competencies and International Dyslexia Association (IDA) Reading Standards for this course is presented below.

TExES Competencies

The following Master Technology Teacher Competencies are addressed in part or in full in this course:

MTT PROFICIENCIES

Standard I. The Master Technology Teacher effectively models and applies classroom teaching methodology and curriculum models that promote active student learning through the integration of technology and addresses the varied learning needs of all students.

- 1.3s develop and/or use formal and informal assessments to evaluate students' technology proficiencies;
- 1.4s select and use appropriate research-based strategies to address the varied technology needs of educators and students;
- 1.5s identify and adapt appropriate technology tools for specific instructional needs;
- 1.6s apply current research on teaching and learning with technology when planning and designing effective learning experiences and environments;
- 1.7s facilitate the design and implementation of developmentally appropriate learning experiences that use technology-enhanced instructional strategies to support the diverse needs of all students;
- 1.8s facilitate the integration of instructional technology tools on a consistent basis across the curriculum;
- 1.10s create classroom environments that effectively integrate technology1.13s demonstrate continual growth in technology, knowledge, and skills to stay abreast of current and emerging technologies.
- 1.12s model and apply effective classroom management strategies in a technology enhanced environment

Standard II. The Master Technology Teacher selects and administers appropriate technology-related assessments on an ongoing basis and uses the results to design and improve instruction.

- 2.1s facilitate the evaluation of students' knowledge and skills using technology-related assessment methods (e.g., projects, portfolios, performance-based) where appropriate;
- 2.2s facilitate educators' appropriate assessment of technology-enriched instruction;
- 2.3s facilitate ongoing educator and student self-assessment in the use of technology, including both process and product; and
- 2.4s use appropriate quantitative and qualitative assessments before, during, and after instruction to guide instruction and monitor progress.

Standard III. The Master Technology Teacher applies knowledge of digital learning competencies including Internet research, graphics, animation, Web site mastering, and video technology.

- 3.1s demonstrate the knowledge of technology terminology and concepts, and demonstrate proficient use of input and output devices when using selected digital technologies (e.g., text, graphics, animation, video, sound, Internet applications);
- 3.2s identify, create, use, and exchange digital file formats (e.g., text, image, video, audio) between applications and/or platforms;
- 3.3s model ethical use of and respect for intellectual property and understand copyright, fair use, patent, and trademarks when using, manipulating, and editing electronic media;
- 3.4s make decisions regarding the selection, acquisition, and use of productivity and authoring software, taking into consideration its quality, appropriateness, effectiveness, and efficiency;
- 3.5s apply design concepts to assist students and educators in the creation of products;
- 3.6s facilitate the use of integrated technologies in foundation and enrichment curricular content;
- 3.7s facilitate the use of appropriate digital and analog video and audio systems, software applications, and hardware for a designated task;
- 3.8s facilitate the preproduction, production, distribution, and use of student and educator media products,
- 3.9s plan and design activities and products that are accessible to diverse audiences (e.g., visually impaired, hearing impaired, learning disabled); and
- 3.10s use strategies to navigate, access, share, and store information across networks (e.g., intranet, Internet)

TOPICAL OUTLINE

A course agenda is included at the end of this syllabus. It includes the following topics:

1. The Internet and its Importance
2. Learning with Internet Resources/ Dr. Cozart's 16 Things
3. Internet safety/Tools for Sharing Resources
4. Evaluating Websites for Content and Design
5. Making your own Website for Personal or Professional use

6. Internet Collaborative/Communication Tools
7. Personal Inquiry Wiki
8. Constructing Content Area Web Projects
9. Integrating the Internet Into Inquiry-Based Projects
10. Primary source documents and virtual field trips
11. Working on Your Project- adding to E-portfolio
12. Book study presentation
13. Presenting Your Projects
14. Wrapping it up...planning for Final Exam

The content of this outline and the attached schedule are subject to change at the discretion of the professor.

