

EDCI 27000 Integrating Technology in the Classroom

Education Department

Semester: Spring 2016

Class time: M 1pm - 3:50pm (TECH 219)

Credit hours: -3-

Instructor: Dr. Anastasia M. Trekles

Office Location: TECH 206

Office Hours: TWR 10am -2:00pm or by appointment

Office Phone: (219) 785-5734

EDUC Department Phone: (219) 785-5485

PNC Email Address: atrekles@pnc.edu or atrekles@purdue.edu

COURSE INFORMATION

Textbook Required:

Fullan, M. (2013). *Stratosphere: Integrating technology, pedagogy, and change knowledge*. Ontario, Canada: Pearson.

Course Description:

This course addresses the fundamentals of educational technology including the integration of instructional design, media, computers and related technologies within the classroom setting. Students will explore and evaluate how, when, and why technology should be integrated into the classroom. This will be a hands-on course where students will do a great deal of work on computers.

The following section pertains to university accreditation and standards- it is required that I share this with you as part of the syllabus. However, you will find the main information for this course beginning on page 7 of this syllabus. Please refer to pages 7-13 for course-specific information.-

PNC Education Unit Conceptual Framework:

The triangle was chosen as a symbol, to represent the candidate's commitment to continuous growth and educational reform. At the center of the model is the unit's theme. Surrounding the theme are Purdue University North Central's three institutional core beliefs of learning, discovery, and engagement, which we believe are the fundamental elements of the educational process.



 **How does this course correspond to the Unit Theme, Institutional Standards (INTASC, ACEI, NAEYC), and ISTE's NETS-T (International Society for Technology in Education's National Educational Technology Standards for Teachers) Standards?**

Effective Educators: Course objectives, content and assessment are aligned with INTASC Principles to ensure that candidates acquire knowledge and develop skills and dispositions that help them become effective educators. In this course, candidates will be particularly introduced to the concepts and applications associated with educational technology including basic operating systems, productivity software, Internet, media, and the accompanying instructional strategies to integrate these into the early childhood and elementary school setting. Candidates are expected to use knowledge of media communication techniques to foster active inquiry, collaboration, and supportive interaction within the early childhood/elementary school setting. See the following table for how the course addresses the INTASC Standards:

Institutional Standards <i>(aligned with INTASC)</i>	Activities that Address Standards	Assessment
Standard 1: Learner Development and Learning The teacher understands how learners learn and develop, and can design and implement developmentally appropriate and challenging learning experiences that support learners' cognitive, linguistic, social, emotional, and physical development.	Assigned Reading- Chapters 1-2 Review of Additional Web-based resources Weebly Tech Investigation Assignment All Graded Discussions WebQuest Project	Weebly Tech Investigation Assignment Rubric WebQuest Rubric Discussion rubric
Standard 2: Diverse Learners The teacher uses understanding of individual differences and diverse communities to ensure inclusive learning environments that allow each learner to reach his/her full potential.	Assigned Reading- Chapters 2-3 Personal Blendspace Introduction All Graded Discussions Screencast Grant Proposal WebQuest Project	Blendspace Rubric Discussion Rubric Screencast Rubric WebQuest Rubric
Standard 3: Motivation and Learning Environments The teacher uses understanding of individual and group motivation and behavior to create a learning environment that supports individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self-motivation.	Assigned Reading- Chapters 2, 3, 4 All Graded Discussions	Discussion Rubric

