Houston Baptist University

EDUC 4306 - Educational Applications of Technology

Course Information

- School of Education and Behavioral Sciences
- Fall 2014

Course Description

A broad spectrum of technology application is explored including the use of word processing, software evaluation, Internet use, multimedia, and telecommunications. Technology is used for communication, management, teaching, and learning. Researching the roll technology plays in digital natives of today and how that influences teaching and learning will be examined with special emphasis on how to change digital immigrant teacher's methodology and pedagogy. Students will also be exposed to and begin to demonstrate competencies related to the Master Technology Teacher Standards.

Course Sequence in Curriculum and Prerequisite Information:

This graduate course is an important component of all C&I MEd programs here at HBU. Additionally, the course is included in the Educational Diagnostician, Educational Administration and Reading Specialist certification plans. It should be taken early in your master's degree program as you learn some prerequisite skills for successful completion of the Med

Class Date and Meeting Location

- MWF 12-12:50, Atwood 2 203

Instructor Information

- **Name:** Dawn Wilson
- **E-mail:** dwilson@hbu.edu
- **Office Phone:**281.649.3078 (w) 281.782.4410 (M)
- **Physical Office Location:** Hinton 344
- **Virtual Office Hours:** MW 9-10 AM Sunday 4-6 PM
- **Twitter:** Follow me on Twitter @doctordkwilson
- All electronic correspondence with the instructor in on-line courses will be done through the university Learning Management System (BlackBoard).

Learning Resources

Course Text(s): Howland, Jonassen, & Marra (2012). *Meaningful Learning with Technology 4th Edition*. Pearson. (also available as eBook or for rental on CourseSmart). Print ISBN-10: 0132565587

Other required items include:

- Access to an Internet connection (high-speed ideal)
- An HBU e-mail account

Relation to the Mission 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 give students the skills, expertise and confidence they need to increase the use of technology. This integrated use should help them ask they strive for professional excellence, while also providing their students with critical 21st Century Skills.

The learning experiences in the courses throughout the School of Education Graduate Program support the Ten Pillars, especially, Pillar I (Build on the Classics), Pillar III (Embrace the Challenge of Christian Graduate Education), Pillar V (Increase our Cultural Impact through our faculty), Pillar VI (Renew our Campus, Renew our Community),and Pillar IX (Cultivate a Strong Global Focus).

Relation to the Goals and Purposes of the College Of Education and Behavioral Sciences

The mission of the School 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 both knowledge and wisdom; and
- And understanding of their Christian mission and calling to influence individuals and the larger society.

Relation to the Goals and Purposes of the Department Of Curriculum and Instruction

In relation to the stated goals and purposes of the School of Education and Behavioral Sciences, this course will enable students to gain wisdom and knowledge in the area of distance learning and all the current

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.

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

Course Objectives/Outcomes

1. Upon completion of this course, students should be able to:
2. Compare and contrast digital immigrants and digital natives and identify how modern technologies such as computers and video can be used to engage learners in order to make meaning of learning.
3. Identify and explore ways to upgrade current teachers technology skills
4. Compare and contrast professional development and coaching models.
5. Perform and integrate basic computer operations including copying and saving files, navigating the desktop, editing video, creating web based tools, and troubleshooting basic problems into instruction.
6. List, apply create an instructional tool on copyright (and fair use) guidelines as they use media for instructing students and create instructional tools for themselves.
7. Identify, evaluate and use different educational software available free on the Internet (Web 2.0 tools) for instructional purposes. Create an online hotlist with these tools for easier integration.
8. Identify, describe and apply technology that facilitates meaningful learning.
9. Use Internet technology as a means of gathering, processing, and planning for meaningful learning in a technology rich unit of instruction where assessments guide the instructional procedures.
10. Create an online electronic portfolio in order to reflect, showcase and demonstrate teaching proficiencies (and/or Master Technology Teacher Standards).
11. Examine, compare and contrast current literature involving the Digital Generation, Brain Research, and Current Educational Technology Trends
12. Examine teacher requirements related to assistive technology.
13. Collaborate electronically on a group book presentation and paper.

Foundational learning objectives, knowledge and skills required for all students seeking **initial teacher certification** are included in this course.

School of Education Requirements Related to TExES 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 Exam (PPR), he 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 TExES Pedagogy and Professional Responsibilities (PPR) Competencies and Technology Application Standards are addressed in part or in full in this course:

Domain I

Teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

> 001: The teacher understands human development processes and applies the knowledge to plan instruction and ongoing assessment that motivates students

> 003: The teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.

> 004: The teacher understands learning processes and factors that impact students learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.

Domain II

The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity and excellence.

> 005: The teacher knows how to establish a classroom climate that fosters learning, equity and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive.

Domain III

The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process and timely, high-quality feedback.

> 007: The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts

> 008: The teacher provides appropriate instruction that actively engages students in the learning process.

> 009: The teacher incorporates the effective use of technology to plan, organize, deliver and evaluate instruction for all students.

Technology Application (TA) Standards I-V

> *I.* All teachers use technology-related terms, concepts, data input strategies and ethical practices to make informed decisions about current technologies and their applications**.**
> *II.* All teachers identify task requirements, apply search strategies and use current technology to efficiently acquire, analyze and evaluate a variety of electronic information.

