

COMPONENT 1

Discussions, Quizzes, Class
Activities, Readings, etc.



GUIDELINES FOR COMPLETING QUIZZES & DISCUSSIONS

As part of your responsibility for completing Component 1 of this course, you will be required from time to time to answer quiz questions pertaining to your textbook and follow-up the quizzes with online discussions. In an effort to outline what is expected of you with regard to completing online quizzes and discussions, this document aims to provide you clear guidelines you should follow to receive a good score.

All quizzes and discussions will be completed through the Learning Management System (LMS) for the course. All original postings will be completed in-class on the weeks specified in the “*Weekly Schedule*”. For discussions, you will have 1 week to post your 2 responses. In general, you will have no less than 15 minutes and no more than 20 minutes to answer quiz questions posted by your instructor in the course LMS. *(Please pay close attention to your instructor at the presentation of each quiz assignment for any special instructions.)*

Lastly, keep in mind that your completion of these quiz and discussion assignments, essentially **counts twice**. Individually, they each count as a score within Component 1. Collectively, they count as elements of your participation score in Component 4. For exact scoring of quizzes please refer to the “*Chapter Quiz Evaluation Rubric*” provided by your instructor.

REQUIREMENTS FOR QUIZ & DISCUSSION POSTINGS:

01. Contains a minimum of 150 words.
02. Contains less than 2 misspellings or grammatical errors.
03. Supports argument with examples from the text or course content.
04. Clearly states position at the beginning and end of answer.
05. [Discussion] Must go above and beyond simple “I agree” or “I disagree” and provide a thoughtful and academic response.

YOUR NOTES:

CHAPTER QUIZ QUESTIONS

Textbook:

“Supporting Learning with Technology: Essentials of Classroom Practice” (2009)

Joy Egbert _ ISBN-13 978-0-13-172118-0

Chapter 2:

1. As a professional educator you will spend a good part of your time developing plans and strategies for promoting meaningful learning with any given content. Page 45 of your textbook outlines 5 effective content learning tasks. With developing plans and strategies in mind, how would you rank these 5 tasks from greatest to least important. Provide reasoning for your answers and an example of your thinking in action.
2. Suppose you are using technology such as Microsoft PowerPoint to promote learning and do one of the following: (1) introduce content; (2) create a game with content; or (3) review/test learned content. According to the text, students ought to experience 4 stages during the technology supported content learning process. State these stages with your own definition and describe how you would accomplish them with the context of using Microsoft PowerPoint to promote learning.

Chapter 5:

1. Through this class we have looked at a number of examples of how you may integrate technology in your class as a pleasant and effective means for promoting learning. Pages 138-144 of your textbook specifically examines some technology-based creativity tools you may use. Of these tools, discuss 2 and explain why you like them best. Additionally, describe in at least 3-5 sentences why you would employ them.
2. As the subject of this chapter revolves around the support and promotion of student creativity, this is your opportunity to express your creativity. Pick any technology (other than general computers) and provide a *DETAILED* plan of how you would use it through planning, lesson execution, and evaluation.

CHAPTER QUIZ QUESTIONS CONTINUED...

Chapter 6:

1. When considering technology supported student problem solving, many of us automatically think about the Internet and resources such as Wikipedia. In this chapter, the text discusses a few problem solving technologies that may be used. One of them in particular, virtual field trips, is one that may not only help problem solving, but also alleviate school budget problems that affect what you can sometimes do. Find a virtual field trip online [www.field-trips.org/trips.htm] of your choosing and analyze it. What are its strengths and weaknesses? What context would you use it? How does it promote student problem solving?
2. Review the “Guidelines for Technology-Supported Problem Solving” on pages 164-165 of your textbook. Pay close attention to #3. Design a structure for students to develop a problem to solve. (Look at the bottom of page 156 for an example.) Using Figure 6.5 on page 165, describe how you would accomplish each of the 4 guidelines. Additionally, provide the grade-level you are designing for, and above all, give detail.

Chapter 7:

1. By now you have practiced on your own the production of a video with the aim of instruction. Through that experience you learned lessons about dialog planning, presentation, and possibly a little video editing. Using Table 7.1 and other information on page 186, describe in detail your experience of producing an instructional video. Discuss each step of the planning, development, and evaluation stages as they relate to your work. Finally, address what you learned from your instructional video project that you believe you can move into the next group video project.
2. Table 7.2 on page 191 contains a list of productivity tools you may have learners use in class. Select 1 productivity tool from the list and develop a student project with this tool as the center. You may write a detailed list of steps (including examples), or develop a professionally formatted and designed assignment handout.

