

Rutgers, The State University of New Jersey

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INTRODUCTION TO TEACHING WITH DIGITAL TOOLS (3 Credits)

Fall 2021

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Phone Number: 973-885-1143	Location: Online at Rutgers Canvas
Office: Office hours are available by appointment. Please email me or text me to schedule a meeting time.	Prerequisites or other limitations: No
Mode of Instruction: Online	Permission requested: No

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentationguidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registrationform>.

Course Description

Our world is rapidly moving to a digital society where digital forms of expression are increasingly replacing printed forms. The ubiquity and prevalence of new technology has led to an increase in its use across sectors and contexts. In the K12 environment, technology has been shown to meet the unique needs of developing learners (Statti and Villegas, 2020). Research has shown that digital tools are similarly central to the social and educational mission of higher education (Bond, et. al, 2020), as well as in corporate training and adult education (Reynolds, 2020). Yet despite an increased focus on technology and the recognition that educators must be prepared to provide and participate in technology supported learning environments, research has shown that few educators are using technology in meaningful and transformative ways (Bruce & Hogan, 1998; Cuban, 2003).

Until recently, the argument over technology was between technology enthusiasts and technology skeptics (Collins and Halverson, 2018). proliferation of tools, “schools are stuck using 19th century tools” (p. 9), while skeptics have cited various reasons why individuals might not take advantage of the educational power of technology, some of which include limited access to computers, insufficient technological support, and lack of personal knowledge of the literacies that surround new technologies (Reinking, Labbo, & McKenna, 2000; Zhao, Pugh, Sheldon, & Byers, 2002).

The present moment, however, calls for a radical shift in the way we think about technology in the learning settings. During the Covid19 crisis, the need for access to digital learning has increased across all areas of the education landscape, and a number of educational technology companies offered their suite of tools at low cost or even for free. This increased reliance on tools to contribute to and mediate the learning process has exacerbated a problem that has been present in our work with educational technology for some time: a blind belief that by providing a Field of Dreams technological solution, we are de facto solving a learning problem. To quote the classic 1989 film, there seems to be a belief that “if you build it, they will come.” Yet the reality probably comes closer to a line from a recent Mike Birbiglia comedy special: “I think we’ve reached this point in civilization where there is too much technology, and a shortage of people who know how to use that technology responsibly” (2007).

This course is designed to prepare you for this shift. It presents a model for thinking about the integration of technology in learning contexts, looking at the different considerations and frameworks that should be part of your educational technology decisions. And it will give you an opportunity to explore the new landscape of digital tools, designing activities and lessons for a diverse set of learners.

Introduction to Teaching with Digital Tools is the first in a series of three courses designed to help educators develop proficiency in educational technology and address the challenges of teaching with technology. This course follows the philosophy that knowledge is socially constructed and that all people learn best when learning by doing. This course will provide you with various opportunities to engage in both individual and collaborative, project based activities that emphasize inquiry based learning. You will explore theories of learning based upon how they inform the effective uses of technology in educational environments. Additionally, you will investigate what the latest research has to say about the integration of technology in educational settings. By engaging in a variety of inquiry based, collaborative activities

throughout the semester, this course will introduce you to the various ways that new technologies are challenging traditional ways of communicating and learning, and will help you recognize which technologies and teaching strategies are most appropriate for your learning environment.

Learning Goals:

New Jersey Professional Standards for Teachers (2014):

Standard Three: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

i. Performances:

- 2) The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally

ii. Essential Knowledge:

- 1) The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning;
- 2) The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals

iii. Critical Dispositions:

- 3) The teacher is committed to supporting learners as they participate in decisionmaking, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning; and
- 4) The teacher seeks to foster respectful communication among all members of the learning community.

