WILMINGTON UNIVERSITY  
COLLEGE OF EDUCATION  
BASIC COURSE INFORMATION

COURSE NUMBER: EDT 6010
COURSE TITLE: Instructional Applications of Technology

TEXTBOOK
No Textbook is required for this course

COURSE DESCRIPTION
The design, development, and evaluation of digital learning experiences for the purpose of facilitating digital-age learning and conducting assessment for learning are the main foci. Using online software applications and digital media production tools, candidates will design and develop authentic learning experiences and interactive instruction that promote innovative thinking, creativity, and self-assessment. Topics include instructional design, visual literacy, computer-based instruction, and assessment/evaluation for individualized and collaborative learning environments. Participating with global professional learning communities is a required component. Discussion forum topics focus on ways to enhance and enrich professional practice by participating in shared decision-making and community building of curricula. Prerequisites: EDT 6000/6005

Distance Learning/Hybrid Course Format
- **Course Format:** The course is offered in a hybrid or a distance-learning format. Hybrid courses are taught in a computer lab classroom and also 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).

COURSE TEXT: NOTE: Links to journal articles, web sites, research reports, and other resources will be posted in Blackboard.

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:


Empowered Professional

1. Learner
   Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning. Educators:
   a. Set professional learning goals to explore and apply pedagogical approaches made possible by technology and reflect on their effectiveness.
   b. Pursue professional interests by creating and actively participating in local and global learning networks.
   c. Stay current with research that supports improved student learning outcomes, including findings from the learning sciences.

2. Leader
   Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning. Educators:
   a. Shape, advance and accelerate a shared vision for empowered learning with technology by engaging with education stakeholders.
   b. Advocate for equitable access to educational technology, digital content and learning opportunities to meet the diverse needs of all students.
   c. Model for colleagues the identification, exploration, evaluation, curation and adoption of new digital resources and tools for learning.

3. Citizen
   Educators inspire students to positively contribute to and responsibly participate in the digital world. Educators:
   a. Create experiences for learners to make positive, socially responsible contributions and exhibit empathetic behavior online that build relationships and community.
   b. Establish a learning culture that promotes curiosity and critical examination of online resources and fosters digital literacy and media fluency.
   c. Mentor students in the safe, legal and ethical practices with digital tools and the protection of intellectual rights and property.
   d. Model and promote management of personal data and digital identity and protect student data privacy.

Learning Catalyst

4. Collaborator
   Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems. Educators:
   a. Dedicate planning time to collaborate with colleagues to create authentic learning experiences that leverage technology.
   b. Collaborate and co-learn with students to discover and use new digital resources and diagnose and troubleshoot technology issues.
   c. Use collaborative tools to expand students’ authentic, real world learning experiences by engaging virtually with experts, teams and students, locally and globally.
5. **Designer**
   Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability. Educators:
   a. Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs.
   b. Design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning.
   c. Explore and apply instructional design principles to create innovative digital learning environments that engage and support learning.

6. **Facilitator**
   Educators facilitate learning with technology to support student achievement of the 2016 ISTE Standards for Students. Educators:
   a. Foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings.
   b. Manage the use of technology and student learning strategies in digital platforms, virtual environments, hands-on makerspaces or in the field.
   c. Create learning opportunities that challenge students to use a design process and computational thinking to innovate and solve problems.
   d. Model and nurture creativity and creative expression to communicate ideas, knowledge or connections.

7. **Analyst**
   Educators understand and use data to drive their instruction and support students in achieving their learning goals. Educators:
   a. Provide alternative ways for students to demonstrate competency and reflect on their learning using technology.
   b. Use technology to design and implement a variety of formative and summative assessments that accommodate learner needs, provide timely feedback to students and inform instruction.
   c. Use assessment data to guide progress and communicate with students, parents and education stakeholders to build student self-direction.

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**B. Delaware Professional Teaching Standards** (2003) are recognized as exemplary standards all teachers should demonstrate at a proficient level.

