

# CPI: TED-ED Flipped Lesson

## Project Description Form

1. **Your Name:** ██████████
2. **Date:** 1/14/23
3. **Authentic Topic:** Writing with Artificial Intelligence
4. **Title of TED-ED Flipped Lesson:** Writing and Values with Artificial Intelligence
5. **Link to your TED-ED Flipped Lesson:** <https://ed.ted.com/on/Q3NjCHoj>
6. **Grade level it is appropriate for:** This lesson has been curated for 9<sup>th</sup> grade students
7. **Describe your full TED-Ed lesson:** This TED lesson allows students to think about the future of AI regarding ethics and to practice using an AI writing program while critiquing its ability. Students will watch a TED Talk that discusses developing AI with ethics in mind. Then, they will be asked to think about and discuss their personal values. After thinking inwardly, students will ask an AI chatbot to write about its personal values. Students will then find similarities and differences within the structure and content of their response and the response of the AI chatbot. After the reflection and analysis, students will assume the role of an AI-developer. They will discuss their findings as to the similarities and differences to the personal value statements, and also include quotes about AI ethic development from both the TED Talk and at least one additional resource. Finally, the students, role playing as an AI developer, will create an Animoto slideshow video to present a summary of their analysis to other experts. This lesson requires students to read, reflect, write, synthesize, attribute, and analyze.

### **Scenario: (Introduction to the students; Hook for the lesson)**

Artificial intelligence (AI) is developing at a rapid rate. Many computer scientists believe that AI will match or even surpass human intelligence in our lifetime. That may seem really cool, or it could seem really scary. Is there a way to ensure that advanced AI is *good*? For this lesson, you will assume the role of an AI developer. You will explore the need for ethics in AI and think about the ways in which AI must change and develop in order to be truly ethical in the future.

### **Objectives:**

#### **Content objective:**

Students will analyze the differences between a personally-written response and an AI-written response, as well as synthesize sources about AI ethics, to assume the role as an AI developer and develop a discussion of the future of AI and ethics that scores a proficient or higher on the rubric.

#### **Technology objective:**

Students will create an Animoto video as if they were an AI developer preparing to present at a meeting to discuss to future of AI and ethics and will score a proficient or higher on the rubric.

**Watch:** (Who is the speaker? What is the video about?):

The video is titled *How to get empowered, not overpowered, by AI*. The speaker is Max Tegmark. The video is about how creators of AI need to be aware of their desired goals considering the future of AI in order to create AI in a way that benefits all humans.

**Think:** For the “Think” section, I included 3 multiple choice questions, and 2 open-ended questions.

- Multiple choice #1: The speaker quotes Jaan Tallinn when he says that "it's not enough to make our technology powerful." What are the three things that must be considered when developing AI?
  - a) Power, Journey, Arrival

- b) Power, Steering, Destination
- c) Power, Growth, Destination
- d) Power, Invention, Values.

Answer: B

Video hint starting point: 2:00

- Multiple choice #2: What is AGI?
  - a) AI that matches human intelligence at every level
  - b) AI that is capable of producing further intelligence of its own
  - c) AI that is value-oriented
  - d) AI superintelligence

Answer: A

Video hint starting point: 4:37

- Multiple choice #3: Attempting to make AI safe is a worthy goal, but which of the strategies below is a lousy one?
  - a) Getting things right the first time
  - b) Think about and prepare for all the things that could go wrong
  - c) Learning from mistakes

Answer: C

Video hint starting point: 7:56

- Open-ended question #1: How does the speaker feel about "friendly AI?" What points does he present that led you to determine that answer? (Bloom's Level 4.3: Attributing)  
 Sample Answer: *The speaker is fond of the idea of friendly AI. Friendly AI is AI that's values are aligned with our own. The speaker says that friendly AI would be "awesome" and would help to eradicate world problems and would give humans more freedom to live out their dreams. It could even aid in creating multiple realities.*
- Open-ended question #2: The speaker says that we need to get AGI "right the first time because that might be the only time we'll get." Defend or refute that statement and use a quote from the video within your analysis. (Bloom's Level 4.2: Organizing)  
 Sample Answer: *I believe that the speaker is right by saying that we should get the creation of AGI "right the first time because that might be the only time we'll get." The speaker says that AGI will "match human intelligence at all tasks." If AGI can match human intelligence, and humans can create, then AGI could possibly be able to create new knowledge. The speaker compares the development of AI to the development of fires and cars. Safety features for those developments were included after mistakes were made. However, if an entity is created that can think and create for itself, then, if it is not developed correctly from the start, there may never be a chance to undo damage. Even though AI development is fun, exciting, and urgent, creators must slow down to think through all the possible problems that AGI could encounter and work to avoid those problems before creating a monster.*

