Major Instructional Design Solutions

Tools & techniques for educators

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Course Samples

Overview

Grading

Assignments

Schedule

2005 Student Projects

2004 Student Projects

Other Courses

> " The secret of education lies in respecting the pupil.
> -- *Ralph Waldo Emerson* "

Computers in Education

Course Information

This course is designed to provide students with a focus on the seamless integration of technology into the classroom. Students will become knowledgeable of the latest innovations in computer and multimedia technology as they apply to classroom and administrative tasks.

Class Rules

Assignments: Assignments are due at the beginning of class on the date noted on the schedule. Late assignments will be penalized. Extensions will be considered under special circumstances.

Assigned Readings & Site Reviews: All assigned readings and reviews should be completed prior to the start of class.

Special Learning Needs: If you have any documented special educational needs, please advise me at the beginning of the course so that the appropriate accommodations can be made.

Lateness & Absenteeism: The course is dependent on student participation and as such every effort should be made to attend all sessions and be present at the start of classes.

Special Learning Needs

If you have any documented special educational needs, you should advise the professor at the beginning of the course so that the appropriate accommodations can be made.
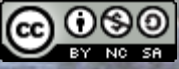
Computers in education - overview

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Computers in Education

Objectives

- Demonstrate the ability to integrate the Internet, electronic databases and multimedia instruction, through the development of a technology based lesson.
- Synthesize the roles that various media play in education through readings, lectures, research and discussions in and outside of the classroom.
- Demonstrate an understanding of the systems approach to problem solving and the analysis and evaluation of technological solutions to instructional problems through class discussions and assigned projects.
- Explain how to bring together multimedia tools and practice for use in education through the development and assessment of multimedia learning tools, leading class discussions and describing to fellow group members how the concepts studied can be integrated into the classroom.

Learning Environment

Each class meeting will have a variety of learning activities, such as, short lectures, demonstrations, group discussions, cooperative learning exercises, on-line activities and student presentations. Since the course focuses on active participation, you should come to class prepared to discuss the readings and projects assigned.

Class Discussion	15
Educational Software Review	20
Software Demonstration & Fact Sheet	10
Multimedia Lesson	55

Computers in education - grading

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Computers in Education

Class Discussions (15% of grade)

Interaction is a very important part of learning, and it is especially integral to this course. Notice that 15% of your grade is determined by discussion participation. I'll be looking for you to make significant contributions to the discussion every week. Participation that contributes to positive grade results in this area does the following:

- Ties personal experiences to the concepts we are studying, giving an orderly, brief version of the experience, with a point that is stated clearly.
- Avoids repeating in a different form, points made by others.
- Shows evidence of having completed, understood and applied the readings.
- Incorporates ideas shared by others and the instructor to create a "fuller picture" of the concept under review.
- Poses real-life questions or challenges that spring from the discussion material and attempts to shape an "informed" conclusion.

A copy of the assessment rubric for this activity can be found on the course site under the Assignments icon.

Educational Software Review

Individually or in small groups you will review an educational software package of choice. A viable software selection will meet the following criteria:

- Can be used to augment or replace lessons/modules offered in a traditional classroom
- Meet at least one state teaching standard
- Provides a sample product or limited use full product that can be accessed online or downloaded for testing and demonstration purposes

As a portion of the review process a formal report should be developed which addresses all of the questions noted

in the "Software Review Fact Sheet". Each question on the assessment sheet should be addresses thoroughly and where appropriate supporting evidence provided. There is no minimum or maximum length of the software assessment, the artifact will be graded on completeness and depth of thought. The document is due the session you will be making your presentation, and should be submitted in electronic form.

A copy of the "Software Review Fact Sheet" can be found under the Assignment icon on the course site.

Educational Software Demonstration

All students are required to demonstrate the software package they selected for the software review to the class. As a portion of this activity all presenters should:

- Note how the product can be integrated into the learning environment
- Discuss the learning curve associated with mastering the product by teachers and students
- Identify the age group and subject/discipline the product would be most appropriate for
- Discuss product adoption and costs
- Field questions from the audience

Reviews will take place **weeks 4, 6, 10, and 13**.

Multimedia Lesson

This is the learning lab portion of the course. You will be putting into action what you have learned, in fact, it may even be a project you need for school. You may also choose to develop a project in pairs, in small groups or as an entire class. You must, however, obtain approval for your idea before proceeding. Your team and glimmering idea -- Project Plan Approval -- should be presented week 3.

A. Project Plan (10%) . Due Week 3, this is a simple plan which should identify:

- team members
- target population
- project deliverables
- tools or software product to be utilized
- possible risks and dependencies

B. Needs Analysis (15%) . Due week 6, this should be presented in about 2-3 pages and should include the following:

- Identify a learning need.
- Describe your target population and any special considerations (ex. Literacy level, developmental level, learning readiness).
- What are your overall curricular goals?
- What teaching/learning theory is guiding your project?
- What learning standards are addressed ?

C. Concept Map (15%). Due week 7, development and assessment guidelines for this portion of the project can be found under the Assignments icon on the course site.

D. Develop the lesson (50%). Due week 14. Since it is difficult to put quantitative parameters on a project such as this, we will negotiate what is expected. Depending on the number of members a collaborative team has, the scope of the project, the approach, we will contract what will be produced. The final product will be presented to the class for review and feedback.

E. Evaluate the lesson (10%). Due week 14. Your lesson should include some sort of outcome evaluation measures and results, and your own self-evaluation.

- Formative or summative evaluation - how will you/did you measure learning? (Example: A test? A paper?)
- *Process evaluation* - feedback from students on the course. Develop a course evaluation form ("smile sheet").
- *Self evaluation* - what did you learn about yourself in this context of teaching? Would you change anything for next time?

Address these in a 1 page summary to be emailed (jmajor@midsolutions.org) by week 14.

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# Computers in Education

Schedule

Week 1	Topic(s):	Introductions & Connections
	Assignments:	• Read chapter 1 • Start thinking about ideas for the multimedia lesson
Week 2	Topic:	Let's Talk About Tools
	Assignments:	Read chapter 3
Week 3	Topic:	Planning: How & why
	Assignments:	Read chapter 4
Week 4	Topic(s):	Multimedia Methods & Media
	Assignments:	Read chapter 5 & 8
Week 5	Topic:	Selecting Multimedia Methods & Tools
	Assignments:	• Read chapter 6 • Participate in the online discussion • Complete the first software assessment
Week 6	Topic:	Planning the Design
	Assignments:	Read Chapter 9 and pages 190-210
	Items Due:	Concept maps & 1st software assessment
Week 7	Topic(s):	Designing the tool
	Assignments:	• Complete 2nd software assessment • Work on your multimedia lesson
Week 8	Topic(s):	Using the Tool
	Assignments:	• Read chapter 7 • Continue to work on your multimedia lesson • Participate in the online discussion
Week 9	Topic:	Assessing the Tool
	Items Due:	Alpha project reviews
Week 10	Topic:	Designing Multimedia Assessment Tools
	Assignments:	Design your assessment rubric
Week 11	Topic:	Sharing your tools
	Assignments:	• Complete 2nd software assessment • Participate in the online discussion • Continue to work on your projects
Week	Topic:	Dress Rehearsal

12	Items Due:	• Beta project reviews • 2nd software assessment due
Week 13	Topic:	Crossing the "T's" and dotting the "Is"
	Assignments:	Put the final touches on your projects
Week 14	Topic:	Project Presentations
	Items Due:	• Class project presentations & feedback • Multimedia lessons and supporting materials
Week 15	Topic:	Reflections
	Items Due:	Self-evaluation

EDL637 - Computers in Education

spring 2005
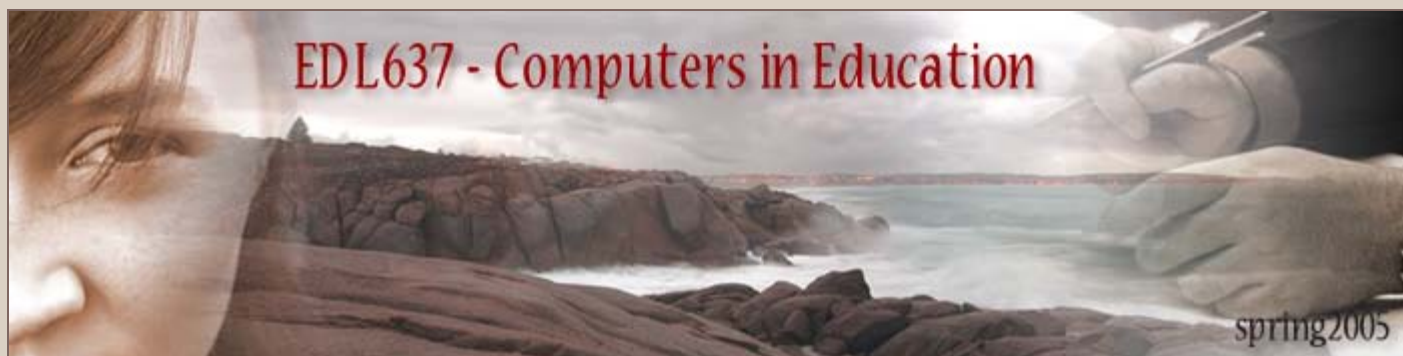
Designers

- M. Barber
- K. Barbour
- J. Bruce
- K. Carbonell
- M. Cattie
- T. Coleman
- E. Condello
- V. Gray
- J. Hill-Baltozer
- J. Joyce
- M. Matlack
- C. May
- M. Miller
- A. Newman
- A. Popiel
- D. Raimato
- K. Schwarz
- P. Sheehan
- J. Sibley
- K. Sigle
- J. Skonier

Multimedia Learning Tools

Welcome to the resource site for the Spring 2005 Computers in Education course held at Immaculata University. Both the links to the left and those noted below will take you to multimedia micro sites developed by the course participants. Each micro site contains: a project description, identifies the Pennsylvania teaching standards addressed by the unit, and provides links to a working copy of the unit and in some cases teaching notes.

Products

- Around the World in 20 Days, Kathryn Schwarz, Ariane Popiel

- Create a Website For A German Musician, Jeffrey Skonier

- Give Me More Math, Marie Cattie

- Help for Learners with Reading Difficulties, Elizabeth Condello, Angela Newman

- India WebQuest, Jacqueline Hill-Baltozer

- Native Americans: Culture & Conflict, Michelle Matlack

- Native American Tribe Research, Dena Raimato, Michele Miller

- Salem Witch Trials, Patrick Sheehan, JoAnn Sibley

- The Beginning Days of School Program for New Principals, Sister Marita Kathryn Barber, IHM

- The Body Systems Adventure, Jennifer Joyce, Veronica Gray

- Transition Plans & the IEP, Jennifer Bruce, Tara Coleman, Kathryn Carbonell, Christopher May

- Your Skeleton and You, Kathleen Barbour

- Water Conservation WebQuest, Kristine Sigle

Product Adoption and Utilization

The designers hold all rights to their products. If you wish to adopt the products or use portions of the products you must contact the designer of record for permission.

EDL 637

Designers

- [ ] Kathryn Blewis
- [ ] Michelle Brown
- [ ] Beth Conley
- [ ] Jamie Donnelly
- [ ] Patrick Dorsey
- [ ] Ellen Doyle
- [ ] Chris Fleming
- [ ] Nancy Herb
- [ ] Johanna Hoelzle
- [ ] Kate Nelson
- [ ] Theresa Nurek
- [ ] Theresa Ponte
- [ ] Eileen Stec
- [ ] Doug Stofflet

Adjust font size

"It's not what the vision is, it's what the vision does." (Peter Senge)

Multimedia Learning Tools

Welcome to the resource site for the Spring 2004 Computers in Education course held at Immaculata University. Both the links to the left and those noted below will take you to multimedia micro sites developed by the course participants. Each micro site contains: a project description, identifies the Pennsylvania teaching standards addressed by the unit, and provides links to a working copy of the unit and in some cases teaching notes.

