LME 535: Survey of Educational Technology Practices
Online Course Syllabus – Fall 2016

Instructor: Marge Maxwell   **Office:** Gary A. Ransdell Hall, 1017
Office Hours: 9am – 2pm; T,Th   **Telephone Numbers:** 270-745-2435
Email: marge.maxwell@wku.edu   **Prerequisite:** none
Course Websites http://blackboard.wku.edu, http://create-excellence.com, http://margemaxwell.net

Required Text:
Maxwell, M., Stobaugh, R., & Tassell, J. H. (2015). Real-world learning for secondary schools: Digital tools and practical strategies for successful implementation. Bloomington, IN: Solution Tree. ISBN: 9781935249443.

Required Domain Name:
You may be required to purchase a domain name for approximately $10. All directions will be in the TS-3 Create Your Own Blog module posted in BlackBoard.

Required Special Instructional Materials Needed:
Required Hardware, Software, and File Formats:
    Hardware:
- Webcam and microphone
- PC/Windows-based computer with Internet Access

    OR
- Macintosh with OS 10

    Software:
- If you are a PC and Windows user, Microsoft Word 2010 or higher for Windows, web browser, updated Flash Player
- If you are a Macintosh user, you should use MS Word 2011 or higher, updated Flash Player
- QuickTime Player; free download from the Internet; needed to view .mov videos on BlackBoard

    File Format:
- Save Word files as .docx. All Word files must be submitted as .docx, not .rtf.

Other materials: Teaching materials (teacher's guides, curriculum, anything to help create instructional projects, available in schools or the Education Resource Center)

Course Rationale:
This course will help students to evaluate, select, and integrate technology into education settings. Students will learn about a variety of computer and video technology used in current school systems and theories of their applications.

Course Description:
This course is designed to provide instruction in the basic theory, evaluation and application of educational technology in the classroom.

Course Objectives: After participating in learning activities within the course, graduate students will:
1. analyze and discuss real-world learning concepts with other class members scoring 3 or higher on the rubric.
2. design learning activities for all Bloom's taxonomy levels and cognitive structures scoring 3 or higher on the rubric.
3. design assessments for their content and technology objectives for the higher-level thinking educational scenarios scoring 3 or higher on the rubric.
4. create a blog to display coursework scoring 3 or higher on the rubric.
5. create original technology products on student selected curriculum topic scoring 3 or higher on the rubric.
6. create annotated bibliography about digital citizenship scoring 3 or higher on the rubric.
7. create one lesson plan that incorporates technology, uses the Instructional Design Project template, meets the CReaTE requirements, and scores 3 or higher on the rubric.
8. MAT and LME initial certification students will complete 20 field observation hours in various educational technology settings and score 3 or higher on the rubric.

Instructional Methods:

Demonstrations, discussions, reading assignments, written assignments, technology demonstrations, use of computer software and productivity tools, tutorials, informational videos

Course Topics:
Issues in educational technology; Design and produce various media for instruction, training, and presentation. Identify and apply the most appropriate media to a variety of instruction, training, and communication situations. Define digital citizenship and identify teaching resources. Identify appropriate media and plan its use with special student populations and in a multicultural milieu.

Course Disposition Statements: (Disposition means natural tendency, emotional constitution of the mind, inclination, or propensity.) These are the WKU College of Education and Behavioral Science's new disposition statements.