### Dig Deeper:

Resources: All of the following sources can be used in addition to the TED Talk video and cited in your assignment for this lesson and the lesson's discussion. You will be required to cite one or more of the following resources in your assignment.

1. [Article: "What does it mean to align AI with human values"](#) - This resource, published by Quanta magazine, discusses the questions people may have about the ethics of AI, and the pros and cons of developing AI. Use this resource to support your claim about AI and ethics in your assignment.
2. [IBM - Value Alignment](#) - This webpage is created by IBM and is geared toward AI creators. The page consists of questions and suggestions that software developers should consider when thinking about ethics and AI. Use this resource to support your claim about AI and ethics in your assignment.
3. [Lord Acton Quotes](#) - The speaker of the video quotes Lord Acton. This page includes that quote and several others about power. In your discussion, think about what the speaker intended by using this quote, and the ways in which these words apply to AI and ethics.

4. [ChatGPT](#) - Use ChatGPT, a new AI chatbot released to the public in November 2023, to ask questions and develop your own opinion about AI and ethics. You will also use ChatGPT to generate a response for your assignment.

**Discuss:**

Write a paragraph about the value that is most important to you and your life. Explain what the value is and give an example of when the value has played a role in your life. (Bloom's Level 4.1: Differentiation)

Sample student post #1:

The value that is most important to me in my life is quality time. Some may think that this is only a "love language," but it's not. Quality time is precious, and something that can never be taken back or replaced. Whether it be sitting and talking with a grandparent, playing video games with a friend, or standing in line for food with your cousins on Thanksgiving, spending time with those you love is valuable.

I learned this lesson through a funeral visitation. My dad had a close friend whose mother died. I volunteered to go to the visitation with my dad because I really liked the friend, too. When we got to the funeral home, the line was out the door. We waited and waited, and I was frustrated with myself for choosing to come. But then we came to the front of the line. The friend we had come to support hugged us and told us that our time was the best gift we could have given. I felt guilty for being frustrated, but also thankful. That mom

Sample student post #2:

The value that is most important in my life is confidence. Confidence is having belief in your own abilities. When one has low confidence, success is also low. When one has high confidence, they can achieve more than they even realized.

An example of when this is true in my life is on the softball field. If I walk up to bat unconfident that I can hit off of a tough pitcher, I usually don't. However, when I walk up to the batter's box with the confidence, not cockiness, that I am a good batter and that I can hit off of a tough pitcher, I can usually hit very well. Believing in yourself can look different in different situations but having confidence as a life value will result in success in many of those situations.

**...And Finally:** (While this TED Ed section only allows 1000 character, you need to *fully* describe the lesson and student project here. Write directions for the students.)

For your final assignment, you will assume the role of an AI developer that is working to create AI ethics.

1. Download your assignment document that was sent in your Google Classroom and copy and paste your response to the discussion prompt for this lesson into the document.
  2. Create an account with OpenAI and log onto ChatGPT using the following link: <https://chat.openai.com/auth/login>
  3. Ask ChatGPT to "write a paragraph about the value that is most important to you." Copy and paste the ChatGPT response into the assignment document.
  4. Compare and contrast the generated response to your paragraph from the discussion post. Note the differences and similarities on the assignment document within two paragraphs.
  5. In another paragraph, discuss your thoughts, as a developer, about the ways in which AI must change and develop in order to be truly ethical in the future. Use the generated responses in your analysis, as well as one quote from the TED Talk video, and one quote from any of the four resources given to you in the "Dig Deeper" section.
  6. As a developer, create a video slideshow using Animoto for an upcoming meeting you are attending that summarizes your analysis created for #5 in the directions. The video must be between 2-5 minutes in length. Create an account for Animoto by following this link: <https://animoto.com/k/welcome>
  7. Provide the link to your video on the assignment document, and then submit your assignment document on Google Classroom by the due date.
8. Create a separate assessment rubric for each of your objectives above.

