

**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
ELEMENTARY EDUCATION**

**EDCI 557
Integrating Technology in the Elementary Curriculum
Sec. A01
Mondays and Wednesdays
10:30 AM-3:35 PM
Thompson Hall, L014**

Summer 2016, Hybrid	3 Credit Hour
Instructor: Dr. Debra Sprague	E-Mail: dspragu1@gmu.edu Skype: debbiesprague
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COURSE DESCRIPTION:

This course studies the development and integration of technology in the elementary education curriculum. Particular attention will be given to using technology to address the learning needs of special needs students and culturally diverse students.

- A. Prerequisites: Admission to the MEd in Curriculum and Instruction, Elementary Education program.

NATURE OF COURSE DELIVERY:

Students in this course will participate in individual and group activities that focus on the integration of technology by using computers and mobile devices in class. Students will also participate in large group discussions led by the instructor and in small group discussions and activities with their classmates. Fifty percent of the course will be online.

LEARNER OUTCOMES:

At the conclusion of this course, students will be able to:

1. design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning;

2. use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments;
3. identify how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners;
4. exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society;
5. understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices;
6. select appropriate materials, tools, and technologies to achieve instructional goals with all learners;
7. understand the principles of online learning and online instructional strategies and apply the skills to deliver online instruction.

PROFESSIONAL STANDARDS: This course addresses the following National and State Standards:

InTASC Standards (2011):

Standard #4: Content Knowledge. The teacher understands the central concepts, **tools of inquiry**, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

ACEI Standards:

3.4. The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Other ACEI Standards identified on rubric are addressed in the companion method course.

The [Virginia State Technology Standards for Instructional Personnel](#):

1. Instructional personnel shall be able to demonstrate effective use of a computer system and utilize computer software.
2. Instructional personnel shall be able to apply knowledge of terms associated with educational computing and technology.
3. Instructional personnel shall be able to apply computer productivity tools for professional use.
4. Instructional personnel shall be able to use electronic technologies to access and exchange information.
5. Instructional personnel shall be able to identify, locate, evaluate, and use appropriate instructional hardware and software to support Virginia's Standards of Learning and other instructional objectives.

6. Instructional personnel shall be able to use educational technologies for data collection, information management, problem solving, decision making, communication, and presentation within the curriculum.
7. Instructional personnel shall be able to plan and implement lessons and strategies that integrate technology to meet the diverse needs of learners in a variety of educational settings.
8. Instructional personnel shall demonstrate knowledge of ethical and legal issues relating to the use of technology.

[International Society for Technology in Education \(ISTE\) Standards for Teachers:](#)

1. Facilitate and inspire student learning and creativity
2. Design and develop digital-age learning experiences and assessments
3. Model digital-age work and learning
4. Promote and model digital citizenship and responsibility
5. Engage in professional growth and leadership

REQUIRED READINGS:

A list of required readings is available on MyMason. There are readings associated with each module. Some of the articles are available on GMU's e-reserves which can be accessed within Blackboard.

GRADING SCALE:

A	94-100
A-	90-93
B+	86-89
B	80-85
C	70-79
F	Below 70

DESCRIPTION of ASSIGNMENTS:

Assignment #1: Design of Lesson Plan, 20 points [Outcomes 1, 2, 3, 6]

Students will design one lesson plan that will integrate technology into the curriculum. The lesson plan may focus on the humanities (literacy, social studies, or fine arts) or on STEM (science, mathematics, or engineering). The lesson may involve one student, small group of students, or whole class. The lesson should include technology beyond the Interactive Whiteboard.

Assignment #2: Teaching with Technology, 30 points [Outcomes 1, 2, 3, 6]

Students will teach one of the two lessons outlined in the submitted lesson plans that integrate technology into the curriculum. Students will videotape themselves teaching the lesson and will upload this to Edthena. For those students who are not in a classroom placement that will allow them to complete this assignment an alternative assignment is available. Students may micro-

teach a lesson to their classmates. Arrangement must be made with Dr. Sprague beforehand so she can allow time in the schedule. **This is the course PBA.**

Assignment #3: Reflection on Teaching with Technology, 10 points [Outcomes 1, 2, 3, 6]

Students will view their video and write a reflection of their lesson. They will address what went well and what could be improved. They will discuss what they learned about technology integration.

Assignment #4: Virtual Field Trip, 20 points [Outcomes 1, 2, 4, 5, 6, 7]

Working in groups students will design and create a virtual field trip (VFT) around a topic of their choosing. The VFT should be appropriate for Elementary students and appropriate SOLs should be identified. The VFT should be interactive and go beyond just presenting information. Primary sources should be used throughout the VFT.