Level 1		Level 2	
Indicator	**Description of Target Level 5**	**Indicator**	**Description of Target Level 5**
a. Values learning: Attendance	Consistently attends class and is on time. Usually notifies instructor in advance and arranges to meet instructor following a missed class. Usually gives reason for planned absence.	**g. Values diversity**	Willingly works with others from different ability, race, gender, or ethnic groups. Welcomes feedback and interaction with others. Listens carefully to others and respects the views of those perceived as different from self.
b. Values learning: Class participation	Actively engaged and interested in the class activities. Volunteers to respond to questions. Participates in discussions.	**h. Values collaboration**	Actively seeks out and incorporates ideas of others. Willingly works with others to improve the overall environment. Regularly shares information and ideas.
c. Values learning: Class preparation	Work is completed with attention to detail, is sequential, and is logical. Shows evidence of thoughtful analysis of the assignment. Work shows that adequate time and planning were allocated. Consistently comes to class well prepared.	**i. Values professionalism: Respect for school rules, policies, and norms**	Knows school rules and policies. Follows them consistently. Understands the purpose of regulations and respects their intent. Accepts responsibility for personally following them in patterns of dress, behavior, etc.
d. Values learning: Communication	Uses correct grammar in oral and/or written communication. Communication is free of offensive or inappropriate language. Uses language to express ideas very effectively regardless of the age of the listener.	**j. Values professionalism: Commitment to self-reflection and growth**	Recognizes personal limitations and strengths and uses them to best professional advantage. Actively seeks suggestions and constructive criticism. Regularly practices critical thinking. Regularly engages in learning through self-reflection.
e. Values personal integrity: Emotional control	Displays steady emotional temperament. Is receptive to viewpoints of others and their suggestions. Holds self accountable for emotions and behaviors. Displays a sense of humor and/or willingness to get along with others.	**k. Values professionalism: Professional development and involvement**	Regularly and actively participates in professional activities or events that promote professional development. Makes use of information from professional organizations, professional publications, and educational resources.
f. Values personal integrity: Ethical behavior	Is honest in dealing with others. Puts truth above personal need or advantage. Always dependable in terms of keeping personal and professional confidences. Can be counted on to follow through and keep word. Shows self to be a person of strong character.	**l. Values professionalism: Professional responsibility**	Accepts responsibility for own actions and for helping all students learn and actively seeks self-improvement. Consistently holds high expectations for the success of all students. Consistently looks to explain and remedy student lack of success by factors within the control of self.

Standards addressed in this course and Critical Performance:
KTS Standard I: Content Knowledge
KTS Standard III: Creates/Maintains Learning Climate
KTS Standard IV: Implements/Manages Instruction
KTS Standard V: Assesses and Communicates Learning Results
KTS Standard VI: Demonstrates Implementation of Technology
KTS Standard VIII: Collaborates with Colleagues/Parents/
    Others
KTS Standard X: Provides Leadership Within School/
    Community/Education
PGES Domain 1: Planning & Preparation; A, B, C, D, E, F
PGES Domain 2: Classroom Procedures; C
PGES Domain 3: Instruction; A, B, C, D, E
AASL Standard I: Information and Ideas
AASL Standard II: Teaching and Learning

AASL Standard III: Collaboration and Leadership
AASL Standard IV: Program Administration
AECT Standard I: Design
AECT Standard II: Development
AECT Standard III: Utilization
AECT Standard V: Evaluation
ISTE Standard 1: Facilitate and Inspire Student Learning and
    Creativity
ISTE Standard 2: Design and Develop Digital-Age Learning
    Experiences and Assessments
EPSB's code of ethics (url:
    http://www.kyepsb.net/legal/ethics.asp)
EPSB Themes: Closing Achievement Gap

Course Calendar:

Legend for understanding syllabus contents (More detailed explanations of the terms are found later in the syllabus):
BB: Blackboard
TI 1-2: Technology Intetgration Modules 1-2
ID-1-3: Instructional Design Modules 1-3
CReaTE: Teaching and Learning Framework: Cognitive complexity, Real world, Technology integration, Engagement
TS-1-5: Technology Skills Modules 1-5
IDP: Instructional Design Project
CPI: Critical Performance Indicator

All assignments must be submitted by _MIDNIGHT_ of the due date.
Red text indicates due dates.
Green text indicates <u>where</u> to submit assignments.
Blue text indicates hyperlinks.

