

Faculty Instructional Guide – Online

TEL 71710: Educational Technology

University Mission Statement

Alliant International University prepares students for professional careers of service and leadership and promotes the discovery and application of knowledge to improve the lives of people in diverse cultures and communities around the world. Alliant is committed to excellence in four areas:

1. **Education for Professional Practice:** Alliant's educational programs are designed to give students the knowledge, skills and ethical values they need to serve and lead effectively in a variety of professional settings. Alliant graduates are expected to achieve mastery of a body of knowledge and be able to apply that knowledge in professional practice in order to achieve desired and beneficial outcomes.
2. **Scholarship:** Scholarship in the Alliant context includes the discovery of new knowledge; the discovery of new applications of knowledge to solve practical problems; the integration of knowledge in new ways; and innovation in teaching knowledge and professional competencies.
3. **Multicultural and International Competence:** Alliant is an inclusive institution committed to serving diverse populations around the world by preparing professionals to work effectively across cultural and national boundaries, by increasing the number of professionals working in underserved areas, and by understanding and responding to the needs of diverse communities.
4. **Community Engagement:** Alliant's faculty, students, alumni and staff are dedicated to making a positive difference in the world through professional education and practice. We measure the success of our university in part by the impact we have, both directly and indirectly, on the welfare of individuals, families, organizations and communities.

The California School of Education (CSOE)

Alliant International University offers a full spectrum of credential, certificate and degree programs designed to address the educational needs of all learners in the 21st century, from infancy and entry into P-12 education system through adult life. Each program integrates significant, evidence-based, data-driven educational concepts into coursework, focusing on what is successful in education for diverse populations. The California School of Education's mission and vision statements reaffirm our values and commitment to collaboration, diversity, and service to candidates, shared leadership, and the continuous support of the education profession.

Mission: CSOE prepares competent, confident, and conscientious educational leaders who will promote and empower personal growth, academic success, and professional achievement for all in a global society.

Vision: To develop and promote transformative educational experiences that optimize human potential.

Goals: The California School of Education has a set of overarching goals that drive the direction of the School's programs and internal and external operations:

1. To provide the education and training of well-rounded professionals who will serve local, national and global schools and organizations.
2. To engage and partner with communities to translate professional practice and research to meet education needs.
3. To promote an academic culture of support to develop and apply transformative approaches to solve complex societal challenges.
4. To develop analytic skills and sound judgment as applied to content and professional issues.

5. To make warranted and thoughtful decisions about curriculum issues, student-related concerns and leadership that relate to the conduct of the school and the profession.
6. To provide professional educational opportunities for those who aspire to leadership in education settings.
7. To prepare candidates to meet the needs of all learners.

Unit Guiding Principles

CSOE's guiding principles are anchored in the belief that our mission is realized when our candidates are equipped with the skills to operationalize LEAD. LEAD stands for Leadership (L) Engagement (E) Application (A) and Dedication (D). As leaders, candidates demonstrate social responsibility, ethical action, and a commitment to be agents of change to improve the lives of their communities (L). We highlight for our candidates the value of authentic and collaborative engagement in advancing our communities (E). We train our candidates to be reflective professionals who incorporate theory into best practices; and utilize the knowledge, skills, dispositions, habits of inquiry, and technology that their preparation has honed (A). Courses and assignments are intentionally designed to engage experiences that promote the understanding of theories, concepts, principles, methodologies and approaches that candidates can readily utilize for practice. As candidates in both initial and advanced stages engage in observations, field experiences, and clinical practice, they provide service to their learners/clients, while simultaneously making instructional decisions that are grounded in educational research and/or theory (D).

L= Leadership: Innovation with Accountability

E= Engagement: Active Learning

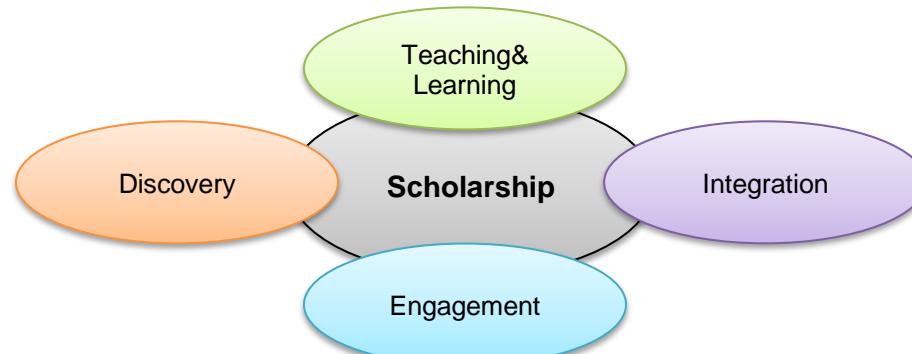
A=Application: Theory to Practice

D=Dedication: Inclusive Excellence

Theoretical Framework

CSOE is based on two main theoretical frameworks: Boyer's applied scholarship of learning and constructivist theory.

CSOE utilizes Boyer's model of the scholarship of application:



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Boyer (1990) asserted the need for all disciplines to move beyond traditional research to engage the full scope of academic work. He posits that in order to advance disciplines holistically and to obtain rewards for professional practice, research should encompass four critical areas:

- Discovery - generating new and unique knowledge;
- Teaching - Faculty and candidates creatively build bridges between their own understanding and their students' learning;
- Application – Taking the new knowledge acquired and utilizing to solve society's problems; and
- Integration – Using collaborative relationships to uncover new knowledge among disciplines (Boyer, 1990).

These four aspects of scholarship are of paramount importance to CSOE. Each of the four areas informs the guiding principles of LEAD for CSOE.

Scholarship of Discovery (L, E, A, D): We subscribe to the centrality of the need to advance inquiry that produces the disciplinary and professional knowledge that frames our candidate preparation and training (Boyer, 1990). We ensure that our candidates are prepared to foster an environment that supports inclusive excellence with the commitment and understanding necessary to be responsive to all learners (D). Candidates acquire the ability to collaborate successfully (E) with parents, families, school districts, community members, faculty and staff in order to gain and maintain this disposition.

Scholarship of Teaching (L, E, A, D): CSOE subscribes to Boyer's model that underscores the notion of the scholarship of teaching as inquiry that produces knowledge to facilitate the transfer of the science and art of teaching, counseling and leadership from expert to novice. Thus we are very intentional in stewarding our mentoring relationships between faculty, school district master teachers, school site supervisors and our advisory boards. We view these relationships as critical to the transfer of teaching knowledge.

Scholarship of Professional Practice (A): Professional practice in CSOE is comprised of all aspects of the delivery of education, counseling, and leadership. Competence in practice is determined in school setting practicums and internships. Professional Practice is also the mechanism through which CSOE provides the environment and skills by which knowledge in the profession is both advanced and applied. In this segment, we also include the mentoring of candidates and leadership roles in developing practice. In all of the above, we highlight the scholarship generated through practice. Our Faculty and candidate professional certifications, degrees, and credentials and other specialty credentials demonstrate CSOE's attainments in this sphere.

