

## ***LME 547 Integration of Educational Technology Syllabus - June 2014***

<b>Instructor:</b> Dr. Marge Maxwell <b>Office Hours:</b> By appointment during summer <b>Address:</b> Western Kentucky University, 1906 College Heights Blvd. #61030 Bowling Green, KY 42101 <b>Email:</b> <a href="mailto:marge.maxwell@wku.edu">marge.maxwell@wku.edu</a> <b>Prerequisite:</b> LME 537	<b>Office:</b> Gary A Ransdell Hall, office 1017 <b>Telephone Number:</b> Off. 270-745-2435 Fax: 745-6435  <b>BlackBoard Website:</b> <a href="http://blackboard.wku.edu">http://blackboard.wku.edu</a> <b>Skype name:</b> Marge Maxwell	
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**Required Text:** No required text this semester.

### **Special Instructional Materials Required:**

Hardware:

- PC/Windows-based computer with Internet Access *OR*
- Macintosh with OS 10

Software:

- Microsoft Office 2007 or 2010 for Windows (Word, Excel, PowerPoint), web browser
- If you are a Macintosh user, you should use MS Office 2008 or 2011.
- QuickTime Player; free download from the Internet; needed to view videos on course DVD
- iTunes; free download from the Internet; needed to view videos on course DVD

File Format:

- You must save MS Word files in the .docx format, not .doc or .rtf.

Media: USB Drive (flash drive) highly recommended. Since many students work on more than one computer, a flash drive makes it more convenient to transport files you are working on.

Other materials: Teaching materials (teacher's guides, curriculum, anything to help create instructional projects, available in schools or the Education Resource Center)

**Course Rationale:** This course is designed to give library media specialists, educational technology specialists, teachers, or any professional development trainer a strong background in technology with particular emphasis on instructional design, integration of technology in education, and technology leadership.

**Course Description:** This course emphasizes the application of the principles of instructional design in the integration of technology in education and professional development.

### **Course Objectives:**

1. The student will explain principles about Technology Leadership, Planning, and Decision Making in Schools (or school district or business) by writing a paper, and interacting in discussion with other students, scoring a 3 or higher on the scoring rubric.
2. The student will create three original technology products given appropriate software and tools scoring 3 or higher on the rubric.
3. The student will design and teach a 3-6 hour technology professional development to 3 or more educators scoring a 3 or higher on the scoring rubric.

**Instructional Methods:** video demonstrations, discussion forums, reading assignments, written assignments, self-reflection, use of computer software and other technology

**Course Topics:** Instructional Design: Models and applications in educational technology; Overview of current technology systems and applications in education; Integration of Technology in Education: definitions, characteristics, issues, integration strategies, lesson activities; Integrating the Internet into Education; Locating Internet resources for educational and instructional applications; Collaboration with educators in integration of technology; Diverse needs of learners in technology use; Assessment measures.

**Course Disposition Statements:** (Disposition means natural tendency, emotional constitution of the mind, inclination, or propensity.)

