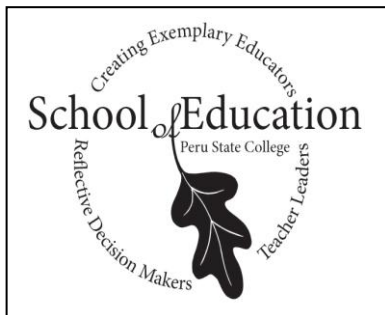


School: Education
Course Number: EDUC 512
Course Title: Technology and Mediated Instruction
Credit Hours: 3
Semester/Academic Year: Summer 8 week, 2009

Instructor: Dr. Jodi Kupper
E-mail: jkupper@peru.edu
Availability: 9:00-11:00 a.m. for formal hours, or as needed for assistance
Web Page: <http://blackboard.psc.sdsmt.edu/>



Teacher Leaders

- Enhancement of Student Learning
- Collaborative Reflection
- Professional Growth

The Conceptual Framework for all School of Education classes at Peru State College is based on the following statement as taken from the [School of Education Conceptual Framework](#).

Introduction

The Peru State College undergraduate conceptual framework focuses on three broad themes of professional development: grounding in foundational knowledge, a professional disposition appropriate for teaching, and a strong professional awareness. The heart of our undergraduate framework presents the teacher as a reflective decision-maker. The School of Education believes that if the undergraduate conceptual framework is to be optimally valued, then it is a strong foundation for our graduate program. Our graduate program enhances and extends reflective decision-making to evolve into a framework for reflective change. It is our desire that the Masters degree candidates become master teachers who can effect positive change in their classrooms, schools, and communities.

Our mission in the graduate program focuses on building upon the strengths and expertise of experienced teachers. The reflective change agent framework is intended to extend the teachers' skills and competencies in order to improve the performance of the students they teach. Graduate students will develop greater technological and pedagogical competencies. Graduate students will be exposed to the reflective thinking processes necessary to be competent facilitators of change in an ever-changing social and cultural milieu.

Course Description:

This course will provide participants with a solid understanding of educational technology and how to integrate computers and instructional technology into an educational environment. Students will research current educational issues related to instruction and learning with technology. Students will reflect on standards-based instruction through the application of the NBPTS and PSC Graduate Conceptual Framework.

Prerequisites: Graduate standing.

Text:

Teachers Discovering Computers, Integrating Technology in the Classroom, Fifth Edition. Shelly, Cashman, Gunter, Gunter (ISBN# 1423911806). Textbook Web site: <http://www.scsite.com/tdc5/>

An online *LiveText* subscription will also be required – please see week one assignment folder.

Objectives:

- To present practical efficient ways to integrate technology resources and technology-based methods into everyday curriculum-specific practices (1.1.1, 1.1.2, 1.1.4), [[1.2, 2.2, 2.3, 3.1]]
- Provide candidates with an understanding of the concepts and skills outlined in the National Educational Technology Standards for Teachers (1.1.1, 1.1.2, 1.1.4), [[1.2, 2.2, 2.3, 3.1]]
- To make use of the World Wide Web as a repository of the latest information and as an educational resource and learning tool for PK-12 (1.1.1, 1.1.2, 1.1.4), [[1.2, 2.2, 2.3, 3.1]]
- Give candidates an in-depth understanding of why computers are essential components in society and education (1.1.1, 1.1.2, 1.1.4), [[1.2, 2.2, 2.3, 3.1]]
- Provide candidates with the knowledge of how to use educational technology with diverse student populations (1.1.1, 1.1.2, 1.1.4), [[1.2, 2.2, 2.3, 3.1]]
- Offer numerous examples of how to use educational technology in various subject areas and with students who have special needs (1.1.1, 1.1.2, 1.1.4), [[1.2, 2.2, 2.3, 3.1]]
- Provide candidates with knowledge of responsible, ethical, and legal uses of technology, information and software resources (1.1.1, 1.1.2, 1.1.4), [[1.2, 2.2, 2.3, 3.1]]
- Provide candidates with knowledge of technology to enhance their personal and professional productivity (1.1.1, 1.1.2, 1.1.4), [[1.2, 2.2, 2.3, 3.1]]
- Examine critically the use of technology in k-12 education and society in general (1.1.1, 1.1.2, 1.1.4), [[1.2, 2.2, 2.3, 3.1]]
- Gain ideas and resources for integrating technology into individual settings (1.1.1, 1.1.2, 1.1.4), [[1.2, 2.2, 2.3, 3.1]]

Instruction Method/Mode of Delivery:

- Selected reading assignments
- Exploration of educational Web pages and links
- Completion of selected end of the chapter assignments
- Completion of projects that apply content and skills from course

Prerequisite:

A basic understanding of how to use a computer, the www and word processing.

