

Syllabus for YEAR 2 eMINTS Teachers 2009-2010

(Updated July 6, 2009)

The same syllabus is used for all participants registered for graduate credit regardless of the institution from which the credit will be received.

Instructor: Instructors of Record will include Monica Beglau, Ed.D. and Lorie Kaplan, M.Ed.; Cluster Instructional Specialists will facilitate the course in various locations.

Meeting Place: Varies by cohort

Meeting Times: Vary by cohort – total meeting time is scheduled to be at least 75 hours from August 2009 through May 2010.

Text: All course materials will be provided to participants.

Purpose of the Course: The purpose of the course is for teachers to gain *advanced* knowledge, insight and experience in the integration of multimedia technology into curriculum. The focus is on teaching and learning rather than on the technical side. Useful ideas are shared about how to best guide students in their explorations of content and processes using technology and Internet resources. Emphasis is on assisting teachers in the creation of classrooms where learners construct their own understandings and new knowledge about how the world works. In addition to learning that thinking is engaged by activity, teachers will develop an understanding of how to integrate multimedia technology into the curriculum in all subject areas. They will learn how technologies can stimulate and support activities that engage learners in thinking, which may result in learning. Teaching strategies consistent with best practice will be explored for all subject areas. Student assessment (both formal and informal) will be studied with emphasis on using assessment to inform instruction.

Expectations/Responsibilities

- **Attendance:** Attendance at eMINTS meetings will be **10% of the total grade**.
 - More than 2 missed meetings in any one semester will result in a reduction in attendance points.
 - Any meeting will be considered missed if it is not attended according to the eMINTS policy on attendance. Missed meetings may be made up with eIS under the conditions outlined in eMINTS policy. eIS will make up only 2 sessions per semester.

- **Participation:** Meaningful participation in the online group discussions will be **15% of the total grade**.
 - You will need to make substantive posts to the discussion board in response to posts from questions or peers **at least four times during each semester**.

- **Assignments:** Regular course assignments will be **75% of your grade**. All assignments must be submitted electronically through the online course environment.
 - **Late work:** Work must be turned in on time for full credit. Assignments will be accepted for 50% of their total credit if they are turned in within one week of the due date. Assignments submitted more than one week late will not be accepted.
 - Prior permission from the online course instructor (NOT the eIS) must be obtained for special circumstances. These decisions will be made on an individual basis.
 - All written papers must be double-spaced in 12-point font with margins no greater than 1.25.” Use the following protocol when giving documents file names: assignment#_lastnamefirstinitial For example: assignment1_smithm Do not use any capital letters or spaces in the file name.

- **Sessions Cancelled Due to Inclement Weather:** If a session is cancelled due to inclement weather, ask the eIS to contact the online course instructor by e-mail. The online instructor will provide an alternative assignment due date as soon as the makeup date for the missed session has been decided.

Number of Credit Hours Available

The total number of contact hours possible between instructor and student is 75 hours. The course may be taken for a total of 5 credit hours (2 in the fall and 3 in the spring).

Grading

Grades for the course will be given by the instructor with emphasis on the following areas:

First Semester (assignments 1 - 6)

Attendance and participation in class sessions	12 points (10%)
Participation in online discussions	18 points (15%)
Course assignments	<u>90 points</u> (75%)
Total possible points	120 points

Second Semester (assignments 7 - 12)

Attendance and participation in class sessions	12 points (10%)
Participation in online discussions	18 points (15%)
Course assignments	<u>90 points</u> (75%)
Total possible points	120 points

Grading Scale

- 93 - 100% of all possible points = A
- 85 - 92% of all possible points = B
- 77 - 84% of all possible points = C
- Below 77% of all possible points = F

Students are responsible for requesting grades of “incomplete” if circumstances require that they need additional time to complete assignments following the last day of class and for completing all necessary institutional forms to receive an “incomplete.”