**C. Candidates** will use **ISTE Standards for Students** and **21st Century Knowledge and Skills** located in the Appendices for the design and development of instruction (See Appendices).

**D. Graduation Competencies**: are measured in every EDT course. See the core learning activities.

- Oral Communication: (Measured in EDT 6010)
  
  **Core Learning Activities/ Assessment Strategies**
  - Candidates will use appropriate oral communication skills when creating audio/video instruction.
  - Candidates communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital age media and
formats and use appropriate etiquette to converse with others.

- Candidates engage students in exploring real-world issues and solving authentic problems using digital tools and resources.
- Candidates research problems and issues, collect and analyze data, report data, and cite resources appropriately.
- Candidates will respect intellectual property by citing sources and provide a reference page using APA citations for all projects.

E. Individual Development and Educational Assessment (IDEA) Learning Objectives:

EDT 6010

- Essential objective #2 Learning fundamental principles, generalizations or theories
- Important objective #8. Developing skills in expressing myself orally or writing

III. STANDARDS-BASED INSTRUCTIONAL GOALS/Program Competencies:

A. Design and Develop Digital-Age Learning Experiences and Assessments (To be measured primarily measured in EDT 6010)

Teachers/Educators design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the ISTE•S.

Learning Outcomes. Candidates will...

B.1 design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity

B.2 develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress

B.3 customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources

B.4 provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching.

Core Learning Activities/Assessment Strategies. Candidates will...

- design an instructional unit and develop web-based instructional materials/resources for implementation
- implement the web-based instructional unit for collecting, analyzing, and reporting student/client data for the purpose of informing teaching and learning (student achievement)
- create a podcast

Enhanced Learning Activities/Assessment Strategies
IV. METHODOLOGY PHILOSOPHY: The following theories inform the methodology of the program.

- *Adult learning theory* serves as a basis for emergent theory and proposes that adult learners are autonomous, self-directed, problem-solvers, students as joint inquirers, and are highly motivated by internal factors (Merriam, 2001).

- *Transformative theory* is an evolving personal process whereby the learner through critical reflection acquires a disposition that creates self-awareness, consciousness, and change of behavior.

- *Socio-cultural perspectives* theory of learning is a cognitive theory that emphasizes active participation, cooperative learning and collaboration, learning via the cultural tools of one’s society, and that learning is focused on authentic problems and issues that can be connected to relevant real-world settings.

V. METHODOLOGY EVALUATION

A. **Instructional Strategies and Methods**: Variety of instructional strategies are used that are appropriate for adult learners: project-based and problem based instructional practices, active participation in goal setting and evaluation, experiential activities, and student-centered learning environments. The course content and instructional design is informed by pedagogically and andragogically (adult learning) tested theories of learning and may take place in student-only, teacher-led, or community-based settings.

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 accomplishment far beyond the normal requirements and shows originality of thought and mastery of material.

**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. To receive an A in this course, the candidate must earn a total of a 95%.

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

VI. ATTENDANCE POLICIES:

**College of Education Policy**
In the College of Education, faculty must approve all request 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.

VII. COURSE OUTLINE AND WEEKLY SCHEDULE
Each week of EDT6010 will have a theme / topic associated with the Applied Technology in Education Portfolio. Below are the themes / topics, by week, and the associated Portfolio Artifacts and Oral Communication Artifacts. In addition, there will be scaffolding activities in weeks one and four to develop skills related to tools used for oral communications.

1. Portfolio of Quality Educational Web Resources
   a. Portfolio Artifact: 50 annotated and tagged Web Resources on Diigo
      i. Mandatory tags of web2.0, games, and blended_learning.