The Learner and Learning

Content	<p>Standard 4: Making Content Meaningful The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter accessible and meaningful for learners.</p>	<p>Assigned Reading- Chapters 4-5</p> <p>Personal Blendspace Introduction</p> <p>Weebly Tech Investigation Assignment</p> <p>WebQuest Project</p>	<p>Blendspace Rubric</p> <p>Weebly Tech Investigation Rubric</p> <p>WebQuest Rubric</p>
	<p>Standard 5: Innovative Applications of Content The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to engage learners in critical/creative thinking and collaborative problem solving related to authentic local and global issues.</p>	<p>Screencast Grant Proposal</p> <p>School Newsletter Assignment</p> <p>Virtual Field Trips Discussion</p>	<p>Screencast Rubric</p> <p>Newsletter Rubric</p> <p>Discussion Rubric</p>
Instructional Practice	<p>Standard 6: Assessment of Learner Learning The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to document learner progress, and to inform the teacher's ongoing planning and instruction.</p>	<p>Objectives Discussion</p> <p>Weebly Tech Investigation Assignment</p> <p>Candidates will be exposed to rubric criteria throughout this course. In addition, they will create their own method of evaluation for their WebQuest Final project.</p> <p>Video- "Assessing Learning Outcomes"</p>	<p>Objective Discussion</p> <p>Weebly Tech Investigation Rubric</p> <p>Evaluation component of WebQuest</p>
	<p>Standard 7: Instructional Planning The teacher plans instruction based upon knowledge of subject matter, learners, the community and curriculum goals.</p>	<p>Assigned Reading- Chapter 5</p> <p>Weebly Tech Investigation Assignment</p> <p>Objectives Discussion</p>	<p>Weebly Tech Investigation Rubric</p> <p>Discussion Rubric</p>
	<p>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 access and appropriately apply information.</p>	<p>Candidates apply a variety of instructional strategies when creating their School Newsletter, WebQuest Project, Screencast Grant Proposal, and Weebly Tech Investigation Assignment (presentation, guided-inquiry, generative, etc.)</p>	<p>WebQuest Final Project</p> <p>Weebly Tech Investigation Rubric</p> <p>Screencast Rubric</p> <p>Newsletter Rubric</p>

Professional Responsibility	<p>Standard 9: Reflection and Professional Development The teacher is a reflective practitioner who uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, and other professionals in the learning community) and who actively seek out opportunities to grow professionally.</p>	<p>Assigned Reading- Chapter 1</p> <p>All Graded Discussions</p> <p>ScreenCast Grant Proposal</p>	<p>Discussion Rubric</p> <p>ScreenCast rubric</p>
	<p>Standard 10: Collaboration The teacher collaborates with learners, families, colleagues, other professionals, and community members to share responsibility for learner growth and development, learning, and well-being.</p>	<p>Candidates will create a budget (Excel spreadsheet) for spending 'pretend' grant money and create a PowerPoint presentation and screencast that explains their rationale to their 'School Board'.</p> <p>Candidates will use MS Word and Excel to create a newsletter to share with parents and community members about student progress and emerging technologies being used in their "classrooms"</p> <p>Students will continually share experiences with the group in each discussion including the WebQuest peer review.</p>	<p>ScreenCast Grant Proposal rubric</p> <p>School Newsletter (Word) Rubric</p> <p>Discussion Rubric</p>



How do the EDCI 27000 course activities align with the NAEYC (National Association for the Education of Young Children) and ISTE's NETS-T (National Educational Technology Standards for Teachers)?

Activity	NAEYC Standard(s) Addressed	ISTE's NETS-T Standard(s) Addressed
Word Processing	#6c (using technology to inform & collaborate with children, parents, and other professionals)	#3a (fluency in technology) & #3d (effective use of digital tools) #3a, #3c (communicate relevant information to students & parents with digital tools...)
Spreadsheets	#3c (collecting/documenting data)	#3d
Virtual Field Trips and Personal Blendspace Introduction	#4b (effective strategies with technology)	#2a,b,c,d, (planning and creating instruction),#4b (diverse learners)
Grant Proposal Assignment	#6c	#3a, #3c, #3d, #5b (exhibit leadership by demonstrating vision of technology infusion...), #5d (contribute to the effectiveness, vitality, and self-renewal of the teaching profession...)
Weebly Tech Investigation	#6c	#3a, #3c, #3d, #5a (participate in local and global learning)

Assignment		communities) #2a,b,c,d, (planning and creating instruction),#4b (diverse learners)
WebQuest Project	#5c, #6c, #4b	#2a,b,c,d, #3a,c,d
Discussions	#3d (assistive technology), #5c, #4b,	#3a, #3c, #3d, #5a, #4b

Continuous Growth: A variety of resources are provided to support continuous professional growth including websites, videos, articles, and references to professional organizations and causes. A variety of immersion opportunities are also provided such as field experience through observation, collaboration via peer groups, creation of applicable technology-enhanced lesson plans, and materials for communication and instruction.