ASSIGNMENTS:

Integration Corners (IC):

Throughout this course, you will explore the links provided in each of the Integration Corner activities at the end of Chapters 2, 4, 6, & 8. Write a one-page, double-spaced paper that describes what you experienced by completing the Integration Corner activity and ways that you might integrate what you learned into your setting. Include the links in the document. See below for specific weekly assignments.

Digital Media Corners (DMC):

Throughout this course, you will complete Digital Media Corner projects at the end of Chapters 3, 5, and 7. See below for specific weekly assignments.

Week One

Create a Homepage

The homepage is a place for you to put information about yourself. This allows us, the participants and instructor, to get to know you a little.

To begin, click the blue tools button located in the left column of your first Blackboard screen, then click edit your homepage. Type an intro message and some personal information. Include three of your favorite Web sites including recent finds from the Special Feature section. Include why you like or use it and who the intended audience is for the Web site (science teachers, early ed. etc.). This is to be completed by the end of the second week of class.

You may view other members of our class homepages by clicking the blue Communication button on the first Blackboard page, then click Roster then List all and List all again. Then click on the name of the individual you would like to learn more about.

Purchase & Registration of LiveText Account

All students who are completing the MSED program in Curriculum and Instruction must develop an electronic graduate portfolio and submit critical assessments for the program within LiveText, which is an online learning system. This requires each student to purchase a LiveText account during the first week of the course so that you have the account established to complete required components of your MSED program.

Follow the directions in the document titled *Purchasing and Registering LiveText Account*, which can be found in the Course Documents section of your course, to complete the purchase and registration of your LiveText account online from www.livetext.com. This includes completing the required three program forms (surveys) within your account once your registration is completed – directions are provided for completing forms in *Purchasing and Registering LiveText Account*.

Chapter 1 Assignment

Read Chapter 1 of the textbook and the Special Features section between Chapters 2 & 3. The Special Features section includes some great links to explore as well as information about Google Scholar.

Discussion Board

Topic is provided in the DB - please read and respond to the posted document and respond to class comments as well. Your post is due on **Wednesday** at midnight CST and two peer response posts are due **Sunday** by midnight CST. Participation points are based on the amount of time and expanse of exploration of peer work/comments in the discussion board.

Course Goals

Please list what you hope to learn in this course and submit it via the view/complete assignment link in Blackboard. You can list your goals in the textbox that appears in Blackboard. You can check the gradebook to see that the assignment has been submitted. Submitted assignments appear with an !. Once the assignment is graded, you will see the points that have been earned for the assignment.

Office 2007 Tip: MS Office 2007 has a built in reference feature that will help create the bibliography for you. You will find this useful as you create your paper for your research class. Details on how to create a bibliography in MS Office 2007 are found at this link: <http://office.microsoft.com/en-us/word/HA100674921033.aspx> .

Week Two

Chapter 2 Assignment

Read Chapter 2 of the text book.

Integration Corner

Explore the links provided in the Integration Corner activity at the end of Chapter 2. Write a one to two page, double-spaced paper that describes what you experienced by completing the Integration Corner activity and ways that you might integrate what you learned into your setting. Include the links in the document. Please use Times New Roman font, size 12. To submit your assignment, use the “View/Complete Assignment” link located within BlackBoard. You will use the “attach local file/browse” feature to locate and turn in your paper.

Discussion Board

Topic is provided in the DB - please read and respond to the posted document and respond to class comments as well. Your post is due on **Wednesday** at midnight CST and one peer response post is due **Sunday** by midnight CST. Participation points are based on the amount of time and expanse of exploration of peer work/comments in the discussion board.

