

LITE 545 Educational Technology Production **Spring 2023 Syllabus**

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Address: Western Kentucky University Fax: 745-6435
1906 College Heights Blvd. #71030 **Prerequisite:** none
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Email: marge.maxwell@wku.edu
Course Websites: <http://wku.blackboard.com>, <http://create-excellence.com>, <https://sites.google.com/view/samplelite>

Required Text: none; all course material will be posted on BlackBoard.

Required Special Instructional Materials Needed:

Required Hardware, Software, and File Formats:

Each student must have a headset with microphone.

Hardware:

- PC/Windows-based computer with Internet Access *OR*
- Macintosh with OS 10

Software:

- Microsoft Office for Windows (Word, Excel, PowerPoint)
- If you are a Macintosh user, you should use MS Office.

Media: USB Drive (flash drive) highly recommended. Since many students work on more than one computer, a flash drive makes it more convenient to transport files you are working on.

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 is designed to give educators a strong background in technology with particular emphasis on service and global education, and instructional website design and production.

Course Description:

This course is designed to provide the student with instruction and laboratory experience in advanced production of a website and other technology projects with emphasis on design and global education.

Course Objectives:

1. Graduate students will discuss service-learning education issues and authentic application in K-12 classrooms.
2. Graduate students will create four original technology products given appropriate software and tools scoring 3 or higher on the rubric.
3. Graduate students will design and implement a service-learning project for students that provides evidence of local community, national, or global interaction and collaboration, incorporates three or more technology products, meets CReaTE level 3 or higher, and scores 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, field experience, teaching P-12 pupils

Course Topics:

Nature of website design; Planning, organizing, and creating website projects; Troubleshooting hardware/software problems; Networking: Advanced features of Office applications; How hardware and software work together; Integrating the Internet into teaching and learning; Locating Internet resources for educational and instructional applications; Applications of multimedia systems in education

Course Disposition Statements: (Disposition means natural tendency, emotional constitution of the mind, inclination, or propensity.)

WKU College of Education and Behavioral Science Dispositions

The Educational Professional demonstrates the following:

Values Learning as evidenced by:

- Class Participation
- Attendance
- Class Preparation
- Communication

Values Personal Integrity as evidenced by:

- Emotional Control
- Ethical Behavior
- Values Diversity
- Values Collaboration

Values Professionalism as evidenced by:

- Respect for school rules, policies and norms
- Commitment to self-reflection and growth
- Professional Development and Involvement
- Professional Responsibility

Standards addressed in this course and Critical Performance Indicator:

Kentucky Teacher Standards

- Standard 1: Knowledge of Content
- Standard 2: Designs/Plans Instruction
- Standard 4: Implements/Manages Instruction
- Standard 5: Assesses and Communicates Learning Results
- Standard 6: Demonstrates Implementation of Technology
- Standard 7: Reflects/Evaluates Teaching/Learning
- Standard 8: Collaborates with Colleagues/Parents/Others

Kentucky Framework for Teaching

- Domain 1: Planning & Preparation
- Domain 2: Classroom Environment
- Domain 3: Instruction

American Association of School Libraries (AASL),

- Standard 9.0 Instructional Leadership. The ability to serve as a learning facilitator within schools and as a leader of faculty, administration, and students in the development of effective strategies for teaching and learning

Association of Educational Communications and Technology (AECT),

Standard 1: design conditions for learning

Standard 2: development of instructional materials and experiences

Standard 3: utilization of processes and resources for learning

Standard 5: evaluation of the adequacy of instruction and learning

International Society of Technology Education (ISTE)

ISTE Standard 1: Facilitate and Inspire Student Learning and Creativity

ISTE Standard 2: Design and Develop Digital-Age Learning Experiences and Assessments

EPSB Themes: Assessment, Literacy

LITE 545 Course Calendar:

Link to WKU Academic Calendar https://www.wku.edu/registrar/academic_calendars/semester_calendars/calendar_spring.php

