
LITE 535-701 – Survey of Educational Technology Practices Web January 17 – May 4, 2023

Dr. Jeremy Logsdon
jeremy.logsdon@wku.edu
Office: GRH 1073B
phone: 270.745.2207

Communicating with me

Please feel free to call my office, send an email, or drop by during office hours. I *want* to talk to you. Please don't hesitate to reach out for any reason. I will do my best to respond to missed phone calls and/or emails within 24 business hours.

Office Hours in GRH 1073B

M 10:30 – 1:30
T 8 – 10
W 10:30 – 1:30
R 8 – 10
F *By appointment*

Office Hours via Zoom

Available by appointment

Course Adjustments

The instructor reserves the right to modify the course requirements, schedule, and syllabus. The syllabus and schedule for this course are subject to change in the event of extenuating circumstances. No change will occur, however, *unless* proper and prior notice is given to students.

Point Scale

900-1000	A
800-899	B
700-799	C
600-699	D
Below 600	F

Class Time Management

Management of your personal "class time" is one of the most difficult issues for students in an online class. In a regular semester most face-to-face classes meet three hours a week and students are expected to spend up to six hours per week in class preparation and assignments. Therefore, you

Required Text

(Purchase either book below, which matches your teaching grade level or interest. Again, you only need to purchase one book. If you teach middle school, you need the secondary book since it is really middle and high school.)

Maxwell, M., Stobaugh, R., & Tassell, J. H. (2016). *Real-world learning for secondary schools: Digital tools and practical strategies for successful implementation*. Bloomington, IN: Solution Tree. ISBN: 9781935249443.

Maxwell, M., Stobaugh, R., & Tassell, J. H. (2017). *Real-world learning for elementary schools: Digital tools and practical strategies for successful implementation*. Bloomington, IN: Solution Tree. ISBN: 9781943874514.

Required Special Instructional Materials Needed

Required Hardware, Software, and File Formats

Hardware: Webcam and microphone

PC/Windows-based computer with Internet Access

OR

Macintosh with OS 10 or higher and webcam

Software: We will use Google apps; All assignments that you share with your instructor and/or post on your website MUST have Share rights set to "Anyone with the Link".

Other materials: Teaching materials (teacher's guides, curriculum, anything to help create instructional projects, available in schools or the Beulah Winchel Educational Library)

Course Rationale:

This course will help students to evaluate, select, and integrate technology into education settings. Students will learn about a variety of computer and video technology used in current school systems and theories of their applications.

Course Description:

This course is designed to provide instruction in the basic theory, evaluation and application of educational technology in the classroom.

Course Objectives:

After participating in learning activities within the course, graduate students will:

1. analyze and discuss real-world learning concepts with other class members scoring Proficient or higher on the rubric.
2. design learning activities for all Bloom's taxonomy levels and cognitive structures scoring Proficient or higher on the rubric.
3. design assessments for their content and technology objectives for the higher-level thinking educational scenarios scoring Proficient or higher on the rubric.
4. create a blog to display coursework scoring Proficient or higher on the rubric.
5. create original technology products on student selected curriculum topic scoring Proficient or higher on the rubric.
6. create one lesson plan that incorporates technology, uses the Instructional Design Project template, meets the CReaTE requirements, and scores Proficient or higher on the rubric.
7. MAT students will complete 20 field observation hours in various educational technology settings and score Proficient or higher on the rubric.

can expect to spend up to **nine hours per week** on any university course whether face-to-face or online.

Instructional Methods:

Demonstrations, discussions, reading assignments, written assignments, technology demonstrations, use of computer software and productivity tools, tutorials, informational videos

Course Topics:

Issues in educational technology; Design and produce various media for instruction, training, and presentation. Identify and apply the most appropriate media to a variety of instruction, training, and communication situations. Define digital citizenship and identify teaching resources. Identify appropriate media and plan its use with special student populations and in a multicultural milieu.

Regular and Substantive Interaction

The U.S. Department of Education requires that distance education courses must include regular and substantive interaction between students and faculty. For more information about Regular and Substantive Interaction at WKU, please visit the [Regular and Substantive Interaction in Online and Distance Learning webpage.](#)

In this course, regular and substantive interaction will take place in the following ways:

- Weekly asynchronous sessions with faculty and students,
- Weekly announcements, and
- Timely and detailed feedback on assignments provided within one week of submission.