Level 1		Level 2	
Indicator	Description of Target Level 5	Indicator	Description of Target Level 5
<b>a. Values learning: Attendance</b>	Consistently attends class and is on time. Usually notifies instructor in advance and arranges to meet instructor following a missed class. Usually gives reason for planned absence.	<b>g. Values diversity</b>	Willingly works with others from different ability, race, gender, or ethnic groups. Welcomes feedback and interaction with others. Listens carefully to others and respects the views of those perceived as different from self.
<b>b. Values learning: Class participation</b>	Actively engaged and interested in the class activities. Volunteers to respond to questions. Participates in discussions.	<b>h. Values collaboration</b>	Actively seeks out and incorporates ideas of others. Willingly works with others to improve the overall environment. Regularly shares information and ideas.
<b>c. Values learning: Class preparation</b>	Work is completed with attention to detail, is sequential, and is logical. Shows evidence of thoughtful analysis of the assignment. Work shows that adequate time and planning were allocated. Consistently comes to class well prepared.	<b>i. Values professionalism: Respect for school rules, policies, and norms</b>	Knows school rules and policies. Follows them consistently. Understands the purpose of regulations and respects their intent. Accepts responsibility for personally following them in patterns of dress, behavior, etc.
<b>d. Values learning: Communication</b>	Uses correct grammar in oral and/or written communication. Communication is free of offensive or inappropriate language. Uses language to express ideas very effectively regardless of the age of the listener.	<b>j. Values professionalism: Commitment to self-reflection and growth</b>	Recognizes personal limitations and strengths and uses them to best professional advantage. Actively seeks suggestions and constructive criticism. Regularly practices critical thinking. Regularly engages in learning through self-reflection.
<b>e. Values personal integrity: Emotional control</b>	Displays steady emotional temperament. Is receptive to viewpoints of others and their suggestions. Holds self accountable for emotions and behaviors. Displays a sense of humor and/or willingness to get along with others.	<b>k. Values professionalism: Professional development and involvement</b>	Regularly and actively participates in professional activities or events that promote professional development. Makes use of information from professional organizations, professional publications, and educational resources.
<b>f. Values personal integrity: Ethical behavior</b>	Is honest in dealing with others. Puts truth above personal need or advantage. Always dependable in terms of keeping personal and professional confidences. Can be counted on to follow through and keep word. Shows self to be a person of strong character.	<b>l. Values professionalism: Professional responsibility</b>	Accepts responsibility for own actions and for helping all students learn and actively seeks self-improvement. Consistently holds high expectations for the success of all students. Consistently looks to explain and remedy student lack of success by factors within the control of self.

**Standards addressed in this course and Critical Performance Indicator:**

KTS Standard II: Designs/Plans Instruction  
 KTS Standard III: Creates/Maintains Learning Climate  
 KTS Standard IV: Implements/Manages Instruction  
 KTS Standard V: Assesses and Communicates Learning Results  
 KTS Standard VI: Demonstrates Implementation of Technology  
 KTS Standard VII: Reflects/Evaluates Teaching and Learning  
 KTS Standard VIII: Collaborates with Colleagues/Parents/Others  
 KTS Standard IX: Engages in Professional Development  
 KTS Standard X: Provides Leadership Within School/Community/Education  
 ISTE Standard 2: Design and Develop Digital-Age Learning Experiences and Assessments  
 ISTE Standard 3: Model Digital-Age Work and Learning  
 ISTE Standard 4: Promote and Model Digital Citizenship and Responsibility  
 ISTE Standard 5: Engage in Professional Growth and Leadership  
 EPSB's code of ethics (url: <http://www.kyepsb.net/legal/ethics.asp>)  
 EPSB Themes: Diversity, Assessment, Literacy, Closing Achievement Gap

## Course Schedule for Summer 2014 Semester:

Link to WKU fall Academic Calendar: [http://www.wku.edu/registrar/academic\\_calendars/acadcal\\_20132014.php](http://www.wku.edu/registrar/academic_calendars/acadcal_20132014.php)

