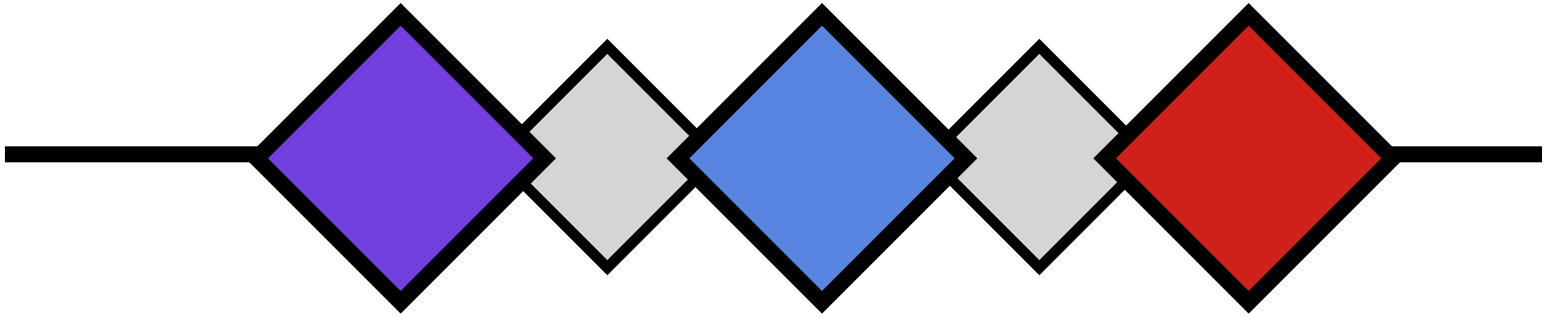




Lesson Materials

Probably the most challenging aspect of managing a course is knowing what to do week by week. ■ With this section, everything needed has be developed into an instructor and student materials. ■ Instructor sheets will tell you everything you need to have and do to execute particular lessons. ■ Read through them and make annotations that will make the lesson effective for any group of students. ■ As any teacher will say, every class has a different personality. ■

TECHNOLOGY APPLICATIONS INVENTORY + INSTRUCTIONAL TECHNOLOGY TERMS & ISSUES PLAN

This plan will be executed on the first day of class and will follow the standard introductions, administrative course materials overview, and overview of the course Learning Management System site. The aim of this exercise is to have students complete an inventory of their technology abilities and understanding, in addition to discussing basic technology and teaching information relevant to the course. *No scored assessment is given.*

Part 1. Technology Applications Inventory:

1. Students will be provided the "Technology Applications Inventory" written by Patsy Lanclos. (Consists of 4 pages.)
2. Students will then be asked to complete each question of the form.
 - 2.1. They need to also include their name and date on the top right.
3. After completing the form, students will staple and submit their form to the instructor. The instructor will then place all forms together in a file envelope.
 - 3.1. Mark the date, class, section, and # of respondents.
4. After all forms have been collected the instructor may ask if there were any questions pertaining to material included on the form.

Note - It is important these forms be securely stored. On the final day of class, students will retake the inventory, then compare to the one completed on the first day of class.

Part 2. Instructional Technology Terms & Issues:

1. Students will be provided the "Instructional Technology Terms & Issues" worksheet developed by Jason Torres. (Consists of 2 pages.)
2. Students will then be asked to complete each question of the form to the best of their ability.
 - 2.1. They will need to also include their name and date on the top right.
3. The instructor will wait for all students to complete their forms.
4. Once completed, the instructor will go through each question asking for answers.
 - 4.1. Q&A will need be accompanied by a computer presentation.
5. Once all questions have been covered, the instructor will collect all forms.
 - 5.1. Forms will not be scored.
 - 5.2. Instructor will collect in order to review and gain an understanding of the students level of technology understanding.

Estimated Duration:
approx. 30 min.

Handout Required:
1. Technology Applications Inventory (PDF)
2. Instructional Technology Terms & Issues

Presentation Required:
YES

Websites Used:
Blackboard LMS
<http://web.me.com/utjit/EDIT3318>

Software Used:
Apple Keynote

PHOTOSHOP ACTIVITIES PLAN

COMPONENT 3 SCORE

The Photoshop Project consists of 3 in-class activities. Of these 3, only 2 will be scored with much emphasis placed on the development of the Visual Dictionary.

The aim of the Visual Dictionary and lesson plan is to have students produce a *real* piece of work for their document-based portfolio and for their own library of lesson plans. Students will be challenged by this activity, but in the end will be able to put together a process by which to develop lesson material then discover a method by which to apply it.

Students will complete each task individually. The Photoshop Project itself will be scored based on an Evaluation Rubric, while the lesson plan and learning objectives will be judged on criteria set forth on the "Photoshop Lesson Plan + Writing Learning Objectives" handout.

The Process:

1. The instructor will begin with a simple task in Photoshop
 - 1.1. Instructor will demonstrate how to crop a photo to a particular size
 - 1.2. Students will open a photo of themselves and crop it as show by instructor
 - 1.3. Photo will then be saved and submitted for instructor database
2. The instructor will then run through simple tools in Photoshop
 - 2.1. Create new layer, use the brush tool to draw something
 - 2.2. Open picture of self, make photo adjustments & play with filters
3. The instructor will then provide the "Photoshop Project Instructions" handout
 - 3.1. Instructor will introduce the project and discuss page 1
 - 3.2. Students will download the "Visual Dictionary Template"
4. Photoshop Project Activity #1
 - 4.1. Instructor will demonstrate before allowing students to complete
5. Photoshop Project Activity #2
 - 5.1. Instructor will have students open the "Visual Dictionary Template" (VDT)
 - 5.2. Discuss layout
 - 5.3. Instructor will open object image as in VDT and go through the instructions with the students
 - 5.4. Instructor will produce only 1 desaturated image and Place it in the VDT
 - 5.5. Students will be allowed to work independently.
6. After 10-20 minutes the instructor will have students stop and introduce the extra credit activity
 - 6.1. Instructor will go through each handout with the students
 - 6.2. Instructor will clearly explain learning objectives

Estimated Duration:

1 - 2 hours

Handout Required:

1. Photoshop Project Instructions
2. Photoshop Lesson Plan + Writing Learning Objectives
3. Lesson Plan Template
4. Tips for Writing Learning Objectives
5. Photoshop Project Evaluation Rubric

Presentation Required:

NO

Websites Used:

NO

Software Used:

Adobe Photoshop CS3/4

PHOTOSTORY / iPHOTO MOVIE PLAN

COMPONENT 1 SCORE

By the time this activity is begun at least 2 weeks of the term should have passed so that those who wanted to leave dropped the course, and those with schedule adjustments were able to register for the course.

This assignment has 2 aims. One is to allow the instructor and students to learn about each other through pictures slideshows/movies. And two, is to allow the students an opportunity to work across two operating systems and applications that can be used to achieve the same goal. This will provide the students with real experience for judging software tools and operating in different OS environments.