Week of:	WKU Calendar Events You Should Know	**A.** Course Assignments (for graduate students who already have any teaching certification)	**B.** Assignments for Initial Certification Students in the _MAT Program_ and _Initial Certification LME Students_ (**Click here to see field hours requirements below.**)
M 8/22 Week 1	**8/22 First day of Fall semester**	1. Orientation Activity (30 points): a. **Email Orientation Activity and Scavenger Hunt** to your instructor by **Sunday 8/28** b. **Orientation email** due **Sunday 8/28** Begin working on **TS-3 Create Course Blog** due **Sunday 9/4** (**Email link to your blog to your instructor.**) You have <u>two weeks</u> to work on this assignment.	1. Orientation Activity (30 points): a. **Email Orientation Activity and Scavenger Hunt** to your instructor by **Sunday 1/31** b. **Orientation email** due **Sunday 8/28** 2. **Email** your instructor by **Sunday 8/28** to schedule a **Skype** session (or we may meet in person) with your instructor before Sunday 9/4 to discuss your field observation hours. Begin working on **TS-3 Create Course Blog** due **Sunday 9/4** (**Email link to your blog to your instructor.**) You have <u>two weeks</u> to work on this assignment.
M 8/29 Week 2	**8/29 Last day of drop/add**	2. **TS-3 Create your own Blog Website** (100 points) including About Me page due **Sunday 9/4** (**Email link to your blog to your instructor.**) 3. **Email your instructor** about your selected IDP authentic topic, intended grade level, and some ideas for the lesson by **Sunday 9/4** (Read the *Authentic Learning* file in BB first; you must mention something from this file. It is in the CPI: IDP zipped folder.)	3. **TS-3 Create your own Blog Website** (100 points) including About Me page due **Sunday 2/7** (**Email link to your blog to your instructor.**) 4. **Email your instructor** about your selected IDP authentic topic, intended grade level, and some ideas for the lesson by **Sunday 9/4** (Read the *Authentic Learning* file in BB first; you must mention something from this file. It is in the CPI: IDP zipped folder.)
M 9/5 Week 3	**9/5 Holiday for Labor Day**	4. **Blog 1: Real World Learning** (75 points) due **Sunday 9/11** (**Post to your blog**) You are required to answer both questions. 5. **Apply online** for a FREE Animoto.com Educator's account at **http://animoto.com/education/classroom** by **Sunday 9/11**. Take a screenshot of your application for this free account. Forward the confirmation email to your instructor when you receive it. If you have not received your confirmation email by 9/11, email a screenshot of your application to your instructor.	5. **Blog 1: Real World Learning** (37.5 points) due **Sunday 9/11** (**Post to your blog**) You are only required to answer <u>one question</u> that you choose. 6. **Apply online** for a FREE Animoto.com Educator's account at **http://animoto.com/education/classroom** by **Sunday 9/11**. Take a screenshot of your application for this free account. Forward the confirmation email to your instructor when you receive it. If you have not received your confirmation email by 9/11, email a screenshot of your application to your instructor.
M 9/12 Week 4		6. **ID-1**: Designing Bloom's Activities (75 points) due **Sunday 2/9/18** (**Post Bloom's**	7. **ID-1** Designing Bloom's Activities (75 points) due **Sunday 9/18** (**Post Bloom's**

