COURSE TITLE: Applications in Educational Technology

COURSE NUMBER: EDT 6005

COURSE CREDIT  3 Credits

MINIMUM TIME REQUIREMENTS (in clock hours):

<table>
<thead>
<tr>
<th>Teacher Led Instruction</th>
<th>SEA</th>
<th>Fieldwork/Clinical</th>
<th>Lab</th>
<th>External Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>35</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>70</td>
</tr>
</tbody>
</table>

TEXTBOOK
- There is no textbook required for this course.
- A webcam is required for virtual sessions and to design instruction.
- It is recommended that you purchase a screencasting application.

FACULTY INFORMATION/ OFFICE HOURS/METHOD OF CONTACT: Check Blackboard for Faculty Information

COURSE DESCRIPTION
Selecting and using information and communication technologies to facilitate learning and creative expression are the main foci. Topics include content, instruction, pedagogy and motivation, the design of interactive learning environments, collaboration, and creativity. Using audio/ video software, productivity tools, and knowledge construction tools to design and develop digital media, candidates will design interactive instruction that engages and promotes innovative thinking, problem solving, critical thinking and creativity in various learning environments. Participating with global professional learning communities is a required component. Discussions forum topic focus upon promoting interactivity, collaboration, creativity and innovative thought

Course Format:
- **Course Format:** The course is offered in a distance-learning format. Distance-learning courses are taught in an online Learning Content Management System, Blackboard™.
- **Software:** Productivity tools are required for designing instruction and completing assignments.
- **Hardware:** Web Cam is required for all courses. Candidates must have access or purchase a webcam prior to the beginning of the course. Virtual conferences and synchronous sessions will be conducted as an assignment in each of the Educational Technology courses.
- **DIS 095:** Distance Learning Orientation for Students is a prerequisite to this course. DIS 095 is free of charge and can be completed through Blackboard™ in approximately 60 minutes. The orientation is located at [http://www.wilmu.edu/distancelearning/dlorientation.aspx](http://www.wilmu.edu/distancelearning/dlorientation.aspx)

I. CONCEPTUAL FRAMEWORK:
The course is structured to reflect the eight essential program attributes described in the Division of Education Conceptual Framework found at [http://www.wilmu.edu/education/clinicalstudies/conceptframework.aspx](http://www.wilmu.edu/education/clinicalstudies/conceptframework.aspx)

II. PROGRAM COMPETENCIES STANDARDS

III. PROGRAM COMPETENCIES/STANDARDS

A. Program Competency Standard 1. Facilitate and Inspire Student Learning and Creativity

Educators/Trainers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

A.1. Promote, support, and model creative and innovative thinking and inventiveness

A.2. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources

A.3. Promote student reflection using collaborative tools to reveal and clarify students’ conceptual understanding and thinking, planning, and creative processes

A.4. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

IV. METHODOLOGY, PHILOSOPHY, AND EVALUATION

A. Instructional strategies appropriate for adult learners are implemented such as project-based and problem-based instructional practices, active participation in goal setting and self-evaluation, experiential activities, and student-centered learning environments. The course content and instructional design are informed by adult learning theories and may take place in student-only, teacher-led, or community-based settings. These methodologies fit well with transformative theory, situated cognition, and a social-cultural perspective.

B. Assessment and Evaluation: Assignments will be scored using performance-based assessments and objective test items.

Grade A: Excellent. The student has demonstrated a quality of work and accomplishments far beyond the normal requirements and shows originality of thought and mastery of material. To receive an A in this course, the candidate must earn a total of a 95%.

Grade B: Good. The student’s achievement exceeds satisfactory accomplishment, showing a clearer indication of initiative, comprehension of material, and the ability to work with concepts.

Grade C: Satisfactory. The student has met the formal requirements and has demonstrated comprehension of the material and the ability to work with concepts.

Note. It is the student’s responsibility to obtain and complete assignments on the due dates. Late assignments are not accepted. Due to the nature of a seven-week course and to ensure that all candidates are provided with equal learning experience opportunities, late assignments cannot be accepted without good reason, prior approval, and evidence. Again, without a justifiable reason and evidence, instructors do not accept late assignments.

It is the student’s responsibility to obtain and complete assignments on the due dates. Candidates who register and enter the course on the drop/add date have four days to complete the first week’s assignments.

