

# Instructional Design Project

**Name:** ██████████                      **WKU ID#:** 800099650  
**Date:**                     4/22/23                                          **Lesson Grade Level:**                     10th                      
**Subject:**           Geography                                          **Real-World Topic:**  
**Lesson Title:**                     Travel Blog Assignment                    

**Objectives/Standards:**

Objective	Standards (with citations)
<p>Content Objective:            After researching human and physical geography, high school students will analyze their assigned countries and assess the significant aspects of both human and physical geography, and will describe 4 examples of each, draw conclusions about the connections between these factors, and incorporate these examples within narrative travel blog posts written from the the first person perspective, scoring at least proficient according to the rubric.</p>	<p><b>HS.G.HI.3</b> Explain how people create natural and cultural regions to interpret Earth’s complexity.</p> <p><b>HS.G.HE.1</b> Assess the reciprocal relationship between physical environment and culture within local, national and global scales.</p> <p><b>HS.G.HE.2</b> Analyze how human settlements are influenced by or influence the relationship between people and the environment.</p> <p><b>HS.G.GR.1</b> Interpret the relationships among human and physical patterns and processes at local, national and global scales.</p>
<p>Technology Objective:            High school geography students will create a travel blog containing seven entries describing the physical and human geographical characteristics of their destination, using Google Sites and following the exemplar/template provided by the instructor, and scoring at least proficient according to the rubric.</p>	<p><b>1.6 Creative Communicator</b> 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.</p> <p><b>1.7.d Global Collaborator</b> Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.</p>

**Connections:**

How does your lesson address the following?	
A. Revised Bloom’s Level	<p>Level/Cognitive Structure: 5            Justification: The students are being asked to create or “generate” their own personal travel blogs and they are given great license to do so. In order to create good, high scoring blogs, though, they will need to do extensive geographical research into their countries, analyze data, differentiate relevant and irrelevant data, and then compile into a narrative format told as a first person experience. For these reasons, I feel that this is a level 5 task at a minimum, without going into any of the technology requirements.</p>
B. Cognitive Complexity	<p>C Level: (minimum of 3, likely a 4 for many students)            Justification: This activity definitely is no lower than a level 3. Students are tasked with interacting with the content at the evaluate, analyze, and create levels. The construction of the blog could actually be considered a level 4 activity, as the students are asked to integrate their knowledge into a creative project with great freedom in regards to the actual content of the blog and how they choose to integrate and relate the geographical information.</p>
C. Real World learning	<p>R Level: 3 (higher is possible, but less likely)</p>

	<p><b>Justification:</b> This activity would be a comfortable level 3. The blog activity definitely simulates the real world, but only the most advanced students would take this to the next level of having an actual impact. It is conceivable that some students might compose their blogs in such a high-level manner, but most will fall comfortably within level 3.</p>
<p>D. Engaged learning</p>	<p>E Level: minimum of 3, possible to achieve 4 (please see actual examples below)</p> <p><b>Justification:</b>This activity could be either level 3 or 4. The students have to create a blog, but they do have a very large amount of choice in how they do that, with great leeway for creative license, which naturally lends itself well to differentiation. While level 3 is most likely, level 4 is conceivable if students work with me to define the content and then use an inquiry based approach. Collaboration with other students via comment boxes on the blogs is one way to collaborate with other students.</p> <p>For example, I am currently implementing this assignment in my Geography classes at Warren Central High School, and I have had multiple students approach me about changing a few aspects of the assignment. One student selected Greece for their country, but they are really into Greek Philosophy and wanted to do their travel report from the perspective of a traveler in the 4th century BC, whose journal has been “found” by archaeologists and uploaded onto a modern archaeological online publication. I was so impressed with this student’s suggestion that I immediately consented. He is capable of pulling it off, and the original assignment, while very engaging, definitely allows this type of flexibility. I also had another student who is writing about mock travels to Bosnia. He asked if instead of doing a trip with 7 continuous days, if he could actually select the top 7 most important days in Bosnian history (according to him), and write his journal entries from the perspective of a traveler in Bosnia on those exact days (for example, on the day of the assassination of Archduke Francis Ferdinand etc). Again, this level of creativity, with the student deciding how to approach the task is very pleasing to me, and shows how this assignment can be adapted by the students themselves to create a final product that is intellectually engaging.</p>
<p>E. Technology integration</p>	<p>T Level: 4</p> <p><b>Justification:</b> This activity would be a level 4 under most circumstances. It rises above level 3 because the technology use really is not an add-on, and has become an essential aspect of the task. What has really illustrated this to me the most is that I have two students, who for disciplinary reasons are prohibited from using electronic devices at school. To differentiate the assignment, I am having them create a hard-copy travel journal, but this raises all types of other challenges for them, and while they are still getting good geography content out of this project, it is not the same experience that my other students are having. For example, their access to sources is hampered, and they are using hard copy atlases and encyclopedias (which I still love), and they are greatly limited in their ability of embedding or integrating any type of media or graphical information into their paper journals. Basically, removing the technology aspect of this assignment has created an entirely different assignment, which is still a fun and engaging assignment, but simply a different task.</p>
<p>F. How will you <i>collaborate</i> with other professionals in this lesson?</p>	<p>One way that I would definitely collaborate on this project is to work with my SPED co-teacher to develop the best strategy to get engagement from all students in the class. I would definitely want my Co-teacher to join all planning PLCs (currently I PLC with one other social studies teacher). My PLC partner, a veteran social studies teacher, would certainly work together with me to ensure that we design the lesson while considering all standards, but we could also collaborate by having students from different sections interact with each others’ blogs. We both teach very different sections; I have SPED and he has EL. The needs of his students are going to be quite different than the needs of mine, so collaboration in differentiating the lesson to make it suitable for all students is an absolute must. His Co-teacher would also be involved in collaborative process, bringing her knowledge of the English Learner students and their challenges, but also the strengths that they bring. In regards to this particular assignment, most of my students have not left the country, while most of Mr. House’s have only recently arrived in America, so the backgrounds are very different in a very relevant way. Collaborating with Mr. House could lead to opportunities where students in my class even partner with students from his class to talk about different aspects of overseas travel. In the entire process, our co-teachers would play a pivotal role in helping shape and deliver the lesson so that students of various backgrounds can be actively engaged.</p>

