

GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
Integration of Online Learning in Schools

EDIT 763 DL1: Tools for K-12 Online Learning
2 Credits, Spring 2016

INSTRUCTOR(S)

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COURSE DESCRIPTION:

- A. **Prerequisite:** EDIT 760 and EDIT 761 and **Corequisite:** EDIT 762
- B. **Course description from the university catalog:** Examines tools that structure and support online learning with particular emphasis on the unique affordances of each tool including tools for producing, delivering, and supporting online learning.

NATURE OF COURSE DELIVERY: The course is delivered online using asynchronous and synchronous communication tools. Students participate in discussions and activities both as individuals and in group settings. Students practice concepts learned in the readings and discussions through the use of case studies, role playing, and production of culminating products.

TECHNICAL REQUIREMENTS:

To participate in this course, students will need the following resources:

- High-speed Internet access with a standard up-to-date browser,
- Consistent and reliable access to their GMU email as this is the official methods of communication for this course
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of the course requirements.
- Software plug-ins for Pcs and Macs, available for free downloading such as Adobe Acrobat Reader, Windows Media Player, and Apple QuickTime Player.
- Each student will need a Google Account to use for collaboration if you do not already have one.
- A webcam

EXPECTATIONS:

- **Course Week:** Because asynchronous courses do not have a “fixed” meeting day, our week will start on Thursday of each week and finish on Wednesday at 11:59PM EST.
- **Log-in Frequency:** Students must actively check the course site and their GMU email daily for communications from the instructor.
- **Participation:** Students are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials, completing course activities and assignments, and participating in course discussions and group interactions.

- **Technical Competence:** Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance if they are struggling with technical components of the course as early as possible if problems arise.
- **Technical Issues:** Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload:** Expect to log in to this course at regular times each week to read announcements, participate in the discussions, and work on course materials. Remember, this course is not self-paced. There are specific deadlines and due dates listed in the class schedule section of this syllabus to which you are expected to adhere. For collaborative assignments it is especially important that each student contribute his or her fair share of the workload. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- **Advising:** If you would like to schedule a one-on-one meeting to discuss course requirements, content or other course-related issues, and you are unable to come to the Mason campus, we can meet via telephone or web conference. Send me an email to schedule your one-on-one session and include your preferred meeting method and suggested dates/times.
- **Netiquette:** Our goal is to be collaborative, not combative. Experience shows that even an innocent remark in the online environment can be misconstrued. I suggest that you always re-read your responses carefully before you post them to encourage others from taking them as personal attacks. Be positive in your approach to others and diplomatic with your words. I will do the same. Remember, you are not competing with each other but sharing information and learning from one another as well as from the instructor.

LEARNER OUTCOMES:

This course is designed to enable students to:

1. Understand how to select and use a variety of online tools for communication, productivity, collaboration, analysis, presentation, research, and delivery,
2. Understand how to use and incorporate subject-specific and developmentally appropriate technologies, tools, and resources,
3. Understand how a variety of communication technologies can be used to support K-12 online teaching and learning,
4. Identify and explore emerging web-based resources and assess their applicability to K-12 online learning contexts, and
5. Understand the importance of compliance with accessibility and student privacy in online learning environments.

PROFESSIONAL STANDARDS:

This course is aligned with the International Association for K-12 Online Learning's (iNACOL) (2010) *National Standards for Quality Online Teaching*. Standards A.4, A.5, A.6, J.1, and J.2 are covered by the program prerequisite for licensure. The full list and description of standards can be accessed at

http://www.inacol.org/research/nationalstandards/iNACOL_TeachingStandardsv2.pdf. Standards aligned with this course are:

Standard A - The online teacher knows the primary concepts and structures of effective online instruction and is able to create learning experiences to enable student success. (A.1)

Standard B - The online teacher understands and is able to use a range of technologies, both existing and emerging, that effectively support student learning and engagement in the online environment. (B.1, B.2, B.3, B.4, B.5)

Standard C - The online teacher plans, designs, and incorporates strategies to encourage active learning, application, interaction, participation, and collaboration in the online environment. (C.6, C.8)

Standard D - The online teacher promotes student success through clear expectations, prompt responses, and regular feedback. (D.1)

Standard E - The online teacher models, guides, and encourages legal, ethical, and safe behavior related to technology use. (E.1, E.2, E.3, E.4, E.5)

Standard F - The online teacher is cognizant of the diversity of student academic needs and incorporates accommodations into the online environment. (F.1, F.3, F.4)