To accomplish the Personal Introductory Video students are tasked with in this assignment, students will work with Microsoft PhotoStory on Windows, and Apple iPhoto on Mac OS X. In the end, students will submit only 1 video file using whichever software tool between the 2 listed above they desire.

Furthermore, as most students are accustomed to Windows, they will be allowed to feel their way through Microsoft PhotoStory. In order to make them feel more comfortable with Apple iPhoto, students will be provided an instruction sheet for producing their video on Mac OS X.

The Process:

1. Students will be provided the "PhotoStory / iPhoto Movie Instructions" handout.
2. The instructor will introduce the activity by going through the *1st page* of the handout. Special attention needs to be paid to the assignment as...
 - 2.1. A scored Component 1 Activity
 - 2.2. The requirements
 - 2.3. Why they are doing this
 - 2.4. Non-acceptance of WP3 files
3. Instructor will assign a Due Date and submission details.
4. Provide/View an Example of product sought.
 - 4.1. Discuss differences between the software packages
 - 4.2. Inability of PhotoStory WMV's being played across platforms
 - 4.3. Discuss aspect ratios
5. Microsoft PhotoStory
 - 5.1. Inform students of ability to download and use on their machine.
 - 5.2. Set Free... allow them to play with the software
 - 5.3. Walk around and help / answer questions
6. Apple iPhoto (*Provide 2nd page of handout*)
 - 6.1. Inform student of access to computer labs
 - 6.2. Walk through steps with them
 - 6.3. Set Free... answer questions
7. End of Class - Reiterate Due Date & Invite Assistance

Estimated Duration:

1 - 1.5 hours

Handout Required:

YES

1. PhotoStory / iPhoto Movie Instructions
2. PhotoStory / iPhoto Evaluation Movie Rubric

Presentation Required:

YES

DVD - "EDIT 3318_iPhoto Sample"

Websites Used:

NO

Software Used:

Microsoft PhotoStory
Apple iPhoto

PODCAST CREATION PLAN

COMPONENT 1 SCORE

It is suggested that this activity be introduced only after the class roster has been firmly established.

This assignment has the following aims: (1) Having students work with software across platforms to achieve the same goal; (2) Having students work with audio, video, and still images simultaneously; and (3) Having students practice planning and delivery of content through an organized multimedia format.

Depending on the desire of the instructor, or vision of the student, this mini-project can be taken in a number of directions. For example, the final product could be a personal introductory movie, a mini-lesson/lecture on a student selected topic, or a student lead discussion driven by an assigned topic. Furthermore, the podcast produced could utilize still images or motion pictures (to become a vodcast), or remain a traditional podcast in the utilization of only audio.

Whatever direction you decided to take this lesson in your class, *the planning materials in this teaching document are written under the assumption of the student produced podcast utilizes both audio and still images.* To accomplish the task of podcast creation, students will work with Microsoft PhotoStory on Windows, and/or Apple GarageBand on Mac OS X. Whichever program the student uses, they will submit only 1 video file.

To assist students with beginning their assignment, the Instructor will introduce both software interfaces to students in-class. However, because the majority of students are likely to be more familiar with or own Windows PC's, more attention and detailed instruction will be given to producing their video using Apple GarageBand.

**** Is alternate to the "PhotoStory / iPhoto Movie Plan". ****

Estimated Duration:

1 - 1.5 hours

Handout Required:

YES

1. Podcast Creation Instructions
2. Podcast Evaluation Rubric

Demonstration Required:

YES + Sample Product

Websites Used:

NO

Software Used:

Microsoft PhotoStory
Apple GarageBand
Adobe Soundbooth (Opt.)
Audacity (Opt.)

Web Resource:

<http://www.apple.com/support/garageband/podcasts/>

The Process:

1. Students will be provided the "Podcast Creation Instructions" handout.
2. Instructor introduction of the activity. Go through 1st page of handout. Give special attention to...
 - 2.1. Assignment as a score in Component 1.
 - 2.2. Requirements (and evaluation rubric if applicable).
 - 2.3. Purpose of assignment. May restate the 3 aims introduced in this plan.
 - 2.4. Non-acceptance of *.WP3 or *.BAND files. (May mention correct file save name.)
3. Instructor will set Due Date and submission details.
4. Make points on & compare software packages
 - 4.1. Interface differences
 - 4.2. Inability of MS PhotoStory WMV's to be played across platforms
 - 4.3. Particularly note target product pixel dimensions (and aspect ratio).
5. Introduce MS PhotoStory (Freeware)
 - 5.1. Walk through interface
 - 5.2. Note method of organization + need to really remember your choices in the program.
6. Introduce Apple GarageBand
 - 6.1. Note specific Podcast template; Walk through the interface
 - 6.2. Note single window organization + timeline control
7. In-class activity... Create a Podcast Draft
 - 7.1. Students will work with the assets they brought + Apple GarageBand to produce a draft Podcast.
8. End of Class - Reiterate Due Date, Submission Procedures, & Invite Assistance

TECHNOLOGY INTEGRATION PLAN

COMPONENT 1 SCORE

MIDWAY ISD ETRIP

<http://www.midwayisd.org/midwayisd/site/default.asp>

Staff → ETRIP

In addition to the course aiming to provide students with knowledge of technology tools and their use, it also aims to provide opportunities for technology integration conceptualization. That said, the Technology Integration (Checklist) Plan aims to have students analyze a lesson with integrated technology for gauging effect of achieving instructional goals.

The Technology Integration Checklist is the first of 2 technology oriented lesson analysis. (The 2nd is the "Instructional Technology Lesson Analysis".) In this particular activity, students will find/select a technology based lesson, analyze it through a series of questions, and finally, present their analysis to the class. Seeking how the lesson is envisioned and what it could be through changes or improvements is an aim of sharing analysis.

This lesson will be completed for a score, but has no rubric. Instead, scores will be determined by the following: (1) Valid analysis of selected lesson plan; (2) Completion of TIC Part 1; and (3) Thorough completion of TIC Parts 2 & 3.

The Process:

1. The instructor will introduce the topic benefits of technology lesson plan reviews
2. The instructor will provide the *Technology Integration Checklist Instructions & Technology Integration Checklist*
 - 2.1. TIC - Read through information and answer questions
 - 2.2. TIC - Provide Midway ISD ETRIP website and show on instructor station
 - 2.3. TIC - Walk through the form and answer any questions
 - 2.4. Reiterate TIC Scoring & Presentation at end of time
3. At this point, allow students individual time to complete the assignment
 - 3.1. Walk around classroom monitoring, engaging, and answering questions
4. Time allotted for the assignment will vary with class.
5. Approximately 10 minutes before end time, give a warning to students
6. Allow 10-20 minutes for short presentations
 - 6.1. Randomly select students
7. Short presentations
8. Conclude exercise by collecting all papers.
 - 8.1. Need... TIC Form & Copy of Selected Lesson

Estimated Duration:

45 - 60 min.

