GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
GRADUATE SCHOOL OF EDUCATION
Blended and Online Learning in Schools

EDIT 763 DL1: Tools for K-12 Online Learning
2 Credits, Spring 2017

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COURSE DESCRIPTION:

    A. University Catalog Course Description

        Examines tools that structure and support online learning with particular emphasis on the unique affordances of each tool including tools for producing, delivering, and supporting online learning.

    B. Expanded Course Description

        Not applicable

DELIVERY METHOD:

This course will be delivered online using an **asynchronous** format via an open platform. The course will be delivered through Google Sites. Students will be able to access the course directly from a link provided by the professor, and a link contained within GMU BlackBoard.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

TECHNICAL REQUIREMENTS:

To participate in this course, students will need the following resources:
- High-speed Internet access with a standard up-to-date browser,
- Consistent and reliable access to their Google email and GMU email accounts.

Additionally, students will need to have a Google Account in order to create materials/products for this course. Students can sign up for a Google Account without a Gmail account here: https://accounts.google.com/signupwithoutgmail

- Students will need to be able to use Google Apps, including: Google Drive Google Docs, Google Slides, Google Sheets, Google Sites, Hangout, Hangouts On Air, among others. Students can access Google training for free at Google Education Training Center and via GMU's Lynda.com web training services (students will need to sign in with the GMU account to access Lynda.com training).
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of the course requirements.
- A webcam, headset and microphone

EXPECTATIONS:
- **Course Week:** Because asynchronous courses do not have a "fixed" meeting day, our week will **start** on Monday, February 27, 9:00 a.m. EST, and **finish** on Sunday, May 14, 2016, 9:00 a.m. EST.
- **Log-in Frequency**: Students must actively check the course site and their email for communications from the instructor daily.
- **Participation**: Students are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- **Technical Competence**: Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance if they are struggling with technical components of the course.
- **Technical Issues**: Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload**: Expect to log in to this course **regularly** to read announcements, participate in activities, and work on course materials. Remember, though you can move thorugh the materials at your own pace, there **are specific deadlines and due dates** listed in the **CLASS SCHEDULE** section of this syllabus to which you are expected to adhere. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- **Advising:** If you would like to schedule a one-on-one meeting to discuss course requirements, content or other course-related issues, we can meet via telephone or web conference. Send me an email to schedule your one-on-one session and include your preferred meeting method and suggested dates/times.
- **Netiquette:** Our goal is to be **collaborative**. Experience shows that even an innocent

remark in the online environment can be misconstrued. I suggest that you always re-read your responses carefully before you post them to encourage others from taking them as personal attacks. **Be positive in your approach to others and diplomatic with your words.** I will do the same. Remember, you are not competing with each other but sharing information and learning from one another as well as from the instructor.

LEARNER OUTCOMES:
This course is designed to enable students to:
1. Understand how to select and use a variety of online tools for communication, productivity, collaboration, analysis, presentation, research, and delivery,

2. Understand how to use and incorporate subject-specific and developmentally appropriate technologies, tools, and resources

3. Understand how a variety of communication technologies can be used to support K-12 online teaching and learning

4. Identify and explore emerging web-based resources and assess their applicability to K-12 online learning contexts

PROFESSIONAL STANDARDS:

This course is aligned with the International Association for K-12 Online Learning's (iNACOL) (2010) *National Standards for Quality Online Teaching*. Standards A.4, A.5, A.6, J.1, and J.2 are covered by the program prerequisite for licensure. The full list and description of standards can be accessed at http://www.inacol.org/wp-content/uploads/2015/02/national-standards-for-quality-online-teaching-v2.pdf. Standards aligned with this course are:

Standard A - The online teacher knows the primary concepts and structures of effective online instruction and is able to create learning experiences to enable student success.

Standard B - The online teacher understands and is able to use a range of technologies, both existing and emerging, that effectively support student learning and engagement in the online environment.

Standard C - The online teacher plans, designs, and incorporates strategies to encourage active learning, application, interaction, participation, and collaboration in the online environment.

Standard D - The online teacher promotes student success through clear expectations, prompt responses, and regular feedback.