## **Resources:**

- [Travel Blog Website Template](#) This is the basic template for the website that I created and shared with students. They are allowed to deviate from the template, provided that their design is logical and easy to understand for any user.
- [Google MyMaps](#) Students would use this to create detailed maps of their journey, which would be embedded directly into their blogs.
- [Schools 360 - 360 Guided Tour Software](#) This site is excellent for creating embedded media for free for a website. A student email account gives access to 360 photos of virtually everywhere on earth.
- [YouTube](#) Students would be expected to view any number of the countless travel vlogs on YouTube, as well as look at videos explaining culture, geography, and cultural practices.
- [Wanderlog \(Online Trip Itinerary Tool\)](#) This is a simple tool that helps plan a trip. Many times, we try to plan too much or too little into a single day of travel, and using a tool like this helps to visualize the trip and see what's possible with the time that you have.
- [Map of UNESCO World Heritage Sites](#) This site has all UNESCO WH sites listed, as well as a list indexed by country name. It is a great place for students to begin their exploration of significant sites. There are also pictures and articles over the sites.
- [Sample "Real World" Travel Blog](#) This is an excellent travel blog written by a young globetrotter that could serve as a great example of the type of writing that they should aspire towards. It's also possible that she has visited some of the countries my students will be writing about, so they could potentially glean some nuggets of good information about the experience of being in their country.
- [Lonely Planet Online Resources](#) Lonely Planet, in my opinion, makes some of the best travel guides in the world, and students could use them for all of the particulars of travel, such as where to stay, what to see, and how to do it. This source, unlike the government sources, would be more critical for helping the students craft a believable narrative that convinces readers they actually traveled to their locations.
- [State Department Travel Advisories](#) - This website provides current travel advisories for U.S. citizens to every country in the world. Students could use this source to help describe current conditions at their location.
- [CIA Country Fact Book](#) - The CIA factbook contains a tremendous amount of economic, demographic and geographic data about every country in the world, and students could use this as a master source for information on their countries.

## Econ/Geo Travel Blog Final Project

Scenario: You are traveling through your assigned country and are tasked with creating a travel blog for other potential travelers to read. The goal of your blog posts is to inform potential travelers of various aspects of your country's physical and human geography, including the major cultural, historical, or religious sites. Your blog posts must also introduce information on the population, demographics, and economics of your country, as well as specific human geographical information such as the language, major religions, diet, fashion, architecture, or unique customs of the people in your country (please see the rubric for specific details). Your blog should cover a span of five days, with one post for each day. Each post must include a map (Google My Maps etc) that shows the location and/or route of travel for a particular day, as well as one additional media element (photo, video etc). Additional media elements are strongly encouraged. The blog should be uploaded to your Google Site under the "Blog" tab, and each entry must have a date and title. All writing should be done from the first person perspective as if you actually traveled through your country and are writing a report about your adventures. You must provide readers with a simple breakdown of the costs that you incur each day. Finally, you must include a blog post detailing travel tips, including any relevant travel advisory information from the State Department, as well as a packing list. A travel blog is an excellent way to communicate practical information about logistics, as well as details about the geography and cultural practices of your country. Your posts should combine such information in an authentic way. REMEMBER, you are writing a travel blog of YOUR experiences in the country, not creating a generic report about the country! Please refer to the instructions and rubric for specific requirements and scoring details.

### Student Directions:

#### **Travel Blog Assignment Instructions:**

**DUE DATE: 5/15/2023**

Imagine you are traveling through the country that you selected. You inevitably encounter many interesting, and perhaps even strange sights, and you would like to record those experiences in a blog for others to read about. It is difficult to fully appreciate the experiences that another person has in life and in travel, but your goal is to paint a vivid picture of your journey that resonates with your readers and produces a desire in their minds to also travel and visit the places you describe. You are tasked with creating a travel blog of your journey that contains at least 5 entries. These posts should combine practical information about traveling in your country with details about the human and physical geography. They should be written in an authentic manner, and told from the 1st person perspective. Please refer to the rubric in your Google Classroom for details about scoring, but requirements for this project are listed below.

#### **Requirements:**

- 1) Blog posts should be written in a narrative, 1st person form, and should NOT be simple regurgitations of encyclopedic information.
- 2) You should write 5 blog posts covering at least 5 different days of travel in your country.
- 3) Each entry should contain information over both the physical and human geography of your country.
- 4) You must use the Google Sites template that I provided.
- 5) You may adjust the layout or otherwise customize your blog site as you wish, but it should be logically organized and easy to follow.
- 6) Each blog entry must have embedded media. (Photos, maps, videos etc)
- 7) Spelling and grammar are graded (check rubric for details).

- 8) Each blog entry should have a title that contains the date and your current location (or location for that particular date).
- 9) Each Blog entry should be recorded on the “Travel Blog” page of your site.
- 10) Travel blog entries will be recorded as homework assignments worth 50 points each.
- 11) You will not submit this project via Google Classroom like other assignments. Rather, you will simply share your website with me so that I can access it and monitor your progress.

Student Worksheet:

Scoring Rubric:

<b>Content Objective:</b> After researching human and physical geography, high school students will analyze their assigned countries and assess the significant aspects of both human and physical geography, and will describe 4 examples of each, draw conclusions about the connections between these factors, and incorporate these examples within narrative travel blog posts written from the the first person perspective, scoring at least proficient according to the rubric.				
<b>Assessment Rubric for Content Objective</b> (type your criteria in the boxes below)				
Categories	1. Indicator Not Met; Needs Much Improvement; Novice	2. Indicator Partially Met; Needs Improvement; Apprentice	3. Indicator Met; Acceptable; Proficient	4. Exceeds Indicator; Excellent; Distinguished
Human Geography Content	Multiple blog entries do not include a description of an element of human geography OR The same element is repeated numerous times.  The descriptions are not from the first person perspective.	Some days do not include a description of an aspect of human geography OR less than 4 different aspects are described. The description is closer to a Wikipedia entry or book report and not an authentic, first person description.	One aspect of human geography is present in each blog entry AND at least 4 different aspects are presented in total (Religion, Music, Dress, Diet, Architecture, Language etc), BUT These are not presented in the form of a first person experience or encounter.	One aspect of human geography is present in each blog entry AND at least 4 different aspects are presented in total (Religion, Music, Dress, Diet, Architecture, Language etc).These are presented in a natural manner through a first person description of an experience or encounter with these aspects of human geography. Connections between physical and human geography are identified.