III. All teachers use task-appropriate tools to synthesize knowledge, create and modify solutions and evaluate results in a way that supports the work of individuals and groups in problem-solving situations.

IV. All teachers communicate information in different formats and for diverse audiences.

V. All teachers know how to plan, organize, deliver and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum.

IDA Standards.

The following International Dyslexia Association (IDA) Reading Standards are addressed in part or in full in this course:

Knowledge Component:

C. Knowledge Of Dyslexia and Other Learning Disorders

4. Identify the distinguishing characteristics of dyslexia and related reading and learning disabilities (including developmental language comprehension disorder, attention deficit hyperactivity disorder, disorders of written expression or dysgraphia, mathematics learning disorder, nonverbal learning disorders, etc.).

6. Discuss federal and state laws that pertain to learning disabilities, especially reading disabilities and dyslexia.

Topical Outline

The following topics will be explored throughout the course:

1. Current Trends and Issues in Educational Technology
2. Internet Resources and other Technology Integration
3. Learning with Technology (making meaning for the learners)
4. Copyright Laws and Multimedia
5. Software Applications (including Word Processing, Internet Use, Sound and Video, PowerPoint, Moviemaker, Inspiration)
6. Software Review and Evaluation

A class by class outline can be found at the end of this syllabus. The content of this outline and the attached schedule are subject to change at the discretion of the professor.

Teaching Strategies

This course is delivered completely online. You do not have to physically attend class at regular times; however, there are participation guidelines. You must meet due dates and deadlines for readings, assignments, on-line discussions, and on-line quizzes/exams. Communication will be through announcements, news forum posts, and/or learning management system (LMS) internal messaging tools (Moodle emailing for fully on-line courses).

Course delivery strategies include the following methods of instruction: This course will be taught from a constructivist perspective utilizing hands-on experiences to enable the participants to develop the ability to create meaningful student-centered, technology-rich learning experiences for their own students. Strategies will include online reading, video lecture, screen recorded demonstrations, online small group activities, multimedia, technology rich projects, and online discussions. There will be weekly graded assignments and assignment discussions.

Assessment of Learning

Foundational learning experiences required for all students seeking initial teacher certification are included in this course.

School of Education Graduate Comprehensive Examination

Each course in the graduate school program is designed to assist the student in the preparation of the required comprehensive examination taken after 24 semester hours in the program. The rigor of the comprehensive assessment demands the student to evaluate, analyze, and synthesize all learning experiences. By fulfilling course goals, objectives, knowledge and skills involved in learning experiences prepares the graduate student to be successful. This culminating assessment demonstrates the graduate student's capability to think globally regarding educational theory and practice as they become educational leaders in their chosen field of study.

Course requirements

Assignment [1]	LEARNING OBJECTIVES	Standards [2] Technology Applications (TA) PPR, IDA	Pts
Collage	Objectives: 1	PPR 1	30
Rubric Development	Objectives: 2, 6, 7	PPR 1, 3, TA 5	10
Copyright Law	Objectives: 2, 4, 7	TA 1	30
Scrapbook	Objectives: 2, 5	TA 2	30
Ch. 1 & 2 and 3 & 4 Graphic Organizer	Objectives: 5, 6	TA 1	15
Ch. 7 or 9 Glog	Objectives: 5, 6	TA 1	15
Web 2.0 presentation screencast video	Objectives: 3, 5, 7	TA 1, 2	30
TEASe	Objectives: 2, 5, 6	TA 1, 2, 4, 5	70
Graphing and Lesson plan	Objectives: 5, 6	TA 4	30
Iris Assistive Technology Assignment	Objective 8	IDA 4, 6 TA 4	15
University Place Teaching Assignment with Handout	Objective 2	TA 4	60
Unit/Portfolio Presentation	Objectives: 1, 5, 6, 7	TA 5	120
Online Discussions	Objectives: 6	TA 3	75
Internet Tool	Objectives: 2, 3	TA 3	30

ASSIGNMENT	LEARNING OBJECTIVES	Pts	Due Date 11:55 PM
Discussion Board	All of them	100 5 pts. each	Throughout Course
Collage	Objectives: 1	30	Aug. 31
Reading Reflection using a Graphic Organizer (Ch. 1 & 2 and 3 & 4)	Objectives: 5, 6	30 15 pts. each	Sept. 7/ Sept. 21
Scrapbook using Delicious	Objectives: 2, 5	30	Sept 14
Web 2.0 Presentation with a 2.0 tool	Objectives: 3, 5	40	Sept. 28
Internet Tool	Objectives: 2, 3	30	Oct. 5
Copyright Law Presentation	Objectives: 2, 4, 7	30	Oct. 12
IRIS Assistive Technology Online Assignment	Objective 11	15	Oct. 12
Ch. 7 or 9 Glog	Objectives: 5, 6	15	Oct. 26
TEASe (Technology Enhanced Anticipatory Set) Project	Objectives: 2, 5, 6	70	Nov. 2
Graphing Assignment	Objectives: 5, 6	30	Nov. 16
University Place Assignment	Objective 10 and 13	70	Nov. 23
Technology Rich Unit Plan	Objectives: 1, 5, 6, 7, 10	70	Dec. 7
Undergraduate Portfolio	Objectives: 1, 5, 6, 7, 10	50	Dec. 7
Final Exam	All of them	50	Dec. 11
TOTAL FOR COURSE		670	

To calculate your grade, you should take total points earned and divide by total possible points.

