

EDUC 504 - Teaching with Technology
Summer-Fall 2004
Duderstadt Center Advanced Graphics Rooms

Bureaucratic solutions to problems of practice will always fail because effective teaching is not routine, students are not passive, and questions of practice are not simple, predictable, or standardized. Consequently, instructional decisions cannot be formulated on high then packaged and handed down to teachers. Linda Darling-Hammond, from "The Right to Learn"

Professor: Rod Williams :: 1360G SEB :: 734.717.2859 :: rodw@umich.edu

Summer Dates & Times: July 9, 16, 23, 30 & Aug. 6

- Seminar (required): 9 - 11 AM (Sections 001 & 002)
- Collaborative Team Meeting (required): 11 AM -12 PM
- Design Studio (optional): July 9, 16, 23, 30: 1 - 4 PM

Fall Dates & Times: Sept. 10, 17, 24, Oct. 1, 8, 15, 22, 29 & Dec. 10

- Seminar (required): 9 AM – 12 PM (Section 001) or 1 – 4 PM (Section 002)
- Collaborative Team Meeting: One hour per week throughout semester (required).
- Design Studio: Fri. (9-12 & 1-4): Deuderstadt Center & M-F (12-4): ITL

Course Overview

During the summer term you will read, examine case studies, attend seminars and participate in field experiences. You will also begin a team inquiry project in which you will investigate questions about a learner-centered curriculum unit that incorporates technology. This team approach is a variation on the lesson study model of professional development. You will also have the opportunity to work collaboratively with graduate student instructors and your colleagues in a "Design Studio" environment where you can learn basic software applications, explore technologies that may be incorporated into the design of your unit or investigate technologies that help facilitate and support team collaboration.

During the fall term you will continue to do some reading. Your team will finish developing the curriculum unit and then study it as you implement portions of it in selected classrooms. Findings from the inquiry on your unit will be presented to your colleagues at a *Teaching with Technology 2004 Conference* in December. Also during the fall, you will learn how to produce and edit digital video. This technology is the only one which everyone will be expected to learn with some degree of expertise since videography will be integral to various aspects of your study. Your final project will include a video about your inquiry project which you and your team design, produce and edit. To support you as you engage in this work, graduate student assistant will be

available to work collaboratively with you and your team in the “Design Studio” throughout the semester.

Assignments can be maintained in an ePortfolio (<http://portfolio.ssw.umich.edu>)

Technology Integration Specialists

Technology Integration Specialists are available to help and support you as you engage in course-related work. They are all graduate students and come from a variety of backgrounds and interests which converge in the area of curriculum design and learning technologies. Their expertise is distributed, meaning they all bring different kinds of knowledge, understanding and experience to their role as consultant. None is an expert in every subject area or technology. Specialists will be available at regularly scheduled times in the “Design Studio” and by appointment. Note: Specialists will not grade any course assignments or be responsible in any way for your final grade.

Summer Technology Integration Specialists:

Lulua Alsaab, Intern - lalsaab@umich.edu

Lulua is completing a Masters Degree in Learning Technologies at the University of Michigan. She is currently researching collaborative online sites for teachers’ professional development.

Eric Dela Fuente, Graduate Assistant - edlf2@hotmail.com

Eric is completing teacher certification requirements in English at Eastern Michigan University. He is currently working as a videographer for a research project at UM.

Benjamin Kelsey, Teaching Assistant - bkelcey@umich.edu

Benjamin is a first-year doctoral student in Learning Technologies at the University of Michigan. He recently finished a term as a Peace Corps volunteer in southern Africa. He has a background in science and math.

Robert Resio, Intern - rresiojr@yahoo.com

Robert is completing a Masters Degree in Learning Technologies at the University of Michigan. He currently teaches technology courses at Center Line High School in Center Line, MI.

Fall Technology Integration Specialists:

Charlie Gragg, Teacher - charlie.gragg@holly.k12.mi.us – Charlie is a recent MAC graduate who currently teaches high school social studies in Holly, MI. He also won the MCOATT Award.

Pattye Van Buren-Craig, Teacher - craigp@leslie.k12.mi.us – Pattye is a Computer Literacy teacher at Leslie Middle School in Leslie, MI.

Cathy Williams, Instructional Technology Consultant - cwilliam@fhps.k12.mi.us – Cathy works in the Forest Hills Public Schools district in Grand Rapids, MI.