Physical Geography Content	Descriptions of the physical geography are largely absent from the blog.	Less than 4 aspects of the physical geography are presented in the blog.  OR  The physical geography is not presented within the narrative of the travel blog, but rather as a list of facts or within a chart etc.	At least 4 aspects of the physical geography are presented in the blog. They are included in a subtle and natural way.	At least 4 aspects of the physical geography of your country are included throughout the 7 blog posts. All significant features are detailed, such as the highest mountain, major rivers and lakes, the location and region of the country etc. These are presented subtly within the flow of the blog AND a connection between the physical geography and ONE aspect of human geography is described. Connections between physical and human geography are identified.
Writing and Mechanics	The blog is incoherent or entries do not seem to be connected or related to one another. There are many spelling or grammar errors and the register is inappropriate for the intended audience.	The blog is partly written from the first person perspective, but is inconsistent.  OR There are more than 5 spelling or grammar errors.	The blog is written from the first person perspective but has elements that sound contrived or inauthentic. There are less than 5 spelling or grammar errors OR the register is not appropriate for the intended audience.	The blog sounds authentic AND is written from the first person perspective. There are no spelling or mechanics errors AND the level of writing is appropriate for the audience (potential travelers / general interest readers).

Technology Objective:

High school geography students will create a travel blog containing seven entries describing the physical and human geographical characteristics of their destination, using Google Sites and following the exemplar/template provided by the instructor, and scoring at least proficient according to the rubric.

Assessment Rubric for Technology Objective (type your criteria in the boxes below)

Categories	1. Indicator Not Met; Needs Much Improvement; Novice	2. Indicator Partially Met; Needs Improvement; Apprentice	3. Indicator Met; Acceptable; Proficient	4. Exceeds Indicator; Excellent; Distinguished
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Blog Design and Layout	The blog posts are poorly organized and inconsistent in layout, fonts, font sizes etc.	There are minor inconsistencies with the blog posts and/or titles (inconsistent fonts, font sizes, alignment etc.)	Each blog post has a title that contains the date. The layout of the posts is consistent in font and font size, as well as location and layout of headings/titles.	Each blog post has a title that contains the date. The layout of the posts is consistent in font and font size, as well as location and layout of headings/titles. A table of contents is present at the top of the blog page and blog posts contain a comments section.
Embedded Media	Maps or additional media elements are missing from 3 or more blog posts. OR the media elements present are irrelevant to the content of the posts.	2 or more blog posts do not contain a map or at least one additional media element. The media elements and maps are sometimes not well related to the narrative of the blog post or distract from the post.	A map is included with each blog post and at least one additional media element is included. Both are relevant to the blog post and contribute to the narrative.	An interactive map is included for each day of the travel blog and additional media elements are smoothly integrated into the blog and strengthen the blog's flow and narrative. Multiple media elements are present and each is relevant to the narrative of the particular blog entry where they are embedded.

## Sample Student Work

Sample work for the Content Objective:

[Link to a Sample Blog Entry](#) (the content of the blog is evaluated with the content rubric.)

Sample work for the Technology Objective:

[Link to Sample Website Travel Blog](#)

The above link is to the overall website that students would design, including customizing background pictures and layouts etc.

Evaluation with Rubrics: (paste a copy here with an extra column on the right to give feedback)

<b>Content Objective:</b>					
After researching human and physical geography, high school students will analyze their assigned countries and assess the significant aspects of both human and physical geography, and will describe 4 examples of each, draw conclusions about the connections between these factors, and incorporate these examples within narrative travel blog posts written from the the first person perspective, scoring at least proficient according to the rubric.					
<b>Assessment Rubric for Content Objective</b> (type your criteria in the boxes below)					
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Physical Geography Content	Descriptions of the physical geography are largely absent from the blog.	Less than 4 aspects of the physical geography are presented in the blog.  OR  The physical geography is not presented within the narrative of the travel blog, but rather as a list of facts or within a chart etc.	At least 4 aspects of the physical geography are presented in the blog. They are included in a subtle and natural way.	At least 4 aspects of the physical geography of your country are included throughout the 7 blog posts. All significant features are detailed, such as the highest mountain, major rivers and lakes, the location and region of the country etc. These are presented subtly within the flow of the blog	<b>Human and physical geography elements were present in each post. The connection between the two was not immediately apparent. First person perspective was maintained throughout.</b>



				AND a connection between the physical geography and ONE aspect of human geography is described. Connections between physical and human geography are identified.	
Writing and Mechanics	The blog is incoherent or entries do not seem to be connected or related to one another. There are many spelling or grammar errors and the register is inappropriate for the intended audience.	The blog is partly written from the first person perspective, but is inconsistent. OR There are more than 5 spelling or grammar errors.	The blog is written from the first person perspective but has elements that sound contrived or inauthentic. There are less than 5 spelling or grammar errors OR the register is not appropriate for the intended audience.	The blog sounds authentic AND is written from the first person perspective. There are no spelling or mechanics errors AND the level of writing is appropriate for the audience (potential travelers / general interest readers).	The blog came across as a genuine, believable narrative. The writing level was appropriate for the audience.

**Technology Objective:**  
High school geography students will create a travel blog containing seven entries describing the physical and human geographical characteristics of their destination, using Google Sites and following the exemplar/template provided by the instructor, and scoring at least proficient according to the rubric.

