LME 545 Educational Technology Production
Spring 2014 Syllabus

Instructor: Dr. Marge Maxwell
Office: Gary A Ransdell Hall - 1017
Office Hours: 9:00am-2:00pm T, Th
Address: Western Kentucky University
1906 College Heights Blvd. #71030
Bowling Green, KY 42101-1030
Prerequisite: LME 537

Email: marge.maxwell@wku.edu

Required Text: none; all course material will be posted on BlackBoard.

Required Special Instructional Materials Needed:
Required Hardware, Software, and File Formats:
Each student must have a headset with microphone.
Hardware:
• PC/Windows-based computer with Internet Access OR
• Macintosh with OS 10
Software:
• Microsoft Office 2007 or 2010 for Windows (Word, Excel, PowerPoint)
• If you are a Macintosh user, you should use MS Office 2008 or 2011.
Media: USB Drive (flash drive) highly recommended. Since many students work on more than one computer, a flash drive makes it more convenient to transport files you are working on.
Other materials: Teaching materials (teacher’s guides, curriculum, anything to help create instructional projects, available in schools or the Education Resource Center)

Course Rationale:
This course is designed to give educators a strong background in technology with particular emphasis on global education, makerspaces, and instructional website design and production.

Course Description:
This course is designed to provide the student with instruction and laboratory experience in advanced production of a website and other technology projects with emphasis on design and global education.

Course Objectives:
1. Graduate students will discuss global education issues and authentic application in K-12 classrooms.
2. Graduate students will create three original technology products given appropriate software and tools scoring 3 or higher on the rubric.
3. Graduate students will design global solutions on a website mashup that provides evidence of global interaction and collaboration, incorporates three technology products, meets CReaTE level 3 or higher, and scores 3 or higher on the rubric.

Instructional Methods:
Demonstrations, discussions, reading assignments, written assignments, technology demonstrations, use of computer software and productivity tools, tutorials, informational videos, field experience, teaching P-12 pupils

Course Topics:
Nature of website design; Planning, organizing, and creating website projects; Troubleshooting hardware/software problems; Networking: Advanced features of Office applications; How hardware and software work together; Integrating the Internet into teaching and learning; Locating Internet resources for educational and instructional applications; Applications of multimedia systems in education
Course Disposition Statements: (Disposition means natural tendency, emotional constitution of the mind, inclination, or propensity.)

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Level 1</th>
<th>Description of Target</th>
<th>Level 2</th>
<th>Description of Target</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>a. Values learning: Attendance</strong></td>
<td>Consistently attends class and is on time. Usually notifies instructor in advance and arranges to meet instructor following a missed class. Usually gives reason for planned absence.</td>
<td></td>
<td>Willingly works with others from different ability, race, gender, or ethnic groups. Welcomes feedback and interaction with others. Listens carefully to others and respects the views of those perceived as different from self.</td>
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<tr>
<td><strong>b. Values learning: Class participation</strong></td>
<td>Actively engaged and interested in the class activities. Volunteers to respond to questions. Participates in discussions.</td>
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<td>Actively seeks out and incorporates ideas of others. Willingly works with others to improve the overall environment. Regularly shares information and ideas.</td>
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<tr>
<td><strong>c. Values learning: Class preparation</strong></td>
<td>Work is completed with attention to detail, is sequential, and is logical. Shows evidence of thoughtful analysis of the assignment. Work shows that adequate time and planning were allocated. Consistently comes to class well prepared.</td>
<td></td>
<td>Knows school rules and policies. Follows them consistently. Understands the purpose of regulations and respects their intent. Accepts responsibility for personally following them in patterns of dress, behavior, etc.</td>
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<tr>
<td><strong>d. Values learning: Communication</strong></td>
<td>Uses correct grammar in oral and/or written communication. Communication is free of offensive or inappropriate language. Uses language to express ideas very effectively regardless of the age of the listener.</td>
<td></td>
<td>Recognizes personal limitations and strengths and uses them to best professional advantage. Actively seeks suggestions and constructive criticism. Regularly practices critical thinking. Regularly engages in learning through self-reflection.</td>
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<tr>
<td><strong>e. Values personal integrity: Emotional control</strong></td>
<td>Displays steady emotional temperament. Is receptive to viewpoints of others and their suggestions. Holds self accountable for emotions and behaviors. Displays a sense of humor and/or willingness to get along with others.</td>
<td></td>
<td>Regularly and actively participates in professional activities or events that promote professional development. Makes use of information from professional organizations, professional publications, and educational resources.</td>
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<tr>
<td><strong>f. Values personal integrity: Ethical behavior</strong></td>
<td>Is honest in dealing with others. Puts truth above personal need or advantage. Always dependable in terms of keeping personal and professional confidences. Can be counted on to follow through and keep word. Shows self to be a person of strong character.</td>
<td></td>
<td>Accepts responsibility for own actions and for helping all students learn and actively seeks self-improvement. Consistently holds high expectations for the success of all students. Consistently looks to explain and remedy student lack of success by factors within the control of self.</td>
<td></td>
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</tbody>
</table>