Kathleen Schanne, Teacher - kschanne@umich.edu – Kathleen teaches high school English in the Huron Valley School district in White Lake, MI. She is a recipient of the 2004 MCOATT Award. She is also a candidate for the Masters Degree in Learning Technologies at the University of Michigan.

Robert Resio, Teacher - rresiojr@yahoo.com. Robert recently completed a Masters Degree in Learning Technologies at the University of Michigan. He currently teaches technology courses at Center Line High School in Center Line, MI.

Mary Jane Mielke, Director of Instructional Technology - mielkemj@wwcs.k12.mi.us – Mary Jane works in the Wayne-Westland School District. She also serves as Co-Director of MACUL's SIG for Teacher Education.

Andrea Hesp, Graduate Student Instructor - ahesp@umich.edu – Annie is a doctoral student in Romance Languages and has completed course work in Learning Technologies.

Andrew Babson, Graduate Student Instructor – ababson@umich.edu
Andrew is a first-year doctoral student in Learning Technologies at the University of Michigan. He recently taught courses in anthropology at a community college and served as an evaluator for online courses at a charter school in Columbus, OH.

Donnalee Grey-Farquharson, Graduate Student Instructor – dgrey@umich.edu
Donnalee is a third-year doctoral student in Learning Technologies at the University of Michigan. She taught high school chemistry in Toronto, ON before coming to Michigan.

Elizabeth Keren-Kolb, Graduate Student Instructor - elikeren@umich.edu
Liz is a second-year doctoral student in Learning Technologies at the University of Michigan. She taught middle and high school social studies, as well as technology courses, in Ohio before coming to Michigan.

Required Readings & Online Learning Modules

- Sandholtz, J. H., C. Ringstaff, et al. (1997). Teaching with technology: creating student-centered classrooms. New York, Teachers College Press. Available at Shaman Drum Bookshop, 311-315 S. State St. <http://www.shamandrum.com/>
- Wiske, M.S (2001). A new culture of teaching for the 21st Century. Available: http://learnweb.harvard.edu/ent/library/teaching_culture_article.pdf
- Bransford, J., A. L. Brown, et al. (2000). How people learn: brain, mind, experience, and school. Washington, D.C., National Academy Press. (Chapters 6, 7 & 9)
Available: <http://books.nap.edu/html/howpeople1/>

- Wiggins, G. P. and J. McTighe (2001). Understanding by design. Upper Saddle River, N.J., Merrill/Prentice Hall. (Introduction and Chapters 1 & 2) Available: <http://www.ascd.org/publications/books/198199/>
- Candau, D., Doherty, J., Hannafin, R., Judge, J., Yost, J. & Kuni, P. (2002). Intel teach to the future. (provided) <http://www97.intel.com/scripts-teach/index.asp>
- Stone-Palmquist, P. (2003). Chelsea 6th-graders get laptops. Ann Arbor News. Ann Arbor, MI. (Download from *Resources* on course web site.)
- (1998) Teaching for understanding: putting understanding up front. Harvard University. **2004**. Available: <http://learnweb.harvard.edu/alps/tfu/index.cfm>
- (2001) Exploring how people learn, Vanderbilt University. **2004**. Available: <http://hpl.peabody.vanderbilt.edu:16080/exploringhpl/explorehpl/fullmap.htm>
- (2004) Michigan Lesson Study Collaborative. MACUL. **2004**. Available: <http://wwcsd.net/technology/mlsc.htm>
- (2003) Videography for educators. Apple Computer, Inc. **2004**. Available: http://ali.apple.com/ali_sites/ali/exhibits/1000019/

Recommended Readings and Online Learning Modules

- Norton, P. & Wiburg, K. M. (2003). Teaching with technology: designing opportunities to learn (2nd ed.). Belmont, Calif. London: Wadsworth.
- Blythe, T. (1998). The teaching for understanding guide. San Francisco: Jossey-Bass Publishers.
- Wiggins, G. P. and J. McTighe (2001). Understanding by design. Upper Saddle River, N.J., Merrill/Prentice Hall.
- Bransford, J., A. L. Brown, et al. (2000). How people learn: brain, mind, experience, and school. Washington, D.C., National Academy Press.
- (2004) Apple Classrooms of Tomorrow. Apple Computer, Inc. Available: <http://www.apple.com/education/k12/leadership/acot/> **2004**
- Linn, M. C., E. A. Davis, et al. (2004). Internet environments for science education, Lawrence Erlbaum Associates, Inc.
- Braun, J. A., P. Fernlund, et al. (1998). Technology tools in the social studies curriculum. Wilsonville, Oregon, Franklin Beedle & Associates.
- Evans, R. W. and D. W. Saxe (1996). Handbook on teaching social issues. Washington, DC, National Council for the Social Studies.

