FALL C8 (Ref # 425557)

ONLINE COURSE

Welcome!

Welcome and thank you for enrolling in this course! This fully-online EME 2040 course runs from **Monday morning** (12:01AM) and ends **Sunday midnight** (12:00PM) for 8 weeks.

This course requires students to rely heavily on reading course materials, supplements, and other associated online materials. This is a more self-disciplined, self-guided and self-taught course. Students must have stable Internet access.

Please take a few minutes to read the syllabus and make sure you understand all the requirements for each assignment. Exploring all the topics in this syllabus and related links will help you succeed in this course.

I am looking forward to working with you and having a great semester!

Dr. Golf K.

Professor Information

Professor:	Dr. Piti "Golf" Kanjanapongpaisal
Virtual Office Hours:	By Appointment
Virtual Contact Methods:	Skype: golf.fscj; Twitter: @golffyz
Office Hours:	By Appointment
Office Location:	Deerwood Center E2505
Office Phone:	904-997-2691
Email:	Golf.K@fscj.edu

Instructor Response

You can anticipate responses to inquiries and questions within 24 - 48 hours of receipt.

Campus Information

This online course is offered by the Florida State College at Jacksonville Open Campus. For questions or concerns, please feel free to call the Campus Resource Center (904-997-2628). For technical assistance, please contact the Help Desk at 877-572-8895 or (904) 632-3151 or via Student Computing Resources.

Course Description

This course is an introduction to the classroom applications of educational technologies. The course includes a survey of educational hardware and software. Topics include multimedia, interactive media, ethics and legal issues and the Internet.

Learning Outcomes

Upon completion of the course, the student will be able to:
- Demonstrate knowledge of basic computer concepts and computer terminology.
- Understand, evaluate, and use a variety of computer hardware and software.
- Choose, evaluate, and use a variety of peripheral devices.
- Assess and explain the differences in different social networking techniques.
- Create and design original products using Microsoft Word and related multimedia tools.
- Create and design original products using on-line research.
- Create and design original presentations.
- Create and design original products using Microsoft PowerPoint and other presentation tools.
- Create and design original products using Internet-based publishing tools.
- Learn how to utilize the Internet to aid in research and dissemination of information.

Course Information

Course Number/Title:	EME 2040: Introduction to Educational Technology
Reference Number:	425557
Number of Credit Hours:	3
Term/Year/Session/Length:	Fall 2015/A8
Course prerequisites:	None

Important Dates

Class Begins	10/19/2015
100% Refund Deadline	10/26/2015
Non-Attendance Drop	10/27 – 11/03/2015
Withdraw with "W" Deadline	11/19/2015
Course Evaluation	11/30 – 12/11/2015
Class Ends	12/11/2015

These dates are critical for this course. Additional critical dates for this course can be found by choosing the appropriate term links in the Academic and Registration Calendars at the Florida State College at Jacksonville website.

Instructional Materials and Equipment

If you have not done so already, obtain your textbook and related course materials. Visit your nearest campus bookstore or order online via the student portal, Connections or the Follett Online Bookstore. Be sure to order using your course and instructor's name and the six-digit course reference number.

Required Text/Materials
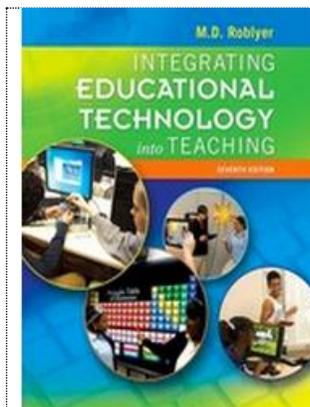
Textbook Title and Edition: Integrating Educational Technology into Teaching (7th ed.)
Author: M.D. Roblyer

Publisher (Year): Pearson Education (2016)

eText with Loose-Leaf Version

ISBN-13: 9780134046914

Recommended Materials

Microsoft Office 365 provided by FSCJ.

Online Delivery System

This course will be delivered using the Blackboard Learn™ course management system.

Blackboard™ Supported Browsers and Technologies for Version 9.1 201404

Review the list of supported browsers on the Blackboard Help-Browser Support site to see if your browser is included. View the list of supported operating systems on the Blackboard Help-Supported Technologies site to see if your operating system is compatible.