Standard Four: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, particularly as they relate to the Common Core Standards and the New Jersey Core Curriculum Content Standards and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

i. Performances:

- 1) The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards

7) The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners

iii. Critical Dispositions:

1) The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. He or she keeps abreast of new ideas and understandings in the field

Standard Five: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

i. Performances:

1) The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills

ii. Essential Knowledge:

4) The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals

iii. Critical Dispositions:

2) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas

Standard Six: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in examining their own growth, to monitor learner progress, and to guide the teacher's and learner's decision-making.

i. Performances:

4) The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work;

5) The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process

Standard Eight: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways

i. Performances:

7) The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information

3) The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks;

4) The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, and visual) convey ideas, foster self-expression, and build relationships;

5) The teacher knows how to use a wide variety of resources, including human and technological, to engage

students in learning

iii. Critical Dispositions

3) The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning

Technology Standards: This course is based heavily upon ISTE Standards for Teachers located here: <http://www.iste.org/standards/standardsforteachers.aspx>

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Course Catalog Description:

This is an online course available to all graduate students at GSE. The course was developed based on the philosophy that knowledge is socially constructed and that students and teachers learn best when learning by doing. While participating in this course, students will have various opportunities to engage in both individual and collaborative, project based activities that emphasize learning through inquiry. They will explore theories of learning and how they inform the effective uses of technology in K12 environments. Additionally, students will investigate what the latest research has to say about the integration of technology in K12 classrooms, with emphasis being placed on the types of 21st century skills that are required to be successful in today's digital age society. By engaging students in a variety of project based activities throughout the semester, this course will introduce them to the various ways that new technologies are challenging traditional ways of communicating and learning. Students will be introduced to various online communication and collaboration tools while exploring how these new technologies are changing the teaching landscape. The course will also introduce students to the potential challenges and benefits that arise from these changes.

Required Texts:

Links to these materials will be posted in Canvas. There are no materials to purchase:

- ISTE Standards (formerly NETS) national technology standards for students, teachers, administrators, and coaches. <http://www.iste.org/STANDARDS>
- New Jersey Student Learning Standards <http://www.nj.gov/education/cccs/>

Grading Policy:**Assignments:**

All written assignments must be submitted through Canvas.

Confidentiality: If you are a teacher or student teacher and discuss classroom situations in class, do so carefully. Please mask the name of a student (or students) on any written or visual work shared in class or used in an assignment.

Grading Response Time Assignments should be graded within one week of the due date. Lengthy assignments may take a little longer to grade.

Grading Scale: Final grades will be assigned according to the following scale:

A = 90-100

B+ = 87-89

B = 80-86

C+ = 77-79

C = 70-76

D = 60-69

F = below 60

Late Submission Policy: Due dates for each assignment are published on the course calendar. If you experience an unavoidable personal situation that prevents you from completing work on time, please contact me prior to the assignment due date to request an extension. Late work may result in points taken off, a lowering of the assignment grade, or a zero, depending on the assignment.

Communication Policy: If you have questions or concerns, please email your professor anytime or text at the number listed above. Please include your name and class section in your text message.

Video Conference or Telephone Meetings: For more complex questions or issues, please email me to schedule a telephone call or video conference. Times are available evenings and weekends.

Participation Policy: Your active participation in this course is vital to the course and to your learning. This means that you need to:

- Log into Canvas class website three times a week to check for any new announcements and changes.
- Participate in online discussions to illustrate your understanding of weekly readings and how they connect to your own life,
- Meet deadlines for assignments so that you can keep on track, make steady progress throughout the course, and provide feedback to your peers in a timely manner.

Academic Integrity Policy: Any violation of academic honesty is a serious offense and is therefore subject to an appropriate penalty. Refer to <http://academicintegrity.rutgers.edu/integrity.shtml> for a full explanation of policies.

Rutgers University Libraries: Many library resources are available online. You will be required to download scholarly articles through the Libraries databases. Assistance is available through phone, email and chat. Information about the library can be found here: <http://libguides.rutgers.edu/intro>

Please review this 2 minute video about the library online resources:

<http://www.youtube.com/watch?v=iJvFVqjz8Dg>

Dropping the Course: In order to withdraw from a course, it is not sufficient to stop posting assignments or contributing to discussion. In accord with university policy, students wishing to withdraw from a course must do so formally through the Registrar's office. It is the student's responsibility to complete all forms. If this is not done, the instructor must assign a grade of F at the end of the semester.