Handout Required:

1. Technology Integration Checklist
2. Technology Integration Checklist Instructions

Presentation Required:

NO

Websites Used:

Midway ISD ETRIP
(<http://www.midwayisd.org/99610121210329760/site/default.asp>)

Software Used:

Microsoft Word (opt.)

XTRANORMAL VIDEO PLAN

COMPONENT 1 SCORE

A pre-requisite for this activity to work is that students have already been assigned or had the time to establish at the very least the homepage of their Component 3 Project 2 Website.

The aim of this activity is have the student create a (fun) site introduction. Xtranormal provides the perfect platform for achieving this goal as the words used are their own and video animation is fun regardless of age.

Students will complete this task individually with ample time in-class to gain one-on-one help with the instructor. However, because they are encouraged to produce more than one video, and because they will no doubt want to make changes as they go along, students will be given at least an additional week to post the final video to their website.

Finally, this activity will not be scored using an evaluation rubric. There will only be 4 measurements and they are listed on the student instruction sheet.

Estimated Duration:

1 - 1.5 hours

Handout Required:

YES

1. Xtranormal Video
Instructions + Xtranormal
Video Setup Process

Presentation Required:

NO

Websites Used:

www.xtranormal.com
www.weebly.com

Software Used:

NONE

The Process:

1. The instructor may introduce the topic by returning the to Website assignment and discussing plans/options for site introduction.
2. The instructor will offer the idea of video, then animated video as an option.
3. Using the presentation/instructor terminal, the instructor will then pull up their example website and preview the technology.
4. Students will be directed to www.xtranormal.com and asked to study the site.
 - 4.1. As students are looking up the website, the "Xtranormal Video Instructions" handout will be provided.
5. The instructor will then walk through the handout with the students highlighting...
 - 5.1. The Activity as a Component 1 score.
 - 5.2. Assigning a Due Date
 - 5.3. Discussing the 4 Requirements
 - 5.4. Reminding students to record their user name and password
6. Before providing the "Xtranormal Video Setup Process" sheet, the instructor will walk through the video site.
 - 6.1. Instructor must instruct students to turn-off monitors and watch
7. Students will now be provided the "Xtranormal Video Setup Process" sheet and asked to begin their video development.
8. During this time the instructor will walk around the classroom assisting the students and making comments.
9. End of Class - Reiterate Due Date & Invite Assistance

AVATAR SETUP PLAN

This in-class project is meant to serve only as an additional tool for the students toolbox. It is meant to be complimentary of the Xtranormal web animation video. Like the web animation video (WAV), students have the option of placing it on their Component 3 Project 2 Website. But unlike the WAV, *students will not receive a score for completion of the avatar.*

Plan for Activity Introduction:

1. Ask if they are aware of what an Avatar is. Yes or No, explain.
2. Using their terminals, ask them to open a web-browser and type into the address... www.voki.com
3. Instruct them to review the site.
4. As they are browsing the site, provide the handout "Avatar Setup".
5. Go through the handout with them and answer any questions that arise.
6. Instruct students to begin.
 - 6.1. As students are working on designing their avatar, walk around the room, make comments, and assist.
 - 6.2. In completing Steps 06-08, students ought to be allowed to exit the classroom for a little privacy and to reduce background noise on the recording.
7. Because this is a process and some design is involved, students will invariably finish at different times. *It is important that you try to keep on par with one another.*
8. Once all have finished, talk about it as a tool.
 - 8.1. Students - Fun activity (but requires a personal or class website).
 - 8.2. Teachers - Self-Introduction, Site Guide, & Information Provider.
9. Usage... Inform them that they are not required to use this on their site, but are encouraged. So we will add it, but they can remove it later if they like.
10. Direct them to open another browser window (or tab) and log onto their website at www.weebly.com
11. Voki Code... #1 Embed in Standard Webpage; #2 Large Size; #3 Get Code.

Estimated Duration:
30 minutes

Handout Required:
YES
"Avatar Setup"

Presentation Required:
NO

Websites Used:
www.voki.com
www.weebly.com

Software Used:
NONE

DESIGN PRINCIPLES PLAN

The design of this course asks students to learn to use various technology tools, and develop instructional material with them.

This lesson/activity introduces a list of 9 design principles, then has students immediately put to use the principles after their introduction and explanation. The idea is that (1) students may establish a better base designing information layout via computer presentation, document, or website; and (2) better understand instructor expectations.

This plan will be accomplished through, an example computer presentation from the instructor, and having each student building their own example presentation from 1 of 5 pre-determined topics.

The exercise will not be scored as it aims to be a strictly learning experience. The instructor may elect to hold students accountable with points from their Attendance & Participation Component if they so desire. Lastly, the instructor should leave ample time for in-class presentation of work after which all computer presentations will be submitted.

Estimated Duration:

1-2 hours

Handout Required:

YES

1. Design Principles
Introduction

Presentation Required:

YES

(l/w-i_EDIT 3318_dp
presentation.key)

Websites Used:

NO

Software Used:

Microsoft PowerPoint
Apple Keynote

The Process:

1. The instructor will introduce the topic by discussing points of professional development & other items in the course content
 - 1.1. Should provide first page of DP Instructions at this time
2. Once page one has been covered instructor is to give a presentation
 - 2.1. "Design Principles Introduction"
 - 2.2. At conclusion, instruct students where they can download the PDF
3. OPTIONAL... If the instructor feels it would be beneficial, they may quickly present an example from their work
 - 3.1. Instructor must watch time with this because much time is needed for the student exercise
4. At this point, the second page of the DP Instructions should be provided
 - 4.1. Discuss the page with special attention to "Example Presentation Topics", example development process, and saving file name
5. As the students work, the instructor should walk around the room, observing, answering questions, but most of all providing advice
 - 5.1. Watch the clock to reserve 15-20 minutes for student presentations
6. Student Presentations... ask for volunteers and/or pick those whose work stood out
 - 6.1. Student example presentations do not need to be completed
 - 6.2. Try to have 3 or 4 students present.
7. End exercise with students submitting their completed work.

DESIGN PRINCIPLES PLAN

THE 12 PROVIDED DESIGN PRINCIPLES:

01. CONTRAST * --
02. ALIGNMENT * --
03. REPETITION * --
04. PROXIMITY * --
05. SHAPE --
06. COLOR --
07. DEPTH & SPACE --
08. TEXT/TYPE --
09. AUDIO & VIDEO --

Estimated Duration:
1-2 hours

Handout Required:
YES
1. Design Principles
Introduction

Presentation Required:
YES
(l/w-i_EDIT 3318_dp
presentation.key)

Websites Used:
NO

Software Used:
Microsoft PowerPoint
Apple Keynote

RESOURCES:

- * **Presentation Zen** - <http://www.presentationzen.com/>
- * **The ABC's of Visual Design** - <http://www.tersiiska.com/design/principles/>
- * **4 Principles of Good Design for Websites** - <http://www.myinkblog.com/2009/03/21/4-principles-of-good-design-for-websites/>
- * **Design Elements & Principles** - http://en.wikipedia.org/wiki/Design_elements_and_principles

COPYRIGHT INTRODUCTION PLAN

This plan aims to serve as an introduction into copyright and how it relates to the use of technology in education. Because copyright laws are ubiquitous and this course deals with the use of technology, discussion of copyright must occur in this course.