Products

- Age of Exploration by Ellen Doyle
- Around the World With Books by Michelle Brown
- Childproof and Safety Techniques for the Home by Beth Conley
- Chill out Without Acting Out by Kathryn Blewis
- Fever 1793 WebQuest by Nancy Herb
- Living with Dinosaurs by Jamie Donnelly
- Literature Circles by Katherine Nelson
- Managing with Electronic Gradebooks by Patrick Dorsey
- Mission Impossible II by Douglas Stofflet
- Special Education: A Users Guide by Johanna Hoelzle
- Thanksgiving WebQuest by Christine Fleming & Theresa Ponte
- What Can I Use Geometry for? by Theresa Nurek
- Who Wants to Be A Roman Millionaire by Eileen Stec

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Course Samples

“ This page contains overviews for some of the course that I designed and taught. Many of the listings also contain links to syllabi, assignments, and student samples. ”

External Resources

Apple Learning Interchange

ARIADNE - European Knowledge Pool System

CLOE - Co-operative Learning Object Exchange

Connexions

EOE - Educational Object Economy

Fathom Archive

Intute

Learning Objects.net

MERLOT

National Learning Network: UK

Open Learning Initiative

PBS Teacher Source

“ "The aim of education should be to teach us rather how to think, than what to think - rather to improve our minds, so as to enable us to think for ourselves, than to load the memory with the thoughts of other men." -- James Beattie ”

Graduate

Business Communications & Information Strategies

This course provides new graduate students in the online MBA program with an introduction to: oral, written, and virtual communication; methods for finding and evaluating course resources; online research techniques; critical thinking, the purpose and benefits of the MSM (Multi-Discipline Strategic Management) project, program standards; stress and time management; and learning team process. The design of the course will also assist students in mastering the online learning environment and developing collegial relationships with their cohort members.

View Syllabus

Training Design & Development for Biomedical Writers

This course provides an introduction to basic theories and principles of instructional technology. Five main area of focus are: research, theory and history of instructional technology; visual literacy; evaluation of instructional technology; the relationship of instructional technology to learning styles; and instructional computing experiences. Students will get hands-on experience with instructional technology and will employ problem solving techniques appropriate to the media.

Computers in Education

This course is designed to provide students with a focus on the seamless integration of technology into the classroom. Students will become knowledgeable of the latest innovations in computer and multimedia

technology as they apply to classroom and administrative tasks.

View syllabus

Management of Technological Change

The migration from traditional face-to-face training to multimedia-enhanced education is widespread within and among today's organizations. This course will examine the effects of that change on organizations and educational institutions. This course will examine the effects of that change on organizations and their members. The academic and professional literature describing the influence of technological change on organization structure, group processes and individual workers will be reviewed and analyzed. Participants will examine an assortment of techniques for avoiding the productivity declines sometimes associated with introduction of new technology. These tools include content design, training, reward systems, worker participation, leadership development, and other techniques.

View syllabus

Instructional Technology: Current & Emerging Systems

This graduate course provides learners with an introduction to the tools of instructional technology for education and industry. The course explores the theoretical foundations of Instructional Technology; and, introduces the learner to current and projected tools for implementing said discipline. During the semester, the learners gain an understanding of how technology can be utilized to deliver instruction and optimize the learning of target audiences, through planning and selection of the appropriate media.

View syllabus

Instructional Technology Project Planning, Analysis and Design

This graduate course was designed, for delivery in both the traditional classroom setting and completely online. The course explores creative, effective approaches to strategic and project planning for multimedia education programs.

Designing Online Learning

This graduate online course stresses the use of instructional systems design in the analysis, design, application and evaluation of distance education and distributive learning. It is originated toward the theory and practical considerations of learning, and instructional design. It is not a how to for technological development. Learners look at the unique aspects of adult education, self-directed learning, and the evolution of distance/distributive education and its new potential in Web-based learning and training.

[View the syllabus](#)

Research & Development in Instructional Systems

This online graduate course focuses on the interpretation of seminal research and the application of significant research findings that focus on the latest developments in instructional technology. Learners are introduced to the reading and evaluation of Instructional Systems Technology research, applying the language and approach of science to the investigation of instructional technology. Each learner researches and makes presentations centering on major topics in Instructional Technology.

[View the syllabus](#)

Undergraduate

Internet: Theory/Practice in Telecommunications

This course provides students with a working knowledge environmental variables influencing the Word Wide Web. It is oriented toward the theory and practical considerations of designing for modern Internet browsers. The technology for this field is changing so rapidly that it is easy to be distracted by the bells and whistles of the hardware and software hype, and even easier to forget the digital divide that has been growing at an exponential rate over the last decade. We will be looking at unique aspects of copyright, fair use, design standards, and persons with disabilities as they relate to presentation of information on the Internet.

[View the syllabus](#)

## Technological Applications to Business

This undergraduate course explores the current and future state of hardware and software technology as it relates to the business environment. The objective of the course is to provide the learner with an exposure to technological innovations that will aid in the management decision-making process. A further study of information support systems will examine how information systems can enhance organizational performance.

Management of IS/IT Organizations

This undergraduate course was designed to utilize real business cases and descriptions of actual situations to help learners apply business decision-making strategies, particularly as they relate to financial and data analyses. By stepping through case studies learners develop a progressive understanding of what is involved in the implementation of information systems in today's business environment.

Information and Business Process Systems Design

This undergraduate course explores strategies applied within organizations through the integration of theory and applied projects. Learners gain an understanding of how to strategically develop and implement systems that bring competitive advantage to the organization. Areas of emphasis in this course include planning, analysis, and business process flow.
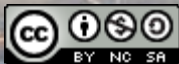
ROSE COLORED GLASSES

Random Thoughts on Instructional Design

HOME   ABOUT   TEACHING TOOLS   NET NEWS   LEARNING CENTERS   CONTACT ME

TUESDAY APRIL 13TH 2010

'I imagine a school system that recognizes learning is natural, that a love of learning is normal, and that real learning is passionate learning. A school curriculum that values questions above answers...creativity above fact regurgitation...individuality above conformity.. and excellence above standardized performance..... And we must reject all notions of 'reform' that serve up more of the same: more testing, more 'standards', more uniformity, more conformity, more bureaucracy. Tom Peters

Tools

Did You Know…. »

The following is a very interesting video posted to YouTube in 2009 on the changing media landscape. Makes me wonder how [...]

- ▸ How, What & Why We Evaluate
- ▸ Gever Tulley teaches life lessons...
- ▸ University and College Podcast Resources
- ▸ Have Tools Will Travel...
- ▸ Revisiting Rubics

Will the essay for college entrance be replaced?

Instructional Technology

Designing Problem Base Cases »
Today I attended a presentation on the development of virtual patients learning units with open source [...]

Creating Learning Communities »
"What we thought was the horizon of our potential turns out to be only the foreground." Tom [...]

Modifying Bloom's »
Creating (Evaluation) [...]

About

"But if we believe what we profess concerning the worth of the individual, then the idea of individual development within a framework of ethical purpose must become our deepest concern, our national preoccupation, our passion, our obsession. We must think of education as relevant for everyone everywhere — at all ages and in all conditions of life." ~ *John William Gardner*

This quote prompted me to develop Rose Colored Glasses and the associated "Hitchhikers Guide to Course Development" as resources for educators and course developers. My hope is that others will create additional teaching and learning tools that can be accessed by everyone everywhere.... *JoAnn*

Content Modules

Instructional Design (57)

Angel (13)

Blackboard

Blackboard 8 – Discussion »

Discussion Boards can serve as a learning tool that fosters in-depth, academic discussion, an arena in which students work collaboratively or conduct peer [*Read More*]

Distance Education

Designing »
On August 3, 2006, I will be conducting a Course Design Showcase at the Conference on [...]

Faculty Centered »
On August 9, 2006, Amanada Albright and I will be presenting the following paper at the [...]

New

Entrant in the »
There is an interesting new presence on the web that may be worth following. It is called [...]

Techniques

Providing Meaningful Benefit to »

When designing your courses provide a meaningful benefit for each topic, in the form of "why you should care about this" scenario. Learning is much more effective if the learner's brain knows why what you're about to talk about matters. The benefit and/or reason why you [*Read More*]

More Techniques Headlines

- ▸ Designing "meaningful...
- ▸ Implementing the Socratic Approach...
- ▸ Tips for Using Chat as an...
- ▸ Developing Online Course Content
- ▸ Thoughts on Managing Online...
- ▸ Creating a Positive Culture in...
- ▸ Reflective Practice in the...
- ▸ Taking Your Course Online, Part 2...
- ▸ Taking Your Course Online, Part 1...
- ▸ Color Theory for the Color-Blind

Register   Log in

Instructional Design Resource Center

Instructional Design Resource Center

ASP (Active Server Pages)

A programming environment that combines elements of HTML and scripting. Webpages built with ASP can change dynamically based on user input.

More entries…

Site Purpose

The Instructional Design Resource Center is designed as a resource for individuals with varying levels of course design experience.

Individuals new to higher education can use this site to help design their first classroom based course integrating technology where appropriate.

> **Notice**
> This site replaces the Hitchhikers Guide to Course Development.

Experienced instructors, being encouraged to place materials within a learning management system, can use this site to decipher the differences between Web-Presence, Web-Enhanced, Web-Centric and Online courses and how to plan courses for online delivery.

Instructors of online courses, looking for new ideas and ways to improve their course, can use the site to improve content development by finding sources for pre-developed content and ideas to improve student centered learning.

Instructional Designers and Instructional Support Staff can use this site as a reference for themselves or as a resource for the faculty they support.

Accessing the Content

Materials can be accessed by clicking on the links under "Course Categories" on the left-hand-side of the screen. Some of the modules will allow you to visit them as a guest, but others require a valid user account. If the information on this site is of interest to you, please take a moment to create a user account by clicking on the "Create new account" link located on the left-hand-side of this screen.

The first time that you login to the site or access an open module as a guest the copyright statement will be displayed. Please review the statement. If you agree to the abide by the copyright guidelines click the [Yes] button – the materials that you requested will then be displayed. If you do not agree with the copyright guidelines click the [No] button – the system will then log you out.

Once the copyright agreement has been accepted by an account it will not be displayed again. If you wish to review the agreement again it can be accessed by the clicking on the "Copyright" text on any screen or the link located on the right-hand-side of this screen.

Other Resources

At the end of each module, wherever possible, there are links to additional Resources and Tools that apply to the topic covered on that section. The ancillary sections provide access to even more resources as well as background information on a number of learning management systems and about the site itself.

When selecting external (off-site) links it is important to note that the link will open

in the same window as the Hitchhiker site as required to meet accessibility standards. Simply use the browser back button to return to this site or right click the link to open it in a new window.

News Feeds and other RSS Content

Throughout the site there are selected RSS feeds that will assist you in keeping abreast of what other educators have to say about teaching and learning. For example several feeds are listed on the right-hand-side of this screen.

Many of the tutorial sections within the guide also display feeds that complement the topic under discussion in that area. If you have a favorite blog, podcast site or wiki that you would like to share with this community please post a link and short description to the "Your Recommendations" forum.

Site Links

The Instructional Design Resource Center is fluid and new information will be added as it is developed. That being said, narrative such as list items not currently hyperlinked are areas where new content is under development.

Site Feedback

Finally, we would appreciate it if you could complete the User Survey after you have explored the site. The responses we receive will help us make modifications to the site to better serve the needs of the intended audience. If you have any recommendations for content not currently covered within the guide, please feel free to contact the site designers through the "Suggestions" forum.

Thank you and enjoy the site.

Site news

Another way of delivering presentations....
by JoAnn Gonzalez-Major - Sunday, 16 August 2009, 01:56 PM

Presentations like PowerPoint is one of the most widely form of data being presented to users. It shows set of data at a time and moves from one set to another.They are linear in behavior. But our mind does not see information in a linear fashion. It tries to get a whole picture of things first then see the individual parts and then fits it in the whole picture. It can move in any order between data. If it is more interested in a specific item it can spend more time on those things.

What would a presentation tool be like which matches how the mind sees the information. It shows you the big picture , allows you to move between them while showing the relationship between them and if you like it go to details.

An online tool called "prezi" is trying to do exactly this. It is completely different presentation tool than what we are accustomed to. Click Here to view some presentations created with this tool.

Is there a use for this tool in your classroom or online presentations? If so, please share your ideas in this forum.

VUE (Visual Understanding Environment)
by JoAnn Gonzalez-Major - Sunday, 16 August 2009, 01:53 PM

"The Visual Understanding Environment (VUE) is an Open Source project based at Tufts University. The VUE project is focused on creating flexible tools for managing and integrating digital resources in support of teaching, learning and research." VUE provides a flexible environment for structuring, presenting, and sharing information.