TEACHING STRATEGIES

A variety of learning methods will be used including the following:

1. Reading, lecture, and discussion
2. Reflection (both oral and written)
3. Media presentations
4. Small group activities and simulations
5. Online class sessions (not to exceed 25% of class/fieldtrip/fieldwork online field experience journal, online diagnostic quizzes and online blogs)
6. Individual conferences (as needed)

ASSESSMENT OF LEARNING

Course Requirements. See the agenda at the end of this syllabus for due dates.

Assignment ¹	Learning Objective(s)	Standards ²	Point Value
<i>Web 2.0 Learning Blog & Cozart's 16 Things</i>	<i>1-10</i>	1.4, 1.5, 1.6, 1.7, 1.8, 2.3,3.1, 3.2, 3.3, 3.4, 3.5, 3.7, 3.9, 3.10	<i>150 pts.</i>
<i>Personal webpage or Personal wiki</i>	<i>10-12</i>	3.3, 3.4, 3.5, 3.6,	<i>50 pts.</i>
<i>WebQuest Interdisciplinary teaching tool</i>	<i>6, 10, 12</i>	<i>1.3, 1.4,4.5,4.6, 1.7, 1.10,2.1, 2.4,3.1,3.5,3.9</i>	<i>100 pts.</i>
<i>Book Study</i>	<i>1, 2</i>	1.13, 2.1	<i>50 pts.</i>
<i>Online/Class Participation</i>			<i>80 pts.</i>
<i>Student Professional Portfolio</i>	<i>6, 8, 10, 12, 13</i>	Standards I, II and III	<i>20 pts.</i>
<i>Final Exam</i>	<i>1-13</i>	Standards I, II and III	<i>50 pts.</i>
<i>Total Points</i>			<i>500 pts.</i>

¹ Descriptions and rubrics for assignments are included at the end of this document.

² These assignment/activities develop and/or assess state and national standards including TExES competencies, IDA reading standards, TEKS and/or ISTE standards (listed previously)

Grading Standards

HBU Graduate School Grading Scale:

94 -100=**A**; 90-93=**A-**; 87-89=**B+**; 83-86=**B**; 80-82=**B-**; 77-79=**C+**; 73-76=**C**;
70-72=**C-**; 69 and below=**F**

Student Evaluation of Faculty and Course

Students will complete faculty appraisal forms as regularly administered by the University.

CLASS POLICIES

ATTENDANCE: Absence and Tardy Policies . In the College of Education and Behavioral Sciences, students must attend at least 75% of class sessions in order to receive a passing grade in the course. This means that if more 3 class sessions absences occur, the course grade will be “F” no matter what test and paper scores might be.

ACADEMIC ACCOMMODATIONS:

Students needing learning accommodations should inform the professor immediately and consult the Academic Accommodations section of the HBU Classroom Policy posted on Blackboard. Documentation of Difficulties If an education student fails to demonstrate an acceptable level of performance on one or more professional educator standards during any class or field experience, a form is filed in the Education Office (a PMID: Progress Monitoring & Intervention Documentation). If two such forms occur, a conference is held in which difficulties are identified and means for improvement are explored. [Sometimes specific interventions will be required.] A third form will result in a committee hearing to review difficulties and means for improvement and to determine conditions for continuance in the program. Professional standards include knowledge, skills and dispositions.

LATE WORK STATEMENT. Late work will be penalized. You should not miss any exams. If you are sick, you need to notify the professor in advance. The professor reserves the right to administer a different exam, deduct points for taking the exam late, and/or schedule the makeup for a later date. Missing an exam without giving prior notice will result in a zero for that test, with no makeup. *All assignments are expected to be completed in their entirety by the beginning of class on the date due, even if the student is not in class. Late work **will only be accepted** during the next class session (for half credit) unless there is proper documentation for illness or other emergency situations beyond the control of the student. No work will be accepted after the last day of class. Because online discussion postings are an important part of this course, no late postings will be accepted.*