*All assignments are due by **11:59pm** on the due date.*

Week of:	WKU Calendar Events You Should Know	Assignment Due Dates
T 1/17/23 Week 1	1/17 First day of Spring Semester	Orientation Description and Directions 1. Orientation Email and Orientation Activity to Instructor by Sunday 1/22/23 2. Post Welcome Blog on BlackBoard by Sunday 1/22/22
M 1/23/23 Week 2	1/24 Last Day of drop/add	3. Discussion Board 1: Service-Learning, (Directions here) Due Sunday 1/29/23
M 1/30/23 Week 3		4. Discussion Board 2: Planning for Service Learning, (Directions here) due Sunday 2/5/23
M 2/6/23 Week 4		5. Technology Project 1: Create a survey to determine service needs of your school or community; What are the interests of your students? (Directions here .) due Sunday 2/12/23 6. Email your Service-Learning Project Topic, grade level, and project ideas to your instructor, due Sunday 2/12/23
M 2/13/23 Week 5		7. Zoom Class Meeting 1: Monday February 13, 2023 6:30-8:00pm Link to Meeting 8. Using the Service-Learning Project Template (Directions here), complete parts 1-4 and email to your instructor by Sunday 2/19/23
M 2/20/23 Week 6		9. Website revisions (Directions here) due Sunday 2/26/23
M 2/27/23 Week 7		10. Continue planning of your Service-Learning Project (Directions here .) and complete sections 5-10 on the Service-Learning Project Template and email to your instructor by Sunday 3/5/23 (This plan must be approved by your instructor before implementation.) Once your Service-Learning Plan is approved by your instructor, begin implementing your Service-Learning Project. You have SEVEN weeks for implementation
M 3/6/23 Week 8	3/6 Priority Registration for Summer Term 2023	11. Technology Project 2: Create an Infographic about your topic (Directions here); due Sunday 3/12/23
M 3/13/23 Week 9		12. Continue implementation of your Service-Learning Project and post a project update on your website by Sunday 3/19/23

		13. Technology Project 3: Create a technology project about your topic using a Web 2.0 tool that you have never used before (Directions here); due Sunday 3/19/23 ; embed on your website
M 3/20/23 Week 10	3/26 WKU 60% point (grade of FN if no course work is completed after this date)	14. Technology Project 4: Create a technology project about your topic using a Web 2.0 tool that you have never used before (Directions here); due Sunday 3/26/23 ; embed on your website
M 3/27/23 Week 11	3/27 Priority Registration begins for Fall 2023 semester 3/30 Last day to withdraw with grade of W	15. Continue implementation of your Service-Learning Project and post a project update on your website by Sunday 4/2/23
M 4/3/23 Week 12	4/7 Deadline to apply for December 2023 graduation	Continue implementation of your Service-Learning Project
M 4/10/23 Week 13	4/14 Last day to submit work to remove a grade of Incomplete from Fall 2022 or Winter 2023	16. Continue implementation of your Service-Learning Project and post a project update on your website by Sunday 4/16/23
M 4/17/23 Week 14		17. Service-Learning Project and Final Website due Sunday April 23, 2023 including: a. Service Learning Project completed and embedded on website b. Service Learning Project uploaded to BB c. Reflection emailed to instructor (See questions in syllabus below)
M 4/24/23 Week 15		Watch your email daily. You may be given the opportunity to revise your service learning project if you did not make 3.0. However, you may only be given 1-3 days depending on time.
M 5/1/23 Week 16	5/1-4 Final Exam Week 5/4 Fall Commencement Ceremonies 5/5 Individual College Recognition and Graduation Ceremonies	
M 5/8/23 Week 16	Grades due noon Tuesday 5/9	

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

Evaluation

Tech Projects	400
CPI: Service Learning Project	300
2 Discussion Forums (75 ea)	150
Website Revisions	100
Orientation Activity	25
Participation	<u>25</u>
TOTAL	1000

Grading Scale

A = 90% = 900 - 1000
B = 80% = 800 - 899
C = 70% = 700 - 799

Grades and Student Feedback: Your instructor keeps grades on an MS Excel spreadsheet, **not** in BlackBoard's grade book. You will be sent a personal Student Feedback Form after each project is graded providing you with grades and feedback.