Week Three

Creation of Live Text Graduate Portfolio

Follow the directions provided in the *LiveText Portfolio Handbook*, which can be found in the Course Documents section of your course, to create your Graduate Portfolio. The template for the portfolio will be provided within the Dashboard page of your LiveText account, through an assignment link provided for this course. Once you have the portfolio created from the template, develop your Welcome Page and click on the buttons along the right hand side of the screen and learn about each section of the portfolio. Also complete the Resume Page (by attaching an updated resume) and the Autobiography Page. Instructions for each page of the portfolio are provided to assist you successfully completing these pages

Once you have these three pages completed, submit your portfolio to your instructor via **LiveText** by using the assignment link on your DASHBOARD of your account. The directions for submitting assignments within your LiveText account can be found in the Course Documents section of your course – the title is *Submitting Assignments in LiveText 2009*. Please refer to the directions specifically related to submitting your portfolio, which is a document within your LiveText account.

Chapter 3 Assignment

Read Chapter 3 of the text book.

Digital Media Corner (DMC)

For this assignment, go to Chapter 3 of the text’s Web site, select Digital Media Corner and go to #5. Review all three links. You will create your own original digital project using Photo Story 3 or iMovie (Mac users) to submit for your assignment for this chapter. PhotoStory 3 allows you to insert photos, add music, transitions, and narrations to create a digital story. These can be posted on websites or even converted to enhanced podcasts. You will need to create a 1-2 minute project that includes 10 photos You will need to add transitions and music to your project. Since this is summer, your project can be either for personal or professional use. Make sure to save the project often. You will need a microphone to record the narrations.

Refer to the handout on Photo Story 3 and Audacity. This provides step-by-step instructions on how to use the program. You will need to save two versions of the project. First, save the project. This will allow you to continue editing where you have left off. It will also allow you to edit the project again even when it is

complete. When you have completed the project, save the project again and then you also must save the project using the top choice, "Save your story for playback on your computer". Make sure you see the path for the file. It will default to the My Videos folder on your computer. This rendered version of your project is not editable. That is why you want to have saved it as a project and then also as a rendered final project. This will be a .wmv file. To submit your assignment, use the "View/Complete Assignment" link located within BlackBoard. You will use the ""attach local file/browse" feature to locate and turn in your project.

Discussion Board

Topic is provided in the DB - please read and respond to the posted document and respond to class comments as well. Your post is due on **Wednesday** at midnight CST and one peer response post is due **Sunday** by midnight CST. Participation points are based on the amount of time and expanse of exploration of peer work/comments in the discussion board.

Week Four

Week 4 Assignment

Read Chapter 4 of the text book.

Integration Corner

Explore the links provided in the Integration Corner activity at the end of chapter 4. Write a one to two page, double-spaced paper that describes what you experienced by completing the Integration Corner activity and ways that you might integrate what you learned into your setting. Include the links in the document. Please use Times New Roman font, size 12.

Submit the Integration Corner assignment to your instructor by using the assignment link in **LiveText** by midnight Sunday of week 4 – you will not be submitting this assignment within BlackBoard. This will give you the experience of submitting an assignment within your LiveText account. The directions for submitting assignments within your LiveText account can be found in the Course Documents section of your course – the title is *Submitting Assignments in LiveText 2009*. Please refer to the directions specifically related to submitting assignments that are initially created outside of LiveText.

Your score and any comments related to the project will be provided within LiveText by your instructor, once it is submitted and assessed. Please revisit your LiveText account for feedback – if the assignment is shaded in **GREEN**, the project has been assessed and feedback can be accessed.

Discussion Board

Topic is provided in the DB - please read and respond to the posted document and respond to class comments as well. Your post is due on **Monday** at midnight CST and two peer response posts are due **Sunday** by midnight CST. Participation points are based on the amount of time and expanse of exploration of peer work/comments in the discussion board.

Week Five

Chapter 5 Assignment

Read Chapter 5 of the text book.

Digital Media Corner (DMC)

For this assignment, go to Chapter 5 of the text's Web site, select Digital Media Corner and go to #5. DMC Chapter 5 – Creating Digital Projects with PowerPoint. The idea of this project is to create a non-linear PowerPoint project; a digital story, game or tutorial that is curriculum based. The sample lesson plan at the DMC online is a literature example of how students learned about short stories and then students created a project to help the class review. The featured project is a PowerPoint game that students made to help the class review. This is an example of how to use PowerPoint in a non-linear way.