Assignment #5: Online and In-class Activities, 20 points [Outcomes 4, 5, 7]

Students will participate in all online and in-class activities. Online modules will be completed within the stated time frame.

Criteria for evaluation: Since this is a graduate level course, high quality work is expected on all assignments and in class. Points for all graded assignments will be based on the scope, quality, and creativity of the assignments. Please see the criteria rubrics provided for specific evaluation criteria.

GMU POLICIES AND RESOURCES FOR STUDENTS

- a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code-2/>].
- b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- c. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].

f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times. [See <http://cehd.gmu.edu/teacher/professional-disposition>]

CORE VALUES COMMITMENT

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. [See <http://cehd.gmu.edu/values/>]

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

EMERGENCY PROCEDURES

You are encouraged to sign up for emergency alerts by visiting the website <https://alert.gmu.edu>. There are emergency posters in each classroom explaining what to do in the event of crises. Further information about emergency procedures exists on <http://ehs.gmu.edu/emergencymanagement/plans-guides/>

Important information needed for successful completion of licensure:

IMPORTANT INFORMATION FOR LICENSURE COMPLETION

Student Clinical Practice: Internship Requirements

Testing

Beginning with Spring 2015 internships, **all** official and passing test scores must be submitted and in the Mason system (i.e. Banner/PatriotWeb) by the internship application deadline. Allow a minimum of six weeks for official test scores to arrive at Mason. Testing too close to the application deadline means scores will not arrive in time and the internship application will not be accepted.

Required tests:

Praxis Core Academic Skills for Educators Tests (or qualifying substitute)

VCLA

Praxis II (Content Knowledge exam in your specific endorsement area)

For details, please check <http://cehd.gmu.edu/teacher/test/>

Endorsements

Please note that ALL endorsement coursework must be completed, with all transcripts submitted and approved by the CEHD Endorsement Office, prior to the internship application deadline. Since the internship application must be submitted in the semester prior to the actual internship, please make an appointment to meet with the Endorsement Specialist and plan the completion of your Endorsements accordingly.

CPR/AED/First Aid

Beginning with spring 2015 internships, verification that the Emergency First Aid, CPR, and Use of AED Certification or Training requirement must be submitted and in the Mason system (i.e. Banner/PatriotWeb) by the application deadline. Students must submit one of the “acceptable evidence” documents listed at <http://cehd.gmu.edu/teacher/emergency-first-aid> to CEHD Student and Academic Affairs. In order to have the requirement reflected as met in the Mason system; documents can be scanned/e-mailed to CEHDacad@gmu.edu or dropped-off in Thompson Hall, Suite 2300.

Background Checks/Fingerprints

All local school systems require students to complete a criminal background check through their human resources office (not through George Mason University) **prior to beginning field hours and internship**. Detailed instructions on the process will be sent to the student from either the

school system or Mason. Students are **strongly advised** to disclose any/all legal incidents that may appear on their records. The consequence of failing to do so, whether or not such incidents resulted in conviction, is termination of the field hours or internship.

Please Note

Your G-Number must be clearly noted (visible and legible) on the face of the document(s) that you submit.

Application

The internship application can be downloaded at <http://cehd.gmu.edu/teacher/internships-field-experience>

Deadlines

Spring internship application:

Traditional: September 15

Fall internship application:

Traditional: February 15

Year Long Internship: April 1 (All testing deadlines are August 1 immediately preceding the fall start; RVE deadline is December 1)

TK20 REQUIREMENTS

Every student registered for any Elementary Education course with a required performance-based assessment (will be designated as such in the syllabus) is required to submit this assessment to TK20 (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of your performance-based assessment will also be provided using TK20. Failure to submit the assessment to TK20 will result in the course instructor reporting the course grade as Incomplete (IN). Unless this grade is changed upon completion of the required TK20 submission, the IN will convert to an F nine weeks into the following semester. The Teaching with Technology Video is the PBA for EDCI 557.

ASSIGNMENT #1
Design of Lesson Plans
40 Points Total
(2 Lesson Plans at 20 points each)

The purpose of this assignment is to design lessons that integrate technology into the elementary classroom.

Procedure:

- Read the articles in the Research Focused on Integrating Technology folder. Using the GMU Lesson plan format, design a lesson that integrates technology in the classroom. The lesson plan may focus on the humanities (literacy, social studies, fine arts) or STEM (science, mathematics, engineering). You may connect this with a lesson plan you design in one of your method courses. The lesson may involve one student, small group of students, or whole class. The lesson should include technology beyond the Interactive Whiteboard.
- Be sure to include strategies for using technology to differentiate for students who would benefit from this strategy.
- Submit the lesson plan to Dr. Sprague via MyMason for feedback by the due date.
- Modify the lesson plan if needed.
- One of these lessons will be used for the Teaching with Technology assignment. If you are unable to teach one of these lessons contact Dr. Sprague prior to doing the Teaching with Technology assignment.