Missed Tests. *All tests should be taken on the day and at the time when they are scheduled. Make-up tests will be given ONLY when the instructor is notified prior to the exam, and there is a documented excused reason for missing the exam. Legitimate reasons include documented illness, death in the family, etc. A make-up test will then be completed at a time mutually agreed upon by both the professor and student—as soon as possible after the exam date. Any unexcused absence on the test day will result in a grade of zero for the particular test with no opportunity for a make-up test.*

Use of Electronic Devices. *During class sessions, electronic devices are only to be used to support class activities. Other uses (texting, surfing the web, etc.) will result in the device not being allowed in the classroom.*

Students are required to read the University Classroom Policy addendum to this course syllabus that is included on Blackboard. In addition to the class policies listed here, it includes basic class policies that apply in all HBU classes.

PERSON RESPONSIBLE FOR DEVELOPING SYLLABUS

Dr. Alysa Cozart

July 4, 2014

Instructor's Signature

Date

**EDAD 5319 Internet Resource Management
TENTATIVE SCHEDULE**

Date	In Class Topics and Activities	Assignments
August 25	<ul style="list-style-type: none"> • The Internet and Its Importance • Web 2.0 and Higher Level Thinking • Introduction to Dr. Cozart's 16 Things 	<ul style="list-style-type: none"> • Internet Detective Tutorial and Discussion • Things 1-3 due Sept. 8
September 1 Labor Day	No Class Meeting	
Sept 8	<ul style="list-style-type: none"> • Debrief Internet Detective • Learning With Internet Resources 	<ul style="list-style-type: none"> • Be sure you have done Things 4, 5, and 6 by Sept 15
Sept. 15 <i>Online class</i>	<ul style="list-style-type: none"> • Internet Safety • Tools for Sharing Resources 	<ul style="list-style-type: none"> • Observe and post a comment on another classmate's blog • Complete Things 7 and 8 by Sept 22
Sept 22	<ul style="list-style-type: none"> • Tools for Sharing Resources • Evaluating Websites for Content and Design 	<ul style="list-style-type: none"> • Complete Thing 9 due Sept. 29 • Observe and post a comment on another classmate's blog • Discussion Board Posting
Sept 29	<ul style="list-style-type: none"> • Personal Website Hosting • Exploring Personal Inquiry Model 	<ul style="list-style-type: none"> • Complete Thing 10 and 11 due Oct. 6 • Design a plan for your own personal or professional website. • Observe and post a comment on another classmate's blog
October 6 <i>Online Class</i>	<ul style="list-style-type: none"> • Internet Collaborative/Communication Tools 	<ul style="list-style-type: none"> • Complete Thing 12 and 13 due Oct. 13 • Begin reading Book Study book
October 13	<ul style="list-style-type: none"> • Personal Inquiry Wiki – Using one of the information age inquiry models. 	<ul style="list-style-type: none"> • Complete Thing 14, 15, and 16 due Oct. 20 • Work on wiki/personal website
October 20	<ul style="list-style-type: none"> • Overview the concept of WebQuest • Webquests matrix 	<ul style="list-style-type: none"> • Plan the WebQuest • Students should evaluate 5 additional Webquests and begin to plan for their own.
October 27	<ul style="list-style-type: none"> • Wiki/personal webpage due • WebQuests and Web 2.0 • Continuing with WebQuests 	Work on content for WebQuests

November 3 <i>Online class</i>	<ul style="list-style-type: none"> • Criteria and Forms on Webquest • Explore Primary Source websites and virtual tours and post to Bb discussion area. 	Continue work for WebQuests, Finalize Book Study Papers
November 10	<ul style="list-style-type: none"> • Book Study Papers Due • Finalize your Webquest • Add Your Project to your E-portfolio • Also add Learning Blog and Personal Website 	Students plan collaboratively for book study presentation
November 17	<ul style="list-style-type: none"> • Book Study Presentations 	
November 24 <i>Online class</i>	<ul style="list-style-type: none"> • “Presenting Your Projects” • Students present WebQuests <p>We will meet during class time via Blackboard Collaborate to present projects.</p>	
December 1	Complete any presentations Distribute Take Home Final Exam	
Week of December 8	Final Exam	