V. ATTENDANCE POLICIES: College of Education Policy

In the College of Education, faculty must approve all requests for absences that are exceptions to the University policy. Vacations are not considered to be legitimate reasons for missing
classes. Faculty must be contacted prior to class in all cases except valid emergencies. Failure to obtain approval for exceptions may result in lowering the final passing grade or assigning a FA (failure due to absence). Students who have registered for a course and never attended the class at all will receive a grade of NA (never attended). Early departures and late arrivals will be cumulative towards class absences. It is the student’s responsibility to obtain and complete assignments on the due dates.

It is the student’s responsibility to obtain and complete assignments on the due dates. Candidates who register and enter the course on the drop/add date have four days to complete the first week’s assignments.

VI. PROGRAM COMPETENCY PROJECTS /STRUCTURED EXTERNAL ASSIGNMENT

A. PROGRAM COMPETENCY STANDARD 1. Facilitate and Inspire Student: Design a Collaborative Instructional Unit that integrates mobile technology and enables pupils to research real-world issues or solve authentic problems.

B. GRADUATION COMPETENCY: Information Literacy

C. Scholarly Writing
   a. Candidates will provide a reference page using APA citations for all projects.
   b. Candidates will respect intellectual property by citing the sources.

D. Individual Development and Educational Assessment (IDEA) Learning Objectives:
   a. Essential objective #6. Developing creative capacities
   b. Important objective #7. Gaining a broader understanding and appreciation of intellectual/cultural activity

VII. PROGRAM e-PORTFOLIO

There is a portfolio requirement in this course on the web-based wiki, PBworks. The portfolio is a collection of artifacts that demonstrates the candidates’ knowledge and skills of the performance indicators. Each instructor has personal preferences for the reflective narrative in the electronic portfolio that aligns with the assignment. This reflective narrative framework is a generic model based on these three components:

- Description: A description is a textual explanation of the instructional media and the purpose for producing the instructional media.
- Analysis: Analysis is a detailed explanation of the personal decision-making that includes an interpretation between the artifact and standard.
- Reflection: Reflections are used to reinforce what has been learned through readings, discussions, and activities presented in class

VIII. COURSE OUTLINE AND WEEKLY SCHEDULE

It is expected that all candidates will read the appropriate materials for the assignment each week and that all candidates will read the assignments and scoring rubrics for the assignments to determine the expectations for the assignments. The instructor reserves the right to change the syllabus, assignments, and point values during the course.

<table>
<thead>
<tr>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
</tr>
<tr>
<td>o Read and Watch the videos in the Reading and Resource Folder</td>
</tr>
<tr>
<td>o Activate an account in the wiki (PBworks) and set up a Program e-Portfolio.  (Due)</td>
</tr>
<tr>
<td>o Activate the e-Folio requirement [Vendor: Taskstream] See the course MED 6102 in Webcampus for directions on activating your account.  (Due)</td>
</tr>
<tr>
<td>o Participate in 2 discussions board forums: (Introduction and Content related)  (Due)</td>
</tr>
<tr>
<td>o Concept Map Assignment (Due Week 3)</td>
</tr>
<tr>
<td>Week 1</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td>Week 1</td>
</tr>
<tr>
<td>Week 2</td>
</tr>
</tbody>
</table>

Failure to Upload into Taskstream automatically results in an Incomplete grade for the course.

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College of Education

Professional Partners ● Creating Environments for Learning
<table>
<thead>
<tr>
<th>Week 3</th>
<th>Concept map</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 3</td>
<td>Narrative Program e-Portfolio: Concept Map</td>
<td>5</td>
</tr>
<tr>
<td>Week 4</td>
<td>Interactive Whiteboard Instruction</td>
<td>30</td>
</tr>
<tr>
<td>Week 4</td>
<td>Interactive Whiteboard Instruction: Screencast</td>
<td>8</td>
</tr>
<tr>
<td>Week 6</td>
<td>Collaborative Instructional Unit</td>
<td>30</td>
</tr>
<tr>
<td>Week 6</td>
<td>Narrative Program e-Portfolio: Collaborative Instruction</td>
<td>5</td>
</tr>
<tr>
<td>Week 7</td>
<td>Mobile Device Assignment</td>
<td>20</td>
</tr>
<tr>
<td>Week 7</td>
<td>Narrative Program e-Portfolio: Mobile Device Assignment</td>
<td>10</td>
</tr>
<tr>
<td>Week 1-7</td>
<td>Discussion Forum (Between 7-9) (To be determined by the instructor)</td>
<td>5</td>
</tr>
</tbody>
</table>