- Features overview http://vue.tufts.edu/features/index.cfm
- Software Download http://vue.tufts.edu/ (also available on the CD in your binder)

Usage Ideas
- Faculty
  - Visual representation of assignments and how they fit into the course, program or discipline
  - Provide a picture of complex concepts
  - Develop non-linear presentations
  - Interactive syllabus

- Students
  - Provides a method of assessing how well students understand a concept or theory
  - Peer facilitation

Sample Maps
- http://vue.tufts.edu/gallery/index.cfm

Using Second Life to Explore Social Sciences Issues
by JoAnn Gonzalez-Major - Friday, 20 February 2009, 08:07 PM

- Discuss class and status within SL. Are there separate and distinct classes of users within SL? Builders, chatters, international users, adult users, business people? Are class distinctions obvious right away, or is this something that a casual user might not necessarily notice right away? What are residents' views on class and status? How can a resident raise their status? What can a resident do to (intentionally or unintentionally) lower their status? How does group membership impact one's status? How closely are status and money linked? How closely are status and time spent in-world linked? Have students interview residents about their perceptions (be mindful of the research ethics statements from SL). Have students reflect on their own experiences in-world and compare to real-life experiences.

- Experience different subcultures within SL. SL has thriving "furry", "goth" and "dwarf" subcultures, and many others. Note an intersection with race issue: do furries or dwarfs comprise a separate "race" within SL? How can races be defined among avatars?

- How is religion experienced in SL? Sex, Politics, and Religion (http://newsinitiative.org/story/2007/07/31/this_revolution_will_be_televised) Also see Where Two Or More Are Gathered (http://secondlife.blogs.com/nwn/2004/04/where_two_or_mo.html).

- Discuss marriage & relationships in-world. Some articles to start with are "Is This Man Cheating on His Wife" (http://online.wsj.com/public/article/SB118670164592393622.html), 'Second Life Affair Leads to Real Life Divorce" (http://www.guardian.co.uk/technology/2008/nov/13/second-life-divorce), and "Watching the Detectives (http://secondlife.blogs.com/nwn/2005/03/watching_the_de.html) . Are hiring private investigators in Second Life to spy on a spouse a "breach of privacy" issue? Weddings as in-world social events.

- Can you die in SL? Compare death and dying in the Snow Crash metaverse to SL (interesting essay topic). Explore SL Funerals.

- Are there race issues in Second Life? Experience Martin Luther King, Jr Day in Second Life.

Explore gender issues in SL. Students are surprised to read about a difference in price in male and female avatars on the secondary market. Gender-bending. Are there Software-controlled behavior differences in male and female avatars in SL.

- Explore criminal justice: punishment, "criminal profiling". Send students to the SL police blotter. Define and discuss griefing (being "bad" just for the fun of it, or to ruin someone else's game). Early description of player types, including description of griefers. How does this remind students of the Myers-Briggs Personality Indicator? There are HUGE controversies on these online games about how to punish offenders. There are even bigger controversies about how to even define "crimes", and whether "real world" laws can extend to a virtual world, and whether law enforcement should be by the company or by the real world police. See A Rape In Cyberspace (http://www.juliandibbell.com/texts/bungle.html) for a historical perspective.

- Terrorism. Department of Homeland Security and CIA simulation terror and using multiplayer games and notion of "griefing" to study terrorist groups.

- Explore avatars & personal identity. Fashion in Second Life, Avatars as alter-ego (Second Life mentioned). Avatar and Identity (general Internet). Tourism (general Internet).

- What are some legal issues in SL? Do avatars have rights?. Laws of virtual worlds. Intersection with real-world laws. Resources: The Alphaville Herald (http://foo.secondlifeherald.com/slh/legal_issues/), Legal Issue in SL (http://muveforward.blogspot.com/2008/06/podcast-episode-3-legal-issues-in.html).

- Have ethnographic studies been done in SL? Researchers try to figure out demographics of SL (w/voluntary poll).

- SL and disability support groups. Wilde Cunningham is a group of 9 disabled adults in a group home. Live2Give is a group for people living with Cerebral Palsy. Brigadoon is a group for people living with Asperger's and Autism.

- Gambling. Gambling within SL.

- Psychology. Discussion of usefulness of SL to model things, mental illness, for example. Recreating the experience of schizophrenia in-world. Daedalus Project has overviews of many different psychology issues in the context of MMO game play.

- Political science. Can SL be used to explore the process of creating a government?

Older topics …

Afrikaans български Català Česko Dansk Deutsch Ελληνικά English English (CA) English (GB) English (Hong Kong) English (Singapore) English (US) Esperanto Castellano Castellano (AR) Español (CL) Castellano (CO) Español (Ecuador) Español (Guatemala) Castellano (MX) Castellano (PE) Euskara Suomeksi français français (CA) Galego עברית hrvatski Magyar Italiano 日本語 한국어 Macedonian Melayu Nederlands Norsk Sesotho sa Leboa polski Português română slovenski jezik српски srpski (latinica) Sotho svenska 中文 中文(香港) 華語 (台灣) isiZulu

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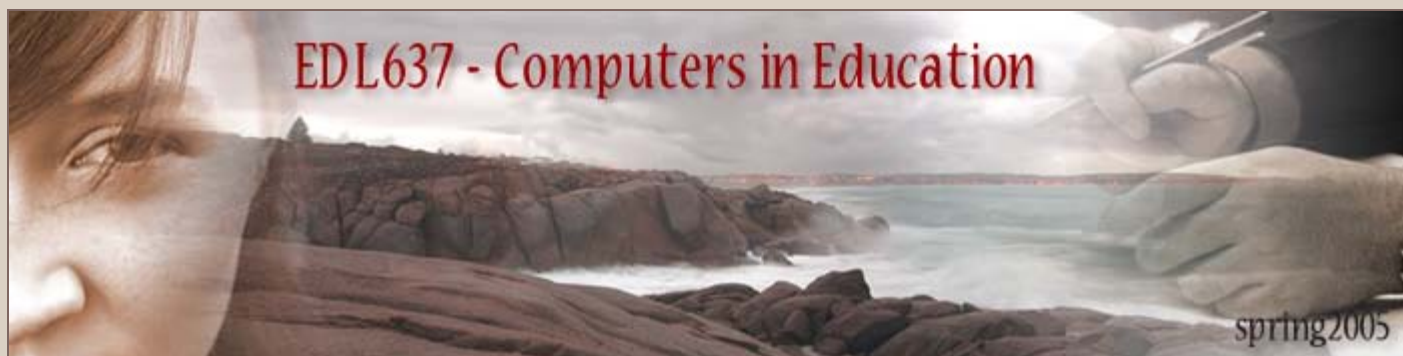
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EDL637 - Computers in Education

spring2005

Designers

- M. Barber
- K. Barbour
- J. Bruce
- K. Carbonell
- M. Cattie
- T. Coleman
- E. Condello
- V. Gray
- J. Hill-Baltozer
- J. Joyce
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- M. Miller
- A. Newman
- A. Popiel
- D. Raimato
- K. Schwarz
- P. Sheehan
- J. Sibley
- K. Sigle
- J. Skonier

Product Adoption and Utilization

The designers hold all rights to their products. If you wish to adopt the products or use portions of the

Around the World in 20 Days

Designer: Kathryn Schwarz, Ariane Popiel

We feel this tool will add to the curriculum by giving students an opportunity to investigate other countries and cultures. This information will provide discussion to compare and contrast foreign cultures with our own. Students will investigate the history, topography, important destinations and the culture of at least five countries across the world.

Target Population

This lesson is designed for fifth grade. The lesson can be used for all levels of fifth graders. The various websites used throughout the Web Quest are on various reading levels to make it accessible to all students. The students will work in groups with assigned tasks that will allow all students to perform at their appropriate level. There will be an artist, a note taker and a typist or technology person.

Teaching Standards

Our curricular goals are based on the 5th grade Pennsylvania Geography standards as well as promoting successful group interaction, and use of the Internet and Microsoft Power Point.

Standard 7.1.6

- Describe and locate places and regions.

- Human features

- Countries (e.g., United Kingdom, Argentina, Egypt)

- Major human regions (e.g., Mid Atlantic, New England, Southwest)

- Major cities (e.g., London, Los Angeles, Tokyo)

Standard 7.2.6

- Ways in which different people view places and regions (e.g., places to visit or to avoid)

- Community connections to other places

- Dependence and interdependence

Standard 7.3.6

- Describe the physical characteristics of places and regions.

  - Comparison of the physical characteristics of different places and regions (e.g., soil, vegetation, climate, topography)

  - Climate types (e.g., marine west coast, humid continental, tropical wet and dry)

- Describe the human characteristics of places and regions by their cultural characteristics.

  - Ethnicity of people at the county and state levels (e.g., customs, celebrations, languages, religions)

- Describe the human characteristics of places and regions by their settlement characteristics.

  - Current and past settlement patterns in the local area

Teaching & Learning Theory

This project is strongly based in Cooperative Learning. The students will be heterogeneously grouped. Each student will be given a particular job according to their strength- creative designer, note taker, or typing. They will need to complete their jobs for the group to be successful; this makes each student accountable. The students will work together traveling to their chosen countries and answering various assessments. Then they will design and give a short presentation on the information they learned.
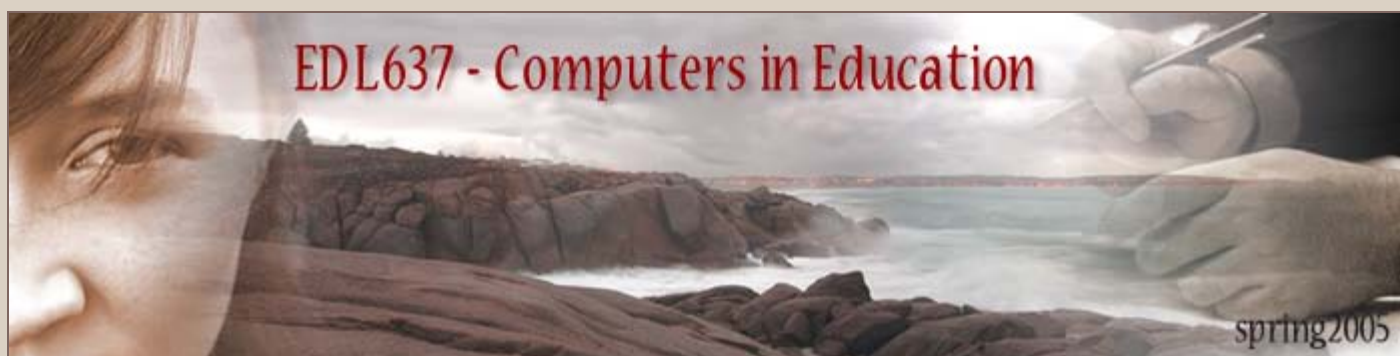
Products

- Teaching Tool (PowerPoint show - to view you may have to download to your local computer)

- Teacher Notes

- Task list

Multimedia Design Tools

- PowerPoint

- MS Word

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spring2005

Designers

Product Adoption and Utilization

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Create a Website For A German Musician

Designer: Jeffery Skonier

The objective of the lesson is to provide students with knowledge of German musicians. The students will be doing their own research, collecting information, and presenting it in the form of a website (all in German). The websites will then by self-evaluated, evaluated by the students' peers, and finally by the teacher using a provided rubric.

Students will learn how to use multimedia-related resources (i.e. internet, web logs, power point) in collecting information and presenting that information in a readily available format. Students will learn how to properly research and organize material from numerous resources. The most important learning need, will be that the students can display the information in a logical pattern that anyone would be able to understand who their musician is and follow the method of thinking the student used in presenting the most salient information.

Target Population

The target population will be level 1 German speaking students, who are relatively technological savvy (assistance will be offered as project is completed). The students will differ in grade level, but all are first year German high school students. Special considerations will be noted since students will differ in regards to existing knowledge/skill of technology, use of technology, special needs, gender, learning styles, and socioeconomic status (some students may not have computers at home, and therefore need one provided at school).

Each student will need be able to complete the project, therefore an acceptable place (i.e. computer lab or library) needs to be assessable for students without computers.

Teaching Standards

The learning standards addressed in this activity, based on the Pennsylvania State Standards for a foreign language would be (1)

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Communicating the target language, (2) The Role of Culture in World Language Acquisition, and (3) World Languages in the Community.

(1) The students would be creating their websites in German using new vocabulary, basic sentence structures and combining their information across the curriculum (able to use knowledge in a history class).

(2) The students will learn about the culture of Germany through their musician and how he/she influenced the German culture. The student will also discuss any similarities or differences noticed between German and American culture.

(3) The students will compare the findings of their musician and compare them with American musicians. They will determine how society changed for the German musician and how America's society was changing at the same time.

Teaching & Learning Theory

As the students develop their websites, they will use a combination of *Information Processing* and *Constructivism*.

Through information processing, the students will learn how to organize new information and link that information with existing knowledge. The process will require the students to be attentive in selecting the information for their website, then encoding the information on their website in a meaningful and logical form. The student will accomplish this with imagery, analogies and the way the text is presented (bold, italics, highlighting).