***All assignments are due at MIDNIGHT on the due date.***

Week of:	WKU Calendar Events You Should Know	Assignments and Due Dates For students who DID create a blog website that you created in LME 535 or LME 537.	Assignments and Due Dates For students who did NOT create a blog website in LME 535 or LME 537. (If you took LME 535 or LME 537 prior to Spring 2013, you did not create a blog website.)
M 6/9	6/11 Last day of drop/add	<ol style="list-style-type: none"> <li>Orientation Activity: <ol style="list-style-type: none"> <li>Email <b>Orientation Activity and Scavenger Hunt</b> to Instructor no later than Wednesday 6/11</li> <li><b>Orientation email</b> due Wednesday 6/11</li> <li><b>Email your website blog link</b> to your instructor by Wednesday 6/11</li> <li><b>Update your About Me</b> page on your website blog by Saturday 6/14</li> </ol> </li> <li>Complete <b>one TS module</b> of your choice by Saturday 6/14, embed on your blog</li> <li>Begin thinking about your TPD. Read the assignment and <b>email your instructor</b> by Sunday 6/15 about your ideas for your technology training such as topic, who you may teach.</li> </ol>	<ol style="list-style-type: none"> <li>Orientation Activity: <ol style="list-style-type: none"> <li>Email <b>Orientation Activity</b> to Instructor no later than Wednesday 6/11</li> <li><b>Orientation email</b> due Wednesday 6/11</li> </ol> </li> <li><b>TS-3 Create Course Blog</b> including your About Me page by Saturday 6/14</li> <li>Begin thinking about your TPD. Read the assignment and <b>email your instructor</b> by Sunday 6/15 about your ideas for your technology training such as topic, who you may teach.</li> </ol>
M 6/16	6/20 Last day to withdraw with grade of W	<ol style="list-style-type: none"> <li><b>Research Paper Forum Part 1</b> due Tuesday, 6/17</li> <li><b>Comment on two other students' About Me</b> page on their website blog (list of blogs will be posted on BB) by Wednesday, 6/18</li> <li>Complete <b>another TS module</b> of your choice, embed on your website by Thursday 6/19</li> <li><b>Research Paper Forum Part 2</b> due Saturday, 6/21</li> <li>Email your <b>TPDP Parts I and II. A, B, and C</b> to your instructor by Sunday 6/22. When you receive feedback and approval from your instructor about your TPD Proposal, you may teach your PD. Note that you must teach the PD and finish the report by 7/3.</li> </ol>	<ol style="list-style-type: none"> <li><b>Research Paper Forum Part 1</b> due Tuesday, 6/17</li> <li><b>Comment on two other students' About Me</b> page on their website blog (list of blogs will be posted on BB) by Wednesday, 6/18</li> <li>Complete <b>one TS module</b> of your choice, embed on your website by Thursday 6/19</li> <li><b>Research Paper Forum Part 2</b> due Saturday, 6/21</li> <li>Email your <b>TPDP Parts I and II. A, B, and C</b> to your instructor by Saturday 6/22. When you receive feedback and approval from your instructor about your TPD Proposal, you may teach your PD. Note that you must teach the PD and finish the report by 7/3.</li> </ol>
M 6/23	6/23 60% point	<ol style="list-style-type: none"> <li>Complete <b>TS-11 module</b> by Tuesday 6/24</li> <li><b>TEACH your technology PD between 6/23 and 7/2 and finish writing report.</b></li> </ol>	<ol style="list-style-type: none"> <li>Complete <b>TS-11 module</b> by Tuesday 6/24</li> <li><b>TEACH your technology PD between 6/23 and 7/2 and finish writing report.</b></li> </ol>
M 6/30	7/3 Final Exam day (Last day of classes)	<ol style="list-style-type: none"> <li><b>Final Due Date for Technology Professional Development Project — Thursday 7/3/2014. This is also the final date any assignments will be accepted.</b>  <b>Watch your email:</b> You will be given feedback on your project. You may be given the opportunity to make revisions to improve your grade particularly if your project does not score at least a 3.0.</li> </ol>	<ol style="list-style-type: none"> <li><b>Final Due Date for Technology Professional Development Project — Thursday 7/3/2014. This is also the final date any assignments will be accepted.</b>  <b>Watch your email:</b> You will be given feedback on your project. You may be given the opportunity to make revisions to improve your grade particularly if your project does not score at least a 3.0.</li> </ol>
	7/8 Grades due by noon		

### Evaluation:

#### Grading Scale:

A = 720-800  
B = 640-719  
C = 560-639  
D = 480-559

#### Graduate Evaluation:

Technology Professional Development Project (TPDP)  
Research Paper Forum  
Technology Skills Modules (3 modules)  
Orientation Activity & Participation

300 Points

150

300

50

**TOTAL**

**800 Points**

Grades and Student Feedback: Your instructor keeps grades on an MS Excel spreadsheet, not in BlackBoard's grade book. You will be sent a personal Student Feedback Form after each project is graded providing you with grades and feedback.

### **Class Time Management:**

Management of your personal "class time" is one of the most difficult issues for students in an online class. Most face-to-face classes meet three hours a week and students are expected to spend up to six hours per week in class preparation and assignments. Therefore, you can expect to spend up to nine hours per week on any university course whether face-to-face or online. (Travel time has been a major consideration for many of you in face-to-face classes.) Since you are given five weeks to complete the TPDP, it would not be unusual for it to take you up to 45 hours to complete the project. With an allowance of five weeks, it is not advisable to procrastinate not only because of the time involved but the technical issues you may face and the time required to teach the Technology Professional Development.