Grading standards

School of Education Undergraduate Grading Scale:

92-100 (A); 84-91 (B); 76-83 (C); 70-75 (D); <70 (F)

It is the student's individual responsibility to be aware of his/her current grade standing in the class and to confer with the professor regarding any assessment concerns/questions during designated office hours.

Detailed descriptions/rubrics regarding every assessment are provided towards the end of this syllabus and/or provided and discussed in class.

Student appraisal

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

Course Policies

Class Participation

This is a hybrid class. We will meet face-to-face 50% of the time. Class weeks begin each Monday. If participants do not log in to the course shell by noon on Wednesday the first week of class, the facilitator will cancel their enrollment and fill these vacancies with students on the waiting list.

Participants must post weekly responses to the discussion forum question and respond to two classmates' posts. The facilitator has provided a rubric to illustrate appropriate forum posting.

While you are welcome to continue discussions after the weekly module ends, the facilitator will not grade posts submitted after 11:55 p.m. Central time on Sundays.

Netiquette

Effective written communication is an important part of online learning. In a face-to-face classroom, body language, verbal responses, and questions help the facilitator and participants communicate with each other. In an online environment, however, misunderstandings can easily occur when participants do not follow basic rules of netiquette (online etiquette). Therefore, please use the following guidelines when communicating in this course:

- Please use ONLY the internal LMS messaging feature, not e-mail, when communicating with your Professor.
- Do not use all capital letters in online communication, as doing so indicates you are yelling. Limited use of capitalized words is acceptable when you need to emphasize a point.
- Use a descriptive subject line in forum posts.
- You may use emoticons in the forums, chats, and messages.

  Examples:

  - :) = happy
  - :(= sad
  - ;) = wink; sometimes used to show sarcasm

- Derogatory comments, ranting, and vulgar language are not acceptable in any form of communication in this course.
- Please keep in mind that something considered offensive may be unintentional. If you are concerned about something that appears unacceptable, please inform your instructor.

Absence and Tardy Policies

Regular attendance in class is important for student success. In the on-line classroom environment, attendance is documented through classroom participation (see class participation) and follows the same policy set forth by HBU. Professors may apply additional attendance policies as appropriate to individual courses, so make sure you read your class syllabi. Likewise, the college or school may also apply additional attendance requirements as necessary. If a waiver is provided, the student is responsible for any work missed and should be aware that it is in some cases not possible to make up missed assignments. Please see the catalog currently in use for the university's policy on classroom absences caused in the course of student representation of the university, such as athletics, chorale, and mock trial activities.

Academic Honesty

Please refer to the current catalog for the university's policy and procedures regarding academic honesty. Note that the university utilizes "Turn-It-In" and other programs to investigate possible plagiarism activities. All major papers for this course will be submitted to the plagiarism prevention software, **Turnitin.com** on or before a paper's due date. No paper will be graded without meeting this requirement beforehand. A separate handout will be provided to give detailed instructions on this process which must include the class identification number and class password.

In accordance with FERPA, and to best protect the students' privacy, no personal identification (e.g., name, social security number, H number) should be uploaded with the text of student papers. However, Turnitin will ask for the student's name and e-mail address when setting up a personal account. This identifying information will be used by the professor to evaluate the student's paper and cannot be viewed by other faculty or students. To further increase confidentiality, the student may choose to use a pseudonym (false name) when setting up his or her personal Turnitin account.

If a pseudonym is used for Turnitin, the student must provide this identifier next to his/her typed name on the paper copy which is submitted to the professor. Five (5) points will be deducted if the professor is unable to easily match the paper copy to the Turnitin submission of the student's paper.

In an effort to protect our students and the University, Houston Baptist University has contracted with and identity verification company. Each student will be expected to confirm his/her identity at the beginning of each online course and several times during the course. The questions asked during this process come from public databases and typically are not a challenge for the student in question. A student who does not successfully verify will be expected to undergo additional investigation. The University reserves the right to request additional verification on any student at any time during the course.

Children in Classroom

In almost all instances, children are not allowed in the classroom nor are they allowed to be on campus unattended. Class sessions are for enrolled students only unless other arrangements are approved by the instructor in advance. The attendance of children present during

synchronous on-line instruction can be a distraction to the learning of other students in the course.

Classroom Behavior Expectations

The classroom environment is to be conducive to learning and is under the authority of the instructor. In order to assure that all students have the opportunity to gain from the time spent in class, students are expected to demonstrate civil behavior in the classroom, use proper nettiquitte, and show appropriate respect for the instructor and other students in on-line discussions and forums Inappropriate behavior toward the instructor, may result in a directive to the offending student withdrawal from course. .

Early Alert

As an instructor, I am committed to your success, not only in this class, but in all aspects of HBU life. To ensure that every student takes full advantage of the educational and learning opportunities, HBU has implemented an *Academic Early Alert Referral System (EARS).* If I think you would benefit from some of these special programs or services available to you, I will make the appropriate referral. You, in turn, will be expected to take advantage of the help offered to you.