Scholarship of Integration (L, E, A): In this sphere, faculty and candidates engage in the review and analysis of education policy, integrative models across disciplines, literature review and use all these to develop transdisciplinary educational programs and projects. Further, CSOE faculty are active and present at national and international conferences, serve on the leadership of professional organizations and contribute to journal articles. These are examples of how CSOE demonstrates the scholarship of integration. The guiding principles and candidate competencies are framed with the understanding that effective learning environments are social and collaborative in nature (Vygotsky, 1978).

The second theoretical underpinning for CSOE is constructivism. We concur with the assertion that our candidates and their students are active makers of meaning, rather than passive absorbers of knowledge (Dewey, 1944; Vygotsky, 1962; Brosio, 2000).

We expect our candidates to engage social constructivism by utilizing existing knowledge, interests, attitudes, and goals to select and interpret available information. Our faculty recognize the insider knowledge our candidates' bring to our courses and provide the environment for them to utilize their uniquely personal knowledge to create meaning as they integrate these knowledge bases with their diverse cultural, ethnic, social, and economic circumstances through analysis, reflection, and research.

We model a humanistic learning environment that encourages critical inquiry to connect learners with one another (Rodgers, 2002; Greene, 2000; Palmer, 1998; Sergiovanni, 1999). Faculty members create caring environments where candidates are encouraged and supported to reach beyond themselves and to engage various points of view, diversity of ideas and practices.

Preliminary Multiple Subject and Single Subject Credential Program Standards

- **Standard 1:** Program Design and Curriculum
- **Standard 2:** Preparing Candidates to Master the Teaching Performance Expectations (TPEs)
- **Standard 3:** Clinical Practice
- **Standard 4:** Monitoring, Supporting, and Assessing Candidate Progress towards Meeting Credential Requirements
- **Standard 5:** Implementation of a Teaching Performance Assessment
- **Standard 6:** Clear/Induction Transition Plan

Teaching Performance Expectations (TPEs)

- **TPE 1: Engaging and Supporting All Students in Learning**
 - **1.1:** Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.
 - **1.2:** Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress.
 - **1.3:** Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.
 - **1.4:** Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.
 - **1.5:** Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.
 - **1.6:** Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.
 - **1.7:** Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.
 - **1.8:** Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.
- **TPE 2: Creating and Maintaining Effective Environments for Student Learning**

- **2.1:** Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.
 - **2.2:** Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.
 - **2.3:** Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.
 - **2.4:** Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.
 - **2.5:** Maintain high expectations for learning with appropriate support for the full range of students in the classroom.
 - **2.6:** Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.
- **TPE 3: Understanding and Organizing Subject Matter for Student Learning**
 - **3.1:** Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.
 - **3.2:** Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.
 - **3.3:** Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.¹
 - **3.4:** Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.
 - **3.5:** Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.
 - **3.6:** Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.
 - **3.7:** Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet security.
 - **3.8:** Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.
 - **TPE 4: Planning Instruction and Designing Learning Experiences for All Students**
 - **4.1:** Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.
 - **4.2:** Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.
 - **4.3:** Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student

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- skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.
- **4.4:** Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include:
 - appropriate use of instructional technology, including assistive technology;
 - applying principles of UDL and MTSS;
 - use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners;
 - appropriate modifications for students with disabilities in the general education classroom;
 - opportunities for students to support each other in learning; and
 - use of community resources and services as applicable.
 - **4.5:** Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans.)
 - **4.6:** Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.
 - **4.7:** Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.
 - **4.8:** Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.
- **TPE 5: Assessing Student Learning**
 - **5.1:** Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.
 - **5.2:** Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.
 - **5.3:** Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.
 - **5.4:** Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.
 - **5.5:** Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.
 - **5.6:** Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.
 - **5.7:** Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.
 - **5.8:** Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan,

differentiate, make accommodations and/or modify instruction.

- **TPE 6: Developing as a Professional Educator**

- **6.1:** Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.
- **6.2:** Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.
- **6.3:** Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.
- **6.4:** Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.
- **6.5:** Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.
- **6.6:** Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.
- **6.7:** Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.

Course Description

This course promotes accessibility and meaningful engagement for all learners by covering the use of using technology, social media, designing, and the incorporation of media-rich materials into lessons. Teacher candidates use appropriate educational technologies along with 21st Century Approaches to deepen teaching and learning to provide students with opportunities to participate in a digital society and economy. Candidates will establish learning goals and students' assessed needs to frame the choices of digital tools and instructional applications consistent with standards of the International Society for Technology in Education (ISTE) and the International Association for K-12 Online Learning (iNACOL).

Course Learning Outcomes

- **CLO1:** Apply theories of instructional design and technology to educational lessons and resources.
- **CLO2:** Critique theories in instructional design and technology in education.
- **CLO3:** Evaluate applications of instructional design theory and technology in education.

Professional Standards Alignment

California School of Education (CSOE)		California Commission on Teacher Credentialing	
CLO	Conceptual Framework	CTC Standard	TPE's
CLO1: Apply theories of instructional design and technology to educational lessons and resources.	Engagement, Application	Standards, 1 & 2	3.3, 3.4, 3.6, 3.7, 3.8, 4.4
CLO2: Critique theories in instructional design and technology in education.	Engagement, Application	Standards, 1 & 2	3.3, 3.4, 3.6, 3.7, 3.8, 4.4
CLO3: Evaluate applications of instructional design theory and technology in education.	Leadership, Engagement, Application	Standards, 1 & 2	3.3, 3.4, 3.6, 3.7, 3.8, 4.4

Student Expectations

Respectful Speech and Actions: As an institution of higher education, Alliant International University has the obligation to combat racism, sexism, and other forms of bias and to provide an equal educational opportunity. Professional codes of ethics and the academic code shall be the guiding principles in dealing with speech or actions that, when considered objectively, are abusive and insulting.

Professional Behavior: This program is a graduate-level professional program, and each member of the program, both students and faculty, are expected to engage in professional behavior and conduct. Students should always display empathy, self-control, friendliness, generosity, cooperation, helpfulness, and respect in all of their interactions with other students, staff, and faculty. Students will strive to exemplify professional behavior in all aspects of their participation in this program, to be on time in all engagements, to thoughtfully and diligently complete activities and assignments, and to treat all other program members with respect and dignity.

Expected In-class (Online) and Preparation Time per Week

Weeks	In-Class (Online) Time (Discussions, interactions, delivering presentations, viewing lectures, exams)	Preparation Time (reading, major assignments, homework)
Week 1	6 hours	11 hours
Week 2	6 hours	12 hours
Week 3	6 hours	11 hours
Week 4	5 hours	10 hours

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Week 5	6 hours	10 hours
Week 6	5 hours	10 hours
Week 7	6 hours	12 hours
Week 8	6 hours	11 hours

Note. Expected weekly time is calculated at the number of hours per unit, times the number of units, divided by the number of weeks in the course for the following:

- Online time: $(15 \times 3 \text{ of units}) / 8 \text{ of weeks}$
- Preparation time: $(30 \times 3 \text{ of units}) / 8 \text{ of weeks}$

Required Course Materials

Various journal articles and web-based resources. Links provided in the course.