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. (Travel time has been a major consideration for many of you in face-to-face classes.) You will be working on different aspects of your CPI throughout the semester. It is not advisable to procrastinate not only because of the time involved but the technical issues you may face and the time required to teach your lesson.

Submission of Assignments:

1. WKU subscribes to a plagiarism service that gives professors an originality report for each student paper turned in. Your assignments may be checked through this service.
2. **The preferred method for submission of your assignments (except final CPI) is to upload your assignment file through BlackBoard.**
 1. View the assignment description under Assignments in our BlackBoard course.
 2. Click on the link "View/Complete Assignment: AssignmentName" under the assignment description.
 3. Type a comment to your instructor about your assignment. It will not submit if you do not type something.
 4. Click "Browse" and locate your assignment file on your hard drive or diskette.
 5. 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 before you click Submit. You cannot come back to this screen.
 6. Click "Submit" to send your file to your instructor.
3. Your final project must be submitted to the Electronic Portfolio System. See instructions under the Technology Integration Unit.

Emails to Instructor:

1. ALL emails to your instructor **MUST** be in the following format:
LITE 545, Last Name, 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 and many have been lost in past courses. Please help me with this!
2. 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 (Outlook) 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!!
3. 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.

Naming Files: In general, all files submitted should begin with your last name, then a period, then the module code, and a description of the assignment. For example, "Maxwell.Web Design.doc".

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.

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.

Technical Problems:

1. If you have technical problems with BlackBoard, call the WKU Helpline at (270) 745-7000. Here is their website: <https://www.wku.edu/its/service-desk/>
2. If you have technical problems with other software such as Web 2.0 tools or MS Office, it is suggested that you google the topic and read what others have done about the problem. That is how your professor solves most technology problems.
3. If you have technical problems with your Internet at home, call your ISP (Internet Service Provier). They may tell you to turn your router off, leave it off about 10 seconds or so, turn it back on, and see if it works now. This solves about 50% of the problems.

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: "In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center."

Course Assignments, Projects, and Evaluation

Orientation Activity and Participation (50 points)

- | | |
|--|----------|
| 1. Posting information on Welcome Blog in Bb | 5 points |
| 2. Picture on Welcome Blog in Bb | 3 points |

2. Orientation email with all components to instructor 5 points
3. Completed, signed Orientation Activity 7 points
4. Email authentic topic to instructor by due date 5 points
5. Participation (given after submitting CPI) 25 points
 - Maintaining contact with the instructor and responding to specific information request by the instructor.
 - Professional courtesy to other users in the course site.
 - Attending online class meeting
 - Maintaining positive professional attitude. (No derogatory comments concerning other students or the instructor will be tolerated. This type of comment should be addressed privately to the individual in concern only.)

Prior Knowledge

This course assumes that you have completed the CReaTE (previously known as HEAT) module, the Revised Bloom's Taxonomy module, the Objectives and Assessment Tutorials in either LITE 535 or LITE 537. If you have not completed some of these modules or tutorials, they will be posted on BlackBoard for you to review. You will also be expected to know how to create and manage a website.

2 Discussion Boards (75 points each):

Review the scoring rubric before writing your paper and before submitting your discussion post.

Directions:

- a. Read articles and view videos posted in each discussion board.
- b. Respond to the prompt with in-depth thought and includes discussion from other sources on the topic for each question.
- c. Copy the question and then give your response.
- d. Put your last name in the name of your post so that all of us know whose post it is.