The copyright lesson herein is designed to serve as a lead-in to a student project where students must consider copyright with the collection and use of Web resources. As this lesson is oriented to be a class discussion about copyright issues, a three step process will be followed: (1) Class discussion of a reading pertaining to copyright; (2) Provision of copyright and fair-use guidelines with discussion; and (3) Practice considering copyright through scenarios and a quiz.

The discussions and quiz involved with this lesson are to be purely learning activities. Because copyright application is very difficult to grasp and unclear in its contextual application, no score will be taken from the quiz. Instead, answers to quiz questions will be provided by the instructor in class in the event students have questions or opinions that need to be sorted through.

Finally, it should be noted that a number of documents will be required for the successful completion of this lesson. All copyright readings should be provided to students a week prior to class for their review, and in class, students should be provided both the "Copyright & FairUse Guidelines for Teachers" & "FairUse Checklist" for use with on-line copyright scenarios and the copyright quiz. Otherwise, students will not be given a worksheet or instruction sheet. Activities will be independent, but each time will result in individuals coming back together for discussion on materials.

The Process:

Part 1. Class Discussion of Readings

1. The instructor may begin by asking something like, "How much would you say you know about copyright law?" AND "How much do you worry about the ownership of materials you use?"
2. Introduce Required reading for the class... "Copyright in the 21st Century" - DISCUSS
 - 2.1. Major Points to cover...
 - 2.1.1. 2 - FairUse + 4 Factors
 - 2.1.2. 3 - Your actions affecting many down the line.
 - 2.1.3. 6-7 - Computer Software
 - 2.1.4. 8-9 - Multimedia
 - 2.1.5. 12 - Video Use
 - 2.1.6. 16-17 - Photocopies
 - 2.2. Introduce Optional reading for the class... "Reproduction of Copyrighted Works by Educators & Librarians" + Note its provision because it contains verbatim law with explanations.

Estimated Duration:

1.5 - 2 hours

Handout Required:

1. "Copyright in the 21st Century"
2. "LOC_Reproduction of Copyrighted Works"
3. "Copyright & FairUse Guidelines for Teachers" OR Guidelines for Copyright & FairUse
4. FairUse Checklist
5. Copyright Quiz

Presentation Required:

NO

Websites Used:

Copyright Scenarios 1 - <http://blog.lib.umn.edu/copyinfo/scenarios/>
 Copyright Scenario 2 - http://www.washington.edu/accessit/webdesign/student/unit4/module1/copyright_scenarios.htm
 Copyright Case Summaries - <http://copyright.columbia.edu/copyright/fair-use/case-summaries/>

Software Used:

NO

Resources:

<http://www.halldavidson.net/chartshort.html>
<http://www.deviantart.com/>

COPYRIGHT INTRODUCTION PLAN

Part 2. Copyright & FairUse Guidelines

3. Instructor will provide the first handout... "Copyright & FairUse Guidelines for Teachers" OR "Guidelines for Copyright & FairUse" [Document is a table.]
 - 3.1. Instructor will explain the table.
 - 3.2. Note its usefulness as a quick reference for various media.
 - 3.3. Four sections to make special note of because the next major project is the non-linear computer presentation.
 - 3.3.1. Illustrations and Photographs
 - 3.3.2. Video
 - 3.3.3. Music
 - 3.3.4. Internet
4. Instructor will provide the second handout... "FairUse Checklist" [Document is produced by Columbia University Libraries/Information Services.]
 - 4.1. Instructor will explain the checklist and the 4 Factors it addresses.
 - 4.2. Note easy division between *Favoring FairUse* & *Opposing FairUse*.
 - 4.3. Use checklist when developing a multimedia project that will contain copyrighted material.

Part 3. Practice with Scenarios & Quiz

5. Instructor will direct students to log on to their terminals and open a web browser.
6. Students will be directed to visit 1st web resource for copyright discussion.
 - 6.1. University of Minnesota Libraries - Copyright Scenarios
 - 6.1.1. <http://blog.lib.umn.edu/copyinfo/scenarios/>
 - 6.2. Instructor will allow students to explore the scenarios and responses. Then ask if anything was surprising. The Instructor will then re-phrase the scenario asking for responses.
 - 6.2.1. #1_Copying DVD Clips - What if they are your personal DVD's bought from a store (legally/illegally). May you copy and edit them for class instruction?
 - 6.2.2. #2_Digital Photographs of Works of Art - *Ask students to visit Deviant Art*. Would it be legal to use an image editor to add credit onto the image before using it?
 - 6.2.3. #3_Making Personal Copies - You find an article that you want to share with colleagues. You only have a problem printing it. Can you legally copy and paste the article to a word processor page, then print and share?
 - 6.2.4. #4_Audiovisual Works for Class Presentations - You create a beautiful computer presentation using images of your own and from the web in this course. Is it legal to submit as your work (with credit)? Is it legal to show this at a conference or teacher workshop once you graduate?
7. Students will be directed to visit 2nd web resource for copyright discussion.
 - 7.1. University of Washington - An online course in Web Design & Development I
 - 7.1.1. http://www.washington.edu/accessit/webdesign/student/unit4/module1/copyright_scenarios.htm
 - 7.2. Instructor will go through each of the 3 scenarios one-by-one.

Estimated Duration:

1.5 - 2 hours

Handout Required:

1. "Copyright in the 21st Century"
2. "LOC_Reproduction of Copyrighted Works"
3. "Copyright & FairUse Guidelines for Teachers" OR Guidelines for Copyright & FairUse
4. FairUse Checklist
5. Copyright Quiz

Presentation Required:

NO

Websites Used:

Copyright Scenarios 1 - <http://blog.lib.umn.edu/copyinfo/scenarios/>
 Copyright Scenario 2 - http://www.washington.edu/accessit/webdesign/student/unit4/module1/copyright_scenarios.htm
 Copyright Case Summaries - <http://copyright.columbia.edu/copyright/fair-use/case-summaries/>

Software Used:

NO

Resources:

<http://www.halldavidson.net/chartshort.html>
<http://www.deviantart.com/>

COPYRIGHT INTRODUCTION PLAN

- 7.3. Instructor will ask students to validate their answer with information found in the reading "Copyright in the 21st Century".
8. Students will be directed to visit 3rd web resource for copyright discussion.
 - 8.1. Columbia University - Case Summaries
 - 8.1.1. <http://copyright.columbia.edu/copyright/fair-use/case-summaries/>
 - 8.2. Instructor will allow students to read through the various case summaries.
 - 8.3. After a few minutes, the instructor will ask if anything stands out.
 - 8.4. The Instructor will then point out these summaries in particular.
 - 8.4.1. Basic Books, Inc. v. Kinko's Graphics Corp., 785 F.Supp 1522 (S.D.N.Y. 1991)
 - 8.4.2. American Geophysical Union v. Texaco Inc., 60 F.3rd 913 (2d Cir. 1994)
 - 8.4.3. Los Angeles Times v. Free Republic, 54 U.S.P.Q.2D 1453 (C.D. Cal. 2000)
9. Instructor will provide students with the "Copyright Quiz".
 - 9.1. Students will have 10-15 minutes to complete individually.
 - 9.2. Instructor will then answer each question correctly with a brief explanation.
10. Lastly, students will be directed to a simple reference for their records.
 - 10.1. Copyright Flash Review
 - 10.1.1. http://www.cyberbee.com/cb_copyright.swf

Estimated Duration:

1.5 - 2 hours

Handout Required:

1. "Copyright in the 21st Century"
2. "LOC_Reproduction of Copyrighted Works"
3. "Copyright & FairUse Guidelines for Teachers" OR Guidelines for Copyright & FairUse
4. FairUse Checklist
5. Copyright Quiz

Presentation Required:

NO

Websites Used:

Copyright Scenarios 1 - <http://blog.lib.umn.edu/copyinfo/scenarios/>
 Copyright Scenario 2 - http://www.washington.edu/accessit/webdesign/student/unit4/module1/copyright_scenarios.htm
 Copyright Case Summaries - <http://copyright.columbia.edu/copyright/fair-use/case-summaries/>

Software Used:

NO

Resources:

<http://www.halldavidson.net/chartshort.html>
<http://www.deviantart.com/>

WEBQUEST INTRODUCTION + ANALYSIS PLAN

COMPONENT 1 SCORE

This plan is design to utilize a significant part of class and counts toward 1 score within Component 1. The WebQuest lesson contained herein consists of 3 parts with a fourth to be used at the discretion of the instructor. The parts are as follows: (1) WebQuest Introduction and textbook discussion; (2) WebQuest analysis and technology integration checklist application; and (3) a WebQuest draft design.

This WebQuest lesson and activity has the aims of delving into a technology tool that may be broadly used across grade levels, as well as, having students practice skills of design and planning with regard to technology implementation. The work produced by this lesson has no formal rubric and will only be judged so far as draft attempt/completion. Nonetheless, it should be understood and communicated to the students that this is something that may be applied as a piece of the Component 5 Portfolio Project.

Completion of WebQuest tasks for this exercise may be done individually or in a group. You may even have the WebQuest design completed within the Case Study Assignment groups. Other activities might be best completed individually or as a class discussion activity.

Finally, it should be noted that this activity requires a number of tools for successful completion. The instructor should provide the "WebQuest Analysis + Design" handout, WebQuest templates for student and teacher sections of the WebQuest, and the same "Technology Integration Checklist" used in the analysis of an online technology integrated lesson.

Estimated Duration:

1-2 hours

Handout Required:

1. WebQuest Analysis + Design
2. WebQuest Template for Students
3. WebQuest Template for Teachers
4. Technology Integration Checklist

Presentation Required:

NO

Websites Used:

YES - 2 WebQuests
"The Ocean's in Trouble"
"Media Propaganda"

Software Used:

Microsoft Word & PowerPoint

The Process:

Part 1. Introduction

1. The instructor will begin with an introduction of WebQuests as a web-based tech tool
 - 1.1. May be used across grade levels
 - 1.2. Broad and may be applied to all subjects
 - 1.3. Is a highly structured activity
2. After a small intro, the instructor will have students turn to page 168 of the course textbook
 - 2.1. Hit the parts of a WebQuest as a standardized pattern
 - 2.2. Discuss Advantages... mainly critical thinking
 - 2.3. Discuss Disadvantage... Gov. Standards; Anyone posting; Lack of student autonomy
 - 2.4. Discuss ThinkQuests (maybe have students visit the website)

WEBQUEST INTRODUCTION + ANALYSIS PLAN

COMPONENT 1 SCORE

Part 2. WebQuest Analysis + Technology Integration Checklist

3. The instructor will provide students with the first page of the "WebQuest Analysis + Design" handout. (Retain the second page so as to control student progression.)
 - 3.1. Have students download the "Technology Integration Checklist" from the course LMS OR provide a paper copy
 - 3.2. Walk through the handout with the students highlighting important details
4. Instruct students to visit "The Ocean's in Trouble" WebQuest
 - 4.1. Instruct students to take a few minutes to look and read through it
 - 4.2. First Impressions? ... Grade level? Content? Process? Interesting?
 - 4.3. Instruct students to open another Tab, but do not close current Tab
5. Instruct student to visit the "Media Propaganda" WebQuest
 - 5.1. Again, allow students a few minutes to look and read through
 - 5.2. Impressions?... Grade level? Content? Process? Interesting?
6. Hold a brief discussion about the 2 WebQuests
 - 6.1. Do you see any immediate benefits in them?
 - 6.2. What grade-levels and courses could you see these used in?
 - 6.3. Do you see any challenges in their application?
 - 6.4. Would you use them? Why?
 - 6.5. What would you change, if anything?
7. Return to "The Ocean's in Trouble" WebQuest
 - 7.1. Individually, go through it with your Technology Integration Checklist
 - 7.2. Be sure to have them place their name, date, and if need be, section on the top
 - 7.3. Provide as much time as needed
8. Once TIC is complete, the instructor should pick random students to express their ideas
 - 8.1. Instructor should pick 3-5 students depending on length of response
 - 8.2. Instructor should ask thoughts on different questions, but return to some core questions (TIC - page 3)

Estimated Duration:

1-2 hours

Handout Required:

1. WebQuest Analysis + Design
2. WebQuest Template for Students
3. WebQuest Template for Teachers
4. Technology Integration Checklist

Presentation Required:

NO

Websites Used:

YES - 2 WebQuests
 "The Ocean's in Trouble"
 "Media Propaganda"

Software Used:

Microsoft Word & PowerPoint

Part 3. WebQuest Design

9. The instructor will provide students with the second page of the "WebQuest Analysis + Design" handout.
 - 9.1. Introduce the activity as the Component 1 score
 - 9.2. Walk through the handout with the students highlighting important details
10. Inform students that this is a small group activity
 - 10.1. Instructor will divide students into their Case Study Assignment groups
11. Instructor will now provide students with the "WebQuest Template for Students" and the "WebQuest Template for Teacher"
 - 11.1. Explain these documents as outlines for the standard sections of a WebQuest
12. Instruct students that they will need to complete at least 2 documents
 - 12.1. First... an outline following the templates produced in a Word Processor
 - 12.2. Second... a visual representation produced in a Computer Presentation program
13. Saving files...
 - 13.1. Save files as PDF's named **group#_EDIT 3318_wq design-#**
 - 13.2. Save all files within a single folder named **Group#-lastnames**
14. Begin assignment

Part 4. OPTIONAL PRESENTATIONS

15. If time allows, the instructor may ask random groups to give a small presentation of their work

DISTANCE LEARNING PLAN

This plan is designed to utilize most of a class period and will not count for a score (other than participation). Furthermore, this plan may serve well as a lead into the eLearning Plan and Individual Instructional Video. This lesson consists of 4 strategic parts. They are as follows: (1) Introduction & discussion of reading; (2) Discussion of handouts, namely "Distance Learning Technology Tools"; (3) Assignment and Completion of Activity; and (4) Workshop style sharing of ideas.