If accommodations are needed because of a disability, if there is emergency medical information to share with the site facilitator or if special arrangements are needed in case the building must be evacuated, please inform the site facilitator immediately. Please see the site facilitator privately after class or at a mutually arranged time and place.

Schedule and Topics Year 2

- All assignments are **due by midnight** on the date indicated.
- The due date is the last day that the assignment will be accepted for full credit.
- Assignments may be turned in earlier than the due date.
- Late work:** Work must be turned in on time for full credit. Assignments will be accepted for 50% of their total credit if they are turned in within one week of the due date. **Assignments submitted more than one week late will not be accepted.**

Assignment #1 Scoring: 10 pts	Session: Scheduling Meeting/Classroom Management (August)	Due: October 4
Assignment #2 Scoring: 20 pts	Session: Online Projects (September)	Due: October 11
Assignment #3 Scoring: 15 pts	Session: Working with Authentic Data (October)	Due: October 25
Assignment #4 Scoring: 10 pts	Session: Assessment (October)	Due: November 1
Assignment #5 Scoring: 20 pts	Session: Interdisciplinary Teaching (October)	Due: November 15
Assignment #6 Scoring: 15 pts	Session: Mapping a Multimedia Project (November)	Due: November 29
End of First Semester		
Assignment #7 Scoring: 15 pts	Session: Creating Multimedia Products (December)	Due: January 31

Assignment #8 Scoring: 10 pts	Session: eMINTS Classroom Visit (may begin visits in September)	Due: February 21
Assignment #9 Scoring: 15 pts	Session: Collaboration Session (January)	Due: March 7
Assignment #10 Scoring: 10 pts	Session: eMINTS Winter Conference (February)	Due: March 28
Assignment #11 Scoring: 10 pts	Session: Assessing Student Technology Products (April)	Due: April 18
Assignment #12 Scoring: 30 pts	Session: Culminating Assignment	Due: May 2

First Semester Assignment Descriptions and Scoring Guides

(Note: for assignment due dates, see the Schedule and Topics overview above.)

Year 2 - Assignment #1											
Professional Development Session	Scheduling Meeting/Classroom Management										
Total Points Possible	10 Points										
Assignment Description											
<p>1) Send a test e-mail message to the course instructor with the subject line “eMINTS Year 2 – test e-mail for <i>your name</i>.” Verify the primary e-mail address you want to use for communication throughout the semester.</p> <p>2) Introduce yourself to the group by posting a short biography to Assignment #1 Forum named “assignment1_lastnamefirstinitial”. The biography should include personal background (family, hobbies, etc.) and work information (your school, grade you teach, etc. Please include a link to your classroom website. If you are using a portal please add a guest user name and password. Describe your goals and expectations for eMINTS this year. Address what you hope to accomplish or change, what you think your biggest challenges will be or how you hope to impact your students or school.</p>											
Scoring Guidelines											
Total = 10 points											
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E-mail successfully sent to instructor with the correct subject line.	2										
Total	10										

Year 2 - Assignment #2

Professional Development Session | Online Projects

Total Points Possible | 20 Points

Assignment Description

Complete an online project with your class. This can be either a project you create or an existing online project. Write a 2 page reflection paper describing the experience of using this online project with your class. Describe the project, how it was managed, what went well and what you would change next time. Include the URL of the project. Name your reflection “**assignment2_lastnamefirstinitial.**” Submit your reflection to the **Assignment 2 Forum.**

Scoring Guidelines

Total = 20 points

Description	Points Possible
Paper is at least two full pages.	2
Paper flows smoothly. Grammar and spelling errors do not detract from reading.	2
Project URL is listed.	2
Description gives a clear picture of the online project. It is evident what the requirements were for students and teachers and what learning goals the teacher was hoping to accomplish.	4
Description includes how the project was managed with the class - what techniques were used to make the project run smoothly, how deadlines were established, etc.	4
Description includes an insightful reflection on what aspects of the project were successful in the classroom.	3
Description includes an insightful reflection on what aspects of the project could be improved.	3
Total	20

Year 2 - Assignment #3

Professional Development Session Working with Authentic Data

Total Points Possible 15 Points

Assignment Description

Develop an Excel spreadsheet that you will use with your class as part of an inquiry-based lesson. This might be a product that you are going to use to aid instruction or a spreadsheet that you plan to have your students develop during the lesson.