Course Disposition Statements: (Disposition means natural tendency, emotional constitution of the mind, inclination, or propensity.) These are the WKU College of Education and Behavioral Science’s new disposition statements.

CARING

- Is a good listener
- Uses encouraging words
- Pays attention to students’ interests
- Treats others with respect
- Acknowledges/Greets others

PERCEPTIVE

- Is self-aware
- Is observant for cues of potential struggles
- Notice what a person can do better
- Adjusts behavior based on others’ responses
- Is in tune with what’s happening around them

INTEGRITY

- Adheres to school rules
- Sets high standards for themselves
- Will do what’s right no matter what
- Is honest
- Takes responsibility for actions

COMMUNICATION

- Uses correct language conventions (e.g. spelling, grammar)
- Uses language appropriate for the situation
- Uses appropriate body
- Is an attentive
- Employs good eye contact while others are

PROFESSIONALISM

- Is proactive
- Is always prepared
- Shows commitment to the profession
- Dresses appropriately
- Accepting of feedback

TEACHABLE

- Is a life-long learner
- Asks for help/advice
- Is willing to try new things
- Applies feedback
- Looks for opportunities to grow

PASSIONATE

- Has a positive attitude
- Is excited about teaching
- Is self-motivated
- Makes real-life connections
- Is determined

HIGH EXPECTATIONS

- Makes adjustments in order to obtain high results
- Strives towards goals
- Challenges him or herself
- Challenges others to think from different perspectives
- Encourages everyone to succeed

COLLABORATIVE

- Works well with others
- Reaches out to others for help
- Builds strong professional relationships
- Shows respect for peers
- Is open to others’ opinions

FLEXIBLE

- Is able to consider multiple ways of doing things
- Can adapt to the unforeseen
- Can improvise
- Can solve problems “on the fly
- Manages unexpected situations well

Standards addressed in this course and Critical Performance:

KTS Standard I: Content Knowledge
 KTS Standard III: Creates/Maintains Learning Climate
 KTS Standard IV: Implements/Manages Instruction
 KTS Standard V: Assesses and Communicates Learning Results
 KTS Standard VI: Demonstrates Implementation of Technology
 KTS Standard VIII: Collaborates with Colleagues/Parents/ Others
 KTS Standard X: Provides Leadership Within School/ Community/Education
 PGES Domain 1: Planning & Preparation; A, B, C, D, E, F
 PGES Domain 2: Classroom Procedures; C

AECT Standard I: Design
 AECT Standard II: Development
 AECT Standard III: Utilization
 AECT Standard V: Evaluation
 ISTE Educator Standard 1: Learner
 ISTE Educator Standard 2: Leader
 ISTE Educator Standard 3: Citizen
 ISTE Educator Standard 4: Collaborator
 ISTE Educator Standard 5: Designer

All assignments must be submitted by **11:59pm** of the due date.

Red text indicates due dates.

Green text indicates where to submit assignments.

	WKU Calendar Events You Should Know	A. Course Assignments (for graduate students who already have any teaching certification OR you are not in a teacher certification program)	B. Assignments for Initial Certification Students in the MAT Program; Initial Certification Students (Field requirements posted on Bb.)
#1 1.17 – 1.22		Orientation Activity (30 points): <ul style="list-style-type: none"> Complete Introduction Google Form for your Orientation Activity, by Sunday 1.22.23 Complete the Google Form and email Orientation Email to your instructor Sunday 1.22.23 	Orientation Activity (30 points): <ul style="list-style-type: none"> Complete Introduction Google Form for your Orientation Activity, by Sunday 1.22.23 Complete the Google Form and email Orientation Email to your instructor Sunday 1.22.23
#2 1.23 – 1.29	January 24 th – Last Day to Add a Full Semester Course & Last Day to Receive 100% Refund for Full Semester Course	TS-3 Create Course Website due Sunday 1.29.23 (Email link to your blog to your instructor.)	TS-3 Create Course Website due Sunday 1.29.23 (Email link to your blog to your instructor.)
#3 1.30 -2.5	January 30 th – Last Day to Receive 50% Refund	Authentic curriculum topic for IDP: Post your ideas to the Discussion Board by Thursday, 2.2.23 so you can see other students' ideas. Email your instructor about your selected IDP real-world authentic topic, intended grade level, and some ideas for the lesson by Sunday 2.5.23 . For some ideas for real world topics, look at the Create examples in the back of your textbook or visit https://online.kidsdiscover.com and keep scrolling down. (First read the <i>Authentic Learning</i> file in BB under the IDP on Course Info; you must mention something from this file.)	Authentic curriculum topic for IDP: Post your ideas to the Discussion Board by Thursday, 2.2.23 so you can see other students' ideas. Email your instructor about your selected IDP real-world authentic topic, intended grade level, and some ideas for the lesson by Sunday 2.5.23 . For some ideas for real world topics, look at the Create examples in the back of your textbook or visit https://online.kidsdiscover.com and keep scrolling down. (First read the <i>Authentic Learning</i> file in BB under the IDP on Course Info; you must mention something from this file.)
#4 2.6 – 2.12		Blog 1: Real World Learning (50 points) due Sunday 2.12.23 (Post to your Create Framework page)	Blog 1: Real World Learning (50 points) due Sunday 2.12.23 (Post to your Create Framework page)
#5 2.13 – 2.19		ID-1: Designing Bloom's Activities (100 points) due Sunday 2.19.23 (Post Bloom's Activities file to your website on the Instructional Design page AND take the online quiz in Bb. You are only designing 12 activities, 2 per Bloom's level.)	ID-1: Designing Bloom's Activities (100 points) due Sunday 2.19.23 (Post Bloom's Activities file to your website on the Instructional Design page AND take the online quiz in Bb. You are only designing 12 activities, 2 per Bloom's level.)