Standard I - The online teacher demonstrates competency in using data from assessments and other data sources to modify content and to guide student learning. . (I.1, I.2, I.3, I.4, I.5, I.6, I.7, I.8, I.9, I.10, I.11, I.12, I.13)

Standard K - The online teacher arranges media and content to help students and teachers transfer knowledge most effectively in the online environment. (K.1, K.2)

REQUIRED TEXTS:

1. Hrastinski, S. (2008). Asynchronous & synchronous elearning. *Educause Quarterly*, 31(4), 51-55. Retrieved from <http://www-cdn.educause.edu/EDUCAUSEQuarterly/EDUCAUSEQuarterlyMagazineVolum/AsynchronousandSynchronousELEa/163445>.
2. Rose, R., & Blomeyer, R. (2007, November). *Research committee issues brief: Access and equity in online and virtual schools*. Retrieved from http://www.inacol.org/research/docs/NACOL_EquityAccess.pdf
3. Toope, D., & Hammett, R. (2011). Digital technologies and new literacies: Transforming teachers' pedagogies. In T. Bastiaens & M. Ebner (Eds.), *Proceedings of World Conference on Educational Multimedia, Hypermedia and Telecommunications 2011* (pp. 2605-2609). Chesapeake, VA: AACE.
4. Additional readings are available on course website.

COURSE REQUIREMENTS, PERFORMANCE-BASED ASSESSMENT, AND EVALUATION CRITERIA

A. Requirements

1. Participation is mandatory, as discussions, readings, and activities are important parts of the course.

2. Each student is expected to complete all readings and participate in all synchronous and asynchronous online discussions.
3. Each student is expected to participate in and complete all assignments.
4. Students who must miss online activities are responsible for notifying the instructor (preferably in advance) and for completing any revised assignments, readings, and activities.
5. All assignments must be completed electronically. Assignments are to be submitted by the date due in BlackBoard and the Collaborative Group Wiki. Late assignments will not be accepted without making prior arrangements with the instructor.

B. Course Assignments

Participation and Collaboration (50 points): Each participant will serve as the team leader on a rotating basis. This will be considered in your weekly participation credit. If you are unable to fulfill your leadership duties for any reason, please contact your instructor to discuss as soon as possible. Students will be evaluated based on their participation and collaboration in course discussions, group activities, and participation in synchronous meetings. If you have any issues with team collaboration, bring it to the attention of the instructor immediately. Students are expected to read course materials and detailed instructions posted in BlackBoard. The finalized list of readings and weekly assignments posted in BlackBoard and are subject to modification. *Assignments should be added to the group collaborative wiki by individuals and team leaders as indicated in the directions as well as turned in via BlackBoard each week by every participant.* The wiki will be available to you long after the course closes where BlackBoard will not.

Digital Technologies Tools Wiki (30 points): Students will create a collaborative tools wiki that summarizes the affordances of tools explored throughout the course. The wiki will be designed as a reference for teachers looking to incorporate new technologies into online or blended learning environments. This ongoing activity requires students to identify resources, assess the value of the tool, determine ways in which the tool could be used, and provide additional resources about the tool to readers. The collaborative tool wiki also addresses legal and ethical issues relating to online learning tools and the selection and evaluation of new tools. The wiki also serves as a communication and reflection area for collaborative activities. A template is provided on the course Web site.

Final Course Reflection (20 points): At the end of this course, a comprehensive, course-wide reflection (see proposed class schedule below). This document, along with supporting samples of work can be added to the any program portfolio reflecting student learning.

C. Grading scale

Requirements	Percentage
Participation	50%
Digital Technologies Tools Wiki	30%
Final Course Reflection	20%

Grade	Point Range
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A	94-100
A-	90-93
B+	86-89
B	80-85
C	70-79
F	69-below

GMU POLICIES AND RESOURCES FOR STUDENTS

- a. Students must adhere to the guidelines of the George Mason University Honor Code (See <http://oai.gmu.edu/the-mason-honor-code/>).
- b. Students must follow the university policy for Responsible Use of Computing (See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- c. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (See <http://caps.gmu.edu/>).
- e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester (See <http://ods.gmu.edu/>).
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. Through Office of Diversity, Inclusion, and Multicultural Education, Mason seeks to create and sustain inclusive learning environments where all are welcomed, valued, and supported. It is the obligation of students to provide faculty, within the first two weeks of the semester, with the dates of major religious holidays on which they will be absent due to religious observances. You can access the Mason University Life religious holiday calendar. (See <http://ulife.gmu.edu/calendar/religious-holiday-calendar/>)
- h. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (See <http://writingcenter.gmu.edu/>).
- i. For information about Student Privacy and Student Rights under FERPA see: <http://registrar.gmu.edu/ferpa/>

PROFESSIONAL DISPOSITIONS

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

CORE VALUES COMMITMENT

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

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

PROPOSED CLASS SCHEDULE

Date	Topic/Learning Experiences	Mission Checklist: Readings and Assignments
Week 1 January 21- January 27 @ 11:59PM EST	Introduction and affordances—choosing and evaluating tools 1. The introduction to the course will establish course requirements and lead to the development of a collaborative tools wiki. 2. Readings and discussion of affordances—understanding and evaluating the strengths and weaknesses of new and established tools.	<ul style="list-style-type: none"> • Introduce yourself in the Introductions discussion forum! • Establish a wiki for the tools course based on content discovered in the introductory activity • Readings and Videos: <ul style="list-style-type: none"> ○ Affordance, Conventions, and Design ○ Watch a Video: Bloom's Digital Taxonomy • Collaborative Affordances Pamphlet • Add to Tools Affordance Wiki
Week 2 January 28- February 3 @ 11:59PM EST	Tools for Interaction—Affordances of Asynchronous and Synchronous Tools Part I The activities for this week focus on synchronous online learning tools. 1. Readings on similarities, differences, and affordances of asynchronous and synchronous communication in learning experiences. 2. Reading and video on wikis establish the affordances and uses in education settings.	<ul style="list-style-type: none"> • Reads <ul style="list-style-type: none"> ○ Hrastinski, <i>Asynchronous vs Synchronous eLearning</i> ○ Doing More with Less: Lessons for Online Learning Tools • As a collaborative group, create a 'synchronous and asynchronous learning' top 10 list using collaboration tool of choice. • Collaborative Assignment: Rules for Communication Online for Synchronous Tools • Add to Tools Affordance Wiki
Week 3 February 4- February 10 @ 11:59PM EST	Tools for Interaction—Affordances of Asynchronous and Synchronous Tools Part II The activities for this week focus on asynchronous online learning tools. 1. Asynchronous tools' unique affordances allow for practical exploration in the activities this week. 2. Asynchronous, collaborative work through the Google Docs and discussion boards facilitate synthesis of tool affordances.	<ul style="list-style-type: none"> • Readings and Videos: <ul style="list-style-type: none"> ○ Benefits of Asynchronous and Synchronous eLearning Tools ○ Designing Learning with Asynchronous Tools ○ Should you Flip Your Classroom? ○ Overcoming Hurdles in a Flipped Classroom • Discuss the week's important topics via synchronous chat, discussion board, or email. • Create Infographic, add to group wiki • Add to Tools Affordance Wiki
Week 4 February 11- February 17@ 11:59PM EST	Tools to Support Learning—Part 1 This week explores some of the variety in tools available to build learning activities and experiences. 1. Read and explore the model online production tools and analyses.	<ul style="list-style-type: none"> • Readings and Videos: <ul style="list-style-type: none"> ○ The Technology Toolbox: Choosing the Right Tool for the Task ○ Moving Courses Online--A matter of design ○ 4 Tips for the Blended Classroom • Write a 30 Second Elevator Pitch to Mr. Belding

	<p>2. The ever-growing list of online production tools warrants exploration into the ways they can be used to enhance learning.</p>	<ul style="list-style-type: none"> • Collaborative Activity: Read and respond to each person’s summary. Write a response to questions and comments in your thread. • Using the list provided, individually explore the online production tools. Take notes about their features, affordances, and ways they can be used in the classroom. • Build a Quick Reference Flyer for a selected tool—team members must choose different tools. Include the flyers as part of your Tool Affordance Wiki when you add the tool you chose to explore. • Add to Tools Affordance Wiki
<p>Week 5 February 18-February 24 @ 11:59PM EST</p>	<p>Tools to Support Learning—Part 2 The exploration of learning tools from week four continues into a synthesis of the tools for classroom use.</p> <p>1. This week, the criteria developed in week one is used to synthesize information extracted about the various online tools.</p>	<ul style="list-style-type: none"> • Readings and Videos: <ul style="list-style-type: none"> ○ Too Cool for School: Using the TPACK Framework ○ Video: TPACK Framework ○ Teacher competencies for 21st century pedagogy ○ Video: The 4 Cs ○ Sir Ken Robinson: Changing Education Paradigms • Collaborative Activity: Meet online to discuss readings and videos—establish list of the big ideas • Complete individual portion of The Most Interesting Technology Educator script and add to team wiki • Add to Tools Affordance Wiki • Begin building reflections from the first half of the course for final portfolio reflection in week 10. See prompts.
<p>Week 6 February 25-March 2 @ 11:59PM EST</p>	<p>Tools for Production—Part 1 Both teachers and students can create content through locally stored software programs and online applications. This week’s activities introduce some of these tools.</p> <p>1. Consider tool affordances and whether or not the investment in time is ‘worth it’ for the desired outcomes</p> <p>2. Consider various structures for asynchronous and synchronous collaboration through</p>	<ul style="list-style-type: none"> • Readings: <ul style="list-style-type: none"> ○ Why Use Activity Structures? ○ Curriculum Telecollaboration Skim for Presentation: <ul style="list-style-type: none"> ○ Introduction to Powerful Presentations, Video ○ Presentation Zen Summary by Author Garr Reynolds, Video ○ Organization and Preparation Tips, Web Resource ○ Slide Tips, Web Resource • Collaborative Activity: Build Spiderscribe Web

	brainstorming applications slide creation applications.	<ul style="list-style-type: none"> • Build PowerPoint and add to Tool Affordance Wiki • Add to Tools Affordance Wiki
<p>Week 7 March 3-6 & March 14-16@ 11:59PM EST Note: Spring break is from Monday March 7-Sunday March 13—work during spring break not expected.</p>	<p>Tools for Production—Part 2 Activities for this week explore online production mediums for both group- collaborative and self-reflective work.</p> <ol style="list-style-type: none"> 1. Explore the world of blogs through Prezi. 2. Use established blogs to create and synthesize new content knowledge. 	<ul style="list-style-type: none"> • Readings: <ul style="list-style-type: none"> ○ An Introduction to Blogs ○ Using Blogs in the classroom ○ Toope & Hammett, <i>Digital technologies and new literacies: Transforming teachers' pedagogies</i> ○ <i>Integrating Technology When it Keeps Changing</i> ○ Protecting Student Privacy While Using Online Educational Services: Requirements and Best Practices ○ Children's Internet Protection Act_ ○ Take a Mini Quizizz on Student Privacy!--email your instructor when you are ready for the link • Read through the Room for Debate NY Times blog on Room for Debate—NY Times Blog “Can Young Students Learn from Online Classes?” • Collaborative Activity: Write a ‘technology tools integration perspective’ blog post for your group’s wiki • Add to Tools Affordance Wiki
<p>Week 8 March 17-March 23 @ 11:59PM EST</p>	<p>LMS, CMS and Assessment This week focuses on the larger software organization systems that underlie many online learning environments.</p> <ol style="list-style-type: none"> 1. Explore Learning Management and Course Management systems through Mentor Mob’s online playlist. 	<ul style="list-style-type: none"> • Readings: <ul style="list-style-type: none"> ○ Benefits of Course Management Systems ○ Empowering Teachers With Tech-Friendly Formative Assessment Tools ○ 6 Strategies for Differentiated Instruction in Project-Based Learning ○ 5 Fantastic, Fast, Formative Assessment Tools • 25 Word Summary with Elaborative Statements to QuickTopic Discussion Board, Post, Read, and Comment • Review online assessment information, choose one tool to feature in Liberty Log • Add to Tools Affordance Wiki

		<ul style="list-style-type: none"> • Prepare additional reflections to include in your final assignment during week 10
<p>Week 9 March 24- March 30 @ 11:59PM EST</p>	<p>Issues and Questions This week’s activities address the legal and ethical issues of learning and the digital space.</p> <ol style="list-style-type: none"> 1. Read about section 508 rules for online and virtual schools and create a summary brochure to inform teachers about compliance. 2. Consider online accessibility in the context of tool use. 	<ul style="list-style-type: none"> • Readings and Videos: <ul style="list-style-type: none"> ◦ Read Rose & Blomeyer, Access and Equity in Online Classes and Virtual Schools ◦ Importance of Digital Citizenship • Skim: <ul style="list-style-type: none"> ◦ eLearning Accessibility ◦ Consequences of Noncompliance • Collaborative Activity: Meet to discuss important big ideas from readings • Individually create newsletter pieces on accessibility—post to group wiki • Add to Tools Affordance Wiki
<p>Week 10 March 31- April 6 @ 11:59PM EST</p>	<p>Putting it All Together: The purpose of this week’s activities is to think about how teachers can best use the tools presented in this course in a variety of settings. The group wiki is designed to assist with that understanding.</p> <ol style="list-style-type: none"> 1. A summary of the course and purpose is added to the group wiki. 2. Final edits to the group wiki create a clean look and feel with clear navigation. 	<ul style="list-style-type: none"> • Use Google Docs and/or chat to add an introduction/summary of digital technologies for teachers and readers of the group wiki. • Edit group wiki to maintain a consistent look and feel • Use your notes and reflections from weeks 5 and 8 to help you with the final portfolio reflection—details below.
<p>FINAL Individual Reflection April 8 @ 11:59PM Note: EDIT 762 will pick up right away starting Thursday April 7th.</p>	<p>Putting it All Together: It is time to synthesize what you have learned about online tools in your final course reflection. Use the guiding questions below to help you write your reflections on this course.</p> <p><i>Submit your final reflection individually using the BlackBoard.</i></p>	<p>Reflection Guiding Questions:</p> <ul style="list-style-type: none"> • <i>Part 1: Learn (What).</i> Answers the question – <u>What did you learn?</u> In this part of a reflection, the reflector identifies what concepts were introduced, what the main ideas of the learning were, what activities the learner engaged in as part of learning, what themes emerged, etc. • <i>Part 2: Know (So What).</i> Answers the question – <u>What do you now know?</u> In this part of a reflection, the reflector identifies what sense they made of the content and the activities. What are conceptual generalizations? What do the ideas and concepts studied add up to? What principles, guidelines, or generalizations emerged for you as a learner? What lessons did you draw from not only the content but also the activities and processes used to support your learning?

		<ul style="list-style-type: none">• <i>Part 3: Act (Now What).</i> Answers the question – <u>How will this influence your practice?</u> In this part of a reflection, the reflector makes connections with their practice, with their goals, and with their vision of the educational enterprise. What are you going to do now that you have this new knowledge? How might you change your practice? When you reach out to try something new or practice in a new way or new environment, what will you keep in mind? What will your goals be? What innovations might you attempt? What future learning would be important for you?
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Participation and Collaboration Rubric (50 Points: 5 per Mission)

	5	3	1
Contributes to Online Meetings and Discussions	Helps the team move forward by articulating the merits of alternative ideas or proposals. Is a timely participant.	Offers new suggestions to advance the work of the group. Is a timely participant.	Shares ideas but does not advance the work of the group. Does not meet with or “arrives” late to group meetings or discussions.
Individual Contributions Outside of Team Meetings and Discussions	Completes all assigned tasks by deadline in the group planning document; Work accomplished is thorough, comprehensive, and advances the project. Proactively helps other team members complete their assigned tasks to a similar level of excellence.	Completes all assigned tasks by deadline in group planning document; Work accomplished advances the project.	Completes all assigned tasks by deadline in group planning document.
Fosters Constructive Team Climate	Always supports a constructive team climate by doing all of the following: <ul style="list-style-type: none"> •Treats team members respectfully •Uses positive vocal or written tone to convey a positive attitude about the team and its work. •Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. •Provides assistance and/or encouragement to team members. 	Has the attributes in “full participation” category most of the time.	Has the attributes in “full participation” category some of the time or infrequently.
Quality of Participation Content	Provides significant detail from reading adds to the knowledge of the group; cites sources and uses quotes when appropriate; when participating in group discussions, chat, emails and meetings in an original way.	Utilizes a moderate amount of detail, citations, and quotes when participating in academic discussion, chat, emails, or meetings.	Participation lacks meaningful application of course content. Primarily contributes opinions or anecdotes without connections to academic materials.

Timeliness	Completes all assignments and group tasks on time contributing throughout the week rather than in a spurt or two	Completes all assignments and group tasks on time but rushed toward the end; inhibits the flow of meaningful group discussion.	Availability and participation in group activities occurs on a large chunk making it difficult to modify collaborative assignments or have meaningful group discussions.
Responds to Instructor Prompts and Questions	Responds to all instructor prompts and questions in each opportunity.	Responds to all instructor prompts and questions in most opportunities.	Responds to all instructor prompts and questions in some opportunities.

Digital Technologies Tools Wiki Assessment Rubric (30 points: 3 per Mission)

	3	2	1
Content	Tools Wiki creatively and comprehensively includes all of the resources investigated throughout the course. A complete analysis of each tool's affordances and supporting resources are clearly communicated.	Tools Wiki includes all of the tools investigated in the course with an adequate analysis of their affordances and supporting resources.	Tools Wiki does not include the resources necessary to understand the affordances of tools presented in the course.
Affordance Analysis	FAQs for selected tools provide new tool users with information necessary to judge implementation possibilities. Examples included to illustrate the affordances of tools are accurate, understandable, and insightful.	Resources supporting online teachers' ability to successfully use tools are presented in the FAQs. Wiki includes examples that moderately address the affordances of the tools.	FAQs and legal and ethical issues are absent or inadequately/inaccurately presented.
Credits	Content is mindful of copyright and fair use for images and content, references are provided as necessary.	Most content is mindful of copyright and fair use for images and content, references are provided as necessary.	Resources, images, and other content in the wiki significantly lack credit to authors.
Overall Impression	Introductory page clearly and concisely states the purpose and value of selecting the appropriate tool. Robust	Adequate information about selection of tools for specific learning environments is presented.	Information about the tools is incomplete or poorly developed.

	<p>information about legal and ethical obligations is provided in an accurate and easily understood manner.</p> <p>The Tools Wiki is well constructed and carefully edited for spelling and grammar errors.</p> <p>Colors, fonts, and images are carefully selected to provide the reader with a cohesive experience.</p>	<p>Information about legal and ethical obligations is provided in an accurate and easily understood manner. Adequate information about the tools is provided in an accurate manner.</p> <p>The Tools Wiki is well constructed with minimal spelling and grammar errors.</p> <p>Colors, fonts, and images are mostly complementary but may have some inconsistencies that make reading the wiki more difficult.</p>	<p>The Tools Wiki is poorly constructed with multiple spelling and grammar errors.</p> <p>The wiki lacks cohesive look and feel making it difficult to use.</p>
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End of Course Reflection Essay (20 points)

	Exceeds Expectations 5 points x 4	Meets Expectations 3 points x 4	Does Not Meet Expectations 1 point x 4
Personal Learning: What did you Learn?	Reflector identifies what concepts were introduced, what the main ideas of the learning were, what activities the learner engaged in as part of learning, what themes emerged creatively and comprehensively	Reflector identifies what concepts were introduced, what the main ideas of the learning were, what activities the learner engaged in as part of learning, what themes emerged.	Reflector identifies some concepts introduced, main ideas of the learning, and activities the learner engaged in as part of learning, what themes emerged. The final product is not creative or comprehensive.
Personal Learning: What do you know now?	The reflector identifies what sense they made of the content and the activities—the conceptual, principles, guidelines, and generalizations that emerged. The reflector describes lessons did drawn from the content as well as activities and processes used to support learning. The reflection is comprehensive and insightful.	The reflector identifies what sense they made of the content and the activities—the conceptual, principles, guidelines, and generalizations that emerged. The reflector describes lessons did drawn from the content as well as activities and processes used to support learning.	The reflector identifies what sense they made of the content and the activities—the conceptual, principles, guidelines, and generalizations that emerged. The reflector describes lessons did drawn from the content as well as activities and processes used to support learning. The reflection is not comprehensive and/or lacks connection between ideas.
Personal Learning: How will this influence your practice?	The reflector makes connections with their practice, with their goals, and with their vision of the educational enterprise. The reflector describes how the new knowledge will be applied in teaching practice and what future learning is important for follow-through on new goals. The reflector describes any changes in pedagogical philosophy or insights that will guide future teaching and learning. The	The reflector makes connections with their practice, with their goals, and with their vision of the educational enterprise. The reflector describes how the new knowledge will be applied in teaching practice and what future learning is important for follow-through on new goals. The reflector describes any changes in pedagogical philosophy or insights that will guide future teaching and learning.	The reflector makes weak connections with their practice, with their goals, and with their vision of the educational enterprise. The reflector describes how the new knowledge will be applied in teaching practice and what future learning is important for follow-through on new goals. The reflection makes vague or unsupported statements regarding pedagogical philosophy and insights for future learning.

	reflection is comprehensive and insightful.		
Selected Artifacts	Reflection includes links to artifacts and course assignments relevant to the discussion; selected artifacts enhance the quality of the reflection by adding additional information.	Reflection includes links to artifacts and course assignments relevant to the discussion; selected artifacts are disconnected from the content of the reflection.	Reflection includes few or no artifacts to enhance the content of the reflection.
Organization and Mechanics	The essay is well organized without errors in spelling, grammar, and punctuation.	The essay is well organized without errors in spelling, grammar, and punctuation.	The essay requires basic editing. Ideas presented are disconnected and do not lead to a logical conclusion.