**Content objective:** (Paste a copy of your objective here.)

Students will analyze the differences between a personally-written response and an AI-written response, as well as synthesize sources about AI ethics, to assume the role as an AI developer and develop a discussion of the future of AI and ethics that scores a proficient or higher on the rubric.

Areas of Performance ↓	<b>1. Needs Much Improvement; Novice (0-44% of points)</b>	<b>2. Needs Improvement; Apprentice (45-74% of points)</b>	<b>3. Acceptable; Proficient (75-94% of points)</b>	<b>4. Excellent; Distinguished (95-100% of points)</b>
<b>Personal Response</b>	<ul style="list-style-type: none"> <li>- Writes less than a paragraph.</li> <li>- Does not define the value.</li> <li>- Does not provide a complete example of the value at all.</li> <li>- More than 2 grammar or mechanics errors.</li> </ul>	<ul style="list-style-type: none"> <li>- Writes 1 paragraph.</li> <li>- Somewhat explains the definition of the value</li> <li>- Gives a partial example of the value in own life OR gives an example from someone else’s life.</li> <li>- 2 or less grammar or mechanics errors.</li> </ul>	<ul style="list-style-type: none"> <li>- Writes 1 paragraph.</li> <li>- Defines the personal value.</li> <li>- Gives one example of the value in own life.</li> <li>- No grammar or mechanics errors.</li> </ul>	<ul style="list-style-type: none"> <li>- Writes more than 1 paragraph.</li> <li>- Defines the personal value.</li> <li>- Gives more than one example of the value in own life.</li> <li>- No grammar or mechanics errors.</li> <li>- Completes all of the above on first attempt.</li> </ul>
<b>Compare and Contrast</b>	<ul style="list-style-type: none"> <li>- Writes 1 or less paragraphs</li> <li>- Finds 1 similarity or difference in structure of value statements between personal response and AI-generated response.</li> <li>- More than 2 grammar or mechanics errors.</li> </ul>	<ul style="list-style-type: none"> <li>- Writes 1 to 1.5 paragraphs.</li> <li>- Finds 1 similarity in structure of value statements between personal response and AI-generated response.</li> <li>- Finds 1 difference in structure of value statements between personal response and AI-generated response.</li> <li>- 2 or less grammar or mechanics errors.</li> </ul>	<ul style="list-style-type: none"> <li>- Writes 2 paragraphs.</li> <li>- Finds 2 similarities in structure of value statements between personal response and AI-generated response.</li> <li>- Finds 2 differences in structure of value statements between personal response and AI-generated response.</li> <li>- No grammar or mechanics errors.</li> </ul>	<ul style="list-style-type: none"> <li>- Writes more than 2 paragraphs.</li> <li>- Finds more than 2 similarities in structure of value statements between personal response and AI-generated response.</li> <li>- Finds more than 2 differences in structure of value statements between personal response and AI-generated response.</li> <li>- No grammar or mechanics errors.</li> <li>- Completes all of the above</li> </ul>