Standard E - The online teacher models, guides, and encourages legal, ethical, and safe behavior related to technology use.

Standard F - The online teacher is cognizant of the diversity of student academic needs and incorporates accommodations into the online environment.
Standard K - The online teacher arranges media and content to help students and teachers transfer knowledge most effectively in the online environment.

REQUIRED TEXTS:

Students do not need to purchase any texts for this course. All readings will be accessible for free online. However, students should purchase a webcam, headphones and microphone for the course if they do not already have one.

Course Performance Evaluation
Students are expected to submit all assignments on time in the manner outlined by the instructor.

COURSE ASSIGNMENTS AND EXAMINATIONS:

Mastery Learning Approach

In this course we take a mastery learning approach to the assignments. This is how it will work:

- The criteria for completing the assignments will be clearly spelled out (See Assessment Rubrics at the end of this syllabus, as well as the course website, for more details).
- The instructor will evaluate your work and provide feedback on your assignments. Journal entries that are just consider notes will not necessarily receive feedback.
- If you have adequately completed all of the criteria you will receive full credit on the assignment.
- If you have not adequately completed all of the criteria, the assignment will be returned and you will be subject to late points until all of the criteria are complete. NOTE: Because of grading deadlines, you must submit a completed final project. You will not have time to revise or complete your final project past the due date.
- You must complete ALL assignments to get a passing grade.

Late Work

Students are expected to complete and electronically submit all assignments prior to 11:59 p.m. on the assignment due date. All due dates will be clearly listed on the course calendar. All assignments can be submitted late but a minimum 10% per day late penalty will be assessed for work submitted after the assignment deadline unless prior permission has been received. No late work is accepted after the final assignment's due date.

Grading scale

Grade	Percentage Range
A	94-100
A-	90-93
B+	87-89
B	84-86
B-	80-83
C	70-79
F	0-69

Proposed Course Assessments and Point Values

Assignment	Points
Mindset reflection & post	4
SAMR lesson enrichment	10
Support your colleague: Idea exchange for SAMR lesson	2
Affordances & Constraints: Virtual bulletin board	4
ISTE reflection and post	2
Affordances & Constraints: Audio podcast	4
Screencast video lecture	5
Affordances & Constraints: Video	4
Storyboard for edited video	5
Support your colleague: Storyboard feedback	2
Edited video posted to YouTube channel	15
Instructional, interactive image (I^3)	10
Affordances & Constraints: Interactive image	4
Coded project & post	5
Affordances & Constraints: Coding	4
Support your colleague: Scratch feedback in Studio	2
Virtual Reality exploration & post	2
Virtual Reality implications & post	3
Affordances & Constraints: VR	4
New Tech Horizons resource curation	3
Mindset reflection revisited	4
Final course reflection	2
TOTAL:	**100**

Assignment Descriptions

Affordances & Constraints Reflection Tables
Students will complete a reflection table that evaluates the affordances and constraints of various technology tools for K-12 online learning. The Affordances & Constraints (A&C) table also

includes elements to assess how the tools could be used in the classroom, and what to do if the tech fails - Plan B?

Support Your Colleagues: Community Feedback
Students will review and provide constructive feedback, using the class social media site, on various pieces of work produced by their colleagues.

Mindset Reflection & Post
    Students will reflect on their technology "mindset" and post their discoveries to the class Google+ site.

SAMR Lesson Enrichment
Students will chose an existing lesson and revise it per the SAMR model, with the aim of achieving M-modification, or R-redefinition. Students will post their enriched lessons to the class social media site in order to exchange ideas with their colleagues.

Audio Podcast Evaluation
Students will curate an audio podcast that they could use in their own classroom. Students will discuss how the podcast could benefit learning. Students will also explore audio podcasting tools and will post their finds to the virtual bulletin board. Additionally, students will complete the A&C table concerning audio podcasts.

Screencast for Video Lecture
Students will create a screencast of a video lecture that they would use in their own classroom to teach content. Students will also complete an A&C to discuss the value of screencasting.