Teaching and learning with technology is efficient and effective when experiences are:

1. Developmentally appropriate: use of technology is ideal for current stage of child development (social, emotional, cognitive, and physical)
2. Meaningful: connect to learners' life experiences and prior experience with concepts and technology
3. Integrated: teach ideas/concepts across the curriculum through the use of technology
4. Pedagogically appropriate: the use of technology is chosen appropriately AFTER the instructional strategies have been identified
5. Needs-based: use of technology is targeted for the learners' characteristics and needs (special-needs, gifted, ELL, etc.)
6. Student-centered/ Inquiry-based: use of technology is integrated in such a way that learners are the focus of the activity and they direct their own learning in an challenging, active manner via WebQuests, research-based discussion, etc.

Educational Reform: It is expected that candidates will be involved in school reform and promote the continuous infusion of technology as follows:

1. Remain current with educational technology via a commitment to continuous professional growth
2. Collaborate with peers, parents and community members to create solutions to improve technology infusion when needed (iPad project, laptop program, etc.)
3. Be resourceful- pursue grants or alternative forms of obtaining school technology (fundraisers, free online resources, etc.) for the school community
4. Encourage learner collaboration and cooperation via technology (wikis, chats, blogs, group projects, etc.)

Course Objectives, Assessment Plans, and Correspondence to Institutional Standards (IS) & NAEYC and ISTE's NETS-T Standards:

Course Objectives <i>Upon completion of this course, students will be able to:</i>	Assessment Plans
Demonstrate fluency in operating basic technology systems for research, production, and communication (INTASC 10; NETS-T 3a,b,c; NAEYC 6c)	-School Newsletter Assignment- <i>Rubric</i> -Spreadsheet Gradebook Assignment- <i>Rubric</i> -Screencast Grant Proposal Assignment- <i>Rubric</i> -Personal Blendspace Introduction – <i>Rubric</i> -Virtual Field Trips - <i>Rubric</i> - Weebly Tech Investigation Assignment- <i>Rubric</i> -WebQuest- <i>Rubric</i>
Navigate the Web and critically evaluate and select appropriate learning materials and educational resources (INTASC 7; NETS-T 2a, 3d, 5c; NAEYC 5c)	- Weebly Tech Investigation Assignment- <i>Rubric</i> -Graded Discussions- <i>Discussion Rubric</i> -WebQuest - <i>Rubric</i>

Design and plan technology-enhanced instruction that is developmentally appropriate and adapts to a variety of learners' needs, including those of diverse learners (<i>INTASC 1,2,3,4,6,7,8; NETS-T 1d, 2b,c, 3d, 4b; NAEYC 3d,4b,5c</i>)	-WebQuest Project- <i>Rubric</i> - Weebly Tech Investigation Assignment- <i>Rubric</i> --Graded Discussions- <i>Discussion Rubric</i>
Effectively utilize a variety of productivity software and applications to produce materials for the following purposes: 1) for instructional purposes 2) for communication and collaboration with learners, parents, peers, and the community (<i>INTASC 8, 10; NETS-T 1c,d,2a, 3a,c; NAEYC 3c, 4b, 5c, 6c</i>)	-School Newsletter Assignment- <i>Rubric</i> -Spreadsheet Gradebook Assignment- <i>Rubric</i> -Screencast Grant Proposal Assignment- <i>Rubric</i> - Weebly Tech Investigation Assignment- <i>Rubric</i> -WebQuest Project- <i>Rubric</i> -Grade Discussion - <i>Rubric</i>
Identify a variety of educational technology tools and determine how and when those tools should be integrated into instruction (<i>INTASC 1,2,7,8; NETS-T 2a, 3a, 3d, 4b, 5c; NAEYC 4b, 5c</i>)	-Graded Discussions - <i>Discussion Rubric</i> -Screencast Grant Proposal Assignment- <i>Rubric</i> - Weebly Tech Investigation Assignment- <i>Rubric</i> -WebQuest Project- <i>Rubric</i>