#6 2.20 – 2.26		Blog 2: Cognitive Complexity (50 points) due Sunday 2.26.22 (Post to your Create Framework webpage)	Work on Field hours OR Google Level 1 Certification
#7 2.27 – 3.5		ID-3 Designing Objectives and Assessments (100 points) due Sunday 3.5.23 (Embed on your 535 IDP webpage) OR Take the Google Educator Certification, either Level 1 or 2	ID-3 Designing Objectives and Assessments (100 points) due Sunday 3.5.23 (Embed on your 535 IDP webpage) Field hours (first 10 hours) or Google Level 1 Certification (100 points) due Sunday 3.5.23
#8 3.6 – 3.12		IDP Proposal (100 Points) due Sunday 3.12.23 (Embed on your IDP webpage)	IDP Proposal (100 Points) due Sunday 3.12.23 (Embed on your IDP webpage)
#9 3.13 – 3.19	SPRING BREAK WEEK	SPRING BREAK	SPRING BREAK
#10 3.20 – 3.26		Blog 3: Student Engagement (50 points) due Sunday 3.26.23 (Post to your Create Framework webpage)	Work on Field hours or Google Level 1 Certification
#11 3.27 – 4.2	March 27 th – Spring 2023 Registration Opens	<u>Begin</u> TS-6 Web 2.0 Tools: due Sunday 4.9.23	<u>Begin</u> TS-6 Web 2.0 Tools: due Sunday 4.9.23
#12 4.3 – 4.9		Complete TS-6 Web 2.0 Tools (150 points) due Sunday 4.9.23 (This module contains three technology projects so do not wait until the last minute to work on this module. EMBED all three projects on your 535 Technology Projects webpage , do not just attach the files or link to them. Embed the Google Project Description Form on your Technology Projects webpage.)	Complete TS-6 Web 2.0 Tools (150 points) due Sunday 4.9.23 (This module contains three technology projects so do not wait until the last minute to work on this module. EMBED all three projects on your 535 Technology Projects webpage , do not just attach the files or link to them. Embed the Google Project Description Form on your Technology Projects webpage.)
#13 4.10 – 4.16		Blog 4: Technology Integration (50 points) due Sunday 4.16.23 (Post to your Create Framework page on your website.)	Blog 4: Technology Integration (50 points) due Sunday 4.16.23 (Post to your Create Framework page on your website.)
#14 4.17 – 4.23 AND #15 4.24 – 4.30		<p>OPTIONAL: Submit final IDP early for extra credit:</p> <ul style="list-style-type: none"> • 20 points by Sunday 4.23.22 • 10 extra points for submitting Tuesday 4.25.23 • 5 extra points for submitting Wednesday 4.26.23 • (IDP and sample student work must be uploaded to your website on the “535 IDP” page to count as early submission) <p>Final due date <u>Sunday 4.30.23</u> for <i>Instructional Design Project (IDP)</i> (200 points) – Final IDP and sample student work must be uploaded to your blog website to count as submission.</p> <p><u>No other assignments will be accepted after 5.1.23.</u></p> <p>Watch your email daily. You may be given the opportunity to revise your CPI if you did not make 3.0. However, you may only be given 1-3 days depending on time.</p>	<p>OPTIONAL: Submit final IDP early for extra credit:</p> <ul style="list-style-type: none"> • 20 points by Sunday 4.23.22 • 10 extra points for submitting Tuesday 4.25.23 • 5 extra points for submitting Wednesday 4.26.23 • (IDP and sample student work must be uploaded to your website on the “535 IDP” page to count as early submission) <p>Final due date <u>Sunday 4.30.23</u> for <i>Instructional Design Project (IDP)</i> (200 points) – Final IDP and sample student work must be uploaded to your blog website to count as submission.</p> <p><u>No other assignments will be accepted after 5.1.23.</u></p> <p>Watch your email daily. You may be given the opportunity to revise your CPI if you did not make 3.0. However, you may only be given 1-3 days depending on time.</p> <p>Field hours (second 10 hours) – IF APPLICBLE (100 points) due Sunday, 5.1.23</p>