 Storyboard for Edited Video
 Students will create a storyboard for an edited video to teach content to their own students. Students will share their storyboards with a colleague to give/receive feedback, and to use the feedback to make improvements. Students will also establish a YouTube Channel to host their own produced videos.

Edited Video
Students will create an edited video teach content to their own students. Students will use YouTube features for annotating videos, safe sharing and will they post their videos to their own YouTube channel.

Interactive Instructional Infographic
Students will create and edit an interactive instructional infographic that can be used to teach their own students. They will also complete an A&C to discuss the value of these types of teaching and learning tools.

Coded Project
Students will learn a simple, free online coding tool that they will use to create a game that they customize. During this assignment, students will also learn about the basics foundations of

computational thinking. Students will share their coded project in the Scratch Studio and will support their colleagues by giving/receiving feedback on these projects. Students will also evaluate this tool by completing an A&C.

Virtual Reality
Students will use a simple, free online tool to explore virtual reality for the classroom. Students will also use a tool to try their hand at creating a virtual reality experience. They will evaluate this tool using the A&C table.

New Tech Resource Curation
Students will curate a resources to stay abreast of new technologies for teaching and learning. Students will post their finds to the class virtual bulletin board.

Mindset Reflection Revisited
Students will complete a reflection on how their mindsets may have changed over the period of this course. Students will post their reflections to the class Google+.

Final Course Reflection
Students will complete an online course reflection to share their views of the course and ideas for course improvements.

GMU Policies and Resources for Students

Policies
- Students must adhere to the guidelines of the Mason Honor Code (see http://oai.gmu.edu/the-mason-honor-code/).
- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).
- Students are responsible for the content of university communications sent to their Mason 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.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ods.gmu.edu/).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources
- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/api/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.

- 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/).

- 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/).

- The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see http://ssac.gmu.edu/). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to http://ssac.gmu.edu/make-a-referral/.

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/.

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times.

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: **http://cehd.gmu.edu/values/**.

PROPOSED CLASS SCHEDULE:

	Guiding Questions and Topics	Activities
Week 1 Feb 27 - Mar 5 Due: 11:59	Course Theme: "We shape our tools, and thereafter, our tools shape us" (*John M. Culkin, 1967*) Overview of the course Mindset of a tech integrator: Diffusion of	Read the syllabus and future project descriptions. Read/watch selected materials linked in the course website.

	Innovation Theory and Growth Mindset	
pm EST on Mar 5 & Mar 7	*Tasks:* -Reflect on your "mindset" -Post your "mindset" to class Google+ -Make a connection when you review a colleague's post	**Due Mar 5:** -Reflect on your mindset -Post your mindset on class Google+ **Due Mar 7:** -Make a connection when you review a colleague's post
Week 2 Mar 6 - Mar 12 Due: 11:59 pm EST on Mar 12, and Mar 14	Deep dive into the SAMR model Exploring SAMR in your classroom *Tasks:* -Enhance a lesson along the SAMR continuum -Post your "enhanced" lesson to class virtual bulletin board -Exchange ideas with partner using class virtual bulletin board Introduction to Affordances & Constraints, including review of COPPA and FERPA *Task:* -Use the A&C table to assess virtual bulletin board activity -Curate similar tools -Post curated tools to class virtual toolbox	Read/watch selected materials linked in the course website. **Due Mar 12:** -Enhance a lesson up the SAMR ladder -Post your "enhanced" lesson to class virtual bulletin board -Use the A&C table to assess virtual bulletin board activity -Curate similar tools -Post curated tools to class virtual toolbox **Due Mar 14:** -Exchange ideas on the SAMR lesson with a colleague --Post curated tools to class virtual toolbox
Week 3 Mar 13 - Mar 19 Due: 11:59 pm EST on Mar 19	Deep dive into ISTE Explore Audio Communications and Podcasting: quality *Tasks*: -Post a brief reflection of ISTE -Complete A&C table on audio -Explore audio tools and resources -Curate an audio podcast tool or resources and post to the class virtual toolbox	Read/watch selected materials linked in the course website. **Due Mar 19:** -Post a brief reflection of ISTE in the class Google+ community -Complete A&C table on audio & podcast -Explore audio tools and resources -Curate an audio communications or podcast tool or resource and post to our class virtual toolbox
Week 4 Mar 20 - Mar 26 Due: 11:59 pm EST on Mar 26	Explore quality for video and screencasting Tasks: -Complete A&C table on video lectures -Curate video tools and post to class virtual toolbox -Create screencast lecture to teach content in your classroom	Read/watch selected materials linked in the course website. **Due Mar 26:** -Complete A&C table on video -Curate video tools and post to class virtual toolbox -Create screencast lecture to teach content in your classroom and post to YouTube
Week 5	Explore storyboarding for edited video	Read/watch selected materials linked in