Standards addressed in this course and Critical Performance Indicator:

- Kentucky Teacher Standards
  - Standard 1: Knowledge of Content
  - Standard 2: Designs/Plans Instruction
  - Standard 4: Implements/Manages Instruction
  - Standard 5: Assesses and Communicates Learning Results
  - Standard 6: Demonstrates Implementation of Technology
  - Standard 7: Reflects/Evaluates Teaching/Learning
  - Standard 8: Collaborates with Colleagues/Parents/Others

- American Association of School Libraries (AASL), Standard 9.0 Instructional Leadership. The ability to serve as a learning facilitator within schools and as a leader of faculty, administration, and students in the development of effective strategies for teaching and learning

- Association of Educational Communications and Technology (AECT), Standard 1: design conditions for learning
- Standard 2: development of instructional materials and experiences
- Standard 3: utilization of processes and resources for learning
- Standard 5: evaluation of the adequacy of instruction and learning

- International Society of Technology Education (ISTE) ISTE Standard 1: Facilitate and Inspire Student Learning and Creativity
- ISTE Standard 2: Design and Develop Digital-Age Learning Experiences and Assessments

- EPSB Themes: Assessment, Literacy

Modified January 2014
### Course Calendar:
Link to WKU Academic Calendar: [http://www.wku.edu/registrar/academic_calendars/calendar_spring.php](http://www.wku.edu/registrar/academic_calendars/calendar_spring.php)

All assignments are due by **midnight on the due date.**

<table>
<thead>
<tr>
<th>Week of</th>
<th>WKU Calendar Events You Should Know</th>
<th>Assignment Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>M 1/27</td>
<td>1/27 First day of spring semester</td>
<td>1. Email Orientation Activity to Instructor by Sunday 2/2</td>
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<td>2. Orientation email due Sunday 2/2</td>
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<td>3. Post Welcome Blog on BlackBoard by Sunday 2/2</td>
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<tr>
<td>M 2/3</td>
<td>2/3 Last day of drop/add 2/3 Last day to apply for May 2014 Graduation</td>
<td>4. Participate in online class at 7:00pm CST on Tuesday 2/4/14 (link will be posted in a class announcement)</td>
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<td>5. Email Global Topic, Revised Bloom’s Taxonomy Activity (see China sample file) with your topic, and outline of proposed activities for your technology projects to your instructor by Sunday 2/9 (You may change your mind later about your technology projects, just let your instructor know.)</td>
</tr>
<tr>
<td>M 2/10</td>
<td></td>
<td>6. Website due by Sunday 2/16; Email the link to your instructor</td>
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<tr>
<td>M 2/17</td>
<td></td>
<td>7. Discussion Blog 1 due Sunday 2/23</td>
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<td>M 2/24</td>
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<td>8. First group technology product completed and embedded on website by Sunday 3/2</td>
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<td>M 3/10</td>
<td></td>
<td><strong>SPRING BREAK</strong></td>
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<tr>
<td>M 3/17</td>
<td>3/21 Last day to withdraw with grade of W</td>
<td>10. Discussion Blog 2 by Sunday 3/23</td>
</tr>
<tr>
<td>M 3/24</td>
<td>3/24 Priority Registration begins for Summer session</td>
<td>11. Your own VT Completed; due Sunday 3/30 (Embed it on your website.)</td>
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<tr>
<td>M 3/31</td>
<td></td>
<td>12. Second group technology product completed and embedded on website by Sunday 4/6</td>
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<tr>
<td>M 4/7</td>
<td>4/7 60% point in session (if no coursework is completed beyond this point, a grade of FN will be given)</td>
<td>13. Discussion Blog 3 due Sunday 4/13</td>
</tr>
<tr>
<td>M 4/14</td>
<td>4/14 Priority Registration begins for Fall semester 4/18 Last day to submit work to remove a grade of Incomplete from spring or summer 2013 semester</td>
<td>14. Provide Evidence that you played one of the Educational Games on Global Issues; due Sunday 4/20</td>
</tr>
<tr>
<td>M 4/21</td>
<td>4/25 Last day to apply for August graduation</td>
<td>Work on your website</td>
</tr>
<tr>
<td>M 5/5</td>
<td></td>
<td>Work on your website</td>
</tr>
<tr>
<td>M 5/12</td>
<td>Final Exam Week 5/16 Fall Commencement for Graduate students</td>
<td>15. <strong>FINAL MASHUP SITE COMPLETED and submitted by Monday May 12, 2014</strong> including:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>a. Third technology product completed and embedded on website</td>
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<td></td>
<td></td>
<td>b. Reflection emailed to instructor (See file posted in BB)</td>
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<tr>
<td></td>
<td></td>
<td>c. Upload of Project Description Form to EPS</td>
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<tr>
<td>M 5/19</td>
<td>5/20 Grades due by noon</td>
<td></td>
</tr>
</tbody>
</table>