Technology Requirements

Reliable and consistent computer and Internet access is encouraged to successfully participate in and complete online courses. Ensure that your computer meets the minimum system requirements noted below and on the Florida State College at Jacksonville Online Learning site. Please use the following checklist to determine your computer readiness.

You should own or have access to:

- An email account
- Computer with high speed access to the Internet
- Access to College computers when needed
- Virus-checking software
- Word-processing software
- Software and plug-Ins that may include (choose the titles for the free downloads)
    - Adobe Acrobat Reader
    - Flash Player
    - Java
    - Shockwave Player
    - VLC

It is a good idea to check your computer at the beginning of each course and a couple of times throughout the term to ensure you have all the necessary software and plug-ins to use the Blackboard online system and course features. Navigate to the Blackboard Help-Browser Support site and choose the *Browser Checker* link. Review the results and interpretations to determine your system's compatibility and readiness.

Please note that you will need to turn off your pop-up blocker to use all features of this online course.

Accessibility

If you require specific accommodations to complete this course, contact the Florida State College at Jacksonville Office of Services for Students with Disabilities located at 101 W State St, Room A1020, Jacksonville, FL 32202 with additional offices at Kent, North, and South campuses. You may reach the Associate Director at (904) 997-2527.

Your Course Participation and Assessments

Learning Communities

Students learn through interactions with each other, with their instructor, and with the course material. A major goal of this course is to encourage you to build learning communities within the course. This course has special forums to aid in building our learning community. We will use the discussion area to meet each other and share our thoughts and concerns.

The "Questions for the Professor" discussion forum is used for general questions about course content, navigation, or flow. Please do not ask personal or specific grade-related questions in this forum, send individual communication instead.

The "Cyber Café" is available to discuss items of interest to you and your classmates. Please remember that netiquette rules and guidelines apply to all discussion forums.

Assigned Work

In each module, you will have individual and/or team activities to complete. Detailed information and instructions for each assignment can be found below and in the online Blackboard classroom. Your assignments and papers will be graded using the rubrics in the syllabus as well as attachments to the online assignment submission areas.

To see all the assignments due in this course, refer to the Calendar of Activities below. Be sure to check the Calendar of Activities carefully for due dates on all assigned work. Some weeks may require completion of more than one module.

Original Writing, Style and Sources

Written assignments must adhere to APA style guidelines. Writing style resources are available in the Tools and Resources folder within your Blackboard classroom.

Your written assignments should be original writing and include citations as described in the APA style guide. *SafeAssign*® is an online tool that scans written assignments for signs of plagiarism and may be used to screen your assignment submissions. You are responsible to use *SafeAssign*® to check for plagiarism before submitting your work.

Wikipedia is a tertiary (condensed) source of information and should not be used as a reference in your assignments and papers. It is, however, a good resource for finding primary and secondary sources that may be acceptable.

The assignments include the following:

    A. Discussions (200 Points)
    B. Teaching Toolbox (200 Points)
    C. Online Portfolio Website and Evaluation (200 Points)
    D. Team Project (200 Points)
    E. Quizzes (200 Points)

A. Discussions (200 Points)

You will participate in 8 discussions. Discussions are worth up to 25 points for a total of 200 points toward your final grade. The links to the forums are located in the module folders in the Course Content area.

The discussion board forums are an opportunity to have thoughtful discussions about a given topic. In each discussion forum, students will be required to give a thoughtful and comprehensive response that is reflective and well-written, as well as respond to at least two other people. The discussion begins when other class members read what you wrote and respond.

Class members are expected to contribute original thoughts as well as respond to classmates' posts. In your responses, you may ask classmates' questions, expand on their ideas, ask for clarity on one of their points, and maybe even politely disagree and explain why.

Please note that you should complete all of the readings for the module prior to posting the discussion board forum response. You are expected to post in correct sentence and paragraph format. Remember to check for correct spelling and grammar.

Discussions are graded using the Discussion Rubric included at the end of this syllabus and also available in the Blackboard classroom.