		Activities file to your blog on the Instructional Design page AND take online quiz in Bb.)	Activities file to your blog on the Instructional Design page AND take online quiz in Bb.)
M 9/19 **Week 5**	**9/22 Last day to apply for December 2016 Graduation**	7. **Blog 2: Cognitive Complexity** (75 points) due **Sunday 9/25** (**Post to your blog**) You are required to answer both questions. 8. **Comment online** on at least two other students' **About Me** page on their course blog by **Sunday 9/25** (Links to all students websites will be posted in BB.)	8. **Blog 2: Cognitive Complexity** (37.5 points) due **Sunday 9/25** (**Post to your blog**) You are only required to answer <u>one question</u> that you choose. 9. **Comment online** on at least two other students' **About Me** page on their course blog by **Sunday 9/25** (Links to all students websites will be posted in BB.)
M 9/26 **Week 6**		<u>Begin</u> **TS-6 Web 2.0 Tools**: due **Sunday 10/9** (This module contains three technology projects. Do not wait until the last day or two for this module. You have almost <u>three weeks</u> to work on this module.)	<u>Begin</u> **TS-6 Web 2.0 Tools**: due **Sunday 10/9** (This module contains three technology projects. Do not wait until the last day or two for this module. You have almost <u>three weeks</u> to work on this module.)
M 10/3 **Week 7**	**10/6-7 FALL BREAK**	9. Complete **TS-6 Web 2.0 Tools** (150 points) due **Sunday 10/9** (**EMBED all three projects in your blog** on the Technology Projects page, do not just attach the files or link to them. Email the Project Description Form to your professor.)	10. Complete **TS-6 Web 2.0 Tools** (150 points) due **Sunday 10/9** (**EMBED all three projects in your blog** on the Technology Projects page, do not just attach the files or link to them. Email the Project Description Form to your professor.) 11. **Field observation reports** (75 points) for at least 10 hours of observation due **Sunday 10/9 (Email to your instructor)**
M 10/10 **Week 8**	**10/10 Priority registration for 2016 winter sessions begins** **10/12 Last day to withdraw with grade of W**	10. **Blog 3: Student Engagement** (75 points) due **Sunday 10/16** (**Post to your blog**) You are required to answer both questions.	12. **Blog 3: Student Engagement** (37.5 points) due **Sunday 10/16** (**Post to your blog**) You are only required to answer <u>one question</u> that you choose.
M 10/17 **Week 9**	**10/23 60% point (grade of FN if no course work completed after this date)**	11. **ID-3** Designing Objectives and Assessments (75 points) due **Sunday 10/23** (**upload to BlackBoard**)	13. **ID-3**: Designing Objectives and Assessments (75 points) due **Sunday 10/23** (**upload to BlackBoard**)
M 10/24 **Week 10**		12. **TI-2:** Digital Citizenship (50 points) due **Sunday 10/30** (**upload the DDL image and annotated bibliography to your website** on the Technology Projects page)	14. **TI-2:** Digital Citizenship (50 points) due **Sunday 10/30** (**upload the DDL image and annotated bibliography to your website** on the Technology Projects page)
M 10/31 **Week 11**	**10/31 Priority registration for 2016 fall semester begins**	13. Submit your **IDP Proposal** (see IDP Proposal file under CPI folder on BB) to BlackBoard by **Sunday 11/6** (**email to your instructor**)	15. Submit your **IDP Proposal** (see IDP Proposal file under CPI folder on BB) to BlackBoard by **Sunday 11/6** (**email to your instructor**)
M 11/7 **Week 12**	**11/8 Election Day – WKU Closed** **11/11 Last day to submit work to remove a grade of Incomplete from spring 2016 or summer 2016**	14. **Blog 4: Technology Integration** (75 points) due **Sunday 11/13** (**Post to your blog**) You are required to answer both questions.	16. **Blog 4: Technology Integration** (37.5 points) due **Sunday 11/13** (**Post to your blog**) You are only required to answer <u>one question</u> that you choose.
M 11/14 **Week 13**		**Work on your IDP.** **OPTIONAL:** You may earn up to 25 points **<u>extra credit</u>** for completing the TS-5 Advanced Word module; due **Sunday 11/20** (**upload to BlackBoard**)	**Work on your IDP.** **OPTIONAL:** You may earn up to 25 points **<u>extra credit</u>** for completing the TS-5 Advanced Word module; due **Sunday 11/20** (**upload to BlackBoard**)

