WILMINGTON UNIVERSITY
COLLEGE OF EDUCATION
SYLLABUS

COURSE NUMBER:          EDT 6010
COURSE TITLE:            Instructional Applications of Technology
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>
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</tbody>
</table>

TEXTBOOK
• No Textbook is required

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

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

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.

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

II. PROGRAM COMPETENCIES

III. PROGRAM COMPETENCIES/STANDARDS
Program Competency Standard 2. Design and Develop Digital-Age Learning Experiences and Assessments

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College of Education
Professional Partners • Creating Environments for Learning
Educators/Trainers 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 NETS•S.

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.

IV. METHODOLOGY PHILOSOPHY AND EVALUATION

A. Methodology and Philosophy

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 and assessments will be scored using performance-based assessments.

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. Note. 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

Candidates will plan an instructional unit and design a 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 to collect assessment data results about student achievement to inform teaching and learning.
A. Graduation Competencies: Oral Communication: Produce a podcast.
B. 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.
C. Individual Development and Educational Assessment (IDEA) Learning Objectives:
   a. Essential objective #2 Learning fundamental principles, generalizations or theories
   b. Important objective #8. Developing skills in expressing myself orally or writing.

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.

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 three 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 Delicious
      i. Mandatory tags of thinkfinity, web2.0, and games
   b. Oral Communication Artifact: Demonstration of Best Web Resource using Screencast-o-matic

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. 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. Video: Flipped Classroom (Instructional Activity)
4. VoiceThread: “Top 10” Web 2.0 Tools (Presentation)
5. Screencast-o-matic: Best Web Resource I Discovered (Demo)
6. Screencast-o-matic: Demo of Games used in Learning Activity
7. Educreations: Flipped Classroom (Instructional Activity)

c. Artifacts: All six submissions from other portfolio assignments so they are all in one spot.

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

5. Games in Education
a. Portfolio Artifact: Instructional Activity that uses a Game
b. Oral Communication Artifact: Demo of the Game using Screencast-o-matic

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

IX. REFERENCES

The State Education Standard
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.
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 (NETS-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 to collect assessment data results 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>
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</thead>
<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, either face-to-face or virtually, for feedback.</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. Students/Colleagues use technology tools to present their results and share information for application in a real-world setting.</td>
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<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,</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 evaluate their progress</td>
<td>The candidate enables individuals to independently use technology resources to enable individuals to pursue questions and issues of individual interest, to identify and manage learning goals, to record</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. Students/Colleagues use technology tools to present their results and share information for application in a real-world setting.</td>
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<tr>
<td><strong>Graduation Competency #1: Oral Communication</strong> • Speak with confidence, clarity, and concisely. • Research, prepare, and deliver professional presentations.</td>
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<tr>
<td>The candidate practices skills: Speak with confidence, clarity, and concisely. • Research, prepare, and deliver professional presentations.</td>
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<td>The candidate shows basic skills: Speak with confidence, clarity, and concisely. • Research, prepare, and deliver professional presentations.</td>
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<td>The candidate shows proficiency skills: Speak with confidence, clarity, and concisely. • Research, prepare, and deliver professional presentations.</td>
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<td>The candidate shows exemplary skills: Speak with confidence, clarity, and concisely. • Research, prepare, and deliver professional presentations.</td>
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<tr>
<th><strong>2.3 Candidates customize and personalize learning activities to address students’ diverse learning styles, working strategies, and abilities using digital tools and resources.</strong></th>
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<tbody>
<tr>
<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>
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<tr>
<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>
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<tr>
<td>The candidate customizes technology-based materials to address the learning styles, work strategies, abilities, and developmental levels of individual students.</td>
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<tr>
<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 effectively differentiates learning experiences.</td>
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<tr>
<th><strong>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.</strong></th>
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<tr>
<td>The candidate understands how formative and summative assessments inform learning and teaching.</td>
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<tr>
<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>
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<tr>
<td>The candidate develops and conducts technology-based formative and summative assessments to inform learning and teaching.</td>
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<tr>
<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>
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<tr>
<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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# 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>
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<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>
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<td></td>
<td>Analysis shows a lack of critical thought.</td>
<td>Analysis shows critical thought.</td>
<td>Analysis includes an explanation of the artifact.</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>
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<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>
<td>Reflection includes clear, detailed expressions of your thoughts, opinions, and muses. Narratives are personal reactions and explanations.</td>
<td>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>
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<tr>
<td></td>
<td>Personal reactions and explanations are not included.</td>
<td>Personal reactions and explanations are not directly related to how the artifact meets the goal of the performance indicator and your professional development process.</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>
<td>The reflection component reveals a proactive disposition and a professional demeanour that will enhance student learning. References are accurately cited in APA format.</td>
</tr>
<tr>
<td></td>
<td>Citations are needed.</td>
<td>Citations are included.</td>
<td>References are cited accurately in APA format.</td>
<td>References are cited accurately in APA format.</td>
<td>References are cited accurately in APA format.</td>
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</table>
• **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