- National Research Council (2000). Inquiry and the National Science Education Standards: a guide for teaching and learning. Washington, D.C.: National Academy Press. Available: <http://www.nap.edu>

Subscriptions, Memberships & Purchases

- CPS Response Pad. (required) Available at Ulrich's Bookstore.
- Mini DV tapes (required) (No "loaner" tapes for class projects.)
- Education with New Technologies <http://learnweb.harvard.edu/ent> (required)
- Atomic Learning <http://atomiclearning.com> (optional)
- Understanding by Design <http://www.ubd.ascd.org> (optional)
- My eCoach <http://my-ecoach.com> (optional)
- Nicenet <http://www.nicenet.org> (optional)
- Tapped In <http://tappedin.org> (optional)
- Software is available with your UMID at extremely reasonable prices at the Computer Showcase located in the Michigan Union. (optional)

Course Evaluation & Grading

An assessment of your work in this course will be based on the following:

- *Completeness*: The completed assignment should be consistent established expectations. If you are uncertain or unclear about the expectations, contact the instructor for clarification.
- *Evidence of professional habits of thinking, action and communication, including*: Curiosity about how students learn; open-mindedness to new points of view; willingness to entertain new ideas about teaching; willingness to question your own thinking; ability to consider alternatives and to change your mind for good reasons; initiative to accept personal responsibility in order to achieve goals; and, personal organization. (Obviously, these "habits" are assessed somewhat subjectively using qualitative rather than quantitative methods of evaluation.)
- *Evidence of understanding of course ideas*: Your work should demonstrate that you are growing in your understanding of ideas presented in class and in course readings and that you are making connections between those ideas and your other experiences and knowledge.

The weighted value of each course component is:

- Collaborative Inquiry Project - 60% (This portion of your grade will reflect several individual and team assignments associated with the project).
- Quizzes on readings and online learning modules - 20%
- Final reflection developed in an ePortfolio - 10%
- Professional habits of thinking, action and communication - 10%

Grading:

<i>Grade</i>	<i>Total Points</i>	<i>Performance Description</i>
A +	97 – 100	<i>Superior</i>
A	93 – 96	<i>Exceptional</i>
A -	89 – 92	<i>Excellent</i>
B +	85 – 88	<i>Outstanding</i>
B	81 – 84	<i>Very Good</i>
B -	77 – 80	<i>Satisfactory</i>
C + _	76 – _	<i>Unsatisfactory</i>

Policy on due dates

If an illness or an emergency prevents you from submitting your assignment on time, please contact me as soon as possible to explain why your assignment will be late. If you fail to follow this procedure, I may decide not to evaluate your work.

Professional habits of thinking, action and communication

Through active class participation you have the opportunity to share with colleagues the understandings you are drawing from course readings, projects, and other activities. You are encouraged to use class discussions (face-to-face and online) as an opportunity to share experiences and to clarify ideas about issues raised during the course. This should always be done in ways that adhere to ideals of democratic discourse (free and open, but civil and equitable).

On-time attendance at all class meetings and active participation in class are required. If you must be absent or late, contact the instructor *prior* to the scheduled class meeting time. Failure to follow this policy can adversely affect your grade.

As a reminder, turn off (or silence) cell phones before class begins. If you need to take an emergency call, please take it outside of the classroom. Also, please be aware of and adhere to relevant University of Michigan policies governing student conduct and work as well as state and national laws on copyright, etc.

Summer 2004 Schedule

Week 1 (July 9th) – Course Introduction and Overview

Seminar: 9 – 11 AM, Duderstadt Center Training Lab

Graduate student researchers, Liz Kolb and Donnalee Grey-Farquharson, will each administer an instrument designed to help us understand what you and your colleagues believe, know and understand about teaching and about educational technologies. They will analyze results and report back to me before next week's class. These results will help us customize instruction for the remainder of the course.

After a break, we will examine a few of the technologies we will use in this course. After that, we will break into smaller groups to begin planning for the major course activity, an inquiry project that examines curriculum design and implementation.

Collaborative Team Meeting: 11 AM – 12 PM. Email report to instructor before 5 PM.