Through constructivism, the students will be working in collaboration with each other, developing and perfecting their websites. The idea of a web log would allow students to collaborate with another high school in the district, where they worked together on a German musician. The teacher would model and guide the students in developing their website. The students would be exploring the web in search of useful information to enhance their website. They would take a realistic approach in presenting their German musician and see how he/she affected the rest of the world and the progression of music today.
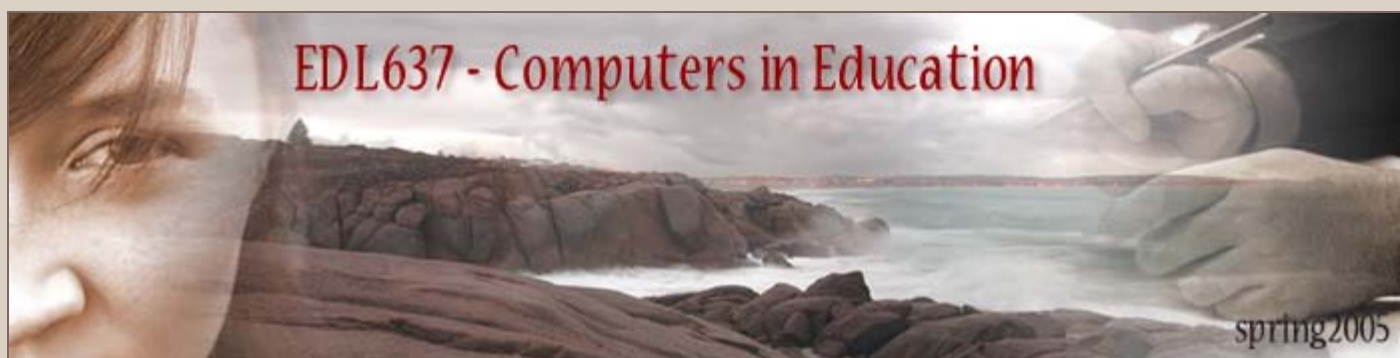
Products

- Teaching Tool
- Teacher Notes
- Assessment Rubric

Multimedia Design Tools

- MS Word
- Blogger weblog software

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spring2005

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- K. Schwarz
- P. Sheehan
- J. Sibley
- K. Sigle
- J. Skonier

Product Adoption and Utilization

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Give Me More Math

Designer: Marie Cattie

This project is designed to assist parents and teachers to access enrichment activities for students that are proficient in the current math standard being taught. It is designed to give these students who are advanced in math a more fulfilling math experience and eliminate the "I'm board factor". The materials in this project are designed for ongoing use through out the year. Students will be able to access web pages and activity sheets. Students using these materials will need to be independent thinkers.

Target Population

Give Me More Math will begin its focus at the third grade level. The target group will be the students with strong Math skill.

Teaching Standards

Pennsylvania Standards of Learning:

2.1 Numbers, Number Systems and Number Relationships

> 2.1.3 E. Count, compare and make change using a collection of coins and one-dollar bills.

2.2 Computation and Estimation

> 2.2.3 A. Apply addition and subtraction in everyday situations using concrete objects.
>
> 2.3.3 A. Compare measurable characteristics of different objects on the same dimensions (e.g., time, temperature, area, length, weight, capacity, perimeter).
>
> 2.3.3 C. Determine and compare elapsed times.
>
> 2.3.3 D. Tell time (analog and digital) to the minute

2.8 Algebra and Functions

2.8.3 D. Create a story to match a given combination of symbols and numbers.

2.11 Concepts of Calculus

2.11.3 A. Identify whole number quantities and measurements from least to most and greatest value.

Teaching & Learning Theory

Many of the activities will fall under the Behavioral Perspective of learning. Students will be presented with increasingly difficult series of math skills. After responding the student will receive feedback about the answers and will be rewarded for correct responses. Hints will be given so the student may correct incorrect answers. New skills will be presented in a tutorial fashion first and than practiced as stated. Information Processing Perspective and Constructivist theories will be used in the area of money. A simulated store will require the students to use there knowledge of money to either shop of be the store keeper.
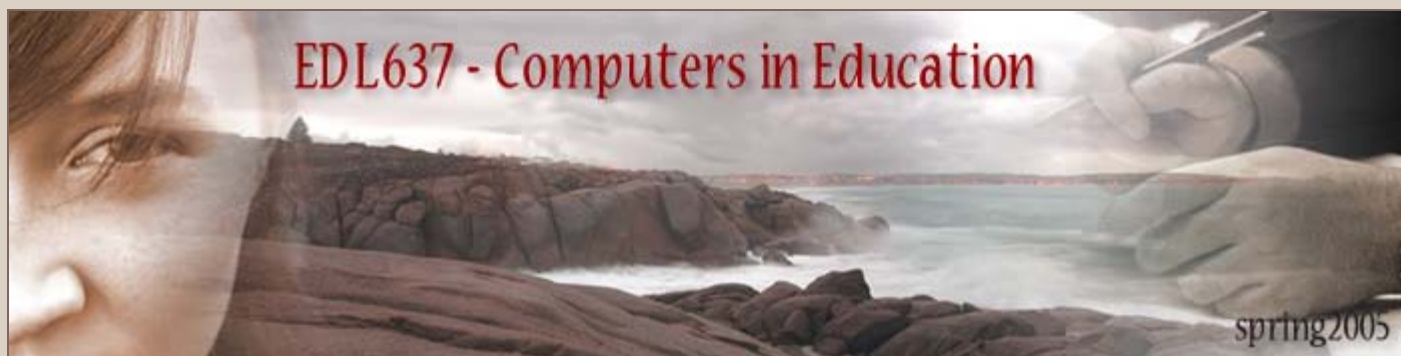
Products

- Teaching Tool

Multimedia Design Tools

- MS Word

- Powerpoint

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spring2005

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- J. Skonier

Product Adoption and Utilization

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Help for Learners with Reading Difficulties

Designer: Elizabeth Condello, Angela Newman

Our target population is students within the 3-6 grade instructional level. The special considerations children/students who have special needs in reading comprehension in all curricular areas. Reading comprehension is described as: "the ability to understand written language. Comprehension includes both getting the gist of the meaning and interpreting the meaning by relating it to other ideas, drawing inferences, making comparisons, and asking questions about it." (as defined by ReadingRockets.org) Reading comprehension is used in all curricular areas including social studies, science, health, and even math. Children need to use reading comprehension throughout their entire life; it is a life long process.

Target Population

The audiences that we are targeting are parents/teachers with children/students within the 3-6 grade instructional level, who have special needs in reading comprehension. These parents and teachers are having some difficulty finding reliable resources to assist them in helping their children/students with difficulty in reading comprehension in all curricular areas.

Teaching Standards

The Pennsylvania State Standards that we plan to help parents and teachers address with their children/students are:

- 1.1. Learning to Read Independently

- 1.2. Reading Critically in All Content Areas

- 1.3. Reading, Analyzing and Interpreting Literature

We hope that the parents/teachers will think about these standards

when looking for help for the children with difficulties in reading comprehension.
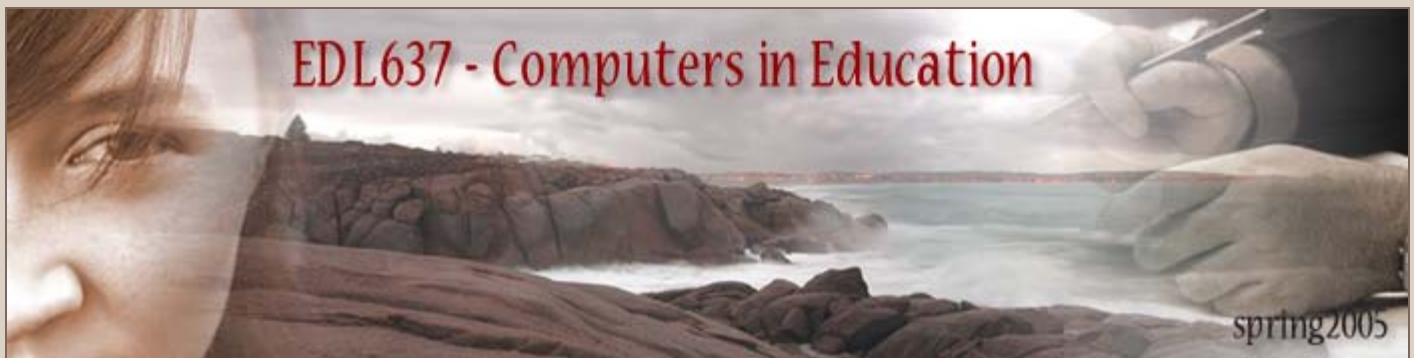
Teaching & Learning Theory

The teaching theory that is guiding our project is Gagne's Nine Events of Instruction.

Products

- Teaching Tool

- Product Evaluation Tool

- Concept Map

Multimedia Design Tools

- MS Word

- Inspiration

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spring2005

Designers

Product Adoption and Utilization

The designers hold all rights to their products. If you wish to adopt the products or use portions of the

India WebQuest

Designer: Jacqueline Hill-Baltozer

This WebQuest was designed to be used as part of a sixth grade unit on the Indus River Valley Civilization of Ancient India. It is designed to meet New Jersey Core Content Curriculum Standards 6.3.A.3 and 6.3.B.1. The WebQuest focuses on six themes that are often part of the study of ancient cultures: geography, communication, beliefs, cultural contributions, daily life, similarities and differences with other cultures.

The activity is set up for students to work in groups of three. You may want to teach a lesson on how to create a PowerPoint prior to this activity, as the evaluation is based on the use of this software. Printable versions of the student note sheet and rubric are available on the resources page. You may want to print these and copy for students to save printer ink.

Target Population

- Sixth grade Social Studies students

Teaching Standards

New Jersey Core Content Curriculum Standards indicate that by eighth grade, students should be able compare and contrast the economic, political, and environmental factors (e.g., climate, trade, geography) that led to the development of major ancient civilizations including Mesopotamia, Egypt, the Indus Valley, the Yellow River, and Kush. Students are expected to be able to explain the historical context, origins, beliefs, and moral teachings of the major world religions and philosophies, including Hinduism, (which includes the Aryan migration and the caste system), as well as the influence of Buddhism in India. (Standards 6.3.A.3, 6.3.B.1)
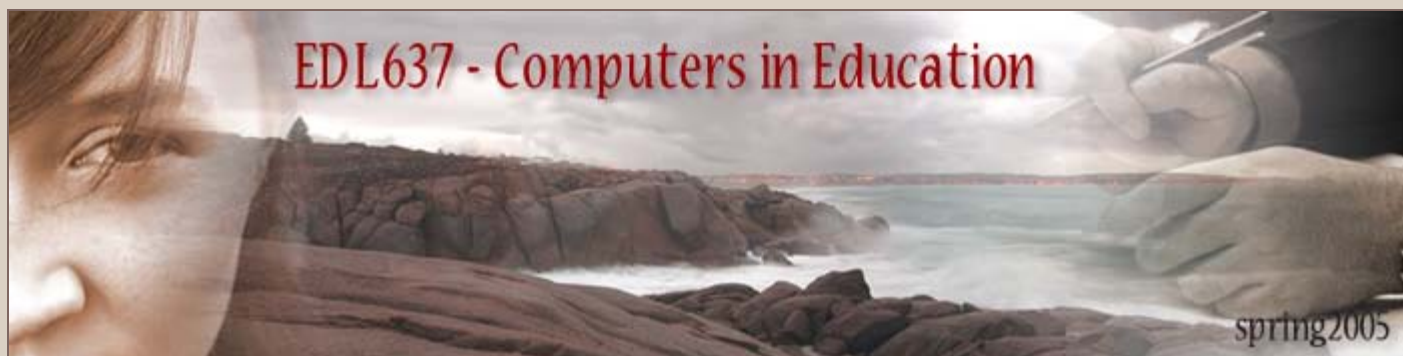
Products

- Teaching Tool

products you must contact the designer of record for permission.

- Assessment Rubric

Multimedia Design Tools

- Microsoft Publisher

- MS Word

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spring2005

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K. Sigle

J. Skonier

Product Adoption and Utilization

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Native Americans: Culture & Conflict

Designer: Michelle Matlack

In this unit students will learn about the many Native American tribes that lived throughout North America. They will learn about their culture, the way the survived, and the challenges they faced.