M 11/21 **Week 14**	**11/23-25** **Thanksgiving Break; WKU Closed**	**OPTIONAL:** Submit **final IDP early for extra 20 points** by **Tuesday 11/22/16**; (IDP and sample student work must be uploaded to EPS and your blog, also submit IDP Personal Reflection to BB to count as early submission)	**OPTIONAL:** Submit **final IDP early for extra 20 points** by **Tuesday 11/22/16**; (IDP and sample student work must be uploaded to EPS and your blog, also submit IDP Personal Reflection to BB to count as early submission)
M 11/28 **Week 15**		15. *Final due date <u>Wednesday 11/30/16 for Instructional Design Project (IDP)</u>* (200 points) – **Final IDP and sample student work must be uploaded to EPS and to your blog website to count as submission. Submit Personal Reflection to BlackBoard.** <u>**No other assignments will be accepted after** *11/30/16.*</u> Watch your email daily. You may be given the opportunity to revise your CPI if you did not make 3.0. However, you may only be given 1-3 days depending on time.	17. *Final due date <u>Wednesday 11/30/16 for Instructional Design Project (IDP)</u>* (200 points) – **Final IDP and sample student work must be uploaded to EPS and to your blog website to count as submission. Submit Personal Reflection to BlackBoard.** 18. *Final Field Observation (75 points) Reports for second 10 hours due Sunday 12/4/16* <u>**No other assignments will be accepted after 12/4/16.**</u> Watch your email daily. You may be given the opportunity to revise your CPI if you did not make 3.0. However, you may only be given 1-3 days depending on time.
M 12/5 **Finals Week**	**Final Exam Week** **5/13 Graduate Spring Commencement 5:00pm**	Watch your email daily. You may be given the opportunity to revise your CPI if you did not make 3.0. However, you may only be given 1-3 days depending on time.	Watch your email daily. You may be given the opportunity to revise your CPI if you did not make 3.0. However, you may only be given 1-3 days depending on time.
M 12/12	**12/13 Final grades due by noon**		

Course Evaluation: (based on accumulated points throughout the semester)

Grading Scale	A. **Evaluation for Students** **(in programs other than MAT)**		B. **Evaluation for MAT/Initial Cert. Students**	
	Dig. Cit. Module	50	Dig. Cit. Module	50
A = 90% =900-1000	2 ID Modules	150	2 ID Modules	150
B = 80% =800-899	IDP	200	IDP	200
C = 70% =700-799	4 Blog Responses	300	4 Blog Responses	150
D = 60% =600-699	Web 2.0 Module	150	Web 2.0 Module	150
	Blog Website	100	Blog Website	100
	Orientation Activity	30	Orientation Activity	30
	Participation	20	Participation	20
	TOTAL	**1000**	Field Experience	150
			TOTAL	**1000**

<u>Grades and Student Feedback</u>: Your instructor will keep grades in an Excel spreadsheet, **not** in Blackboard's grade book. Your instructor will send feedback via email with an attached individual feedback file.

Class Time Management:
Management of your personal "class time" is one of the most difficult issues for students in an online class. Most face-to-face classes meet three hours a week and students are expected to spend up to six hours per week in class preparation and assignments. Therefore, you can expect to spend up to **nine hours per week** on any university course whether face-to-face or online.

Submission of Assignments:
1. The School of Teacher Education subscribes to TurnItIn, a plagiarism service that gives professors an originality report for each student paper turned in. Your assignments may be checked through this service.

2. In this course **you will create your own Blog site to display some of your assignments**. Some of your assignments will be **embedded** in your blog while some of the more personal assignments will be uploaded to BlackBoard.
3. **Some of your (more personal or reflective) assignments will be uploaded to BlackBoard.**
   a. View the assignment files under Course Info in our BlackBoard course menu.
   b. To submit the assignment, click on the menu link "Submit Assignments" and click on the specific assignment you are submitting.
   c. Type a comment to your instructor about your assignment if you like.
   d. Click "Browse" and locate your assignment file on your hard drive or flash media.
   e. If you have another file to upload, click "Add Another File" and Browse to locate your file. Be sure to add all files that you need to submit <u>before</u> you click Submit. You cannot come back to this screen.
   f. Click "Submit" to send your file to your instructor.
4. Your final **Instructional Design Project (IDP) must be submitted to the Electronic Portfolio System** while the **Personal Reflection will be uploaded to BlackBoard**.

Revision of Assignments:
1. Only revise if your instructor asks you to revise an assignment (including the IDP).
2. **ALL** revisions must be in different color.
3. After revisions, your highest grade will be 3.0 only (Is it fair for you to get a score higher than 3.0 when another student may have earned 3.0 the first time and they did not get to revise?).
4. Email all revisions to your instructor.

