

## LITE 537 Blog #1

### Resources Needed:

- 1) Read this Alan November article: [Crafting a Vision for Empowered Learning and Teaching](#)
- 2) Read Chapter 2 in our textbook, *Real-world Learning Framework for Secondary (or Elementary) Schools: Digital Tools and Practical Strategies for Successful Implementation*.
- 3) Teaching Standards

Consider the work of Alan November in the article referenced [here](#). His mantra includes planning for the learning first and let the technology come where it fits best.

React to Alan November's article and relate it to the work of Maxwell, Stobaugh, and Tassell. Are there similarities or differences in the two central messages? Explain in 200-300 words. Think of a standard in your content area that you will be teaching in the near future, or would like to teach if you had your own classroom. For each of the revised Bloom's levels, explain an activity the students would complete as it relates to that level. A good example and guide to follow can be found on p. 47 of the text.

Remember that part of your assessment on each blog entry is your reaction to at least two other blog entries. As you react to others' thoughts, critically examine whether or not you believe their student tasks align with the revised Bloom's levels. Additionally, you may provide insight on other student task ideas that might be of benefit to your LITE 537 colleagues.

Krathwohl, D. R. (2002). A revision of Bloom's Taxonomy: an overview. *Theory Into Practice*, 41(4), 212-218.

November, A. (2017). Crafting a vision for empowered learning and teaching. Cisco. Retrieved from: <https://novemberlearning.com/assets/education-thought-leadership.pdf>

Scoring Rubric

<b>Criteria</b>	<b>Novice (0-49%)</b>	<b>Developing (50-79%)</b>	<b>Proficient (80-95%)</b>	<b>Exemplary (96-100%)</b>
Understanding of Topic	Minimal understanding	Some understanding with lack of depth	Solid understanding	Exceptional understanding
Organization	Lacks coherence and structure	Somewhat organized with weak transitions	Well-organized with clear transitions	Exceptionally well-organized
Use of Evidence	Limited or no use of evidence	Limited use of evidence	Relevant evidence provided	Compelling and thorough evidence provided
Writing Mechanics	Numerous errors, lacks formatting	Some errors, readable	Mostly free of errors and proper formatting	Polished and virtually error-free
Engagement with Peers	Does not engage with peers	Engages but does not contribute significantly	Thoughtfully engages with peers	Actively engages with peers