Recommended Materials

Collins, A. (2017). *What's worth teaching? Rethinking curriculum in the age of technology*. New York, NY: Teachers College Press.

ISBN: 978-0807758656

Lavigne, N. C. & Mouza, C. (Eds.) (2013). Emerging technologies for the classroom: A learning sciences perspective. New York, NY: Springer-Verlag.

ISBN: 978-1461446958

University Administrative Policies & Student Resources

Administrative policies and students resources for the university can be accessed in the most current catalog posted on the university website <http://catalog.alliant.edu/index.php>.

Note: Academically related activities are used to calculate a student's official last date of attendance with the institution. In order to be in attendance for the week, you must submit a graded assignment. An "assignment" is defined as anything that is worth points in the course and can include Discussion and Engagement posts.

Technology Requirements and Support

Answers to the most common issues are found in the Canvas Guides which are accessible by clicking "Help" link located on the canvas course Web Page.

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For any other Canvas or technical issues please contact the Alliant Help Desk by email at: Helpdesk@alliant.edu or by phone at: 1-844-313-4357.

Additionally, students have access to Starfish, an early alert & connect system used to communicate concerns and facilitate access to extensive academic support systems. Starfish can be accessed by clicking on the Starfish icon located on the left-hand side of the canvas course Web Page.

Course Overview

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Week 3: Media Literacy, Learning Theories, Multimedia, & Instructional Design (Module Three).....	21
Week 4: Anchored Instruction, Situated Cognition, & Goal-Based Scenarios (Module Four)	24
Week 5: Teaching and Learning by Design & Problem and Case Based Learning (Module Five).....	27
Week 6: Games, Simulation, Microworlds, & Programming in Learning (Module Six).....	30
Week 7: Communities of Practice, Learning Communities, & Data Analysis (Module Seven)	32
Week 8: Evaluation (Module Eight).....	36

Course Grading

Grading is in accordance with the academic policies of Alliant International University.

Percentage	Letter Grade
94-100	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
67-69	D+
64-66	D
61-63	D-
< 61%	F

Final grades will be determined as follows based on the points obtained in the following categories:

Assignment Categories	% of Grade
Discussion	30
Course Project	30
Lesson Plan	40

Course Assessments

Assessment	Due	Assignment Category	Point Value
Week 1			
Introductions		Discussion	4
Course Project: Educational Technology		Discussion	4
Blended Learning Lesson Plan		Lesson Plan	5
Week 2			
Policy Initiatives for Technology in the Curriculum		Discussion	4
Technology in the Classroom		Lesson Plan	5
Project Idea		Course Project	2
Week 3			
Course Project and Media		Discussion	4
Media Literacy Lesson		Lesson Plan	5

Week 4			
Course Project and Varied Lessons		Discussion	4
Varied Lesson Plan		Lesson Plan	5
Week 5			
Course Project and Learning by Design		Discussion	4
Learning by Design Lesson Plan		Lesson Plan	5
Course Project: Contact Page		Course Project	4
Week 6			
Gaming, Simulation, Microworlds, & Programming		Discussion	4
Course Project and Gaming, Simulation, Microworlds, & Programming		Discussion	4
Week 7			
Virtual Learning Communities		Discussion	4
Course Project and Collaboration		Discussion	4
Adapted Lesson Plan		Lesson Plan	5
Week 8			
Assess Learning		Discussion	4
Course Project: Educational Technology		Course Project	10
Presentation Evaluations		Course Project	10
Total Points			100

Week 1: Blended Learning & Flipped Classrooms (Module One)

Learning Objectives

1.1 Analyze blended learning and flipped classroom design models.	CLO2
1.2 Determine how to effectively apply blended learning and flipped classroom design models.	CLO1, CLO3

Activities and Resources

Readings	1.1, 1.2
Online Resources	
<ul style="list-style-type: none">• "Flipping" a class, from the University of Texas at Austin, Learning Sciences• Flipped Classroom infographic, from Knewton• Edutopia. (2007). What is successful technology integration?• Johnson, D. & Mielke, N. (2013). Rubric for Effective Teacher Technology Use. ASCD. <p>Explore the following websites:</p> <ul style="list-style-type: none">• Blended Learning Definitions from Clayton Christensen Institute• What Blended Learning Is – and Isn't from Clayton Christensen Institute• Blended Learning: Making it Work in Your Classroom from Edutopia• International Society for Technology in Education (ISTE) Standards<ul style="list-style-type: none">○ Click on ISTE Standards for students○ Click on ISTE Standards for teachers• International Association for K-12 Online Learning (iNACOL)<ul style="list-style-type: none">○ iNACOL Blended Learning Teacher Competency Framework○ Patrick, S., Kennedy, K., & Powell, A. (2013). Mean what you say: Defining and integrating personalized, blended and competency education. iNACOL, The International Association for K-12 Online Learning	

Email Access	N/A
<p>Access your Alliant email to confirm it is in working order.</p>	

Introductions	N/A
<p>Post a brief introduction of yourself to the Introductions forum by Tuesday:</p> <p>Include the following in your introduction:</p> <ul style="list-style-type: none">• Background experience in teaching• Interest in technology in the curriculum• Alternative contact email or website <p>Read the introductions posted by your classmates and offer your own welcome.</p>	

Course Project: Educational Technology	CLO1, CLO2, CLO3
<p>Imagine the school district has issued a directive to incorporate more technology in the day to day activities of the school. For teachers this could be integrating technology tools into the curriculum, for administrators or instructional designers this could be creating a technology resource page for the teachers. Design your project to support the role you are earning your degree for.</p> <p>Post your area of interest to the Educational Technology–Preparation forum by Thursday.</p> <p>Locate classmates' with similar areas of interest to form groups of 2-3 people by Sunday of Week One. It is preferred that you work in groups to complete this project, but if you are unable to find someone to partner with, contact your course instructor to be approved to complete the project individually.</p> <p>Note. Once your group has formed you may utilize free collaboration forums such as Google Hangouts or Skype to connect synchronously or the group forums in Canvas to connect asynchronously. It is highly recommended that each group identifies a weekly day and time to meet synchronously to identify and assign tasks.</p> <p>Review complete assignment instructions in Week Eight.</p>	

Assignments

Blended Learning Lesson Plan	1.1, 1.2
<p>Design a blended learning or flipped classroom lesson plan in a subject content area of your choice. Use a lesson plan design of your choice or you may utilize the Alliant Lesson Plan template.</p>	

Utilize the [California State Standards](#) for selecting your subject content area.

Include the following in your lesson plan:

- A description of the content you intend to teach
- How the lesson will be blended or flipped
- The resources required to support instruction and learning
- How learning will be assessed

Support your lesson plan design with suggestions from the readings this week.

Submit your lesson plan to the following forums by Friday:

- Blended Learning Lesson Plan discussion forum
- Blended Learning Lesson Plan assignment submission forum

Provide meaningful feedback to a classmate's lesson design by Sunday. If a classmate's lesson design already has a comment posted, provide feedback to a classmate who does not yet have comments.