				on first attempt.
<b>Analysis</b>	<ul style="list-style-type: none"> <li>- Writes less than 1 paragraph.</li> <li>- Does not effectively take on the role of an AI developer.</li> <li>- Does not reference the personal value response or the AI-generated OR does not use a quote from the TED Talk or a “Dig Deeper” resource.</li> <li>- Does not provide a suggestion for ethics in AI.</li> <li>- More than 2 grammar or mechanics errors.</li> </ul>	<ul style="list-style-type: none"> <li>- Writes 1 paragraph.</li> <li>- Responds in the role of an AI developer throughout most of the analysis but does not maintain role throughout.</li> <li>- References either the personal value response or AI-generated response in analysis, but not both.</li> <li>- Uses a quote from either the TED Talk or a “Dig Deeper” resource, but not one from both.</li> <li>- Provides a suggestion for ethics in AI that lacks urgency.</li> <li>- Less than 2 grammar or mechanics errors.</li> </ul>	<ul style="list-style-type: none"> <li>- Writes 1 paragraph.</li> <li>- Responds in the role of an AI developer throughout the entirety of the paragraph.</li> <li>- References both the personal value response and the AI-generated response in analysis.</li> <li>- Uses one quote from TED Talk.</li> <li>- Uses one quote from a “Dig Deeper” resource.</li> <li>- Provides a suggestion for ethics in AI.</li> <li>- No grammar or mechanics errors.</li> </ul>	<ul style="list-style-type: none"> <li>- Writes 2 or more paragraphs.</li> <li>- Responds in the role of an AI developer throughout the entirety of the paragraph.</li> <li>- References both the personal value response and the AI-generated response in analysis.</li> <li>- Uses 2 or more quote from TED Talk.</li> <li>- Uses 1 or more quotes from 2 or more “Dig Deeper” resources.</li> <li>- Provides a suggestion for ethics in AI.</li> <li>- No grammar or mechanics errors.</li> <li>- Completes all of the above on first attempt.</li> </ul>

**Technology objective:** (Paste a copy of your objective here.)

Students will create an Animoto video as if they were an AI developer preparing to present at a meeting to discuss to future of AI and ethics and will score a proficient or higher on the rubric.

Areas of Performance ↓	<b>1. Needs Much Improvement; Novice (0-44% of points)</b>	<b>2. Needs Improvement; Apprentice (45-74% of points)</b>	<b>3. Acceptable; Proficient (75-94% of points)</b>	<b>4. Excellent; Distinguished (95-100% of points)</b>
<b>Content of Animoto</b>	<ul style="list-style-type: none"> <li>- Does not provide a summary from the analysis OR adds information that is not relevant or is</li> </ul>	<ul style="list-style-type: none"> <li>- Does not provide a complete summary from the analysis OR provides the complete analysis rather</li> </ul>	<ul style="list-style-type: none"> <li>- Summarizes information from the analysis.</li> <li>- Includes 1 example of a similarity between the</li> </ul>	<ul style="list-style-type: none"> <li>- Summarizes information from the analysis.</li> <li>- Includes no more than 2 examples of a similarity</li> </ul>

	<ul style="list-style-type: none"> <li>- not included in the analysis.</li> <li>- Does not include 1 similarity or 1 difference between the value responses OR Does not include a quote from the TED Talk or “Dig Deeper” resources.</li> <li>- Does not provide a suggestion for the future of AI and ethics.</li> <li>- Video is less than 1 minute and 30 seconds in length.</li> </ul>	<ul style="list-style-type: none"> <li>- than a summary.</li> <li>- Includes either 1 similarity or 1 difference between the value responses OR includes more than 2 of each.</li> <li>- Does not include a quote from the TED Talk or “Dig Deeper” resources OR provides more than one from both.</li> <li>- Provides a suggestion for future of AI and ethics that lacks urgency.</li> <li>- Video is 1 minute and 30 seconds in length to 1 minute and 59 seconds in length.</li> </ul>	<ul style="list-style-type: none"> <li>- value responses.</li> <li>- Includes 1 example of a difference between value responses.</li> <li>- Includes 1 quote from the TED Talk OR 1 quote from one of the “Dig Deeper” resources.</li> <li>- Video assumes the role of an AI-developer and presenter.</li> <li>- Suggestion for future of AI ethics is presented.</li> <li>- Video is 2-3 minutes long.</li> </ul>	<ul style="list-style-type: none"> <li>- between the value responses.</li> <li>- Includes no more than 2 examples of a difference between value responses.</li> <li>- Includes 1 quote from the TED Talk AND 1 quote from one of the “Dig Deeper” resources.</li> <li>- Video assumes the role of an AI-developer and presenter.</li> <li>- Suggestion for future of AI ethics is presented.</li> <li>- Video is over 3 minutes long and is no more than 5 minutes long.</li> <li>- -Completes all of the above on first attempt.</li> </ul>
<b>Visual Presentation</b>	<ul style="list-style-type: none"> <li>- Video includes harsh visuals and does not contain professional quality.</li> <li>- Fonts and font sizes and inconsistent and are not readable.</li> <li>- None of the slides share a color scheme.</li> <li>- Each slide is 2 seconds or less OR the video contains only 5 or less slides in total.</li> </ul>	<ul style="list-style-type: none"> <li>- Video includes harsh visuals and has only some aspects of professional quality.</li> <li>- Fonts and font sizes are not consistent and are not always easily readable.</li> <li>- A shared color-scheme is used throughout a majority of slides.</li> <li>- Each slide is 3 or less seconds long OR more</li> </ul>	<ul style="list-style-type: none"> <li>- Video is visually pleasing and of professional quality.</li> <li>- Fonts and font sizes used in video are easily readable.</li> <li>- A shared color-scheme is used throughout all slides.</li> <li>- Each slide is 5-10 seconds long.</li> </ul>	<ul style="list-style-type: none"> <li>- Video is visually pleasing and of professional quality.</li> <li>- Fonts and font sizes used in video are easily readable. More than 1 font is used.</li> <li>- A shared color-scheme is used creatively throughout all slides.</li> <li>- Each slide is 7-10 seconds long.</li> </ul>