ISTE's NETS for Teachers Standards can be accessed here:
<http://www.iste.org/standards/iste-standards/standards-for-teachers>

COURSE REQUIREMENTS/ EXPECTATIONS

Grading Policy:

Your course grade will be determined by your performance in weekly discussions, quizzes, assignments and a web project. See below for a breakdown of total course points possible. (*Points are tentative and may change throughout semester- instructor will notify you.*)

Assignment	Points
Assignments: -4 exercises	60 pts.
Online Participation: Discussions -5 are graded (15 pts. each)	75 pts.
WebQuest Project	80 pts.

The grade is calculated using the following scale in percentages (total points = 215)

Grade	Minimum Points Necessary (out of 215)
98%+ - A+	210.7
97%-93% - A	199.95

92%-90% - A-	193.5
89%-88% - B+	189.2
87%-83% - B	178.45
82% - 80% - B-	172
79%-78% - C+	167.7
77%-73% - C	156.95
72% - 70% - C-	150.5
69%-68% - D+	146.2
67%-63% - D	135.45
62% - 60% - D-	129
F	Below 129

Late Policy and Incompletes:

Unless specified otherwise, assignments and discussions are due **by midnight on the specified deadline.**

Discussion: Late discussions are **NOT ACCEPTED** in this course. This is due to the nature of discussion as a dialogue between multiple members of the class. Late entries do not allow others to respond to your posts and take in what you are contributing to the conversation.

Assignments: Late projects will automatically be **penalized 50%** of the total possible points if submitted after the announced due date and time. Late assignments can be accepted up to one week after the due date. Late assignments are not accepted during Finals Week. Assignments turned in more than a week after the due date will NOT be accepted and a grade of "0" will be assigned.

Special Circumstances: Everyone experiences extenuating circumstances at one time or another, such as accidents, illnesses, and other misfortunes. Should such a situation happen to you during the semester that impairs your ability to complete work on time, be sure to discuss it with me as soon as possible. Late work may be accepted without penalty under certain circumstances, but it is your responsibility to bring the necessary information to me in a timely fashion.

Incomplete Grades: Incomplete grades can be granted at the end of a semester if extreme circumstances have prevented you from completing your coursework. However, in order to qualify for an Incomplete grade in my class, you must have completed at least 75% of the course work, and your grade must be a B or higher at the time you request an Incomplete. If either of those circumstances do not apply, I will not grant the Incomplete.

If you are having difficulties of any kind and need to discuss options, including taking an Incomplete, please speak with me as soon as possible. Each situation will be treated on an individual basis.

System Outage Statement:

In the event that Blackboard is "down" due to an unexpected system-wide outage during a scheduled assignment submission deadline or quiz, you should use your regular PNC email to communicate with the instructor and submit any assignment that is due as an attachment. In the event that a Blackboard outage occurs that is longer than 48 hours, you can access our [Facebook](#) page.

Netiquette Policy:

In an online course such as this one, it is important to be courteous and considerate of others when posting/responding to emails, discussion posts, and other forms of communication.

Please refer to the following links for additional information:

<http://www.screencast.com/t/7vMQOMMeABrC>

TECHNOLOGY REQUIREMENTS AND SUPPORT

Software Required:

Many of the course assignments will be using Microsoft Office (any version 2007 or above will work).

IMPORTANT: If you do not have Office 2007 or above, you may get this software for FREE as a Purdue student at <http://products.office.com/en-us/student>. You must register with Microsoft using your BlackBoard username @purdue.edu (NOT @pnc.edu). In other words, if your name is John Smith and your username is jsmith78, enter your email as jsmith78@purdue.edu when registering.