Assignments due July 16

1. Sandholtz, J. H., C. Ringstaff, et al. (Forward, Preface, Chapters 1 & 7-9)
2. Wiske, M.S (2001). A new culture of teaching for the 21st Century. (Online) http://learnweb.harvard.edu/ent/library/teaching_culture_article.pdf & Stone-Palmquist, P. (2003).
3. (2004) Michigan Lesson Study Collaborative. MACUL. **2004**. <http://wwcsd.net/technology/mlsc.htm>. (Explore site and read “What is Lesson Study”? at http://www.rbs.org/currents/0502/what_is_lesson_study.shtml.)
4. Prepare for quiz on readings.

Assignments due July 30

1. (2001). Exploring how people learn, Vanderbilt University. **2004**. <http://hpl.peabody.vanderbilt.edu:16080/exploringhpl/explorehpl/fullmap.htm>.
2. Prepare for quiz on learning module on July 30th.

Week 2 (July 16th) – Lesson Study and Technology Integration

Seminar: 9 – 11 AM, Duderstadt Center Training Lab

Guest Speakers: Michael Schwartz, Social Studies teacher & Eric Dela Fuente, Graduate Assistant, Handheld Technologies in High School Economics Project.

Curriculum Team Meeting: 11 AM – 12 PM. Refer to Activity 3, “beginning the planning process,” Module 1.15 – 1.18 in *Intel Teach to the Future* as a guide to help you complete this task. Email report with tentative ideas about unit topic and essential questions before 5 PM.

Assignments due July 23:

1. Sandholtz, J. H., C. Ringstaff, et al. (Chapters 3-6).
2. Chelsea 6th-graders get laptops. *Ann Arbor News*. Ann Arbor, MI. (Course web site).
3. Prepare for quiz on readings.

Assignments due July 30

1. (2001). Exploring how people learn, Vanderbilt University. **2004**. <http://hpl.peabody.vanderbilt.edu:16080/exploringhpl/explorehpl/fullmap.htm>.

2. Prepare for quiz on learning module on July 30th.

Week 3 (July 23rd) – Technology Integration: “Learning Without Limits” Project Seminar: 9 – 11 AM, Duderstadt Center Training Lab

Guest Speakers, Anika Ball, Learning Technologies doctoral student, University of Michigan, Iva Corbett, Assistant Superintendent, Joe Tinsley, Technology Integration Specialist, Scott Wooster, Technology Coordinator, Chelsea Public Schools.

Curriculum Team Meeting: 11 AM – 12 PM

Email report detailing tentative ideas about unit technology integration before 5 PM

Assignments due July 30

1. Sandholtz, J. H., C. Ringstaff, et al. (Chapters 2, 10 & 11)
2. (2001). Exploring how people learn, Vanderbilt University. **2004**.
<http://hpl.peabody.vanderbilt.edu:16080/exploringhpl/explorehpl/fullmap.htm>.
3. Prepare for quiz on readings and learning module.

Week 4 (July 30th) – Technology Integration in the Real World

Seminar: 9 – 11 AM, 1180 Duderstadt Center (Video Conferencing Room)

Guest speakers: Mary Jane Mielke, Director of Instructional Technology, Wayne-Westland Schools, Naomi Norman, Supervisor, Instructional Technology, Washtenaw Intermediate School District, Jeffrey Robinson, Curriculum Specialist for Technology, Detroit Public Schools and area teachers.

Curriculum Team Meeting: 11 AM – 12 PM. Email tentative technology management plan before 5 PM.

Week 5 (August 6th) – Technology Integration in an Ideal World

Field trip: 9 AM – 12 PM, Greenhills School, 850 Greenhills Drive, Ann Arbor, MI 48105 (For directions, see <http://www.greenhillsschool.org/contactus.php>)

Host and facilitator: Jan Toth-Chernin, Director of Information and Technology Services, Greenhills School and Adjunct Professor, UM School of Information.

Fall 2004 Schedule

Section 001 (9AM - 12 PM) and Section 002 (1 – 4 PM) meet at the Duderstadt Center. Collaborative Teams meet for a minimum of one hour per week. Submit weekly team reports by email before 5 PM each Friday. Expectations, including due dates, for fall semester assignments will be announced at the appropriate times.

Week 6 (September 10) – Introduction to Video Production

Assignments due September 17

1. Bransford, J., A. L. Brown, et al. (Chapters 6, 7 & 9)
<http://books.nap.edu/html/howpeople1/>
2. Prepare for quiz on readings.