Email Policy

All university and class email communication will be sent to your HBU email account through the university Learning Management System (Moodle). You are responsible for checking this frequently. If you choose, you may reroute your HBU email to another email address. Your email correspondence should be in a professional format with correct spelling, capitalization, and grammar.

Grievance Procedures

The Academic Grievance Policy may be found in the catalog currently in use, in the Academic section of the HBU Forms section of the HBU Portal, and on the Registrar's page on the HBU Website.

Incomplete Grades

Only the dean of the college or school may grant incompletes and only to students who have a major documented emergency in the last few days of a semester. Students with excessive absences or lack of participation in on-line activities, which may result in failing the course, will not be allowed to take the final exam nor be eligible to receive an incomplete.

Late Work

There are so many assessment pieces in this course that **I will NOT take any work late**. If you miss something, be sure to focus harder on the next assessment.

Learning Disabilities/Academic Accommodations

Houston Baptist University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. Any student who needs learning accommodations should inform the professor immediately at the beginning of the semester that he/she will be requesting accommodations. In order to request and establish academic accommodations, the student should contact the Coordinator for Learning Disability Services at 504@hbu.edu to schedule an appointment to discuss and request academic

accommodation services. Academic Accommodations must be applied for and written each semester. If academic accommodations are approved, a Letter of Accommodations will then be sent to the professor(s). Please refer to the website, www.hbu.edu/504 for all accommodation policies and procedures.

HBU is committed to providing instruction to participants who have disabilities in the on-line environment. If you have a disability that makes it difficult to successfully complete the activities in this on-line course, please contact training@learninghouse.com to discuss appropriate accommodations.

Person Responsible for Developing Syllabus

Dr. Dawn Wilson

Dr. Dawn Wilson   7/25/14

_____   _____

Instructor's Signature   Date

Course Outline

Note: All assignments are due by 11:55PM Central time on the due date below.

Module 1: Standards, Teaching Resources and 21st Century Students

Week 1 August 25, 27 & 29 F2F

Topic	Assignment	Due date
• What is meaningful Learning • Explore online learning resources	Introductions (in the Student Café)	August 28
	Comparing Classrooms Discussion	Final posts due by Aug. 31
	Collage Project Assignment and Discussion	Discussion final posts due by Aug. 31 Collage Assignment due by Aug. 31

Week 2: September 2 Online

Topic	Assignment	Due date
• 21st Century Teachers • Emerging trends in k12 classrooms • Twitter and Personal Reflection	21st Century Teacher Discussion	Final posts due by Sept. 7

	Ch. 1 & 2 Reading Reflection using a Graphic Organizer Assignment and Discussion	Discussion final posts due Sept. 7 Reading Reflection Assignment due by Sept. 7

Week 3: September 8, 10 & 12 F2F

Topic	Assignment	Due date
• Exploring the technology standards for students in Texas • Examine and analyze the national standards (NETS-S). We also want to look at the national technology standards for teachers (NETS-T) and administrators (NETS-A).	21st Century Skills Discussion	Final posts due by Sept. 14
	Comparing the Standards Discussion	Final posts due by Sept. 14
	Scrapbook using Delicious Project Assignment	Sept. 14

Week 4 September 16 Online

Topic	Assignment	Due date
• Digital immigrants and digital natives • Reflect on ways to incorporate the 21st Century Literacies in your classroom on Wall Wisher.(Non graded assignment)	Chapters 4 and 5 Reading Reflection using a Graphic Organizer Assignment	Sept. 21
	Digital Natives and Digital Immigrants Discussion Forum	Final posts due by Sept. 21

Module 2: Technology Tools for the Classroom (Weeks 5 – 10)

Week 5: September 22, 24 & 26 F2F

Topic	Assignment	Due date
• Web 2.0 • Cool Tools for Schools • Screen recording software	Calling your Web Tool 2.0 Discussion	Due as early as you can. This will determine which tool you use in your tutorial and there cannot be repeats.
	Web 2.0 Tutorial with Web 2.0 Tools Project Assignment and Discussion Forum	Upload to Forum and Assignment due Sept. 28 Final responses in forum due Sept. 28

Week 6: September 30 Online

Topic	Assignment	Due date
• Teacher created online tools like the Treasure Hunt and the Subject Sampler	Comparing Tools Discussion	Posts due by Oct. 5

made famous by the website Filimentality • Define and use a WYSIWIG, Introduction of Weebly	Internet Tool Project on Assignment and Discussion	Upload to Forum and Assignment due Oct. 5 Final posts due by Oct. 5

Week 7 October 6, 8, & 10 F2F

Topic	Assignment	Due date
• Assistive Technology • Copyright	Iris Module Assignment	Oct. 12
	Copyright Law Presentation Assignment	Oct. 12
	Online Learning Resources Discussion	Final posts due by Oct. 12

Week 8 October 13, 15 & 17 F2F

Topic	Assignment	Due date
• Multimedia as an anticipatory set. • What is a Pop Culture TEASes	Flipping the Classroom Discussion	Final posts due by Oct. 19
	TEASe Examples Discussion	Final posts due by Oct. 19