### Course Evaluation: (based on accumulated points throughout the semester)

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three Tech Projects (100 ea)</td>
<td>300</td>
</tr>
<tr>
<td>CPI: Global Partnering Project</td>
<td>250</td>
</tr>
<tr>
<td>3 Discussion Forums (50 ea)</td>
<td>150</td>
</tr>
<tr>
<td>VoiceThreads</td>
<td>150</td>
</tr>
<tr>
<td>Global Issues Game</td>
<td>50</td>
</tr>
<tr>
<td>Orientation Activity</td>
<td>60</td>
</tr>
<tr>
<td>Participation</td>
<td>40</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>1000</strong></td>
</tr>
</tbody>
</table>

Grades and Student Feedback: Your instructor keeps grades on an MS Excel spreadsheet, **not** in BlackBoard’s grade book. You will be sent a personal Student Feedback Form after each project is graded providing you with grades and feedback.
**Class Time Management:**
Management of your personal “class time” is one of the most difficult issues for students in an online class. Most face-to-face classes meet three hours a week and students are expected to spend up to six hours per week in class preparation and assignments. Therefore, you can expect to spend up to nine hours per week on any university course whether face-to-face or online. (Travel time has been a major consideration for many of you in face-to-face classes.) You will be working on different aspects of your CPI throughout the semester. It is not advisable to procrastinate not only because of the time involved but the technical issues you may face and the time required to teach your lesson.

**Submission of Assignments:**
1. WKU subscribes to TurnItIn, a plagiarism service that gives professors an originality report for each student paper turned in. Your assignments may be checked through this service.
2. The preferred method for submission of your assignments (except final CPI) is to upload your assignment file through BlackBoard.
   a. View the assignment description under Assignments in our BlackBoard course.
   b. Click on the link “View/Complete Assignment: AssignmentName” under the assignment description.
   c. Type a comment to your instructor about your assignment. It will not submit if you do not type something.
   d. Click “Browse” and locate your assignment file on your hard drive or diskette.
   e. If you have another file to upload, click “Add Another File” and Browse to locate your file. Be sure to add all files that you need to submit before you click Submit. You cannot come back to this screen.
   f. Click “Submit” to send your file to your instructor.
3. Your final project must be submitted to the Electronic Portfolio System. See instructions under the Technology Integration Unit.