2. “Top 10” Web 2.0 Tools / Web 2.0 Toolkit
   a. Oral Communication Artifact: VoiceThread presentation with the “Top 10” Web 2.0 Tools
   b. Portfolio Artifact: Symbaloo with Web 2.0 resources

3. Games in Education
   a. Portfolio Artifact: Instructional Activity that uses a Game
   b. Oral Communication Artifact: Demo of the Game using Screencast-O-Matic

4. Oral Communications
   a. Includes Podcasting (audio only), Video, and Web 2.0
   b. Activities are intertwined with all portfolio submissions with all topics having an oral communication component
      i. Overview of Scaffolding Activities
         1. Podcast (Audio): Introduction
         2. Video: 30 seconds of You
         3. Video: 5x5 (editing)
         4. VoiceThread: Introduction - Picture
         5. Educreations: 2 slides: “__ is for __” (Pick two letters.)
      ii. Overview of Activities that Produce Products for the Portfolio
         1. Podcast (Audio): Webinar (Reflection on Participation in a Webinar)
         2. Podcast (Audio): Instructional Activity (Reflection on Delivery and Assessment of Activity)
         3. VoiceThread: “Top 10” Web 2.0 Tools (Presentation)
         4. Screencast-O-Matic: Best Web Resource I Discovered (Demo)
         5. Screencast-O-Matic: Demo of Games used in Learning Activity
         6. Educreations: Flipped Classroom (Instructional Activity)
   c. Artifacts: All six submissions from other portfolio assignments so they are all in one spot.

5. Flipped Classroom
   a. Portfolio Artifact: Instructional video that supports flipped classroom model
b. Oral Communication Artifact: Lesson presentation using Educreations

6. Webinar Participation  
a. Portfolio Artifact: Webinar Citation  
b. Oral Communication Artifact: Podcast/Audio of Reflection on Participation in a Webinar

7. Design, Develop, Deliver, and Assess Technology-Oriented Learning Activity  
a. Portfolio Artifact: Material used to deliver and assess activity: Pre-test, Lesson Plan, Post-Test, Spreadsheet  
b. Oral Communication Artifact: Podcast/Audio of Reflection on Participation Delivery and Assessment of Activity

VIII. DEGREE PROGRAM REQUIREMENTS

A. PROGRAM COMPETENCY / STRUCTURED EXTERNAL ASSIGNMENT

- PROGRAM COMPETENCY 2. RUBRIC Design and Develop Digital-Age Learning Experiences and Assessments: Design and Develop a Web-based Instructional Unit
- GRADUATION COMPETENCY 1. Oral Communication • Speak with confidence, clarity, and concisely. • Research, prepare, and deliver professional presentations  
  
For this assignment, candidates will produce a podcast.

- EVALUATED ASSIGNMENT Candidates will plan an instructional unit and design a technologically-rich web-based instructional activity that (1) has customized and personal learning activities to address student’s diverse learning styles, (2) enables all students to pursue their own individual curiosities, and (3) supports self-assessment and self-evaluation. The outcome of the assignment is to design and develop a web-based instructional activity that can be use to collect assessment data about student achievement to inform teaching and learning.

The Project
Candidates will design a standard-based instructional unit within a technologically-rich learning environment that requires their pupils/clients to research global problems and present their result or share information with others: Components include:
- a web-based, standard-based inquiry lesson focused on a global problem  
- an activity that has the following assessment components embedded in the lesson: self-management activity that allows pupils to set personal goals, and self-evaluate  
- assessment activities that will measure pupil’s prior knowledge, a formative assessment strategy, and a summative assessment strategy for reporting achievement  
- the instructional unit should allow pupils to make decisions about learning choices based on learning styles, work strategies, and abilities  
- the unit should have an activity for pupils to share information or present results of the project
Overview of Project

The candidate will design and develop an authentic learning experience for their pupils to inquiry about a global problem. Design the instruction to meet the diverse learning needs of pupils. The purpose of the instruction is to engage the pupil in a web-based instruction that enables individuals to research, locate, and analyze information from the web.

The project will incorporate best practices that include these instructional elements: (1) pre-assessment, (2) instruction, and (3) post-assessment.