Target Population

Teaching Standards

Teaching & Learning Theory

Products

- Teaching Tool

- Student Packet

- Teacher Lesson Page

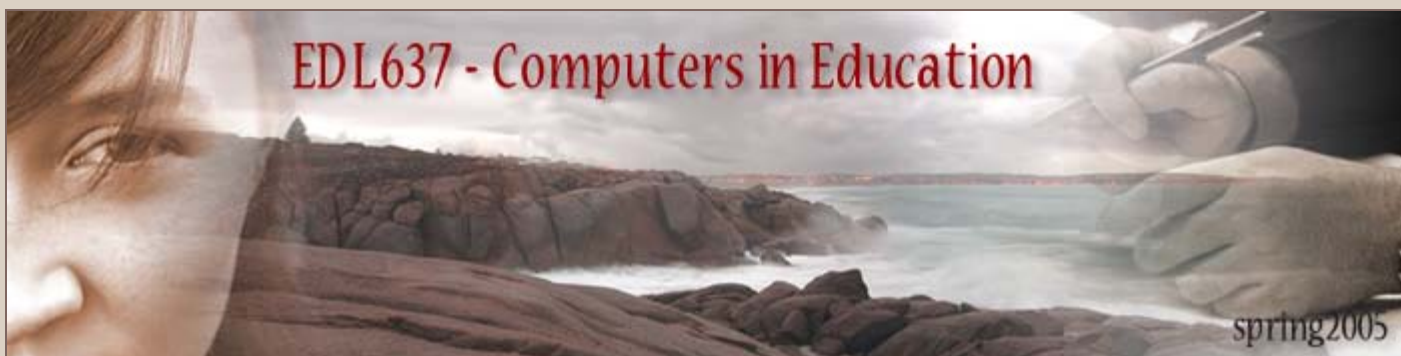## Multimedia Design Tools

- FrontPage

- MS Word

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spring 2005

Designers

Product Adoption and Utilization

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Native American Tribe Research

Designer: Dena Raimato, Michele Miller

In fifth grade, the students are learning all about the United States and its five regions. The 5th graders are responsible to know specific cultural differences among the five regions. One aspect that is focused on are the Native Americans of the Midwest. For this lesson, we are focusing on the Miami, Chippewa, and Sioux Indians. We are requiring the students to know about the shelter, clothing, tools, weapons, food, and where the lived (for each of the three tribes). We have designed the lesson around differentiated instruction to meet all the needs of our learning support students.

The students will be able to describe the geographical areas in the Midwest where the Chippewa, Miami, and Sioux Indians lived.

The students will be able to research their tribe given by the teacher using the multimedia tool that we designed.

They will complete the cart with the following categories: shelter, clothing, tools, weapons, food, and where the lived.

The students will be able to work cooperatively in a group of three to complete the multimedia activity using the computer.

The students will present their final product to the class (a diorama, diary entry, or oral presentation).

The students will be able to fill out their chart of the other 2 tribes that they did not research by listening to the other presentations.

Target Population

The target population is 5th grade students, both regular education students, learning support students, and gifted students. The setting is an inclusion classroom with a group of about 24 students. The reading levels range from about a 3rd grade reading level all the way up to a 7th grade reading level.

Teaching Standards

1.8.1 Historical Analysis and Skills Development – 8.1.6.

A. Understand chronological thinking and distinguish between past, present and future time.

- Calendar Time

- Time Lines

- People and events in time

2. 8.3 United States History – 8.3.6.

A. Identify and explain the political and cultural contributions of individuals and groups to United States history from Beginnings to 1824.

- Native Americans

C. Explain how continuity and change has influenced United States history from Beginnings to 1824.

- Commerce and Industry (e.g. fur trade, development of cash crops)

- Social Organization (e.g. community structure on the frontier, cultural and language barriers)

- Transportation and Trade (e.g. methods of overland travel, water transportation, National road)

1. 1.2 Reading Critically in All Content Areas – 1.2.5.

A. Read and understand essential content of information texts and documents in all academic areas.

- Distinguish between essential and nonessential information across a variety of texts, identifying stereotypes and exaggeration where present.

- Make inferences about similar concepts in multiple texts and draw conclusions.

- Evaluate text organization and content to determine the author's purpose and effectiveness.

2. 1.6 Speaking and Listening – 1.6.5.

C. Speak using skills appropriate to formal speech situations.

- Use complete sentences.

- Pronounce words correctly.

- Use appropriate volume.

- Pace speech so that it is understandable.

- Speak with a purpose in mind.

F. Use media for learning purposes.

- Access information on Internet.

Teaching & Learning Theory

We feel that Gardner's Theory of Multiple Intelligences is the guiding force behind our project. Since the lesson is geared for a 5th grade inclusion classroom, we fell that we need to tap into as many of the intelligences as possible to give EVERYONE the opportunity to contribute to the overall product. In this lesson, the following intelligences are being utilized: Verbal/Linguistic Intelligence, Visual/Spatial Intelligence, Interpersonal Intelligence, and Bodily/Kinesthetic Intelligence.

Products

- Teaching Tool

- Teacher Notes

- Assessment Rubric

Multimedia Design Tools

- MS Word

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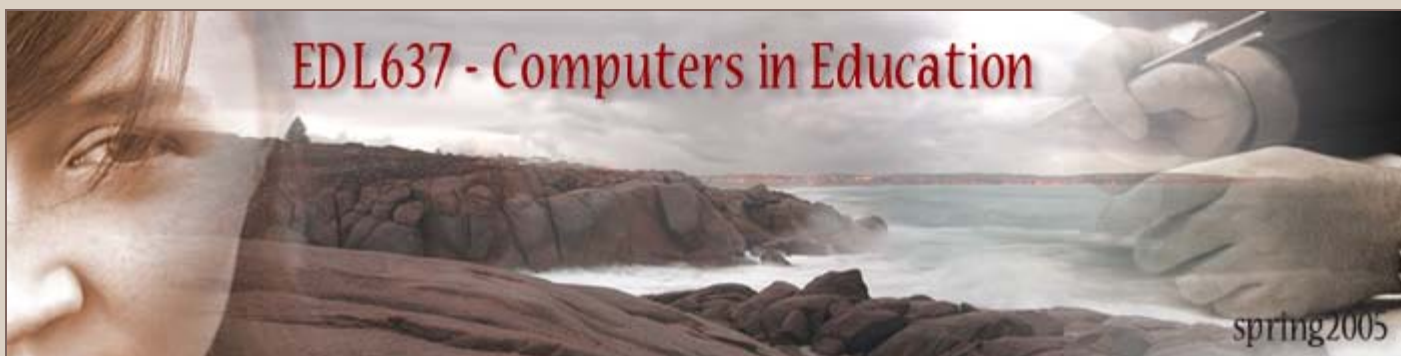
Designers

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Product Adoption and Utilization

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Salem Witch Trials

Designer: Patrick Sheehan, JoAnn Sibley

Historians are not sure why the people of Salem became so hysterical about witchcraft. It could have been due to the misunderstanding of other's traditions, culture, class, or ideas. This lesson is designed to help students investigate the accusers, who was charged and why. Also, students will explain how the tension created by dissenters may have lead to the Salem persecution of women accused of witchcraft. In small groups, students construct a theory for the hysteria and offer alternatives to witchcraft to explain the people's behavior.

Target Population

Teaching Standards

- 1.1 – Learning to Read Independently
- 1.2 – Reading Critically in All Content Areas
- 5.1 – Principles and Documents of Government
- 5.2 – Rights and Responsibilities of Citizenship
- 5.3 – How Government Works
- 7.1 – Basic Geographic Literacy
- 7.3 – The Human Characteristics of Places and Regions
- 7.4 – The Interaction between People and Places
- 8.1 – Historical Analysis and Skills Development
- 8.3 – United States History

Teaching & Learning Theory

This project has a constructivist approach to learning. The

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constructivist theory indicates that the learning is an active process in which learners construct new ideas or concepts based upon their current or past knowledge. The learner selects, constructs hypotheses, and makes their own decisions. Teachers foster understanding in the students; they act more as a facilitator. This strategy aligns with two of Charlotte Danielson's Framework for Teaching:

- Domain I: Planning and Preparation
  - Component 1 b: Demonstrating Knowledge of Students – this is important to know the knowledge of students' approaches to learning, students' skills, and students' interests

- Domain 3: Instruction Component 3 c: Engaging Students in Learning.

Products

- Teaching Tool

- Teacher Notes

- Evaluation Guidelines

- Concept Map

Multimedia Design Tools

- FrontPage

- MS Word

- Microsoft Publisher
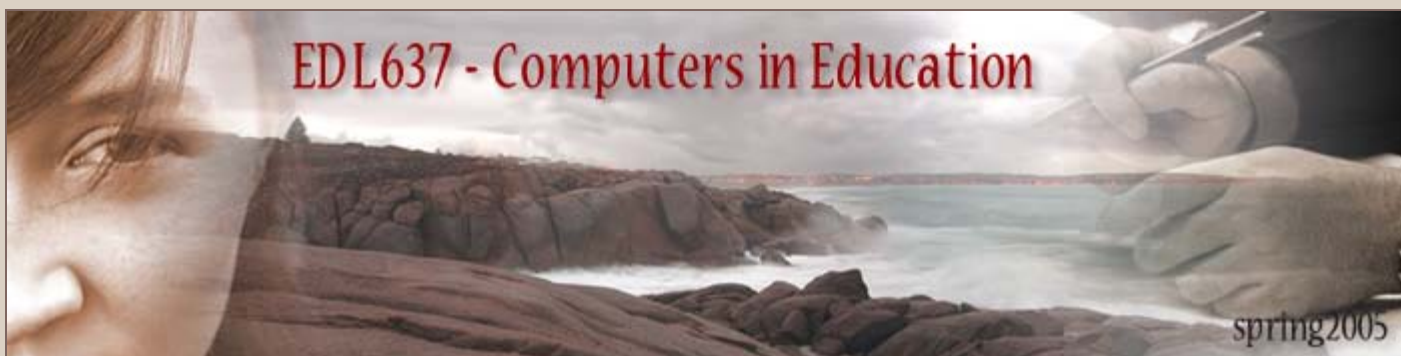
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- J. Skonier

Product Adoption and Utilization

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The Beginning Days of School Program for New Principals

Designer: Sister Marita Kathryn Barber, IHM

The objective of this teaching tool is to provide a resource for either newly appointed, first year principals or for those principals new to the Archdiocese of Philadelphia as a way to help alleviate some of the anxiety that is unique to those beginning days of school. The target population of this resource will be knowledgeable in the operations of a school, but not necessarily in all of the nuances that are specific to those operations.

Target Population

Newly appointed, first year principals or those principals new to this school system

Curricular Goals

The curricular goals are guided by the Policies and Procedures Handbook of the Archdiocese of Philadelphia as they apply to the beginning days of school. The content of this handbook covers every aspect of school operations so the intent of this resource is to provide the new administrator with the familiarity to the necessary documents and requirements for the opening of school.

Teaching & Learning Theory

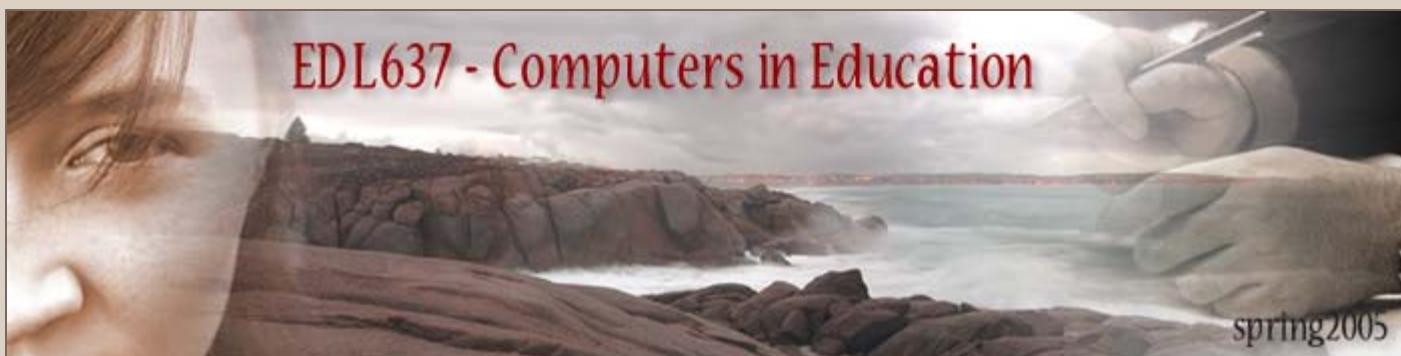The theory that is guiding this project is the constructivist model.

Products

- Resource Tool
- Concept Map

Multimedia Design Tools

products you must contact the designer of record for permission.