Blackboard Learn:

This course contains a SIGNIFICANT online component. While your instructors are here to help you do the best you can, it is ultimately up to you to take responsibility and initiative to completed your Web-based work. In order to be successful in this course, it is *essential* that you are comfortable with navigating and using the general tools within a course in Blackboard (email, discussion post, submitting an assignment, etc.). If you are new to using Blackboard Learn or need additional support, it is very important that you proceed through the “**Student Help**” tab from the main menu in this course. In addition, you can always access the PNC student website for **support with Blackboard, Microsoft Office, and general distance education success tips at:** <http://www.pnc.edu/distance/student-support>

Note that this course requires access to the **Internet**, access to **Microsoft Office** (or a reasonable equivalent such as Google Docs) and a **computer microphone** in order to be successful. Most laptops already have a microphone built in, or you may use cell phone earbuds, or purchase a microphone with earphones headset for less than \$20 at most stores. You may generally find everything you need on campus in the student labs that are available, and in the use of the wi-fi network with your own laptop or other equipment.

If you are unable to access your Blackboard course or have other technical issues with log-in, etc., contact the [PNC helpdesk at \(219\)785-5511](tel:2197855511).

Note that any system outage that impacts our ability to meet course deadlines will be dealt with on a case-by-case basis, and actions may include extension of due dates due to uncontrollable outage circumstances.

COMMUNICATION/PARTICIPATION

Attendance

Active participation is essential to successful completion of this course. You are expected to check into the course *at least* twice per week in BlackBoard, Students in the hybrid section of the course are also expected to come to each class meeting unless another arrangement is made between student and instructor.

In addition, Federal Regulations on Title IV financial aid require all faculty to document a last date of attendance for students that are not attending classes. This includes your attendance as tracked in BlackBoard participation. If a student misses more than **2 consecutive classes or one week of participation** that is not approved by the instructor, then the student’s name will be sent to the Student Success Center’s “Early Alert Program” at <http://www.pnc.edu/ssc/early>.

Email:

You are expected to regularly check your email for this course by accessing your PNC email (this course uses the new system, Blackboard Learn, and the email in Learn sends DIRECTLY to our PNC accounts (rather than within the course itself as it did with Blackboard Vista). It is recommended that you check-in to the course at least a few times per week and also check your PNC email accounts often. I will respond to your email (or Q&A Discussion postings) within **24 hours** during **weekdays** and within **24-48 hours** over **weekends/holidays**. The same is expected of you when responding to me or to your fellow classmates.

Announcements:

At least once weekly throughout the semester I will be delivering important information/reminders via the Announcements tool in Blackboard. This is another reason why it is extremely important to check into your course frequently, as you do not want to miss anything.

Discussion Boards:

A large percentage of your total grade is awarded according to your participation in the course discussion boards. In order to earn the full amount of points possible, please see the expectations and grading rubric below.

*Class participation is an important expectation of this course. You are expected to offer comments, questions, and replies to the discussion questions that have been posted for each module as well as to classmate postings. You are expected to actively participate in EACH module's discussion **REGULARLY** throughout the semester. My role as the instructor is to observe and facilitate.

I will be reading all messages and I will participate in the discussions as appropriate, but I prefer for each of you to try to assist each other and be resourceful rather than to "wait" for my response or solely rely on me to guide the discussions. You may work ahead on the discussion boards but posting on past week's boards will not allow for stimulating and timely discussions with your classmates.

Evaluation of Discussions:

Postings will be evaluated on the quality of the postings and the degree to which the postings promote discussion among classmates. Participation in all boards is required and postings will be evaluated per board on the below scale. Students can earn a one-time 5 additional "bonus" points given at the end of the semester by exhibiting exemplary effort to engage classmates in critical thought-provoking discussions.