Assessment Rubric for Technology Objective (type your criteria in the boxes below)					
Categories	1. Indicator Not Met; Needs Much Improvement; Novice	2. Indicator Partially Met; Needs Improvement; Apprentice	3. Indicator Met; Acceptable; Proficient	4. Exceeds Indicator; Excellent; Distinguished	Comments
Blog Design and Layout	The blog posts are poorly organized and inconsistent in layout, fonts, font sizes etc.	There are minor inconsistencies with the blog posts and/or titles (inconsistent fonts, font sizes, alignment etc.)	Each blog post has a title that contains the date. The layout of the posts is consistent in font and font size, as well as location and layout of headings/titles.	Each blog post has a title that contains the date. The layout of the posts is consistent in font and font size, as well as location and layout of headings/titles. A table of contents is present at the top of the blog page and blog posts contain a comments section.	Blog layout was consistent with titles / dates / locations. Table of contents was present.
Embedded Media	Maps or additional media elements are missing from 3 or more blog posts. OR the media elements present are irrelevant to the content of the posts.	2 or more blog posts do not contain a map or at least one additional media element. The media elements and maps are sometimes not well related to the narrative of the blog post or distract from the post.	A map is included with each blog post and at least one additional media element is included. Both are relevant to the blog post and contribute to the narrative.	An interactive map is included for each day of the travel blog and additional media elements are smoothly integrated into the blog and strengthen the blog's flow and narrative. Multiple media elements are present and each is relevant to the narrative of the particular blog entry where they are embedded.	Each post included media elements and maps, but the second day's map was not interactive.

### References (Annotated APA Style)

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

The guiding textbook for this course has been a tool that I frequently have referred to as I have proceeded with the IDP assignment. The create excellence framework chart on pages 4 and 5 has been indispensable for quick references to make sure that I am designing activities that are at the appropriate level for the goals of this assignment. There are many useful charts and diagrams throughout the book, such as the chart comparing traditional and inquiry based approaches to learning on page 54. I love inquiry based approaches that give students control over their learning, and I knew I wanted to design my IDP to give the students great leeway in how they choose to approach it, and while I have not directly cited the textbook in my IDP, I have certainly borrowed many ideas, and it had a large influence on my approach.

**Claire. (n.d.). How to Spend a Great Day in Tashkent: Itinerary and Guide.** *Claire's Footsteps.*

<https://clairesfootsteps.com/tashkent-itinerary/>

This website details the journeys of a young British girl. She gives very detailed accounts of many geographical and cultural sites, as well as pragmatic advice and travel tips. I used this Blog as part of my research on traveling through Tashkent, and I encourage my students to read this blog as a reference for writing style and website design. There are many great travel blogs in the world, but this blog documents solo, overland travel and is a great example of the type of writing that makes a good travel blog. I got many ideas from this blog and used it as a layout and design reference as well.

**[Top Sites in Uzbekistan]. (n.d.). LonelyPlanet.com.** <https://www.lonelyplanet.com/uzbekistan>

Lonely Planet is a renowned travel guide publication that I have been using for over 20 years. In the early 2000's I would carry around a tattered old copy of each country I visited, full of highlighted information. These days, Lonely Planet has transitioned into the digital world and provides good information on what sites to see and how to get there. I used this source primarily as a reference of what sites to see, and encourage my students to use it in a similar manner.

**Ciccone, T. (2019). Uleg Beg Madrasa.** *Oriental Architecture.com.*

<https://www.orientalarchitecture.com/sid/1347/uzbekistan/samarkand/ulugh-beg-madrassa-of-samarkand>

I used this site to do research primarily over the Registon in Samarkand as part of the mock travel blog that I created. I also used the site for general information on the building and architecture in Uzbekistan, as well as for the history of the Registon site. This website is a treasure trove of information, and provides an extensive bibliography for students who would like to pursue particular subjects in more detail. Its primary focus is on Asian civilizations, so it would not be applicable for all students, but for students working with an Asian nation it would be indispensable.

[World Heritage Sites Uzbekistan]. (n.d.) [whc.unesco.org](http://whc.unesco.org). <https://whc.unesco.org/en/list/>

The UNESCO World Heritage website is an excellent resource for beginning research on culturally and historically significant sites. I used multiple pictures from this website in my sample blog, as well as general information about multiple sites in Uzbekistan. I also used this source for planning the itinerary of my mock journey. I had some background knowledge of the historical significance of certain sites in Uzbekistan, and a general knowledge of the history of medieval Uzbekistan, but the UNESCO WH site greatly supplemented this knowledge.

Claire's Footsteps. (2019, November 17). *Inside the Tashkent Metro - Beautiful Subway Stations in Uzbekistan!* [video]. YouTube. [https://www.youtube.com/watch?v=oP8Suh89Q\\_s](https://www.youtube.com/watch?v=oP8Suh89Q_s)

This video has information on the subway system of Uzbekistan. I used this video primarily to learn about the subway system and then I embedded the video as a media element for my first blog post.

## ***Personal Reflection for Instructional Design Project for LITE 535 Survey of Educational Technology Practices***

Name: Paul Collins

Date: 4/24/2023

1. Rate the following course activities or technology use for the effect on you as a teacher:

Course Activity or Technology (in green)	Rating with 1=no effect on my learning and my teaching to 5 = <b>HIGH EFFECT ON MY LEARNING AND MY TEACHING</b>					Type Your Comments About Each Activity Here
	1 Harmful Effect	2 A Little Harmful Effect	3 No Effect	4 Some Effect	5 High Effect	
1. <b>TS-3 Create Blog Website for LME courses</b>					X	I have run a personal blog site using wordpress, so I was somewhat familiar with making websites. I learned HTML for a little while, but never really employed it. In any case, I absolutely loved how we used a website to upload assignments. This is such a genius idea, and it is something that students of almost any age can use. I loved this.
2. <b>4 Create Excellent Framework Blogs</b> (where you discussed and presented different technology tools)					X	I really got into making the blogs. I loved it, actually. It pushed me to be creative and come up with tech-related activities in my content area that I honestly hadn't thought of before. I feel that writing these blogs has really helped me become a better teacher instantly.
3. ID-1 Bloom's Taxonomy Activities on your topic					X	This activity really helped me see all of the various activities and their levels that I could use in my classes. Simply by doing this assignment I now have an inventory of activities that I can use in the classroom, and it really made me think quite a lot. I found this to be the most challenging assignment.
4. ID-3 Revise Project from Real World Learning book OR <b>Google Educator Level 1 or 2 Exam</b>				X		This completed one of my 2023 personal goals. Every year I put "Obtain a Certification" as a personal goal for

