

**Spring 2017**  
**EDT 3371: Educational Technology, CRN #: 21471**  
**Thursday, 8:30 – 11:20 AM, EDUC403**

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### **Course Description**

Basic principles of educational technology for prospective teachers, including terminology, historical development, social and ethical implications, proficiency in the application of technology tools, and integration of technology in school curricula. This course is designed to prepare pre-service teachers to meet national (ISTE/NETS) and state (TEKS) standards for using technology to improve productivity and integrating technology into teaching as an instructional tool. You will learn by doing throughout this course and learn together as a community of beginning educators.

### **Course Objectives**

By the end of the class,

1. Students will be able to demonstrate a sound understanding of technology operations and concepts.
2. Students will plan and design effective learning environments and experiences supported by technology.
3. Students will implement curriculum plans that include methods and strategies for applying technology to maximize learning.
4. Students will apply technology to facilitate a variety of effective assessment and evaluation strategies.
5. Students will use technology (that includes Web 2.0 tools) to enhance their productivity and professional practice.
6. Students will better understand the social, ethical, legal, and human issues surrounding the use of technology on PreK-12 schools and apply that knowledge into future practice.

### **Alignment with Teaching Standards**

1. National Educational Technology Standards for Teachers, Second Edition, 2008 ISTE (International society for Technology in Education): [Link](#)
2. TeXes Technology Application EC-12: [Link](#)
3. The Texas State Board of Educator Certification standards for a “Master Technology Teacher.”: [Link](#)

## Required Readings

1. Johnson, S. (2013). Digital Tools for Teaching: 30 E-tools for Collaborating, Creating, and Publishing across the Curriculum. 1st Edition. Maupin House. ISBN-10: 1934338842; ISBN-13: 978-1934338841
2. Required reading materials will be shared from Blackboard. The links are posted in the course Blackboard.

## Student Learning Outcome

Upon completion of this course, students will be able to:

Student Learning Outcome	Assessment Procedures
Identify and evaluate the theoretical foundations of learning, important models and frameworks in technology integration, and national and state standards of educational technology.	Collaborative group assignments, class discussions, learning journal and final project.
Describe the application of various technologies in support of learning; and synthesize their own view of the relationships among teaching, learning, and using technology	Collaborative group assignments, class discussions, learning journal and final project.
Improve skills in using productivity tools (such as Word Processing, Spreadsheet, and Presentation)	Class activities and group presentation
Know how to produce communication artifacts (such as newsletters, brochures, and flyers) using open source programs, web-based programs, and/or proprietary desktop publishing program.	Class activities
Understand the importance of Web 2.0 concepts and tools and how it can be used to provide engaging teaching and learning environment	Class discussions, class activities, Collaborative group assignments, learning journal and final project
Know how to use collaborative tools (such as google drive and Prezi) and understand its educational applications.	Collaborative group assignments, class discussions, class activities, learning journal and final project
Know how to create digital storybook and educational video using web-based/web 2.0 tools, and understand its educational applications.	Class activities, collaborative group assignments, learning journal and final project

Know how to use a mind mapping tools (such as bubbl.us, mindomo, etc.) to organize ideas and understand concepts better.

Class activities

Improve skills in designing lessons using smartboard

Class discussions, class activities, learning journal and final project

Know how to create a webquest using Web 2.0 tools to enhance instructional productivity

Class discussions and final project

### General Classroom Business

1. In the unavoidable event that you must miss a class, you must contact the instructor before the beginning of class. E-mail or text will be the best option for this.

**If you will be missing or miss a class, immediately contact a classmate to find out what you missed.** Excused and unexcused absences will both result in deduction of your per class points. We will begin on time. Being tardy disrupts the flow of the class. Two tardies will equal one absence. **Student may be dropped for lack of attendance. If you miss two-weeks of class, contact your instructor(s) immediately.**

2. All assignments are due the day they are due. The only exceptions will be made are in the case of extreme circumstances that are supported by documentation of illness, or death in the family. If you are a student-athlete or university representative making a university sponsored trip please make arrangements with me before you leave town. **Late assignments will be accepted with a penalty of 10% of your awarded score.**
3. Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying data on lab reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another person's as ones' own. And, collusion involves collaborating with another person to commit any academically dishonest act. More information about scholastic dishonesty can be found on this site:  
<http://admin.utep.edu/Default.aspx?PageContentID=2084&tabid=30292>

Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be taken seriously and will be referred to the Dean of Students Office for possible disciplinary action.

4. Students with Disabilities. Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, states that if a student needs an accommodation then the Center for Accommodations and Support Services (CASS) located at UTEP needs to be contacted. If you have a condition, which may affect your ability to

perform successfully in this course, you are encouraged to discuss this in confidence with the instructor and/or the director of the Center for Accommodations and Support Services (CASS). You may call 915-747-5148 for general information about the American with Disabilities Act (ADA) and the rights that you have as a UTEP student with a disability. Individuals with disabilities have the right to equal access and opportunity. It is the student's responsibility to contact the instructor and the Center for Accommodations and Support Services (CASS) at The University of Texas at El Paso.

5. Technical Assistance. If you have technical problems, please contact the UTEP Helpdesk: M-F: 7AM-8PM, Sat: 9AM-1PM, Sun: 12-4PM. On-campus phones: 915-747-5257 Off-campus phones: 915-747-4357. If you are on-campus, you may also visit the ATLAS lab located within the Undergraduate Learning Center or the Technology Support Center in Room 300, Library.

### **Description of Course Assignments**

You will be graded based on the provided rubric for each assignment. Please refer to the respective rubric when completing your assignment.

1. Attendance and Participation (20 points)  
Advanced preparation for class meetings is particularly important for participation so that you can engage the content and ideas in the readings. Points are not earned by simply coming to class. Full credit for attendance requires arriving to each class session on time, active participation in all class activities, and staying until the session ends. If you arrive 30 minutes or more it will be considered an absence rather than a tardy. The expectations are (please also refer to the provided rubric):
  - Come to class prepared and ready to contribute to the educational experience and the learning community.
  - Engage in public dialogue with course concepts and materials, not just opinion and individual experience.
  - Engage in reading and discussion.
  - Collaborate with diverse students throughout the course of the semester.