### **Submission of Assignments:**

1. WKU subscribes to TurnItIn, a plagiarism service that gives professors an originality report for each student paper turned in. Your assignments may be checked through this service.
2. Discussion Forums responses should be posted in the Forum posted in BlackBoard.
3. **The preferred method for submission of other assignments is to upload your assignment file through BlackBoard.**
  1. View the assignment description under Assignments in our BlackBoard course.
  2. Click on the link "View/Complete Assignment: AssignmentName" under the assignment description.
  3. Type a comment to your instructor about your assignment. It will not submit if you do not type something.
  4. Click "Browse" and locate your assignment file on your hard drive or diskette.
  5. If you have another file to upload, click "Add Another File" and Browse to locate your file.
  6. Click "Submit" to send your file to your instructor.
4. Your final TPDP must be submitted to the Electronic Portfolio System. See instructions under the Technology Professional Development Project.

### **Emails to Instructor:**

1. ALL emails to your instructor MUST be in the following format:  
LME 547, Last Name, Topic  
Emails without this format will (gently) be returned to you to revise the subject. I am not trying to be rude! My email program sorts mail according to the class number. If you do not use this standard email format, your message may get lost and many have been lost in past courses. Please help me with this!
2. Please set your email options such that when you reply to any message, it will include the original message. When you email me, my email software (Outlook) will retain your original message when I reply. If you reply back, your message should retain both your original message and my response. This helps to remind me of our ongoing conversations. Thanks!!
3. Please use correct English writing style in emails to your instructor and other students. Please avoid use of color themes, all caps, all lower case, overuse of abbreviations, emails with "humorous" attachments or emoticons, viruses (set virus checking software to check all incoming and outgoing email), and using floppies that have been used on public machines.

**Late Assignments:** Assignments turned in after due dates during the semester will result in a **10% reduction per day** unless prior arrangements were made with the instructor. Any assignments turned in **after the last due date (11/28/05) will result in a 20% reduction per day** unless prior arrangements were made with the instructor. Technical problems are NOT an excuse unless reported to the instructor prior to 24 hours before due date.

**Plagiarism:** To represent work for course assignments or projects taken from another source (**INCLUDING WEB SOURCES**) as one's own is Plagiarism. Plagiarism is a serious offense at WKU. The academic work of a student must give an author credit for borrowed source material from his/her material. To lift content directly from a source [**INCLUDING THE INTERNET**] without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism. **Plagiarism also includes submission of the same assignment for more than one class.** Plagiarism could result in a grade of an "F" for the assignment and /or the course.

**Participation and Communication:** Students in this online course are not expected to attend any class at WKU; however, student class participation is required. You ARE a part of a distributed class, i.e., you and your classmates are spread around the US and even the world! Each time you come to class via Blackboard on the web, please check Announcements for any current or relevant new information. You must discipline yourself to complete assignments on time. It is strongly suggested that the student notify the instructor in advance of a possible absence for three or more days.

Students' participation grade includes completion of class assignments, reading all assigned materials, turning in assignments on time, maintaining contact with the instructor, use of the Q & A Discussion board, and maintaining a positive professional attitude. Your instructor is happy to make an appointment (either in person or by phone) with any student to help with any assignment or answer any questions. However, it is easier for your instructor to respond more quickly to email than regular postal mail or phone messages.

I would enjoy the opportunity to meet you any time during the semester. If you are coming to campus for any other business or class, I hope you will call ahead to make sure I will be in so we can meet face to face.

Due to the fact that: (a) it is often difficult to correctly interpret the intended tone of an email message/discussion board posting; (b) it is often too easy to quickly zip off a rude communication to someone without first finding out "the whole story" or thinking through the possible consequences of doing so; and (c) people sometimes will communicate things electronically that they would never say in a face-to-face conversation, students should take care to be polite, to-the-point, professional, and respectful in all communication in this course. In the case that inappropriate/disrespectful student communication is received by the professor or posted on a discussion board, the professor reserves the right to deduct points, delete it without answering questions or responding in any way, retain copies to be used as evidence in student disciplinary proceedings, or take any other appropriate action she sees fit. Please review the following netiquette website for more information about ethical and considerate online behavior:

<http://www.albion.com/netiquette/index.html>.

**Disability Accommodations Statement:** "Students with disabilities who require accommodations (academic adjustment and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services, DUC, room A-200. The Office for Student Disability Services (OFSDS) telephone number is 270-745-5004. Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the OFSDS."