On the spreadsheet include a textbox that describes how you plan to use the spreadsheet in your lesson. What are your lesson objectives? How does the spreadsheet support the authentic learning task? How will use of the spreadsheet enhance the learning of your students? What level of thinking will be required of the students? After completing the lesson with your students reflect on how the use of this spreadsheet enhanced your lesson or how it might be adapted. Title your assignment "**assignment3_lastnamefirstinitial.**" Submit your Excel spreadsheet to **Assignment #3.**

Scoring Guidelines

Total = 15 points

Spreadsheet is provided that is appropriate for the type of lesson described.	3
Spreadsheet is neat, clearly organized and functioning.	3
Description clearly lists appropriate objectives for the lesson and supports an authentic learning task.	3
Description clearly explains how the spreadsheet will be used to enhance the level of thinking required by students.	3
Reflection includes how the spreadsheet enhanced the lesson or how it may be adapted.	3
Total	15

Year 2 - Assignment #4

Professional Development Session | Assessment

Total Points Possible | 10 Points

Assignment Description

Use technology to design three different assessment tools, **excluding** rubric/scoring guides, tests and quizzes. Use the tools in your classroom to assess student learning. Title your assignment “**assignment4tool1_lastnamefirstinitial**” “**assignment4tool2_lastnamefirstinitial**” and “**assignment4tool3_lastnamefirstinitial**.” Submit the three tools to **Assignment #4**.

Write a reflection which details how the tools were used, including the context and activities. Describe how the data from the assessments was used to measure student understanding and improve or adapt instruction to meet the learning needs of students. Title your reflection “**assignment4_lastnamefirstinitial**.” Submit the reflection to **Assignment #4 Forum**.

Scoring Guidelines

Total = 10 points

Description	Points Possible
Teacher submits three original assessment tools created with technology (excluding rubric/scoring guides, tests and quizzes).	4
Reflection includes a clear, detailed description of the lesson, including context, activities and how the assessment tools were used.	3
Reflection explains how the assessment data were used to measure student understanding and improve or adapt instruction to meet student needs.	3
Total	10

Year 2 - Assignment #5

Professional Development Session Interdisciplinary Teaching

Total Points Possible 20 Points

Assignment Description

Develop an interdisciplinary unit appropriate for the grade level taught. The unit should meet the curriculum standards and will address student use of technology based on NETS-S. Use the constructivist lesson plan form to create the lesson plan. Include in the plan a list of technology prerequisite skills students need to complete the unit, management of student learning and resources and show evidence of meeting diverse learner needs. A copy of the lesson plan form can be downloaded from **Assignment #5**. Submit the completed lesson plan to **Assignment #5 Forum**.

After completing the unit in your classroom, submit a short reflection paragraph to **Assignment #5 Forum**. The reflection should discuss the challenges of applying research to classroom practice. Also, it should include challenges you faced and how you might make adjustments when you teach the unit in the future.

Scoring Guidelines

Total = 20 points

Description	Points Possible
Lesson plan clearly states the subject areas that are addressed in the lesson (at least two disciplines).	3
Lesson plan includes a brief explanation of the key activities and questions that will be addressed in the unit.	3
Lesson plan includes the standards that will be met (curriculum and technological).	3
Lesson plan includes technology prerequisite skills that are required.	2
Lesson includes evidence of how diverse learner needs will be met.	2
Submission clearly explains how technology will enhance the unit.	3
Reflection discusses the challenges of unit and adjustments to make.	4
Total	20

Year 2 - Assignment #6

Professional Development Session	Mapping a Multimedia Project
Total Points Possible	15 Points

Assignment Description

Briefly describe a constructivist lesson you will use to introduce story maps and storyboards to your students. Create a model of the story map and storyboard you will use for this lesson.