IX. REFERENCES


http://www.iste.org/NETS, http://www.iste.org/NETS/students, and


ISTE (2007). *Technology Standards for School Administrators (TSSA)*. Retrieved from

http://www.iste.org/NETS/administrators


http://www.21stcenturyskills.org/
PROGRAM COMPETENCY 1. RUBRIC Facilitate and Inspire Student Learning and Creativity

STRUCTURE EXTERNAL ASSIGNMENT

COURSE: EDT 6005  TITLE: Applications in Educational Technology

PROGRAM COMPETENCY 1. Candidates use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

GRADUATION COMPETENCY 4. Information Literacy • Access and use information effectively, efficiently, and appropriately. • Evaluate the quality of sources and content. • Use technology to effectively locate and communicate information.

EVALUATED ASSIGNMENT: Candidates design an instructional unit that will enable pupils to research real-world issues or solve authentic problems. The outcome of the assignment is to engage pupils in a technology-rich learning environment that allows them to produce an original, creative, or innovative product, examination of their own thinking, planning, and creativity, share their thinking with others in a technology-rich environment, and be able to construct knowledge with others in a face-to-face and virtual learning environments.

TASKSTREAM ASSIGNMENT: This required assignment must be uploaded into the e-folio site, Taskstream for a passing grade in EDT 6005.

<table>
<thead>
<tr>
<th>Scoring Elements Performance Indicator</th>
<th>Emerging (1)</th>
<th>Beginning (2)</th>
<th>Developing (3)</th>
<th>Proficient (4)</th>
<th>Transformative (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Candidates promote, support, and model creative and innovative thinking and inventiveness</td>
<td>The candidate understands ways that individuals can use digital tools, and resources to enhance creative and innovative thinking and to express their understandings and concepts.</td>
<td>The candidate researches and discusses ways individuals can use digital tools, and resources to enhance creative and innovative thinking and to develop and express their understandings and concepts.</td>
<td>The candidate facilitates creative thinking and inventiveness by modeling thought processes and creating visual representations of concept development and problem solving.</td>
<td>The candidate enables individuals to demonstrate creative thinking, construct knowledge, and develop innovative products and processes by promoting and supporting these activities and modeling related knowledge, skills, and attitudes.</td>
<td>The candidate regularly engages with individuals as lead learner in creative thinking activities and inspire students to explore complex issues, generate new ideas, create and critique original works, and develop and evaluate new products and processes.</td>
</tr>
<tr>
<td>1.2 Candidates engage students in exploring real-world issues and solving authentic problems using digital tools and resources.</td>
<td>The candidate develops technology-based learning activities.</td>
<td>The candidate develops technology-based learning activities to engage individuals in critical thinking, creativity, and problem solving centered on real-world issues.</td>
<td>The candidate involves individuals in researching real-world problems and issues and evaluating diverse solutions using digital tools and resources.</td>
<td>The candidate facilitates activities that engage individuals in planning and managing research projects focused on real-world issues, in applying critical thinking to solve authentic</td>
<td>The candidate regularly involves individuals in learning experiences that require identifying and defining authentic questions and problems, planning for and managing their research, and using</td>
</tr>
</tbody>
</table>
### 1.3 Candidates promote student reflection using collaborative tools and reveal and clarify students’ conceptual understanding and thinking, planning, and creative processes.

| The candidate uses technology to promote pupil reflection. | The candidate demonstrates the use of collaborative tools to promote pupil reflection, planning, and creative thinking. | The candidate facilitates and supports the use of collaborative tools to reflect on and clarify their own thinking, planning, and creativity. | The candidate engages individuals in reflecting on and clarifying their own thinking, planning, and creative processes, in correcting misconceptions, and in using meta-cognitive thinking strategies with collaborative tools and environments. | The candidate involves individuals in ongoing examination and evaluation of their own thinking, planning, and creativity. Encourage individuals to articulate and share their thinking with others through technology-enhanced teamwork. |