Discussion Boards Scoring Rubric

Points	Quality of Participation
50-75	<ul style="list-style-type: none"> • Discussion postings are submitted on time. • Responses are <u>meaningful and demonstrate understanding and synthesis of ALL assigned readings and videos.</u> • <u>In-depth thought and contributions that encourage intellectual growth of other participants.</u> 3 or more APA references are added for further information located by student. Perfect APA style in writing and references. • <u>Discusses (cites and references) additional significant resources to each question response</u> such as links to articles, websites, videos, blogs, podcasts, etc. that you located that contribute to the topic (even if the questions do not ask for additional resources). • 2 or more thoughtful comments to other students that adds to their content. • Discussion postings are respectful and courteous.
35-50	<ul style="list-style-type: none"> • Discussion postings are submitted on time. • Overall contribution is lacking in that readings are only sometimes incorporated into the discussions and postings are not always on topic. • Adds one resource that does not significantly contribute to the week's topics or does not really tie them into the discussion. One APA reference added. A few mistakes in APA writing style and references. • One thoughtful comment to other students that adds to their content. • Discussion postings are respectful and courteous.
1-35	<ul style="list-style-type: none"> • Overall contributions are not meaningful. For example, the posts do not go beyond "I agree" or "Good post." • Very little evidence of having read course materials or giving any in-depth thought to the topic. • No additional resources added.
0	<ul style="list-style-type: none"> • No discussion post.

Discussion Board 1: What is Service Learning? What is our attitude about helping others, philanthropy? What are the benefits to kids helping others?

Required reading/viewing:

Furco, A. (2011). *Service learning: A balanced approach to experiential education*. Retrieved from <http://educacio-cp89.webjoomla.es/wp-content/uploads/03-Furco-1-English.pdf>

Pallotta, D. (2013). *The way we think about charity is dead wrong*. Retrieved from TED Talks at http://www.ted.com/talks/dan_pallotta_the_way_we_think_about_charity_is_dead_wrong

Fulton, K. (2007). You are the future of philanthropy. Retrieved from TED Talks http://www.ted.com/talks/katherine_fulton_you_are_the_future_of_philanthropy

Prompt: (Answer all three questions and be sure to comment on at least two other students' posts.)

- A. Find two research articles within the last ten years about service learning. Give the APA reference and 50-75 word summary of each article.
- B. In your own words, what is service learning? How can service learning work with your pupils? What are the benefits? What is your prior experience with service learning either as a participant or the teacher/facilitator?
- C. Reflect on Katherine Fulton's examples of philanthropy.

Discussion Board 2. There are TWO parts to this Discussion Board.

Part 1: How to prepare for service learning in K-12 classrooms? In your classroom? Scope (international, national, state, community, school)? Needs assessment (how do you know what service is needed)?

Required viewing:

Nuland, S. (2003). *The extraordinary power of ordinary people*. Retrieved TED Talk from http://www.ted.com/talks/sherwin_nuland_on_hope

Rosling, H.: *The good news of the decade?* (2010). Retrieved TED Talk from http://www.ted.com/talks/hans_rosling_the_good_news_of_the_decade

Prompt: (Answer all three questions and be sure to comment on at least two other students' posts.)

- A. Look up additional sources and give an outline of a service-learning project. What are the categories for planning? What are other considerations or issues might present a challenge to you? Use this outline to plan a specific service learning project that you could implement with your class. (You might use this project later for this class or not.)
- B. Reflect on "moral imagination" and the definition of "Patient" from the Nuland's talk. What does this mean to you?
- C. How could you use GapMinder in your service-learning project? Which indicators would most be applicable to your project and why?

Part 2: Service learning ideas and projects

Prompt: (Copy your bibliography to the box in the discussion board AND attach the Word file so that your professor can see the correct APA style. Be sure to comment on at least two other students' posts.)

- A. Create an annotated bibliography of ten service learning ideas and projects. At least two of the ten ideas must reflect global or national level projects. Share on the discussion board and comment on two other students' resources. Use correct APA style.

Website Revision (100 points)

You will either create a new LITE website or use your existing LITE website that you created in LITE 535 or LITE 537.