		than 10 seconds long.		
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**9. Create level and justification of higher level thinking with the Content in your project:** (Give level and justification for each of the four components.)

The CReaTE level for this project is a level 3, Investigating. For cognitive complexity, this project is at a level 3 because the teacher is directing the assignment at almost every stage, yet the project falls under the Blooms level analyze. For real-world learning, this project is at a level 3 because the learning simulates the real world. Students must assume the role of an AI developer in order to complete the project at the proficient level on the rubric. For technology integration, this project is at a level 3 because the Animoto component is an add-on, but the Bloom’s level that students are using the technology is at the analyze level. For engagement, this project is at a level 3 because students are given choice about the value in which they want to write about, and they must develop their own opinion and analysis about the future of AI. They can also use different aspects of the provided sources to support their opinion.

**10. Revised Bloom’s level, Cognitive Process, and justification:**

The Revised Bloom’s level for this project is 4.3 attributing. Students must synthesize meaning from different sources and assume what the opinion of an AI developer would be about the future of ethics in AI.

**11. Describe the process you went through to complete this lesson:**

The process I went through to complete this lesson began by exploring resources about TED Ed flipped lessons. I looked at blog posts of other teachers creating lessons and learned tips for creating my own. Next I made an account with TED Ed so that I could make my own flipped lesson. I read through the directions provided for this course and began making my lesson online and transferring the necessary information into this document.

**12. How long did this project take you?**

This project took me about 6 hours to complete.

**13. What mistakes did you make and how did you correct them?**

Mistakes that I made was with the multiple-choice questions on the Ted Ed platform. I forgot to select the correct answers when I originally created the questions. When I tested the lesson from a student perspective, I realized that wrong answers were selected. So, I went back in and changed them.

**14. What technical problems did you encounter?**

I did not encounter any technical problems.