Course Evaluation: (based on accumulated points throughout the semester)

Grading Scale

A = 90% =900-1000
B = 80% =800-899
C = 70% =700-799

A. Evaluation for Students

2 ID Modules 200
IDP Proposal 100
IDP 200

A. Evaluation for MAT/Initial Cert. Students

2 ID Modules 200
IDP Proposal 100
IDP 200

D = 60% =600-699

4 Blog Responses	200
Web 2.0 Module	150
Blog Website	100
Orientation Activity	30
<u>Participation</u>	<u>20</u>
TOTAL	1000

2 Blog Responses	100
Web 2.0 Module	150
Blog Website	100
Orientation Activity	30
Participation	20
<u>MAT Field Exp.</u>	<u>100</u>
TOTAL	1000

Grades and Student Feedback: In addition to entering your numeric grade on Blackboard, your instructor will create a private individual feedback file which will be available only to you. Check this file often for your personal feedback and grades.

Class Time Management:

Management of your personal “class time” is one of the most difficult issues for students in an online class. In a regular semester, most face-to-face classes meet three hours a week and students are expected to spend up to six hours per week in class preparation and assignments. Therefore, you can expect to spend up to **nine hours per week** on any university course whether face-to-face or online.

Submission of Assignments:

1. The School of Teacher Education subscribes to a plagiarism service that gives professors an originality report for each student paper turned in. Your assignments may be checked through this service.
2. In this course, **you will create your own website to display some of your assignments**. Some of your assignments will be **embedded** in your blog while some of the more personal assignments will be uploaded to BlackBoard.
3. **Some of your (more personal or reflective) assignments will be uploaded to BlackBoard.**
 1. View the assignment files under Course Info in our BlackBoard course menu.
 2. To submit the assignment, click on the menu link “Submit Assignments” and click on the specific assignment you are submitting.
 3. Type a comment to your instructor about your assignment if you like.
 4. Click “Browse” and locate your assignment file on your hard drive or flash media.
 5. If you have another file to upload, click “Add Another File” and Browse to locate your file. Be sure to add all files that you need to submit before you click Submit. You cannot come back to this screen.
 6. Click “Submit” to send your file to your instructor.

Your final **Instructional Design Project (IDP) must be submitted to your website AND to BlackBoard** while the **Personal Reflection will only be uploaded to BlackBoard**.

Revision of Assignments:

1. Only revise if your instructor asks you to revise an assignment (including the IDP).
2. **ALL** revisions must be in different color text.
3. After revisions, your highest grade will be 3.0 only on the rubric (Is it fair for you to get a score higher than 3.0 when another student may have earned 3.0 the first time and they did not get to revise?).
4. Email all revisions to your instructor.

Late Assignments: Assignments turned in after due dates during the semester will result in a **10% reduction per day** unless prior arrangements were made with the instructor. Any assignments turned in **after the last due date (see course calendar) will result in a 20% reduction per day** unless prior arrangements were made with the instructor. Technical problems are NOT an excuse unless reported to the instructor prior to 24 hours before the due date. If you do not have the time to complete work, please contact your instructor immediately to plan on accommodations. This is a project-oriented course. Successful students contact his/her instructor regularly to seek assistance and guidance and keep up with assignments. Make sure you are one of them!