Week 2: Technology & Education Policy (Module Two)

Learning Objectives

2.1 Determine the implications of policy initiatives and standards in technology on education.	CLO1, CLO3
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Activities and Resources

Readings	2.1
<p>Online Resources</p> <ul style="list-style-type: none">• ISTE Launches Project ReimagineED, New Social Learning Community for K-12 Teachers, Technology Coaches• ISTE Standards• Perrott, Eric. "Copyright in the Classroom: Why Comprehensive Copyright Education Is Necessary in United States K-12 Education Curriculum." Intellectual Property Brief 2, no. 3 (2011): 5-18.• Worthen, M., & Patrick, S. (2014). The iNACOL State Policy Frameworks: 5 Critical Issues to Transform K-12 Education. iNACOL, The International Association for K-12 Online Learning.• Embrace Civility in the Digital Age• Digital Citizenship: Using Technology Appropriately• AACE• Smith, M. (2016). Computer Science for All. Obama White House Archives.• California Education Technology Blueprint	
<p>Read the following webpages from the U.S. Department of Education:</p> <ul style="list-style-type: none">• Science, Technology, Engineering and Math: Education for Global Leadership• Technology and Education Reform• Office of Educational Technology: National Education Technology Plan• Technology in Education: Privacy and Progress• Privacy Technical Assistance Center: Protecting Student Privacy While Using Online Educational Services: Requirements and Best Practices• Accessibility Enhancement Initiative	

Request an interlibrary loan for the following article:

Lakhan, S., & Khurana, M. (2008). [Intellectual property, copyright, and fair use in education](#). *Academic Leadership* (15337812), 6(4), 1.

- Click on **Full Text Finder** from the menu on the left
- Click on **Can't find it? Click here to request it for free through ArticleReach/Interlibrary Loan**
- Type in your Name and Student ID in the spaces provided
- Request the article

Note. It may take a few days to receive a copy of the article.

Course Project: Preparation

CLO1, CLO2, CLO3

Continue working on the Course Project assignment.

Assignments

Policy Initiatives for Technology in the Curriculum

2.1

Respond to the following prompts in the Policy Initiatives for Technology in the Curriculum forum by Wednesday:

- What are the implications of the example policy initiatives and standards, from the readings, on the classroom? On your lesson plan design from Week One? What are the general implications?
- How would you modify your lesson plan design for Intellectual Property, Safety, Privacy, Access, Accessibility, and Digital Citizenship issues?
- Propose your own policy initiative for Technology in the Classroom.

Reply to three of your classmates' posts by Sunday.

Note. Reference your readings in your initial response and your replies to classmates'.

Technology in the Classroom

2.1

Imagine your school or district has been receiving an abundance of calls from parents questioning the use of technology in the classroom.

Create website or document for *parents, students, and administrators* outlining how you incorporate technology into the educational plan for your class(es). Utilize one of the following to create your forum or use one of your choosing:

- [Google Sites](#)
- [Weebly](#)
- [SchoolRack](#)
- [EZClassSites](#)

Include the following information:

- Types of technology you plan to use and a description of them
- A place to report evaluation information such as surveys and findings.

Draft a letter specifically to parents describing your educational plan and technology policies. Include the steps you take to ensure student privacy online.

Reference the readings this week in the assignment.

Submit a link to your website or document that includes the letter, to the following forums by Sunday:

- Technology in the Classroom discussion forum
- Technology in the Classroom assignment submission forum

Review the websites created by your classmates' and provide meaningful feedback as needed.

This is a Signature Assignment and cannot be modified without prior approval from the Program Designer.

Course Project: Project Idea	N/A
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Submit your project idea by Sunday with the following information:

- Group members – if applicable
- Area of focus

Start collecting resources and background material to include in your project.

Begin exploring and testing freeware or other software you will utilize for your project.

Once students submit their groups to you, you will need to set-up student groups:

Setting Up Student Groups

- In the left navigation bar, click **People**.
- On the right, click **View Student Groups**.
- Make a new set of groups, provide a group set name, and determine how the group structure will be assigned.

Clicking **Create Groups** will automatically create the individual groups in the set. This creates multiple groups based on the Group Set name. Individual groups can be adjusted or edited by clicking on the group name in the Group Set list. A single group can be added by clicking the green + sign within the group set. Students can be moved in and out of groups by dragging and dropping.

Week 3: Media Literacy, Learning Theories, Multimedia, & Instructional Design (Module Three)

Learning Objectives

3.1 Determine how to effectively integrate media and digital literacy in lesson plan designs.	CLO1, CLO3
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Activities and Resources

Reading	3.1
<p>Online Resources</p> <p>Explore the following:</p> <ul style="list-style-type: none">• Center for Media Literacy–Media Literacy: Education for a Technological Age• National Association for Media Literacy Education• Learning Connections: Teaching Media Literacy with Technology• Learning Theories• Sesame Workshop <p>Read the following:</p> <ul style="list-style-type: none">• Bandura, A. (2001). Social cognitive theory of mass communications. In J. Bryant, & D. Zillman (Eds.). <i>Media effects: Advances in theory and research</i> (2nd ed., 121-153). Hillsdale, NJ: Lawrence Erlbaum.• Palmer, Ed. (n.d.). Television for Learning: Our Foremost Tool in the 21st Century. Opinion Article 7, Learning Without Frontiers: UNESCO.• Zanetis, J. (2013). Video Conferencing Deserves a second Look. Education World.• Merrill, M. D. (2002). First principles of instruction. <i>Educational Technology Research and Development</i>, 50(3), 43-59.• Black, J.B., & McClintock, R.O. (1995). An Interpretation Construction Approach to Constructivist Design. Educational Technology Publications. <p>Alliant Library</p> <ul style="list-style-type: none">• Calvert, S.L., & Kotler, J.A. (2003). Lessons from children's television: The impact of the Children's Television Act on children's learning. <i>Journal of Applied Developmental Psychology</i>, 24(3), 275-335.• Mayer, R. E., & Moreno, R. (2003). Nine Ways to Reduce Cognitive Load in Multimedia Learning. <i>Educational Psychologist</i>, 38(1), 43-52.	

Video	3.1
View the " Video Conferencing in K-12 Education " video [9:29] from YouTube.	

Course Project: Preparation	CLO1, CLO2, CLO3
Continue working on the Course Project assignment.	

Assignments

Course Project and Media	3.1
Brainstorm , in your project groups, how television, video and instructional design theories might be integrated into your group project.	
Post your ideas, by project group, to the Course Project and Media forum by Friday. Title the post with the names of everyone in your group.	
Provide meaningful feedback to each other by Sunday.	
Note. Reference your readings in your initial response and your replies to classmates'.	
You will want to edit this assignment to be a group assignment:	
Setting a Group Assignment	
<ul style="list-style-type: none">• Click on the Assignment• Click Edit• Scroll to Group Assignment• Click the box for This is a Group Assignment• Select the Groups Set you created in Week Two	

Media Literacy Lesson	3.1
Incorporate three-to five-media elements into your Blended Learning Lesson Plan from Week 1.	
Include a response to the following prompts:	

- How did learning and instructional design theories inform your lesson?
- How do the features of television and video support the learning?
- How will you assess the learning?