**15. Give APA references and annotations for ALL sources used in creating this project:**

## References

- Acton Research. (2023). *Lord Acton Quote Archive*. Acton Institute. <https://www.acton.org/research/lord-acton-quote-archive>  
This source provides quotes by Lord Acton, including the quote cited in the TED Talk video. This source was used in the “Dig Deeper” section of the flipped lesson.
- Animoto. (2023). *Easily make your own videos*. Animoto. <https://animoto.com/k/welcome>  
This source is the main webpage of Animoto where creators can log in or create a video-making account. This source was referenced throughout the project document, as it is the technology project students are expected to create.
- IBM. (2022, December 6). *Value alignment*. IBM Design for AI. <https://www.ibm.com/design/ai/ethics/value-alignment/>  
This source is a website created by AI developers that discusses ethical AI design. This source was used in the “Dig Deeper” section of the flipped lesson.
- Mitchell, M. (2022, December 13). *What does it mean to align AI with human values?* Quanta Magazine. <https://www.quantamagazine.org/what-does-it-mean-to-align-ai-with-human-values-20221213/>  
This source discusses what AI ethics are, as well as the pros and cons of AI development. This source was used in the “Dig Deeper” section of the flipped lesson.
- OpenAI. (2023). *ChatGPT*. OpenAI. <https://chat.openai.com/auth/login>.  
This source is the log-in page for OpenAI’s newest chatbot, ChatGPT. This source was included in the “...And Finally” section so that students can use the link to ask ChatGPT the required prompt for the assignment.
- OpenAI. (2022, November 30). *ChatGPT: Optimizing language models for dialogue*. OpenAI. <https://openai.com/blog/chatgpt/>  
This source is a blog produced by OpenAI to introduce and explain their newest chatbot, ChatGPT. This source was included in the “Dig Deeper” section of the flipped lesson.
- Tegmark, M. (2018, July 5). *How to get empowered, not overpowered, by AI* [Video]. TED [https://www.ted.com/talks/max\\_tegmark\\_how\\_to\\_get\\_empowered\\_not\\_overpowered\\_by\\_ai/transcript](https://www.ted.com/talks/max_tegmark_how_to_get_empowered_not_overpowered_by_ai/transcript)  
This source is a TED Talk discussing AI and the future of AI ethics development. This source was the video that students were required to watch for the flipped lesson.

16. **Use the scoring rubric below for this project to score (and justify the score of) your project on each section as outlined in the rubric below. In the rubric, highlight (in yellow or any other color) your rating and type your justification in the far right column.**



	<b>1. Indicator Not Met; Needs Much Improvement; Novice (0-44% of points)</b>	<b>2. Indicator Partially Met; Needs Improvement; Apprentice (45-74% of points)</b>	<b>3. Indicator Met; Acceptable; Proficient (75-94% of points)</b>	<b>4. Exceeds Indicator; Excellent; Distinguished (95-100% of points)</b>	<b>Comments/Justifications</b>
<b>Watch (25 points)</b>	<ul style="list-style-type: none"> <li>Poor choice of video for the flipped lesson that is not appropriate for topic and grade level</li> <li>OR did not use a TED Talk; used a YouTube video</li> </ul>	<ul style="list-style-type: none"> <li>Poor choice of video for the flipped lesson that is either not appropriate for topic and grade level</li> <li>OR did not use a TED Talk; used a YouTube video</li> </ul>	<ul style="list-style-type: none"> <li>Good choice of TED Talk video for the flipped lesson that is appropriate for topic and grade level</li> </ul>	<ul style="list-style-type: none"> <li>Excellent choice of TED Talk video for the flipped lesson that is appropriate for topic and grade level</li> </ul>	<ul style="list-style-type: none"> <li>The content of the video that I chose is very relevant to today's high school students. The video also closely aligns with my real-world topic of writing with AI.</li> </ul>