This Distance Learning lesson and activity has dual aims of introducing learners to a core part of Instructional Technology, as well as, provide a lead-in platform for the introduction and assignment of the individual instructional video project. (*Focus on the development of materials.*)

Completion of the plan and its associated activities is to be done in the class it is assigned. The Distance Learning Lesson Plan activity in particular, is to be completed as a small group assignment so that students may have an opportunity to share ideas and work them out together. Additionally, the lesson plan design should be designed with distance learning in mind. That said, the instructor needs to have students consider differences in planing between face-to-face instruction and distance instruction.

Finally, the instructor needs to focus on motivating the students for this particular lesson and activity. Without a direct score, *the instructor should emphasize this will strongly help in the development of their next individual project assignment.*

Estimated Duration:

2-3 hours

Handout Required:

1. Distance Learning Technology Tools
2. Distance Learning Lesson Plan Template
3. Distance Learning Handout Reading
4. Distance Learning Lesson Plan Design

Presentation Required:

NO

Websites Used:

NONE

Software Used:

Microsoft Word
Student Discretion

The Process:

Part 1. Discussion of Reading + Introduction

1. Discussion of Article - "Learner-Content Interactivity: Instructional Design Strategies for the Development of E-Learning Materials" by Eva Y M Tsang
 - 1.1. Learn to motivate with materials, not just text.
 - 1.2. POINTS FROM TEXT...
 - 1.2.1. 251 - Difference between Interaction & Interactivity
 - 1.2.2. 252 - Learner & Content - DL Lesson Plan is development of content
 - 1.2.3. 253 - Development of Web 2.0 tools for learning content delivery
 - 1.2.4. 254 - Learning content/resources should "facilitate the cognitive organization process during students' meaning making
 - 1.2.5. 255 - Percentages of support for multimedia... Does this surprise you? As a student, do you agree or disagree? As a teacher, how do you feel about delivering on this desire?
 - 1.2.6. 255 - Construction of interactive learning environments... How would you feel about taking classes in an environment like Second Life for example?
 - 1.2.7. 256/258 - eLearning Learner-centered & to give control to the learner... Do you think this should be the role in K-12? Are students ready for that kind of learning? If you disagree, how to counter this?
 - 1.2.8. 258 - Linking... lessons, material designs, assignment content, etc.
 - 1.2.9. 259 - Collaboration... What you have done and will do here.

DISTANCE LEARNING PLAN

1.3. MAIN POINTS

- 1.3.1. Without face-to-face interaction, the quality of the materials you produce will be the main determinant of students success.
- 1.3.2. Even in 2nd language learning contexts... materials are very important.
- 1.3.3. 257 - "Providing quality e-learning materials can help to achieve a better learning experience for learners."

2. Introduction of the Topic

- 2.1. Distance Education as an old practice re-imagined w/ new technologies
- 2.2. Applicable fields... K-12, Business, Government, Military... any area w/ training
- 2.3. Universities... use to reach working professionals, rural areas, international students, etc

3. Question: *Why is distance education relevant to the K-12 setting?*

- 3.1. A1 - Teaching and preparing materials for a learners who cannot attend school
- 3.2. A2 - Operating an international learning program
- 3.3. A3 - Connecting students with their peers in another local school

Part 2. Discussion of Handouts

- 4. At this point the instructor will transition into the introduction of the activity
 - 4.1. The instructor will provide the "Distance Learning Technology Tools" handout
- 5. Distance Learning Technology Tools Handout
 - 5.1. Form has space for 15 tools with a column for possible use.
 - 5.2. Instructor will provide up to 10 technology tools and their possible use
 - 5.2.1. Audio Podcast - *Supplement for missed class*
 - 5.2.2. Video Vodcast / Instructional Video - *Reach a home-bound or international student.*
 - 5.2.3. Video Conferencing / ITV - *Conduct class over long distances.*
 - 5.2.4. Computer Screen Sharing - *Teach a process or tool synchronously over the Web*
 - 5.2.5. Computer Presentation Movie - *Deliver with a Podcast or Vodcast*
 - 5.2.6. Text & Spreadsheet Documentation - *For delivery of learning materials*
 - 5.2.7. Electronic Whiteboard / SMART Board - *Allow real-time transmission of notes*
 - 5.2.8. Instant Messaging (IM) + Video - *Synchronous (personalized) discussion*
 - 5.2.9. Pre-recorded Media + Mail - *For reaching rural or under developed areas*
 - 5.2.10. Telephone Connection / Fax - *Transmission of documents or conversation*
 - 5.3. After completing the list, the instructor will ask students to list other tools and their possible uses.
 - 5.3.1. Allow a few minutes
 - 5.3.2. Have students share their ideas

Estimated Duration:

2-3 hours

Handout Required:

- 1. Distance Learning Technology Tools
- 2. Distance Learning Lesson Plan Template
- 3. Distance Learning Handout Reading
- 4. Distance Learning Lesson Plan Design

Presentation Required:

NO

Websites Used:

NONE

Software Used:

Microsoft Word
Student Discretion

DISTANCE LEARNING PLAN

Part 3. Assignment & Completion of Activity

6. Introduce the activity (Distance Learning Lesson Plan Design) as a mock Teacher Workshop
7. Instructor will provide students with "Distance Learning Lesson Plan Design Instructions"
 - 7.1. Discuss the document outlining objectives
 - 7.2. Stress to be boundless in your creativity!
 - 7.3. Make a special note that this will help in their next individual project
8. Instructor will provide "Distance Learning Lesson Plan"
 - 8.1. Describe the document
 - 8.2. Note as a guide. It may be used, modified, discarded, etc.
9. Stress Design.
 - 9.1. Professionalism
 - 9.2. Have in your mind learning from each other
10. Open for Questions

Part 4. Mock Workshop (20-30 minutes)

11. Instructor will manage as they see fit.
12. Ask questions of students and encourage questions from peers.

Estimated Duration:

2-3 hours

Handout Required:

1. Distance Learning Technology Tools
2. Distance Learning Lesson Plan Template
3. Distance Learning Handout Reading
4. Distance Learning Lesson Plan Design

Presentation Required:

NO

Websites Used:

NONE

Software Used:

Microsoft Word
Student Discretion

eLEARNING ACTIVITY PLAN

This eLearning activity plan is designed to be an opportunity for students to begin work on their Component 3 Project 4 Individual Instructional after its assignment and discussion. Moreover, this activity is an extension of Chapter 8 in their textbook which is required reading for the week.