For this project, you will create a non-linear curriculum related PowerPoint project such as a story, game or tutorial that you can use with your students in your classroom. This is to be of your own original work. The project must include at least 8 slides, but no more than 20. This link will take you to step-by-step directions on how to create a digital story with PowerPoint and add the hyperlinks (Action Buttons) to each page.
<http://www.microsoft.com/Education/Story.msp>.

You must use these digital features:

- Photos
- Action Buttons (hyperlinks) within the project
- Sounds (music, movie, or narration). <http://www.microsoft.com/Education/MultimediaSlideShow.msp>
- Please site your sources that you used on the last slide of your project. This can be websites you used for photos or information, books, articles, etc. To make the credits page more interesting, you can make them crawl off the screen. This is not required, but you may enjoy learning how to do this. Information is found at: <http://www.microsoft.com/education/crawlingcredits.msp>

Save this project as a PowerPoint file . To submit your assignment, use the “View/Complete Assignment” link located within BlackBoard. You will use the “attach local file/browse” feature to locate and turn in your project.

Discussion Board

Topic is provided in the DB - please read and respond to the posted document and respond to class comments as well. Your post is due on **Wednesday** at midnight CST and two peer response posts are due **Sunday** by midnight CST. Participation points are based on the amount of time and expanse of exploration of peer work/comments in the discussion board.

Week Six

Program of Study Forms

Fill out the Program of Study with your expected date for taking each MSED course - you can always make adjustments at a later date if need be, but this identifies your tentative plan for completing the program. Please email the completed Program of Study to Linda Staples in the Graduate Programs office at: lstaples@peru.edu. Your instructor will be notified upon receipt of your completed Program of Study form.

Chapter 6 Assignment

Read Chapter 6 of the text book.

Integration Corner

Explore the links provided in the Integration Corner activity at the end of chapter 6. Write a one to two page, double-spaced paper that describes what you experienced by completing the Integration Corner activity and ways that you might integrate what you learned into your setting. Include the links in the document. Please use Times New Roman font, size 12. To submit your assignment, use the “View/Complete Assignment” link located within BlackBoard. You will use the “attach local file/browse” feature to locate and turn in your project.

Discussion Board

Topic is provided in the DB - please read and respond to the posted document and respond to class comments as well. Your post is due on **Monday** at midnight CST and two peer response posts are due **Sunday** by midnight CST. Participation points are based on the amount of time and expanse of exploration of peer work/comments in the discussion board.

Week Seven

Chapter 7 Assignment

Read Chapter 7 of the text book.

Digital Media Corner

For this assignment go to this chapter of the book Web site, select Digital Media Corner and go to #5. Create a rubric at <http://rubistar.4teachers.org/index.php> for either you or your students to assess a Photo Story 3 or non-linear PowerPoint project. You will need to create an account at Rubistar so that you can save your work. You can start your rubric from pre-existing ones or you can start from scratch. Each category can be edited at Rubistar. You will need to tailor the rubrics to meet your needs. You may also include any state or district standard to your rubric. Download your finished rubric as an Excel file.

Submit your rubric EXCEL file using the “View/Complete Assignment” link. You will use the “attach local file/browse” feature to locate and turn in your rubric in the discussion board.

Final Paper on Classroom Implementation Plan

The final paper will be a three to four-page double-spaced paper describing the four best ways that you will incorporate the content of the chapters and chapter assignments into your classroom as a result of what you have experienced in this class. Provide a brief description of the technology and how this will enhance the classroom experience. Describe your implementation plan for your ideas. Include how your daily, weekly, or monthly lesson plans will be enhanced by incorporating what you have learned from this course.

These are your “best ideas and actual plan” for integrating technology and WWW content curriculum into your classroom. Complete the final paper as directed above.

Submit this paper within your **LiveText** account using the assignment link provided for this project by midnight Sunday. The directions for submitting assignments within your LiveText account can be found in the Course Documents section of your course – the title is *Submitting Assignments in LiveText 2009*. Please refer to the directions specifically related to submitting assignments that are initially created outside of LiveText.