The outcomes of the project centers on the performance indicators listed on the rubric:
1. The candidate designs or adapts relevant learning experiences that incorporate digital tools and resources to promote learning
2. The candidate develops technology-rich learning environments that enable all individuals to pursue their personal curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress.
3. The candidate customizes and personalizes learning activities to address students’ diverse learning styles, working strategies, and abilities using digital tools and resources
4. The candidate provides students with multiple and varied formative and summative assessments aligned with content and technology standards use resulting data to inform learning and teaching.

Components of the Projects (Checklist)
1. An instructional plan for teachers
   - Introduction: An explanation of the instructional unit, topic, and goals.
   - Profile of learners: Identify the appropriate grade level and learning styles
   - Standards Page: List of standards, important/essential questions, and the knowledge and skills to be learned.
   - Process: An explanation of how to use the Instructional Unit, how to integrate the self-assessment activities, and how to collect student achievement date through the pre and post assessment activities.
   - Resources
   - References/Credits (APA citation of references)

2. Web-base instructional activity that (a) incorporate digital tools and resources to promote learning, (b) enable all individuals to pursue their personal curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress. (c) address students’ diverse learning styles, working strategies, and abilities using digital tools and resources, and (4) provides students with multiple and varied formative and summative assessments aligned with content and technology standards use resulting data to inform learning and teaching.

3. Excel spreadsheet (Three Worksheets in a Workbook)
   - Alignment of grade level expectation/performance indicators with the assessment activities: Item analysis and percent improvement or lack of
improvement
- Roster: list of pupils and the pre-post assessment data results, improvement chart
- Charts and graphs that show student achievement: run chart, comparison bar chart, and improvement chart

GRADUATION COMPETENCY ASSIGNMENT: The assignment is separate from the SEA. Students will create a podcast that demonstrates their capacity for oral communication.

B. ELECTRONIC PORTFOLIO
There is a portfolio requirement in this course. The portfolio is a collection of artifacts that demonstrates the candidates’ knowledge and skills of the performance indicators.

Three components:
1. Description: A description is a textual explanation of the instructional media and the purpose for producing the instructional media. Describe the nature of the media and the relevance for creating, designing, or developing the instructional media. Good descriptions include these features: (a) describe the media in terms of using it for teaching and learning, (b) describe the media in terms of its creativity, innovative thinking, and inventiveness, (c) describe the media in terms of using the instruction to collaborate, engaging other to explore real-world issues, authentic problems, research, or using the application to teach, to learn, to communicate with a global audience while demonstrating cultural understanding. Descriptions should be 150-200 words in length.

2. Selection Process and Link to the Artifact or Example (If necessary to publish the assignment in other): If necessary provide information about accessing the instructional media. Often the candidate will provide a short narrative about the selection process for including the artifact in the portfolio or the process of planning and producing the instructional media. What characteristics, elements, or features of the instructional media make it an example that represents your knowledge and skills, or what did you learn about yourself through the process of planning and producing the instructional media.

3. Reflection: Reflections are used to reinforce what has been learned through readings, discussions, and activities presented in class. Observations and feelings are an essential component of a reflection. They are personal reactions and thoughts directly related to the product and the process leading up to the product. Write in a clear, concise, and cogent manner. Reflections should be 150-200 words in length.

IX. COURSE BIBLIOGRAPHY:

A. Design and Develop Digital-Age Learning Experiences and Assessments


Appendix A

ISTE (International Society for Technology) Standards for Students

1. 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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ISTE (International Society for Technology) Standards for Students (2016)

1. **Empowered Learner**
   Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences. Students:
   a. articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.
   b. build networks and customize their learning environments in ways that support the learning process.
   c. use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
   d. understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.

2. **Digital Citizen**
   Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical. Students:
   a. cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
   b. engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.
   c. demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.
   d. manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.

3. **Knowledge Constructor**
   Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others. Students:
   a. plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
   b. evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.
   c. curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.
   d. build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

4. **Innovative Designer**
   Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions. Students:
   a. know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.
b. select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.
c. develop, test and refine prototypes as part of a cyclical design process.
d. exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems.