						the year. Although I have completed this goal, next I think I will try to get my locksmithing license, or perhaps real estate.
5. IDP Proposal					X	This helped me realize what projects are possible for 10th graders. Especially in social studies, I think hands on projects that utilize tech can be very motivating for students, and this assignment helped me flesh out some ideas that I have had for a while.
6. <b>TS-6 Design 3 technology projects</b> <b>a. Animoto, Flowvella, or WeVideo</b> <b>b. Prezi Next, TimeToast, or Thinglink</b> <b>c. Survey Monkey or Google Forms</b>					X	This assignment was great. I really enjoy learning about new tools that are available, and then learning to use new software is always useful. I like telling stories, and this assignment helped me do that.
7. Instructional Design Project					X	Of course, the big assignment really was the fruition of the entire course. I enjoyed building towards this and putting it all together (even though a few things in my personal life have prevented me from submitting the assignment early). This IDP project is something that I will use in geography classes from now on, and I am working on modifying it a bit so that I can use it in my world history classes as well.

2. *Reflect on possibilities for your own professional development based on what you learned in this course and in designing this lesson. Discuss at least two areas of your professional competence that should be a focus for further training for you.*  
This course has been incredibly useful for me. As soon as I saw the syllabus, I knew there was great potential for real-world implementation of the skills we would be learning. I had never considered having the students create Google

sites, and then using those Google sites to submit assignments, and as we did this throughout the course, I realized that this was something that my students could absolutely do right now. Going forward, I want to continue obtaining Google Certification, because this class showed me the limits of my knowledge. I came into public school teaching with a decent knowledge of computer applications, but I had very little experience with the Google suite, which I was not using extensively in my personal life. I had mainly been focused on things like MySQL databases, some Python, and the Adobe and Microsoft Suites, and I honestly had no idea how extensive Google usage in WCPS is. Going forward, I want to continue training with Google Sites, and I would like to even look at database applications that might be available to WCPS students. Finding ways to work analysis tools into social studies would be awesome.

3. *What suggestions would you have to improve the experiences in this class? To improve teachers' integration of technology?*

I really enjoyed the course because it was presenting me with challenges each week, and particularly the blog activities really afforded me the freedom to explore different web 2.0 tools and find ones that could be applied to my geography classes. This was a major strength of the course, because unlike a very narrowly targeted workshop on a particular tool, in this class I was able to explore various tools and see what would work best for my actual classes. I thought the integration of technology was excellent, and I thought the approach was great, because seasoned tech gurus and newcomers could both really get something meaningful out of the lessons.

4. *Discuss how you considered the diversity of pupils in planning this unit. Diversity can include special populations, ELL, different learning styles, ethnic differences, gender, economic differences, etc.*

As with all my MAT courses at WKU, I try to never approach them in a vacuum. I am always considering how I might be able to apply what I am learning directly to the experiences of my students. This was no different this semester. Building my IDP and then actually implementing it in my classroom has been a very fun challenge. I particularly have two SPED sections, as well as some sections with students that have had behavioral issues and as a result lack access to Chromebooks or computers. I also have several students from a non-English background, and I PLC with a teacher who has predominantly ELL students. The first thing I did was sit down with my co-teacher and pitch some of my ideas about actually implementing a mock travel blog assignment that made use of Google sites. We came up with an approach that would be more suitable for some of my SPED students, but in reality, many of my SPED students are quite adept at using their chromebooks and they enjoy using technology because there are many services available online that aren't available with a traditional paper-based assignment. We decided that the students would need good examples of travel blogs as well as good lists of resources that they could access, because many 10th graders have never read a travel blog nor have they traveled yet. I next decided that the students would benefit from having a template that they could easily customize, and that while learning to make a website from scratch would be a great skill, I wanted the main focus to be on writing the content and designing the layout, using the web 2.0 tools creatively, and doing the research on the geography of their country. I tried to provide many potential sources of information, a template, and some examples (In reality, I am using the blog I have attached with this IDP, and I am creating it in real-time with my students, keeping pace with them so that they can check my progress each day and see how far I've come. So I am actually completing the assignment together with them in real time and I chose a country that I wasn't as familiar with).

5. *Discuss your role in this lesson. Would you be the classroom teacher, library media specialist, TRT (technology resource teacher), or other? Discuss how you would collaborate with other professionals in teaching this lesson. Discuss your role in terms of the CReaTE framework.*

My role would definitely be classroom teacher. I would give the students the expectations for this assignment and support them to meet those goals. I also would create examples for them so that they can judge for themselves how they are progressing. I would definitely (and am in reality actually) collaborate with my co-teacher for my SPED

sections. Her input is invaluable for any lesson, assignment or project that we create together. Her experience and knowledge of effective strategies is priceless, and we literally collaborate on everything. As far as my role in terms of the CReaTE framework, in my actual classroom, we began this assignment last week. I gave the instructions and expectations, then allowed the students time to select a country of interest. I prompted them by asking verbally “If you could travel to any country in the world this summer, where would you go?” After giving them time to consider their choices, I went around and asked each student individually where they would go and why they chose that place, and what they wanted to see there. I then gave the students time to discuss with each other where they wanted to go and what they were hoping to write about. Going forward, my classes sit in pods of four, and they will be peer reviewing blog post 1 (due Tuesday) and giving each other feedback. This is a way to let the students guide things, but also to keep them on schedule, because we only have a little over two weeks left to complete the full project. I am attempting to guide them, but my role is mainly to serve as fairly wide guard rails that just keep the students from going too far afield. I also am providing a lot of one-on-one support to students, particularly my SPED students. Some are dictating to me and to other aides and my co-teacher, and we are helping them draft a narrative of their mock experiences. Overall, my main role is to keep them focused and moving forward, but otherwise to give them the space they need to be creative, all while providing some periodic feedback sessions, and sharing examples with the entire class.