Plagiarism: To represent work for course assignments or projects taken from another source (**INCLUDING WEB SOURCES**) as one's own is Plagiarism. Plagiarism is a serious offense at WKU. The academic work of a student must give an author credit for borrowed source material from his/her material. To lift content directly from a source [**INCLUDING THE INTERNET**] without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism. **Plagiarism also includes submission of the same assignment for more than one class.** Plagiarism could result in a grade of an “F” for the assignment and /or the course.

WKU subscribes to TurnItIn, a plagiarism service which gives professors an originality report for each student paper turned in. Your assignments may be checked through this service.

Participation and Communication: Students in this online course are not expected to attend any class at WKU; however, student class participation is required. You ARE a part of a distributed class, i.e., you and your classmates are spread around

the US and even the world! Each time you come to class via Blackboard on the web, please check Announcements for any current or relevant new information. You must discipline yourself to complete assignments on time. It is strongly suggested that the student notify the instructor in advance of a possible absence for three or more days.

Students' participation grade includes completion of class assignments, reading all assigned materials, turning in assignments on time, maintaining contact with the instructor, use of the Q & A Discussion board, and maintaining a positive professional attitude. Your instructor is happy to make an appointment (either in person or by phone) with any student to help with any assignment or answer any questions. However, it is easier for your instructor to respond more quickly to email than regular postal mail or phone messages.

Due to the fact that: (a) it is often difficult to correctly interpret the intended tone of an email message/discussion board posting; (b) it is often too easy to quickly zip off a rude communication to someone without first finding out "the whole story" or thinking through the possible consequences of doing so; and (c) people sometimes will communicate things electronically that they would never say in a face-to-face conversation, students should take care to be polite, to-the-point, professional, and respectful in all communication in this course. In the case that inappropriate/disrespectful student communication is received by the professor or posted on a discussion board, the professor reserves the right to deduct points, delete it without answering questions or responding in any way, retain copies to be used as evidence in student disciplinary proceedings, or take any other appropriate action she sees fit. Please review the following netiquette website for more information about ethical and considerate online behavior: <http://www.albion.com/netiquette/index.html>.

Disability Accommodations Statement: "In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center."

Technical Difficulties:

If you have technical difficulties during this course with BlackBoard, TopNet, or WKU email, you can call the WKU Help Desk at 270-745-7000. However, they will not help you with using your blog website. They will help with logging into your blog but not issues such as how to use a plugin or managing a theme.

Definition of Key Terms used in this course:

Difference and "Student" and "Pupil": In this course and all course documents, the term "student" refers to YOU—students in WKU courses. The term "pupil" refers to children or students in grades preschool through twelfth grade (P-12).

Critical Performance Indicator (CPI): A critical performance is a multi-task, learning-centered project which is critical to the academic standards and goals of a program area (in this case, the LITE program). In most cases, it is the culmination of semester-long activities into one final multifaceted demonstration of mastery of the course objectives.

Course Assignments, Projects, and Evaluation

All Modules and assignment information files are located in our Blackboard course site.

Orientation Activity and Participation (50 points)

1. Two parts to the About Me webpage on your webpage:

20 points

Post any information about yourself that you would like to share with your classmates and embed a Web 2.0 Introduction of yourself. See Dr. Maxwell's sample website at <https://sites.google.com/view/samplelite>. For Web 2.0 lists or ideas you can visit [CReaTE Excellence Resources](#). You need to add three things: (1) place an Intro using Web 2.0 tool (see directions in the TS-3 Website module), (2) give some information about yourself and (3) APA references for sources used in your Web 2.0 introduction. See due date on course calendar.

2. Completed, signed Orientation Activity emailed to professor 5 points
3. Email with all components to professor 5 points
4. Participation (these points given after submitting your final IDP) 20 points
 - Maintaining contact with the instructor and responding to specific information request by the professor.
 - Professional courtesies to other users in the course site.

All Modules and assignment information can be found in our BlackBoard course site.

Green text below provides a rationale for these assignments. Activities in this course build one upon another preparing you for the Critical Performance—the Instructional Design Project and for the next course, LITE 537.

All modules and assignments have assessment rubrics which provide the criteria by which your work will be graded and feedback given.