**Emails to Instructor:**
1. ALL emails to your instructor MUST be in the following format:
   LME 545, Last Name, Topic
   Emails without this format will (gently) be returned to you to revise the subject. I am not trying to be rude! My email program sorts mail according to the class number. If you do not use this standard email format, your message may get lost and many have been lost in past courses. Please help me with this!
2. Please set your email options such that when you reply to any message, it will include the original message. When you email me, my email software (Outlook) will retain your original message when I reply. If you reply back, your message should retain both your original message and my response. This helps to remind me of our ongoing conversations. Thanks!!
3. Please avoid emails with “humorous” attachments or emoticons, viruses by using virus checking software, and using floppies that have been used on public machines. Use correct English grammar and spelling in all emails to your instructor.

**Field Experience:** Five hours of field experience are documented for planning and implementing parts of your global project with students. See assignment for expectations.

**Naming Files:** In general, all files submitted should begin with your last name, then a period, then the module code, and a description of the assignment. For example, “Maxwell.Web Design.doc”.

**Late Assignments:** Assignments turned in after due dates during the semester will result in a 10% reduction per day unless prior arrangements were made with the instructor. Any assignments turned in after the last due date (see course calendar) will result in a 20% reduction per day unless prior arrangements were made with the instructor. Technical problems are NOT an excuse unless reported to the instructor prior to 24 hours before due date.

**Plagiarism:** To represent work for course assignments or projects taken from another source (INCLUDING WEB SOURCES) as one's own is Plagiarism. Plagiarism is a serious offense at WKU. The academic work of a student must give an author credit for borrowed source material from his/her material. To lift content directly from a source [INCLUDING THE INTERNET] without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism. Plagiarism also includes submission of the same assignment for more than one class. Plagiarism could result in a grade of an “F” for the assignment and /or the course.
WKU subscribes to TurnItIn, a plagiarism service which gives professors an originality report for each student paper turned in. Your assignments may be checked through this service.

**Participation and Communication:** Students in this online course are not expected to attend any class at WKU; however, student class participation is required. You ARE a part of a distributed class, i.e., you and your classmates are spread around the US and even the world! Each time you come to class via Blackboard on the web, please check Announcements for any current or relevant new information. You must discipline yourself to complete assignments on time. It is strongly suggested that the student notify the instructor in advance of a possible absence for three or more days.

Students’ participation grade includes completion of class assignments, reading all assigned materials, turning in assignments on time, maintaining contact with the instructor, use of the Q & A Discussion board, and maintaining a positive professional attitude. Your instructor is happy to make an appointment (either in person or by phone) with any student to help with any assignment or answer any questions. However, it is easier for your instructor to respond more quickly to email than regular postal mail or phone messages.

Due to the fact that: (a) it is often difficult to correctly interpret the intended tone of an email message/discussion board posting; (b) it is often too easy to quickly zip off a rude communication to someone without first finding out “the whole story” or thinking through the possible consequences of doing so; and (c) people sometimes will communicate things electronically that they would never say in a face-to-face conversation, students should take care to be polite, to-the-point, professional, and respectful in all communication in this course. In the case that inappropriate/disrespectful student communication is received by the professor or posted on a discussion board, the professor reserves the right to deduct points, delete it without answering questions or responding in any way, retain copies to be used as evidence in student disciplinary proceedings, or take any other appropriate action she sees fit. Please review the following netiquette website for more information about ethical and considerate online behavior: [http://www.albion.com/netiquette/index.html](http://www.albion.com/netiquette/index.html).

**Disability Accommodations Statement:** "Students with disabilities who require accommodations (academic adjustment and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services, Room 445, Potter hall. The Office for Student Disability Services (OFSDS) telephone number is 270-745-5004. Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the OFSDS."

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**Course Assignments, Projects, and Evaluation**

**Orientation and Participation Activity.** (100 points)

1. Post information and Web 2.0 Introduction of yourself. All students need to select a different Web 2.0 tool. You should post a blog entry indicating which tool you plan to use to “save” your favorite tool. Be sure to include info about yourself, your embedded Web 2.0 introduction, and references for info and sources used. See the instructor’s sample on the Welcome Blog on BlackBoard. For Web 2.0 lists you can visit CReaTE Excellence Resources, GO2WEB20, CogDogRoo, or Best 100 Web 2.0 Tools. 40 points

2. Completed, signed Orientation Activity emailed to instructor. 10 points

3. Email with all components to instructor 10 points

4. Participation (given after submitting CPI) 40 points
   - Maintaining contact with the instructor and responding to specific information request by the instructor.
   - Professional courtesy to other users in the course site.
   - Attending online class meeting
   - Maintaining positive professional attitude. (No derogatory comments concerning other students or the instructor will be tolerated. This type of comment should be addressed privately to the individual in concern only.)