- PowerPoint

- Word

- Excel

EDL637 - Computers in Education

spring2005

Designers

Product Adoption and Utilization

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The Body Systems Adventure

Designer: Jennifer Joyce, Veronica Gray

This tutorial contains information on the nervous, muscular, immune, urinary, endocrine, and reproductive systems. Throughout this tutorial the student will have the opportunity to explore and actively participate in web-games to enhance and review their knowledge of the body systems.

Target Population

The Body System Adventure was designed for students to use at home under the supervision of their parent(s). The product is deigned to reinforce the various components that are taught in the 6th grade health curriculum.

Teaching Standards

PA Academic Standard for health, safety, and physical education - 10.1.6.B

Products

- Teaching Tool (Saved as a PowerPoint Show - to view the file you have to download it to your local computer)

Multimedia Design Tools

- PowerPoint

- MS Word

The Body Systems Adventure

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spring 2005
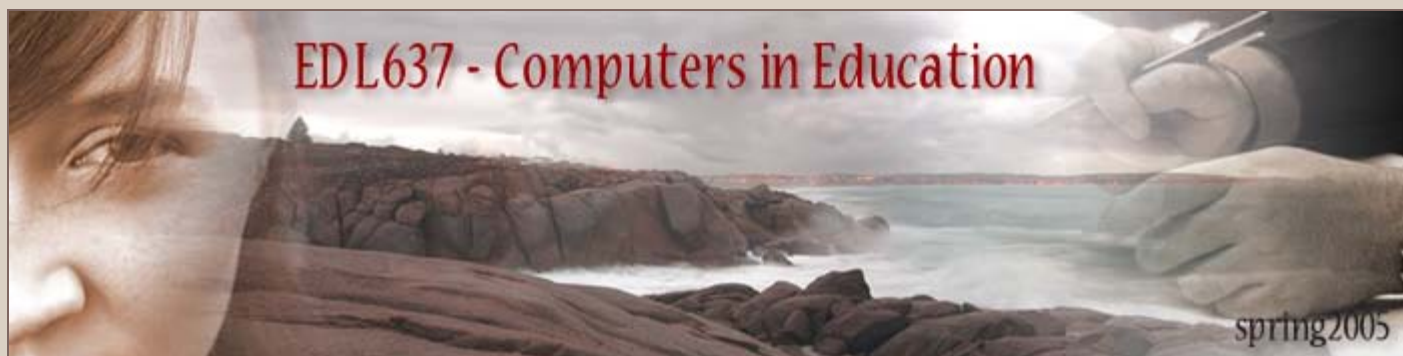
Designers

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- J. Skonier

Product Adoption and Utilization

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Transition Plans & the IEP

Designer: Jennifer Bruce, Tara Coleman, Kathryn Carbonell, Christopher May

This tool should be used to compliment a course on the roles and responsibilities of the special education teacher in the inclusive or self-contained classroom setting. More specifically, this course should focus on the following areas: functional behavior assessments, behavior intervention plans, screening and classification of students with special needs, knowledge of programs and services within the school and community, and the development of individualized education plans (IEPs). The tool should be used when teaching the section on IEPs.

Target Population

College students who are currently enrolled in a special education program.

Teaching Standards

There are no specific standards set by the PA Department of Education for teaching transition planning. However, under IDEA '97, every student with special needs requires an IEP which includes a transition plan by the age of 16. Therefore, we feel that it is necessary to educate future special education teachers in developing successful transition plans.

Teaching & Learning Theory

We will be using a blend of theories for our project, including constructivism and information processing.

- Constructivism – We will have students take an active role in their learning by building on prior knowledge and having them work together to solve case study scenarios.

- Information Processing – Throughout our presentation, the

learners will be asked to apply prior knowledge of special education practices to the current study of transition planning. We will facilitate their learning to help them make connections between new information and prior knowledge. We will use a variety a techniques including a visually stimulating and organized presentation of new material. We will also guide and support their learning using a variety of techniques such as highlighting, mnemonics and imagery.

Products

- Teaching Tool

- Teacher Notes

- Assessment Rubric

- Concept Map

Multimedia Design Tools
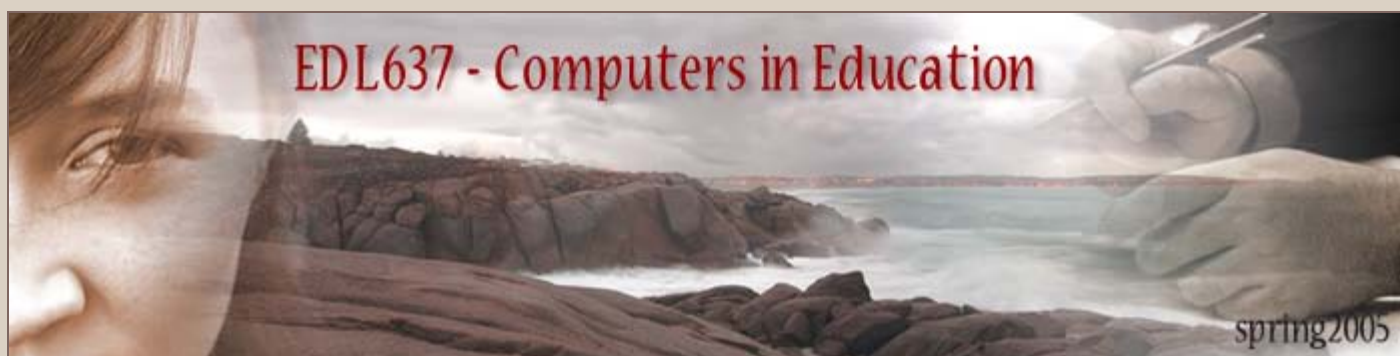
- MS Word

- PowerPoint

EDL637 - Computers in Education

spring2005

Designers

Product Adoption and Utilization

The designers hold all rights to their products. If you wish to adopt the products or use portions of the

Your Skeleton and You

Designer: Kathleen Barbour

The goals of this lesson are as follows:

- Describe the parts of the axial and appendicular skeleton and how bones, muscles, tendons, ligaments, and joints all work together to make your body move.

- Explain the parts of the skeletal system and their relationship to each other.

- Describe the effect of making a change in one part of a system on the system as a whole.

During this lesson, students will list the main skeletal bones found in the human body. Using a smart board they will list the bones in descending order, identifying the location of each and the particular function. Students will then use a Venn Diagram to compare and contrast the bones of the upper body with the bones in the lower body. Students will be directed to the web page "You and Your Skeleton" where they will complete several tasks from a list of provided. They will have the freedom to choose which tasks they would like to complete and then there are three tasks that every student must complete.

Target Population

- Seventh grade science students

Teaching Standards

The learning standards addressed during this lesson are located in 3.3.7 A. Identify change as a variable in describing natural and physical systems. Describe the use of models as an application of scientific or technological concepts.

- Identify and describe different types of models and their

functions.

- Apply models to predict specific results and observations

3.3.7 B. Explain systems by outlining a system's relevant parts and its purpose and/or designing a model that illustrates its function. Explain the parts of a simple system and their relationship to each other.

- Describe a system as a group of related parts that work together to achieve a desired result

- Explain the importance of order in a system

- Apply systems analysis to solve problems

Products

- Teaching Tool

- Teacher Notes

- Assessment Rubric

Multimedia Design Tools

- MS Word

EDL637 - Computers in Education

spring2005
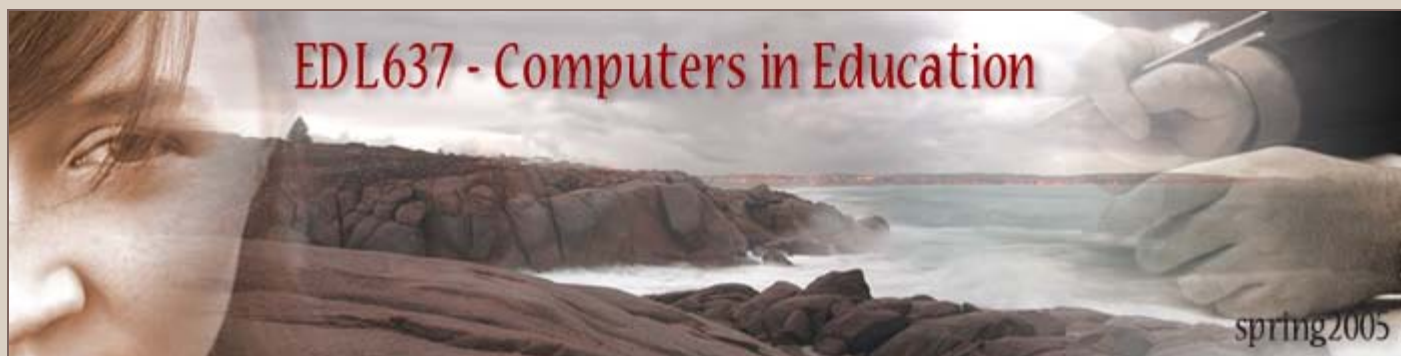
Product Adoption and Utilization

The designers hold all rights to their products. If you wish to adopt the products or use portions of the

Water Conservation WebQuest

Designer: Kristine Sigle

Upon the completion of this lesson, the students should demonstrate their knowledge of water conservation. They will obtain a definition, an understanding of importance, facts and statistics to support conservation, as well as tips on how to conserve water.

They will also apply their knowledge of both fresh and saltwater resources, as well as the water cycle as they create an informational brochure. I hope that in making this real life application, each student can see how he/she impacts this cycle on a daily basis. At the conclusion of this lesson, each student will be left with an informational pamphlet that can be shared at home to help teach others about water conservation.

Target Population

- The target population is a heterogeneously grouped sixth grade class.

Teaching Standards

- Earth Sciences: Grade 7: Section 3.5.7
  - D. Explain the behavior and impact of the earth's water systems.

Products

- Teaching Tool

- Teacher Notes

- Assessment Rubric

Multimedia Design Tools

products you must
contact the designer
of record for
permission.

- MS Word

- Excel

- PowerPoint

EDL 637

Designers

- Kathryn Blewis
- Michelle Brown
- Beth Conley
- Jamie Donnelly
- Patrick Dorsey
- Ellen Doyle
- Chris Fleming
- Nancy Herb
- Johanna Hoelzle
- Kate Nelson
- Theresa Nurek
- Theresa Ponte
- Eileen Stec
- Doug Stofflet

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- Return Home

"It's not what the vision is, it's what the vision does."- (Peter Senge)

Chill Out Without Acting Out

Designer: Kathryn Blewis

This lesson plan is an anger management tool intended to be serviceable to a population of special needs adolescents, aged approximately 14 through 18. I have had 5 years experience working with this population and found that poor anger management was prevalent in almost all cases. When I discuss "special needs" students, I am referring to those students who have been diagnosed with learning disabilities affecting their neurological development, existing in conjunction with behavioral, emotional, and psychological impairments. The grade levels most of these students fall into is a range of 2nd through 9th grade. Additionally, these diagnoses have resulted in low motivation, and decreased self-esteem and self-confidence. I have taken these things into consideration in the planning of this lesson and have developed a very basic model of an anger management lesson. In implementation of this lesson, the educator must assess the lesson to ensure it meets the learner needs of the classroom. The lesson could certainly be modified to gear it toward a higher or lower educational range.

Target Population

- Special needs adolescents

Teaching Standards

- In relation to state standards, I will be meeting needs to address IEP goals. Special needs students all possess an IEP (individualized educational plan). These IEPs address specific educational needs in areas of math, reading, sciences, and social studies. In addition to the core curriculum, especially in behaviorally problematic students, there exists areas containing long and short term goals in the area of behavior management. By having this type of lesson introduced into the classroom, it would satisfy the needs and assist students in reaching their long and short-term goals.

Teaching & Learning Theory

- The teaching/learning theory that was most involved in the project is that of a behavioral model. Prime focus is on a behavioral perspective with attention to student behavior and external environments' influence on it. My plan is to encourage and enable through a basic behavioral model of antecedents, behavior, and consequences. By using this behavioral model, I will invoke the process of "shaping". With shaping, I will be able to adjust my contingencies and encourage my students to behave in socially appropriate ways when confronted with stressful situations.