COURSE ACKNOWLEDGEMENTS

Syllabus Statement

I am aware of all topics described in the course syllabus. These include, but are not limited to the following:

- course description; course sequence in the curriculum and prerequisite information;
- instructor information and learning resources;
- relation to the mission of the University and to the goals and purposes of the College of Education and Behavioral Sciences;
- course learning objectives;
- state and national standards covered (TExES competencies, IDA standards, etc.);
- topical outline and learning strategies;;
- assessment for learning: requirements & grading standards;
- **HBU CLASS POLICIES: -the University document posted on Blackboard;**
- additional policies for this class: attendance, late work, missed tests and electronic devices;
- the possibility of changes to the syllabus. [The content of this syllabus and the attached agenda are subject to change at the discretion of the professor.]

Professional Integrity Statement

To maintain and uphold the highest level of professional integrity and honesty, cheating and plagiarizing are not allowed. . If a student cheats and/or plagiarizes, then the student will receive a “0” for the assignment and/or fail the course

Cheating is a catch-all term for not doing your own work. Any attempt during a test to consult with notes or another person or to look at another’s test constitutes cheating. If answers are shared in any way, both students will receive the same penalty for cheating. Using stolen tests or “borrowed” tests (any test that is not readily available to all members of the class) to study for an exam is cheating. Within the broader view of cheating is the idea of using someone else’s work in place of your own. This is called plagiarism and is not allowed.

DO NOT:

- copy another person’s paper/project/work or part of that and turn it in as your own;
- copy a paper/project from the Internet and turn them in as your own;
- copy another paper/project (or cut and paste parts of Internet articles), make changes to it, and submit it as your own;
- include the work of others without documentation/reference (If seven or more words are taken directly from another source it must be quoted and referenced.);
- submit a paper/project or large parts of a paper/project you have done for another class at HBU or another institution to this class. (Always get a professor’s approval before using a prior work or topic from a different class.);
- have someone write parts or all of your paper/project/work
- share your work with others; and,
- change references or make up references.
- falsify fieldwork documentation

By signing this page, **I affirm** that I have read and understand the contents of this course **Syllabus Statement, the Professional Integrity Statement, and the University Class Policies.** I understand that at any time during the course, I may request clarification, if needed.

Printed Name

Signature

Date

[After reading the course syllabus and this page, please **print and sign** this form then turn it in to the professor.]

Course Correlation to Pedagogy and Professional Responsibilities and TAC §228.30*