Emails to Instructor:
1. **Use your WKU email account** for all course communication. Do not email your instructor from your school account, Gmail, Yahoo, or other accounts. Your WKU email account is housed on a very specialized and secure server dedicated to WKU courses and business.
2. The **Subject field of ALL emails to your instructor** MUST be in the following format:

   LME 535, LastName, Topic

   Emails without this format will (gently) be returned to you to revise the subject. I am not trying to be rude! My email program sorts mail according to the class number. If you do not use this standard email format, your message may get lost in my volume of mail in the Inbox or the Junk folder. Please help me with this!
3. Please set your email options such that when you reply to any message, it will include the original message. When you email me, my email software will retain your original message when I reply. If you reply back, your message should retain both your original message and my response. This helps to remind me of our ongoing conversations. Thanks!!
4. Please avoid emails with "humorous" attachments or emoticons, viruses by using virus checking software, and using floppies that have been used on public machines. Use correct English grammar and spelling in all emails to your instructor.
5. Email writing style: Please use grammatically correct English in email communication. This is the major means of our professional university communication. Therefore, do not use all caps or all lowercase, do not use common informal abbreviations like BTW (by the way), and do not use excessive emoticons or faces (once in a while is OK).

Naming Files: Please name files according to the directions for each assignment on your syllabus. In general, all files submitted should begin with your <u>last name, then a period, then the module code, and then a description of the assignment</u>. For example, **Maxwell.ID-1.Bloom's Activities for Oceans.docx**

Late Assignments: Assignments turned in after due dates during the semester will result in a **10% reduction per day** unless prior arrangements were made with the instructor. Any assignments turned in **after the last due date (see course calendar) will result in a 20% reduction per day** unless prior arrangements were made with the instructor. Technical problems are NOT an excuse unless reported to the instructor prior to 24 hours before due date. If you do no have the time to complete work, please contact your instructor immediately to plan on accommodations. This is a project-oriented course. Successful students contact his/her instructor regularly to seek assistance and guidance and keep up with assignments. Make sure you are one of them!

Plagiarism: To represent work for course assignments or projects taken from another source (**INCLUDING WEB SOURCES**) as one's own is Plagiarism. Plagiarism is a serious offense at WKU. The academic work of a student must give an author credit for borrowed source material from his/her material. To lift content directly from a source [**INCLUDING THE INTERNET**] without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism. **Plagiarism also includes submission of the same assignment for more than one class.** Plagiarism could result in a grade of an "F" for the assignment and /or the course.

WKU subscribes to TurnItIn, a plagiarism service which gives professors an originality report for each student paper turned in. Your assignments may be checked through this service.

Participation and Communication: Students in this online course are not expected to attend any class at WKU; however, student class participation is required. You ARE a part of a distributed class, i.e., you and your classmates are spread around the US and even the world! Each time you come to class via Blackboard on the web, please check Announcements for any current or relevant new information. You must discipline yourself to complete assignments on time. It is strongly suggested that the student notify the instructor in advance of a possible absence for three or more days.

Students' participation grade includes completion of class assignments, reading all assigned materials, turning in assignments on time, maintaining contact with the instructor, use of the Q & A Discussion board, and maintaining a positive professional attitude. Your instructor is happy to make an appointment (either in person or by phone) with any student to help with any assignment or answer any questions. However, it is easier for your instructor to respond more quickly to email than regular postal mail or phone messages.

Due to the fact that: (a) it is often difficult to correctly interpret the intended tone of an email message/discussion board posting; (b) it is often too easy to quickly zip off a rude communication to someone without first finding out "the whole story" or thinking through the possible consequences of doing so; and (c) people sometimes will communicate things electronically that they would never say in a face-to-face conversation, students should take care to be polite, to-the-point, professional, and respectful in all communication in this course. In the case that inappropriate/disrespectful student communication is received by the professor or posted on a discussion board, the professor reserves the right to deduct points, delete it without answering questions or responding in any way, retain copies to be used as evidence in student disciplinary proceedings, or take any other appropriate action she sees fit. Please review the following netiquette website for more information about ethical and considerate online behavior: http://www.albion.com/netiquette/index.html.