Evaluation Criteria:

	Meets Requirements (5 Points)	Partial Requirements (3 points)	Needs Improvement (1 point)
Objective(s)	The objective(s) clearly state what students will do and learn during the lesson. The objective(s) target appropriate higher order and real life learning opportunities. The objective(s) is/are tied to state/national standards. The objective(s) is/are tied to assessment and it is clear how the learning will be assessed.	The objective(s) clearly state what students will do and learn during the lesson. The objective(s) is/are appropriate, but target lower order thinking skills. The objective(s) is/are tied to state/national standards. It is somewhat clear how learning is assessed.	No objective(s) is/are stated or inappropriate objectives are used. Objective(s) is/are not distinguishable from state/national standards. The objective(s) is/are not tied to the assessment. It is not clear how learning will be assessed.

<p>Procedure</p>	<p>The lesson plan is <i>substantive</i> in length, breadth, and depth. The procedures thoroughly and completely outline what the teacher will do during the lessons: How will you present and guide the lesson?</p> <p>The procedure thoroughly outlines what the students will do during the lesson. Estimated times for each phase are provided.</p> <p>Important questions to ask during the lesson are included. The procedure includes an introduction for surfacing and activating prior knowledge. The procedure includes a plan for closing the unit and checking for understanding.</p> <p>If you have different groups doing different activities, each group's activity is clearly explained.</p>	<p>The lesson plan is <i>adequate</i> in length, breadth, and depth. The majority of the procedure outlines what the teacher will do during the lesson, but parts are vague and unclear. The majority of the procedure outlines what students will do during the lessons, but parts are vague and unclear. Estimated times are provided, but seem unreasonable (either too short or too long). There is a lack of teacher questions. The procedure includes either an introduction for activating prior knowledge or a plan for closing the lesson and checking for understanding, but not both.</p>	<p>The lesson plan is not adequate in length, breadth, or depth. It is not clear what the teacher will do during the lesson. It is not clear what the students will do during the lesson. Estimated times are not provided. No questions or content the teacher uses during the lesson are included in the procedure. The procedure does not include an introduction for activating prior knowledge or a plan for closing the lesson and checking for understanding.</p>
<p>Technology</p>	<p>Technology selected for use in the lesson plan is strongly aligned with one or more objectives. Technology use optimally supports the procedure. Content, procedure and technology fit together strongly within the lesson plan. Technology is used to effectively differentiate instruction for those who need it.</p>	<p>Technology selected for use in the lesson plan is partially aligned with one or more objectives. Technology use minimally supports the procedure. Content, procedure and technology fit together somewhat within the lesson plan. Technology is used to differentiate instruction for those who need it.</p>	<p>Technology selected for use in the lesson plan is not aligned with any objectives. Technology use does not support instructional strategies. Content, procedure and technology do not fit together within the lesson plan. Technology is not used to differentiate instruction for those who need it.</p>

<p>Assessment</p>	<p>The assessment method directly relates to the objective(s). A variety of formal <i>and</i> informal assessments are described for before, during, and after the lesson. The assessment is differentiated as necessary. It is clear what the students will do to demonstrate their understanding in the lessons. The assessment includes technology skills and the content.</p>	<p>The assessment method somewhat relates to the objective(s). A variety of formal <i>and</i> informal assessments are listed in the lesson plan, but descriptions are vague and may only vaguely tie to lesson objectives. The assessment is differentiated as necessary. It is somewhat clear what the students will do to demonstrate their understanding in the lessons. The assessment focuses on the content, but does not include an assessment of technology skills.</p>	<p>The assessment method does not relate to the objective(s). Formal <i>or</i> informal assessments are listed in the lesson plan. Descriptions may not be included or be vague. The assessment is not differentiated as necessary. It is not clear what the students will do to demonstrate their understanding in the lessons. The assessment focuses mostly on technology skills being demonstrated and does not assess the content.</p>
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ASSIGNMENT #2
Teaching with Technology
30 Points Total

The purpose of this assignment is to learn to teach with technology in the elementary classroom.