Technology Policy: Throughout the semester, you will be learning about and using various online programs and tools. Many of these are Web 2.0 tools that are found on free, public websites. It is your responsibility to ensure that you have the appropriate technology capabilities to successfully complete assignments and activities. Rutgers University does provide technology assistance for programs like Canvas, and I am also available to assist you whenever I can. Murphy's Law states, "Anything that can go wrong, will go wrong". Computers crash. Internet access can be limited during a thunderstorm. All of these issues cannot prevent you from submitting assignments on time. My advice to you is...

- Aim to complete all assignments one day early. This way you have one more day to get to the library or a friend's house if the worst happens. You'll also have time to contact me and notify me of any problem. I will always respond to you within 24 hours, however, if you only have 2 hours to submit the assignment there is no guarantee I will get your message in time.
- Be sure your computer is in good working order. If it has any problems or issues you want to make sure those are ironed out BEFORE the course begins.
- Be sure to arrange access to a 2nd computer. This could be your own; this could be the computer lab or a friend's. Technical glitches are not excuses for late work.
- Test the websites you are assigned to use as soon as you receive the assignment. Our Canvas course website may work at your place of business; however, you may find that later in the course a social networking site is filtered (not accessible from your place of business). Some sites don't work on older computers while others don't work on newer computers. Videos may not play. Security settings may need to be checked. It only takes a moment to click around and try this out.
- Keep usernames and passwords in a safe place. Since we'll be accessing various sites, you'll have several different places where you'll need login credentials. Keep these in a safe place so that they cannot be lost or stolen.
- Create backups. There are a lot of digital equivalents to the dog eating your homework. Technology is not always reliable and can fail. All Rutgers students have access to a Google drive which provides unlimited cloud storage. You'll need to login through your Scarlet Mail email address. The Google drive could serve as your backup location for your class projects or as your primary workspace. This 3minute video describes how to use your Rutgers Google Drive.
- Doublecheck work. Make sure assignments are uploaded and posts are submitted. Technical Assistance Canvas technical assistance is available 24 hours a day, 7 days a week at: help@Canvas.rutgers.edu

877788437

Other technical support New Brunswick Computing Help Desk Hill Center, Room 013 848445HELP
helpdesk@nbc.rutgers.edu

Required technological skills:

- Ability to utilize Canvas
- Ability to learn how to create a personal website

Required equipment / materials:

- Computer that has all requirements needed to use Canvas:
<https://onlinelearning.rutgers.edu/technicalrequirements>
- Computer with Internet access and speakers or headsets
- Software that can save a file in the format of Microsoft Word or PDF

Time Commitment:

To be successful in this course, we estimate that you will need to commit to at least 9 hours of coursework per week for the fifteen week semester. Some weeks will require more time, some less. This is the standard expectation for a 3credit course.

Course Requirements:

Attendance Policy There are no on-campus meetings for this class. You are expected to login to the course at least three times per week to ensure you do not miss pertinent postings, messages, or announcements.

Participation in the course discussion boards is required. Unless otherwise stated, you will be required to post one original response and reply to at least two of your classmates for each discussion board assignment. To ensure that we have a productive discussion, you are required to post by the specified due dates. (see course schedule below)

Netiquette:

“Netiquette” is network etiquette, the dos and don’ts of online communication. When posting to our discussion board or communicating with others in our class, please remain courteous. Below are the guidelines we will follow in this course.