PPR Standard	Curriculum Topic TAC §228.30	Essential Components: Additional Information	Learning Experiences, Products &/or Assessments
I, III	1. Reading Instruction : A variety of theories and methods appropriate for teaching these five essential components of reading instruction.	1. Text Structure (organization) 2. Vocabulary teaching strategies 3. Identifying the word (root, prefix, suffix) 4. Fluency basic teaching strategies 5. Comprehension (finding main idea, summarizing, supporting details, synthesizing/making connections, inferences, making generalizations)	
II, IV	2. Code of Ethics	Texas Educators' Code of Ethics TAC§ 247.2 Ethics videos: http://www.youtube.com/playlist?list=PLYCCyVaf2g1vuF3qlz1NjEWFEMtxaBMVC	
I, II, III	3. Child Development	A variety of theories for child development.	
I, II, III,	4. Motivation	A variety of theories & methods appropriate for teaching motivation.	
I, II, III	5. Learning Theories	A variety of learning theories	
I, III	6. TEKS Organization,	http://ritter.tea.state.tx.us/teks/http://www.tea.state.tx.us/ click on Testing/ Accountability, click on Texas Essential Knowledge and Skills for much more information.	
I, III	7. Content TEKS		
I, II, IV	8. State Assessment of Students & STAAR:Testing,	Requirements , responsibilities, scoring, analysis & use of results http://www.tea.state.tx.us/student.assessment/staar/	
I, II, III	9. Curriculum Development & Lesson Planning	A variety of theories & methods appropriate for teaching curriculum development & lesson planning.	
I, III	10. Classroom Assessment and Diagnosing Learning Needs	A variety of theories & methods appropriate for teaching formative assessment to diagnose learning needs & other types of classroom assessment.	
II, IV	11. Classroom Management	A variety of theories & methods appropriate for teaching classroom management.	
I, II, III, IV	12. Special Populations ELPS—English Language Proficiencies http://ritter.tea.state.tx.us/curriculum/biling/elp.html National Assoc. for Gifted Children Teacher Knowledge and Skills http://www.nagc.org/index2.aspx?id=1863 TEA website resources http://ritter.tea.state.tx.us/special.ed	A. ESL/ Bilingual /ELPS : Learning strategies , Listening ,Speaking , Reading & Writing	
		B. G/T: Learner characteristics and development , Instructional strategies, Socio-cultural influences & Identifying GT	
		C. Special Education: Acronyms/Terms , Modifications/ Accommodations,Inclusion, Parent Involvement , Discipline & Mental or emotion disorders including: characteristics of the most prevalent mental or emotional disorders among children, identification of mental or emotional disorders, effective strategies for teaching and intervening with students with mental or emotional disorders, including de-escalation techniques and positive behavioral interventions and support, and notice and referral to a parent or guardian of a student with a mental or emotional disorder so that the parent or guardian may take appropriate action such as seeking mental health services.	
III, IV	13. Parent Conferencing and Communication Skills	A variety of theories and methods appropriate for teaching communication skills & parent conferencing.	
I, III	14. Instructional Technology http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlevl.asp	SBEC Technology Standards for All Teachers 1. Tech terms, concepts, data input strategies and ethical practices to make informed decisions about tech app 2. Identify task requirements, apply search strategies, use tech to acquire, analyze, and evaluate a variety of information 3. Use technology to synthesize knowledge, create and modify solutions, and evaluate results 4. Communicate in different formats. 5. Plan, organize, deliver and evaluate instruction that uses technology, and technology TEKS for students.	
I, III, IV	15. Pedagogy/ Instructional Strategies	A variety of instructional strategies suitable for all classrooms & for specific subjects and content. http://olc.spsd.sk.ca/DE/PD/instr/index.html	
I, II, III, IV	16. Differentiated Instruction	A variety of instructional strategies suitable for differentiating instruction.	
IV	17. Certification Test Preparation (6 clock hrs required)	Testing study guides, standards, frameworks, competencies, practice tests www.texas.ets.org	
TAC §228.35 & H.B. 2012 Requirements			
I,	Dyslexia: Detection and education of students with dyslexia [TAC RULE §228.35 (4)]	1. Characteristics of dyslexia 2. Identification of dyslexia 3. Effective, multisensory strategies for teaching students with dyslexia Dyslexia Informational Power Point Dyslexia Handbook - English (PDF, 2.45 MB, outside source)	
IV	Legal & Employment Issues	Contract abandonment & the effect of supply & demand forces on the educator workforce in TX (including difficulty of getting jobs in the I 35 Corridor from Dallas/Ft Worth to San Antonio)	
	Status of HBU program	Pass rates & accreditation status	
IV	Teacher & principal evaluation PDAS: http://www4.esc13.net/pdas/	PDAS; the purpose & process, what is evaluated, what the evaluation instrument look like, how could you can appeal.: the PDAS Teacher Manual which is required to be given to all teachers.	
I,II,III,IV	Skills & Expectations of Educators	The skills that educators are required to possess, the responsibilities that educators are required to accept, and the high expectations for students in Texas	

**Dr. Cozart's 16 Things
Rubric**

Criteria for each element:

- Postings provide comprehensive insight, understanding, and reflective thought about the topic.
- Postings include evidence of exercise completed by a detailed narrative or effective supporting examples or links to relevant websites or documents that enhance the information presented.
- Postings are written in a style that is appealing and appropriate for the intended audience and a consistent voice is evident throughout.
- Postings are submitted on time.