<b>Think (50 points)</b>	<ul style="list-style-type: none"> <li>Questions are not clear and are not appropriate for topic/video or learning characteristics of pupils.</li> <li>1 multiple choice question with no feedback and no video hints</li> </ul>	<ul style="list-style-type: none"> <li>Questions may not be appropriate to topic/video or learning characteristics of pupils.</li> <li>2 multiple choice questions with poor feedback and no video hints</li> <li>2 or more open ended, thought-provoking questions at a Bloom's level of Analyze or higher</li> </ul>	<ul style="list-style-type: none"> <li>Questions are appropriate to topic/video and learning characteristics of pupils.</li> <li>2 multiple choice questions with appropriate feedback and video hints</li> <li>2 or more open ended, thought-provoking questions at a Bloom's level of Analyze or higher</li> </ul>	<ul style="list-style-type: none"> <li>Questions are creative and clearly address the topic/video and learning characteristics of pupils.</li> <li>3 or more multiple choice questions with excellent feedback and video hints</li> <li>3 or more well-written, open ended, thought-provoking questions at a Bloom's level of Analyze or higher</li> <li>Accomplishes the above on the first attempt</li> </ul>	<ul style="list-style-type: none"> <li>The questions that I created are appropriate to the learning, as they directly address content from the video, and also address content that will help them better process the higher Bloom's level activities.</li> <li>I included 3 multiple choice questions, and 2 open-ended questions. Both of the open-ended questions are at the Bloom's level analyze.</li> </ul>
<b>Dig Deeper (25 points)</b>	<ul style="list-style-type: none"> <li>Only 1-2 print/media/technology/websites are presented.</li> <li>Few of the instructional documents, worksheets and assessments are listed and linked to the Appendix.</li> <li>Very short description telling how resources are used in the student project or incomplete sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Not all specific print/media/technology/websites are presented. Some obvious items are left out or discussed in very general terms.</li> <li>Very short description telling how resources are used in the student project or incomplete sentences.</li> </ul>	<ul style="list-style-type: none"> <li>All specific print/media/technology/websites are presented.</li> <li>1 sentence description telling how resources can be used in the student project.</li> </ul>	<ul style="list-style-type: none"> <li>All specific print/media/technology/websites are presented.</li> <li>2-3 sentence description for each resource telling how this resource can be used in the student project.</li> <li>Accomplishes the above on the first attempt</li> </ul>	<ul style="list-style-type: none"> <li>I provided 4 additional resources, as required by the assignment sheet, and provided one sentence that described what the resource was, and then another explaining how the resource could be used in the students' project. There is also a note above the resources indicating a general description of the intended use of the resources.</li> </ul>
<b>Discuss (25 points)</b>	<ul style="list-style-type: none"> <li>Discussion prompt that is not age appropriate and</li> </ul>	<ul style="list-style-type: none"> <li>Poorly written discussion prompt that may not be age</li> </ul>	<ul style="list-style-type: none"> <li>Good or adequate discussion prompt that is age appropriate and</li> </ul>	<ul style="list-style-type: none"> <li>Excellent, well-written discussion prompt that is age</li> </ul>	<ul style="list-style-type: none"> <li>The discussion prompt that I provided is age-</li> </ul>