The lesson should consume much of class time. As reasoned on the student instruction sheet, this is time for the instructor to make remarks (namely from the text), assist and answer questions of students, and allow students time to discuss with one another ideas and approaches. Nonetheless, for this exercise to be successful, the instructor must actively encourage effort and offer criticism.

There is no individual score for this activity, however, student must complete 4 requirements before submitting their work and being excused from class. These requirements are as follows:

- i. Develop and state an instructional topic.
- ii. Outline and draft a proposed lesson layout and accompanying materials.
- iii. Provide a vision of your audience & what technology tools would serve best.
- iv. Gain instructor approval for your topic.

Upon completion of the final requirement, students will each electronically submit their materials.

Finally, this is intended to be an individual activity as they are working toward the completion of an individual component project. The instructor should closely facilitate student activities, yet allow freedom for peer interaction and assistance.

Estimated Duration:

2 hours

Handout Required:

1. eLearning Plan Instructions
2. [OPT] Distance Learning Lesson Plan Template

Presentation Required:

NO

Websites Used:

NONE

Software Used:

Student Discretion

Note: Strongly utilize Chapter 8 of Textbook.

The Process:

1. First and foremost... Instructor will have completed the introduction of Component 3 Project 4 Individual Instructional
 - 1.1. Project Instructions Complete
 - 1.2. Project Rubric Complete
2. Instructor will ask if all have read and noted Chapter 8.
 - 2.1. Be sure to tell them from the beginning they need to complete this if they have not.
3. Instructor will provide the "eLearning Plan Instructions"
 - 3.1. Read through & clarify DETAILED PLAN IS DUE
 - 3.2. Cover the 4 requirements + Note paragraph 3 on Handout
 - 3.3. Outline submission instructions
4. Allow students to begin.
 - 4.1. Wait 10-15 minutes before starting to intervene.
 - 4.2. Failure to complete will result in loss of participation and project points.

INTEGRATED TECHNOLOGY LESSON ANALYSIS PLAN

COMPONENT 1 SCORE

This Integrated Technology Lesson Analysis plan is designed to be a reflective activity of lessons learned through the course, an assistance activity in the development of the students eLearning Lesson Plan, and a peer learning activity through teacher workshop style presentations. These aims will be accomplished through a two step process whereby students analyze and reflect on their own work, then examine a similar work for improvements and design options.

To complete this activity, students will utilize the “Technology Integration Checklist” and “Lesson Plan Template” handouts from previous lessons. They will also search across 3 Internet resources of integrated technology lesson plan collections. Finally, students will utilize whatever technology they see fit to re-develop their selected lesson and electronically submit to the instructor.

Finally, the activity will be completed for a score, but will have no rubric. Instead, scores will be determined by the following factors: (1) completion of task; (2) provision of lesson materials; and (3) clarity of plan design and outline.

Websites Utilized w/ Integrated Technology Lesson Plans

- Midway ISD | ETRIP - <http://swm.midwayisd.org/99610121210329760/site/default.asp>
- Teaching with the Web! - <http://edtech.kennesaw.edu/web/teaching.htm>
- Internet for Classrooms - http://www.internet4classrooms.com/integ_tech_lessons.htm

The Process:

1. Before beginning, be sure that you have enough paper for the lab printer or...
 - 1.1. One copy of the “Lesson Plan Template” for each student
 - 1.2. Two copies of the “Technology Integration Checklist” for each student

Part 1. eLearning Lesson Plan Analysis

2. Instructor will introduce the topic as something of a next step for the Technology Integration Analysis and their own eLearning Lesson Plan.
3. The instructor will ask students to retrieve their eLearning Lesson Plans
 - 3.1. Print these.
4. Students will next be asked to complete the “Lesson Plan Template” for their eLearning Lesson Plan
 - 4.1. Students may print the form or Instructor may provide the form.
 - 4.2. Focus on writing learning objectives.
5. Next, the instructor will ask students to view and analyze their lesson objectively.
 - 5.1. Students will use the “Technology Integration Checklist” handout
 - 5.2. Student may print the form or Instructor may provide the form.
 - 5.3. Ask students to focus on the page 3 questions.
6. Once all have completed the “Lesson Plan Template” AND the “Technology Integration Checklist” the instructor should move on to a few questions...
 - 6.1. What problems did you find in your plan?
 - 6.2. Did you have any new ideas?
 - 6.3. Do you think your plan could be (easily) understood by someone else?

Estimated Duration:

1.5 hours

Handout Required:

1. Integrated Technology Lesson Re-Development Instructions
2. Technology Integration Checklist
3. Lesson Plan Template

Presentation Required:

NO

Websites Used:

Midway ISD | ETRIP
Teaching with the Web!
Internet for Classrooms
(see student instructions)

Software Used:

Student Discretion

INTEGRATED TECHNOLOGY LESSON ANALYSIS PLAN

COMPONENT 1 SCORE

Part 2. Integrated Technology Lesson Re-Development

7. Instructor will distribute the "Integrated Technology Lesson Re-Development Instructions" handout.
 - 7.1. Allow students a moment to review.
 - 7.2. Discuss difference between *creating your own lesson* and *following a lesson created by another*.
8. Highlight websites on instruction sheet as the resources to use to find a lesson closely resembling their eLearning Lesson Plan.
9. Activity aim is middle ground... Re-create the vision of another.
10. Begin by considering the following...
 - 10.1. Themes or core ideas of the lesson.
 - 10.2. Is the lesson teaching for performance or for thoughtful application.
 - 10.2.1. Need to explain.
 - 10.3. What perceptions or expectation of benefit might learners have?
 - 10.3.1. Empathy
 - 10.4. What is the quality of lesson material and rubrics? Are they readable and/or useful?
11. Instructor is to note that students are to improve the lesson they select.
 - 11.1. Do not simply re-organize the lesson.
12. Outline process...
 - 12.1. Browse sites & select a lesson.
 - 12.2. Print the lesson & complete a TIC for it.
 - 12.3. Individually work on lesson, but may consult with peers.
 - 12.4. Present??
 - 12.5. Save all documents to a single folder and submit.
 - 12.5.1. INSTRUCTOR MUST PROVIDE SUBMISSION INSTRUCTIONS

Estimated Duration:

1.5 hours

Handout Required:

1. Integrated Technology Lesson Re-Development Instructions
2. Technology Integration Checklist
3. Lesson Plan Template

Presentation Required:

NO

Websites Used:

Midway ISD | ETRIP
Teaching with the Web!
Internet for Classrooms
(see student instructions)

Software Used:

Student Discretion

Part 2.5. Teacher Workshop Presentation

13. Instructor should reserve 20-30 minutes for student presentations.
14. Questioning...
 - 14.1. Peer questions will be allowed.
 - 14.2. Instructor should ask questions.