Procedure:

- Read the articles in the Research Focused on Teaching with Technology folder.
- Using lesson plan you designed, once approved by Dr. Sprague, teach the lesson. If you are not able to teach the lesson as designed contact Dr. Sprague prior to teaching a lesson for this assignment or to arrange micro-teaching with your classmates..
- Videotape the lesson. The focus should be on how the technology is being used. I am interested in who is using the technology and how they are using it so be sure the camera captures this.
- Upload the video to Edthena under the EDCI 557 Group.
- Upload a copy of the video to TK20.
- View two of your classmates' videos and provide feedback. Comment on what you thought went well and ideas for improving the use of technology. You may share additional resources to be considered or provide links to blogs with additional ideas.

Evaluation Criteria:

	Meets Requirements (6 Points)	Partial Requirements (3 points)	Needs Improvement (1 point)
Cohesiveness	The lesson flows very well throughout. The objectives are clearly stated for the students. It is clear how the activities connect with the objectives.	The lesson flows well throughout. The objectives are somewhat stated for the students, but they are not clear. It is somewhat clear how the activities connect with the objectives.	The lesson does not flow well throughout. It is disjointed and confusing. The objectives are not stated for the students or wrong objectives are stated. It is not clear how the activities connect with the objectives.
Assessment	A variety of formal <i>and</i> informal assessments are used during the lesson. It is clear how students are being assessed. The focus is on the content being taught and on technology skills.	Formal <i>or</i> informal assessments are used during the lesson, but not both. It is somewhat clear how students are being assessed. The focus is on the content being taught.	No assessment is used during the lesson. It is not clear how students are being assessed. The focus is on technology skills, not content.

Technology	Technology selected for use in the lesson is strongly aligned with one or more objectives. Technology use optimally supports the procedure. Content, procedure and technology fit together strongly within the lesson. Technology is used to effectively differentiate instruction for those who need it.	Technology selected for use in the lesson is partially aligned with one or more objectives. Technology use minimally supports the procedure. Content, procedure and technology fit together somewhat within the lesson. Technology is used to differentiate instruction for those who need it.	Technology selected for use in the lesson is not aligned with any objectives. Technology use does not support instructional strategies. Content, procedure and technology do not fit together within the lesson. Technology is not used to differentiate instruction for those who need it.
Logistics	Intern and/or students operate technologies well in the observed lesson. It is obvious the intern took time to learn the technology and is comfortable with it.	Intern and/or students operate technologies adequately in the observed lesson. Although the intern is comfortable with the technology, he/she could benefit from more practice.	Intern and/or students operate technologies inadequately in the observed lesson. The intern appears uncomfortable with the technology. Students seem unsure what to do.
User	The students use the technology to work on an assignment. The assignment is enhanced by the use of the technology.	The students use the technology to work on an assignment. Although interesting, the assignment could be done more effectively without the use of the technology.	The teacher is the only one using the technology. Students do not interact with the technology.

ASSIGNMENT #3
Reflection on Teaching with Technology
10 Points

The purpose of this assignment is to reflect on teaching with technology in the elementary classroom.

Procedure:

- This assignment should be done after you teach the lesson with technology.
- Read the articles in the Research Focused on Teacher Reflection.
- Watch the video of your lesson.
- Write a reflection of the lesson. What went well? What could be improved? What surprised you? What did you learn about integrating technology in the curriculum? What goals will you set for yourself in terms of your teaching and technology integration?
- Submit the reflection in MyMason, under Assignments.

Evaluation Criteria:

	Meets Requirements (5 Points)	Partial Requirements (3 points)	Needs Improvement (1 point)
Depth of Reflection	Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples are provided, as applicable.	Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are unsupported or supported with flawed arguments. Examples, when applicable, are not provided or are irrelevant to the assignment.	Response demonstrates a lack of reflection on, or personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are missing, inappropriate, and/or unsupported. Examples, when applicable, are not provided.
Required Components	Response includes all components and meets all requirements indicated in the instructions. Each question or part of the assignment is addressed.	Response is missing some components and/or does not fully meet the requirements indicated in the instructions. Some questions or parts of the assignment are not addressed.	Response excludes essential components and/or does not address the requirements indicated in the instructions. Many parts of the assignment are addressed minimally, inadequately, and/or not at all.

ASSIGNMENT #4
Virtual Field Trip
20 Points

Purpose: This assignment enables students to develop a virtual field trip that allows for the connection of multiple concepts. This is a group assignment.

Procedure:

- Students will read the articles provided and explore the resources on virtual field trips.
- Students will take a class fieldtrip to Washington, DC. Each group will explore a museum and take pictures of primary sources around a topic of the group's choosing.
- Students will choose a grade level and appropriate SOL(s) for their virtual field trip.
- Students will create a virtual field trip for Elementary children. VFTs may be created by using Weebly (<http://www.weebly.com>), Prezi (<http://www.prezi.com>), or any other web-based program students are familiar with. In addition to the images taken in the museum, video, webpages, and podcasts can be included in the virtual field trip. At least five of the items must be primary source artifacts, from the museum or other sources.
- The virtual field trip should allow Elementary students to interact with the primary sources in a way that promotes a deeper understanding of the concept. The VFT should go beyond presenting information.
- One student from each group will post the name of their virtual field trip, URL, grade level, and SOLs covered on MyMason.