Products

-

[Teaching Tool](#) (PowerPoint document - PowerPoint must be installed on your local computer to view this file)

- [Sample of final product](#) (html file)
- [Teacher Notes](#) (pdf file - Adobe Acrobat viewer must be installed in order to view this file. [Click here](#) to download the viewer)
- [Assessment Rubric](#) (pdf file. [Download Acrobat Viewer](#))
- [Student Self-evaluation](#) (pdf file. [Download Acrobat Viewer](#))

Multimedia Design Tools

- PowerPoint
- MS Word
- Microsoft clip art

EDL 637

Designers

- Kathryn Blewis
- Michelle Brown
- Beth Conley
- Jamie Donnelly
- Patrick Dorsey
- Ellen Doyle
- Chris Fleming
- Nancy Herb
- Johanna Hoelzle
- Kate Nelson
- Theresa Nurek
- Theresa Ponte
- Eileen Stec
- Doug Stofflet

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"It's not what the vision is, it's what the vision does."-(Peter Senge)

Around the World With Books

Designer: Michelle Brown

This lesson is designed to help students see information in a different way. I feel that the students need this program so they can visually see the other continents and pictures of them. I think it is hard for kids to think abstractly so they may like to use the program to obtain their information.

It is suggested that this unit be introduced late in the school year when students have built up their vocabulary. At the end of the unit students should be familiar with all the different contents and be able to talk about one in detail.

Target Population

- 1st grade students

Teaching Standards

The unit addresses the following learning standards:

- Comparing different types of communities
- Identifying basic needs of people
- Identifying U.S. symbols along with other community landmarks
- Interpreting symbols on maps
- Using strategies to figure out unknown words

Teaching & Learning Theory

- I feel that my project takes on a constructivist approach to learning. I am taking concrete experiences and combining it with abstract ideas for them.

Products

- Teaching Tool (html file)
- Teacher Notes (pdf file - must have Adobe Acrobat viewer to view the file. Click here to download the viewer)
- Assessment Document (pdf file. Download Acrobat Viewer)

Multimedia Design Tools

- MS Word
- Microsoft Clip Art

Around the world with books

EDL 637

Designers

- [ ] Kathryn Blewis
- [ ] Michelle Brown
- [ ] Beth Conley
- [ ] Jamie Donnelly
- [ ] Patrick Dorsey
- [ ] Ellen Doyle
- [ ] Chris Fleming
- [ ] Nancy Herb
- [ ] Johanna Hoelzle
- [ ] Kate Nelson
- [ ] Theresa Nurek
- [ ] Theresa Ponte
- [ ] Eileen Stec
- [ ] Doug Stofflet

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"It's not what the vision is, it's what the vision does."- (Peter Senge)

Childproofing Techniques in the Home

Designer: Beth Conley

This lesson is designed for anyone who needs to familiarize themselves with proper childproofing techniques. Specifically new parents, foster parents, adoptive parents and daycare providers.

Target Population

- ◆ Adult learners

State Standards

- ◆ The Pennsylvania Licensing Standards for Daycare Centers and Family Daycare were followed in conjunction with the standards that most liability insurance carriers suggest to follow for safety in daycare centers

Teaching & Learning Theory

- ◆ The teaching/learning theory that I am using as a guide is the Constructivist perspective

Products

- ◆ Teaching Tool (html file)
- ◆ Child Safety Checklist (pdf file - must have Adobe Acrobat reader to view the file. Click here to download the reader)

Multimedia Design Tools

- ◆ PowerPoint
- ◆ MS Word

EDL 637

Designers

- [ ] Kathryn Blewis
- [ ] Michelle Brown
- [ ] Beth Conley
- [ ] Jamie Donnelly
- [ ] Patrick Dorsey
- [ ] Ellen Doyle
- [ ] Chris Fleming
- [ ] Nancy Herb
- [ ] Johanna Hoelzle
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- [ ] Doug Stofflet

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- [ ] Return Home

"It's not what the vision is, it's what the vision does."- (Peter Senge)

Living With Dinosaurs

Designer: Jamie Donnelly

Using this program as a guide, students will explore Dinosaurs. As junior Paleontologists, their mission is to design an episode of Animal Planet that presents the difference between the prehistoric reptiles that lived in the Mesozoic Era. Their program should include how the creatures became extinct, the difference between meat eaters and plant eaters, their evolution, and if they could be one dinosaur which would they choose and why.

When setting my curricular goals for this module I concentrated on designing in opportunities for students to fine tune their primary computer skills while learning about the life of a dinosaur.

Target Population

- 4th - 5th grade students

Teaching Standards

This project touches on the fourth grade learning standards for both technology and science. The key standards addressed in this unit are:

- Technology Standards
  - Understand and demonstrate ethical behavior in use and care of technology parts 1.4 - 1.6
  - Demonstrate skill in using a variety of technologies parts 2.1 - 2.4 & 2.8
  - Demonstrate the ability to choose appropriate technology tools to accomplish tasks parts 3.1 & 3.3
- Science Standards
  - Science as inquiry parts 1.1, 1.2 & 1.4 - 1.6
  - Life Science parts 3.1 & 3.2

Teaching & Learning Theory

- Three learning theory types were utilized in the design of this project.
  - Behavioral - the product is programmed to ask the user specific questions relating to dinosaurs and provide immediately feedback
  - Information Processing - online quizzes require students to demonstrate that they have organized, stored and processed information
  - Constructivist - students will design an episode of Animal Planet

Products

- Teaching Tool (Director executable file -- will open in a separate window -- please turn

your speakers on)

- Windows will ask you if you want to open or save the file locally. Please select open.

- Final presentation check sheet(pdf file - must have Adobe Acrobat reader to view the file. Click here to download the reader)
- Group evaluation form (pdf file. Download Acrobat Viewer)
- Student self evaluation form (pdf file. Download Acrobat Viewer)
- Weekly journal (pdf file. Download Acrobat Viewer)

Multimedia Design Tools

- Macromedia Director
- CD Library
- Clipart.com
- Macromedia Fireworks

EDL 637

Designers

- [ ] Kathryn Blewis
- [ ] Michelle Brown
- [ ] Beth Conley
- [ ] Jamie Donnelly
- [ ] Patrick Dorsey
- [ ] Ellen Doyle
- [ ] Chris Fleming
- [ ] Nancy Herb
- [ ] Johanna Hoelzle
- [ ] Kate Nelson
- [ ] Theresa Nurek
- [ ] Theresa Ponte
- [ ] Eileen Stec
- [ ] Doug Stofflet

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Get Caught Reading Gradebook

Designer: Patrick Dorsey

My primary focus with this product is to provide a tool to assist teachers utilizing the "Get Caught Reading" program. This data management tool allows for easer presentation, storage and manipulation of student data; thereby, assisting with the identification and implementation of specific strategies to increase reading decoding, encoding and comprehension skills.

Target Population

- ◆ High school students with week reading skills

Products

- ◆ Teaching Tool (Excel document - must have Excel installed on your computer to view this file)
- ◆ Sample of final product (Excel document)
- ◆ Teacher Notes (pdf file - must have Adobe Acrobat reader view the file. Click here to download a copy of the reader)
- ◆ Assessment Rubric (pdf file. Download Acrobat Viewer)
- ◆ The project journey (pdf file. Download Acrobat Viewer)

Multimedia Design Tools

- ◆ Excel
- ◆ MS Word

EDL 637

Designers

- Kathryn Blewis
- Michelle Brown
- Beth Conley
- Jamie Donnelly
- Patrick Dorsey
- Ellen Doyle
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The Early Explorers

Designer: Ellen Doyle

This lesson will teach students the importance of the early explorers. Students will learn the discoveries made, and the significance of these discoveries. They will learn the sequence of events -- explorers -- growth of knowledge -- that allowed for further exploration. The process the students follow in the lesson will also strengthen student research skills.

Target Population

- 5th grade students

Teaching Standards

- The following PA history standards are addressed in this lesson:
  - 8.1.6 - understanding chronological thinking and distinguish between past, present and future times
  - 8.4.6, part A - Conclusions (e.g., simulations, group projects, skits and plays) Identify and explain how individuals and groups made significant political and cultural contributions to world history
  - 8.4.6, part B - Identify and explain how community and change has affected belief systems, commerce and industry, innovations, settlement patterns, social organizations, transportation and women's roles in world history

Teaching & Learning Theory

- This lesson is primarily Constructivist in nature. THe students are given a problem, and the resources to solve the problem. Consistent with the theory, the students also work in groups to find the answer they need. It is envisioned that the teacher serves to help guide the students through the work, but the teacher has also, already, created the environment/resources for the student to work with.

Products

- Teaching Tool (html file)

Multimedia Design Tools

- Microsoft clip art
- MS Word
- Internet

EDL 637

Designers

- ☐ Kathryn Blewis
- ☐ Michelle Brown
- ☐ Beth Conley
- ☐ Jamie Donnelly
- ☐ Patrick Dorsey
- ☐ Ellen Doyle
- ☐ Chris Fleming
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- ☐ Doug Stofflet

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Thanksgiving WebQuest

Designers: Christine Fleming & Theresa Ponte

The purpose for presenting a Social Studies unit on the history of Thanksgiving via a Webquest is to (a) primarily educate the students about the history and origin of the Thanksgiving holiday in America; (b) vary traditional instructional methods by incorporating the use of technology; (c) develop and strengthen students' technological abilities such as keyboard and computer navigational skills; (d) provide students with an alternative method to learning which also lends itself to multiple intelligences and learning styles.

Target Population

- ◆ Primary elementary grades

Teaching Standards

In accordance with the National Council for Social Studies (NCSS), the desired curricular goals and performance expectations of this Webquest are implemented in terms of people, time and change, culture, and places and environments. The K-4 History Standards which will be addressed are:

- ◆ Standard 1: Family life now and in the past; family life in various places long ago
- ◆ Standard 2: History of students' local community and how communities in North America varied long ago
- ◆ Standard 3: The people, events, problems, and ideas that created our history
- ◆ Standard 4: How democratic values came to be, and how they have been exemplified by people, events, and symbols
- ◆ Standard 5: The causes and nature of various movements of large groups of people into and within the US, now and long ago
- ◆ Standard 6: Regional folklore and cultural contributions that helped to form our national heritage

Teaching & Learning Theory

Student learning and success are intended to be maximized by the utilization of the Seven Multiple Intelligence's as proposed by Howard Garner. Students will be given options regarding a final project:

- ◆ Verbal/Linguistic- write a children's book/magazine article
- ◆ Logical/Mathematical- make a timeline of important events
- ◆ Visual/Spatial- make a mural or diorama
- ◆ Musical/Rhythmic- write and perform a play or skit
- ◆ Bodily/Kinesthetic- create models of the "time period" food, dress, homes, etc…

◆ Interpersonal- option to work with others in a group

◆ Intrapersonal- option to work alone

Products

◆ [Teaching Tool](#) (html file)

◆ [Teacher Notes](#) (pdf file - must have Adobe Acrobat viewer in order to view the file. [Click here](#) to download the viewer)

◆ [Diary](#) (pdf file. [Download Acrobat Viewer](#))

◆ [Self-evaluation](#) (pdf file. [Download Acrobat Viewer](#))

Multimedia Design Tools

◆ PowerPoint

◆ MS Word

◆ Microsoft clip art

EDL 637

Designers

- [ ] Kathryn Blewis
- [ ] Michelle Brown
- [ ] Beth Conley
- [ ] Jamie Donnelly
- [ ] Patrick Dorsey
- [ ] Ellen Doyle
- [ ] Chris Fleming
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- [ ] Theresa Ponte
- [ ] Eileen Stec
- [ ] Doug Stofflet

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Fever 1793 WebQuest

Designer: Nancy Herb

This lesson serves as a culminating activity for the "Fever 1793" novel. Students spend about 2 months reading and working in groups on the novel.

My goals for the lesson are to help students extend their learning by doing research on real historical events, write informational pieces in a newspaper format, work cooperatively in groups, and think from a different point of view. All of this will be accomplished by researching, writing, editing, and publishing a newspaper that recounts the events of the summer of 1793 in Philadelphia.

Target Population

- 7th grade english students

Teaching & Learning Theory

- The learning theory that most impacts my goals and expectations for this project is the Constructivist Theory. The task for the students is real-life and asks for critical thinking. There is no one right answer or product. In fact, the products will vary greatly in design, depth, and creativity. The students are given guidelines and then are free to explore the information out there and give meaning to it.