If you will be missing or miss a class, immediately contact a classmate to find out what you missed. Excused and unexcused absences will both result in deduction of your per class points. We will begin on time. Being tardy disrupts the flow of the class. **Two tardies will equal one absence**. The Department considers that missing two weeks of class is excessive. The student may be dropped for lack of attendance. If you miss two-weeks of class, contact your professor immediately.

2. Technology Autobiography (10pts):  
Each student will write a technology autobiography (2-full page) that includes:
  - I. Historical description of your technology use at home, school, and daily lives;
  - II. Description of your technology competency: e.g. your strengths (include use of various hardware and software); shortcomings, struggles, etc.;
  - III. Description of your personal and professional goals in using educational technology.

- IV. Types of educational technology you might integrate in your future teaching; and
- V. Description of how you will be able to integrate the educational technologies mentioned in (d) in your future teaching.

Please submit this assignment via Blackboard.

3. Reflective Learning Journal/E-portfolio (100 pts):

For this assignment, you will post reflective journal entries based on assigned topics in your “Learning Journal” page on your E-portfolio site (we will create this site using Weebly on the first day of class). Each entry must be between **200-300 words**.

Please refer to the rubric for this assignment to guide you with your reflective journal entries.

Your Journal #1 should include:

- a. A brief introduction of yourself completed using Voki ([www.voki.com](http://www.voki.com)). Your Voki avatar should be embedded in your blog.
- b. Learning expectations for this course (EDT3371 – Educational Technology)
- c. Responses to ideas on technology integration:
  - i. How do you view the role of technology in education?
  - ii. How has technology impacted your own learning as a student?
  - iii. How do you plan to use technology in your teaching? Be specific about the grade level, content area, who, why, when, and how to use technology.
- d. Complete the technology survey to create your badge. Embed your technology badge in your learning journal.

You should post your entries by the due date specified in the schedule (last column). The topic(s) for each journal entries are as listed:

I. Journal #1 (10 points): Introduction (see also a, b, c and d above)

For journals #2 - #10 please make sure that your journal posting is a reflection on what you have learned in creating the artifacts (based on the specified topics). This can include information on how the learning experience has helped you grow as a professional educator and/or how you might use this learning experience to assist your future students.

II. Journal #2 (10 points):

✓ Topics:

- ✚ Digital Citizenship and Web Literacy;
- ✚ Copyright Law and Fair Use for Educators;
- ✚ Technological Pedagogical Content Knowledge (TPCK); and
- ✚ Substitution Augmentation Modification Redefinition (SAMR) Model.

III. Journal #3 (10 points):

✓ Topics:

- ✚ Inquiry-based Learning;
- ✚ Project-based Learning;
- ✚ Digital Bloom’s taxonomy;

- ✚ Performance-based assessment;
  - ✚ Thematic Unit; and
  - ✚ WebQuest.
- IV. Journal #4 (10 points):
- ✓ Topics:
    - ✚ Communication Tools (Newsletter);
    - ✚ Spreadsheet; and
    - ✚ Timeline (Timetoast)
- V. Journal #5 (10 points):
- ✓ Topics:
    - ✚ Multimedia Poster (Glogster)
    - ✚ Specific Tools:
      - ✚ Google Form;
      - ✚ Word Cloud, and
      - ✚ Mindmap
- VI. Journal #6 (10 points):
- ✓ Topic:
    - ✚ Visual Learning Tools – Digital Storybook
- VII. Journal #7 (10 points):
- ✓ Topic:
    - ✚ Mini lesson plan integrating a Smartboard
- VIII. Journal #8 (10 points):
- ✓ Topic:
    - ✚ Technology Integrated Thematic Unit
- IX. Journal #9 (10 points):
- ✓ Topic:
    - ✚ Webquest - Describe overall designing experiences and/or challenges
- X. Journal #10 (10 points):
- ✓ Topics:
    - ✚ Final thoughts:
 

In your final entry, you have to include your responses to these three questions regarding how your ideas have evolved about technology integration throughout the semester:

      - a. How have your ideas about using technology changed over the semester?
      - b. What questions or challenges do you still have regarding technology integration?
      - c. What is your plan for continuing to learn about integrating technology in your teaching more effectively?
  - ✓ Final Technology Badge:
    - ✚ For your final badge, you will have to redo the technology survey to create final technology badge.
    - ✚ You must also include your first technology badge (from your first entry). Place these badges (first and final) side by side.

4. Technology Integrated Thematic Unit (20pts): Thematic teaching is a method of organizing teaching around themes or topics making it possible to integrate instruction across core areas such as reading, writing, math, history, science, and the arts. Thematic units are designed to encourage students to delve deep into topics developing both an awareness and understanding of existing connections across ideas. Based on a topic or themes you chose for your thematic unit you will complete a thematic lesson matrix using the template provided (3 subject areas). **Two or more web 2.0 technology tools that we have covered in this class must be incorporated in each lesson plan.**
5. WebQuest (50pts): Based on the thematic unit you have developed you will create a WebQuest. A WebQuest is an inquiry-oriented lesson format in which most or all the information that learners work comes from the web (Bernie Dodge). You will create your WebQuest on Weebly (<https://www.weebly.com/>) or Wix (<https://www.wix.com>)
6. Group Activities (40pts): There will be collaborative group work activities that will be assigned in the class. There will be no make-up work if you miss the class when the group activity is given. \*All final products/artifacts must be posted/uploaded/embedded in your "Hands-on Activity" page on your E-portfolio site. The group activities are:
  - a. Collaborative presentation on assigned topic (10 points)
  - b. Digital Storytelling using Storybird or Little Bird Tales or Zooburst (15 pts)
  - c. Facilitate a smartboard activity based on group's chosen subject (15 points)
7. Class Hands-on Activities (70pts)  
\*All final products/artifacts must be posted/uploaded/embedded in your "Hands-on Activity" page on your E-portfolio site:
  - I. Newsletter (10 points)  
- A 2-page newsletter based on fictional information. Your newsletter must have at least 5 artifacts such as (but not limited to): a weekly or monthly calendar, announcements, upcoming events, etc...
  - II. Mindmap (10pts);
  - III. Timeline (10 pts);
  - IV. Multimedia poster - Glogster (10 points)
  - V. Quiz or Survey using Google Form (10 points)
  - VI. Spreadsheet (10pts);
  - VII. Word Clouds using Tagxedo (10 points)