B. Teacher Toolbox (200 Points)

As part of the teacher toolbox, this assignment consists of three individual assignments. You are developing teaching tools which you or any teachers can implement in a classroom. Carefully read the detail about each tool below.

   a. **Classroom Management Spreadsheet (50 Points):** The purpose of this assignment is to allow you to practice basic mathematic functions and formula to manage student progress and performance. A working file will be given. You will re-design and apply appropriate functions to the grade book spreadsheet. More information will be provided in Module 3. This assignment is also due in Module 3.
   b. **WebQuest Lesson Plan (50 Points):** The purpose of this assignment is to develop a lesson plan using WebQuest as the instructional strategy. This assignment does not require you to develop a WebQuest for students, but you will be designing a lesson plan for any teachers to follow and develop a WebQuest based on your instruction and guide. A template and more information will be provided in Module 4, and it is due in Module 5.
   c. **Virtual Field Trip Presentation (100 Points):** The purpose of this assignment is to design a virtual trip multimedia presentation using a storytelling application, called _Sway_. Like PowerPoint, *Sway* is designed to help you build presentations, which can combine text, images, and video. You will need to use your FSCJ student email account to log in and use *Sway*. More information will be provided in Module 6. This assignment is due in Module 7.

Your work will be graded using the rubric included at the end of this syllabus.

C. Online Portfolio Website (200 Points)

Designing and developing a professional teaching portfolio can give you an edge in a competitive job market and help you score high marks on your school's teacher evaluation form. This assignment will allow you to start building your own online portfolio website using a free web-hosting and website builder, called _Weebly_. Carefully read the requirements for this assignment below.
Your online portfolio website must include a minimum of 3 pages; Home, About Me, and Teacher Toolbox. This assignment can be broken down into 4 steps:
   1. **Setting Up (50 Points):** You are required to sign up an account on _Weebly_ website by Module 3.
   2. **About Me page (50 Points):** You will create an About Me page and write about yourself, your teaching style and philosophy. The page should also provide readers with information about which grade you will be or are teaching and in what subject areas. This step must be completed by Module 5.

3. **Teaching Tools (50 Points):** In this step, you will create a Teaching Tools page providing all the teaching tools that you have developed throughout this course (e.g., Classroom Management Spreadsheet, WebQuest Lesson Plan, and Virtual Field Trip Presentation). This page serves as your teaching showcase. This step must be completed by Module 7. You will submit your website URL to the instructor and share with the class by posting it in the designated discussion in Blackboard.

4. **Website Evaluation (50 Points):** The last step will allow you to evaluate your classmates' online portfolio. You will use the provided evaluation form to access the quality of their work and submit it by the end of Module 8.

Your work will be graded using the rubric included at the end of this syllabus.

D. Team Project: TIP Model Implementation Plan (200 Points)

Over the course of the semester you will learn how it is important to integrate the technology in education K-12. You will also learn to use various educational tools/software programs in class.

In this assignment you will be working in a team of 2-3 students to design and develop an implementation plan (3-5 pages) using the Technology Integration Planning Model as a guide (see example in text on page 73 to 75). As a team, you will choose the grade level and areas of study (e.g. English, History, Math, Science, Best Management Practice, and Education Technology). The plan must follow **APA format** and using **minimum of three references**.

This team project is worth 200 points and consists of the following milestones and deliverables:

Milestone	Deliverable	Point	Due
1.	**Team Introduction** • Submit a document with team member names and their contact information • Choose the name of the team • Select Team Leader to submit the Team Introduction document	Required	Module 1
2.	**Planning** • Outline role and responsibility for each team member • Choose a grade level and area of study • Submit the planning document (Team Leader)	50	Module 2
3.	**Outline/Draft** • Use TIP model to create an outline • Submit the outline and draft for feedback (Team Leader)	50	Module 4
4.	**Implementation Plan** • Complete and submit the final plan (Team Leader)	100	Module 6

Your work will be graded using the rubric included at the end of this syllabus.

E. Quizzes (200 Points)

There are 4 quizzes that you will completed online. Each quiz is worth 50 points and consists of 25 multiple choice and true/false questions. You will have one attempt and 60 minutes to complete each quiz.

Course Grade

Your final letter grade will be determined by totaling the points earned on all graded coursework.