Please see next page for discussion board scoring criteria:

	Unacceptable – 0 pts	Beginning - 1 pts	Developing – 2 pts	Proficient – 3 pts
Content (3 points)	Postings present no specific viewpoint and no supporting examples are provided.	Postings present a specific viewpoint but lack supporting examples.	Postings present a specific viewpoint that is substantiated by supporting examples.	Postings present a focused and cohesive viewpoint that is substantiated by effective supporting examples.
Thoroughness	Postings answer	Postings	Postings	Postings

(3 points)	none of the questions posted in the discussion prompt.	thoroughly answer one of the questions posted in the discussion prompt.	thoroughly answer some of the questions posted in the discussion prompt.	thoroughly answer all the questions posted in the discussion prompt.
Creativity (3 points)	Postings are written in a half-hearted, disjointed manner that reflects no awareness of effective communication.	Postings are brief and unimaginative, and reflect minimal effort to connect with the audience.	Postings are generally well written with some attempts made to stimulate dialogue and commentary.	Postings are creatively and fluently written to stimulate dialogue and commentary.
Mechanics (3 points)	Writes with numerous major errors in grammar, capitalization, punctuation and spelling. (More than 5 errors)	Writes with major errors in grammar, capitalization, punctuation and spelling. (3 - 4 errors)	Writes with minor editing errors in grammar, capitalization, punctuation, and spelling. (1-2 errors)	Writes with no errors in grammar, capitalization, punctuation, and spelling. (0 errors)
Replies to Peers (3 points)	No replies to peers made, OR writes openly disrespectful and negative comments.	Writes comments on other students' postings which often fail to show respect for other opinions. (1 comment)	Writes comments on other students' postings that are generally positive, respectful and add value to the discussion. (no more than 2 comments)	Writes comments on other students' postings that are consistently positive, respectful, and succinct while providing a meaningful addition to the discussion. (2 or more comments)

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Counseling Services:

Short term confidential counseling is available to enrolled students free of charge through the Student Counseling Services office located in LSF 103. The phone number is 219-785-5230 or 1-800-872-1231 ext. 5230. Call or stop in to make an appointment Monday through Friday 8:00 AM to 4:30 PM.

Course Evaluations:

Students are highly encouraged to complete the online evaluation for the course at the end of the semester. These survey results provide valuable information to the professor. You may also be asked to provide feedback throughout the semester as well, in order to better serve you and future students. Please feel free to share your feelings about the course at any time.

ADA Statement:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with

disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please inform the instructor. For additional information, refer to: <http://www.pnc.edu/sa/disability-services/>

The Disability Services Coordinator, in LSF-103A, extension 5374, provides information and resources to all students with disabilities, faculty and staff, ensuring equal access to educational opportunities. The office will provide guidance regarding appropriate accommodations. Academic accommodations and other services are provided on an individual basis determined by documented need. Documentation of the disability completed by a physician or qualified health care professional must be on file in the office.

Emergencies

Please review <http://www.pnc.edu/pd/emergency-guide/> for information about handling emergency situations on campus.

Academic Integrity:

All students should aspire to high standards of academic honesty. This class encourages cooperation and the exchange of ideas. However, students are expected to do **original work**, to do their own work except for group projects, and to properly reference sources when using information from others. Any instance of academic dishonesty will result in failure of the assignment in question. More than one instance will result in failure of the course. Please see <http://www.pnc.edu/Policy/conduct>.

PNC code of conduct statement

“Dishonesty in connection with any University activity; cheating, plagiarism, or knowingly furnishing false information to the University are examples of dishonesty.

The commitment of the acts of cheating, lying, stealing, and deceit in any of their diverse forms (such as the use of ghost-written papers, the use of substitutes for taking examinations, the use of illegal cribs, plagiarism, and copying during examinations) is dishonest and must not be tolerated.

Moreover, knowingly to aid and abet, directly or indirectly, other parties in committing dishonest acts is in itself dishonest” (*University Senate Document 72-18, December 15, 1972*).

COURSE OUTLINE/ CALENDAR

➡ All assignments/quizzes for the week must be submitted to the appropriate place in Blackboard by 11:00 p.m. Central time on Sunday of the Week noted. (Note- the Blackboard Learn system is on West Lafayette time- which is an hour ahead.)