## **Grades and Grading**

Grades and Assignment Percentages: The entire class assignments will be calculated out of a total of 340 points. **This means that every assignment is important and even missing one can seriously impact your grade.** This course is graded on a rubric style in alignment with the 4.0 (A-F) grading at UTEP. The following list highlights the point totals for each assignment:

### **Total Points: 320**

- Attendance and Participation - 20 pts.
- Technology Autobiography - 10 pts.
- Learning Journal - 100 pts.

- Thematic Unit – 20 pts
- WebQuest – 50 pts
- Group Activities – 40 pts
- Hands-on Class Activities – 70 pts
- Pre- and post-survey – 10 pts

**Grading Scale:**

<b>Excellent</b>	<b>Above Average</b>	<b>Average</b>	<b>Below Average</b>	<b>Failing</b>
A = 90 – 100%	B = 80 – 89%	C = 70 – 79%	D = 60 – 69%	F = 59% and below

**TEXES Competencies**

As a part of action plan focused on addressing certification rates we are aligning all the undergraduate syllabi to standards and competencies from TExES. [TEA links](#) (TExES preparation manuals with TExES competencies). Here is the list of TExES Competencies addressed in this class:

**DOMAIN I—TECHNOLOGY APPLICATIONS CORE**

Competency 001: The teacher knows technology terminology and concepts; the appropriate use of hardware, software, and digital files; and how to acquire, analyze, and evaluate digital information.

Competency 002: The teacher knows how to use technology tools to solve problems, evaluate results, and communicate information in a variety of formats for diverse audiences.

Competency 003: The teacher knows how to plan, organize, deliver, and evaluate instruction that effectively utilizes current technology for teaching the Technology Applications Texas Essential Knowledge and Skills (TEKS) for all students.

**DOMAIN II—DIGITAL GRAPHICS/ANIMATION AND DESKTOP PUBLISHING Competency**

004: The teacher demonstrates knowledge of the principles of design and their application to digital graphics/animation products.

Competency 005: The teacher demonstrates knowledge of principles of typography and page design and knows how to use technology tools to create desktop publishing products.

Competency 006: The teacher knows how to use graphics, animation, and desktop publishing software to produce products that convey a specified message to an intended audience.

**DOMAIN III—VIDEO TECHNOLOGY AND MULTIMEDIA**

Competency 007: The teacher knows how to produce and distribute digital video and multimedia products.

Competency 008: The teacher demonstrates knowledge of strategies and techniques used in the preproduction, production, and postproduction of video products.

Competency 009: The teacher knows how to design, produce, and distribute multimedia products.

**DOMAIN IV—WEBMASTERING**



## GRADING RUBRIC

### Technology Autobiography - 10 points:

	Topic	Target	Acceptable	Unacceptable
<b>Content</b>	Experiences with technology	Your significant experiences with technology are noticeably documented with supporting details and specific examples from your own life.	Your significant experiences with technology are noticeably documented with supporting details from your own life	Some experiences with technology are documented.
	Knowledge about technology	Your knowledge acquisition about technology is noticeably documented with supporting details and specific examples from your own life.	Your knowledge acquisition about technology is noticeably documented with supporting details from your own life.	Your knowledge acquisition about technology is documented.
	Current use of technology	Your current use of technology is noticeably documented with supporting details and specific examples from your own life.	Your current use of technology is noticeably documented with supporting details from your own life.	Your current use of technology is noticeably documented.
	Future Use of Technology	You envision future use of technology is noticeably documented with supporting details and examples.	You envision future use of technology is noticeably documented with supporting details.	You envision future use of technology is noticeably documented.
<b>Mechanics</b>	Cogent, concise description	Your paper is cogent and concise, with particular care given to word use.	Your paper is concise.	Your paper includes repetitive language.
	Grammar and spelling	Your paper is free from grammar and spelling errors.	Your paper includes one spelling error.	Your paper includes grammar and spelling errors that are distracting to the reader.
<b>Formatting</b>	APA style and length of Paper	Your paper is 2-full pages long and has a title page, use a 12 font size, and 1" margin on all sides	Your paper is 1 1/2 pages long and is missing one of these: title page; 12-font size; and 1" margin on all sides	Your paper is less than 1 ½ page long and is missing one of these: : title page; 12-font size; and 1" margin on all sides

**Class Attendance and Participation – 20 points:**

<b>Component</b>	<b>Target</b>	<b>Acceptable</b>	<b>Fair</b>	<b>Poor</b>
	<b>19 – 20 points.</b>	<b>16 – 18 points</b>	<b>11 – 15 points</b>	<b>10 points or no points</b>
Attendance	Student was present for every class.	Student was absent for 1 class but provided instructor with a reasonable excuse.	Student was absent for 2 classes but provided instructor with reasonable excuses.	Student was absent for more than 2 classes and/or did not provide instructor with reasonable excuses.
Punctuality	Student was always on time for class and often arrived early.	Student was usually on time or early for class (was tardy to class only 1 or 2 times).	Student was sometimes on time (was tardy to class 3 times), but rarely arrived early.	Student was rarely on time or early (was tardy to class 4 or more times).
Level of Engagement and Behavior	Student brought original thought and perspective to class discussions. Student was fully engaged and actively involved during every class. They also worked cooperatively and well with all of their peers.	Student often participated freely in class, asked questions, and participated in discussions/work with peers cooperatively.	Student sometimes participated in class without being prompted but was reluctant to join in discussions/work with peers.	Student rarely participated in class discussions or asked questions. Interaction with peers was minimal.
Preparation	Student is always prepared for class with completed assignments and necessary materials. Student has also sought additional help between classes if necessary.	Student is usually prepared for class with completed assignments and necessary materials. May have had a few quiz/homework questions left to answer at the beginning of class.	Student is sometimes prepared with most of the assignment completed and with the required materials. May have needed extra time to complete homework/quizzes before turning them in.	Student is almost always unprepared for class. Assignments/quizzes are not fully completed and/or they do not have other required materials.