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**Prior Knowledge**

This course assumes that you have completed the CReaTE (previously known as HEAT) module, the Revised Bloom’s Taxonomy module, the Objectives and Assessment Tutorials in either LME 535 or LME 537. If you have not completed some of these modules or tutorials, they will be posted on BlackBoard for you to review.

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**3 Discussion Blogs (50 points each):**

Review the scoring rubric before writing your paper and before submitting your discussion post.
Directions:
a. Read articles and view videos posted in each discussion blog.
b. Respond to the article with in-depth thought and includes discussion from other sources on the topic for each question.

Discussion Blogs Scoring Rubric

<table>
<thead>
<tr>
<th>Points</th>
<th>Quality of Participation</th>
</tr>
</thead>
</table>
| 50     | • Discussion postings are submitted on time.  
• Responses are meaningful and demonstrate understanding and synthesis of ALL assigned readings and videos.  
• In-depth thought and contributions that encourage intellectual growth of other participants. APA references are added for further information located by student.  
• Discusses (sites and references) additional significant resources to each question response such as links to articles, websites, videos, blogs, podcasts, etc. that you located that contribute to the topic.  
• 2 or more thoughtful comments to other students that adds to their content.  
• Discussion postings are respectful and courteous. |
| 35     | • Discussion postings are submitted on time.  
• Overall contribution is lacking in that readings are only sometimes incorporated into the discussions and postings are not always on topic.  
• Adds one resource that does not significantly contribute to the week’s topics or does not really tie them into the discussion. One APA reference added.  
• One thoughtful comment to other students that adds to their content.  
• Discussion postings are respectful and courteous. |
| 10     | • Overall contributions are not meaningful. For example, the posts do not go beyond "I agree" or "Good post."  
• Very little evidence of having read course materials or giving any in-depth thought to the topic.  
• No additional resources added. |
| 0      | • No discussion post. |

VoiceThreads: (150 pts)

A VoiceThread Basic account has been created for you that you may use this semester any way you like. You login with your WKU email and your password is “lme545” (all lower case, no spaces). You have been added to the LME 545 Group and you will see one VoiceThread in your group. See the rubric below.

- **VoiceThread Response: (50 points)**
  View the prompts in the VoiceThread posted by your instructor.  
  Respond with at least a 2-minute response that addresses the prompts and demonstrates insight and creative ideas.  
  Review the rubric below.

- **You will complete one VoiceThread: (100 points each)**
  Partners or small groups will create and manage an original VoiceThread about your global topic. Review the rubric below. (This is not one of your three technology projects for the group.)
  a. Start a new VoiceThread in our LME 545 Group.  
  b. Post a multimedia file and prompt about your global topic. It can be a PowerPoint that you create, a YouTube video (or video from any source), a Web 2.0 project that you created about the topic (such as Prezzi, Animoto, Glogster), etc. The question prompt for your participants should be higher-level thinking.  
  c. Have at least three or more people respond to your VT. These respondents can be your pupils, students in this class, or adults. They need to be more meaty responses, not just that they liked the video (or Prezzi or whatever you posted).  
  d. Embed this VT in your website.

<table>
<thead>
<tr>
<th>VoiceThread Rubric</th>
<th>1 - Novice</th>
<th>2 - Apprentice</th>
<th>3 - Proficient</th>
<th>4 - Distinguished</th>
</tr>
</thead>
</table>
| VoiceThread Response | • Overall VoiceThread is not meaningful and  
• VoiceThread posting is late.  
• VoiceThread postings are submitted on time.  
• VoiceThread postings are submitted on time. |
Educational Game on Global Issue (50 points)

Yes, can you believe it? I’m asking you to play a game, preferably on your chosen global issue for this course. Review this website: http://gamesined.wikispaces.com/Global+Issues. If you find a global issues game on another website, email your instructor for permission to use this game. So how do you provide evidence that you played the game? You should take screenshots of your participation in the game, attach any files you may have created during the game, and/or copy any emails received from other participants (if there were any). Create one Word file, write about half of a page describing the game and how you participated, how it relates to which global issue, and paste all screenshots and emails in the file. Upload this file to BlackBoard along with any other files you may have created during the game.