	<p>does not require higher level thinking</p> <ul style="list-style-type: none"> <li>• Inadequate sample student responses to the prompt</li> </ul>	<p>appropriate or it does not require higher level thinking</p> <ul style="list-style-type: none"> <li>• Only one good or adequate sample student responses to the prompt or two samples are posted but they are too short or inadequate</li> </ul>	<p>requires higher level thinking</p> <ul style="list-style-type: none"> <li>• Two good or adequate sample student responses to the prompt</li> </ul>	<p>appropriate and requires higher level thinking</p> <ul style="list-style-type: none"> <li>• Two excellent, well-written sample student responses to the prompt</li> </ul>	<p>appropriate and requires thinking at the Bloom's analyze level. The prompt is also used in the "...And Finally" section of the assignment, as well. Therefore, the purpose of the discussion reaches further than just one section.</p> <ul style="list-style-type: none"> <li>• I wrote two student sample responses that exceeds the proficient indicator according to the rubric that I created.</li> </ul>
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<p><b>...And Finally (online) (25 points)</b></p>	<ul style="list-style-type: none"> <li>• Poorly written description (in the lesson file) of the student project; It does not describe what the student is supposed to do. The reader does not understand what students are supposed to do.</li> <li>• No evidence of higher level thinking in the student project (Analysis, Evaluation, or Create level of Bloom's) or incorrect use of verbs or context clues</li> <li>• Does not require that students create a technology product.</li> </ul>	<ul style="list-style-type: none"> <li>• Description of the student project (in the lesson file) does not give a good picture of what the student is supposed to do. The reader may have many questions about what students are supposed to do.</li> <li>• No evidence of higher level thinking in the student project (Analysis, Evaluation, or Create level of Bloom's)</li> <li>• Requires that students create a technology product but the project does not require higher level thinking with the content of the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• Description of the student project (in the lesson file) gives good picture of what the student is supposed to do. The reader may have 1-2 questions about what students are supposed to do.</li> <li>• Evidence of student interaction with the content at higher level thinking (Analyze, Evaluate, or Create level of Bloom's)</li> <li>• Requires that students create a technology product that demonstrates their higher level thinking with the content of the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• Excellent, well-written description (in the lesson file) of the student project. It gives enough detail that the reader can visualize the entire project.</li> <li>• Clear evidence of student interaction with the content at higher level thinking (Analyze, Evaluate, or Create level of Bloom's)</li> <li>• Requires that students create a technology product that demonstrates their higher level thinking with the content of the lesson.</li> <li>• Accomplishes the above on the first attempt</li> </ul>	<ul style="list-style-type: none"> <li>• The assignment that students are required to complete is very well described with number directions so that it is clear what the students are supposed to do. However, since there is not a section on the description form that requires worksheet copies or examples, the reader may have a couple questions about the assignment document and/or what the Animoto may be expected to look like.</li> <li>• Students are working at the analyze level 4.3, attributing, by assuming the role of an AI developer and using a variety of sources to form and support an analysis.</li> <li>• Students are required to make an Animoto to demonstrate their learning at the Analyze level.</li> </ul>
<p><b>Flipped Lesson File (50 points)</b></p>	<ul style="list-style-type: none"> <li>• The TED-Ed Flipped lesson does not reflect a level 3 or higher in all CReaTE components and no justification.</li> <li>• Incorrect identification and no justification of Bloom's Taxonomy level</li> <li>• Listed 1-2 references, used incorrect APA format;</li> <li>• No annotations.</li> <li>• No "borrowed" information (even the video) is cited.</li> <li>• Incomplete self-evaluation and no justification for</li> </ul>	<ul style="list-style-type: none"> <li>• The TED-Ed Flipped lesson does not reflect a level 3 or higher in all CReaTE components. Justification does not discuss how pupils are engaged in higher-level thinking activities with the content of the lesson as well as the pupil technology use.</li> <li>• Incorrect identification and justification of Bloom's Taxonomy level</li> <li>• Listed more than two references, used correct APA format;</li> </ul>	<ul style="list-style-type: none"> <li>• The TED-Ed Flipped lesson reflects a level 3 or higher in all CReaTE components. Justification discusses how pupils are engaged in higher-level thinking activities with the content of the lesson as well as the pupil technology use.</li> <li>• Correct identification and justification of Bloom's Taxonomy level</li> <li>• Listed more than four references, used correct APA format;</li> <li>• Annotations give two sentences—one gives the source's contents and the second tells</li> </ul>	<ul style="list-style-type: none"> <li>• The TED-Ed Flipped lesson clearly reflects a level 3 or higher in all CReaTE components. Justification discusses how pupils are engaged in higher-level thinking activities with the content of the lesson as well as the pupil technology use.</li> <li>• Correct identification and justification of Bloom's Taxonomy level</li> <li>• Listed more than six references, used correct APA format;</li> <li>• Annotations give two sentences—one gives the source's contents and the second tells how the source was used in creating lesson.</li> <li>• All "borrowed" information (even the video) is cited in the lesson in correct APA format.</li> </ul>	<ul style="list-style-type: none"> <li>• The TED lesson reflects a level 3 in all of the CReaTE components and included a justification for each component.</li> <li>• The Bloom's taxonomy level is identified and explained.</li> <li>• 7 references are listed and in correct APA format.</li> <li>• The annotations provided for each resource are two sentences long. The purpose of</li> </ul>

	<p>each rating in last column.</p>	<ul style="list-style-type: none"> <li>• No annotations for references or poorly written.</li> <li>• Not all “borrowed” information (even the video) is cited in the lesson in correct APA format or very poor APA style.</li> <li>• Incompletion self-evaluation or no justification for each rating in last column.</li> </ul>	<p>how the source was used in creating lesson.</p> <ul style="list-style-type: none"> <li>• All “borrowed” information (even the video) is cited in the lesson in correct APA format with 2-3 APA errors.</li> <li>• Completion of self-evaluation with each area in the rubric rated and justification for each rating in last column.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Completion of self-evaluation with each area in the rubric rated and justification for each rating in last column.</b></li> <li>• Accomplishes the above on the first attempt</li> </ul>	<p>the first explains the content of the source and the second explains the source’s purpose in the flipped lesson.</p> <ul style="list-style-type: none"> <li>• All information is cited.</li> <li>• The self-evaluation for all areas of the rubric are complete.</li> </ul>
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