



**THE UNIVERSITY COLLEGE OF THE CAYMAN ISLANDS (UCCI)**  
Teacher Education Department  
Postgraduate Diploma in Education  
**ED560 Technologies in the Classroom**

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**Course Description**

The course in educational technology for teachers will focus on an understanding of the role and use of information, communication and technology (ICT) in teaching students effectively. The implementation of technology as a means of supporting curriculum development is germane to this course. Additionally, participants will be introduced to the practical implementation of technology in the classroom. The sessions will also reflect on the on-going changes in the field of communication and focus on relevant research and best practices in technology.

**Conceptual Framework**

<p style="text-align: center;"><b>UCCI</b> <b>Conceptual Framework for the Teacher Education Unit</b></p> <p>The teacher education department (Early Childhood and Primary Dept., Secondary Department) commits to the preparation of professional teachers who are erudite, caring, reflective, Professionally skilled, and pedagogically sound who will respond to the needs of the diverse culture of the Cayman Islands. The teacher education unit will attempt to prepare teachers who will function effectively as teachers and create an environment for students to learn while providing the necessary support required optimizing learning.</p> <p>The teacher education department values and commits to the preparation of students who will make a contribution to the development of Cayman's human capital. We will therefore strive to nurture in ourselves and student teachers the following:</p> <p style="text-align: center;">Erudite Insight Collaboration Reflection Commitment</p>
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## Course Goals

Course objectives are adapted from Information Technology Programme and the ITALIC programme. At the end of this course candidates should be able to demonstrate:

1. An understanding of the nature and operation of computers and adjunct technology systems and how they relate to teaching and learning effectiveness.
2. How Information and Communications Technologies (ICT) impact the teaching learning process.
3. The use of the computer and common technology devices in the delivery of class lessons.
4. The use of common software in the delivery of courses in the secondary and primary classrooms.
5. The use of learning management systems (LMS) to create a bonfire class in the subject or class to be taught.
6. An awareness of social, legal, ethical and human issues related to the use of computers and related technologies in the classroom.
7. An awareness of the use of instructional principles to explore how the computers and related technologies may be integrated in classroom activities to serve students with diverse backgrounds, characteristics, and abilities e.g. students with disabilities, students from culturally and linguistically diverse backgrounds.

### Required Text:

O'Neil, H. F. & Perez, R. S. (Eds.) (2003) *Technology applications in education: A learning view* Mahwah, NJ: Lawrence Erlbaum Associates

## Course Assignments

1. **Regular class attendance, punctuality, and consistent preparation for and participation in class.** While there will be several lectures/discussions/demonstrations throughout this course, we believe that your active and informed participation energizes your own learning as well as the learning of your classmates. Therefore, it is important that you are prepared and ready to contribute relevant information to the activities during each class. Questions and discussions in class should be thoughtful, focused, sensitive to others, and grounded in the readings for the course. You will receive 10, 5, or 0 points based on the quality of your contribution using the following rubric. **(10% of your grade)**

### Rubric for Attendance and participation

Actively participated in class and online discussions; shows knowledge of assigned readings; actively participated in completing individual or group activities in class <b>10</b>	Participated in class and online discussions on a limited basis; Show some familiarity with assigned readings; participated on a limited basis in completing individual or group activities in class <b>5</b>	Did not participate or was absent <b>0</b>
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**(10% of your grade)**

2. **Class Presentation.** Each student will be responsible for researching, preparing, and leading a class discussion on a designated chapter from the text book. Preparation should include written discussion questions, development of a format for conducting the discussion, an experiential activity (e.g., simulations, visualizations, demonstrations) if relevant to the assignment, and oral and written summary of key points of the discussion for that presentation. Students will also be responsible for preparing any relevant materials. **(See rubric for class presentation below). (15% of your grade)**