5. **Computational Thinker**
   Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions. Students:
   a. formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions.
   b. collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.
   c. break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.
   d. understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.

6. **Creative Communicator**
   Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals. Students:
   a. choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.
   b. create original works or responsibly repurpose or remix digital resources into new creations.
   c. communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.
   d. publish or present content that customizes the message and medium for their intended audiences.

7. **Global Collaborator**
   Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally. Students:
   a. use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.
   b. use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.
   c. contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.
   d. explore local and global issues and use collaborative technologies to work with others to investigate solutions.

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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.
PROGRAM COMPETENCY 2. RUBRIC Design and Develop Digital-Age Learning Experiences and Assessments

STRUCTURED EXTERNAL ASSIGNMENT

COURSE: EDT 6010  
TITLE: Instructional Applications of Technology

PROGRAM COMPETENCY 2. Candidates design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the (ISTE·S).

GRADUATION COMPETENCY 1. Oral Communication • Speak with confidence, clarity, and concisely. • Research, prepare, and deliver professional presentations.

EVALUATED ASSIGNMENT Candidates will plan an instructional unit and design an technologically-rich web-based instructional activity that has customized and personal learning activities to address student’s diverse learning styles, enables all students to pursue their own individual curiosities, supports self-assessment and self-evaluation. The outcome of the assignment is to design and develop a web-based instructional activity that can be use to collect assessment data about student achievement to inform teaching and learning.

For all Fall 2011 starters, this Structured External Assignment is to be completed on your EDT 6102 E-Folio (the e-Portfolio) under the course EDT 6010. This assignment must be uploaded onto E-Folio.

<table>
<thead>
<tr>
<th>Scoring Elements PC# 2 Performance Indicator</th>
<th>Emerging (1)</th>
<th>Beginning (2)</th>
<th>Developing (3)</th>
<th>Proficient (4)</th>
<th>Transformative (5)</th>
</tr>
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<tbody>
<tr>
<td>2.1 Candidates design or adapt relevant learning experiences that incorporate digital tools and resources to promote learning and creativity</td>
<td>The candidate demonstrates how existing learning resources could be designed or adapted to include individuals’ use of technology tools to research and collect information online, and to create a digital product.</td>
<td>The candidate explains how existing learning resources could be designed or adapted to include individuals’ use of technology tools to research and collect information online and to create a digital product.</td>
<td>The candidate adapts or creates learning experiences that include individuals’ use of technology tools to research and collect information online and to create a report, presentation, or other product.</td>
<td>The candidate designs and customizes technology enriched learning experiences that engage students in developing research questions about real-world issues or problems, proposing and evaluating multiple creative solutions, and presenting a report to an audience.</td>
<td>The candidate engages individuals in collaborative learning challenges where they research global problems. Guides learners to select a specific problem to investigate, create research questions, select and employ strategies, and determine best solutions.</td>
</tr>
<tr>
<td>2.2 Candidates develop technology-rich learning environments that enable all individuals to pursue their personal curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress.</td>
<td>The candidate understands ways in which technology resources enable students to explore questions and issues of individual interest and to plan and manage related research.</td>
<td>The candidate researches and discusses ways in which technology resources enable students to explore questions and issues of individual interest and to plan and manage related research.</td>
<td>The candidate selects and demonstrates the use of technology resources that enable individuals to explore questions and issues of individual interest and to plan, manage, and assess their own learning.</td>
<td>The candidate facilitates the use of technology resources to enable individuals to pursue questions and issues of individual interest, to identify and manage learning goals, to record reflections, and to assess their progress and outcomes.</td>
<td>Students/Colleagues use technology tools to present their results and share information for application in a real-world setting.</td>
</tr>
<tr>
<td>2.3 Candidates customize and personalize learning activities to address students’ diverse learning styles, working strategies, and abilities using digital tools and resources.</td>
<td>The candidate designs learning activities that use digital tools and resources to address a variety of learning styles, work strategies, abilities, and developmental levels.</td>
<td>The candidate researches and designs learning activities that use digital tools and resources to address a variety of learning styles, work strategies, abilities, and developmental levels.</td>
<td>The candidate customizes technology-based materials to address the learning styles, work strategies, abilities, and developmental levels of individual students.</td>
<td>The candidate facilitates student learning by recognizing preferred learning styles, work strategies, abilities, and developmental levels of individuals. Develops and uses specific strategies that incorporate digital tools and resources to</td>
<td>The candidate enables individuals to independently use technology resources to manage their own learning goals, plan learning strategies, and evaluate their progress and outcomes.</td>
</tr>
<tr>
<td>2.4 Candidates provides students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching.</td>
<td>The candidate understands how formative and summative assessments inform learning and teaching.</td>
<td>The candidate selects examples of technology-based formative and summative assessment and demonstrates how they can be used to inform learning and teaching.</td>
<td>The candidate provides students with multiple and varied opportunities to demonstrate their learning, and make data-based decisions to customize and adapt future learning opportunities aligned with content and technology standards.</td>
<td>The candidate engages students in the development and analysis of formative and summative assessments to adjust teaching and learning for increased success.</td>
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<tr>
<td>Graduation Competency #1. Oral Communication • Speak with confidence, clarity, and concisely. • Research, prepare, and deliver professional presentations.</td>
<td>The candidate is mastering skills: Speak with confidence, clarity, and concisely. • Research, prepare, and deliver professional presentations.</td>
<td>The candidate is able to speak with confidence, clarity, and concisely. • Research, prepare, and deliver professional presentations.</td>
<td>The candidate shows basic skills: Speak with confidence, clarity, and concisely. • Research, prepare, and deliver professional presentations.</td>
<td>The candidate shows proficiency skills: Speak with confidence, clarity, and concisely. • Research, prepare, and deliver professional presentations.</td>
<td>The candidate shows exemplary skills: Speak with confidence, clarity, and concisely. • Research, prepare, and deliver professional presentations.</td>
</tr>
</tbody>
</table>
## Rubric for Portfolio
### A rubric for scoring the portfolio entries