6. *Select two dispositions for the course (page 2 of the syllabus) and discuss how you could demonstrate those positive dispositions in teaching this lesson. Copy each disposition and discuss it.*

- 1) **Flexible:** I look at this lesson as being a very flexible lesson. I allow the students autonomy on selecting their locations, and I give them the flexibility to write and design their blogs in any way that they want. Some students have wanted to take a different approach than others, and I accommodate that. I also encourage them to just see where their curiosity takes them as they explore their countries. The key is for them to be curious about the world, and if they are, then I’m not worried about what they might find as they proceed through this project. In sticking with this, I did give the students many requirements, but the actual requirements I gave them for their content writing are pretty simple: “Describe one aspect of human geography and one aspect of physical geography in each post”. There is basically an infinite number of ways of doing this, and so far, it appears my students are all approaching this differently, although I have noticed a fair amount of writing about the foods they encounter, which is great.
- 2) **Passionate:** This lesson has completely changed my entire demeanor in the classroom. I am reading, researching, and writing so much about Uzbekistan that I feel like I have actually traveled there and I can’t stop thinking about actually traveling there in the future! I see so many of my students really getting into this as well. Several have asked if they can complete more blog posts than the requirement, and I of course encourage that. I told them that if they can’t travel anywhere and meet anyone new this summer, they can always continue writing their fictional travel blogs and developing and customizing their websites over the summer instead. I have been learning a ton from actually doing the assignment with my students in real time, and I am learning from them, because some will show me their approach, which is totally different than mine. Overall, we are absolutely having fun in class.

7. **[Flipgrid LINK here:](https://flip.com/s/TsfFxszsfs-Mq)** <https://flip.com/s/TsfFxszsfs-Mq>  
*Congratulations on the completion of your IDP! Please take a moment to reflect on this experience. What advice or encouragement would you give to future LITE 535 students about to begin the IDP? Record no more than 1.5 minutes.*

## 8. **Self-Evaluation of Lesson Plan**

Highlight the text and change the color for your self-evaluation on each area. (See sample highlighting below. Be sure to remove the blue sample highlighting when you complete this section.) **Provide comments and justification for your evaluation in the last column.**

	<b>1. Indicator Not Met; Needs Much Improvement; Novice (0-49%)</b>	<b>2. Indicator Partially Met; Needs Improvement; Apprentice (50-74%)</b>	<b>3. Indicator Met; Acceptable; Proficient (75-94%)</b>	<b>4. Exceeds Indicator; Excellent; Distinguished (95-100%)</b>	<b>YOUR RATINGS AND JUSTIFICATIONS FOR SELF-EVALUATION IN THIS COLUMN</b>
<b>OBJECTIVES (10 points)</b>	<ul style="list-style-type: none"> <li>Objectives unclear whether they are content or technology</li> <li>No evidence of higher level thinking in the Content objective (Analysis, Evaluation, or Create level of Bloom's) or incorrect use of verbs or context clues</li> <li>No standards are given or they are not related to the objectives</li> <li>Cites no standards source and date</li> </ul>	<ul style="list-style-type: none"> <li>Either content or technology objective is missing</li> <li>Little evidence of higher level thinking in the Content objective (Analysis, Evaluation, or Create level of Bloom's) by incorrect use of verbs or context clues</li> <li>Gives inappropriate student standards for either or both objectives</li> <li>Cites some but not all standards source and date</li> </ul>	<ul style="list-style-type: none"> <li>One content objective and one technology objective</li> <li>Evidence of higher level thinking in the Content objective (Analysis, Evaluation, or Create level of Bloom's) by correct use of verbs but context clues may not be clear</li> <li>Gives appropriate student standards for both objectives</li> <li>Cites standards source and date</li> </ul>	<ul style="list-style-type: none"> <li>One content objective and one technology objective</li> <li>Clear evidence of higher level thinking in the Content objective (Analyze, Evaluate, or Create level of Bloom's) by correct use of verbs and context clues</li> <li>Gives excellent and appropriate student standards for both objectives</li> <li>Cites standards source and date</li> <li>Accomplishes all of the above on the first attempt</li> </ul>	Both objectives were present, and I the content objective makes use of the correct verbs and context clues - for example, I do not say "create", but it is clearly implied. Appropriate standards were cited.
<b>CONNECTIONS (30 points)</b>	<ul style="list-style-type: none"> <li>Incorrect identification of Revised Bloom's Taxonomy level and no cognitive process given</li> <li>The lesson plan clearly reflects a CReaTE 1 level or less. No justification for each CReaTE component provides clear supporting examples from the lesson</li> <li>No justification uses statements from the CReaTE framework supporting each component rating</li> <li>No discussion of collaboration with other professional educators; discussion of how you will conduct lesson alone</li> </ul>	<ul style="list-style-type: none"> <li>Incorrect identification of Revised Bloom's Taxonomy level and/or cognitive process or justification</li> <li>The lesson plan clearly reflects a CReaTE 2 level or less. Little justification for each CReaTE component provides clear supporting examples from the lesson</li> <li>Little justification uses statements from the CReaTE framework supporting each component rating</li> <li>H. Description of collaboration in very general terms and does not indicate professional educators you will work with or may describe only cooperation</li> </ul>	<ul style="list-style-type: none"> <li>Correct identification of Revised Bloom's Taxonomy level and cognitive process and justification</li> <li>The lesson plan clearly reflects a CReaTE 3 level or higher. Some justification for each CReaTE component provides clear supporting examples from the lesson</li> <li>Some justification uses statements from the CReaTE framework supporting each component rating</li> <li>H. Description of true collaboration with at least one professional educator when planning, teaching, or assessing pupil performance in this lesson.</li> </ul>	<ul style="list-style-type: none"> <li>Correct identification of Revised Bloom's Taxonomy level and cognitive process and justification</li> <li>The lesson plan clearly reflects a CReaTE 3 level or higher.</li> <li>Comprehensive justification for each CReaTE component provides clear supporting examples from the lesson</li> <li>Comprehensive justification uses statements from the CReaTE framework supporting each component rating</li> <li>Description of true collaboration with at least one professional educator when planning, teaching, and assessing pupil performance in this lesson.</li> <li>Accomplishes all of the above on the first attempt</li> </ul>	I feel that the lesson clearly reflects a CReaTE level 3 at minimum, and several were higher. My description of collaboration included several examples of how collaboration would be used to implement this lesson with my co-teachers and PLC partners.
<b>RESOURCES (10 points)</b>	Only 1-3 print/media/technology are listed. Few of the instructional	Not all specific print/media/technology is listed. Some obvious items are left out or	All specific print/media/technology is listed. All instructional documents, worksheets and	All specific print/media/technology is listed. All instructional documents, worksheets and assessments are listed.	I included all instructional documents (the student instruction sheet and the website template). I explained each resource and included additional technologies.