1. If you use your existing Google Site (I prefer this one so that you are adding to your online technology portfolio), you will need to
 - a. Give it a whole new look and install a different theme.
 - b. You will add a page (or pages) for this course as well. (See [Dr. Maxwell's sample](#).)

1. You need a “parent” page for each LITE course you have taken with “child” pages for the Technology Projects and the primary project for the course. See a possible outline below
 - a. LITE 535
 - i) Technology Projects
 - ii) Instructional Design Project
 - b. LITE 537
 - i) Technology Projects
 - ii) Instructional Design Project
 - c. LITE 545
 - i) Technology Projects
 - ii) Service Learning Project
 - d. LITE 550
 - i) Technology Projects
 - ii) Multimedia Project
 - e. LITE 547
 - i) Technology Projects
 - ii) Technology Professional Development Project
 - f. LITE 737
 - i) Technology Projects
 - ii) 20% Project
 - g. Add a short 1-3 sentence introduction to all projects posted on your website so that the viewer knows that they are looking at.
 - h. Update your About Me page and change your Web 2.0 Introduction.
 - i. EMAIL your instructor describing all of your revisions by the due date on the calendar.
2. If you create a new website, you need to use [TS-3 Create Your Own Website](#).

Your website should have an attractive homepage that reflects your topic, a current and updated About Me page (with Web 2.0 introduction of yourself), a topic page for your projects, and a Bookmarking/Links page for this project. Use your creativity on this site! Your website will not be graded until the end of the course when all projects have been embedded.

Website Scoring Rubric

Feature	Points	1 Novice 1-29%	2 Apprentice 30-69%	3 Proficient 70-94%	4 Distinguished 95%
Home Page and overall website	25	Poor use of theme with no personalization; No widgets; No post on homepage or it is very short and unrelated to your website	Theme is plain and not personalized; Default widgets that are unrelated to the intent of your website and do not display original technology skills; Includes a post that is unrelated to your website	Good theme that is personalized; Adequate use of widgets that are related to the intent of your website and display original technology skills; Includes a post that gives an overview or introduction to your website	Attractive theme that is personalized with a header pictures that fits the page and appropriate to you and your theme, Excellent use of widgets that are related to the intent of your website and displays original technology skills, Interesting post that gives an introduction to your website; Updates website twice through the semester; Accomplishes all of the above on your own
About Me page	25	Less than 80 words of information about you as the author of the site and a picture or the post is not an introduction to you or no picture; No introduction of yourself using a Web 2.0 tool or	80+ words of information about you as the author of the site and a picture or picture is too big or too small; Embedded introduction of yourself using a Web 2.0 tool does not work or only a link to	100+ words of current information about you as the author of the site and a picture; Adequate inclusion of embedded introduction of yourself using a Web 2.0 tool	120+ words of current (updated) information about you as the author of the site and a picture; Excellent inclusion of embedded introduction of yourself using a Web 2.0 tool; Accomplishes all of the above on the first attempt and on your own

		it does not introduce you	your introduction on another webpage		
Service Learning Pages	25	This webpage is created but no introduction to the page or not related to the technology projects; Some required technology projects not included on the page at all; No information about the project	Very short introduction to the page or not related to the technology projects; Required technology projects not embedded; No title to the assignment, APA references for information (including pictures/video borrowed) included and any description needed to explain your project	50+ word introduction to the page; Required technology projects embedded on this webpage; Title to the assignment, APA references for information (including pictures/video borrowed) included and any description needed to explain your project	60+ word introduction to the page; Required technology projects embedded on this webpage; Title to the assignment, APA references for information (including pictures/video borrowed) included and any description needed to explain your project; Accomplishes all of the above on the first attempt and on your own.