- Be professional and courteous
- Be respectful of other points of view
- Avoid using slang and abbreviations because they can lead to misinterpretation
- Do not capitalize all letters because this suggests shouting
- Think and proofread before you submit

Course Schedule

Week/ Module	Readings and Essential Questions/Focus	Assignments and Due Dates
<p>Week 1-2 Welcome!</p> <p>September 1st-September 12</p> <p>Module One: Introduction</p>	<p>Readings:</p> <p>Collins, A. and Halverson, R. (2018). Rethinking Education in the Age of Technology. New York: Teachers College Press:</p> <ul style="list-style-type: none"> • Chapter 2: The Technology Enthusiasts' Argument <p>Gronseth, S.L., and Hutchins, H.M. (2020). Flexibility in Formal Workplace Learning: Technology Applications for Engagement through the Lens of UDL. Tech Trends, 2020(64), 211-218.</p> <p>Essential Questions:</p> <p>What are current state and national standards for educational technology?</p> <p>What are 21st Century learners?</p> <p>In what ways can technology meet the needs of 21st century learners?</p>	<p>Initial discussion post for Module One due September 8th</p> <p>Two response posts due September 13th</p>

<p>Module Two: Setting the Stage and Establishing a Framework</p> <p>Weeks 3-4 September 12th-26th</p>	<p>Readings:</p> <p>Herold, B. (2016, April 8). Can EdTech Power a Social Justice Approach to ‘Disruption?’ [Blog post].</p> <p>Kim, J. (2018, October 10). Is technology driving educational inequality? [Blog post].</p> <p>Romm, T. (2020, March 16). Schools Grapple with Internet Inequality as Schools Shut Their Doors. Washington Post.</p> <p>Blad, E. (2020, March 17). Here’s What the Coronavirus Stimulus Bill Means for K-12 Education. Ed Week.</p> <p>Basham, J.D., Smith, S.J., Satter, A.L. (2016). Universal Design for Learning: Scanning for Alignment in K-12 blended and online course materials. Journal of Special Education Technology, 3(3), 147-155.</p> <p>Essential Questions:</p> <p>What knowledge, skills, and dispositions do teachers and students need in order to be successful in today’s 21st Century, Digital Age society?</p> <p>What are the qualities and characteristics of a successful 21st Century learners and teachers?</p> <p>What is the LoTi Framework? How can it be used to inform teaching and learning?</p> <p>What supports and hinders the successful integration of technology in K-12 classrooms?</p> <p>What does it mean to be “teacher as designer”?</p> <p>What is the ADDIE model of design and why might it be beneficial for teachers to think from a design perspective?</p> <p>NETS for Teachers 1(a)(d), 3(ad), 4c, 5(ad)</p> <p>NJ Professional Standards for Teachers 4.2, 4.4., 4.10, 8.1, 8.3, 8.6, 10.1, 10.2, 10.3, 10.4</p>	<p>Initial discussion post Module Two due September 17th</p> <p>Two Response Posts due September 27th</p> <p>Justice in Education Reflection Paper due September 27th</p>
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<p>Module Three: Developing an online identity</p> <p>Weeks 5-6</p> <p>September 27th-October 15th</p>	<p>Readings:</p> <p>Ryu, D. and Jeong, J. (2016). Two Faces of Today’s Learners: Multiple Identity Formation. Journal of Educational Computing Research, 57(6), 1351-1375.</p> <p>Bozkurt, A. and Tu, CH. (2016). Digital Identity Formation: Social Being Real and Present in Digital Networks. Educational Media International, 53(3), 153-167.</p> <p>Sarkar, N., Ford, W., and Manzo, C. (2017) Engaging Digital Natives through Social Learning. Systemics, Cybernetics, and Informatics, 15(2), 1-4.</p> <p>Essential Questions:</p> <p>What new technologies and tools support online communication and collaboration? How do these tools work? What are the advantages and disadvantages to using these tools? How might online communication and collaboration support and/or hinder teaching and learning?</p> <p>How can Web 2.0 tools be used to support higher order thinking, engaged learning, and authentic learning?</p> <p>NETS for Teachers 1(a)(d), 3(ad), 5(ad)</p> <p>NJ Professional Standards for Teachers: 4.2, , 4.4.,4.5, 4.10, 8.1,8.3, 8.4</p>	<p>Initial discussion post Module Three due October 1st</p> <p>Two Response Posts due October 11th</p>