Technology Products (100 points each)

You will work with your partner (or small group) in developing these projects. You may select any technology products to support your topic and your solution. The technology selections should complement one another and work well embedded on your website. No duplication of types of technology; i.e., you cannot create two digital stories even if they use two different programs or tools. You may use technologies resident on your computer such as desktop publishing or spreadsheet or any online Web 2.0 Tools. There are some links to locate Web 2.0 Tools below. You may not use MS Word or MS PowerPoint as one of your technology products. (See more description in the CPI description below.)

What to Submit: Email your instructor when you have posted each technology project and include the following information in the email:

- Technology Tool you used,
- Describe what your project is and how it contributes to your topic,
- Bloom’s level, Cognitive Process, and justification (remember we are rating interaction with the topic or content, not the technology), and
- How you partnered or collaborated with your partner or small group.
LME 545 Critical Performance Indicator (CPI)
Virtual Makerspaces: Global Issues (250 points)

The purpose of this project is to develop a solution to a global issue in collaboration with a partner or small group.

Your task includes the following:

1. Select one or two class members to collaborate with on this project.
3. Select a global issue (such as world hunger, poverty, health, environmental, arms control, fair trade, endangered animals, etc.). You and your partner (or group) will develop a solution to this global issue. Of course, your solution will be something that you make up but is logical with a coherent plan. Your audience will be the LME 545 class and it will not be required that you share it outside of the class.
4. Project requirements include the following:
   a. Development of a mashup website with an attractive homepage, an About Me webpage, three other pages for the other three technology projects, and a resources page with APA references and information links. The website design should reflect your issue or penpal country.
      i. Create at least two blog posts on your website (you decide which webpage) that discuss your issue and solutions or relations with your penpal country.
   b. At least three technology projects (created throughout the course; each worth 100 points each in course total) must be embedded (not linked) on your website. Your technology projects could include examples of technology products to promote the issue but more importantly to present your solution(s) to the issue. The three technology projects should be different and present different angles of the solution or present different solutions. They should not just present the same content in three different ways.
   c. Your three technology projects must clearly be developed in collaboration with your partner or small group. This does not mean just obtaining information from your partner or cooperating with a partner but real collaboration. Collaboration means that partners work together towards a common goal and mutual engagement of partners in a coordinated effort to solve the problem together. Provide evidence of collaboration about your global issue.
   d. At least one of the technology projects must represent higher-level thinking in the Revised Bloom’s Taxonomy (Analyze, Evaluate or Create level).
5. What to submit for your project:
   a. This project will be built in stages throughout the course. See project sources below. See course calendar for due dates.
      i. First, create your website shell.
      ii. Then each technology project will be embedded on your website.
   b. The group will complete the Global Partnering Project Description Form as you complete projects.
   c. Each student will upload the Global Partnering Project Description Form to the Electronic Portfolio System by the due date.
   d. Each student will individually complete the Global Partnering Project Reflection and email it to your instructor by the due date.

Find ideas and tools for your Technology Products for your Website Mashup here:
CReaTE: Collaborative Web 2.0 Tools
Cool Tools for Schools: Collaboration
The Top 27 Collaboration Tools
36 Web 2.0 Tools for Collaboration
12 Cool-laborative Web 2.0 Tools
Effective Web 2.0 Tools for the Classroom
Best 100 Web 2.0 Tools
Discovery Education: Web 2.0 Tools
Kathy Schrock: Ed Tools and Web 2.0 Tools
Web 2.0 for the Classroom Teacher
Cool Tools for Schools
Flat Classroom Projects
### Scoring Rubric