Week 7 (September 17) - iMovie Practice Activity

Assignments due September 24

1. Wiggins, G. P. and J. McTighe. (Introduction and Chapters 1 & 2)
<http://www.ascd.org/publications/books/198199/>
2. Teaching for understanding: putting understanding up front.
<http://learnweb.harvard.edu/alps/tfu/index.cfm>
3. Prepare for quiz on readings.

Week 8 (September 24) – Teaching for Understanding with Technology

Week 9 (October 1) - Introduction to iMovie

Week 10 (October 7) - Advanced iMovie—Sound

Week 11 (October 14) – Video Editing Lab

Week 12 (October 21) – Video Streaming on the Web & iDVD

Week 13 (October 29) – Day at the Movies (iMovie presentations)

Week 14 (December 10) – Teaching with Technology 2004 Conference - Fearless Teaching: How Can We Collaborate to Integrate?

Attendance required for a total of three hours (any combination of AM or PM sessions) including your own presentation. Sign in at each session.

Notes: This syllabus is subject to change at the discretion of the instructor. Please watch for updates.

If you have special needs for which accommodations may be needed, please inform me as soon as possible.

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EDUC 504 Teaching with Technology: Inquiry Project

Overview

The inquiry project is the major course activity, and including all components, counts for 60% of the course grade. This assignment is intended to provide you with experience in collaboratively planning and (optionally) studying the implementation of an inquiry-based curriculum unit. The curriculum unit will incorporate technologies in ways that are designed to enhance students' learning. Digital video will be used as one of the primary tools for documenting and analyzing various aspects of the project. Other data collection methods may include interviews with students (and others), field notes and a variety of artifacts of teaching and learning, including those generated through with various technologies. Following are general descriptions and requirements for each component of the project. The weighted grade value is found next to each component.

Curriculum Unit (25%) – Team assignment

The unit¹ must be:

1. **Collaboratively designed** with each team member *actively* participating in the process. See attached detailed directions for **required components** of unit design.
2. **Inquiry based.** For a more in-depth look at inquiry based learning, see the Blythe and Wiggins and McTighe books listed in the course syllabus. Also, see the *Intel CD* for resources (*Essential Questions: Inquiry Based Learning*) that help you understand inquiry based learning. Course readings also provide you with a framework for thinking about this type of teaching and learning.
3. **Designed with the Collaborative Curriculum Design Tool (CCDT)** (<http://learnweb.harvadr.edu/ent>).
4. **Incorporates new learning technologies*** in ways that enhance students' learning that would not have been possible without the use of these technologies.

* A **caution** about what does, and does not, constitute “a new technology”: overheads, filmstrip projectors, etc. are not new technologies – computer-based and digital technologies are. However, this does not mean that “old” technologies cannot be used in addition to new technologies if they make sense in terms of unit implementation (e.g., viewing a video, listening to a radio broadcast, etc.).

Another **strong caution**: The sole use of PowerPoint or Inspiration as a lecture aid or as a quizzing or facts-based game program, or the use of CPS solely as a quizzing tool, or the use of a technology-based “drill and practice” or “mastery” program is strongly discouraged and will most likely result in a lower grade than

¹ A unit is a “chunk” of instruction that focuses on a broad understanding goal (or essential question) and related unit-level understanding goals (or questions). Implementation time can vary from a few days to an entire semester or even a year. Activities (or lessons) are subsets of units. Implementation time for activities (or lessons) can also vary considerably.

- you would otherwise have received. Instead, I urge you to explore technologies which have been proven to enhance students' in-depth understanding or for which a strong argument for their potential benefits can be made. The way you weave new technologies into your design is critical. So, consult with your technology integration specialist, and others, including me, if you have questions about the technologies you are thinking about incorporating into your unit design.
5. Designed to be implemented within a **two-week time frame** (give or take a little).
 6. **Implemented in a classroom environment (optional)**. Implementation can occur when you student teach during the winter term. For various reasons, some team members may decide that they do not want to participate in this phase of the project, which is voluntary and does not affect your grade. However, if you and one or more of your team members do choose to go forward with your project and implement and study your unit during your student teaching, a variety of benefits can accrue, including the following:
 - First, you will have an unparalleled opportunity to collaborate with colleagues and reflect on your teaching in what can be a powerful learning experience. Demonstrating to potential employers that you are proactive about your own professional learning can set you apart from other job seekers in very positive ways.
 - Second, as a team, you can submit a proposal to present a session at the 2005 MACUL Conference to be held in Detroit in March (<http://www.macul.org>). If accepted, conference registration costs for all team members will be waived. You may also decide to submit proposals to present at other professional conferences, e.g. the Michigan Council for the Social Studies Conference. Evidence of having presented at a professional conference can also be very impressive to potential employers.
 - Third, you can apply for a Team MCOATT Award (<http://www.coatt.org>). If awarded, you will have earned a highly respected credential which you can add to your professional portfolio and which can be extremely valuable in your job search. Workshops designed to help you develop an application for the MCOATT Award will be offered to those who are interested in pursuing this option.