Chapter 8:

1. We have all heard a thousand times over how the Internet and computer technologies have completely changed how we live and learn. Online distance education is a rapidly developing field of instructional technology. In fact, many school districts are beginning to turn to online instruction to reach/serve students for reasons such as long-term illness, homeschooling, and/or living internationally. What do you think of this trend? Do you think online or eLearning has a valuable place in the K-12 environment, or do you think it provides a disservice to young people for whatever reason(s)? In your argument, present 2 sides, but be sure to conclude with taking a clear side.

CHAPTER QUIZ EVALUATION RUBRIC

SCORING MEASUREMENTS: [100]

Meets the minimum 150 words.

TOTAL

01. 20 - YES

0 - NO

Contains ≤2 misspellings or grammatical errors.

02. 20 - YES

0 - NO

Supports argument with examples from text or course content.

03. 20 - YES

0 - NO

Clearly states position at the beginning and end of answer.

04. 20 - YES

0 - NO

Discussion: Does the writer go above and beyond simple "I agree" or "I disagree" and provide a thoughtful and academic response?

05. 20 - YES

0 - NO

If no discussion involved, 20 points will automatically be added.

CHAPTER:

QUIZ/DISCUSSION TOTAL:

FEEDBACK NOTES:

COMPONENT 1

PHOTOSTORY / iPHOTO MOVIE EVALUATION RUBRIC

PART 1. GENERAL QUALITIES: [10]

Is the movie file saved with the correct name?			TOTAL
01.	0 - NO	10 - YES	
Correct Save... "lastname_EDIT 3318_ps ip movie"			

PART 2. REQUIRED MOVIE COMPONENTS: [90]

Cover image or DVD menu contains the following...			
02. Student Name	0 - NO	5 - YES	
Student Grade Level	0 - NO	5 - YES	
Area of Study / Major	0 - NO	5 - YES	
Intended Audience	0 - NO	5 - YES	
Movie contains at least 20 images.			
03.	0 - NO	10 - YES	
Student is present in pictures shown.			
04.	0 - NO	10 - YES	
All images have a title.			
05.	0 - NO	10 - YES	
Half (50%) of images have a description in addition to a title.			
06.	0 - NO	10 - YES	
Movie contains at least 2 kinds of transitions between images.			
07.	0 - NO	10 - YES	
Music selection is appropriate to intended teaching level.			
08.	0 - NO	10 - YES	
Movie is encoded in a 4:3 aspect ratio. (Use... ≥640 x 480)			
09.	0 - NO	10 - YES	

PART 1 TOTAL [10]: _____

PART 2 TOTAL [90]: _____

TOTAL PROJECT SCORE [100]: _____

PODCAST EVALUATION RUBRIC

PART 1. GENERAL QUALITIES: [10]

<i>Is the movie file saved with the correct name?</i>			TOTAL
01.	0 - NO	10 - YES	
<i>Correct Save... "lastname_EDIT 3318_podcast"</i>			

PART 2. REQUIRED PODCAST COMPONENTS: [90]

<i>Lead-in scene with the following...</i>			
02. 10-20 Seconds in Duration	0 - NO	4 - YES	
Student Name	0 - NO	4 - YES	
Student Grade Level	0 - NO	4 - YES	
Area of Study / Major	0 - NO	4 - YES	
Intended Audience	0 - NO	4 - YES	
<i>Contains a minimum of 20 still images.</i>			
03.	0 - NO	10 - YES	
<i>Images used is informative and with purpose.</i>			
04.	0 - NO	10 - YES	
<i>All images have a verbal comments (and text titles if applicable).</i>			
05.	0 - NO	10 - YES	
<i>Included musical audio is appropriate (for audience).</i>			
06.	0 - NO	5 - YES	
<i>Quality of audio and video provides a pleasant experience.</i>			
07.	0 - NO	10 - YES	
<i>Final product file is less than or equal to 15mb.</i>			
08.	0 - NO	5 - YES	
<i>Is the final product 3-5 minutes in duration.</i>			
09.	0 - NO	10 - YES	
<i>At least 1 page of guiding documentation is provided.</i>			
10.	0 - NO	10 - YES	

PART 1 TOTAL [10]: _____

PART 2 TOTAL [90]: _____

TOTAL PROJECT SCORE [100]: _____