Technology Products (300 total: 100 points each)

You can find ideas and tools at <http://create-excellence.com/resources/>. Your technology products that you create will be as follows:

- Survey:** use Google Forms or Survey Monkey to create a survey keeping the following requirements in mind:
 - Give a short description of your project above your embedded survey.
 - Create 5-10 questions to determine needs and interests for a service learning topic or choices of activities. Carefully think about your questions to make sure that they really ask what you need to know. For tips on writing survey questions, visit [Writing Good Survey Questions](#) or [The 10 Commandments for Writing Good Survey Questions](#).
 - At least 10 or more people must take your survey. It can be your students or other adults.
 - Embed your survey on your website and
 - post screenshots of your results and
 - provide discussion and analysis of the results of each question as well as final conclusions.
 - How would you have changed some of your questions now that you have the results?
- Infographic:** Create an infographic (find infographic tools at <http://create-excellence.com/resources/> about your topic and embed it on your website. Your infographic should contain the following:
 - Give a short description of your project above your embedded infographic.
 - Visually attractive,
 - Current information on your topic,
 - Statistics about your topic,
 - Advertises for participation in your project,** and
 - Multimedia.
- Any Technology Product about your topic:** use any Web 2.0 tool that you have not already used before to create a product about your topic. (You cannot use any type of PowerPoint or Google Slides or word processing or anything too simple like word cloud.) Choose a tool where students could use higher-level thinking. Create a sample student project about your topic. It must be embedded on your website by the due date. Give a short description of your project above your embedded project. Do not select a tool in one of the categories above (in other words, do not create another survey or infographic).
- Any Technology Product about your topic:** use any Web 2.0 tool that you have not already used before to create a product about your topic. (You cannot use any type of PowerPoint or Google Slides or word processing or anything too simple like word cloud.) Choose a tool where students could use higher-level thinking. Create a sample student project about your topic. It must be embedded on your website by the due date. Give a short description of your project above your embedded project. Do not select a tool in one of the categories above (in other words, do not create another survey or infographic).

Scoring Rubric for Technology Products:

Scoring Rubric for Multimedia Projects:	1 = Needs Much Improvement	2 = Needs Some Improvement	3 = Good or Acceptable	4 = Excellent
Creativity	Product; Art/photos, color, and space not original and does not carry theme/tone/concept; Unprofessional look; Overall graphical theme does not appeal to the audience, compliment the information, and not based upon logical conclusions and sound research.	Some original, unique features in product; Art/photos, color, and space not original and does not carry theme/tone/concept; Unprofessional look; Overall graphical theme does not appeal to the audience, compliment the information, and not based upon logical conclusions and sound research.	Original, unique product; Art/photos, color, and space used in original ways that mostly carry theme/tone/concept; Professional look with an overall graphical theme that mostly appeals to the audience, compliments the information, and based upon logical conclusions and sound research.	Excellent, original, unique product; Art/photos, color, and space used in original ways that carry theme/tone/concept; Professional look with an overall graphical theme that appeals to the audience, compliments the information, and based upon logical conclusions and sound research.
Product (depth, accuracy, design, organization)	Most requirements missing; Product is inaccurate, missing components, or unorganized; Many grammar/ spelling errors	Some requirements missing; Product is not accurate, in-depth, neat, or organized; Many grammar/ spelling errors	All requirements met; Adequate product is accurate, in-depth, neat, organized; Few grammar/spelling errors	All requirements met and additional components added; Accurate, in-depth, neat, organized product and information; No grammar/spelling errors
Use of technology	Many technical problems; inconsistent navigation and formatting; No graphics from outside sources; No use of advanced features/enhancements such as video, transitions, sounds, and/or animations (appropriate to software/project)	Some technical problems; inconsistent navigation and formatting; 2 or less graphics from outside sources; Use of one advanced feature/enhancement such as video, transitions, sounds, and/or animations (appropriate to software/project)	Few technical problems; consistent navigation and formatting; 5 or less graphics from outside sources; Use of some advanced features/enhancements such as video, transitions, sounds, and/or animations (appropriate to software/project)	No technical problems; consistent navigation and formatting; Excellent use of graphics; Use of several advanced features/enhancements such as video, transitions, sounds, and/or animations (appropriate to Web 2.0 tools) Your instructor can view it the first time.
Topic/ Content	Includes little essential information and one or two facts. Product is CReaTE level 1; Revised Bloom's level 1 or 2	Includes some essential information with few citations and few facts. Product is CReaTE level 2; Revised Bloom's level 2 or 3	Includes essential information with most sources properly cited in APA format. Information is mostly clear, appropriate, correct, and suited to the specified purpose and audience; Encourages some readers to know more. Product is CReaTE level 3 or higher; Revised Bloom's level 4-Analysis or higher	Covers authentic topic completely and in depth; Information is clear, appropriate, correct, and suited to the specified purpose and audience; Encourages readers to know more; Sources cited in proper APA format. Product is CReaTE level 3 or higher; Revised Bloom's level 4-Analyze or higher; Accomplished all of the above on the first attempt