Week 9 October 21 ONLINE

Topic	Assignment	Due date
• Begin working on your TEASe • Explore Glogster.com for creating online posters • What are others saying about Technology Integration	Chapter 7 or Chapter 9 Glog Assignment and Discussion	Uploaded to forum and Assignment due by Oct. 26.
	Group Book Project Signup – Purchase and start reading text selection.	Sign up for your group following these instructions by Oct. 26
	TEASe Planning Your Anticipatory Set Brainstorming Discussion (ungraded)	Final posts due by Oct. 26

Week 10 October 27, 29 & 31 F2F

Topic	Assignment	Due date

Topic	Assignment	Due date
• Completing your TEASE… Adding Music • Online collaboration with your Book Presentations	TEASe Planning Your Anticipatory Set Brainstorming Discussion (ungraded)	Final posts due by Nov. 2.

Module 3: Lesson Planning and Assessing with Technology (Weeks 11 – 15 and Final Exam)

Week 11 November 3, ONLINE

Topic	Assignment	Due date
• Excel and Making Sense of Data	TEASe Assignment and Discussion	Upload link to TEASe from Youtube or Dropbox to forum and assignment by Nov. 16. Final posts to forum due Nov. 16.
	Graphing Assignment and Discussion	Upload Graph PPT. to forum and assignment by Nov. 16. Final posts to forum due Nov. 16.

Week 12 November 10, 12, 14 F2F

Topic	Assignment	Due date
• Rubric Development • Finalize Book Presentations • Unit Plan Development	Rubric Development	Due at end of course with Unit Plan Dec. 7.
	Group Book Project Assignment and Discussion Forum	Presentations uploaded to Week 13 forum by Nov. 23 for next week's discussions. Paper uploaded to assignment by Nov. 23

Week 13 November18 ONLINE

Topic	Assignment	Due date
• View Book Presentations • Complete unit plans • Portfolio construction and course reflection.	Group Book Project Presentations Discussion	All group project presentations should be loaded by the end of Week 12. View and post Book Discussions on books you didn't read by Nov. 30

Week 14 NOVEMBER 24, F2F

Topic	Assignment	Due date

• View Colleagues Unit Plans • Reflecting and Reviewing • Portfolio. This is your final assessment piece (besides the final) • Feedback to your colleagues in the discussion area and feedback to the instructor with the course evaluation.	Technology Rich Unit Plan Discussion	Upload to forum and assignment by Dec. 7
	Graduate Portfolio	Dec. 7

Week 15 December 1, 3 AND 5 Presentations

Topic	Assignment	Due date
Reviewing for the Final Exam	Reflecting on the Semester Discussion	Final posts due by Dec. 11
	Take Home Final Exam	Dec. 11

Rubrics

Collage project

Create a one page collage that tells a story about you. Upload to the assignment dropbox and also to the discussion board for Week 1 by Thursday of this week to share with classmates. Use the Top Ten Tips for constructing the collage (found in the Week 1 Resources folder).

Grading Criteria	10 Points	5 Points	0 Points
Use of Top Ten Tips	Used at least 8 out of the ten tips correctly and identified their use on a separate page	Used at least 5 out of the ten tips correctly and identified their use on a separate page	Used fewer than 5 of the ten tips correctly and identified their use on a separate page
Page Coverage	Entire page is covered with images and text	Page is partially covered with images and text	Page has lots of white space
Creative Package About You	Page is creatively designed to tell your story	Page is designed and tells something about you	Page does not represent you.

Copyright law presentation

Create a copyright presentation for students and teachers that mentions all the material in the Treasure Hunt. You may use PowerPoint or any other Web 2.0 presentation tool for your presentation.

Grading Criteria	10 Points	5 Points	0 Points
Copyright Infringement Content	Infringement is defined and explained in within the classroom setting.	There is mention of infringement but it is not explained in the classroom context.	No definition or explanation.
Fair Use	Fair Use is detailed and the terms are explained.	Fair Use is defined but the exact detail are left out.	No mention of Fair Use.
Copyright Infringement for Students	Copyright is related to students and their project/products and guidelines are discussed.	Copyright is related to students but guidelines are missing.	There are no discussions related to student copyright guidelines.

Chapter 7 or Chapter 9 glog

For this project, I want you to have an experience with a great website called glogster.com. You will need to create a username and password and login to Glogster for a free 30 day account. Choose to be a teacher and look at the very bottom for Houston Baptist University. Watch a video tutorial if you need to, then create an online glog (online multimedia poster) for either chapter 7 or 9. Be sure to incorporate text, video, images and animated graphics so you can see the power of this great online tool. Post a link to your blog (make sure you make it public so I can see it) in the assignment section.

Criteria	10 points	5 points	0 Points
Covers Chapter Content	Full coverage of chapter content. It is apparent that the student read the entire chapter and highlighted important data in the glog.	Coverage of most chapter content. It is apparent that the student read the entire chapter and highlighted important data in the glog.	Not much chapter content included in glog.
Used the Glog tool well	Glog included video, animated graphics, text and images in a creative way to display chapter content.	Glog included a variety of tools including 3 of the 4 listed: video, animated graphics, text and images. They display chapter content.	Did not use the tools possible on the glog – only one or two items were used.
Found additional resources	Additional links and/or resources were used in the glog.	An additional link and/or resource was used in the glog.	No additional resources used.