Module	Dates	Topic/Assigned Reading	Assignments Due on Sunday by 10:59pm Central (11:59pm Eastern)
Module 1	Week 1: Jan. 11-17	Orientation to Class Ch 1- The Journey Ch 2- Technology: Power and Peril Other Module 1 resources	Disc: Personal Blendspace Introduction due January 17
Module 1	Week 2: Jan 18-24	NO CLASS	Disc: Personal Blendspace Introduction replies to peers due January 24
Module 2	Week 3: Jan 25-31	Excel & Word Review	Assign: Spreadsheet Gradebook Assignment due January 31
Module 2	Week 4: Feb. 1-7	Ch 3 – Pedagogy and Charge: Essence as Easy Excel and Word Review	Disc: Intellectual Property initial post due February 7
Module 2	Week 5: Feb. 8-14	Review Ch. 3 and other Module resources	Assign: School Newsletter Assignment due February 14 Disc: Intellectual Property replies to peers due February 14
Module 3	Week 6: Feb. 15-21	Review Ch. 3 and other Module resources Introduce module assignments	Disc: Writing Objectives initial post due February 21
Module 3	Week 7: Feb. 22-28		Disc: Writing Objectives replies to peers due February 28

Module 3	Week 8: Feb. 29 March 6		Assign: Weebly Technology Investigation Assignment due March 6
Module 4	Week 9: March 7-13	SPRING BREAK - NO CLASS	
Module 4	Week 10: March 14-20	Other module resources	Disc: Mystery Skype initial post due March 20
Module 4	Week 11: March 21-27	Other module resources	Disc: Mystery Skype replies to peers due March 27
Module 5	Week 12: March 28 - April 3		Assign/Disc: Grant Proposal Screencast due April 3
Module 5	Week 13: April 4-10	Ch 5 – Design Principles and Change Knowledge Ch 6. – Making Technology Pay Other module resources	<i>Work on WebQuest</i> - nothing due
Module 5	Week 14: April 11-17	Chapters and Other module resources	Disc: WebQuest Task And Process Draft due to Peer Review forum April 17 <i>Continue work on WebQuest</i>
Module 5- <i>Final 2 weeks of class</i>	Week 15: April 18-24		Disc: WebQuest Peer Review continues - post your next draft and comment to others <i>Continue work on WebQuest</i>
Module 5- <i>Final 2 weeks of class</i>	Week 15: April 25-May 1	FINISH & Share WebQuest FINAL Project	Disc: WebQuest Peer Review concludes May 1 Assign: FINAL WebQuest Project DUE in Assignment dropbox by

			Sunday May 1
<i>Module 5 - Finals week</i>	Week 16: May 2-6	Finals week (no class)	

Assignments

Directions for all assignments will be located in the appropriate modules.

Spreadsheet Gradebook (10 points)

This exercise allows you to create a data table, insert data, as well as use formulas to analyze and summarize numerical data.

School Newsletter (10 points)

This assignment will ask you to demonstrate that you understand the basic features of Word, as well as ask you to complete a mail merge and create a newsletter suitable for parents to learn about what is happening in your (future) classroom.

Weebly Technology Investigation (20 points)

You will be responsible for researching quality web resources for a particular type of educational technology (Smartboards, document cameras, video cameras, iPads, desktop computers, iPods, etc.) and creating an informational web page for teachers that provides a general description of that technology, including images. Your web page should provide suggested lesson objectives and integration strategies for using this technology in the classroom at each level of Bloom's Taxonomy, and be suitable for use by real classroom teachers for information and enrichment.

Grant Proposal Screencast (20 points)

This exercise will require you to use presentation and screencasting tools of your choice to create a mock presentation to the School Board on how you propose to spend \$30,000 in awarded grant money for your school's technology purchases/training. You will also use your newly acquired Microsoft Excel skills to create a budget sheet that shows the spending breakdown.

WebQuest Final Project- 80 points

Returning to Weebly (or another tool of your choice), you will be creating your very own WebQuest, a web-based instructional piece that encourages student discovery by learning and collaboration. Throughout this experience, you will learn the important role that WebQuests play in inquiry learning and how strategic planning and task creation will enhance the quality of your WebQuest. Further details are available within the appropriate module.