Mar 27 - Apr 2 Due: 11:59 pm EST on Apr 2 and Apr 4	Explore video quality and examples Explore video editing tools Storyboarding *Tasks*: -Engage in video editing tutorials- Create storyboard for edited video -Share storyboard with colleague -Give/receive feedback to make improvements to storyboard -	the course website. **Due Apr 2:** -Create storyboard for edited video -Share storyboard with colleague by posting to Google+ -Create YouTube channel **Due Apr 4:** -Give/receive feedback to make improvements to storyboard
Week 6 Apr 3 - Apr 9 Due: 11:59 pm EST on Apr 16	Explore YouTube manager and channel features, as well as safe-sharing options Finalize video Make video interactive with YouTube features and "captioning" *Tasks:* -Edit video -Post video to YouTube channel -Use YouTube editor to enhance video -Use captioning features	Read/watch selected materials linked in the course website. **Due Apr 16:** -Edit video -Post video to YouTube channel -Use YouTube editor to enhance video
Spring Break Apr 10 - Apr 16		
Week 7 Apr 17 - Apr 23 Due: 11:59 pm EST on Apr 23	Explore instructional, interactive images (I^3) *Tasks:* -Create an instructional, interactive image using a tool of your choice -Complete the A&C table concerning I^3 -Curate additional tools and post tools in class virtual toolbox	Read/watch selected materials linked in the course website. **Due Apr 23:** -Create an instructional, interactive image using a tool of your choice -Complete the A&C table concerning I^3 -Curate additional tools and post tools in class virtual toolbox
Week 8 Apr 24 - 30 Due: 11:59 pm EST on Apr 30 and May 2	Exploring coding and computational thinking *Tasks:* -Complete a Scratch coded project -Post to Scratch Studio -Complete the A&C table for coding -Curate additional coding tools an post to virtual toolbox -Comment on a colleague's Scratch project (posted to Scratch Studio)	Read/watch selected materials linked in the course website. **Due Apr 30:** -Complete a Scratch coded project -Complete the A&C table for coding -Curate and post additional tools to virtual toolbox **Due May 2:** -Comment on a colleague's Scratch project (posted to Scratch Studio)
Week 9 May 1 - May	Exploring tech tools on the horizon, including virtual reality for the classroom	Read/watch selected materials linked in the course website.

7 Due: 11:59 pm EST on May 7	Understanding "implications" of new tech tools *Tasks:* -Explore a VR using Google Expeditions & other tools for VR -Describe VR experiences in class Today's Meet (backchannel) -Post a statement regarding implications of VR for teaching & learning in Popplet -Use the A&C Table to assess this tool -Curate a new tech tool and post your finds in the class virtual toolbox	**Due May 7** -Explore VR using Google Expeditions -Describe VR experiences in class Today's Meet (backchannel) -Post a statement regarding implications of VR for teaching & learning in Popplet -Use the A&C Table to assess this tool -Curate a new tech tool and post your find in the class virtual toolbox
Week 10 May 8 - May 14 Due: 11:59 pm May 14	Tying it all together: Reviewing our "mindset" now Explore sources for new technologies *Tasks:* -Describe how your mindset has evolved over this course and post to Google+ -Curate your own go-to source for new technologies and post to class virtual toolbox	Read/watch selected materials linked in the course website. **Due May 14**: -Describe how your mindset has evolved over this course and post to Google+ -Curate your own go-to source for new technologies and post to class virtual toolbox
Final Course Reflection Due May 14, 11:59 am EST		

ASSESSMENT RUBRIC(S):

As explained earlier, the course will use a mastery-based approach to grading. As a result, students will need to complete all of the assignment criteria in order to earn points on the assignment and all assignments must be completed in order to pass the course.