**Rubric for Class Presentation Assignment**

**Student's Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

Excellent	Good	Acceptable	Not Acceptable
Introduction is clear 2	Introduction is easy to understand 1	Introduction can be understood 0.5	Introduction is not given or is not easy to understand 0
Clear, complete analysis and synthesis of the assigned reading 2	Review mostly clear, complete, and accurate 1.5	Review somewhat clear, complete, and accurate 1	Review not clear, incomplete, and inaccurate 0.5
Excellent summary and integration of content and technology; Uses several relevant examples and activit(ies) 5	Great summary and integration of content and technology; Uses some examples and activit(ies) 4	Adequate summary and integration of content and technology; Uses few examples and activit(ies) 3	Weak summary and integration of content and technology; Uses few examples and no activity 2
Excellent use of language (e.g., sentences are free of grammatical and spelling errors, and language is professional) 2	Good use of language (e.g., sentences are mostly free of grammatical and spelling errors, and language is professional) 1.5	Adequate use of language (e.g., sentences have several grammatical and spelling errors but language is professional) 1	Unacceptable/Poor use of language (e.g., sentences have substantial grammatical and spelling errors, and language is not professional) 0.5
Professionally organized; progress-ion is effective 2	Organization is fairly logical 1.5	Organization is somewhat disjointed 1	Random, disorganized, and/or poorly organized 0.5
Engaging and persuasive; Involves the listeners 2	Interesting; Sometimes involves the listeners 1.5	Slightly engaging; Seldom involves the listeners 1	Not engaging; Minimally involves the listeners 0.5

**General Comments:** \_\_\_\_\_

3. **Personal Perspective Essay:** Read Chapters 1 & 2 (The landscape and Future ... & Gazing Yet again into the silicon Chip The future of Computers...) by O'Neil and Perez (See your textbook) and use the information to prepare a three-page paper in which you present your views on teaching and learning and how the integration of technology fits within your **own framework**. You may also use other professional literature to support your views. Be prepared to share your work with the class. (**Inquiry, Intellectual growth, Professionalism**) (10%)

**Rubric for Personal Perspective Essay Assignment**

	2.5	5	10	Total
<b>Organization</b>	Sequence of information is difficult to follow. ½,	Student presents information in logical sequence which reader/Listener can follow. (1)	Information in logical, interesting sequence which reader/listener can follow (2)	
<b>Concept of teaching and Learning</b>	Student does not have a grasp of the concepts; student cannot answer questions about concept. ½,	Student is at ease with concepts, but fails to elaborate. (1)	Student demonstrates full knowledge of concepts (more than required). (2)	
<b>Personal View</b>	Reader/Listener is not clear about what is the student's personal perspective ½,	A personal perspective is stated; but fails to elaborate. (1)	A personal perspective is clearly stated and elaborated upon ( 2)	
<b>Grammar and Spelling</b>	Work has four or more spelling errors and/or grammatical errors. ½,	Presentation has no more than two misspellings and/or grammatical errors. (1)	Presentation has no misspellings or grammatical errors. (2)	
<b>References</b>	Work displays no references. ½	Reference section was completed incorrectly (1)	References, written correctly. APA (2)	
			<b>TOTAL</b>	

Comments \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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4. **Web Site:** Design and create a web site using any available authoring software (*see links to free web hosting site below*). Your web site should consist of a minimum of 4 pages. The web site must be appropriate for use by teacher, students, and parents and must include text, images and links. Observe the principles of visual design. Be prepared to share your web site with the class. Use the rubric below adapted from <http://www.uwstout.edu/soe/profdev/webpagerubric.html> to guide your development of the web site. **(Professionalism) (15% of your grade)**

**Rubric for Website Design Assignment**

<b>CRITERIA</b>	<b>Exemplary</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Incomplete</b>
<b>Relevance of Content to Students and Parents</b>	<p>3 points</p> <p>The content has a unique main idea/purpose/theme and includes useful educational information for students and parents.</p> <p>The content is written clearly and concisely and points readers to high quality, up to date pertinent resources. The content is highly informative and provides essential information to the reader. Information is updated frequently and includes the date of the update to emphasize freshness of content. The website showcases students' research projects, data collection assignments, Q&amp;A forums, or other assignments to promote interaction between students, teachers, and parents.</p> <p>The website includes feedback loops such as surveys, forms, or questionnaires.</p> <p>Annotations include motivating questions and advanced organizers that provide the reader with sense of what will be found on each Web page.</p>	<p>2 points</p> <p>The purpose, theme, or main idea of the website is evident with appropriate educational information for students and parents.</p> <p>The content points readers to quality information resources. The content is informative and provides useful information to the reader.</p> <p>The website includes one feedback loop such as a survey, form or questionnaire.</p> <p>There are clear annotations describing Web-based resources so that readers can navigate through the sites easily and locate the needed information.</p>	<p>1points</p> <p>The theme or main idea of the website is vague and does not create a strong sense of purpose or include educational information that students and parent can use.</p> <p>The content points readers to information that does not relate to the purpose or theme of the page. Information is incomplete or inaccurate.</p> <p>The website does not include feedback loops such as surveys, forms, or questionnaires.</p> <p>A few of the annotations are missing or do not describe the resources clearly so that readers can navigate through sites easily and locate the needed information.</p>	<p>0 points</p> <p>The website lacks a clear purpose or central theme and is not useful to students and parents.</p> <p>The content points readers to some information resources which are inaccurate or misleading or inappropriate for the intended audience.</p> <p>The website does not include feedback loops such as surveys, forms, or questionnaires.</p> <p>Several annotations are missing or do not describe what students will find at the site or do not include advanced organizer questions to assist students in navigating easily through sites to locate the needed information.</p>