***NOTE:** Should you wish to include an artifact from this course in your LiveText Graduate Portfolio, as one of your selected program artifacts, please consider using this paper to represent Educ 512. To include it in your portfolio, log into LT, open your portfolio, and follow the directions provided on the “program artifact” page.*

Discussion Board

Topic is provided in the DB - please read and respond to the posted document and respond to class comments as well. Your post is due on **Wednesday** at midnight CST and two peer response posts are due **Sunday** by midnight CST. Participation points are based on the amount of time and expanse of exploration of peer work/comments in the discussion board.

Week Eight

Chapter 8 Assignment

Read Chapter 8 of the text book.

Integration Corner

Explore the links provided in the Integration Corner activity at the end of chapter 8. Write a one to two page, double-spaced paper that describes what you experienced by completing the Integration Corner activity and ways that you might integrate what you learned into your setting. Include the links in the document. Please use Times New Roman font, size 12. To submit your assignment, use the “View/Complete Assignment” link located within BlackBoard. You will use the “attach local file/browse” feature to locate and turn in your paper.

Discussion Board:

Topic is provided in the DB - please read and respond to the posted document and respond to class comments as well. Your post is due on Wednesday at midnight CST. You are **not** required to respond to your peers for this discussion board. Participation points are based on the amount of time and expanse of exploration within the discussion board.

Grading Policy:

| | |
|----|--------|
| A | 90-100 |
| B+ | 85-89 |
| B | 80-84 |
| C+ | 75-79 |
| C | 70-74 |

Assignments

| Assignments | Points |
|--|---------------|
| Goals | 10 |
| Homepage | 10 |
| LiveText Registration and Forms | 10 |
| Discussion board posts (20 points/week – 10 for post and 10 for responses) | 160 |
| Electronic LiveText Portfolio Development | 50 |
| Digital Media Corner projects (Chapters 3, 5, & 7 – 30 points each) | 90 |
| Integration Corner two-page papers (Chapters 2, 4, 6 and 8 – 20 points each) | 80 |
| Submission of MSED Program of Study Form | 10 |
| <u>Final Curriculum Integration Plan</u> | <u>80</u> |
| Total Points | 500 |

COURSE TIPS:

Discussion Boards:

The discussion boards are designed to take the place of in-class discussions. So, while they are serious work and they are a part of your course grade, it's also important that you relax and enjoy yourself while you're in these conversations. Discussion boards are meant to be informal and fun—a way of getting to know your classmates and being exposed to a variety of viewpoints.

You will be required to participate in the discussion board throughout the class. Topics will be provided, please read and respond to the posted document and respond to class comments as well.

Participation points are based on the amount of time and expanse of exploration of peer work/comments in the discussion board. Posts will be due on Wednesday at midnight CST and responses to peers by Sunday at midnight CST.

Grading:

Your participation in discussion boards counts as part of your participation grade; you receive credit for participating according to directions. If you follow directions, you get full credit. I don't post regular discussion board grades after every session, but usually check several boards at one time. Please don't hesitate to ask if you have questions about how you're doing.

Suggestions about content:

- Read the discussion before contributing. If you don't, you may find the thread of the discussion has moved in a different direction.
- Stay on topic. While it's tempting to move into personal discussions from the informal atmosphere of the discussion board, personal communication needs to take place through email between the discussants, not in the open classroom space.
- Make your contributions to the discussion substantive. Don't just agree with what somebody else says—instead, choose a point in the discussion and elaborate on it. Or if you disagree with a comment, explain why.
- It's fine to disagree, but not to make personal attacks, on either people or ideas. Try to reread everything before you post it, and put yourself in someone else's shoes while you do it.
- Ask for clarifications; if someone posts a comment that confuses you, just ask what they mean. Discussion boards are intended to represent dialog.

My role in discussion boards:

You'll get most of your comments this semester from me about your end of the chapter assignments and reflections. As would be the case in a traditional classroom, when you are interacting in a discussion with a group of classmates, your professor should not have the final or definitive voice.

Format:

It is important to keep all of the discussions under the same heading. This is called a "threaded discussion." In order to keep all responses that are related together, do not start a new posting with your answers. We want all discussions to continue under the same heading until a new discussion begins.

Incomplete Coursework:

To designate a student's work in a course as incomplete at the end of a term, instructors record the incomplete grade (I). Candidates may receive this grade only when serious illness, hardship, death in the immediate family, or military service during the semester in which they are registered prevents them from completing course requirements. In addition, to receive an incomplete, a student must have completed a majority of the course's major requirements. Unless extenuating circumstances dictate otherwise, candidates must initiate requests for an incomplete by filing out an Incomplete Grade Completion Contract, which requires the student and faculty signature.