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Mindset Reflection

Criteria	Mastery	In progress
Student provides thoughtful reflection on his/her mindset related to the Diffusion of Innovation theory and technology integration. Post includes discussion of *which type of adopter* the student believes she/he is and provides an example of why that is the case. Student also includes a statement reflecting her/his "*Growth Mindset.*" Student includes a brief discussion on how these two frameworks can help support our Gen-Z students		
The student uses a Google Doc and shares it so that anyone with the link can view. The reflection is free of grammatical errors.		
Student posts a link, title and 2-sentence summary of her reflection to the class social media site-Google+ Community: *Mindset*		
Student reads at least one of her colleague's reflections and provides a thoughtful comment within the Google+ Community site: *Mindset* post		

SAMR Lesson Redesign

Criteria	Mastery	In progress
Student provides thoughtful revisions to an *existing lesson* that reflect M-modification or R-redefinition according to the SAMR model. The revisions include: a brief summary of the existing lesson and SAMR rating, learning objectives, student activities and assessment criteria. Importantly, redesigned lesson shows how the revised lesson meets the "M" or "R" criteria of SAMR, especially as it improves student learning.		
This work is delivered using the graphic organizer and is shared that		

Criteria	Mastery	In progress
anyone can view the lesson. The student uses the graphic organizer to provide details. The work is free of grammatical errors.		
The work is posted to the class social media site with a title, 1-sentence description of the lesson and a link to the lesson.		

Support your colleague: Idea exchange for SAMR lesson

Criteria	Mastery	In progress
Student reviews a colleague's enhanced-SAMR lesson and provides feedback, which thoughtfully considers criteria for "M" and "R" of the SAMR model.		
Feedback is posted as a comment on the class social media site and is constructive, positive and free of grammatical errors.		

Affordances & Constraints: Virtual bulletin board

Criteria	Mastery	In progress
Student completes the Affordances & Constraints Table for this tool by providing thoughtful evaluation concerning the tool's affordances and constraints for teaching and learning at it relates to the *SAMR model*. Where appropriate, the student provides specific examples from their personal and professional experiences that help to illustrate their evaluation.		
The student provides details for *Plan B,* that is an alternative plan should the tool fail. This plan should describe how it could meet similar learning objectives and should include links and examples where appropriate.		
The student includes at least one link to an *alternative tool* that has similar features and capabilities to the tool modeled in this lesson. This link is posted to the class virtual toolbox, which will require the student to provide details on the tool's URL, description, as well as a discussion the tool's privacy policy and terms of service.		
The student completes each section of the table and the entries are free of grammatical errors.		

ISTE Standard Reflection

Criteria	Mastery	In progress
Student posts a reflection of a lesson that exemplifies		

Criteria	Mastery	In progress
at least 1 of the 6 ISTE Standards. The reflection includes the name of the ISTE Standard you believe your example exemplifies, an overview of the example (Grade level, subject matter, learning objectives) and a description of how the example meets the Standard selected		
The student posts this reflection to the class Google+ Community.The post is free of grammatical errors.		

Affordances & Constraints: Audio Podcast

Criteria	Mastery	In progress
Student completes the Affordances & Constraints Table for this tool by providing thoughtful evaluation concerning the tool's affordances and constraints for teaching and learning at it relates to the *ISTE 2016 Standards for Students.* Where appropriate, the student provides specific examples from their personal and professional experiences that help to illustrate their evaluation.		
The student provides details for *Plan B,* that is an alternative plan should the tool fail. This plan should describe how it could meet similar learning objectives and should include links and examples where appropriate.		
The student includes at least one link to an *alternative tool* that has similar features and capabilities to the tool modeled in this lesson. This link is posted to the class virtual toolbox, which will require the student to provide details on the tool's URL, description, as well as a discussion the tool's privacy policy and terms of service.		
The student completes each section of the table and the entries are free of grammatical errors.		