Create Excellence Framework Blogs 1-4: (50 points each blog, 200 points total; Initial Certification students complete two blogs (Real World Learning and Technology Integration), Refer to course calendar for due dates. See the blog prompts file on Bb. Post all blog responses on your blog website. **The purpose of these blogs is to learn more about the Create Framework and how it relates to ideas from well-known reform educators today. You will use technology to express and present your ideas.**

Technology Skills (TS) Modules

- TS-3: Create a Google Site Website (100 points)** Create your own website. **The purpose of this module is to learn the Google Sites website building platform to build your own website. Building your own website is a good life skill to attain for an educator and we will be helping you to create a digital portfolio in this program.**
- TS-6: Web 2.0 Tools (150 points)** (*Embed* projects on your blog website on the Technology Projects page) **The purpose of this module is to learn three different Web 2.0 tools and create products on your topic.**
- Optional for extra credit:** TS-5 Advanced Word module for 25 extra credit points; Post in BlackBoard. **The purpose of this module is to learn more advanced features of MS Word.**

Instructional Design (ID) Modules

- ID-1: Designing Activities using the Revised Bloom's Taxonomy (100 points)** Post to your blog. **The purpose of this module is to learn what higher level thinking really is all about and to design student prompts at each thinking level. You will use one of these higher-level thinking activities as the basis for your Instructional Design Project.**
- ID-3: Designing Objectives and Assessments (100 points)** Post in BlackBoard. **The purpose of this module is to learn more about what makes good objectives and assessment rubrics and how they relate to technology integration. You will also propose your Instructional Design Project scenario, objectives and assessment.**
- IDP Proposal: (100 points)** Email to your instructor. **The purpose of this assignment is to begin planning your Instructional Design Project lesson. Your instructor will help you to refine this planning phase in preparation for the final project in this course.**

Master of Arts in Teaching (MAT) Program; Initial Certification Field Hours Requirement: (100 points)

The MAT program requires 20 field hours in the LITE 535 course. Your professor wants to have a private Zoom session (or face-to-face meeting) with each MAT student during the first two weeks of the course. The following are required submissions for your observation hours:

1. Write at least a two-page paper about your observations for the first ten hours of observations and another one for the second ten hours.

2. The completed, signed field observation forms to account for all hours must be submitted with each ten-hour report. You can locate the form and general information about field experience hours on BlackBoard.
3. At the end of the course, submit a summary report of all of your observation hours for this course that you have entered into KFETS. A sample report is provided for you in Bb.
4. No more than ten hours may be completed with the same teacher.

Options for the LITE 535 observation field hours could include the following:

- Observe in some classrooms where the teacher/students are using technology. Look for higher level thinking (according to the Revised Bloom's Taxonomy), look for Create framework levels 3 or higher, look at how the *students* are using technology (not the teacher). Write a two-page summary that describes your observations, connection to Bloom's and Create Framework, and give your recommendations to increase the levels of Bloom's and Create Framework for each class in which you observe.
- Participate with an STLP (Student Technology Leadership Program) at a local school. Work with the STLP coach to help students develop technology products. Discuss this with your LITE 535 instructor to outline your activities and reports.
- Interview an administrator and teachers about the STLP at a school. How does it connect to curriculum? How are students selected? What is its role at your school? Who is the advisor and what role does that play in their regular teaching position? Pose questions of your own about the program. Write a two-page summary and discussion of your findings.
- Observe in a 1-1 classroom (a class that has a computer or iPad for every child) and observe in a typical class without 1-1. What impact does technology have on teaching and student learning? Do you feel that technology helps student understanding or harms student understanding of the content? Do you feel that technology helps with student behavior or causes problems with student behavior? Write a two-page summary and discussion of your findings.
- Observe in a Library Media Center where the Library Media Specialist and classroom teacher are collaborating to teach a lesson at the Elementary, Middle or High School level. What technology are they using? Do a two-page write-up containing a summary of events during the lesson and a discussion containing information on how the observed collaborative lesson will affect your future attempts at the collaborative process.
- Observe in a computer lab, make note of the established rules and procedures. Create an outline of the procedures with descriptions of how these rules affect the student access to information, safety and promote positive digital citizenship.
- Observe in grade level meetings where teachers discuss higher-level thinking and technology. Create minutes to this meeting and include the ideas/main points, give the corresponding Create Framework Levels for the discussed topics.

Critical Performance Indicator (CPI): Instructional Design Project (IDP - 200 points)

See a shortened overview below of the CPI. All directions, rubrics, and resources are posted in BlackBoard.

Post IDP and sample student work on your blog and on the Electronic Portfolio System.

Post your IDP Personal Reflection for LITE 535 to BlackBoard.