The Incomplete Grade Completion Contract cites the reason(s) for the incomplete and details the specific obligations the student must meet to change the incomplete to a letter grade. If candidates agree to complete required work prior to the normal deadline for making up an incomplete – the end of the subsequent semester – this date must appear in the contract. The division chair, the instructor, and the student receive signed copies of the incomplete Grade Completion Contract.

Even if the student does not attend Peru State College, all incomplete course work must be finished by the end of the subsequent semester. Unless Faculty Senate approves an extension, if the student does not fulfill contract obligations in the allotted time, the incomplete grade automatically becomes an F.

Candidates who have filed an application for graduation are not eligible for a grade of Incomplete.

Accommodation Statement:

The Rehabilitation Act of 1973 (public law 93-112) section 504, provides that “no otherwise qualified disabled individual in the United States...shall solely by reason...disabled, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.”

It is the student’s responsibility to notify the institution of any special circumstances that would affect his/her ability to compete equally in the college environment. Learning disabilities must be appropriately documented.

Candidates are encouraged to self-identify at the earliest possible time upon enrollment at Peru State College. Candidates should contact the Center for Achievement and Transition Services (CATS) in order to present documentation and request appropriate accommodation.

Following the verification of diagnosis and documentation, PSC personnel will work with the student to provide the appropriate accommodation.

Academic Dishonesty:

(Revised and approved by the Academic Deans Council 5/14/2003)

- a) Academic integrity is a basic principle that requires the student to take credit only for ideas and efforts that are his/her own. It is dishonest to submit materials in assignments, exams, or other academic work that is based on sources prohibited by the faculty member. Students are entirely responsible for demonstrating to the faculty member’s satisfaction, that all work submitted for evaluation belongs to the student or is properly documented. Academic dishonesty, or cheating, shall include, but is not limited to, situations in which a student:
 - 1) Refers during an academic evaluation to material sources not authorized by the faculty member.
 - 2) Utilizes devices during an academic evaluation that are not authorized by the faculty member.
 - 3) Provides assistance to another student or receives assistance from another student during an academic evaluation in a manner not authorized by the faculty member.
 - 4) Presents as his/her own the ideas or words of another person without customary and proper acknowledgment of sources, commonly called plagiarism.
 - 5) Knowingly permits his/her words to be submitted by another person without the faculty member’s specific permission.
 - 6) Acts as a substitute or utilizes a substitute in any academic evaluation.
 - 7) Fabricates data in support of laboratory or field work.
 - 8) Possesses, buys, sells, obtains, or uses a copy of any materials intended to be used as an instrument of academic evaluation in advance of its administration. This includes online posting of papers, essays, exams, etc. online or hardcopy.
 - 9) Alters grade records of his/her own or another student work in a course or a component of a course.
- c) Instances of academic dishonesty may be discovered in a variety of ways. Faculty members who assign written work ordinarily check citations for accuracy, run data base and online checks, and may simply recognize familiar passages that are not cited. They may observe students in the act of cheating. Other students, faculty, or staff may become aware

of instances of cheating. All persons who observe or otherwise know about instances of cheating are expected to report such instances to the proper instructor or Dean.

d) Penalties for instances of academic dishonesty:

1. The faculty member, at his or her discretion, may a) assign a failing grade for the assignment; b) assign a failing grade for the course, c) recommend to the appropriate Dean that the student's transcript reflect a course failure for reasons of academic dishonesty, d) request that the appropriate Dean recommends to the President that the offending student be suspended for one semester or, in particularly egregious cases, permanently expelled from the College.
2. A faculty member need present only basic evidence of academic dishonesty. There is no requirement for proof of intent. Students are responsible for understanding the tenets of academic honesty and integrity.
3. Students may appeal penalties for academic dishonesty using the process established for Appeal of Grades (Section 1.A.4)

Turnitin.com

In order to promote academic integrity, the college subscribes to an electronic service to review papers for the appropriate citations and originality. Key elements of submitted papers are stored electronically in a limited access database and thus become a permanent part of the material to which future submissions are compared. Continued enrollment in a course signifies your permission for this use of your written work. Should you not wish to agree to this procedure, you may drop the course during the add/drop period before any works are completed and submitted.