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<p>Module Four: New Technologies for Teaching and Learning</p> <p>Weeks 7-8</p> <p>October 11th- October 22nd</p>	<p>Readings:</p> <p>Garrison, D.R. (2003). Cognitive presence for effective asynchronous online learning: The Role of reflective inquiry, self-direction, and metacognition. In J. Bourne & J. C. Moore (Eds.), Elements of quality online education: Practice and direction. Volume 4 in the Sloan C Series, Needham, MA: The Sloan Consortium.</p> <p>Gilbert, P.K. & Dabbagh, N. (2005). How to structure online discussions for meaningful discourse: A case study. British Journal of Educational Technology, 36(1), 5-18.</p> <p>Essential Questions:</p> <p>How can technology be used to support subject/content matter learning?</p> <p>What kinds of technological resources exist to support technology integration in your field of study?</p> <p>What needs to be taken into consideration when using technology with a broader audience?</p> <p>What resources exist to support safe uses of technology?</p> <p>How do you distinguish between instructional goals and objectives?</p> <p>NETS for Teachers 1(a)(d), 2(a)(c), 3(ad), 5(ad) NJ Professional Standards for Teachers: 4.2, 4.3, 4.4., 4.8, 4.10, 7.2, 7.7, 9.3, 10.1, 10.2, 10.3, 10.4</p>	<p>Initial discussion post due October 15th</p> <p>Two Response Posts due October 25th</p>
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<p>MODULE Five: Evaluating the Use of New Technologies</p> <p>Weeks 9-11</p> <p>October 25-November 19th</p>	<p>Readings:</p> <p>Fiock, H., and Garcia, H. (2019, Nov 11). How to Give Your Students Better Feedback with Technology. Chronicle of Higher Education.</p> <p>Stenger, M. (2014, Aug 6). 5 Research-Based Tips for Providing Students with Meaningful Feedback [Blog post]. Retrieved from: https://www.edutopia.org/blog/tipsproviding-students-meaningful-feedbackmarianne-stenger</p> <p>Green, H. (2014). Learning through student created, content videos. International Journal of Arts and Sciences.</p> <p>Dahya, N. (2015). Critical perspectives on youth digital media production: ‘Voice’ and representation in educational contexts.</p> <p>Essential Questions:</p> <p>What are the stages to technology adoption?</p> <p>How can governmental and organizational guidelines drive technology quality standards and adoption timelines?</p> <p>What technology tools can be used to make formative and summative assessments of learning, teaching and leading?</p> <p>What is the evidence of successful technology adoption?</p> <p>NETS for Teachers 1(a)(b)(d), 2(a), 3(ad), 5(a d)</p> <p>NJ Professional Standards for Teachers: 4..4.3, 4.4, 5.7</p>	<p>Initial discussion post Module Five due October 29th</p> <p><u>Post your Lesson Plan by November 19th</u></p> <p>Response posts are due November 22nd</p>
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<p>MODULE 6: Leadership and Professional Development</p> <p>Weeks 12-13</p> <p>November 22nd-December 3rd</p>	<p>Readings:</p> <p>Schmoker, M. (2021, May). <i>The Obvious Path to Better Professional Development</i>. The Obvious Path to Better Professional Development - Educational Leadership.</p> <p>Barton, E., & Brown , D. (2021, May). <i>Generating Better Evidence on Ed Tech</i>. Generating Better Evidence on Ed Tech - Educational Leadership.</p> <p>Essential Questions:</p> <p>What internal site-based resources can promote and support technology integration?</p> <p>What is the evidence of successful technology adoption?</p> <p>NETS for Teachers 3(ad), 4 (a), (c) ,(d),5(ad)</p> <p>NJ Professional Standards for Teachers: 8.3, 8.4, 8.6, 10.1, 10.2, 10.3, 10.4, 10.5</p> <p>Initial Discussion post</p>	<p>Post a link to your slide presentation for your Tech Demo Portfolio on our class Google Slide by December 3rd</p>
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<p>Module 7: Reflection</p> <p>Weeks 14- 15</p> <p>December 6th-17th</p>	<p>Readings:</p> <p>There are no additional readings this week</p> <p>This unit is designed to allow you to have time to revise your main performance tasks for the semester, to continue exploring the digital tools that you have found the most useful, and to complete the end of semester reflection.</p> <p>Essential Question:</p> <p>What is the evidence of successful technology adoption?</p>	<p>Complete the end of semester reflection by December 17th</p> <p>Thank you for a great semester!!</p>
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Assessments