Screencast Video Lecture

Criteria	Mastery	In progress
The visuals are engaging and clearly support learner goals.		
The narration is clear, natural, and engaging.		
The presentation clearly teaches the intended learning objective.		
The video also follows the video lecture quality guidelines.		
The video is 2-minutes long.		

The students posts the video to YouTube and submits the YouTube link		

Affordances & Constraints: Video

Criteria	Mastery	In progress
Student completes the Affordances & Constraints Table for this tool by providing thoughtful evaluation concerning the tool's affordances and constraints for teaching and learning at it relates to the *SAMR model* or *ISTE 2016 Standards for Students*. Where appropriate, the student provides specific examples from their personal and professional experiences that help to illustrate their evaluation.		
The student provides details for *Plan B,* that is an alternative plan should the tool fail. This plan should describe how it could meet similar learning objectives and should include links and examples where appropriate.		
The student includes at least one link to an *alternative tool* that has similar features and capabilities to the tool modeled in this lesson. This link is posted to the class virtual toolbox, which will require the student to provide details on the tool's URL, description, as well as a discussion the tool's privacy policy and terms of service.		
The student completes each section of the table and the entries are free of grammatical errors.		

Storyboard for Edited Video

Criteria	Mastery	In progress
Student completes a storyboard that reflects the plan for the edited video.		
The storyboard includes graphics and text for scene with give a clear indication of what will occur in a given scene. The graphics can be hand drawn. The text provides just a brief overview of the content for the scene. Each scene is numbered sequentially to represents the flow of the video.		
A link to the storyboard is posted to the designated Padlet.		

Support Your Colleague: Storyboard Feedback

Criteria	Mastery	In progress

	Mastery	In progress
Student reviews a colleague's video storyboard and provides feedback, which thoughtfully considers quality criteria for creating an edited video.		
Feedback is posted as a comment on the class social media site and is constructive, positive and free of grammatical errors.		

Edited video posted to YouTube channel

Criteria	Mastery	In progress
The video content clearly teaches the intended learning objective in a way that could not be accomplished using traditional learning teaching techniques such as lecture.		
Visuals are engaging and meaningful. There is at least 1 graphical image or video produced by someone else that is incorporated into the video and which clearly enhances the video.		
The narration is clear, natural, and engaging.		
Background music enhances what is being taught and does not distract the learner from the visuals and narration.		
Transitions are smooth and timed in ways that keep students engaged.		
Fair use and copyright guidelines are followed.		
The video follows the quality guidelines for edited video, and uses captioning.		
The final video contains at least 3 different interactions made with YouTube features.		
The final video is between 4 and 6-minutes long.		

Instructional, interactive image

Criteria	Mastery	In progress
The student creates an interactive instructional image that can be used in the classroom for teaching. The image contains content that is age-appropriate, and which engages users (students) through hyperlinks to other websites or features that enable interaction for further learning.		
The image includes at least four elements: 1 original graphic created using Google Drawings, 1 link to an external website, 1 embedded video, and 1 file (i.e. PDF, Google Doc, Word, etc.).		

Criteria	Mastery	In progress
The image applies the six Quality Design Elements: font, color, balance, organization, story, sources		
The student provides citations for any resources used in the image and uses APA guidelines to provide attributions. Copyright and Fair Use guidelines are applied.		

Affordances & Constraints: Interactive Instructional Image

Criteria	Mastery	In progress
Student completes the Affordances & Constraints Table for this tool by providing thoughtful evaluation concerning the tool's affordances and constraints for teaching and learning at it relates to the *5Es for Instructional Design.* Where appropriate, the student provides specific examples from their personal and professional experiences that help to illustrate their evaluation.		
The student provides details for *Plan B,* that is an alternative plan should the tool fail. This plan should describe how it could meet similar learning objectives and should include links and examples where appropriate.		
The student includes at least one link to an *alternative tool* that has similar features and capabilities to the tool modeled in this lesson. This link is posted to the class virtual toolbox, which will require the student to provide details on the tool's URL, description, as well as a discussion the tool's privacy policy and terms of service.		
The student completes each section of the table and the entries are free of grammatical errors.		