Save the document as “**assignment6_lastnamefirstinitial**” and submit to “**Assignment #6.**”

Scoring Guidelines

Total = 15 points

Description of lesson clearly describes the purpose of the lesson and supports constructivist theory.	5
Story map includes all essential elements to help students focus on content development.	5
Storyboard outlines the development of all media that will be used in the final product. Storyboard helps visualize how the content and media will combine into the final product.	5
Total	15

Second Semester Assignment Descriptions and Scoring Guides

(Note: for assignment due dates, see the Schedule and Topics overview above.)

Year 2 - Assignment #7															
Professional Development Session	Creating Multimedia Products														
Total Points Possible	15 Points														
Assignment Description															
<p>Using Movie Maker or iMovie create a short movie that will be used as a model for students as part of an inquiry-based lesson. The movie should include at least 10 digital pictures and audio (copyright free) or your own narration. Use video effects and transitions that enhance viewing of the movie. Make sure to include a title and credits. Write a brief description that describes how the movie will be used to support your inquiry-based lesson. Submit the completed movie to Assignment #7 and title it "assignment7movie_lastnamefirstinitial.". Submit the description to Assignment #7 and title it "assignment7description_lastnamefirstinitial".</p>															
Scoring Guidelines															
Total = 10 points															
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Description	Points Possible														
Description how movie is part of an inquiry-based lesson is clearly explained.	4														
At least 10 pictures are used in the movie	3														
Audio or narration has been added which is appropriate and timed correctly.	3														
Video effects and transitions used are appropriate and do not distract from the overall movie.	3														
Title and credits are included.	2														
Total Points	15														

Year 2 - Assignment #8

Professional Development Session	eMINTS Classroom Visit
Total Points Possible	10 Points

Assignment Description

After you complete your visit to an eMINTS classroom, complete the form entitled “eMINTS Classroom Visit Reflections.” Write a brief paragraph for each of the sections on the form that paints a clear picture of the classroom situation you visited.

Submit your reflection to **Assignment #8** using a filename of **assignment8_lastnamefirstinitial**.

Scoring Guidelines
Total = 10 points

0 Points	5 Points	6 Points	7 Points
No sections of the form are complete with answers of at least one paragraph.	1-3 sections of the form are complete with answers of at least one paragraph.	4-6 sections of the form are complete with answers of at least one paragraph.	All sections of the form are complete with answers of at least one paragraph.
0 Points	1 Point	2 Points	3 Points
No descriptions are provided.	Descriptions are too brief to give a good indication of the observation or descriptions are simply a list without supporting detail. It is not clear what occurred during the classroom visit.	Descriptions are adequate to describe the classroom observation experience.	Descriptions paint a clear and vivid picture of the classroom observation experience. It is obvious you were observant and were able to assess what was occurring in the classroom situation.

Year 2 - Assignment # 9

Professional Development Session

Collaboration Session

Total Points Possible

15 Points

Assignment Description

Using the Constructivist Lesson Plan Form create a lesson resulting in a student technology product that requires students to use higher-order thinking skills (apply, analyze, evaluate, create). Include which category of Grappling's Technology and Learning Spectrum this lesson would fit (literacy, adapting, transforming) and explain your rationale.

Bloom's Taxonomy Resources:

<http://education.ed.pacificu.edu/aacu/workshop/reconcept2B.html>

http://www.odu.edu/educ/roverbau/bloom/blooms_taxonomy.htm

Submit your lesson to **Assignment #9** and title it "assignment9_lastnamefirstinitial."