Evaluation Criteria:

	Meets Requirements (5 Points)	Partial Requirements (3 points)	Needs Improvement (1 Point)
Integrated Concept	There is a clear concept addressed in the virtual field trip. It is clear how all the artifacts chosen relate.	There is a clear concept addressed in the virtual field trip. It is clear how the majority of the artifacts relate.	There is no clear concept. The majority of the items are unrelated.
Primary Sources Included	Five or more primary sources were included in the virtual field trip.	Three primary sources was included in the virtual field trip.	Two or less primary sources are included in the virtual field trip.
Interactive	The entire VFT is interactive and promotes higher thinking skills.	The majority of the VFT is interactive and promotes higher thinking skills.	The majority of the VFT is not interactive and does not promote higher thinking skills.
Appropriate	All SOLs and artifacts are appropriate for the resources. They match the concept	The majority of the SOLs and artifacts are appropriate.	The majority of the SOLs and artifacts are not appropriate or SOLs are not included.

	addressed in the virtual field trip.		
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ASSIGNMENT #5
Online and In-class Activities
20 points

The purpose of this assignment is to provide opportunities for hands-on experience with technology, as well as models for integrating technology.

Procedure: Throughout the semester:

- Students should arrive on time for each face-to-face class and stay for the entire class session.
- In case of sickness or an emergency, please notify Dr. Sprague via email or text prior to the class session.
- Absences can adversely affect a student’s final grade.
- Complete online modules prior to each due date.
- Late assignments will not be accepted without prior consent of the instructor.
- Participate in class discussions (online and face-to-face) and activities (online and face-to-face).

Evaluation Criteria:

	Meets Requirements (5 Points)	Partial Requirements (3 Point)	Needs Improvement (1 Points)
Completes Assignments On Time	All assignments were completed on time.	One assignment was late, but notified the instructor ahead of time or had a viable excuse.	More than one assignment was late, no viable excuse provided.
Participation	Participated in all class and online discussions and activities.	Participated in some of the class or online discussions and activities.	Rarely or never participated in class or online discussions or activities.
Online Postings	Online postings in the discussion board demonstrated a clear understanding of the concepts. It is clear that readings were completed.	Online postings in the discussion board demonstrated a partial understanding of the concepts. It is clear that some of readings were completed.	Online postings in the discussion board demonstrated a poor understanding of the concepts. Seldom or never completed readings.
Online Modules	All of the online modules were	The majority of the online modules were	The majority of the online modules were

	completed in their entirety. All activities were completed.	completed in their entirety. For those not completed, a minor activity was skipped.	not completed in their entirety. Major parts of the modules were skipped.
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Class Schedule and Assignments

Access Blackboard for additional information, links, and documents for the class at

<http://mymason.gmu.edu>

Date	Topic	Readings/Assignments Due
5/16	Introduction to class Review syllabus What do we mean by integrating technology? Interactive whiteboards – why are they popular and how can we make them more useful? Introduction to Google Tools.	Explore Primary Sources folder on Blackboard for tomorrow's class.
5/17 (Note this is a Tuesday and we will meet in L018)	Primary Sources Making learning active through mobile technology.	Read the articles in the Research Focused on Integrating Technology folder
5/23	Field Trip to Washington, DC	Explore Virtual Field Trip folder on Blackboard. Begin working on virtual fieldtrip.
5/25 - Online	Complete the fan fiction module.	Read the articles in the Research Focused on Teaching with Technology folder. Work on virtual fieldtrip.
5/30	Memorial Day, No Class	
June 1	Discuss fan fiction. Using technology for differentiation. Using virtual manipulatives for math instruction. Exploring Math apps and websites.	Fan fiction assignment due.
June 6 - Online	Complete the math center module.	Lesson Plan Due
June 8	Discuss Math Center activities. Engaging in an engineering challenge. Micro-teaching	Read the articles in the Research Focused on Teacher Reflection. Math Center assignment due. Virtual Field Trip Due.
June 13 - Online	Complete the fine arts module.	Teaching with Technology video due.
June 15	Discuss Fine Arts and Technology	Fine Arts assignment due.

	Emerging technologies. Staying current with our practice. Micro-teaching	Reflection on Teaching with Technology due.
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