Discussion board

At the beginning of each class you are to read and make postings to one or two prompts. Do these quickly. Then come back and respond to at least two of your colleague's postings. Be sure to follow the guidelines in each course as you respond. They are worth several points each week and up to 100 points across the course.

Forum contribution will be worth 5 points. There will be an extra 5points awarded for exceptionality in the Forum at the end of the course.

0 Points	1 Point	2 Points	3 Points	4 Points	5 Points
No Post	Contributions do not have any original content and there was no dialogue between them and their classmates.	Contributions had shallow content with no real insights. The student posted less than half of the required postings.	The contributions addressed the content and did half of the required postings.	Contributions addressed fully the content in the instructions with sufficient depth. The student also commented with the required number of posts but not as in depth.	Contribution addressed fully the content in the instructions with sufficient depth. The student also exceeded the number of replies to other students in a way that demonstrates depth and review of the classmate's contributions.

Undergraduate Portfolio template and rubric

Template

Insert picture here	Your Name's Portfolio Biographical and professional information here. Include any communication information as well.
Personal Philosophy of Education	
TEA Teacher Standards *Select the appropriate Standard on this document to see specific competencies*	Standard 1--Instructional Planning and Delivery. Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners. Standard 2--Knowledge of Students and Student Learning. Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs. Standard 3--Content Knowledge and Expertise. Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lesson plans and their ability to match objectives and activities to relevant state standards. Standard 4--Learning Environment. Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe,

	supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning. Standard 5--Data-Driven Practice. Teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed. Standard 6--Professional Practices and Responsibilities. Teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity.
TECHNOLOGY APPLICATIONS STANDARDS FOR ALL BEGINNING TEACHERS	Standard I. All teachers use technology-related terms, concepts, data input strategies, and ethical practices to make informed decisions about current technologies and their applications. Standard II. All teachers identify task requirements, apply search strategies, and use current technology to efficiently acquire, analyze, and evaluate a variety of electronic information. Standard III. All teachers use task-appropriate tools to synthesize knowledge, create and modify solutions, and evaluate results in a way that supports the work of individuals and groups in problem-solving situations. Standard IV. All teachers communicate information in different formats and for diverse audiences. Standard V. All teachers know how to plan, organize, deliver, and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum.
Standard I		
Standard II		
Standard III		
Standard IV		
Standard V		

Rubric

Criteria	Explained well, connects product to classroom and the link works correctly	Connects product to classroom and the link works correctly	There is a working link
Standard I **8 points**			
Standard II **8 points**			
Standard III **8 points**			
Standard IV **8 points**			
Standard V **8 points**			
Portfolio Technical Aspects			
10 points	**Easy to read and thoroughly constructed. Everything is working.**	**Thoroughly constructed but not detailed enough. Everything is working.**	**A few construction problems. Not all the elements are present.**
Design			
Resume			
Philosophy of Education			
Image			

University Place Teaching Assignment

Criteria			
Presentation	Introduces your student, overviews the goal, demos the tutorial handout, outcomes – any follow up needs.	Worked together with the group assigned the book to create an interactive presentation 10 pts	Worked together with the group. 5 pts

	5 pts		
Tutorial Handout	Student created an individualized tutorial handout with screenshots to help with tutorial goal. 10 pts	There is a three page summary of most of the important points of the book 7 pts	There is not enough summary included in the paper.

5 pts |
| Session 1 evaluation | The first session lasts for 1 hour, focused on teaching standard, moves at student's pace, takes time to check for understanding. Tenant gives positive review. 15 pts | The paper includes at least 2 different citations and references of authors who would disagree with this books point of view. 7 pts | The paper includes at least 1 different citation and reference of authors who would disagree with this books point of view.

5 pts |
| Session 2 evaluation | The second session lasts for 1 hour, reviews concepts from the first session, confirms independence, offers any new information as follow up. Tenant gives positive review.

15 pts | The paper includes some reflection that combines the book's perspective and that of your challenge references. 7 pts | There is no real reflection on the content of the book. 5 pts |

University Place Tenant Evaluation

Criteria	5 points	3 points	1 point
HBU student demeanor and work habits.	HBU Student was on time, and made good use of our time together	HBU Student was on time, but our time was not maximized.	HBU student was not on time and I didn't feel my time was valued.
Step by step tutorial	HBU student created an easy to follow written tutorial to follow up after our 1st session.	Tutorial was nice but it left out a few steps	Tutorial was all done orally, no handout provided
HBU student teaching effectiveness	HBU student helped me meet my learning goals plus added a few extra tips and suggestions.	The HBU student helped me meet all of my learning goals.	The HBU student helped me meet most of my learning goals.
Comments and suggestions			

Graphing assignment

There are two parts to this assignment. First of all you create a graph using some education related data. You can find some data at either TEA, NCES, or any other place. Place this graph in a one slide ppt. Include the citation where the data came from.

The second part is the lesson plan you write where students are creating graphs and/or charts in the unit you are planning. UPLOAD both the PowerPoint slide and lesson plan.

Grading Criteria	10 Points	5 Points	0 Points
Teacher Created Graph	Graph is correctly represented and is not biased.	Graph is correctly represented but shows a little bias	Incorrect use of graph.
Student created activity	The graphing activity planed is creative, student centered and allow kids to make new meaning.	The activity is creative but could be more student centered.	The activity is poorly designed

Lesson Plan is correctly written and a good use of Graphing.	The activity planned is grade level appropriate and allows students to meet lots of TEK Objectives. It seems reasonable and is complete in its details.	The activity planned is grade level appropriate and allows students to master a few TEK Objectives. It is somewhat complete	It is an incomplete Lesson Plan

Internet tool

Create an online tool and place a link to this tool in the assignment as you submit it. Submit the link from the published Weebly file.

If you choose to create a Treasure hunt you should have 8 - 10 questions with corresponding weblinks and a Big Question. The Subject Sampler should have 5-8 websites but at least two activities to do at each site. Each tool has a very different formats and purposes.

Grading Criteria	10 Points	5 Points	0 Points
Lesson Plan	The lesson plan is extensively written and the objectives perfectly match the tool selection.	The lesson plan is written using the correct format and the objectives match the tool selection pretty well.	The lesson plan is poorly written and a real stretch for using the constructed tool.
Content	The tool created is quite appropriate for the setting and does an excellent job accomplishing the objectives.	The tool was constructed correctly but is a little weak in content for the objectives.	The tool created is not a very good way to teach the listed objectives.
Technical Aspects	The tool is creatively constructed, error free and includes working links, color and creative page layout	The tool is constructed according to guidelines and most links work correctly.	There are grammatical errors and

IRIS Assistive Technology online module

Click on the link in the Resources section for Class 7. Work through all the module components and copy and paste the assessment questions from this module into a Word Document. Answer these questions (7 of them) as you work through the module and submit these answers here. This is worth 15 points.

Criteria	15 points	10 points	5 Points
All assessment questions are answered thoroughly.	It is apparent that the student read the module and highlighted important data in the assessment questions.	The student answered the majority of the assessment questions correctly and thoroughly.	There are many assessment questions either inaccurately answered or missing a response.

Reading reflections

Use your top ten tips document after reading chapters 1 and 2 and chapters 3 and 4 from the textbook Meaningful Learning with Technology 4th edition and create a single page graphic

organizer displaying the content found in those two chapters. It should not be a summary...but will summarize the content graphically. This should help you practice using Word in ways other than as a word processor and also help you learn the value of graphic organizers.

Grading Criteria	3.75 Points	2 Points	0 Points
Reflects Chapter(s) Content	It is apparent that the creator read and synthesized the chapter content by the comments and questions that were listed.	There is some chapter content but it is rather sparse.	The content of the chapter is poorly reflected.
Creatively arranged into a graphic organizer	Lots of appropriate diagrams are used to make sense of the chapter(s) content.	There is some use of diagrams as the reader reflects on the content.	There is only a narrative form of reflection on the chapter content.
Critical Reading and Questioning	The reader demonstrated critical reading by asking questions in the reflection that are used as discussion questions in the next class.	There was only one question about the reading that can be used for class discussion	There are no questions in the chapter reflection.
Use of Top Ten Tips	There are at least 4 different Top Ten Tips apparent.	There are at least 2 different Top Ten Tips apparent.	There are no Top Ten Tips used.

Scrapbook using Delicious

Use Delicious.com to create a Scrapbook. This scrapbook should focus on a topic you are interested in developing a teaching unit around. The scrapbook should have 10 images, 10 websites, 5 lesson Plans with the same unit plan tag. Watch the instructional video linked in the application portion of week 3. Copy and paste the link formed with all these resources. Be sure to annotate the resources (especially the websites and lesson plans).

Grading Criteria	10 Points	5 Points	0 Points
Internet sites	Found at least 10 websites for the unit and described the content at each site. 5 informational sites 5 educational sites (Treasure Hunts, Subject Samplers, WebQuests, Interactive Games, Virtual Field trips etc)	Listed 8-10 websites and wrote a brief description of the content for each site.	Used fewer than 8 websites and didn't describe the content.
Images	Copied and pasted at least 10 images that can be used in your unit.	Copied and pasted 8-10 images that can be used in your unit.	Copied and pasted less than 8 images that can be used in your unit.
Activities or Lesson Plans	Found and included at least 5 activities or lesson plans on your unit topic.	Included at least 3 activities or lesson plans on your unit topic.	Didn't include more than a couple of activities or lesson plans

TEASe (Technology Enhanced Anticipatory Set)

You are to create a TEASe, Technology Rich Anticipatory Set for your Technology Rich Unit Plan. This TEASe should be a video created using either iMovie or Windows Live MovieMaker. The finished movie should be uploaded to YouTube to your own YouTube channel (or to Vimeo or Dropbox). A link to your completed video file (either a mp4 if Mac or WMV if PC) should be submitted here. Please review your link before submitting (and ask a colleague to do the same) to be sure you submit a working link that someone besides yourself can see. Sometimes in YouTube you have to select to make the link public. Check to see that you did so before pushing send in the assignment.

Grading Criteria	5 Points	3 Points	0 Points
Media	The media is copyright appropriate and perfect for the unit.	The media is a good component for the project.	There are either copyright issues or content issues for the media used.
Media	The media is copyright appropriate and perfect for the unit.	The media is a good component for the project.	There are either copyright issues or content issues for the media used.
Images	The images are good quality and enhance the visual spatial value of the presentation and they are correctly cited.	Most of the images are good quality and enhance the visual spatial value of the presentation.	The images are disjointed from the unit topic. There are no citations.
Images	The images are good quality and enhance the visual spatial value of the presentation and they are correctly cited.	Most of the images are good quality and enhance the visual spatial value of the presentation.	The images are disjointed from the unit topic. There are no citations.
References	All websites are included and referenced as well as video and music references	Most websites are included and referenced but either the video or music is missing.	No references are included
Music	The music is an excellent selection for the unit and enhances the presentation and unit objectives.	The music selection is okay but distracts some from the unit objectives.	The music selection (if there is one) does not enhance the unit presentation.
Music	The music is an excellent selection for the unit and enhances the presentation and unit objectives.	The music selection is okay but distracts some from the unit objectives.	The music selection (if there is one) does not enhance the unit presentation.
Transitions	Transitions are smooth and do not detract from the presentation.	Most transitions are smooth and do not detract from the presentation.	The transitions are choppy and detract from the presentation.
Content	The content truly sets the stage for the learner.	The content is appropriate for the unit but lacks a strong connection.	The content does not fit the unit objectives.
Content	The content truly sets the stage for the learner.	The content is appropriate for the unit but lacks a strong connection.	The content does not fit the unit objectives.

Tease factor	The TEASe ends in a question in order to prime the learner	The TEASe ends in a question but does not necessarily prime the learner.	The TEASe does not end in a question.
Length	The length is between 3 and 7 minutes	The length is only about 3 minutes	The TEASe is either too long or too short.
Design Principles	The presentation is put together so that the viewer is lead down a cohesive path right into the new knowledge.	The presentation is put together so that the viewer is lead down a fairly cohesive path right into the new knowledge.	The presentation is rather choppy and lacks cohesion.
Color, Text	The presentation uses correct color contrast, text size and consistent transitions.	The presentation for the most part uses correct color contrast, text size and consistent transitions.	The presentation does not use good color contrast, text size and consistent transitions.

Technology Rich Unit Plan

Grading Criteria	10 Points	6 Points	3 Points	0 Points
Interdisciplinary Unit	There are 2 disciplines included.	There at least 2 disciplines included.	The disciplines are loosely connected to the unit	The unit revolves around one discipline.
Objectives	There are more than 4 objectives clearly stated from more than 2 disciplines.	There are at least 4 objectives stated from at least 2 disciplines.	There are objectives listed but they are a stretch for the content presented in the unit.	There are no real objectives present.
Integrated Technology Activities	The unit presentation links to at least 4 different integrated technology tools and asks student to use technology as they complete their activities.	The unit presentation links to at least 3 different integrated technology tools.	The unit planned integrates some technology	There is no real integration of technology, it is more of an add on.
The TEASe	The anticipatory set is a creative way hook the student into the planned unit.	The anticipatory set hooks the students into the planned unit.	The anticipatory set seems to be an add on to the unit and is not necessarily integrated well.	The anticipatory set is not integrated into the unit well.
The Student Products and Rubric	The students are asked to use technology in order to produce more than one project product with a rubric included	The students use technology and produce at least one technology product with rubric included.	There is a product but no rubric included.	The students use technology but don't really produce any products of their own.
Resources	All of the resources are clearly and correctly noted using APA format within the presentation.	Most of the resources are referenced in the presentation using APA.	There are many resources left out and APA is not used correctly.	There is no reference page.

Presentation	The group presents the unit with confidence and enthusiasm.	The group presents the unit together and all seem to be a part of the final project presentation.	There are many resources left out and APA is not used correctly.	The presentation was weak.

Web 2.0 presentation with Web 2.0 tool

Create a video tutorial for your Web 2.0 tool. Place a link to your tool in the Week 5 discussion board (30 points). Then you should also watch as many tutorials as possible and brainstorm ideas for using at least three other tools besides your own (15 Points). Upload your brainstorming ideas for three other tools besides your own here and describe the tool, how it can be used and some sample lesson ideas for each tool.

Grading Criteria	10 Points	5 Points	0 Points
Video Presentation	The presentation tool is a new Web. 2.0 tool and it is well demonstrated using a video	There is a little demonstration of the Web 2.0 tool as you are presenting content.	The presentation is not easy to follow and there were not many applications made for other teachers.
Content Web 2.0	Lots of good information about the 2 Web 2.0 tool and an excellent handout was provided for the participants	The tool was useful and some information was provided to participants.	There was not much information given about the Web 2.0 tool to participants.
Ideas for the Web 2.0	Lots of good brainstorming for classroom use of the Web 2.0 tool.	The tool wasn't talked about for use in the school setting	There was not much information given about the Web 2.0 tool to participants for its use.
Brainstorming with colleagues	Viewed classmate's videos and brainstormed multiple uses for at least three other tools in the discussion board area.	Viewed some classmates videos commented on them, but didn't brainstorm uses for the tool.	No viewing or commenting on classmates videos.