ASSIGNED WORK	POINTS
Discussion (8 @ 25 pts)	200
Teacher Toolbox 　　a. Classroom Management Spreadsheet (50 pts) 　　b. WebQuest Lesson Plan (50 pts) 　　c. Virtual Field Trip Presentation (100 pts)	200
Online Portfolio Website 　　a. Setting up (50 pts) 　　b. About Me page (50 pts) 　　c. Teaching Tools page (50 pts) 　　d. Website Evaluation (50 pts)	200
Team Project: TIP Model Implementation Plan 　　a. Team Introduction (required) 　　b. Planning (50 pts) 　　c. Outline/Draft (50 pts) 　　d. Implementation Plan (100 pts)	200
Quiz (4 @ 25 pts)	200
Total Points	**1,000**

GRADE	POINTS
A	900-1000
B	800-899
C	700-799
D	600-699
F	0-599

FN Grade – Failure for Non-Attendance

A Failure for Non-Attendance (FN) grade indicates that a student has failed a course due to non-attendance. It is calculated as an "F" in the student's grade point average. **For students receiving financial aid, failure for non-attendance may require the student to refund to the College all or part of**

the aid received. The faculty member will assign the FN grade at any time following the final withdrawal date for the course.

For additional information, please review the grading system and policies in the College catalog.

I Grade - Incomplete

Incomplete (I) grades may be awarded based on the criteria in the College catalog.

Repeating the Course

You may repeat a course in an attempt to improve a grade previously earned. However, you are limited in your attempts to courses where a "D," "F," or "FN" grade was earned. You have only three total attempts in any course, including the original grade, repeat grades, and withdrawals. Upon the third attempt in a course, you must be given an "A," "B," "C," "D," or "F".

When you repeat a course at Florida State College, only the last grade earned is calculated in your cumulative grade point average (GPA). If you have an excessive number of "W" or "FN" grades and repeat courses to improve your GPA, you may jeopardize your admission to programs in the Florida State University System (SUS) or other institutions.

Calendar of Activities

The Calendar of Activities is a summary of the lessons and course activities for each module. See each specific Module page for directions on how to complete each assignment.

Dates	Module / Topic	Readings & Resources	Assigned Work	Points Possible	Due Date
10/19-10/25	Module 1: History of Educational Technology	Chapter 1	Greetings & Introductions Discussion	Required	10/25
			Module 1 Discussion	25	10/25
			Team Project: Introduction	Required	10/25
10/26-11/01	Module 2: Learning Theory Foundations for Technology Integration	Chapter 2	Module 2 Discussion	25	11/01
			Quiz #1	50	11/01
			Team Project: Planning	50	11/01
11/02-11/08	Module 3: Instructional Software	Chapter 3	Module 3 Discussion	25	11/08
			Online Portfolio: Setting up	50	11/08
			Teacher Toolbox: Classroom Management Spreadsheet	50	11/08

11/09-11/15	Module 4: Technology Tools	Chapter 4 and 5	Module 4 Discussion	25	11/15
			Quiz #2	50	11/15
			Team Project: Outline/Draft	50	11/15
11/16-11/22	Module 5: Distance Education	Chapter 6 and 7	Module 5 Discussion	25	11/22
			Teacher Toolbox: WebQuest Lesson Plan	50	11/22
			Online Portfolio: About Me	50	11/22
11/23-11/29	Module 6: Online Course Development	Chapter 8	Module 6 Discussion	25	11/29
			Quiz #3	50	11/29
			Team Project: TIP Model Implementation Plan	100	11/29
11/30-12/06	Module 7: Technology Integration across the Curriculum	Chapter 9, 10, 11, and 12	Module 7 Discussion	25	12/06
			Teaching Toolbox: Virtual Field Trip	100	12/06
			Online Portfolio: Teaching Tools	50	12/06
12/07/12/11	Module 8: Technology Integration in the Special Areas	Chapter 13, 14, and 15	Module 8 Discussion	25	12/11
			Quiz #4	50	12/11
			Website Evaluation	50	12/11
			Total Points	**1,000**	

Special Note: The instructor reserves the right to modify this syllabus. You will be notified of any changes.

Course Guidelines/Policies

Academic Dishonesty

Academic dishonesty, in any form, has severe consequences. Please review the appendices in the current College catalog entitled *Expectations of Student Conduct* and *Procedures for Handling Alleged Academic Dishonesty*.