CRITICAL THINKING ACTIVITY DESIGN PLAN

This lesson is part lecture, discussion, and activity. To complete, the instructor will cover textbook reading over chapter 4, then transition into having students engage in developing a critical thinking activity that utilizes a specific technology tool.

The aim of this activity is to have students develop methods and/or example lessons that demonstrate how technology may be used to assist creative thinking activities. Once students have completed their in-class plans, students will either (1) present what they have developed or (2) trade their lesson plans for critique.

The activity completed will not be scored, even though participation may be considered under Component 4 Attendance & Participation. Like other activities, this one aims to be a learning exercise.

The Process:

Part 1. Textbook Discussion

1. *** Instructor may share experience of difference with regard to teaching critical thinking across cultures. ***
2. Discuss traditional Socratic Method
 - 2.1. Learner responsible for supporting their argument.
3. Ask... *For what reasons would you say teaching critical thinking is important?*
 - 3.1. Encourages the making of good decisions, discovery of truth, & arguably life-long learning.
4. Ask... *How do you think technology can be used to support Critical Thinking?*
 - 4.1. Enhancing the search for and presentation of information
 - 4.2. Empowering learners to develop and support their positions/arguments
5. On 103 the text talks about "Media Literacy" (ability to comprehend what is read, heard, and seen, then evaluate to make a good decision)
 - 5.1. Instructor will provide 3 examples of arguable sources. (ex. foreign written articles about the U.S.)
 - 5.2. Students will analyze the articles for legitimacy. *Would these make good references?*
 - 5.3. Students will question the sources with the 5 questions near the bottom of page 103
6. Discuss 3 questions on the bottom of 103 to the top of 104.
 - 6.1. The world is grey
 - 6.2. Works one way for university and another for K-12

Part 2. Instructional Technology

7. For critical thinking activities to work, with or w/o technology, *the teacher must ask questions.*
 - 7.1. Look at Figure 4.5 on page 108
 - 7.2. With tech... your goals, ease of use for the student, possible problems, etc.
 - 7.3. Be empathetic... 1-5 bottom 105 to top 106
 - 7.4. Use technology to enhance the *search for information & support of ideas*
8. Examples enhancing learning with technology...
 - 8.1. Generative Learning Strategies in Teacher's Technology Handbook
 - 8.2. Complete the tables on pages 99 and 100

Estimated Duration:

1-2 hours

Handout Required:

YES

1. Teacher's Technology Handbook - pages. 97-100
2. Lesson Plan Template
3. Design a Critical Thinking Activity

Presentation Required:

NO

Websites Used:

NONE

Software Used:

NONE

CRITICAL THINKING ACTIVITY DESIGN PLAN

Part 3. Designing a Critical Thinking Activity / WORKSHOP

9. Instructor will direct the students to (1) develop a Critical Thinking lesson & (2) an example of the final product they would like to see.
 - 9.1. **** Provide student Handout here! **** - Discuss contents
 - 9.2. Plans will be designed for grade levels 9-12 because on that level more can be asked of students than below.
 - 9.3. All plans must utilize at least 1 technology
 - 9.4. Lesson plans will be completed using the *Lesson Plan Template*
 - 9.5. Example final products will be completed as the student desires
10. All students will only be allowed to create the lesson plan from the same 5 topics. (This will cause overlap in presentations and learning from different perspectives.)
 - 10.1. Topic 1: Create a dialog between people of opposing perspectives with regard to a true debate.
 - 10.2. Topic 2: Develop a news article/presentation covering something current in the news.
 - 10.3. Topic 3: Create a presentation using only pictures and/or graphics to accompany a famous speech.
 - 10.4. Topic 4: Develop an advertisement for a trip around the world.
 - 10.5. Topic 5: Select the subject and build a critical thinking activity with a technology used in this course.
11. WORKSHOP - Students will be randomly selected to present their idea (lesson plan and example final product) to the class.
 - 11.1. Students will be allowed to ask each other questions
12. At the end, the instructor will direct all students to submit their lesson plan and example final product.
 - 12.1. Inform students this is required for consideration of Component 4 score
 - 12.2. Each item submitted does not need to be completely finished as these are really only drafts

Estimated Duration:

1-2 hours

Handout Required:

YES

1. Teacher's Technology Handbook - pages. 97-100
2. Lesson Plan Template
3. Design a Critical Thinking Activity

Presentation Required:

NO

Websites Used:

NONE

Software Used:

NONE

GROUP VODCAST INTRODUCTION

By the time this lesson is introduced, students will have already completed Component 3 Project 4 - Instructional Video. With that completed, the students will bring into this assignment some understanding with planning and producing a video. But this assignment is different in its aim to be more creative, informal, and from a student perspective.

The group vodcast is a large project that will take at least 2 weeks to complete. The handout provided to students is detailed and clear enough that they will understand the assignment, yet the degree of quality and creativity can not easily be presented in text. The aim of this lesson is to introduce the assignment through critique and discussion of other student works. With the use of a presentation, students will view and answer questions about 3 student produced videos.

This lesson and presentation are not scored activities. They are simply a tool to introduce an assignment, spur discussion, and have student begin thinking and working in their group from a shared experience.

Estimated Duration:

20 - 30 minutes

Handout Required:

YES

1. Vodcast Instructions
2. Storyboard Template
3. Vodcast Evaluation Rubric

Presentation Required:

YES - "Vodcast Example Presentation"

Websites Used:

Apple Education Community Student Gallery

Software Used:

Quicktime
Keynote

The Process:

1. The instructor will introduce the topic (by returning to the subject of Component 3 Project 4.1). Presentation should be activated.
 - 1.1. No materials will be provided.
 - 1.2. Students will turn-off monitors and give attention to presentation.
2. The instructor will begin and go through the presentation at their own pace.
 - 2.1. Presentation - 3 Videos & 3 Slides with 2 questions each.
 - 2.2. Video #1 - "Beverly Hills"; Video #2 - "A View From the Sidewalk; Video #3 - "Breakup Film"
3. Upon completion of presentation, reiterate the *Apple Education Community Student Gallery* as a resource for students to get ideas for production and/or subject matter.
4. After a short Q&A session, the instructor will provide students with the Group Vodcast Instructions for their project assignment.
5. The instructor will then walk through all pages explaining, answering questions, and especially stating expectations.
6. Division of Groups
 - 6.1. Option 1 - Divided by Chapter Presentation Groups (2-3 students each).
 - 6.2. Option 2 - Allowed to form a group with no more than 5 members.
7. Storyboard Template - Once the assignment has been provided, discussed, and all questions answered, students will break into their groups and begin working on their Storyboard.
 - 7.1. Storyboards must be fully completed with a clear idea, script and drawings.
8. End of Class - Students submit their Storyboards for approval. Instructor reviews for completion then gives Storyboards back.