### 1.4 Candidates model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments.

| The candidate demonstrates the ability to plan instruction that is engaging. | The candidate researches and identifies strategies for facilitating knowledge construction and creative thinking in either face-to-face or virtual environments. | The candidate facilitates knowledge construction, creative thinking, and collaborative interaction by engaging in learning with students, colleagues, and others in either face-to-face or virtual environments. | The candidate models knowledge construction and creative thinking by working collaboratively with individuals and groups, contributing to learning both face-to-face and virtually. | The candidate models knowledge construction and creative thinking in a variety of face-to-face and virtual learning environments and situations by engaging in real-world problem solving with students, peers, and experts. |

### Written communication.

| The educator shows developing skills that meets the criteria with severe errors: Selects information | The educator shows basic skills that meet the criteria with few errors: Selects information | The educator shows basic skills that meet all the criteria with a couple of errors: Selects information | The educator shows proficiency skills that meet all criteria: Accesses and uses information effectively, | The educator shows exemplary skills that exceed all criteria: Accesses and uses information effectively, |
| Selects information, but details are minimal. | That supports the topic, but information lacks major details. Other skills revealed are the ability to choose sources that support the topic. References and citations are present, but not necessarily APA. | Efficiently, and appropriately; selects appropriate information depending upon the topic; relevant details are included. Other skills revealed are the ability to (1) locate appropriate sources and content, and (2) use technology to locate and communicate information. References and citations are formatted appropriately in APA format. | Efficiently, and appropriately; selects appropriate information depending upon the topic; includes a variety of relevant details. Other skills revealed are the ability to (1) evaluate the quality of sources and content with the extent and depth needed to convey clear ideas and thoughts, and (2) use technology to effectively locate and communicate information. References and citations are formatted appropriately in APA format. |
## Rubric for Portfolio

### A rubric for scoring the portfolio entries

*Each instructor determines point values for the criteria*

<table>
<thead>
<tr>
<th>Portfolio Elements</th>
<th>Emerging</th>
<th>Beginning</th>
<th>Developing</th>
<th>Proficient</th>
<th>Transformative</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>The Narrative</em></td>
<td>Description is poorly written explanation. Analysis shows a lack of critical thought. Reflection lacks expression of thoughts, opinions, and muses. Personal reactions and explanations are not included. Citations are needed.</td>
<td>Description is a basic explanation. Analysis shows a lack of critical thought. Reflection lacks expression of thoughts, opinions, and muses. Personal reactions and explanations are not directly related to how the artifact meets the goal of the performance indicator and your professional development process. Citations are included.</td>
<td>Description is general explanation that includes information about the assignment and standard. Analysis includes an explanation of the artifact. Reflection includes articulate detailed expressions of your thoughts, opinions, and muses. Narratives are personal reactions and explanations directly related to how the artifact meets the goal of the performance indicator and your professional development process. The reflection reveals a positive disposition towards teaching. References are cited accurately in APA format.</td>
<td>Description is detailed explanation of the relationship between the standard and artifact. Analysis is an explanation of the personal decision-making that includes an interpretation between the artifact and the standard. Reflection includes clear, detailed expressions of your thoughts, opinions, and muses. Narratives are personal reactions and explanations directly related to how the artifact meets the personal aspirations between the standard and your professional development.</td>
<td>Description gives a clear, detailed explanation of the relationship between the standard and artifact and the impact upon professional development. Analysis is a detailed explanation of the personal decision-making that includes an interpretation between the artifact and standard. Reflection includes clear, detailed expressions of your thoughts, opinions, and muses. Narratives are personal reactions and explanations directly related to how the artifact meets the personal aspirations between the standard and your professional development.</td>
</tr>
</tbody>
</table>
The reflection component reveals a proactive disposition and a professional demeanour that will enhance student learning. References are accurately cited in APA format.
Appendix A

National Educational Technology Standards for Students

Creativity and Innovation: Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:
   a. Apply existing knowledge to generate new ideas, products, or processes
   b. Create original works as a means of personal or group expression
   c. Use models and simulations to explore complex systems and issues
   d. Identify trends and forecast possibilities

2. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:
   a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
   b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats
   c. Develop cultural understanding and global awareness by engaging with learners of other cultures
   d. Contribute to project teams to produce original works or solve problems

3. Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information. Students:
   a. Plan strategies to guide inquiry
   b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
   c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks
   d. Process data and report results

4. Critical Thinking, Problem Solving, and Decision Making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:
   a. Identify and define authentic problems and significant questions for investigation.
   b. Plan and manage activities to develop a solution or complete a project.
   c. Collect and analyze data to identify solutions and/or make informed decisions.
   d. Use multiple processes and diverse perspectives to explore alternative solutions.

5. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:
   a. Advocate and practice safe, legal, and responsible use of information and technology
   b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity
   c. Demonstrate personal responsibility for lifelong learning
   d. Exhibit leadership for digital citizenship

6. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:
   a. Understand and use technology systems
   b. Select and use applications effectively and productively
   c. Troubleshoot systems and applications
   d. Transfer current knowledge to learning of new technologies

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Appendix B

Core Subjects and 21st Century Themes
http://www.21stcenturyskills.org/

1. Core Subjects and 21st Century Themes: Mastery of core subjects and 21st century themes is essential for students in the 21st century. Core subjects include:

- English, reading or language arts
- World languages
- Arts
- Mathematics
- Economics
- Science
- Geography
- History
- Government and Civics

In addition to these subjects, we believe schools must move beyond a focus on basic competency in core subjects to promoting understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into core subjects:

- **Global awareness**
  - Using 21st century skills to understand and address global issues
  - Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts
  - Understanding other nations and cultures, including the use of non-English languages

- **Financial, economic, business, and entrepreneurial literacy**
  - Knowing how to make appropriate personal economic choices
  - Understanding the role of the economy in society
  - Using entrepreneurial skills to enhance workplace productivity and career options

- **Civic literacy**
  - Participating effectively in civic life through knowing how to stay informed and understanding governmental processes
  - Exercising the rights and obligations of citizenship at local, state, national and global levels
  - Understanding the local and global implications of civic decisions

- **Health literacy**
  - Obtaining, interpreting and understanding basic health information and services and using such information and services in ways that are health enhancing
  - Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction
  - Using available information to make appropriate health-related decisions
  - Establishing and monitoring personal and family health goals
  - Understanding national and international public health and safety issues

2. Learning and Innovation Skills: Creativity and Innovation, Critical Thinking and Problem Solving, and Communication and Collaboration

3. Information, Media, and Technology Skills: Information Literacy, Access and Evaluate Information, and Use and Manage Information

   - **Media Literacy**: analyze media and create media products
   - **ICT Literacy**: apply technology effectively

4. Life and Career Skills: Today’s life and work environments require far more than thinking skills and content knowledge. The ability to navigate the complex life and work environments in the globally competitive information age requires students to pay rigorous attention to developing adequate life and career skills.
### Appendix C. Concept Map

#### Concept Map Rubric (10 Points)

<table>
<thead>
<tr>
<th></th>
<th>Remarkable (2.0)</th>
<th>Skillful (1.8)</th>
<th>Basic (1.5)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Relation to Topic</strong></td>
<td>A thorough analysis of concepts related to topics. There is a main idea and at least 5 descriptive or related blocks of information identified in the concept map.</td>
<td>Concepts are somewhat related and identified with a main idea and 4 descriptive or related blocks of information identified in the concept map</td>
<td>Concepts related to the topic are loosely covered, There is a main idea, more descriptive or related blocks are needed.</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Layout of information is evident and blocks of information are relevant to the topic The thought process is clear.</td>
<td>Layout of organization is evident, the blocks are information have some connection to the topic, but thought process is not clear.</td>
<td>The layout is confusing.</td>
</tr>
<tr>
<td><strong>Structure</strong></td>
<td>Non-linear structure that provides a very complete picture of the concepts.</td>
<td>Non-linear structure that shows some relationships between concepts.</td>
<td>Unsuitable structure</td>
</tr>
<tr>
<td><strong>Relationships</strong></td>
<td>Relative importance of ideas is indicated and both simple and complex relationships that are mapped effectively Map shows complex thinking about the meaningful concepts There is an evident relationship between concepts, themes, and the framework</td>
<td>Relative importance of ideas is indicated and relationships are mapped effectively Map shows effective thinking about the meaningful relationships between concepts, themes, and the framework</td>
<td>No evidence of meaningful relationships thinking Process is not clear</td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td>Information is presented clearly and allows for a high level of understanding.</td>
<td>Information is presented and some understanding can be gained.</td>
<td>Information is not clear, very difficult to understand.</td>
</tr>
</tbody>
</table>

Spelling: If there are errors, 1-2 points will be deducted from the 10 Points.