A rubric is appended. The **final draft of the unit** is due on or before **Dec. 10**.

Note: As a team, you are required to schedule at least one meeting with me to review your unit design. You must take the initiative in scheduling the meeting at mutually convenient times. The meeting should probably occur sometime between mid-October and mid-November.

Student Interview (10%) – Individual assignment

Videotape an interview with one to three students in order to find out about their ideas and current understandings of the big ideas, essential questions, topics, understanding goals, etc. that frame your unit. The idea is not to quiz them to see how many facts they may know about your topic but to ask open-ended questions designed to probe their thinking and awareness of the topic. The purpose of the assignment is for you to gain an

understanding of students' thinking and to use that understanding to inform the design of your unit and your teaching. You should prepare, and submit to me one week in advance of the interview, an interview protocol with the questions you intend to ask. You are required to get informed consent from students and their parents. I will provide consent forms to you which must be submitted to me prior to the interview. No exception to either requirement will be made. Each interview should be no more than 15-20 minutes in length. Afterwards, review the entire videotape with your team and discuss its implications for your unit design. The edited movie you produce from this video footage should be about 2 minutes in length. A detailed rubric will be provided at the beginning of the semester outlining requirements for this assignment. The video is due October 29 and will be presented at the "Day at the Movies." Provide me with a copy of your movie (any format is acceptable).

School and Classroom Environment Videotaping (5%) – Individual assignment

The purpose of this assignment is to provide you with experience doing videotaping in a school and classroom environment and an opportunity to learn something about that environment. What you decide to videotape will vary. For instance, you may decide to videotape the physical environment of the school or you might videotape yourself as you teach a lesson. Or, you might videotape students as they are engaged in some activity that relates to the unit you are designing (such as doing research) and then ask them to comment on what they have done. ***Remember, you must gain parents' consent and students' assent as required by the Teacher Education Program and your local district and/or school if you videotape students.*** You might also tape an interview with your cooperating teacher, your school's technology integration specialist, curriculum specialist or and administrator. This experience can also help prepare you to do videotaping during the implementation phase of your unit should you decide to go forward with that phase of the project in the winter term. You do not have to edit this video but you do need to provide me with evidence that each team member did videotaping and that the tape was reviewed by the entire team (a signed affidavit will suffice). You may use the footage, in part, to produce the final documentary about your unit.

Documentary (10%) – Team assignment

The purpose of this assignment is to produce an engaging short documentary about your unit design: what you have learned about the design process, what you have learned about students' ideas about the unit topic, what you have learned about the school and classroom environment where the unit is to be enacted and any other pertinent information you want to communicate. You may use any of the video tape of student interviews and school and classroom environments in the production of this video. You will be provided with a detailed rubric outlining requirements in the fall, including documenting roles played during the production phase by various team members. The video should be from 7 – 10 minutes in length. Provide me with a copy of the video on a CD or DVD which will not be returned. This assignment is due on December 10 and will be incorporated into your conference presentation.

Conference Presentation (10%) – Team assignment

You will present findings and conclusions from your inquiry project at a professional conference on December 10. The documentary video will be presented at this time. Each team member is required to actively participate in the presentation. You should also think about innovative and creative ways to incorporate other technologies into your presentation. PowerPoint is acceptable; however, try to think about innovative ways of using this application that diverge from the typical boring and ineffective slide presentations that we have all become accustomed to. The presentation will be 30 minutes in length with a few minutes reserved for questions at the end. You may provide a handout if you wish, but this is not a requirement. ***No later than two weeks prior to the conference, send me the title of your team's session with participants' names and a short abstract (one to three sentences about what attendees at your session can expect).*** These items will be used in a conference program. A detailed rubric for the presentation will be provided before the conference.