The purpose of this project is to plan a full lesson for students where students are engaged in higher level thinking in the real world while fully engaged in the content and using technology.

LITE 535 Critical Performance Indicator (CPI) Instructional Design Project (IDP): Part 1 (200 points)

IDP Product Task:

Develop a lesson that meets the following basic requirements:

1. Create Excellence Framework levels of 3 or higher for all components; i.e., pupils are engaged in higher level thinking with the content or curriculum (not just the technology)
2. Focuses on an authentic, real world topic
3. Collaborate with at least one other educator in teaching this lesson
4. Your pupils *create* a technology product from the following choices: Google Apps, Google Earth, Google Sites, Google SketchUp, Digital Storytelling (MS Movie Maker or iMovie), Blog Website, Database, Spreadsheet, Desktop Publishing (MS Publisher, Page Plus or other desktop publishing software) or a Web 2.0 tool approved by your instructor. MS Word and PowerPoint (or any tool like PowerPoint like Google Slides) are NOT options for this project.
5. You will create sample student work for your lesson like you would want your students to complete. In other words, do your own lesson as if you are a student in your class.

Teaching is teaching is teaching. You may be a P-12 teacher and your lesson will be designed and taught for a specified age/grade/ability level. You may work for a business, organization, a branch of the armed forces, or university; therefore, you will probably design a lesson to teach adults. It could be a training session on any topic but remember that you will be using technology to teach the topic. This IDP is *not* recommended for Kindergarten or first graders because of the difficulty of the required technology product. You should discuss this with your instructor if this is a problem.

This project will be developed and completed over two semester courses. In LITE 535 students will design the Actions part of the IDP. In LITE 537 students will revise the IDP, teach the lesson and write the Impact and Refinement sections.

While most instructional units include several lessons, this Instructional Design Project depicts one lesson in a unit. This IDP is usually the culminating lesson in a unit because of the higher-level thinking activity and because of the technology product pupils must create. Your IDP does not need to include the instruction or assessment of prior lessons.

This project will be developed and completed over two semester courses. In LITE 535 you will design the Actions part of the IDP. In LITE 537 you will revise the IDP, teach the lesson and write the Impact and Refinement sections.

While most instructional units include several lessons, this Instructional Design Project depicts one lesson in a unit. This IDP is usually the culminating lesson in a unit because of the higher-level thinking activity and because of the technology product pupils must create. Your IDP does not need to include the instruction or assessment of prior lessons.

Be sure to print and use the IDP scoring rubric while you are developing each section of the IDP. All files are posted in BlackBoard.

If a student’s IDP does not score 3.0 on the first attempt, the student will be given the opportunity to revise their IDP but the maximum score will be 3.0 or 225 points. This is only fair to other students who earn 225 on their first attempt and are not given the opportunity to revise.

Note: See the folder on BlackBoard that gives specific contents of this project, supporting resources, methods of submission, and scoring rubric on BlackBoard.

Work Flow of the IDP Process in LITE 535:

(EXAMPLE – IGNORE THESE DATES!)

Activities in Development of this IDP	What this means
1. Email your real-world topic to your instructor (due 9/12/21)	This is an authentic curriculum topic that you will design your lesson about.
2. ID-1 Bloom’s Activities Module (due 9/26/21)	You will create student activities for the 19 cognitive processes within the 6 levels of the Revised Bloom’s Taxonomy. Later you will select one of the higher-level thinking activities (Analyze, Evaluate, or Create) as a basis for your IDP.
3. IDP Proposal (due 10/17/21)	You will select one of the higher-level thinking activities (Analyze, Evaluate, or Create), design your scenario and two objectives, decide on the Bloom’s and Create levels, and develop your assessment rubrics for the both objectives.
4. TS-6 Web 2.0 Tools (due 10/31/21)	You will create 3 technology projects. One of these technology projects can be sample student work for your technology objective for your IDP.
5. IDP Completion (due 11/28/2021)	Use the IDP Template to complete this lesson plan. You will copy information that you developed in ID-3 to the template. Then finish the IDP with the directions in the IDP Assignment file.

Here is what one student said about the IDP: “At first glance when you look at the IDP, it is very overwhelming. but all semester long we have chipped away at it. When it came time for me to put it all together, it was a breeze. I was able to copy and paste most of the ‘work’. By doing this I was able to spend more time on my reflections and analysis of the assignments. I see now how important that this is for our students (and some teachers) in our classrooms as well, especially ones that are new to these technology tools.”