Disability Accommodations Statement: "Students with disabilities who require accommodations (academic adjustment and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services, Room 445, Potter hall. The Office for Student Disability Services (OFSDS) telephone number is 270-745-5004. Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the OFSDS."

Technical Difficulties:
If you have technical difficulties during this course with BlackBoard, TopNet, or WKU email, you can call the WKU Help Desk at 270-745-7000. However, they will not help you will with using your blog website. They will help with logging into your blog but not issues such as how to use a plugin or managing a theme.

Definition of Key Terms used in this course:
Difference and "Student" and "Pupil": In this course and all course documents, the term "student" refers to YOU—students in WKU courses. The term "pupil" refers to children or students in grades preschool through twelfth grade (P-12).
Critical Performance Indicator (CPI): A critical performance is a multi-task, learning-centered project which is critical to the academic standards and goals of a program area (in this case, the LME program). In most cases, it is the culmination of semester-long activities into one final multifaceted demonstration of mastery of the course objectives.

Course Assignments, Projects, and Evaluation
All Modules and assignment information files are located in our Blackboard course site.

Orientation Activity and Participation (50 points)
1. Two parts to the About Me webpage on your blog: 20 points
    a. Post any information about yourself that you would like to share with your classmates and embed a Web 2.0 Introduction of yourself. See the instructor's sample website at http://margemaxwell.net or http://margemaxwell.blog.wku.edu. For Web 2.0 lists or ideas you can visit CReaTE Excellence Resources. You need to add three things: (1) embed an Intro using Web 2.0 tool (not just a link but embed it in the post), (2) give some information about yourself and (3) APA references for sources used in your Web 2.0 introduction. See due date on course calendar.
    b. Comment on at least two other students' post on their About Me webpage. See due date on course calendar.

2. Completed, signed Orientation Activity emailed to professor .... 5 points
3. Email with all components to professor .... 5 points
4. Participation (these points given after submitting your final IDP) .... 20 points
   - Maintaining contact with the instructor and responding to specific information request by the professor.
   - Professional courtesy to other users in the course site.

All Modules and assignment information can be found in our BlackBoard course site.

Create Excellence Framework Blogs 1-4: (75 points each blog, 300 points total; for Initial Certification students, 37.5 points each, 150 total, complete one question for each blog) Refer to course calendar for due dates. See the blog prompts file on Bb. Post all blog responses on your blog website.

Technology Integration (TI) Modules

TI-2: Digital Citizenship Part 1 (50 points) Post on your blog website on Technology Projects page.

Technology Skills (TS) Modules

TS-3: Blog Website (100 points) Create your own website.
TS-6: Web 2.0 Tools (150 points) (*Embed* projects on your blog website on the Technology Projects page)
 Optional for extra credit: TS-5 Advanced Word module for 25 extra credit points; Post in BlackBoard.

Instructional Design (ID) Modules

ID-1: Designing Activities using the Revised Bloom's Taxonomy (75 points) Post to your blog.
ID-3: Designing Objectives and Assessments (75 points) Post in BlackBoard.

Master of Arts in Teaching (MAT) Program and LME Initial Certification Field Hours Requirement **(150 points)**
The MAT program requires 20 field hours in the LME 535 course. Your professor wants to have a private Skype session (or face-to-face meeting) with each MAT student during the first two weeks of the course. All observation reports must also include the completed field observation form. You can locate the form and general information about field experience hours on BlackBoard.