Products

- Teaching Tool (html file)
- Assessment Rubric (html file)

Multimedia Design Tools

- Dreamweaver
- MS Word

EDL 637

Designers

- Kathryn Blewis
- Michelle Brown
- Beth Conley
- Jamie Donnelly
- Patrick Dorsey
- Ellen Doyle
- Chris Fleming
- Nancy Herb
- Johanna Hoelzle
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Special Education: A Users Guide

Designer: Johanna Hoelzle

The objective of the Web Quest is to provide information to parents, teachers, professionals and prospective educators associated with the field of education on the following topical areas:

- Common language and terminology used in the world of Special Education ("LRE" and "IEP; accommodations and modifications")
- Definitions and types of disabilities (ADHD and PDD)
- Special Education Law and Theory (IDEA and 504 Plan);
- Teacher resources (lesson plans and materials; fundraising and professional development opportunities)
- Parent resources (support groups and tutorial organizations)
- Recent trends and changes

Target Population

- Adult learners

Products

- Teaching Tool (html file)

Multimedia Design Tools

- FrontPage
- MS Word
- Microsoft clip art

EDL 637

Designers

- ☐ Kathryn Blewis
- ☐ Michelle Brown
- ☐ Beth Conley
- ☐ Jamie Donnelly
- ☐ Patrick Dorsey
- ☐ Ellen Doyle
- ☐ Chris Fleming
- ☐ Nancy Herb
- ☐ Johanna Hoelzle
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- ☐ Eileen Stec
- ☐ Doug Stofflet

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"It's not what the vision is, it's what the vision does."- (Peter Senge)

Classroom Weblog

Designer: Kate Nelson

This tool is a community weblog through which students will be able to comment and reflect upon what they have learned, express their opinions on current events by becoming more critical thinkers and readers, and grow as creative, individual writers. The classroom weblog will serve as a community portal for students to share their thoughts, ideas, and interests with their peers. The students will drive the layout and design of the blog to ensure a more learner-centered approach and experience. I intend for the project to be adaptable in scope, sequence, and content development so that it can be used in a fourth, fifth, or sixth grade classroom.

Target Population

- The learner audience is elementary aged students in an inclusive classroom. The learners will be a diverse group, ranging in their developmental levels, learning styles, socioeconomic backgrounds, and existing knowledge and skills. The audience will include students with special needs, gifted students, and students performing at or near grade level ability. It is likely that the learner audience will have a range of experiences and knowledge in navigating, manipulating, and implementing various forms of technology and applications, which will make it necessary to survey the learners' background knowledge prior to starting the project.

Teaching Standards

The classroom community weblog can address several Pennsylvania academic standards, as well be adapted to specific grade levels within these standards. The following are the academic standards and curricular content areas that can be incorporated into the weblog.

- Reading, Writing, Speaking and Listening Standards (Grade 5, adaptable to Grade 8)
  - Standard 1.1.5: Learning to read independently
  - Standard 1.2.5: Reading critically in all content areas
  - Standard 1.4.5: Types of writing
  - Standard 1.5.5: Quality of writing
  - Standard 1.7.5: Characteristics and functions of English language
  - Standard 1.8.5: Research
- Civics and Government (Grades 6, adaptable to Grade 9)
  - Standard 5.1.6: Principles and documents of government
  - Standard 5.2.6: Rights and responsibilities of citizenship
  - Standard 5.3.6: How government works
  - Standard 5.4.6: How international relationships function

Teaching & Learning Theory

◆ Information Processing: Throughout the course of the weblog project, the students will be asked to organize new information and link this knowledge to what they already know. They will do this through critically reading selected, appropriate texts, and being asked to respond to these texts through online publishing.

◆ Constructivism: The weblog project will also challenge students to participate in an online dialogue with their peers and to engage in collaborative problem solving. They will be asked to evaluate "real world" problems (relevant to their lives) and to provide realistic solutions to these problems. This portion of the project will require that students evaluate themselves and continuously construct meaningful solutions from new questions.

Products

◆ Teaching Tool (html file)

◆ Teacher Notes (pdf file - must have Adobe Acrobat reader view the file. Click here to download the reader)

◆ Literature Circle Roles & Responsibilities (html file)

    ◆ Artist Role (pdf file)

    ◆ Detective Role (pdf file)

    ◆ News Anchor Role (pdf file)

    ◆ Traveler Role (pdf file)

◆ Literature Circle Group Evaluation (pdf file)

◆ Literature Circle Self Evaluation (pdf file)

◆ Reading Rubric (pdf file. Download Acrobat Viewer)

◆ Writing Rubric (pdf file. Download Acrobat Viewer)
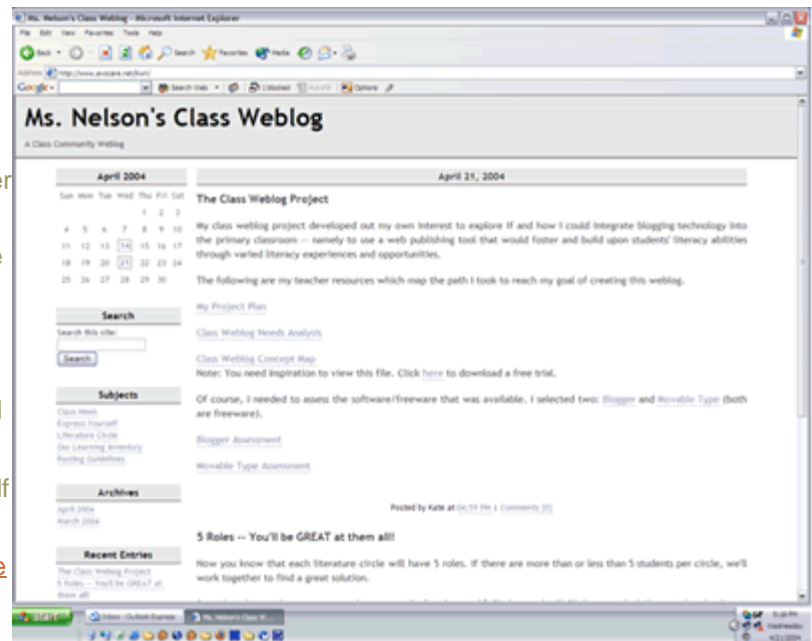
Multimedia Design Tools

◆ Movable Type Software

◆ MS Word and Apple Works

◆ PowerPoint

EDL 637

Designers

- Kathryn Blewis
- Michelle Brown
- Beth Conley
- Jamie Donnelly
- Patrick Dorsey
- Ellen Doyle
- Chris Fleming
- Nancy Herb
- Johanna Hoelzle
- Kate Nelson
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- Doug Stofflet

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What can I use Geometry for?

Designer: Theresa Nurek

My project is called "What can I use Geometry for?" This is a question that I am faced with at least once a week. In this project my students will research professions and/or sports that use geometry.

The following are the learning needs that I think are appropriate for my project…

- Conceptual understanding is an important factor in proficiency; students need to understand "why". This is the main reason for doing this project. If students don't understand why geometry is important to learn, then I have not done my job as a teacher. Students need to see the importance especially since most of my students will be going to a vocational school or a community college when they graduate. This project will be beneficial for these students so that they can explore many careers.
- By doing this project students will connect knowledge with something that they can use in everyday life. For my students to learn a concept, they must be able to apply it as a tool and/or be able to see how they can use it. This is another reason why I am doing this project; so that my students can apply topics that we have learned to a possible career that they would like to know about and/or learn how different sports use it.
- Students' understanding can be developed through problem solving, reasoning, and investigation. Students can learn a lot through research, which is why I want my students to explore the many possibilities geometry can be used.

Target Population

- My target population will be High School students. Currently I am teaching an Informal Geometry class, which I plan to do this project with my students. Their ages range from 15 to 18 years old. Since I teach a lower level Geometry class, I have a mixture of sophomores, juniors, and seniors, which is why I have a range of ages/students.

Teaching Standards

The following standards were copied from my school's curriculum guide for mathematics.

- 2.9 Geometry
- D. I. Find and describe geometric figures in real life.
- F. I. Identify symmetry in nature.
- F. II. Find familiar solids in the environment and describe them.
- G. IV. Solve problems using analytic geometry.
- I. IV. Model situations geometrically to formulate and solve problems.

The following standards were copied from the PA Dept. of Education Website

- 1.8.11 Research
  - A. Select and refine a topic for research.
  - Locate information using appropriate sources and strategies.
    - Determine valid resources for researching the topic, including primary and secondary sources.
    - Evaluate the importance and quality of the sources.
    - Select sources appropriate to the breadth and depth of the research (e.g., dictionaries, thesauruses, other reference materials, interviews, observations, computer databases).
    - Use tables of contents, indices, key words, cross-references and appendices.
    - Use traditional and electronic search tools
  - C. Organize, summarize and present the main ideas from research.
    - Take notes relevant to the research topic.
    - Develop a thesis statement based on research.
    - Anticipate readers' problems or misunderstandings.
    - Give precise, formal credit for others' ideas, images or information using a standard method of documentation.
    - Use formatting techniques (e.g., headings, graphics) to aid reader understanding.

Teaching & Learning Theory

I feel that I will be using the following learning theories in this project, which are…

- Behavioral – Before the project, I will be instructing my students on different professions and the many sports that use geometry. This will be my introduction to the project to guide students along. I will also need to teach my students on how a webquest works.
- Information Processing – Once I get my students started they will be on their own to research on the professions and sports that use geometry. This part of the project is totally the students' responsibility.
- Constructivist – When the project is done, students will have to put a presentation, poster or report together to explain what they have found in their research.

Products

- Teaching Tool (html file)
- Assessment Rubric (html file)

Multimedia Design Tools

- MS Word

EDL 637

Designers

- [ ] Kathryn Blewis
- [ ] Michelle Brown
- [ ] Beth Conley
- [ ] Jamie Donnelly
- [ ] Patrick Dorsey
- [ ] Ellen Doyle
- [ ] Chris Fleming
- [ ] Nancy Herb
- [ ] Johanna Hoelzle
- [ ] Kate Nelson
- [ ] Theresa Nurek
- [ ] Theresa Ponte
- [ ] Eileen Stec
- [ ] Doug Stofflet

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"It's not what the vision is, it's what the vision does."- (Peter Senge)

Who Wants to be a Roman Millionaire

Designer: Eileen Stec

The curricular goals for this project are to enhance retention of a unit on Ancient Rome. Students are asked to recall facts, analyze events, and transfer previous learning to problem solve. To get the students motivated for the review, I have designed a game in the form of a PowerPoint slide show to be played in the classroom. Questions will appear on the screen with choices for answers; this is similar to the format of the end-of-chapter test. I've decided to mimic the popular game show "Who Wants to be a Millionaire" as the game format. The class should be divided into teams and take turns answering questions for points. The material covered will help prepare them for the Chapter Test. Students will have options such as "phone a friend", "eliminate two choices", and "use the textbook" to help them if they are having difficulty. These options will help those needier students be successful playing the game.

There are a number of sound file integrated into the project, so please turn your speakers on before viewing the product.

Target Population

- Sixth grade students

Teaching Standards

- The students will be addressing PA State Standard 8.4 World History. Through specific questioning, we will address all parts of this standard. Part A of standard 8.4 World History is the contributions of individuals or groups; students will be questioned about the contributions of the Ancient Romans. Part B is documents, artifacts, and historical places; students will be questioned on historical places in particular. Part C is influences of continuity and change; students will be questioned numerously in this area. Finally, Part D is conflicts and cooperation among groups.

Teaching & Learning Theory

- Information processing is the theory guiding my project. The students will be given questions on the TV screen and the answers will appear flying in, unscrambling, etc. The correct answer may be associated with the manner in which it appears on the screen, thus helping the students remember the correct answer by giving them another way to categorize it, and then later, retrieve it.

Products

- Teaching Tool (PowerPoint document - must have PowerPoint installed on your local computer in order to view this file)

who want to be a Roman millionaire

- Once you open the file double-click on each slide to advance the show
- [Teacher Notes](#) (pdf file - must have Adobe Acrobat reader to view the file. [Click here](#) to download the reader)
  - The evaluation for both the project and the students will be the unit test. I will compare the data from previous test for the same students to see if they improved as a result of the review technique I used. I will also compare test scores from previous years from the same test.

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Mission Impossible II

Designer: Doug Stofflet

This project consists of a research project dealing with outer space. The students will select a topic dealing with outer space that interests them. Each student will utilize library resources, classroom materials and the Internet to collect their data. They will then use the data collected to prepare a PowerPoint presentation of at least four slides on their topical area. At the end of this process the students should present their final products to their teachers, peers, and parents.

Target Population

- First grade

Learning Standards

- The learning standards that are addressed throughout this project include those of reading, writing, speaking, listening, and science. Students will learn to read independently, acquire a purpose for reading, utilizing work recognition skills, incorporate vocabulary, comprehension, interpretation development, and reading fluency.

Teaching & Learning Theory

- This project is guided by the behavioral theory. The students will be guided through the research and presentation aspects of this project in an organized manner using set tasks and goals.

Products

- Teaching Tool (html file)

Multimedia Design Tools

- PowerPoint
- MS Word

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Bienvenidos a la Fundación Ariadne

Una asociación europea abierta al mundo para compartir y reutilizar el conocimiento. El núcleo de la infraestructura ARIADNE es una red diitribuida de repositorios de objetos de aprendizaje.

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