Requirements and Directions for Inquiry-based Unit Design

Using the “New” Collaborative Curriculum Design Tool (CCDT) (<http://learnweb.harvard.edu/ent>), design a two week unit that meets the following requirements:

_____ /5 Provides an **abstract** of your unit that explains to readers what your unit is about, including the learning goals addressed and new technologies used. Use a “Blank Page” field on CCDT and title it “Abstract”

_____ /15. Provides a **practical and theoretical rationale** that explains why it is important for students to study the unit topic you have chosen and how and why you think the learning environment you have designed (including new technologies) helps students meet the unit’s learning goals. One section of your rationale should explain how your design accommodates a diversity of learners. This would be a good place to describe differences across team members’ locales and student populations for which the unit is intended, including, for instance, SES (free lunch statistics), racial and ethnic balance, etc. You must also incorporate current research about how people learn (refer to course readings, for instance) using proper (APA) citation as evidence to support this rationale. Use a “Blank Page” field on CCDT and title it “Rationale.”

_____ /50 Incorporates, in an informed way, all of the elements of the *Teaching for Understanding* framework (i.e., it is inquiry-based), including Throughlines, Understanding Goals (**do not** include behavioral objectives, e.g., “Students will know the fifty states and their capitals and be able to recall them from memory on a test.”), Generative Topics, Ongoing Assessments and Performances of Understanding.

_____ /20 Incorporates **new technologies***. Describe and explain the new technologies you plan to use. If necessary or desired, provide URLs. Use the “Technology” field to identify and describe new technologies.

Also, in this section **each individual** team member should **append a description of the technology environment** (e.g., resources including hardware, software, support staff and professional development opportunities - or lack thereof) **in their individual local placement school, district and/or ISD**. These individual descriptions should explain what would and would not be possible given your unit design. If needed, what adjustments or changes to your design might have to be made for implementation in your individual local context? In each individual description also include a brief **technology management plan** that explains what you will do to make sure your unit plan is implemented in a timely and seamless way and what you will do in case it cannot be.

_____ /5 Provides a list and/or a description of all **resources** needed (except those identified and described as new technologies) to enact the unit. Use the “Resources” field for this purpose.

_____ /5 Provides a reasonable number (just enough so that you can keep them in mind as you teach the unit) of appropriate **standards** (Michigan standards

required, others are optional). Use the “Standards” field for this purpose. You can easily cut and paste standards into this field.

Total Points: _____/100

Notes: You do not have to “associate” elements of your design in CCDT as this is a fairly elaborate and time-consuming process although you may if it helps you understand your design better. Also, you do not have to hyperlink URLs, although you may if you wish to. In addition, you should attach all the files that are necessary to implement the unit in the “Files” section on CCDT. Video files may be too large, but you can store those on your IFS space (each of you has 1G of storage space) and provide a link/URL.

Team Members’ Names:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Comments:

EDUC 504: Documentary - Digital Video Assignment Rubric

Team name: _____

You can use any of the video tape of student interviews and school and classroom environments in the production of this video, use additional footage if you wish and use any video editing program to produce your final product. ***Remember to gain consent from parents for all students who appear in any segment of your video.*** If you have already gained consent from parents with the Teacher Education Program’s consent form, that should be sufficient. You do not need to provide me with additional consent forms.

This short documentary should communicate, **for example:**

- What you have learned about the curriculum design process.
- What you have learned about technology integration.
- What you have learned about students’ ideas about the unit topic.
- What you have learned about the community, school and classroom and environments where the unit is to be enacted.
- What you have learned about the lesson-study – technology integration process.

_____/50 Video tells a compelling story about team’s inquiry project (see above).

_____/10 Video has an appropriate title.

_____/10 Video uses transitions, audio and other effects well.

_____/10 Video credits each team member’s “major” role in the production, e.g., developed storyboard, did sound production, did research, edited video, etc. and includes appropriate credits to cooperating teachers, technology integration specialists, GSIs, etc.

_____/10 Video is “about” 5-10 minutes in length.

_____/10 Copy of video provided to instructor no later than Dec. 10.

Total Points: _____/100

Comments:

EDUC 504: Teaching with Technology

Interview & Digital Video Assignment Guidelines

1. Videotape an interview with one to three students in order to find out about their ideas and current understandings of the big ideas, essential questions, topics, understanding goals, etc. that frame your unit.
2. Prepare, and submit to me one week in advance of the interview, an interview protocol with the questions you intend to ask. All team members should use the same protocol for their individual interviews. You may want to use some novel problem as a springboard for discussion and then use follow-up questions that probe students thinking in the area for which you are designing curriculum.
3. Obtain informed consent from students and their parents.
4. The interview should be no more than 15-20 minutes in length.
5. Review the entire videotape with your team and discuss its implications for your unit design. The discussion should focus on how understanding this student's thinking helps inform the design of your unit. Immediately following the discussion you should send me a report by email detailing the discussion.
6. The edited movie you produce from this video footage should be about 2 minutes in length.
7. Use titling, transitions, and credits in your film. Instead of including the interviewer asking questions, superimpose them in the video. Note: Remember to use pseudonyms instead of students' real names.
8. The final edited video is due October 29 and will be presented at the "Day at the Movies."
9. Provide the instructor with a copy of your movie (any format is acceptable) no later than October 29.