## Assignments, Projects, and Discussion Forums

### Orientation Activity and Participation (50 points)

1. Two parts to the About Me webpage on your blog: 20 points
  - a. Post any information about yourself that you would like to share with your classmates and embed a Web 2.0 Introduction of yourself. See the instructor's sample website at <http://margemaxwell.net>. For Web 2.0 lists or ideas you can visit [CReaTE Excellence Resources](#). You need to add three things: (1) embed an Intro using Web 2.0 tool (not just a link but embed it in the post), (2) give some information about yourself and (3) APA references for sources used in your Web 2.0 introduction. See due date on course calendar.
  - b. Comment on at least two other students' post on their About Me webpage. See due date on course calendar.
2. Completed, signed Orientation Activity emailed to instructor 5 points
3. Email with all components to instructor 5 points
4. Participation (these points given after submitting your final IDP) 20 points
  - Maintaining contact with the instructor and responding to specific information request by the instructor.
  - Professional courtesy to other users in the course site.

### **Research Paper Forum (150 points total)**

Post your original response to the prompt in the form of a short paper (3-4 pages, double-spaced, Bookman or Times font, size 12, margins 1" all four sides) using APA writing style and references. Post your papers as attached files (MS Word format).

#### **Forum 1: Technology Leadership, Planning, and Decision Making in Schools/Districts (100 points)**

##### **Part 1: 3-4 page paper (100 points):**

- Select one of the topics below and create a 3-4 page professional paper on your findings.
- Each student should select a different topic. You need to select and claim your topic early on discussion forum by **typing your selection number and topic as the subject of a thread** (see course calendar for due date). You can go back later and post your paper. Do not duplicate topics. (You may be asked to create another paper if you duplicate a topic.) Your paper will be **professional, research-based** and include four or more reputable sources. You should only use published information that you find at the WKU Libraries, KYVL, or Google Scholar. Do not just Google the topic and do not use Wikipedia.
- Do not use personal pronouns or personal interviews.
- ALL information should be cited. This paper is not about your personal opinion or knowledge.

- Your paper should be 3-4 pages, double-spaced, Bookman or Times font for all text (including header and references), size 12, margins 1" all four sides.
- APA writing style, citations, and references (4 or more) are required.
- References should start a new page.
- Do not create a cover page. Create a heading with your name on the left, topic number and shortened title in the center, and page number on the right.
- Save your paper with your last name, the topic number, and short title of the paper with periods between each part (no period at the end); e.g., "Maxwell.1.Conditions for Technology.doc".
- Post your papers as attached files (MS Word format [.doc] only) in the discussion forum.
- Be sure to refer to the scoring rubric below while you are writing your paper and before you submit it.

Select one of the following topics and create a 3-4 page report on your findings. Each student should select a different topic. You are encouraged to select and post your topic early on discussion forum by typing your selection number and topic as the subject of a response. Do not duplicate topics.

- |                                                                           |                                                        |                                                                           |
|---------------------------------------------------------------------------|--------------------------------------------------------|---------------------------------------------------------------------------|
| 1. Accountability: assessing technology for student learning              | 10. Technology team leadership: shared decision making | 20. Use of technology in assessment                                       |
| 2. Strategies for supporting teachers in effective technology integration | 11. Engaging families in technology at schools         | 21. Technology in the media center                                        |
| 3. Online courses in P-12                                                 | 12. Access and equality of technology for schools      | 22. Uses of technology in directed vs. constructivist teaching approaches |
| 4. Technology professional development: What works?                       | 13. Textbooks for the future                           | 23. Student attitudes toward technology                                   |
| 5. Legal, social, and ethical issues and educational technology           | 14. Funding technology in schools                      | 24. Research on the effect of technology on student learning              |
| 6. Technology and school design                                           | 15. Preventing digital plagiarism                      | 25. Changing definitions of technology literacy                           |
| 7. Technology plans: basic elements and considerations                    | 16. Battle for desktop control in schools              | 26. Responsibilities of a school district technology coordinator          |
| 8. AUPs (Acceptable Use Plans); include KY Dept. of Ed. Required elements | 17. Technology support: do it yourself or contract?    | 27. Providing a technology support line for a school district             |
| 9. Technology leadership standards                                        | 18. Adaptive technology for special populations        |                                                                           |
|                                                                           | 19. Teacher attitudes toward technology                |                                                                           |

#### Part 2: Response to other posts (50 points):

(50 points) Respond to two other papers posted on the forum with at least 400 words or more for each response. Post your replies within the Reply box for each reply; i.e., do not just attach a Word file. Add other professional points and at least 1 more APA reference. Each meaty response should be at least 500 words.