<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><strong>The Narrative</strong></td>
<td>Description is poorly written explanation.</td>
<td>Description is a basic explanation.</td>
<td>Description is general explanation that includes information about the assignment and standard.</td>
<td>Description is detailed explanation of the relationship between the standard and artifact.</td>
<td>Description gives a clear, detailed explanation of the relationship between the standard and artifact and the impact upon professional development.</td>
</tr>
<tr>
<td></td>
<td>Analysis shows a lack of critical thought.</td>
<td>Analysis includes an explanation of the artifact.</td>
<td>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.</td>
<td>Analysis is an explanation of the personal decision-making that information about the standard.</td>
<td>Analysis is a detailed explanation of the personal decision-making that includes an interpretation between the artifact and standard.</td>
</tr>
<tr>
<td></td>
<td>Reflection lacks expression of thoughts, opinions, and muses.</td>
<td>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.</td>
<td>Reflection includes clear, detailed expressions of your thoughts, opinions, and muses. Narratives are personal reactions and explanations.</td>
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</tr>
<tr>
<td></td>
<td>Personal reactions and explanations are not included.</td>
<td>The reflection reveals a positive disposition towards teaching.</td>
<td>The reflection reveals a positive disposition towards teaching.</td>
<td>The reflection component reveals the willingness and disposition and a professional demeanour that will enhance student learning. References are cited accurately in APA format.</td>
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</tr>
<tr>
<td></td>
<td>Citations are needed.</td>
<td>Citations are included.</td>
<td>References are cited accurately in APA format.</td>
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</tr>
</tbody>
</table>

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College of Education
Professional Partners ● Creating Environments for Learning
| | | | | | component reveals a proactive disposition and a professional demeanour that will enhance student learning. References are accurately cited in APA format. |