Scoring Guidelines

Total = 15 points

Description	Points Possible
Constructivist lesson plan is complete and gives a clear picture of the lesson and its objectives.	5
Lesson requires students to use higher-order thinking skills – apply, analyze, evaluate, create.	4
Lesson is correctly classified as literacy, adapting or transforming.	3
Rationale for classification is correct, clearly stated and reasonable.	3
Total	15

Year 2 - Assignment #10

Professional Development Session eMINTS Winter Conference

Total Points Possible 10 Points

Assignment Description

Submit a reflection after you attend the Winter Conference. Include your thoughts about what you learned and how it impacted your beliefs about constructivist, inquiry-based teaching. Describe in detail several ideas you gleaned from the sessions and how these ideas could be implemented in your classroom. Submit your reflection (500 word minimum) to the **Assignment #10 Forum**.

Scoring Guidelines

Total = 10 points

Description	Points Possible
Thoughts about what was learned and impact on teaching is clearly described.	5
Lesson ideas for future classroom use are fully described.	5
Total Points	10

Year 2 - Assignment # 11

Professional Development Session | Assessing Student Technology Products

Total Points Possible | 10 Points

Assignment Description

Briefly describe a higher level thinking task for a lesson in which students are required to produce a multimedia product. Create an assessment tool for the product making sure to evaluate content, design and presentation. Submit the lesson description to the **Assignment #11 Forum**. Save the assessment tool as "**assignment11_lastnamefirstinitial**" and add it as an attachment to **Assignment #11 Forum**.

Bloom's Taxonomy Resources:

<http://education.ed.pacificu.edu/aacu/workshop/reconcept2B.html>

http://www.odu.edu/educ/roverbau/bloom/blooms_taxonomy.htm

Scoring Guidelines

Total = 10 points

Description for lesson requires higher-level thinking skills	5
Assessment tool includes evaluation of content, design and presentation	5
Total	10

Year 2 - Assignment # 12

Professional Development Session | Final Culminating Assignment

Total Points Possible | 30 Points

Assignment Description

Create a presentation about eMINTS that you might use at a school board meeting, parent night or other event using the multimedia tools of your choice. In your presentation describe what you have learned in the area of integrating technology into the curriculum and/or how integrating technology has affected the performance of your students. Focus on results or changes you feel have occurred in your own classroom and your teaching, not the results from the eMINTS evaluation. Make this useful for yourself, creating a product that you could actually use. You might include hyperlinks to your webpage, sample student products or descriptions of projects you have completed with your class. If you have assessment data you could also include some of those numbers.

Your presentation should be one that would last from 10 – 15 minutes if you presented it. Substantial information should be provided so that the points you are making are clear without you being present. You may include presentation notes if you feel it is necessary to explain your presentation. Submit your document to **Assignment #12** with the title "**assignment12_lastnamefirstinitial.**"

Write a two- or three-paragraph reflection paper that articulates goals for continuing to use the eMINTS instructional model and technology in your classroom. Outline goals and specific activities to reach the goals for continuing professional development and growth. Save and name the reflection paper "**assignment12reflection_lastnamefirstinitial.**" Submit the reflection paper to **Assignment #12.**

Scoring Guidelines

Total = 30 points

Target audience is identified and the information is appropriate for that audience.	3
Information is conveyed in 3 or more ways (chart, graph, graphics, etc.).	4
Ideas organized effectively and flow smoothly.	3
Presentation is thorough and clear and provides sufficient information of what the teacher has learned from the eMINTS classroom. Focuses on changes or results in the teacher's classroom.	4
Reflection clearly articulates goals for continuing use of eMINTS instructional model in classroom.	3
Two specific examples or data from is provided to back up what is concluded about the eMINTS experience.	4
Minor or no mechanical errors.	3
Overall design, use of color and fonts has aesthetic appeal.	3
Navigation intuitive, consistent, providing user-friendly options.	3
Total	30