**Scoring Rubric for Discussion Forum 1**

	0 = Unacceptable	1 = Needs Much Improvement	2 = Needs Some Improvement	3 = Good or Acceptable	4 = Excellent
<b>Part 1</b>	No response or less than one page response, inadequate coverage of topic, or no references;	Up to one page response; inadequate coverage of topic; one reference, not in APA style; much personal information or interviews; incorrect use of typing specifications	1-2 page response; needs more information, two references; writing in APA style with several mistakes; some personal information or interviews; some incorrect use of typing specifications	3+ page response, adequate coverage of topic; three APA references; adequate APA style with a few mistakes; no personal information or interviews; correct typing specifications	4+ page response; comprehensive coverage of topic; three APA references; excellent APA writing style; no personal information or interviews; correct typing specifications
<b>Part 2</b>	no responses to other posts	very short responses to other posts, no APA reference	1 response to other posts which does not demonstrate knowledge of content, no APA reference	2 adequate responses to other posts, one APA reference included	insightful, 2 or more in-depth, comprehensive response to other posts, one or more APA references added for each response

#### Technology Skills (TS) Modules (100 points each)

Select modules below for a technology skill that you have NOT used/completed before. **You may propose your own technology project to your instructor to replace any of these modules. Just email your instructor with your proposal and approval.** Some of the modules may have directions that are specific to another course. You should adjust as needed for this course. For example, the Blogging Website module says to create a "Prensky Discussion" page but you will not need that in this class.

#### TS-2: Google Earth

**TS-3: Blogging Website** (Only students who did not create a course website in LME 535 or LME 537 will complete this module.)

**TS-4: Digital Storytelling**

**TS-7: Spreadsheets**

**TS-8: Desktop Publishing**

**TS-9: Advanced PowerPoint**

**TS-10: Google Apps**

**TS-12: Web Design**

**TS-13: Video Editing or video demonstrations**

**TS-14: Podcasting**

**TS-17: Databases**

**Everyone will complete this TS module: (100 points)**

**TS-11: Screencasting**

## **LME 547 Critical Performance Indicator Technology Professional Development Project (TPDP) (300 points)**

**Title of Student Performance:** Technology Professional Development.

**Standards addressed in this course and Critical Performance Indicator (click on the associations below to view standards):**

KTS Standard II: Designs/Plans Instruction  
KTS Standard III: Creates/Maintains Learning Climate  
KTS Standard IV: Implements/Manages Instruction  
KTS Standard V: Assesses and Communicates Learning Results  
KTS Standard VI: Demonstrates Implementation of Technology  
KTS Standard VII: Reflects/Evaluates Teaching and Learning  
KTS Standard VIII: Collaborates with Colleagues/Parents/Others  
KTS Standard IX: Engages in Professional Development  
KTS Standard X: Provides Leadership Within School/Community/Education  
ISTE Standard 2: Design and Develop Digital-Age Learning Experiences and Assessments  
ISTE Standard 3: Model Digital-Age Work and Learning  
ISTE Standard 4: Promote and Model Digital Citizenship and Responsibility  
ISTE Standard 5: Engage in Professional Growth and Leadership  
EPSB's code of ethics (url: <http://www.kyepsb.net/legal/ethics.asp>)  
EPSB Themes: Diversity, Assessment, Literacy, Closing Achievement Gap

**Topic:** A technology skill from one of the Technology Skills modules and integration strategies

**Materials Needed:** Computer, Microsoft Office, other software

**Task:** You will design and teach a Technology Professional Development to at least three or more educators/adults. The training should be for 3-6 hours that could be taught at one time or distributed over 2-3 sessions. You will teach your professional development incorporating these two requirements:

2. Teach at least one specific technology program/skill that you learned in one of the Technology Skill Modules and specific implementation strategies with P-12 pupils in curricular instruction.
3. Create a screencast tutorial to use in your PD for your program/skill. (TS-11)

See LME 547 CPI file for project details, directions, and rubric.