	documents, worksheets and assessments are listed and files are included in the Appendix <ul style="list-style-type: none"> <li>Very short description telling how resources are used in the lesson or incomplete sentences.</li> </ul>	discussed in very general terms. Not all instructional documents, worksheets and assessments are listed and some files are included in the Appendix. Very short description telling how resources are used in the lesson or incomplete sentences.	assessments are listed and files are included in the Appendix. 1 sentence description telling how resources are used in the lesson. No additional technologies are used to enhance instruction.	2-3 sentence description for each resource telling how this resource is used in the lesson. 1-2 additional technologies are used to enhance instruction. Accomplishes all of the above on the first attempt	
<b>ASSESSMENT, (30 points)</b>	<b>ASSESSMENT</b> Assessment scoring rubrics do not address either objective. Scoring rubrics do not have four levels and they may not quantify and qualify criteria at each level. No alignment among assessment, instruction, and each objective	<b>ASSESSMENT</b> Assessment scoring rubrics do not address both objectives. Scoring rubrics do not have four levels or they may not quantify and qualify criteria at each level. Alignment among assessment, instruction, and each objective is not evident	<b>ASSESSMENT</b> Assessment scoring rubrics address both objectives. Scoring rubrics have four levels and quantify and qualify criteria at each level. <ul style="list-style-type: none"> <li>Alignment among assessment, instruction, and each objective is evident</li> </ul>	<b>ASSESSMENT</b> Assessment scoring rubrics are creative and clearly address both objectives and learning characteristics of pupils. Scoring rubrics have four levels and clearly quantify and qualify criteria at each level. Direct alignment and correlation among assessment, instruction, and each objective. Accomplishes all of the above on the first attempt	My scoring rubrics all addressed the learning objectives and contained four levels, with correct alignment and correlation.
<b>INSTRUCTION or Student Directions (30 points)</b>	Directions do not address student level and is not accurate content for both learning objectives. Instructional activities do not connect objectives, assessment, age/ability level, identified standards, identified CReaTE levels. Directions do not provide any evidence of pupils using higher level thinking (Analyze, Evaluate, or Create) with the CONTENT. Pupils do not create a technology product.	Directions do not clearly address student level and is not accurate content for one of the learning objectives. Instructional activities poorly connect objectives, assessment, age/ability level, identified standards, identified CReaTE levels. Directions do not provide clear evidence of pupils using higher level thinking (Analyze, Evaluate, or Create) with the CONTENT. Pupils create a technology product that does not meet lesson requirements.	Detailed directions that address student level and accurate content for both learning objectives. Instructional activities connect objectives, assessment, age/ability level, identified standards, identified CReaTE levels. Directions provide evidence of pupils using higher level thinking (Analyze, Evaluate, or Create) with the CONTENT. Pupils have the opportunity to create one technology product that meets lesson requirements.	Detailed creative directions that clearly address student level and accurate content for both learning objectives. Instructional activities clearly connect objectives, assessment, age/ability level, identified standards, identified CReaTE levels. Directions provide clear evidence of pupils using higher level thinking (Analyze, Evaluate, or Create) with the CONTENT. Pupils have the opportunity to create 1-2 technology products that meet or exceed lesson requirements. Accomplishes all of the above on the first attempt	The blog activity requires significant research and creativity on the part of the student. They are tasked with creating a believable travel experience
<b>Use of Technology and Sample Student Work (30 points)</b>	<b>USE OF TECHNOLOGY</b> <ul style="list-style-type: none"> <li>Pupils use of technology in this lesson is not aligned with 3-4</li> </ul>	<b>USE OF TECHNOLOGY</b> <ul style="list-style-type: none"> <li>Pupils use of technology in this lesson is not aligned with 1-2</li> </ul>	<b>USE OF TECHNOLOGY</b> <ul style="list-style-type: none"> <li>Lesson requires pupils use of technology aligned with objectives,</li> </ul>	<b>USE OF TECHNOLOGY</b> <ul style="list-style-type: none"> <li>Lesson requires pupils use of technology aligned with objectives, assessment, age/ability level, identified standards, correct</li> </ul>	The mock travel blog lesson is well aligned with standards for content and technology and is an assignment that requires higher CReaTE levels. Use of technology is necessary.