<table>
<thead>
<tr>
<th>Scoring Rubric for Multimedia Projects:</th>
<th>1 = Needs Much Improvement</th>
<th>2 = Needs Some Improvement</th>
<th>3 = Good or Acceptable</th>
<th>4 = Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Creativity</strong></td>
<td>Product; Art/photos, color, and space not original and does not carry theme/concept; Unprofessional look; Overall graphical theme does not appeal to the audience, compliment the information, and not based upon logical conclusions and sound research.</td>
<td>Some original, unique features in product; Art/photos, color, and space not original and does not carry theme/concept; Unprofessional look; Overall graphical theme does not appeal to the audience, compliment the information, and not based upon logical conclusions and sound research.</td>
<td>Original, unique product; Art/photos, color, and space used in original ways that mostly carry theme/concept; Professional look with an overall graphical theme that mostly appeals to the audience, compliments the information, and based upon logical conclusions and sound research.</td>
<td>Excellent, original, unique product; Art/photos, color, and space used in original ways that carry theme/concept; Professional look with an overall graphical theme that appeals to the audience, compliments the information, and based upon logical conclusions and sound research.</td>
</tr>
<tr>
<td><strong>Technology Products (depth, accuracy, design, organization)</strong></td>
<td>Products are inaccurate, missing components, or unorganized; Many grammar/spelling errors</td>
<td>Products are not accurate, in-depth, neat, or organized; Many grammar/spelling errors</td>
<td>Adequate products are accurate, in-depth, neat, organized; Few grammar/spelling errors</td>
<td>Accurate, in-depth, neat, organized products and information; All components are present (two discussion posts, 3 collaborative technology products), No grammar/spelling errors</td>
</tr>
<tr>
<td><strong>Use of technology</strong></td>
<td>Many technical problems; inconsistent navigation and formatting; No use of advanced features/enhancements such as video, transitions, sounds, and/or animations (appropriate to software/project)</td>
<td>Some technical problems; inconsistent navigation and formatting; Use of one advanced feature/enhancement such as video, transitions, sounds, and/or animations (appropriate to software/project)</td>
<td>Few technical problems; consistent navigation and formatting; Use of some advanced features/enhancements such as video, transitions, sounds, and/or animations (appropriate to software/project)</td>
<td>No technical problems; consistent navigation and formatting; Use of several advanced features/enhancements such as video, transitions, sounds, and/or animations (appropriate to software/project)</td>
</tr>
<tr>
<td><strong>Requirements/Topic/Content</strong></td>
<td>Very little coverage of current topic, missing components, CReaTE components of 2 or less; Website and technology products do not cover essential information or many components missing; Curriculum information is unclear, not authentic, inappropriate, incorrect, and not suited to the specified purpose and audience; Sources not cited.</td>
<td>Little coverage of current topic, CReaTE components of 2; Website and technology products do not cover essential information; Curriculum information is unclear, not authentic, inappropriate, incorrect, or not suited to the specified purpose and audience; Sources not cited in proper APA format.</td>
<td>Appropriate coverage of current topic, CReaTE components of 3 or higher; Website and technology products are original, covers essential information, resourceful; Curriculum information is clear, authentic, appropriate, correct, and suited to the specified purpose and audience; Sources cited in proper APA format.</td>
<td>Excellent, insightful coverage of current topic, CReaTE components of 4 or higher; Website and technology products are original, in-depth, excellent, resourceful; Curriculum information is clear, authentic, appropriate, correct, and suited to the specified purpose and audience; Sources cited in proper APA format.</td>
</tr>
<tr>
<td><strong>Collaboration</strong></td>
<td>No evidence of contact with a partner or group; No evidence of collaboration from you or your partner on higher level thinking topic/products</td>
<td>Evidence of only one contact with a partner or group; Information was obtained from partner but no real collaboration on technology products; Few contributions from you and your partner on higher level thinking topic/products or contribution was on lower level thinking topic/product</td>
<td>Evidence of partnering/collaboration with your group; Three technology products created in collaboration with your group; Adequate contributions or collaboration from you and your partner on higher level thinking topic/products; Two or more communications with partner</td>
<td>Excellent evidence of ongoing partnering/collaboration with your group; Three or more technology products created in collaboration with your group; Excellent contributions or collaboration from you and your partner on higher level thinking topic/products; Evidence of three or more communications with partner</td>
</tr>
</tbody>
</table>