## Appendix D. Interactive Whiteboard Instruction

### Interactive Whiteboard Instruction

**30 Points**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>3</th>
<th>2.7</th>
<th>2.0</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Standards-based lesson</strong></td>
<td>Standards are appropriate for the instruction. All three groups of standards are included.</td>
<td>Standards are identified but need better alignment to the content.</td>
<td>Standards are evident, but not aligned with the instruction.</td>
</tr>
<tr>
<td><strong>2. Title Page: Instructor Resource Materials</strong></td>
<td>The instructor materials provide detailed information about the instruction. All components (6) are included with detailed information.</td>
<td>Materials are available</td>
<td>Information is lacking</td>
</tr>
<tr>
<td><strong>3. Assessment</strong></td>
<td>There are pre-post assessments. There are several (3) learning choices provided following the pre-assessment.</td>
<td>There are pre-post assessments. Learning choices are provided.</td>
<td>The pre-post assessments are not used correctly.</td>
</tr>
<tr>
<td><strong>4. Instruction</strong></td>
<td>Learning choices are engaging and lead to related concepts. Instruction is sequenced appropriately (ordered and arranged according to a classification) related concepts are linked. There are correct relationships between the concepts.</td>
<td>Learning choices are available. Not a wide selection of choices. There is a structure to the instruction with related concepts (knowledge and skills).</td>
<td>An interactive instruction was designed, but components are missing.</td>
</tr>
<tr>
<td><strong>5. Hypertext links/Technology Fluency</strong></td>
<td>All hypertext links are linked appropriately to related concepts for appropriate sequencing of the instruction.</td>
<td>Hypertext links are used in the instruction for a non-linear path.</td>
<td>Hypertext links are not connected appropriately.</td>
</tr>
<tr>
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<td>---</td>
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</tr>
<tr>
<td><strong>content.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The instruction provides a non-linear path for learning.</td>
<td>Most hypertext links work appropriately.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All links are embedded properly.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>6. Media and Hypermedia</strong></td>
<td>A variety of (5) media is used appropriately.</td>
<td>Media is used in the Instruction.</td>
<td>Limited amount of media is used in the instruction.</td>
</tr>
<tr>
<td></td>
<td>Media is integrated into the instruction for engagement and learning purposes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>7. Flash Object</strong></td>
<td>Flash object was used appropriate for engagement purposes.</td>
<td>Flash object was included but not personalized</td>
<td>Flash Object not included - 0 points</td>
</tr>
<tr>
<td><strong>8. Visual Literacy</strong></td>
<td>Font is readable, color appropriate, size appropriate, and consistent throughout the website.</td>
<td>The font and instruction are aesthetically appropriate.</td>
<td>Lacks consistency. Not suitable for age level or grade level.</td>
</tr>
<tr>
<td></td>
<td>The instruction is attract and aesthetically pleasing.</td>
<td>The instruction is appropriate for the age level and grade level of learners.</td>
<td></td>
</tr>
<tr>
<td><strong>9. Content</strong></td>
<td>Each page has the appropriate content.</td>
<td>Most pages have appropriate content</td>
<td>Lacking appropriate content.</td>
</tr>
<tr>
<td><strong>Points</strong></td>
<td><strong>1.0</strong></td>
<td><strong>.75</strong></td>
<td><strong>.50</strong></td>
</tr>
<tr>
<td><strong>10. a. Organization of Instruction</strong></td>
<td>Structure, Content, and Layout were considered.</td>
<td>Some consideration was given to the structure of the instruction.</td>
<td>There is a need for better structure and organization of the instruction.</td>
</tr>
<tr>
<td><strong>10.b. Creativity, innovation, and critical thinking</strong></td>
<td>The collective effect of the instruction is creative and original</td>
<td>There is evidence of a thoughtful process</td>
<td>There is a need for more critical thought.</td>
</tr>
<tr>
<td><strong>10.c. Spelling and Grammar</strong></td>
<td>There are no errors in spelling, punctuation or grammar in the final draft of the notebook.</td>
<td>There are 1-3 errors in spelling, punctuation or grammar in the final draft of the notebook.</td>
<td>There are 4-5 errors in spelling, punctuation or grammar in the final draft of the notebook.</td>
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