Reference the readings this week in the assignment.

Submit a link to your lesson plan that includes the responses to the prompts, to the following forums by Sunday:

- Media Literacy Lesson Plan discussion forum
- Media Literacy Lesson Plan assignment submission forum

Provide meaningful feedback to a classmate's lesson design by Sunday. If a classmate's lesson design already has a comment posted, provide feedback to a classmate who does not yet have comments.

Week 4: Anchored Instruction, Situated Cognition, & Goal-Based Scenarios (Module Four)

Learning Objectives

4.1 Analyze situated cognition, anchored instruction, and goal-based scenario design models.	CLO2
4.2 Determine how to effectively apply situated cognition, anchored instruction, and goal-based scenario design models.	CLO1, CLO3

Activities and Resources

Readings	4.1, 4.2
Online Resources	
<ul style="list-style-type: none">• Crews, T., Biswas, G., Bransford, J., Goldman, S., Nathan, M., & Varma, S. (n.d.). <u>Adventure Player: Macro context Plus Micro worlds</u>. Dept. of Computer Science & Learning Technology Center: Vanderbilt University, Nashville, Tennessee.• Brown, J.S., Collins, A., & Duguid, P. (1989). <u>Situated Cognition and the Culture of Learning</u>. Center for the Study of Learning, University of Illinois at Urbana-Champaign.• <u>Designing a Goal-Based Scenario</u> from Engines for Education• Schank, Roger, C (1992). <u>Goal-Based Scenarios</u>	
Alliant Library The Cognition and Technology Group at Vanderbilt. (1990). <u>Anchored Instruction and Relationship to Situated Cognition</u> . <i>Educational Researcher</i> , 19(6), 2-10.	

Course Project: Preparation	CLO1, CLO2, CLO3
Continue working on the Course Project assignment.	

Assignments

Course Project and Varied Lessons	4.1, 4.2
<p>Brainstorm, in your project groups, how situated cognition, anchored instruction or goal-based scenario lessons might be integrated into your group project.</p> <p>Post your ideas, by project group, to the Course Project and Varied Lessons forum by Friday. Title the post with the names of everyone in your group.</p> <p>Provide meaningful feedback to each other by Sunday.</p> <p>Note. Reference your readings in your initial response and your replies to classmates'.</p> <p>You will want to edit this assignment to be a group assignment:</p> <p>Setting a Group Assignment</p> <ul style="list-style-type: none">• Click on the Assignment• Click Edit• Scroll to Group Assignment• Click the box for This is a Group Assignment• Select the Groups Set you created in Week Two	

Varied Lesson Plan	4.1, 4.2
<p>Design a situated cognition, anchored instruction or goal-based scenario lesson or technology application in a subject content area of your choice. Use a lesson plan design of your choice or use the Alliant Lesson Plan template.</p> <p>Note. Select a different content area than what you used for your Week One Blended Learning Lesson Plan assignment.</p> <p>Utilize the <u>California State Standards</u> for selecting your subject content area.</p> <p>Include the following in your lesson plan:</p> <ul style="list-style-type: none">• A description of the content you intend to teach• The resources required to support instruction and learning• How learning will be assessed	

Support your lesson plan design with suggestions from the readings this week.

Submit your lesson plan to the following forums by Friday:

- Scenario Lesson Plan discussion forum
- Scenario Lesson Plan assignment submission forum

Provide meaningful feedback to a classmate's lesson design by Sunday. If a classmate's lesson design already has a comment posted, provide feedback to a classmate who does not yet have comments.

Week 5: Teaching and Learning by Design & Problem and Case Based Learning (Module Five)

Learning Objectives

5.1 Analyze the learning by design model.	CLO2
5.2 Determine how to effectively apply the learning by design model.	CLO1, CLO3

Activities and Resources

Readings	5.1, 5.2
Online Resources	
<ul style="list-style-type: none">• Learning by Design from Theory to Practice from EduTech Institute and College of Computing, Georgia Institute of Technology• Learning by Design™ from the Georgia Institute of Technology• Kolodner, J.L., Hmelo, C.E., & Narayanan, N.H. (n.d.). Problem-Based Learning Meets Case-Based Reasoning from The EduTech Institute College of Computing, Georgia Institute of Technology.• Leelawong, K, & Biswas, G. (n.d.). Designing Learning by Teaching Agents: The Betty's Brain System. Department of EECS/ISIS, Vanderbilt University.	

Course Project: Preparation	CLO1, CLO2, CLO3
Continue working on the Course Project assignment.	

Assignments

Course Project and Learning by Design	5.1, 5.2
Brainstorm , in your project groups, how learning by design lessons might be integrated into your group project.	
Post your ideas, by project group, to the Course Project and Learning by Design forum by Friday. Title the post with the names of everyone in your group.	

Provide meaningful feedback to each other by Sunday.

Note. Reference your readings in your initial response and your replies to classmates'.

You will want to edit this assignment to be a group assignment:

Setting a Group Assignment

- Click on the Assignment
- Click **Edit**
- Scroll to Group Assignment
- Click the box for **This is a Group Assignment**
- Select the Groups Set you created in Week Two

Learning by Design Lesson Plan

5.1, 5.2

Incorporate three-to five-insights from learning by design or problem and case-based learning into your Varied Lesson Plan from Week Four.

Include the following in your lesson plan:

- The resources required to support the added instruction and learning
- How learning will be assessed

Support your lesson plan design with suggestions from the readings this week.

Submit your lesson plan to the following forums by Friday:

- Learning by Design Lesson Plan discussion forum
- Learning by Design Lesson Plan assignment submission forum

Provide meaningful feedback to a classmate's lesson design by Sunday. If a classmate's lesson design already has a comment posted, provide feedback to a classmate who does not yet have comments.

Course Project: Contact Page

5.1, 5.2

Select, as a group, the technology you will use to create your web based final project.

Publish a Contact or Author(s) page.

Submit a link of your page to the Contact Page discussion forum by Sunday.

Note. If you are working in a group, only one member needs to submit the link. Include the names of all group members in your post.

You will want to edit this assignment to be a group assignment:

Setting a Group Assignment

- Click on the Assignment
- Click **Edit**
- Scroll to Group Discussion
- Click the box for **This is a Group Discussion**
- Select the Groups Set you created in Week Two

Week 6: Games, Simulation, Microworlds, & Programming in Learning (Module Six)

Learning Objectives

6.1 Determine how to effectively integrate gaming, simulations, and programming in lesson plan designs.	CLO1, CLO3
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Activities and Resources

Readings	6.1
Online Resources	
<ul style="list-style-type: none">• Papert, S. (1980). <i>Mind-storms: Children, computers, & powerful ideas</i>. Cambridge, Massachusetts.• Sheehy, K. (2011, Nov). <i>High school teachers make gaming academic</i>. U.S. News and World Report.• <i>Scratch</i> from the Lifelong Kindergarten Group at the MIT Media Lab• <i>Squeakland</i> Etoys• <i>Second Life</i> from Linden Research	
Alliant Library	
<ul style="list-style-type: none">• Kafai, Y.B. (2006). <i>Playing and Making Games for Learning: Instructionist and Constructionist Perspectives for Game Studies</i>. <i>Games and Culture</i>, 1(1), 36-40.• Turkle, S. (1997, Mar). <i>Seeing through computers</i>. <i>The American Prospect</i>, 76-82.	

Course Project: Preparation	CLO1, CLO2, CLO3
Continue working on the Course Project assignment.	

Assignments

Gaming, Simulation, Microworlds, & Programming	6.1
Respond to the following prompt in the Gaming, Simulation, Microworlds, & Programming forum by Wednesday: How would you adapt last week's lesson to incorporate gaming, simulation, microworlds, and programming into the lesson?	

Reply to three of your classmates' posts by Sunday.

Note. Reference your readings in your initial response and your replies to classmates'.

Course Project and Gaming, Simulation, Microworlds, & Programming

6.1

Brainstorm, in your project groups, how gaming, simulation, microworlds, and programming might be integrated into your group project.

Post your ideas, by project group, to the Course Project and Gaming, Simulation, Microworlds, & Programming forum by Friday. Title the post with the names of everyone in your group.

Provide meaningful feedback to each other by Sunday.

Note. Reference your readings in your initial response and your replies to classmates'.

You will want to edit this assignment to be a group assignment:

Setting a Group Assignment

- Click on the Assignment
- Click **Edit**
- Scroll to Group Assignment
- Click the box for **This is a Group Assignment**
- Select the Groups Set you created in Week Two

Week 7: Communities of Practice, Learning Communities, & Data Analysis (Module Seven)

Learning Objectives

<p>7.1 Determine how to effectively integrate communities of practice and social networking in lesson plan designs.</p>	CLO1, CLO3
<p>7.2 Determine how to effectively integrate data analysis or visualization tools in lesson plan designs.</p>	CLO1, CLO3

Activities and Resources

Readings	7.1, 7.2
Online Resources	
<ul style="list-style-type: none">• Swan, K & Shea, P. (2005). The development of virtual learning communities. In. S. R. Hiltz & R. Goldman, <i>Asynchronous Learning Networks: The Research Frontier</i>. New York: Hampton Press, 239-260.• In A. Collins (Chair), (1987). Strategies for teaching thinking skills with interactive technologies. Symposium conducted at the meeting of the American Educational Research Association, Washington.• Bell, P. (2000). Scientific arguments as learning artifacts: designing for learning from the web with KIE. <i>International Journal of Science Education</i>, 22(8), 797-817.• Introduction to communities of practice from Wenger-Trayner.• Communities of Practice from infed• Analyzing Data from Teacher Vision (2 pages)• Fifth-Graders Soar in the Blogosphere from Education World• Geospatial Revolution from the Delaware Department of Education• Geographic Information Systems in K-12 from the Minnesota Department of Education• Key Features of ArcGIS Explorer Desktop from Esri• Google Maps• Data Handling Games from Topmarks.• Tasty Tech Activity with Excel from Education World• Committee on the Support for the Thinking Spatially (2006). Learning to think spatially: GIS as a support system in the K-12 curriculum. Chapter 8: An assessment of GIS as a system for supporting spatial thinking in the K-12 context. The National Academies Press.	

Explore the following:

- | | |
|---|--|
| <ul style="list-style-type: none">• Blackboard• ClassFlow• Google+• Schoology• Moodle in education• Scholastic – Resources for Teachers• Educational Freeware• Khan Academy• Apple and Education• Facebook in Education• You Tube Channels – Teachers• Teaching Channel• PBS TeacherLine• Educational Technology and Mobile Learning• iPads in Education• TeachThought | <ul style="list-style-type: none">• Google Play• Common Sense Education• Intel Education• Wikipedia Education Program• Google for Education• AT&T: K-12 Education• K12 High Speed Network• TeachAde• Exploratorium• Connections Academy• USGS Education• Edutopia• Nick Jr.• Skype in the Classroom• American Association of School Librarians: Standards for the 21st Century Learner Lesson Plan Database |
|---|--|

Course Project: Preparation

N/A

Identify a partner group to present your group's project to by Thursday of Week Eight.

Assignments

Virtual Learning Communities

7.1

Join several sites for virtual learning communities. You may use the ones provided this week or some you know of on your own.

Respond to the following prompts in the Virtual Learning Communities forum by Wednesday:

- What communities did you join?
- How do they support learning and instruction?
- What kinds of activities are happening in the community?

Reply to three of your classmates' posts by Sunday.

Note. Reference your readings in your initial response and your replies to classmates'.

Course Project and Collaboration	7.1, 7.2
<p>Brainstorm, in your project groups, how communities of learning and social networking and visualization and data analysis might be integrated into your group project.</p> <p>Post your ideas, by project group, to the Course Project and Collaboration forum by Friday. Title the post with the names of everyone in your group.</p> <p>Provide meaningful feedback to each other by Sunday.</p> <p>Note. Reference your readings in your initial response and your replies to classmates'.</p>	
You will want to edit this assignment to be a group assignment:	
<p>Setting a Group Assignment</p> <ul style="list-style-type: none">• Click on the Assignment• Click Edit• Scroll to Group Assignment• Click the box for This is a Group Assignment• Select the Groups Set you created in Week Two	
Adapted Lesson Plan	7.1, 7.2
<p>Adapt one of your lessons designs, from Weeks One, Four, or Five, to incorporate the following:</p> <ul style="list-style-type: none">• Communities of practice, social networking, or collaboration• Argument, visualization and mapping, or data analysis <p>Support your lesson plan design with suggestions from the readings this week.</p> <p>Submit your lesson plan to the following forums by Friday:</p> <ul style="list-style-type: none">• Adapted Lesson Plan discussion forum• Adapted Lesson Plan assignment submission forum <p>Provide meaningful feedback to a classmate's lesson design by Sunday. If a classmate's lesson design already has a comment posted, provide feedback to a classmate who does not yet have comments.</p>	

Week 8: Evaluation (Module Eight)

Learning Objectives

8.1 Analyze various evaluation tools for the assessment of technology use and learning.	CLO1, CLO3
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Activities and Resources

Readings	8.1
Online Resources	
<ul style="list-style-type: none">• Introduction to Evaluation from Social Research Methods.• Noeth, R. J., Volkov, B. B., & American Coll. Testing Program, I. I. (2004). Evaluating the Effectiveness of Technology in Our Schools. ACT Policy Report. American College Testing ACT Inc.• Trumbull, E. & Lash, A. (2013). Understanding formative assessment: Insights from learning theory and measurement theory. WestEd.• Evaluation: Assessing Student Achievement of Learning Outcomes from Macquarie University.• SurveyMonkey• Rubistar	