	<p>of the following: objectives, assessment, age/ability level, identified standards, or incorrect CReaTE levels</p> <p>In this lesson pupils do not create a technology product at all. Your use of word processing features (such as word wrap, use of ruler markers, table management) is very poor with more than 10 mistakes.</p> <p><b>SAMPLE STUDENT WORK</b> Creates sample student project that does not meet any of the criteria of both IDP objectives, or projects would score a level 1-2 on your own IDP rubrics, and/or project(s) do not represent the CReaTE levels that you identified in the Context section</p>	<p>of the following: objectives, assessment, age/ability level, identified standards, or incorrect CReaTE levels</p> <p>In this lesson pupils do not create a technology product that meets the lesson requirements; i.e., does not use one of the required programs or does not create a required product</p> <p>Your use of word processing features (such as word wrap, use of ruler markers, table management) is poor with 4-10 mistakes.</p> <p><b>SAMPLE STUDENT WORK</b> Creates sample student project that meets some of the criteria of both IDP objectives but not all, or projects would score a level 2 on your own IDP rubrics, or project(s) do not represent the CReaTE levels that you identified in the Context section</p>	<p>assessment, age/ability level, identified standards, correct CReaTE levels 3 with the content</p> <p>Lesson requires pupils create a technology product that meets the lesson requirements.</p> <p>Your use of word processing features (such as word wrap, use of ruler markers, table management) is good with 3 or less mistakes.</p> <p><b>SAMPLE STUDENT WORK</b> Creates sample student project that clearly meets the criteria of both IDP objectives, projects would score a level 3 on your own IDP rubrics, Clearly represents the CReaTE levels that you identified in the Context section</p>	<p>CReaTE levels 3 or higher with the Content</p> <p>Lesson requires pupils create a technology product that meets the lesson requirements.</p> <p>Your use of word processing features (such as word wrap, use of ruler markers, table management) is excellent with no mistakes.</p> <p><b>SAMPLE STUDENT WORK</b> Creates excellent model student project that clearly meets the criteria of both IDP objectives, projects would score a level 4 on your own IDP rubrics, Clearly represents the CReaTE levels that you identified in the Context section</p> <p>Accomplishes all of the above on the first attempt</p>	<p>As far as sample student work goes, I realized after the fact that while I created a really cool and unique blog that made use of the technology well and was very believable, while relating geographical information, I somehow failed to really connect the physical geography with human geography and give an example of how these influence one another. In retrospect, that might be a task that is a little too challenging for this particular assignment, considering I myself failed to do it. It also might sound forced or contrived to integrate that type of information. So for that reason, I marked myself down a bit on this and I plan on revising the rubric as I am actually implementing this project with my classes at WCHS right now!</p>
<p><b>REFLECTION AND SELF-EVALUATION (30 points)</b></p>	<p>Names 1-2 general areas in which you need professional development (PD) with no discussion. Names 1-2 consideration for diversity of pupils with no discussion. Identifies 1-2 possible collaboration efforts with other professionals but no discussion. Lists 1-2 positive dispositions from the syllabus but no discussion.</p> <ul style="list-style-type: none"> <li>Self-evaluation is incomplete with 6-9 areas in the</li> </ul>	<p>Identifies one area in which you need professional development (PD) or discusses two areas in very general terms. Discusses one point of consideration for diversity of pupils or discussion very general. Discusses one point of discussion of possible collaboration with other professionals or discussion is very general. Discusses 1 positive disposition or</p>	<p>Identify 2 areas in which you need professional development (PD). Describe each specific PD you need. Discusses 2 points providing clear, appropriate consideration for diversity of pupils. Discusses 2 points providing discussion of possible collaboration with other professionals</p> <ul style="list-style-type: none"> <li>Completion of self-evaluation with each area in the rubric rated and justification for</li> </ul>	<p>Identify 2 or more areas in which you need professional development (PD). Describe each specific PD you need, how and when you could participate in the training, and new skills you will apply to your professional work setting.</p> <p>Discusses 2-3 points providing comprehensive, clear, appropriate consideration for diversity of pupils.</p> <p>Discusses 3 or more points providing comprehensive discussion of possible collaboration with other professionals</p> <p>Discusses 3 or more points providing excellent discussion of positive dispositions.</p> <p>Completion of self-evaluation with each area in the rubric rated and justification for each rating in last column.</p> <p>Accomplishes all of the above on the first attempt</p>	<p>I feel that I met each of these areas, and have identified areas that I want to learn more about and increase my skills in the future. I also made mention of working with my SPED and ELL students, and the things that I need to consider as far as differentiation is concerned. Collaboration was handled well with good examples and I have now completed the self evaluation!</p>

	<p>rubric not rated or 6-9 justifications are missing.</p>	<p>discussion very general.</p> <ul style="list-style-type: none"> <li>Self-evaluation is incomplete with 1-5 areas in the rubric not rated and/or 1-5 justifications are missing.</li> </ul>	<p>each rating in last column.</p>		
<p><b>REFERENCES (30 points)</b></p>	<ul style="list-style-type: none"> <li>Listed at least two references, used APA format with many errors;</li> <li>No annotations or give very little detail of source contents and how source was used in creating lesson</li> <li>Very few citations</li> <li>Provides no reference(s) for standards from Objectives section</li> </ul>	<ul style="list-style-type: none"> <li>Listed at least three references, used APA format with some errors;</li> <li>Annotations give little detail of source contents and how source was used in creating lesson</li> <li>Not all “borrowed” information was cited or incorrect APA format</li> <li>Provides some but not all reference(s) for standards from Objectives section</li> </ul>	<ul style="list-style-type: none"> <li>Listed five references, used correct APA format with few errors;</li> <li>Annotations give detail of source contents and how source was used in creating lesson</li> <li>All “borrowed” information cited in correct APA format with 1-2 mistakes</li> <li>Provides reference(s) for standards from Objectives section</li> </ul>	<p>Listed more than five references, used correct APA format;</p> <p>Annotations give two sentences—one gives the source’s contents and the second tells how the source was used in creating lesson.</p> <p>All “borrowed” information (even pictures) is cited in correct APA format.</p> <p>Provides reference(s) for standards from Objectives section</p> <p>Accomplishes all of the above on the first attempt</p>	<p>I believe that I met the requirements for this. I used my sources primarily in the creation of the student work, and I cited the sources and videos that I used in each post. I had some sources that I did not have a clear author or title, so I followed APA examples to the best of my knowledge, but I can’t be certain that my formatting was correct. I am marking myself down because I mostly used sources in the creation of my sample student work, not necessarily in the creation of the lesson (obviously, my sources helped mold the vision of the project in my mind). So, I may not have done that perfectly.</p>