Reference for this assignment

- (2003) Videography for educators. Apple Computer, Inc. **2004**. Available: http://ali.apple.com/ali_sites/ali/exhibits/1000019/

* Interview & Digital Video Assignment Rubric on reverse side

Interview & Digital Video Assignment Rubric

Name: _____

_____/5 Copy of consent form provided to instructor one week in advance of interview. Either provide these to me in class or put them in my box in 1360 SEB.

_____/10 Interview protocol submitted to instructor by email one week in advance of interview.

_____/25 Evidence that you viewed and discussed the entire video with team members submitted to instructor by email immediately after the meeting.

_____/10 Final edited video has a title

_____/10 Final edited video uses transitions well

_____/10 Final edited video has interviewer's questions superimposed in video.

_____/10 Final edited video has credits

_____/10 Final edited video is about 2 minutes in length

_____/10 Copy of final edited video provided to instructor no later than Oct. 29.

Total Points: _____/100

Comments:

EDUC 504: Teaching with Technology

Final Reflection Guidelines

The purpose of this assignment is to provide you with the opportunity assess and to reflect on the development of your personal understanding of curriculum development and technology integration. This assignment is a culminating performance assessment which requires you to integrate course readings, your participation in the lesson study – technology integration process (including all projects) and your own ideas about using technology in teaching and learning into a hypermedia document that demonstrates to others what you have learned. The final reflection is organized around categories identified by ISTE and Michigan’s 7th Standard for pre-service teachers. You should be able to provide evidence for how you have met the competencies identified in each component of the standard by citing your participation in course activities and activities occurring elsewhere. For example, your participation in the teachers’ lesson study – technology integration conference on December 10 is evidence that you have presented at a professional conference sponsored by a state level professional development organization (MACUL SIG-TE and COATT). You will also attend other sessions at that conference. Also, some of you attended technology focused sessions at other subject area conferences which you attended this year. That can also be cited as evidence for the standard which focuses on professional development. Likewise, work with your team in “ongoing professional development” activities and with a Technology Integration specialist is also powerful evidence that you have met requirements for that standard. Another example that you can cite is your participation in online professional development activities though your use of the Harvard site (CCDT), among others. It’s up to you to assess the degree to which you feel you have met various standards and to provide evidence that supports your arguments. Thus, levels of performance across categories will differ as will the evidence provided. However, everyone can cite their unit and their final presentation as evidence to support arguments that you have met requirements in one or more of the categories (many, of course, overlap).

Here are some things to keep in mind as you construct your ePortfolio:

- Present your arguments in **very short concise** paragraphs in the fields provided for this purpose. Do the best you can with your experiences in this course and your own experiences outside this course. **Do not feel you have to argue that you have met every single element of every single category.** For instance, we did not consider ISTE technology standards for K-12 students because I did not consider that a worthwhile topic for this course. So, that is probably not a standard you need to demonstrate knowledge or competency in, although if you have incorporated these standards in your unit plan you may decide to do so if you wish. Thus, it’s important to consider what you have learned, as well as what you have not learned, and what you may need to learn in the future based on what standards seem to demand.
- Take care with **language usage and spelling** as you may decide to use this portfolio to develop an application for the MCOATT award or in your professional employment portfolio.

- Refer to the COATT site (<http://www.coatt.org>) or ISTE site (<http://www.iste.org>) for more **examples and guidance**. Also, look at past MAC students' and MCOATT winners' ePortfolios for guidance with links provided on the course web site. You should not use these models as exact templates; rather use them to get an idea of what others have done.

If you have questions about the content of the final reflection, please direct your questions to me, and not to the GSIs. If you have technical questions, please direct your questions to Liz. Your grade on this assignment will be based and on how well you articulate arguments that you have met standards, along with evidence provided to support those arguments.

The URL for the ePortfolio is <http://portfolio.ssw.umich.edu>. A tutorial has been provided and **voluntary** workshops scheduled for the purpose of helping you understand technical issues involved in constructing the ePortfolio.