Rubrics for Digital Media Corner Chapter 3 and 5 Projects

Rubric Made Using:

RubiStar (<http://rubistar.4teachers.org>)

See following pages . . .

Digital Storytelling : Digital Media Corner - Chapter 3 Rubric

Student Name: _____

| Grade (out of 30 points) | | 0 | | |
|------------------------------|---|---|---|---|
| CATEGORY | 6 | 5-4 | 3-2 | 1 |
| Economy | The story is told with exactly the right amount of detail throughout. It does not seem too short nor does it seem too long. | The story composition is typically good, though it seems to drag somewhat OR need slightly more detail in one or two sections. | The story seems to need more editing. It is noticeably too long or too short in more than one section. | The story needs extensive editing. It is too long or too short to be interesting. |
| Images | Images create a distinct atmosphere or tone that matches different parts of the story. At least 10 images were used. If text is used, it is easy to read and adds to the photo. | Images create an atmosphere or tone that matches some parts of the story. At least 8 images were used. If text is used, it is easy to read and adds to the photo. | An attempt was made to use images to create an atmosphere/ tone but it needed more work. At least 6 images were used. If text is used, it is difficult to read and adds to the photo. | Little or no attempt to use images to create an appropriate atmosphere/ tone. Less than 6 images were used. |
| Voice - Conversational Style | All slides are narrated. Uses a conversational style throughout. | Uses a conversational style the majority (85-95%) of the time | Uses a conversational style most (70-84%) of the time. | Presentation style is primarily monologue. No narrations present. |
| Music and Transitions | Music and transitions are present on all slides. | Music and transitions are present on 8 slides. | Music and transitions are present on 6 slides. | No attempt has been made to add music or transitions. |
| Duration of Presentation | Length of presentation was 1-2 minutes. | Length of presentation was 45 - 60 seconds. | Length of presentation was 30 - 45 seconds. | Presentation was less than 30 seconds long OR more than 4 minutes. |

Total Points

Comments:

DMC Chapter 5 – Non-linear PowerPoint

Student Name:

Total Points:

| CATEGORY | 6 | 5-4 | 3-2 | 1 |
|--|--|--|--|--|
| Non-Linear Project: A Tutorial, Game or Story | The project is non-linear and contains at least 8 slides. The user may choose the path through the project. All buttons and links work correctly. | The project is non-linear and is 6-8 slides. The user may choose the path through the project. Most (99-90%) buttons and links work correctly. | The project is non-linear and less than 6 slides. The user may choose the path through the project. Many (89-75%) of the buttons and links work correctly. | The project is linear. It contains less than 6 slides or more than 20. Fewer than 75% of the buttons work correctly. |
| Buttons - Navigation | Buttons are appropriately labeled and all similar buttons (e.g., Back, Home, Next, etc.) appear in the same place on different slides. | Buttons are appropriately labeled. Most similar buttons (e.g., Back, Home, Next, etc.) appear in the same place on different slides. | Buttons are appropriately labeled. Placement of buttons appears random from slide to slide. | Buttons are not adequately labeled and placement of buttons appears random from slide to slide. |
| Sounds (movies, music, narration) | Three or more slides have a movie, music or narrations. All sounds improve the content or "feel" of the presentation. All sounds are working. | At least two slides have a movie, music or narration. Some sounds not working correctly. | At least one slide has a movie, music or narration. Sounds that are chosen are appropriate for the topic, but some detract from the overall presentation. | Sounds are not appropriate for the presentation or are not used at all. |
| Graphics/Photos | At 4 or more photos or graphics are used and enhance the project. | 3 photos are used and enhance the project. | 2 photos are used and enhance the project. | No pictures are used OR pictures of poor quality. |
| Curriculum Related | All content throughout the presentation is accurate and related to curriculum. There are no factual errors. Sources are documented in a credits section at the end of the project. | Most of the content is accurate and related to curriculum. Sources are documented in a credits section at the end of the project. | The content is generally accurate and related to curriculum. Sources are not documented in a credits section at the end of the project. | Content is not related to curriculum and/or the sources are missing. |

Total Points:

Comments: