George Mason University
College of Education and Human Development
GRADUATE SCHOOL OF EDUCATION
Blended and Online Learning in Schools

EDIT 763DL1 – Tools for K-12 Online Learning
2 Credits, Spring 2018

Faculty

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Prerequisites/Corequisites

None

University Catalog Course Description

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

Course Overview

Not applicable

Course Delivery Method

This course will be delivered 100% online using an asynchronous format via an open platform. The course will be delivered through Google Sites. Students will be able to access the course directly from a link provided by the professor and a link contained within GMU Blackboard Learning Management system (LMS) housed in the MyMason portal. The course site will be available on February 18.

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

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- Students must maintain consistent and reliable access to their Gmail and GMU emails, as this is the official method 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 course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
    - Adobe Acrobat Reader: https://get.adobe.com/reader/
    - Windows Media Player: **https://support.microsoft.com/en-us/help/14209/get-windows-media-player**
    - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week: Because asynchronous courses do not have a "fixed" meeting day, our week will start on Monday, February 26, 9:00 a.m. EST and finish on Sunday, May 13, 9:00 a.m. EST.
- Log-in Frequency:
  Students must actively check the course Blackboard site and their email for communications from the instructor, class discussions, and/or access to course materials daily.
- Participation:
  Students are expected to actively engage in all course activities throughout the semester, which includes viewing 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 who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
  Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
  Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:
  Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Students can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

- Netiquette:
  The course environment is a **collaborative** space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. **Be positive in your approach with others and diplomatic in selecting your words**. Remember that you are not competing with classmates but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations:
  Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

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

Professional Standards

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

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

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

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

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

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

Standard F - The online teacher is cognizant of the diversity of student academic needs and incorporates accommodations into the online environment.

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

Required Texts

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

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

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

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

- **Grading**

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

- **Proposed Course Assessments and Point Values**

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

- **Assignment Descriptions**

Affordances & Constraints Reflection Tables (4 pt. each)

Students will complete a reflection table that evaluates the affordances and constraints of various technology tools for K-12 online learning. The Affordances & Constraints (A&C) table also includes elements to assess how the tools could be used in the classroom, and what to do if the tech fails - Plan B?

Support Your Colleagues: Community Feedback (2 pt. each)

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

Mindset Reflection & Post (4 pt.)

Students will rate their own technology "mindset" and post their discoveries to the class Google+ site.

SAMR Lesson Enrichment (10 pt.)

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

Audio Podcast Evaluation (5 pt.)

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

Screencast for Video Lecture (5 pts.)

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

Storyboard for Edited Video (5 pt.)

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

Edited Video (15 pt.)

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

Interactive Infographic (5 pt.)

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

Coded Project (5 pt.)

Students will learn a simple, free online coding tool that they will use to create a game that they customize. During this assignment, students will also learn about the basics foundations of computational thinking. Students will share their coded project in the Scratch Studio and will support their colleagues by giving/receiving feedback on these projects. Students will also evaluate this tool by completing an A&C.

Virtual Reality (5 pt.)

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

New Tech Resource Curation (5 pt.)

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

Mindset Reflection Revisited (4 pt.)

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

Final Course Reflection (2 pt.)

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

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See https://cehd.gmu.edu/students/polices-procedures/

Class Schedule

	Guiding Questions and Topics	Activities
Week 1 Feb 26 – Mar 4 Due: 11:59 pm EST on Mar 4	Course Theme: "We shape our tools, and thereafter, our tools shape us" (*John M. Culkin, 1967)* Overview of the course Mindset of a tech integrator: Diffusion of Innovation Theory Overview of frameworks that guide technology integration in schools, including SAMR and ISTE *Tasks:* -Reflect on your "mindset" -Post your "mindset" to class Google+	Read the syllabus and future project descriptions. Read/watch selected materials linked in the course website. **Due Mar 4:** -Evaluate your mindset -Post your mindset on class Google+
Week 2 Mar 5 – Mar 11 Due: 11:59 pm EST on Mar 9, and Mar 11	Deep dive into the SAMR model Exploring SAMR in your classroom *Tasks:* -Enhance a lesson along the SAMR continuum -Post your "enhanced" lesson to class virtual bulletin board -Exchange ideas with partner using class virtual bulletin board Introduction to Affordances & Constraints, including review of COPPA and FERPA *Task:* -Use the A&C table to assess virtual bulletin board activity -Curate similar tools -Post curated tools to class virtual toolbox	Read/watch selected materials linked in the course website. **Due Mar 9:** -Enhance a lesson up the SAMR ladder -Post your "enhanced" lesson to class virtual bulletin board -Use the A&C table to assess virtual bulletin board activity -Curate similar tools -Post curated tools to class virtual toolbox **Due Mar 11:** -Exchange ideas on the SAMR lesson with a colleague

Week 3 Mar 12 – Mar 18 Due: 11:59 pm EST on Mar 18	Deep dive into ISTE Explore Audio and Podcasting: quality *Tasks*: -Complete A&C table on audio -Explore audio tools -Curate an audio podcast tool and post to the class virtual toolbox	Read/watch selected materials linked in the course website. **Due Mar 18:** -Complete A&C table on audio -Explore audio tools -Curate an audio podcast tool for class and post to class virtual toolbox
Week 4 Mar 19 – Mar 25 Due: 11:59 pm EST on Mar 25	Explore quality for video and screencasting Tasks: -Complete A&C table on video -Curate video tools and post to class virtual toolbox -Create screencast lecture to teach content in your classroom	Read/watch selected materials linked in the course website. **Due Mar 25:** -Complete A&C table on video-Curate video tools and post to class virtual toolbox -Create screencast lecture to teach content in your classroom
Spring Break March 26 – April 1		
Week 5 Apr 2 – Apr 8 Due: 11:59 pm EST on Apr 6 and Apr 8	Explore storyboarding for edited video Explore YouTube manager and channel features, as well as safe-sharing options *Tasks*: -Create storyboard for edited video -Share storyboard with colleague -Give/receive feedback to make improvements to storyboard -Create YouTube channel	Read/watch selected materials linked in the course website. **Due Apr 6:** -Create storyboard for edited video -Share storyboard with colleague -Create YouTube channel **Due Apr 8:** -Give/receive feedback to make improvements to storyboard
Week 6 Apr 9 – Apr 15 Due: 11:59 pm EST on Apr 15	Explore editing Finalize video *Tasks:* -Edit video -Post video to YouTube channel -Use YouTube editor to enhance video	Read/watch selected materials linked in the course website. **Due Apr 15:** -Edit video -Post video to YouTube channel -Use YouTube editor to enhance video
Week 7 Apr 16 –Apr 22 Due: 11:59 pm EST on Apr 22	Explore instructional, interactive images (I^3) *Tasks:* -Create an instructional, interactive image using a tool of your choice -Complete the A&C table concerning I^3 -Curate additional tools and post tools in class virtual toolbox	Read/watch selected materials linked in the course website. **Due Apr 22:** -Create an instructional, interactive image using a tool of your choice -Complete the A&C table concerning I^3 -Curate additional tools and post tools in class virtual toolbox
Week 8 Apr 23 – Apr 29	Exploring coding and computational thinking *Tasks:*	Read/watch selected materials linked in the course website.

Due: 11:59 pm EST on Apr 27 and Apr 29	-Complete a Scratch coded project -Post to Scratch Studio -Complete the A&C table for coding -Curate additional coding tools an post to virtual toolbox -Comment on a colleague's Scratch project (posted to Scratch Studio)	**Due Apr 27:** -Complete a Scratch coded project -Complete the A&C table for coding -Curate and post additional tools to virtual toolbox Due Apr 29: -Comment on a colleague's Scratch project (posted to Scratch Studio)
Week 9 Apr 30 - May 6 Due: 11:59 pm EST on May 6	Exploring tech tools on the horizon, including virtual reality for the classroom Understanding "implications" of new tech tools *Tasks:* -Explore a virtual reality using Google Expeditions or NearPod VR -Explore Co-spaces to build VR -Describe VR experiences and Co-spaces in class Today's Meet (backchannel) -Use the A&C Table to assess this tool -Curate a new tech tool "On the Horizon" and post your finds and implications for the tool in the class virtual toolbox	Read/watch selected materials linked in the course website. **Due May 6** -Explore a virtual reality using Google Expeditions or NearPod VR -Explore Co-spaces to build VR -Describe VR experiences and Co-spaces in class Today's Meet (backchannel) -Use the A&C Table to assess this tool -Curate a new tech tool "On the Horizon" and post your finds and implications for the tool in the class virtual toolbox
Week 10 May 7 – May 13 Due: *9:00 am EST on May 13 *NOTE: Time change!	Tying it all together: Reviewing our "mindset" now Explore sources for new technologies *Tasks:* -Describe how your mindset has evolved over this course and post to Google+ -Curate your own go-to source for new technologies and post to class virtual toolbox	Read/watch selected materials linked in the course website. **Due May 13**: -Describe how your mindset has evolved over this course and post to Google+ -Curate your own go-to source for new technologies and post to class virtual toolbox
Final Course Reflection Due May 16, 11:59 am EST		

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Core Values Commitment

The College of Education and 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/.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/).

- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ods.gmu.edu/).

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

Campus Resources

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

- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

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

ASSESSMENT RUBRIC(S):

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

Mindset rating and post

Criteria	Mastery	In progress

Student provides thoughtful reflection on his/her mindset related to the Diffusion of Innovation theory and technology integration		
The reflection includes specific examples from their personal and professional experiences that help to illustrate their mindset		
Student posts a summary of his/her reflection to the class social media site.		
The post includes 1 to 2 paragraphs and is free of grammatical errors.		

SAMR Enhanced Lesson

Criteria	Mastery	In progress
Student provides thoughtful revisions to an *existing lesson* that reflect M-modification or R-redefinition according to the SAMR model. The revisions include: a brief summary of the existing lesson, with age or grade level the lesson is intended for, learning objectives, content delivery methods, student activities and assessment criteria. Importantly, student describes how the revised lesson meets the "M" or "R" criteria of SAMR, especially as it improves student learning.		
Student provides details of the *existing lesson* that include: a brief summary of the existing lesson, with age or grade level the lesson is intended for, learning objectives, content delivery methods, student activities and assessment criteria.		
This work is delivered using Google Docs and is shared that anyone can view the lesson. This work is 3 to 5 paragraphs long and is free of grammatical errors.		
The work is posted to the class social media site with a title, 1-sentence description of the lesson and a link to the lesson.		

Support your colleague: Idea exchange for SAMR lesson

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

Affordances & Constraints: Virtual bulletin board

Criteria	Mastery	In progress
Student completes the Affordances & Constraints Table for this tool by		

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

Affordances & Constraints: Audio Podcast

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

Screencast Video Lecture

Criteria	Mastery	In progress
The visuals are engaging and clearly support learner goals.		
The narration is clear, natural, and engaging.		

The presentation clearly teaches the intended learning objective.		

Affordances & Constraints: Video enhanced with YouTube Channel features

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

Storyboard for Edited Video

Criteria	Mastery	In progress
The storyboard clearly shows and/or describes the visuals that will be included in the video.		
The storyboard contains the narration and/or titles that will be included in the video.		
The storyboard contains enough detail to act upon and create a quality edited video.		

Support Your Colleague: Storyboard Feedback

Criteria	Mastery	In progress
Student reviews a colleague's video storyboard and provides feedback, which thoughtfully considers criteria for creating a video storyboard.		
Feedback is posted as a comment on the class social media site and is		

constructive, positive and free of grammatical errors.		

Edited video posted to YouTube channel

Criteria	Mastery	In progress
The video content clearly teachers the intended learning objective in a way that could not be accomplished using traditional learning teaching techniques such as lecture.		
Visuals are engaging and meaningful.		
The narration, if used, is clear, natural, and engaging.		
Background music enhances what is being taught and does not distract the learner from the visuals and narration.		
Transitions are smooth and timed in ways that keep students engaged.		
Fair use and copyright guidelines are followed.		

Instructional, interactive image (I^3)

Criteria	Mastery	In progress
The student creates an interactive instructional image that can be used in the classroom for teaching students content. The image contains content that is age-appropriate, and which engages users (students) through hyperlinks to other websites or features that enable interaction for further learning.		
The image includes at least three graphical elements. One of the images must be an "original," created by the student. The other graphical elements should reflect Create Commons attributions.		
The student provides citations for any resources used in the image and uses APA guidelines to provide attributions. Text used in the video is free of grammatical errors.		

Affordances & Constraints: Interactive Instructional Image

Criteria	Mastery	In progress
Student completes the Affordances & Constraints Table for this tool by providing thoughtful evaluation concerning the tool's affordances and constraints for teaching and learning at it relates to the *SAMR model* or *ISTE 2016 Standards for Students.* Where appropriate, the student provides specific examples from their personal and professional experiences that help to illustrate their evaluation**.**		

The student provides details for *Plan B,* that is an alternative plan should the tool fail. This plan should describe how it could meet similar learning objectives and should include links and examples where appropriate.		
The student includes at least one link to an *alternative tool* that has similar features and capabilities to the tool modeled in this lesson. This link is posted to the class virtual toolbox, which will require the student to provide details on the tool's URL, description, as well as a discussion the tool's privacy policy and terms of service.		
The student completes each section of the table and the entries are free of grammatical errors.		

Coded Project

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

Affordances & Constraints: Coding

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

The student completes each section of the table and the entries are free of grammatical errors.		

Support your colleague: Scratch feedback in Studio

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

Virtual Reality Exploration and Post

Criteria	Mastery	In progress
Student explores and reflects on virtual reality applications for the classroom. The reflection describes how the student experienced the virtual reality applications and how the student can imagine the usefulness for these applications for teaching and learning. The reflection also describes which "expeditions" the student explored.		
The student will also create a virtual reality experience using a VR app, and will describe what they created and the challenges they may have faced. If available, the student will include a link to the VR experience.		
The student posts both the reflection and description in the class backchannel.		

Affordances & Constraints: Virtual Reality

Criteria	Mastery	In progress
Student completes the Affordances & Constraints Table for this tool by providing thoughtful evaluation concerning the tool's affordances and constraints for teaching and learning at it relates to the *SAMR model* or *ISTE 2016 Standards for Students.* Where appropriate, the student provides specific examples from their personal and professional experiences that help to illustrate their evaluation**.**		
The student provides details for *Plan B,* that is an alternative plan should the tool fail. This plan should describe how it could meet similar learning objectives and should include links and examples where appropriate.		
The student includes at least one link to an *alternative tool* that has similar features and capabilities to the tool modeled in this lesson. This link is posted		

to the class virtual toolbox, which will require the student to provide details on the tool's URL, description, as well as a discussion the tool's privacy policy and terms of service.		
The student completes each section of the table and the entries are free of grammatical errors.		

New Tech Horizons Resource Curation

Criteria	Mastery	In progress
The student curates an educational technology resource (go-to-source) that provides relevant information about new technologies for teaching and learning. The student shares this resource to the class virtual toolbox.		
The student provides a link to the resource.		
The student describes why this resource was selected.		

Mindset Reflection Revisited

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

Final Course Reflection

Criteria	Mastery	In progress
The student completes the Final Course Reflection survey.		