Attendance

Attendance is measured in this course by your weekly access to the online content and timely completion of required course activities. If you fail to sufficiently participate in the online course prior to the official refund deadline, you can be dropped for non-attendance. If the official withdrawal

date has passed and you fail to sufficiently progress in the online course, you can be awarded a Failure for Non-Attendance (FN) grade.

This course runs from Monday morning (12:01AM) and ends Sunday midnight (12:00PM) for 8 weeks. Within the 1st week of class, students are required to communicate with the Instructor and complete all the assignments. **You are expected to log-in to Blackboard at least TWICE a week.** If you fail to sufficiently participate in the online course prior to the official refund deadline, you can be dropped for non-attendance. If the official withdrawal date has passed and you fail to sufficiently progress in the online course, you can be awarded a Failure for Non-Attendance (FN) grade.

Late/Make Up Work

Late submission of assignments will be penalized. Late work will be penalized 10% for each day that it is late. Work more than seven days late will not be accepted at all. Assignment due dates are listed in the course syllabus under the Calendar of Activities section.

Expectations of Student Conduct

The College's *Expectations of Student Conduct* are outlined in the College catalog and extend to the online classroom. It is expected that each of you use appropriate, professional language and respect when addressing your classmates and instructor in any part of the online classroom. That same level of professional conduct should extend to all assignments submitted.

It is expected that you will not make insulting or inflammatory statements to other members of the class. Read the comments of other classmates thoroughly before responding. Be positive, thoughtful, and constructive in your comments and responses.

Recommendations for Success in this Course

- Have a place where you can study and set aside an appropriate amount of time to do it. Generally, a 3-credit hour course requires a minimum of 12 hours of self-study time each week in addition to the time spent completing assignments.
- Practice and repetition are the best way to ensure your mastery of the material.
- Communicate with your instructor to ask any important questions and to discuss important concepts.
- Complete all reading assignments and view and review all chapter resources.
- Complete and review all online course activities.

College Resources

Florida State College at Jacksonville offers many resources to help you become successful in your course and academic career. A brief description of some of these resources follows and others are noted in the Tools and Resources folder of the Blackboard classroom.

Technical Helpdesk

If you have any problems with Blackboard, viewing online content, email or Connections, visit the Florida State College at Jacksonville Help Desk. There you can contact the technical support team directly via live chat or visit the Self-Help Portal.

Please remember that answers to questions about your course materials, tests, quizzes, or assignments can only be provided by your instructor.

Library and Learning Commons

The Library/Learning Commons (LLC) is an instructional area of the College designed to offer a variety of teaching, learning and research resources to students enrolled in courses at Florida State College at Jacksonville. LLC services include individual and small group tutoring; traditional and virtual library services and materials; subject-specific instruction including orientations; free workshops; study areas; and access to tutorials, computers, and multimedia technology.

Tutorials/Online Demonstrations

To view demonstrations of common Blackboard activities, go to the Student Videos section of the Blackboard Help site. There you will find helpful playlists and a link to Blackboard's On Demand tutorials.

The Next Step

I hope you have found this syllabus useful. Your next step is to become familiar with the Blackboard classroom and begin the assignments for Module One.

See you in the online course!

Rubrics

Discussion Rubric (25 Points)

Criteria	Exemplary	Meets Expectations	Developing	Beginning	Not Acceptable
Quality of Initial Post	**10 Points** Initial comment fully addresses all aspects of the given questions. Comment clearly relates to the lecture and demonstrates reflection and further thought on the topic. Demonstrates excellent critical thinking skills through multiple examples and ideas. Excellent discussion of course readings or other resources if appropriate.	**8-9 Points** Initial comment addresses most aspects of the given question. Comment relates to the lecture and shows some thought on the topic. Demonstrates adequate critical thinking through some examples and ideas. Good discussion of course readings or other resources if appropriate.	**4-7 Points** Initial comment addresses only part of the given question. Comment includes minimal reference to the lecture topic. Demonstrates minimal critical thinking with minimal examples and ideas. Minimal discussion of course readings or other resources if appropriate.	**1-3 Points** Initial comment minimally addresses given question. Comment does not cover the lecture topic. Does not demonstrate critical thinking. No discussion of course readings or other resources if appropriate.	**0 Points** No initial posting submitted.
Organization and Technical Aspects of All Posts	**5 Points** Information is exceptionally well organized; spelling and grammar are correct and complete sentences are used. Proper citations are effectively used if appropriate.	N/A	N/A	**1 Point** Information is not well organized; multiple spelling and/ or grammar mistakes are evident. Incomplete sentences used. No citations.	**0 Points** No postings submitted.
Posting Quantity and Timeliness	**10 Points** Initial posting and quality responses are made prior to the due date listed in the Calendar of Activities. At least one posting is made before 11:59 pm on Wednesday.	N/A	N/A	**1 Point** Initial posting is made before 11:59 pm on Wednesday.	**0 Points** Initial posting is not made prior to Wednesday and/or no postings are submitted.

Excel Grading Rubric (50 Points)

Criteria	Exemplary	Meets Expectations	Developing	Novice
Formulas	**18-20 points** Cell formulas were used wherever appropriate. There were no numbers typed in to do any calculations.	**15-17 points** Most of the numbers that needed to be calculated were done by formulas.	**10-14 points** Some of the numbers that needed to be calculated were done by formulas.	**0-9 points** None of the numbers that needed to be calculated were done by formulas.
Formatting Requirements	**13-15 points** The worksheet had all the headings, column labels, number labels, etc.; formatted correctly using shading and borders, decimal places, lines, and so forth.	**10-12 points** The worksheet was missing one or two of the requirements.	**6-9 points** The worksheet was missing 3 or 4 of the formatting requirements.	**0-5 points** The worksheet was missing all of the formatting requirements.
Followed Directions	**13-15 points** All directions were followed accurately and completely.	**10-12 points** Most of the directions were followed accurately.	**6-9 points** Some of the directions were followed.	**0-5 points** None of the directions were followed.

WebQuest Lesson Plan Rubric (50 Points)

Criteria	Exemplary	Meets Expectations	Developing	Novice
Lesson Plan Content	**18-20 points** Clear, thorough, description of your lesson; addresses all of the required modifications for diverse learning styles	**15-17 points** Reasonably good description of lesson; addresses most of the required modifications for diverse learning styles	**10-14 points** Description of lesson is hard to understand or incomplete	**0-9 points** Description of lesson is not in the correct format.
Lesson Plan Format	**13-15 points** Included all the WebQuest components; well organized; good transitions; clarifies questions about the content (if applicable)	**10-12 points** Included most of the WebQuest components; reasonably well organized; good use of transitions	**6-9 points** Did not include the WebQuest components; not well organized, hard to follow; transitions are not planned	**0-5 points** Did not include the WebQuest components; no obvious organization
Lesson Plan Mechanics	**13-15 points** No spelling or grammatical errors	**10-12 points** Minor spelling or grammatical errors	**6-9 points** Frequent spelling or grammatical errors	**0-5 points** Major errors

Virtual Field Trip Rubric (100 Points)

Criteria	Exemplary	Meets Expectations	Developing	Novice
Content	**45-50 points** Chose appropriate field trip for the target audience. Provided more than 3 interesting key points for the content and information.	**40-44 points** Chose appropriate field trip for the target audience. Provided 3 interesting key points for the content and information.	**32-39 points** Chose somewhat appropriate field trip for the target audience. Provided less than 3 interesting key points for the content and information.	**0-31 points** Chose inappropriate field trip for the target audience; and/or provided less than 3 interesting key points for the content and information.
Background	**18-20 points** Provided clear, detailed background and purpose of the presentation.	**15-17 points** Provided appropriate background and purpose of the presentation.	**10-14 points** Provided sufficient detailed background and/or purpose of the presentation.	**10-14 points** Did not provide enough background information about the presentation and/or did not state the purpose of the presentation.
Multimedia	**27-30 points** Incorporated excellent quality of images, video clips, and graphics. Applied appropriate theme, layout, color, and font.	**24-26 points** Incorporated good quality of images, video clips, and/or graphics. Applied appropriate theme, layout, color, and font.	**20-23 points** Did not incorporate enough images, video clips, and/or graphics. Some of multimedia are low quality. Applied somewhat appropriate theme, layout, color, and font.	**0-19 points** Did not incorporate enough images, video clips, and/or graphics. Some of multimedia are low quality. Looked unprofessional.

Online Portfolio Website Rubric (200 Points)

Criteria	Exemplary	Meets Expectations	Developing	Novice
Setting Up	**50 points** Signed up and chose appropriate name for the website. Submitted the link on time.	**N/A**	**N/A**	**0-45 points** Did not sign up for an account on time.
About Me Page	**45-50 points** Provided excellent information and great details about yourself. Used appropriate layout, text, and graphic.	**40-44 points** Provided excellent information and great details about yourself. Used appropriate layout, text, and graphic.	**32-39 points** Provided excellent information and great details about yourself. Used appropriate layout, text, and graphic.	**0-31 points** Provided excellent information and great details about yourself. Used appropriate layout, text, and graphic.
Teaching Tools	**45-50 points** Created a Teaching Tools page that included Classroom Management Spreadsheet, WebQuest Lesson Plan, and Virtual Field Trip. Provided excellent information about each of the tool. Used appropriate layout, text, and graphic.	**40-44 points** Created a Teaching Tools page that included Classroom Management Spreadsheet, WebQuest Lesson Plan, and Virtual Field Trip. Provided sufficient information about each of the tool. Used somewhat appropriate layout, text, and graphic.	**32-39 points** Created a Teaching Tools page but did not include all the tools (Classroom Management Spreadsheet, WebQuest Lesson Plan, and/or Virtual Field Trip). Did not provided enough information about each of the tool. Used somewhat appropriate layout, text, and graphic.	**0-31 points** Did not create a Teaching Tools page. Or, did not include Classroom Management Spreadsheet, WebQuest Lesson Plan, and/or Virtual Field Trip. Did not provided enough information about each of the tool. Or, used inappropriate layout, text, and graphic.

Website Evaluation	45-50 points	40-44 points	32-39 points	0-31 points
	Chose at least two websites to evaluate. Successfully completed the evaluation form with appropriate detailed feedback.	Chose at least two websites to evaluate. Completed the evaluation form with sufficient feedback.	Chose only one website to evaluate. The evaluation form is incomplete. Did not provide enough feedback.	Did not complete the evaluation form on time. Or, chose only one website to evaluate. The evaluation form is incomplete and did not provide any feedback.

Team Project: TIP Model Implementation Plan Rubric (200 Points)

Criteria	Exemplary	Meets Expectations	Developing	Novice
Introduction & Planning	**45-50 points** Submitted team introduction on time. Provided role and responsibility for each team member. Selected team name and Team Leader.	**40-44 points** Submitted team introduction on time. Provided role and responsibility for each team member, but missing some information. Selected team name and Team Leader.	**32-39 points** Submitted team introduction on time. Did not provide role and responsibility for each team member and/or did not select team name and Team Leader.	**0-31 points** Did not submitted team introduction on time. Did not provide role and responsibility for each team member and/or did not select team name and Team Leader.
Outline/Draft	**45-50 points** Submitted the outline/draft on time. Followed the TIP model successfully. Contained information about each outline topic.	**40-44 points** Submitted the outline/draft on time. Somewhat followed the TIP model. Contained sufficient information about each outline topic.	**32-39 points** Did not submit the outline/draft on time. Somewhat followed the TIP model. Did not provide enough information about each outline topic.	**0-31 points** Did not submit the outline/draft on time. Did not follow the TIP model. Did not provide enough information about each outline topic.
Implementation Plan	**90-100 Points** Incorporated instructor feedback to the final plan. Provided excellent plan and technology integration for a specific lesson plan. The chosen technology and instructional strategies were appropriate for the target audience. There was no grammatical error. Provided minimum of 3 references and followed APA format.	**80-89 Points** Incorporated instructor feedback to the final plan. Provided appropriate plan and technology integration for a specific lesson plan. The chosen technology and instructional strategies were somewhat appropriate for the target audience. There were a few grammatical errors. Provided minimum of 3 references and followed APA format.	**70-79 Points** Incorporated most of instructor feedback to the final plan. Provided plan and technology integration for a specific lesson plan. The chosen technology and instructional strategies were somewhat appropriate for the target audience. There were several grammatical errors. Provided less than 3 references and/or somewhat followed APA format.	**0-69 Points** Did not incorporate instructor feedback to the final plan. Plan and technology integration was incomplete. The chosen technology and instructional strategies were inappropriate for the target audience. There were several grammatical errors. Provided less than 3 references and/or somewhat followed APA format.