Service Learning Project (300 points)

The purpose of this project is to plan and implement a service-learning project for your class. If you teach adults, plan a service-learning project for them. If you are not teaching, select a grade or group and plan a service-learning project for them. Look for a small group to implement this plan.

Service-Learning is a teaching method that combines academic instruction, meaningful service, and critical reflective thinking to enhance students' learning and civic responsibility. In this project, you will also integrate technology in both the teaching or instruction and student use of technology.

You may work with another person in this class and partner to plan and implement this Service Learning Project. Link to your [Service Learning Project Planning and Implementation Document](#). Make a copy and save it in your LITE folder. Make sure that your instructor has EDIT access to your file so that feedback comments can be made.

Requirements:

Develop a plan for a service-learning project for your pupils that meet the following basic requirements:

1. Use the Service Learning Project Template posted in BlackBoard.
2. Fully developed plan for a service-learning project. The plan is for your **students to really “serve” someone or group of people in the school or community or on a national or global scale.**
3. Fully developed webpage to accompany the service-learning project plan. **You will propose your service learning project on your website for other students in your LITE 545 class to see and comment on.**
4. Content requirements:
 1. Students must learn some academic content in this project.
 2. The project must be at a Create Framework level of 3 or higher; i.e., pupils are engaged in higher level thinking with the content (not just the technology).
 3. Students must use one or more technologies integrated into the project such as communication, data collection and visualization, collaboration, assessment, journaling, and presentation. Students need to use technology for higher level thinking and/or to create something original.
 4. Students must reflect often about the project.
5. Follows the outline below. You may add other sections. Use the project template provided in BlackBoard.
6. Be sure to include all four of your technology products you have created during this course in your service learning project. You tie it all together in this final project.
7. Implement your plan with your students or selected group. You can use students in your classroom, a boy or girl scout group, church group, home school group, adults that you teach, or anywhere you can find willing participants.
8. You may partner with someone in this class to plan and implement this project. So, you will produce one project, not two.
9. Upload your project MS Word file or embed your Google Doc to your Service Learning page on your website and upload a copy to BlackBoard. If you partner with someone, then both of you submit the project.

Project Outline (See the template file for reporting your project):

1. Discuss the problem/need/issue that your students are concerned about.
2. Discuss the scope of need/issue (global, national, community, or school):
3. Create 3 Objectives: (One Content objective, one Service Learning objective, and one Technology objective only) (See <http://www.wku.edu/ste/objectives/index.php> for assistance with the style of objective you need to create.) The ABCD objectives must have all four parts. **The Content objective should focus on the curriculum connection, while the Service Learning objective will focus on what service students will provide** and what they will learn from this.
4. Connection to curriculum:
5. Connection to the Create Excellence Framework: (See the framework on page 5 of the Real-World Learning book or the file posted in BlackBoard. Rate your proposed project on all four components by examining how students will interact with the content of your project.)

6. Resources: (These are resources for students during the project. Give the name, URL link, and short description of the resource. If books or other types of resources, give general information about how students will use the resource.)
7. Link to your website that accompanies this project:
8. Collaboration within and outside the classroom: (Discuss your collaboration with other professionals AND student collaboration.)
9. Procedures/directions for the students: (This should be detailed directions for the students. This is a change from previous semesters so you may not see this in samples provided.)
10. Assessment rubric for students: (Remember that rubrics assess objectives, not activities.)