Description	Due Date Date	Points
<p>Class Discussions/Activities</p> <p>Weekly activities are designed to help you enhance your understanding of assigned texts, draw connections between them and your current experiences, critically analyze their relevance to adult education contexts, and synthesize across topics from week to week. You are expected to participate fully in all weekly assigned discussions/activities. The rubric which can be found under Major Assignments and Rubrics module details how your participation will be assessed. The learning benefits of participating in weekly activities are cumulative. Although assessment points for each individual weekly discussion/activity are few, your diligent participation adds up to your being successful in completing all assignments effectively and fully benefitting from the course.</p>	<p>Weekly</p>	<p>20</p>
<p>Justice in Education Reflection Paper</p> <p>In this class, we will discuss the use of technology in a variety of</p>	<p>9/27</p>	<p>20</p>

<p>educational contexts, including K12, higher education, and adult learning. Each of these areas of the education sector has a distinct goal for achieving a more just and equitable society. We will look at arguments that have been made about the role that technology can play in this mission, both as an enabler and as a hindrance to justice.</p> <p>Based on our discussions and your readings in this class, you will author a 2-3 page paper in which you make an argument for a justice-oriented approach to technology. Your paper should include economic, accessibility, identity, social, and management factors. It should both reflect on the literature in those areas and integrate them to form a cogent argument that is specific to one area of education. This paper should form the theoretical basis for your analysis of technology during the rest of the semester.</p>		
<p>Tech Demo Class Portfolio</p> <p>It is important for this class that you practice with technology and learn to evaluate its use for meeting your specific educational needs. In this course, These are tools that meet our needs of engaging, enhancing, and extending learning. For each tool, you will create a slide in Google Sides of its potential use.. Your reflection presentation may include images and video as part of your demonstration of the tool’s use in your context. Each of these slides will be worth up to 5 points for a total of 25 possible points towards your final grade.</p>	<p>12/3</p>	<p>25 Points</p>
<p>Technology-Enhanced Lesson Plan Your final project in this class is to develop a lesson plan that is specific to your particular educational interests. That means that it might be in a particular K-12 subject area and grade level, or it may be for students in higher education or corporate learning, etc. Your lesson plan must include the use of technology to improve educational outcomes, and you must include an explanation for why the tool utilizes technology in the way that it does. Your grade will be based on the quality of your lesson plan, your assessment/defense of the technology, your reflections on the justice orientation of your technology solution, and the overall quality of your writing.</p> <p>30</p>	<p>11/19</p>	<p>30 Points</p>
<p>Reflection: An end of the semeste reflection regarding what you found valuable and what you would still like to learn more about will be submitted at the end of the semester.</p>	<p>12/17</p>	<p>5 points</p>

Technology Enhances Lesson Plan Assessment

The assessment that you create can be for individual learners or collaborative groups.

	Points Possible	Points Earned Student	Points Earned Professor
Objectives: The plan includes logical and clearly articulated objects for students that integrate technology skills with content knowledge in at least one other discipline.	5		
Models: The plan includes links to models of finished products to share with students. Models can be student, teacher or professional examples.	10		
Assessment: The includes a summative assessment instrument such as a rubric or checklist, a formative assessment, or an opportunity for student self-assessment or reflection.	10		
Directions: The plan includes clearly written or expressed directions for learners.	5		
Total	30		

Reflection Rubric

This reflection is due at the conclusion of the semester.

	Points Possible	Points Earned Student	Points Earned Professor
<p>Content: The reflection addresses the following questions and includes multiple citations from the readings</p> <p>What tools have we reviewed this semester that you can envision using in the future?</p>	5		
Total	5		