Options for the LME 535 field hours could include the following:
- Observe in some classrooms where the teacher/students are using technology. Look for higher level thinking (according to the Revised Bloom's Taxonomy), look for Create framework levels 3 or higher, look at how the *students* are using technology (not the teacher). Write a two-page summary that describes your observations, connection to Bloom's and Create Framework, and give your recommendations to increase the levels of Bloom's and Crete Framework for each class in which you observe.
- Participate with an STLP (Student Technology Leadership Program) at a local school. Work with the STLP coach to help students develop technology products. Discuss this with your LME 535 instructor to outline your activities and reports.
- Interview an administrator and teachers about the STLP at a school. How does it connect to curriculum? How are students selected? What is its role at your school? Who is the advisor and what role does that play in their regular teaching position? Pose questions of your own about the program. Write a two-page summary and discussion of your findings.
- Observe in a 1-1 classroom (a class that has a computer or iPad for every child) and observe in a typical class without 1-1. What impact does technology have on teaching and student learning? Do you feel that technology helps students understanding or harms student understanding of the content? Do you feel that technology helps with student behavior or causes problems with student behavior? Write a two-page summary and discussion of your findings.
- Observe in Library Media Center where the Library Media Specialist and classroom teacher are collaborating to teach a lesson at the Elementary, Middle or High School level. What technology are they using? Do a two page write-up containing a summary of events during the lesson and a discussion containing information on how the observed collaborative lesson will affect your future attempts at the collaborative process.
- Observe in computer lab, make note of the established rules and procedures. Create an outline of the procedures with descriptions of how these rules affect the student access to information, safety and promote positive digital citizenship.
- Observe in grade level meetings where teachers discuss higher-level thinking and technology. Create minutes to this meeting and include the ideas/main points, give the corresponding Create Framework Levels for the discussed topics.

Critical Performance Indicator: **Instructional Design Project (CPI - 200 points)**
See a shortened overview below of the CPI. All directions, rubrics, and resources are posted in BlackBoard.
Post IDP and sample student work on your blog and on the Electronic Portfolio System.
Post your IDP Personal Reflection for LME 535 to BlackBoard.

LME 535 Critical Performance Indicator (CPI) Instructional Design Project (IDP): Part 1 200 points)

Develop and teach a lesson that meets the following basic requirements:

1. CReaTE level of 3 or higher; i.e., pupils are engaged in higher level thinking with the **_content_** (not just the technology)
2. Follows the IDP Template (provided by your instructor)
3. Your *pupils create* a technology product from the following choices: Google Apps, Google Earth, Google Sites, Google SketchUp, any (professor approved) Web 2.0 tool, Digital Storytelling (MS Movie Maker or iMovie), Blog Website, Database, Spreadsheet, or Desktop Publishing (*MS Publisher, Page Plus or other desktop publishing software. MS Word and PowerPoint (or any similar tool) are **not** options for this project)*.
4. You will create a sample pupil project that follows your lesson. In other words, do your lesson like you want your students to do.

Teaching is teaching is teaching. You may be a P-12 teacher and your unit will be designed and taught for a specified age/grade/ability level. You may work for a business, organization, a branch of the armed forces, or university; therefore, you will probably design a unit to teach adults. It could be a training session on any topic but remember that you will be using technology to teach the topic. This IDP is not recommended for Kindergarten or first graders because of the difficulty of the technology product. You should discuss this with your instructor if this is a problem.

You will select an <u>authentic</u>, real-world topic for your IDP. Email your IDP Proposal to your instructor by due date (see course schedule).

This project will be developed and completed over two semester courses. In LME 535 you will design the Actions part of the IDP. In LME 537 you will revise the IDP, teach the lesson and write the Impact and Refinement sections.

While most instructional units include several lessons, this Instructional Design Project depicts one lesson in a unit. This IDP is usually the culminating lesson in a unit because of the higher-level thinking activity and because of the technology product pupils must create. Your IDP does not need to include the instruction or assessment of prior lessons.

Be sure to print and use the IDP scoring rubric while you are developing each section of the IDP. All files are posted in BlackBoard.

If a student's IDP does not score 3.0 on the first attempt, <u>the student will be given the opportunity to revise their IDP but the maximum score will be 3.0 or 150 points. This is only fair to other students who earn 150 on their first attempt and are not given the opportunity to revise.</u>

TO RECEIVE A FINAL GRADE FOR THE COURSE, YOU MUST COMPLY WITH BOTH OF THE FOLLOWING:
1. Receive a score of 3 or higher (150 points or more) on this Critical Performance Indicator.
2. The IDP must be uploaded to the <u>Electronic Portfolio System</u> prior to receiving a grade for the course.

Note: See the folder on BlackBoard that gives specific contents of this project, supporting resources, methods of submission, and scoring rubric on BlackBoard.