Evaluation Rubric	8.1
<p>Design an evaluation rubric for the Educational Technology Course Project.</p> <p>Integrate theories from the resources provided this week in your rubric.</p> <p>Consider using a database driven tool to evaluate the design and assess the learning of the Course Project.</p> <p>Note. You will utilize the rubric you create to evaluate the Course Project presentations this week. It is suggested you have your rubric created by Wednesday so you are prepared to do the evaluations.</p>	

Assignments

Assess Learning	8.1
<p>Respond to the following prompts in the Assess Learning forum by Wednesday:</p> <ul style="list-style-type: none">• How will you evaluate your use of technology in the classroom?• How will you assess learning? <p>Reply to three of your classmates' posts by Sunday.</p> <p>Note. Reference your readings in your initial response and your replies to classmates'.</p>	

Course Project: Educational Technology	CLO1, CLO2, CLO3
<p>Imagine the school district has issued a directive to incorporate more technology in the day to day activities of the school. For teachers this could be integrating technology tools into the curriculum, for administrators or instructional designers this could be creating a technology resource page for the teachers.</p> <p>Part I: Project Design</p> <ul style="list-style-type: none">• Locate classmates' with similar areas of interest to form groups of 2-3 people by the end of Week One.• Select a freeware or software application to build your Educational Technology Project. Explore possible options provided below or propose your own suggestions:<ul style="list-style-type: none">○ SchoolRack○ EZClassSites○ Weebly○ Google Sites• Note. You are not limited to the option provided. It is encouraged that you test your comfort levels and use applications or resources you are not familiar with.• Incorporate or provide resources and support for the following elements in your Project:<ul style="list-style-type: none">○ Television and video (<i>Week Three</i>)○ Instructional design theories (<i>Week Three</i>)○ Situated cognition (<i>Week Four</i>)	

- Anchored instruction (*Week Four*)
- Goal-based Scenario (*Week Four*)
- Learning by design (*Week Five*)
- Teaching agents (*Week Five*)
- Gaming, simulation, micro worlds, or programming (*Week Six*)
- Situated learning, social networking, virtual learning communities, and collaboration (*Week Seven*)

Support your project design with references from the course readings.

Part II: Documentation Support

- **Write** a 1,200-to 1,500-word paper that describes how each of the above elements were incorporated into your Educational Technology Project. Include references to course readings.
- **Submit** the paper and a link to your project by Tuesday. Include the names of everyone in your group.

Part III: Presentation

- **Create** a 2-to 3-minute narrated and animated presentation to the school district highlighting the main points of your Educational Technology Project. Include references to course readings.
- **Present** your project to a partner group by Thursday. Title the post with the names of everyone in your group.

You will want to edit this assignment to be a group assignment:

Setting a Group Assignment

- Click on the Assignment
- Click **Edit**
- Scroll to Group Assignment
- Click the box for **This is a Group Assignment**
- Select the Groups Set you created in Week Two

Course Project: Presentation Evaluations

8.1

Post your animated presentation, from Part III: Presentation of the Course Project: Educational Technology assignment, for a partner group to review by Thursday.

Include a link to your project.

Utilize the Evaluation Rubric you created to:

- Assess your partner group's presentation
- Assess your own groups presentation

Submit both evaluations with a brief explanation by Sunday to this forum.

You will want to edit this assignment to be a group assignment:

Setting a Group Assignment

- Click on the Assignment
- Click **Edit**
- Scroll to Group Discussion
- Click the box for **This is a Group Discussion**
- Select the Groups Set you created in Week Two

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Rubrics

Discussion Rubric					
Criteria	Ratings				Pts
Content Content Shows a strong level of in-depth analysis and connection to concepts. 1.5 pts	Posts address Discussion Questions. Responses show evidence of knowledge and understanding of course content and applicability to professional practice. 1.5 pts	Posts address Discussion Questions. Responses show evidence of knowledge and understanding of course content and applicability to professional practice. The level of analysis and connection is basic and limited. 1.13 pts	Posts somewhat addresses Discussion Questions. Responses show some level of understanding and knowledge of course content and real world applicability. However, the level of analysis and in-depth connection is limited and to some degree inaccurate. 0.75 pts	Responses do not address Discussion Questions. Responses show little evidence of knowledge and understanding of course content and applicability to professional practice. 0.38 pts	1.5 pts
Generates Learning Generates Learning Shows a strong level of in-depth analysis and connection to concepts. 1.5 pts	Posts strongly elicit responses and reflections from the learning. Responses are consistently in-depth to encourage a deeper discussion. 1.5 pts	Posts attempt to elicit responses and reflections from the learning. 1.13 pts	Posts vaguely attempts to elicit responses and reflections from the learning. However, responses lack consistency, understanding, and in-depth connections. 0.75 pts	Posts do not attempt to elicit responses and reflections from the learning. Responses do not take the discussion deeper. 0.38 pts	1.5 pts
Quantity and Timeliness Quantity and Timeliness Shows a strong level of in-depth analysis and connection to concepts. 1.5 pts	Submitted initial responses to the Discussion Questions in a timely fashion and meets the word count. 0.5 pts	Submitted initial responses to the Discussion Questions, however lacks the required word count or is late. 0.38 pts	Submitted initial response to the Discussion Questions but is late and does not meet the word count. 0.25 pts	Did not submit an initial response to Discussion Questions. 0.13 pts	0.5 pts
Spelling and Mechanics Spelling and Mechanics Shows a strong level of in-depth analysis and connection to concepts. 1.5 pts	Submits posts that contain grammatically correct sentences without any spelling errors. 0.5 pts	Responses follow proper sentence structure, grammar, and spelling. Few errors are shown. 0.38 pts	Responses follow some proper sentence structure, grammar, and spelling but contain enough errors to distract the reader. 0.25 pts	Responses contain many errors in grammar, sentence structure, and spelling. 0.13 pts	0.5 pts
Total Points: 4.0					