Now you implement your Service Learning Project. Then finish the Project Outline with the following items:

11. Describe Your Students' Reflection/Journal: (What were the reflection requirements? Give some highlights from their reflections.)
12. Describe how this project developed students' sense of care to improve the quality of life for others:
13. Describe successes and what could be improved if you repeated this project. Include some pictures or video of the implementation.
14. Describe the Celebration at the end of the project:
15. Student Use of Technology: (How did students use technology in this project?)
16. Technology Projects I Created for this Project: (What technology did you use in this project and how?)
17. References: (These are sources you used in developing and implementing this project. They must be in correct APA format.)

Submission of your Final Service-Learning Project:

1. Remove all instructor comments and make all text black before your final submission.
2. Submit your final Service-Learning Project file under Course Info in Blackboard. It is the last link on the page.
3. Submit your product created during your service learning project. It may be a video, student sample work (with names removed), website, or some other evidence of your project.
4. Post your SLP on your Service Learning webpage under LITE 545.
5. Email your Reflection below to your instructor.

Email Reflection to Your Instructor:

1. How did you address the following in your service learning project plan?
 1. Student voice:
 2. Diversity:
 3. Partnerships within and outside the classroom:
 4. Student Reflection at all stages of the project:
 5. How did you Monitor progress?
2. What suggestions would you have for this class and this project in the future?
3. Conduct a self-evaluation using the scoring rubric below for this project:

Service Learning Project Scoring Rubric:

	1 Needs Much Improvement 0-49%	2 Needs Improvement 50-73%	3 Proficient 74-94%	4 Distinguished 95-100%
Meets actual needs of community or school	Community or school needs secondary to what a project teacher wants to do; project considers only	Determined by making a guess at what community or school needs may be	Determined by past research discovered by students with teacher assistance where appropriate	Determined by current research conducted discovered by students with teacher assistance where appropriate

	student needs or desires			
Coordinated w/community or school	Community or school members are coincidentally informed or not knowledgeable at all	Community or school members are informed of the project directly	Community or school members act as consultants in the project development	Active, direct collaboration with community or school by the teacher and/or student
Integrated academically	Service-learning supplemental to curriculum, in essence just a service project or good deed	Service-learning part of curriculum but sketchy connections, with emphasis on service	Service-learning as a teaching technique with content/service components concurrent	Service-learning as instructional strategy with content/service components integrated
Facilitates reflection	Ran out of time for a true reflection; just provided a summary of events	Students share with no individual reflective projects	Students think, share, produce group reflection only	Students think, share, produce reflective products individually and as group members
Uses academics in real world	Skill knowledge used mostly in the classroom; no active community service experience	Some students more involved than others or little community service involvement	All students have some active application of new skill or knowledge	All students have direct application of new skill or knowledge in community service
Uses technology in real world	Few students or no students use at least one technology in this service learning project for learning, serving, and creating. Does not submit the product from the service learning project	Some students use at least one technology in this service learning project for learning, serving, and creating. Submits an incomplete product from the service learning project	All students use at least one technology in this service learning project for learning, serving, and creating. Submits the product from the service learning project	All students use several technologies in this service learning project for learning, serving, and creating. Submits the product from the service learning project
Develops sense of care to improve quality of life in others	Reflections limited to self-centered pros and cons of the service project; Changes mainly decorative, but limited community benefit, or are not new and unique	Reflections restricted to pros and cons of particular service project regarding the community; Changes mainly decorative, but new and unique benefits realized in community	Reflections show generic growth regarding the importance of community service; Changes enhance an already good community situation	Reflections show affective growth regarding self in community and the importance of service; Facilitate change or insight; help alleviate a suffering; solve a problem; meet a need or address an issue

Adapted from Utah Education Network.