Name:

Topics	Points	Comments
Thing 1: Learning Contract 10 Points		
Thing 2: Create Blog 10 points		
Thing 3: Working with Digital Photos. 10 Points		
Thing 4: Image Sharing Sites 10 points		
Thing 5: Image Mashups 10Points		
Thing 6: Image Generators 10 Points		
Thing 7: Wikis 10 Points		
Thing 8: Quizzes and Assessment Tools 10 Points		
Thing 9: Online Productivity Tools 10 Points		
Thing 10: Animation Tools 10 Points		
Thing 11: Presentation Tools 10 Points		
Thing 12 and 13: Discovering and Using YouTube 10 Points		
Thing 14: Podcasting and Social Bookmarking 10 Points		
Thing 15: Skype and Things like Skype 10 Points		
Thing 16: Final Evaluation 10 Points		
Total		

Additional Comments:

WebQuest Rubric

Criteria	Comments	Points Earned
TECHNICAL ASPECTS OF WEBQUEST (30%)		
Navigation (5 pts)		
Functional Links (5 pts)		
Page layout (5 pts)		
Graphics (5 pts)		
Colors (background and text) (5 pts)		
Scrolling (5 pts)		
CONTENT PORTION OF WEBQUEST (70%)		
Introduction <ul style="list-style-type: none"> • Interesting beginning • Graphic • Title 		
Task <ul style="list-style-type: none"> • Real world problem to solve 		
Process <ul style="list-style-type: none"> • Separate roles • Roles are interdependent • Clearly explained steps 		
Evaluation <ul style="list-style-type: none"> • Rubric for individual contribution • Rubric for group product 		
Teacher Page <ul style="list-style-type: none"> • Objectives are listed • Target Audience defined • Timelines • Resources • Suggested Modifications 		
Conclusion Page Is there a summary or wrap up statement?		
Reality/Fun Factor <ul style="list-style-type: none"> • Can students actually do this? • Is the task appealing? • Is it a realistic project? 		
Total		

Website/Wiki Rubric

Personal Website Creation

Criteria	Points Earned
Educational purpose clearly defined and followed on all pages of the site. (10 Points)	
Contains 4 related pages with working links around a central theme. (10 Points)	
Images are appropriate and correctly cited. (10 Points)	
Website design is easy to read and follow. (10 Points)	
There is at least one interactive component. (10 Points)	
Total	

Personal Wiki Project

Criteria	Points Earned
Identify a Virtual Information Inquiry format to search on an approved topic. (10 Points)	
Works through the format to research a topic. (10 Points)	
Finds New information related to inquiry. (10 Points)	
Information is easy to read and follow. (10 Points)	
Summarizes findings in Wiki. (10 Points)	
Total	

Book Study Rubric 2014

Criteria				Points Earned
Group Presentation	Worked together with the group assigned to the book to create an interactive stimulating presentation. 15 points	Worked together with the group assigned to the book to create an interactive presentation. 10 points	Worked together with the group. 5 points	
Paper – Book Summary (Completed individually)	There is a thorough three page summary of the important points of the book. 15 points	There is a three page summary of most of the important points of the book. 10 points	There is not enough summary included in the paper. 5 points	
Paper – Challenge (Completed individually)	The paper includes at least 3 different citations and references of authors who would disagree with book’s point of view. 10 points	The paper includes at least 3 different citations and references of authors who would disagree with book’s point of view. 7 points	The paper includes at least 3 different citations and references of authors who would disagree with book’s point of view. 5 points	
Paper – Reaction (Completed individually)	The paper includes at least one page of reflection that combines the book’s perspective and that of your challenge references. 10 points	The paper includes some reflection that combines the book’s perspective and that of your challenge references. 7 points	There is minimal reflection on the content of the book. 5 points	
Total				