Lesson Plan Rubric				
Criteria	Ratings			Pts
Grade Level and Subject Matter	<ul style="list-style-type: none"> Grade level and subject matter are clearly identified 0.5 pts 	Grade level and subject matter identified 0.33 pts	<ul style="list-style-type: none"> Identification of grade level and subject matter is incomplete 0.17 pts 	0.5 pts
Content (Common Core Standards, Materials, and Resources)	<ul style="list-style-type: none"> Complete with number and fully stated Appropriate for grade level, and content Matches objective All lesson strategies focused meeting set standards Complete listing of materials Complete listing of resources 1.0 pts	<ul style="list-style-type: none"> Complete with number but not fully stated Appropriate for grade level, and content Matches objective Not all lesson strategies focused on meeting set standards Most materials listed Most resources listed 0.66 pts	<ul style="list-style-type: none"> Note complete with number and not fully stated Does not match objective Lesson strategies not present or not focused on meeting set standards Essential materials not listed Essential resources not listed 0.33 pts	1.0 pts
Formative Assessment	<ul style="list-style-type: none"> Assessment is formative in nature Assessment evaluates stated lesson objectives Assessment allows the instructor to evaluate students' lesson comprehension prior to lesson completion 1.0 pts	<ul style="list-style-type: none"> Assessment is formative in nature Assessment evaluates the comprehension of stated lesson objectives Assessment allows the instructor to evaluate students' lesson comprehension prior to lesson completion 0.66 pts	<ul style="list-style-type: none"> Assessment is not formative in nature Assessment does not match stated lesson objectives Assessment does not allow the instructor to evaluate students' lesson comprehension prior to lesson completion 0.33 pts	1.0 pts
Procedure/Guided Practice (Instruction)	<ul style="list-style-type: none"> Includes clearly stated and logically sequenced accurate, age-appropriate explanation using available resources to enhance explanation Stated standards and objectives are met through instruction through a well-crafted and scaffolded lesson that includes many modifications to meet diverse needs Anticipatory set focuses attention on the lesson and piques the students' interest 1.0 pts	<ul style="list-style-type: none"> Includes clearly stated and logically sequenced, age-appropriate accurate explanation of lesson components Stated standards and objectives are met through instruction Anticipatory set focuses attention of students on upcoming lesson 0.66 pts	<ul style="list-style-type: none"> Does not include clearly stated and logically sequenced, age-appropriate accurate explanation of lesson components Stated standards and objectives are not met through instruction Anticipatory set not identified or related to objective 0.33 pts	1.0 pts
Independent Practice (Independent of Teacher)	<ul style="list-style-type: none"> Matches stated objectives, modeling, and/or guided practice Clear directions are provided Students are able to work independently with great success due 	<ul style="list-style-type: none"> Matches stated objectives, modeling, and/or guided practice Clear directions provided Students are able to work independently with some success due to an understanding of the subject matter 	<ul style="list-style-type: none"> Does not match stated objectives, modeling and/or guided practice Provides no or unclear directions Students are unable to work independently due to a lack of 	1.0 pts

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	<p>to thorough understanding of the subject matter 1.0 pts</p>	0.66 pts	0.33 pts	
Closure	<ul style="list-style-type: none"> • Identified • Addresses stated objective(s) • Includes student participation • Ties to real-life and/or future learning <p>0.5 pts</p>	<ul style="list-style-type: none"> • Identified • Addresses stated objective(s) • Includes student participation <p>0.33 pts</p>	<ul style="list-style-type: none"> • Not identified • Not connected to objective(s) • Does not include student participation (teacher tells them what they have learned) <p>0.17 pts</p>	0.5 pts
Total Points: 5.0				

Presentation Rubric					
Criteria	Ratings				Pts
Elements Elements	Presentation addresses the key elements required and goes beyond the parameters of the assignment. 3.0 pts	Presentation addresses the key elements required and meets the parameters of the assignment. 2.25 pts	Presentation attempts to address a few of the key elements required but is missing information. 1.5 pts	Presentation does not address the key elements required of the presentation. 0.75 pts	3.0 pts
Analysis and Evidence Analysis and Evidence	Presentation shows an in-depth analysis with a firm understanding of the concepts. Evidence is relevant with a strong connection to the main point. 3.0 pts	Shows a level of analysis with a clear understanding of concepts. Evidence is used to support the presentation but some is unclear or irrelevant. 2.25 pts	Presentation provides some analysis, but connections made are unclear or inaccurate. Some evidence used but does not clearly support the analysis. 1.5 pts	Lacks an in-depth analysis and fails to provide an understanding of the concepts. No evidence used or evidence does not support the analysis. 0.75 pts	3.0 pts
Performance Performance	Strong audience interaction. Visual and communication aids used to contribute to the quality of the presentation. High level of creativity shown. 1.5 pts	Provides some audience interaction. Use of some visual or communication aids. Shows some level of creativity in the presentation. 1.13 pts	Provides some audience interaction. Little to no visual or communication aids. Shows small amount of creativity in the presentation. 0.75 pts	Lacks audience interaction. Little to no visual or communication aids. Minimal amount of creativity shown. 0.38 pts	1.5 pts
Structure Structure	Presentation is organized well, follows a logical structure, and transitions well. All content presented are coherent and clearly states points. 1.5 pts	Organized logically and flows smoothly. Most content presented are coherent, transitions well, and clearly states points. Only a few areas seem disconnected and vague. 1.13 pts	Shows some organizational structure, however not all parts are cohesive. Some areas are difficult to follow and lack development. 0.75 pts	Flow of the presentation is difficult to follow. Overall, presentation lacks cohesion and clarity. 0.38 pts	1.5 pts
Grammar and Spelling Grammar and Spelling	Presentation follows proper structure, grammar and spelling. Little to no errors throughout the entire presentation. 0.5 pts	Presentation follows proper structure, grammar, and spelling. Few errors are shown. 0.38 pts	Presentation follows some proper structure, grammar, and spelling but contains enough errors to distract the viewer. 0.25 pts	Presentation contains many errors in grammar, and spelling. 0.13 pts	0.5 pts

Citation	Sources used follow guidelines required by the college. There are little, to no errors made. 0.5 pts	Sources used follow guidelines required by the college; however, there are a few errors. 0.38 pts	Minimal sources used and inconsistently follows guidelines required by the college. 0.25 pts	No sources used or sources used do not follow proper guidelines required by the college. 0.13 pts	0.5 pts
Total Points: 10.0					

Course Project Rubric					
Criteria	Ratings				Pts
Alignment of Theory and Practice	Clear evidence of connection to theory or research. Frequent and clear references are made to facts, concepts, and cited resources. Students and teachers will learn from this project. 4.0 pts	Adequate evidence of connection to theory or research. Students and teachers are likely to learn from this project. 3.0 pts	Some evidence of connection to theory or research. Students and teachers may learn from this project. 2.0 pts	No evidence of connection to theory or research. Students and teachers are not likely to learn from this project. 1.0 pts	4.0 pts
Originality	The project shows significant evidence of originality and inventiveness. The majority of the content and many of the ideas are fresh, original, and inventive. 4.0 pts	The project shows some evidence of originality and inventiveness. While based on an extensive collection of other people's ideas, products, images and inventions, the work extends beyond that collection to offer new insights. 3.0 pts	The work is an extensive collection and rehash of other people's ideas, products, images and inventions. There is little evidence of new thought or inventiveness. 2.0 pts	The work is a minimal collection or rehash of other people's ideas, products, images and inventions. There is no evidence of new thought. 1.0 pts	4.0 pts
Subject Knowledge	Subject knowledge is evident throughout the project. All information is clear, appropriate, and correct. 2.0 pts	Subject knowledge is evident in much of the project. Most information is clear, appropriate, and correct. 1.5 pts	Some subject knowledge is evident. Some information is confusing, incorrect, or flawed. 1.0 pts	Subject knowledge is not evident. Information is confusing, incorrect, or flawed. 0.5 pts	2.0 pts
Total Points: 10.0					