**Newsletter - 10 points**

<b>Component</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
Title, date Contact Information		Newsletter has a creative title – one that depicts a grade level/subject area and the date Newsletter contains teacher’s contact information (e.g. address, phone number, email) and school name	Newsletter missing one of these: a title, a grade level/subject area, a date, teacher’s contact information (e.g. address, phone number, email) and school name	No title or date or contact information  No contact information or school information

Relevant Content	Newsletter contains at least 5 artifacts that are relevant to the grade level/subject area. It is two page in length.	Newsletter contains < 3 artifacts that are relevant to the grade level/subject area. It is less than one page in length.	Newsletter contains 1 artifacts that is really relevant to the grade level/subject area. It is less than one page in length.	No artifacts.
Appearance/Creativity	Newsletter design is appealing to the eye, i.e. easy to read and view. Newsletter uses a significant number of relevant images, photos, clipart appropriately.	Most of the newsletter is designed in an appealing fashion. Newsletter uses some relevant images, photos, clipart appropriately.	Newsletter is unappealing to the eye and is hard to read and view. Newsletter uses few relevant images, photos, clipart appropriately.	No newsletter.
Grammar and Usage		1-2 grammar and usage mistakes.	3-4 grammar and usage mistakes.	5 or more grammar and usage mistakes.

### Learning Journal Entries

#### Journal #1- Maximum 10 points:

Criteria	9 - 10 points	7 - 8 points	5-6 points	0-4 points
Responses to the three questions (Max pts: 6)	Responses to the 3 questions at the beginning of the semesters are well-thought - 6 pts	- Responses to the 3 questions at the beginning of the semesters are adequate	Responses to the 3 questions are present but vague.	No responses to the 3 questions
Completion / Length; Personalized avatar; Technology Badge (Max pts: 3)	Entry is between 200 -300 words - 1pt.  Personalized Voki avatar is present - 1pt. First technology badge is present - 1pt	Entry is between 150 - 200 words in length.  Personalized Voki avatar is present.  First technology badge is present	Journal is less than 100-150 words in length.  Personalized Voki avatar is present.  First technology badge is present	Journal is too short (<100 words)  Personalized Voki avatar is not present  First technology badge is not present
Mechanics (Max pts: 1)	Entries use correct spelling and grammar - 1pt.	1 -3 spelling and grammar mistakes	4- 7 spelling and grammar mistakes	More than 7 spelling and grammar mistakes

#### Journal #2 ~ Journal #9 - Maximum 10 points each (10 pts x 8 entry: 80 points):

Criteria	10 - 9 points	6 - 8 points	3 - 5 points	0 - 2 points
Student Learning: (Max. pts. = 1) - Summary of activities learned in the class and lab.	Entry summarize activities accomplished in the class and in the lab - 1 pt.	Entry summarize activities accomplished in the class and in the lab.	Entry does not summarize activities accomplished in the class and in the lab.	Entry does not summarize learning that occurred during the week.

Reflection: (Max. pts. = 3) Topics: Expectations, Communication Skills, Challenges, Training, Strengths, weaknesses, people skills, and how you are planning to improve for the future.	Entry is a good reflection of what is learned with respect to the listed topics, and on how the student will use this learning in relation to their future; or what the learning means for the future - 3 pts	Student does reflect on some aspect of learning during the week and has some idea of its importance for the future, but no real plan for change.	Student does reflect on some aspect of learning during the week, but does not explain the relevance to future learning the lab	Student does not reflect on learning during the week.
Completion / Length; (Max. pts. = 0.5)	Entry is between 200 - 300 words for the Summary and Reflection- 0.5pt	Journal is between 150 – 200 words in length.	Journal is less than 100-150 words in length.	Journal is too short (<100 words)
Mechanics (Max. pts. = 0.5)	Entries use correct spelling and grammar. - 0.5 pt.	1 -3 spelling and grammar mistakes	4- 7 spelling and grammar mistakes	More than 7 spelling and grammar mistakes

**Journal #10 - Maximum 10 points:**

<b>Criteria</b>	<b>9 - 10 points</b>	<b>7 - 8 points</b>	<b>5-6 points</b>	<b>0-4 points</b>
Responses to the three questions (Max pts: 6)  Final thoughts: Overall Experience gained in this class (Max pts: 1)	Responses to the 3 questions at the end of the semester are well- thought - 6 pts  Reflection on overall experience gained in this class are concise and well-articulated - 1pt	Responses to the 3 questions at the end of the semester are adequate.  Reflection on overall experience gained in this class are concise.	Responses to the 3 questions at the end of the semester are present but vague.  Reflection on overall experience gained in this class are vague.	No responses to the 3 questions at the end of the semester.  No reflection
Completion / Length Final Technology Badge (Max pts: 2)	Entry is between 200-300 words - 1pt.  Final technology badge is present - 1pt.	Journal is between 150 – 200 words in length.	Journal is between 100-150 words in length.	Journal is too short (<100 words)
Mechanics (Max. pts. = 1)	Entries use correct spelling and grammar - 1 pt.	1 -3 spelling and grammar mistakes	4- 7 spelling and grammar mistakes	More than 7 spelling and grammar mistakes

### Mind Mapping - 10 points

Topic	4	3	2	1
<b>Neatness and Presentation</b>		The mind map was well presented and text is legible and font is appealing	The mind map was well presented. Lettering was sometimes hard to read and font was unappealing	The mind map was not neat in all areas. Lettering was sometimes hard to read and font was unappealing
<b>Use of color</b>		Has included color to clarify all connections and/or to categorize topics throughout the mind map	Has included some color in the mind map but has not used color to categorize throughout the mind map	Has used very little color in the mind map and has not used color to categorize throughout the mind map
<b>Content</b>	The mind map includes the MAJOR points of the material. A short paragraph is included explaining how you can incorporate mind mapping tool in your lesson.	The mind map misses some major points of the material. A short paragraph is included explaining how you can incorporate mind mapping tool in your lesson.	The mind map misses most major points of the material. A short paragraph is included explaining how you can incorporate mind mapping tool in your lesson.	The mind map presents no major points. A short paragraph explaining how you can incorporate mind mapping tool in your lesson is not included

### Multimedia Poster (Glogster) - 10 points

Category	10	8	6	4	2
<b>Required Elements</b>	The Glog includes all required elements <b>as well as</b> additional information.	All required elements are included on the Glog.	All but 1 of the required elements are included.	All but 2-3 elements are included.	More than 3 required elements are missing from the Glog.
<b>Labels</b>	All items of importance are clearly labeled with labels that can be read from at least 3 feet away.	Almost all items of importance are clearly labeled and labels can be read from at least 3 feet away.	Some items of importance are clearly labeled and labels can be read from at least 3 feet away.	Few items of importance are labeled and labels are difficult to read.	Labels are too small to view or no important items were labeled.
<b>Graphics Relevance</b>	All graphics are related to the topic and make the Glog easier to read and understand.	Almost all graphics are related to the topic and most make it easier to read and understand.	Some graphics are related to the topic and make it easier to understand.	Few graphics relate to the topic.	No graphics relate to the topic.

<b>Attractiveness</b>	The Glog is exceptionally attractive in terms of design, layout, and neatness.	The Glog is attractive in terms of design, layout, and neatness.	The Glog is fairly attractive, but a bit messy.	The Glog is poorly designed and very messy.	The Glog is distractingly messy and unattractive.
<b>Grammar</b>	There are no grammatical-mechanical mistakes on the Glog.	There is 1 grammatical-mechanical mistake on the Glog.	There are 2-3 grammatical-mechanical mistakes.	There are 4 grammatical-mechanical mistakes.	There are more than 4 grammatical-mechanical mistakes.

<http://butlertech.wikispaces.com/file/view/Glogster+Rubric.pdf>

### Thematic Unit - 20 points

<b>Component</b>	<b>Target</b>	<b>Acceptable (2 pt. deduction)</b>	<b>Unacceptable (5 pts deduction)</b>
Number of subjects/Length	Lesson plans made for three subjects	Lesson plans made for two subjects	Lesson plans made for less than two subjects
<b>Component</b>	<b>Target - 3 pts</b>	<b>Acceptable - 1 pts</b>	<b>Unacceptable-0 pts</b>
Unit Theme, Thematic Question(s) for the Unit and subject areas, Indication of the learners grade level	Unit/Lesson thematic questions are provided (2pts), and learners grade level is indicated (1pt)	Unit/Lesson thematic questions are adequate; learners grade level is provided	Unit/Lesson thematic questions are lacking, there is no big theme; no indication of learners grade level
<b>Component</b>	<b>Target</b>	<b>Acceptable (1 pt. deduction)</b>	<b>Unacceptable (5 or more pts deduction)</b>
Mechanics, Spelling and Punctuation	Relatively no or little errors; reflective of college level writing; clear, articulate, concise	Errors are present, but still readable; somewhat clear, and well-written	Many errors; not clear, lengthy or wordy and not well-written
<b>Component</b>	<b>Target -10 pts</b>	<b>Acceptable -7 pts</b>	<b>Unacceptable-5 pts</b>
Centers (Activities); Technology Integration; Students Products or Portfolio	Description of activities is clear and concise.  Technology use in the activities described clearly; More than 2 technology tools are incorporated in the activities.  Student's final product is described clearly; and correspond to the activities and technology use.	Description of activities is adequate and relates to the theme of the unit. Activities are appropriate for the grade level  Technology use in the activities described vaguely. 2 technology tools use in the activities.  Student's final product is indicated but did not correspond with the activities and technology use.	Description of activities is not clear. Activities did not relate to the theme of the unit. Activities are not appropriate for the grade level.  Technology use in the activities is non-existence and/or vague; no variety of technology tools integrated in the activities.  Student's final product is not indicated and/or not clear; Students final product did not correspond with the activities and technology use.
<b>Component</b>	<b>Target - 7 pts</b>	<b>Acceptable - 5 pts</b>	<b>Unacceptable-2 pts</b>
Assessment and TEKS, ISTE-NET's standards	Student demonstrates the ability to assess student achievement and is able to articulate clear and	Student demonstrates the ability to assess student achievement;	Assessments not well thought out; assessments poorly written; TEKS and ISTE not adequately

	concise criteria from the standards/benchmarks;  Student demonstrates the ability to use content instruction and assessment strategies that are enriched by technology and literacy (TEKS and ISTE-NETs for Teachers)	Student demonstrates the ability to use content instruction and assessment strategies that are enriched by technology and literacy (TEKS and ISTE-NETs for Teachers)	addressed
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**Spreadsheet activity - 10 points**

Component	Target - 10	Acceptable - 7	Unacceptable - 0
Tasks and Reflection	All tasks successfully completed using appropriate formulas; Graphs are completed - 7 pts  A clear and concise short paragraph describing how spreadsheet tool can be incorporated in your lesson - 3 pts	Some tasks are completed using appropriate formulas; Graphs are completed  A short paragraph describing how spreadsheet tool can be used in teaching a lesson is present but vague.	No spreadsheet

**Digital Storybook - 15 points**

Component	Target - 15	Acceptable - 10	Unacceptable - 0
Creativity	Complete originality in composition and delivery, strong evidence of critical thinking skills	Composition is somewhat original and some evidence of critical thinking skills	No submission
Content and Theme	Content is clearly relevant to story and theme; message is distinctly clear	Content has some relevance to story and theme; message is clear with some confusing points	
Grammar and Language Usage	Grammar and usage were correct (for the dialect chosen) and contributed to clarity, style and character development.	Grammar and usage were typically correct (for the dialect chosen) and errors did not detract from the story.	

Source: <http://courseweb.lis.illinois.edu/~jevogel2/lis506/evaluation.html> and [its.ksbe.edu/dst/PDFs/Rubrics/digstorysample.pdf](http://its.ksbe.edu/dst/PDFs/Rubrics/digstorysample.pdf)

**Timeline - 10 points**

Category	9 - 10 points	7 - 8 points	5 - 6 points	< 5 points
<b>Title</b>	The timeline has a creative title that accurately describes the material and is easy to find.	The timeline has an effective title that accurately describes the material and is easy to find.	The timeline has a title that is easy to find.	The title is missing or difficult to find.
<b>Content and Facts</b>	Facts and descriptions were	Facts and descriptions were	Facts and descriptions were	Facts and descriptions were

	accurate for all events reported on the timeline. Included a comprehensive and varied collection of important dates and events in explorer's life and history.	accurate for almost all events reported on the timeline. Included a good collection of important dates and events in explorer's life and history.	accurate for most (~75%) of the events reported on the timeline. Included most important dates and events in explorer's life and history.	often inaccurate for events reported on the timeline. Timeline omitted a number of important dates and events in explorer's life and history.
<b>Dates</b>	An accurate, complete date has been included for each event; all dates are in chronological order.	An accurate, complete date has been included for almost every event; all dates are in chronological order.	An accurate date has been included for most events; most dates are in chronological order.	Dates are inaccurate and/or missing for several events; many dates are not in chronological order.
<b>Spelling &amp; Capitalization</b>	Spelling and capitalization are correct throughout.	Spelling and capitalization are mostly correct.	There are a number of spelling and capitalization errors throughout.	There were many spelling and capitalization errors that affect the ability to understand the timeline.
<b>Appearance</b>	The overall appearance of the timeline is pleasing and easy to read.	The overall appearance of the timeline is somewhat pleasing and easy to read.	The timeline is relatively readable.	The timeline is difficult to read.

Source: [www.asdk12.org/staff/elbow\\_benjamin/pages/webquest/.../Rubrics.doc](http://www.asdk12.org/staff/elbow_benjamin/pages/webquest/.../Rubrics.doc)

### Webquest - 50 points

	<b>Beginning</b>	<b>Developing</b>	<b>Accomplished</b>	<b>Score</b>
<b>Overall Aesthetics: This refer to the Webquest itself, not the external resources linked to it.</b>				
<b>Overall Visual Appeal</b>	<b>0 point</b> There are few or no graphic elements. No variation in layout or typography. OR Color is garish and/or typographic variations are overused and legibility suffers. Background interferes with the readability.	<b>2 points</b> Graphic elements sometimes, but not always, contribute to the understanding of concepts, ideas and relationships. There is some variation in type size, color, and layout.	<b>4 points</b> Appropriate and thematic graphic elements are used to make visual connections that contribute to the understanding of concepts, ideas and relationships. Differences in type size and/or color are used well and consistently.	
<b>Navigation &amp; Flow</b>	<b>0 point</b> Getting through the lesson is confusing and unconventional. Pages can't be found easily and/or the way back isn't clear.	<b>2 points</b> There are a few places where the learner can get lost and not know where to go next.	<b>4 points</b> Navigation is seamless. It is always clear to the learner what all the pieces are and how to get to them.	



	<b>Beginning</b>	<b>Developing</b>	<b>Accomplished</b>	<b>Score</b>
<b>Mechanical Aspects</b>	<b>0 point</b> There are more than 5 broken links, misplaced or missing images, badly sized tables, misspellings and/or grammatical errors.	<b>1 point</b> There are some broken links, misplaced or missing images, badly sized tables, misspellings and/or grammatical errors.	<b>2 points</b> No mechanical problems noted.	
<b>Introduction</b>				
<b>Motivational Effectiveness of Introduction</b>	<b>0 point</b> The introduction is purely factual, with no appeal to relevance or social importance OR The scenario posed is transparently bogus and doesn't respect the media literacy of today's learners.	<b>1 point</b> The introduction relates somewhat to the learner's interests and/or describes a compelling question or problem.	<b>2 points</b> The introduction draws the reader into the lesson by relating to the learner's interests or goals and/or engagingly describing a compelling question or problem.	
<b>Cognitive Effectiveness of the Introduction</b>	<b>0 point</b> The introduction doesn't prepare the reader for what is to come, or build on what the learner already knows.	<b>1 point</b> The introduction makes some reference to learner's prior knowledge and previews to some extent what the lesson is about.	<b>2 points</b> The introduction builds on learner's prior knowledge and effectively prepares the learner by foreshadowing what the lesson is about.	
<b>Task: The end result of student efforts... not the steps involved in getting there.</b>				
<b>Connection of Task to Standards</b>	<b>0 point</b> The task is not related to standards.	<b>2 point</b> The task is referenced to standards but is not clearly connected to what students must know and be able to do to achieve proficiency of those standards.	<b>4 points</b> The task is referenced to standards and is clearly connected to what students must know and be able to do to achieve proficiency of those standards.	
<b>Cognitive Level of the Task</b>	<b>0 point</b> Task requires simply comprehending or retelling of information found on web pages and answering factual questions.	<b>3 points</b> Task is doable but is limited in its significance to students' lives. The task requires analysis of information and/or putting together information from several sources.	<b>6 points</b> Task is doable and engaging, and elicits thinking that goes beyond rote comprehension. The task requires synthesis of multiple sources of information, and/or taking a position, and/or going beyond the data given and making a generalization or creative product.	
<b>Process: Step-by-step description of how students will accomplish the tasks.</b>				

	<b>Beginning</b>	<b>Developing</b>	<b>Accomplished</b>	<b>Score</b>
<b>Clarity of Process</b>	<b>0 point</b> Process is not clearly stated. Students would not know exactly what they were supposed to do just from reading this.	<b>2 points</b> Some directions are given, but there is missing information. Students might be confused.	<b>4 points</b> Every step is clearly stated. Most students would know exactly where they are at each step of the process and know what to do next.	
<b>Scaffolding of Process</b>	<b>0 point</b> The process lacks strategies and organizational tools needed for students to gain the knowledge needed to complete the task.  Activities are of little significance to one another and/or to the accomplishment of the task.	<b>3 points</b> Strategies and organizational tools embedded in the process are insufficient to ensure that all students will gain the knowledge needed to complete the task. Some of the activities do not relate specifically to the accomplishment of the task.	<b>6 points</b> The process provides students coming in at different entry levels with strategies and organizational tools to access and gain the knowledge needed to complete the task.  Activities are clearly related and designed to take the students from basic knowledge to higher level thinking.  Checks for understanding are built in to assess whether students are getting it.	
<b>Richness of Process</b>	<b>0 point</b> Few steps, no separate roles assigned.	<b>1 point</b> Some separate tasks or roles assigned. More complex activities required.	<b>2 points</b> Different roles are assigned to help students understand different perspectives and/or share responsibility in accomplishing the task.	
<b>Resources</b>				
<b>Relevance &amp; Quantity of Resources</b>	<b>0 point</b> Resources provided are not sufficient for students to accomplish the task. OR There are too many resources for learners to look at in a reasonable time.	<b>2 points</b> There is some connection between the resources and the information needed for students to accomplish the task. Some resources don't add anything new.	<b>4 points</b> There is a clear and meaningful connection between all the resources and the information needed for students to accomplish the task. Every resource carries its weight.	
<b>Quality of Resources</b>	<b>0 point</b> Links are mundane. They lead to information that could be found in a classroom encyclopedia.	<b>2 points</b> Some links carry information not ordinarily found in a classroom.	<b>4 points</b> Links make excellent use of the Web's timeliness and colorfulness. Varied resources provide enough meaningful information for students to think deeply.	

	Beginning	Developing	Accomplished	Score
<b>Evaluation</b>				
<b>Clarity of Evaluation Criteria</b>	<b>0 point</b> Criteria for success are not described.	<b>3 points</b> Criteria for success are at least partially described.	<b>6 points</b> Criteria for success are clearly stated in the form of a rubric. Criteria include qualitative as well as quantitative descriptors. The evaluation instrument clearly measures what students must know and be able to do to accomplish the task.	
<b>Total Score</b>				/50

Source: <http://webquest.sdsu.edu/webquestrubric.html> (Original WebQuest rubric by [Bernie Dodge](#).)

**Tentative Schedule Spring 2017**  
**EDT3371 (CRN#: 21470), Educational Technology**  
**Wednesday, 8:30 – 11:20 AM, EDUC403**

**NOTE:** All topics, assignments, and due dates are subject to change at the instructor’s discretion

Class/Date	Topics	Hands-on Activities	Assignments Due
<b>Module 01: Introduction</b>			
Week 1: Jan 19	Orientation to course: <ul style="list-style-type: none"> <li>● Course structure</li> <li>● Blackboard</li> <li>● Syllabus &amp; Schedule</li> <li>● Gmail Account/Google Drive</li> <li>● Technology Backgrounds - Funds of knowledge</li> <li>● File management - Creating folders/Saving your work; Blackboard/Google Drive</li> </ul>	<ul style="list-style-type: none"> <li>● Set account/site for learning journal using either Weebly or Wix</li> <li>● Personalized avatar using Voki; embed your Voki into your learning journal</li> <li>● Technology survey and badge</li> </ul>	<ul style="list-style-type: none"> <li>● Please read the syllabus</li> <li>● Complete Technology Autobiography Paper – Due: Jan 23 by 11:59PM submitted via Blackboard</li> <li>● Complete Pre-Survey</li> </ul>
Week 2: Jan 26	<ul style="list-style-type: none"> <li>● Introduction to Web 2.0</li> <li>● E-Portfolio</li> <li>● Intro to Website Builder Programs: Weebly or Wix</li> </ul>	<ul style="list-style-type: none"> <li>● Create E-Portfolio site using Weebly or Wix</li> <li>● Create “Learning Journal” page and “Hands-on Activity” page</li> </ul>	<ul style="list-style-type: none"> <li>● Learning Journal URL</li> <li>● Journal #1- Due: Jan 30 by 11:59PM submitted via Blackboard</li> <li>● Read Johnson’s Tool #7: Google Docs</li> </ul>
<b>Module 02: Technology, Teaching and Learning</b>			
Week 3: Feb 2	<ul style="list-style-type: none"> <li>● Digital Citizenship and Web Literacy</li> <li>● Copyright Law and Fair Use for Educators</li> <li>● Technological Pedagogical Content Knowledge (TPCK)</li> <li>● Substitution Augmentation Modification Redefinition (SAMR) Model</li> <li>● Inquiry-based Learning</li> <li>● Project-based Learning</li> <li>● Digital Bloom’s Taxonomy</li> <li>● Performance-based Assessment</li> <li>● Thematic Unit</li> <li>● WebQuest</li> </ul>	<ul style="list-style-type: none"> <li>● Research assigned topic and prepare a collaborative presentation slides using one of these tools:               <ul style="list-style-type: none"> <li>- Google Drive</li> <li>- Prezi</li> <li>- Slideshare</li> <li>- SlideBoom</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Read Johnson’s:               <ul style="list-style-type: none"> <li>- Tool #16: Prezi</li> <li>- Tool #20: Slideshare</li> </ul> </li> </ul>
Week 4: Feb 9	<ul style="list-style-type: none"> <li>● Collaborative presentation using selected presentation tool:               <ul style="list-style-type: none"> <li>- Google Drive</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Collaborative presentation using selected presentation tool:</li> </ul>	<ul style="list-style-type: none"> <li>● Read Johnson’s:               <ul style="list-style-type: none"> <li>- Tool #22: Timeline Creators</li> <li>- Tool # 6: Glogster</li> </ul> </li> <li>● Post entry for Journal #2</li> </ul>