Coded Project

Criteria	Mastery	In progress
Student creates a coded game using Scratch, the visual programming language.		
The coded game includes at least 2 customized graphics and one original graphic that the student created using tools within Scratch.		
The coded game must include the following coding elements: loops, variables, conditionals and events.		
The student will share the coded game to the class Scratch Studio site.		

Affordances & Constraints: Coding

Criteria	Mastery	In progress
Student completes the Affordances & Constraints Table for this tool by providing thoughtful evaluation concerning the tool's affordances and constraints for teaching and learning at it relates to the *SAMR model* or *ISTE 2016 Standards for Students.* Where appropriate, the student provides specific examples from their personal and professional experiences that help to illustrate their evaluation.		
The student provides details for *Plan B,* that is an alternative plan should the tool fail. This plan should describe how it could meet similar learning objectives and should include links and examples where appropriate.		
The student includes at least one link to an *alternative tool* that has similar features and capabilities to the tool modeled in this lesson. This link is posted to the class virtual toolbox, which will require the student to provide details on the tool's URL, description, as well as a discussion the tool's privacy policy and terms of service.		
The student completes each section of the table and the entries are free of grammatical errors.		

Support your colleague: Scratch feedback in Studio

Criteria	Mastery	In progress
Student reviews a colleague's coded game and provides feedback, which thoughtfully assesses ("I like," "I wonder") the "playability" of the coded game, and the quality of the customized graphics and original graphic.		
Feedback is posted as a comment on the class Scratch Studio site and is constructive, positive and free of grammatical errors.		

Virtual Reality Exploration and Post

Criteria	Mastery	In progress
Student explores and reflects on virtual reality applications for the classroom. The reflection describes how the student experienced the virtual reality applications and how the student can imagine the usefulness for these applications in her classroom. The reflection also describes which "expeditions" the student explored.		
The student posts the reflection and description in the class backchannel - Today's Meet		

Virtual Reality Implications

Criteria	Mastery	In progress
Student uses one of the frameworks for imagining the implications of VR for teaching and learning and devises a statement that reflects her view. The statement includes a reflection of the conditions/environment and the human behaviors that may result from VR used for teaching and learning.		
The student posts the statement in the brainstorming tool, Popplet. The student connects the statement with the framework she used.		
The student reviews at least one other colleague's post and adds a comment that reflects a connection she made to that post.		

Affordances & Constraints: Virtual Reality

Criteria	Mastery	In progress
Student completes the Affordances & Constraints Table for this tool by providing thoughtful evaluation concerning the tool's affordances and constraints for teaching and learning at it relates to the *SAMR model* or *ISTE 2016 Standards for Students.* Where appropriate, the student provides specific examples from their personal and professional experiences that help to illustrate their evaluation.		
The student provides details for *Plan B,* that is an alternative plan should the tool fail. This plan should describe how it could meet similar learning objectives and should include links and examples where appropriate.		
The student includes at least one link to an *alternative tool* that has similar features and capabilities to the tool modeled in this lesson. This link is posted to the class virtual toolbox, which will require the student to provide details on the tool's URL, description, as well as a discussion the tool's privacy policy and terms of service.		
The student completes each section of the table and the entries are free of grammatical errors.		

New Tech Horizons resource curation

Criteria	Mastery	In progress
The student curates an educational technology resource (go-to-source)		

that provides relevant information about new technologies for teaching and learning. The student shares this resource to the class virtual toolbox.		
The student provides a link to the resource.		
The student describes why this resource was selected.		

Mindset Reflection Revisited

Criteria	Mastery	In progress
Student provides thoughtful reflection of how his/her mindset has evolved over the course of the semester.		
The reflection includes specific examples from their personal and professional experiences that help to illustrate their current mindset.		
Student posts a summary of his/her reflection to the class social media site.		
The post includes 1 to 2 paragraphs and is free of grammatical errors.		

Final Course Reflection

The student completes the Final Course Reflection survey.		