Class/Date	Topics	Hands-on Activities	Assignments Due
	<ul style="list-style-type: none"> <li>- Prezi</li> <li>- Slideshare</li> <li>- SlideBoom</li> </ul>	<ul style="list-style-type: none"> <li>- Google Drive</li> <li>- Prezi</li> <li>- Slideshare</li> <li>- SlideBoom</li> </ul>	<ul style="list-style-type: none"> <li>• Post entry for journal #3</li> </ul>
<b>Module 03: Digital Tools for Teaching</b>			
Week 5: Feb 16	<ul style="list-style-type: none"> <li>• Communication Tools</li> <li>• Spreadsheet using MS Excel</li> <li>• Timeline using Timetoast</li> <li>• Multimedia Poster using Glogster</li> </ul>	<ul style="list-style-type: none"> <li>• Create a newsletter</li> <li>• Create a gradebook</li> <li>• Create a timeline</li> <li>• Create a glogster</li> </ul>	<ul style="list-style-type: none"> <li>• Completed: <ul style="list-style-type: none"> <li>- Newsletter</li> <li>- Gradebook</li> <li>- Timeline</li> <li>- Glogster</li> </ul> </li> <li>posted/embedded in your learning journal site (Hands-on Activities Page)</li> <li>• Read Johnson's: <ul style="list-style-type: none"> <li>- Tool #9: Google Forms</li> <li>- Tool #13: Mind Mapping</li> <li>- Tool #29: Word Clouds</li> </ul> </li> </ul>
Week 6: Feb 23	<p>Specific Tools</p> <ul style="list-style-type: none"> <li>• Google Form</li> <li>• Mind Map</li> <li>• Word Cloud</li> </ul>	<ul style="list-style-type: none"> <li>• Create a quiz or survey using google forms</li> <li>• Create a mind map or concept map based on the assigned topic</li> <li>• Create a Word Cloud</li> </ul>	<ul style="list-style-type: none"> <li>• Completed: <ul style="list-style-type: none"> <li>- Quiz or Survey</li> <li>- Mind Map</li> <li>- Word Cloud</li> </ul> </li> <li>posted/embedded in your learning journal site (Hands-on Activities Page)</li> </ul>
Week 7: Mar 2 👤	No Class Meeting	<p>Continue working on your Newsletter, Gradebook, Timeline, Glogster, Quiz/Survey, Mind Map and Word Cloud.</p> <ul style="list-style-type: none"> <li>• Completed: <ul style="list-style-type: none"> <li>- Newsletter</li> <li>- Gradebook</li> <li>- Timeline</li> <li>- Glogster</li> <li>- Quiz/survey</li> <li>- Mindmap</li> <li>- WordCloud</li> </ul> </li> <li>posted/embedded in your learning journal site (Hands-on Activities Page)</li> <li>• Post entry for Journal #4</li> <li>• Post entry for Journal #5</li> <li>• Read Johnson's: <ul style="list-style-type: none"> <li>- Tool #4: Digital Storytelling</li> </ul> </li> </ul>	

Class/Date	Topics	Hands-on Activities	Assignments Due
Week 8: Mar 9	Visual Learning Tools: • Digital Storybook  Smartboard/Interactive Board • Plan your group's mini lesson integrating a smartboard	• Create digital storybook  • Plan your group mini lesson (Smartboard activity)	
<b>Spring Break: March 13-17</b>			
Week 9: Mar 23	• What is a Thematic Unit? • Essential Questions	• Facilitate mini lesson using smartboard • Choose topic for thematic unit • Start working on technology integrated thematic unit using the template provided	• Post entry for Journal #6 • Post entry for Journal #7
<b>Module 04: Technology Integrated Lesson Plans</b>			
Week 10: Mar 30 📅	• No face-to face class meeting	• Completed technology integrated thematic unit (must have 3 subject areas (three lessons) • Activities for each subject area must include the use of at least <b>two</b> technology tools learned from this class. • Submit Thematic Unit – <b>Wednesday, Mar 29 by 11:59 p.m.</b> • Post entry for Journal #8	
Week 11: Apr 6	• Face-to-face class meeting • What is a WebQuest? • Designing a WebQuest using Weebly/Wix	• Begin WebQuest Design • Create a WebQuest Site	• Submit WebQuest URL (copy & paste your URL into the Google Doc shared on the Blackboard)
Week 12: Apr 13 📅	• No face-to-face class meeting	• Continue working on your WebQuest	• Completed WebQuest for Lesson #1
Week 13: Apr 20 📅	• No face-to-face class meeting	• Continue working on your WebQuest	• Completed WebQuest for Lesson #2
Week 14: Apr 27	• Face-to-face class meeting • Continue working on WebQuest	• Complete Lesson #3 • Finalize WebQuest	• Completed WebQuest for Lesson #3 • Post entry for Journal #9
<b>Final Exam: Educator's Technology Integrated Lesson Plans Showcase</b>			
Week 15: May 4Thu	• Share Webquest • Journal #10	• Peer-Evaluations	• Final Exam: Complete three evaluation forms • Post entry for Journal #10