<p><b>Use of Photos, Graphics, Sound, Animation and Video</b></p>	<p>3 points</p> <p>All of the photographs, graphics, sound and/or video enhance the content and create interest.</p> <p>All photos, graphics, audio and/or video files are high quality images or sound with proper voice projection, appropriate language, and clear delivery. Background audio is kept in balance and does not overpower the primary audio.</p> <p>Information is included concerning the size of the files when providing links to images, sounds, movies, or other files.</p> <p>Creativity and original images enhance the content of the Web pages in an innovative way</p>	<p>2 points</p> <p>Most of the photographs, graphics, sound and/or video enhance the content and create interest.</p> <p>Most of the photos, graphics, audio and/or video files are high quality images or sound and effectively enhance the content and create interest. Background audio is kept in balance and does not overpower the primary audio.</p> <p>Information is included concerning the size of most of the files when providing links to images, sounds, movies, or other files.</p> <p>Most of the files show use of creativity and original images to enhance the content of the Web pages.</p>	<p>1 points</p> <p>A few of the photographs, graphics, sound and/or video are inappropriate for the content and do not create interest.</p> <p>Some of the photos and graphics are not high quality images. A few of the audio and/or video files are edited with inconsistent clarity or sound (too loud/too soft/garbled) and ineffectively enhance reflective statements, do not create interest, and are inappropriate examples for one or more teaching standards. A few files have background audio that overpowers the primary audio.</p> <p>Information is included concerning the size of a few of the files when providing links to images, sounds, movies, or other files.</p> <p>Some use of creativity or original images is evident that enhances the content of the Web pages.</p>	<p>0 points</p> <p>The photographs, graphics, sounds, and/or videos are inappropriate for the content or are distracting decorations that create a busy feeling and detract from the content.</p> <p>Many of the photos and graphics are not high quality images or are not properly edited for Web display. Audio and/or video files are not edited or exhibit inconsistent clarity or sound (too loud/too soft/garbled) and ineffectively enhance reflective statements. The audio and/or video files are inappropriate examples for the content. The background audio overpowers the primary audio.</p> <p>No information is included concerning the size of files when providing links to images, sounds, movies, or other files.</p> <p>No use of original images is evident to enhance content of the Web pages in an innovative way</p>
<p><b>Internal and External Navigation</b></p>	<p>3 points</p> <p>All of the menus, navigation links and all internal links and sections of the website connect back to the home page and/or sitemap.</p> <p>All external links to connecting websites are active and functioning.</p>	<p>2 points</p> <p>Most of the menus, navigation links and internal links to sections of the website connect back to the home page and/or sitemap.</p> <p>Most of the external links to connecting</p>	<p>1 point</p> <p>Some of the menus, navigation links and internal links to sections of the website connect back to the home page and/or sitemap, but in other places the links do not connect to preceding pages or to the original index page.</p>	<p>0 points</p> <p>There are significant problems with menus, navigation links and internal links to sections of the website and few or no connections back to the preceding pages or to the original index page.</p> <p>Many external links to connecting websites are not</p>

	A sitemap/index is provided to make the site easy-to-access.	websites are active and functioning.  A limited sitemap/index is provided.	Some of the external links to connecting websites are not active and functioning.  No sitemap/index is provided.	active and functioning.  No sitemap/index is provided.
<b>Layout and Text Elements</b>	3 points  The typography is easy-to-read and point size varies appropriately for headings and text.  Use of bullets, italics, bold, and indentations enhances readability.  Consistent format extends page-to-page. The layout uses horizontal and vertical white space appropriately.  The background, colors and layout are artful and consistent across the website and enhance the readability of the information presented.	2 points  Sometimes the typography is easy-to-read, but in a few places the use of fonts, point size, bullets, italics, bold, and indentations for headings and subheadings detract and do not enhance readability.  A few minor format inconsistencies decrease readers' accessibility to the content. The layout uses horizontal and vertical white space appropriately in most places.  The background, colors and layout are consistent across the website and make it easy to read the information presented	1 point  The typography is difficult to read and uses too many different fonts, overuse of bold, bullets, italics or lack of appropriate indentations of text.  Some formatting tools are under- or over-utilized and decrease the readers' accessibility to the content. There are several format inconsistencies throughout the website. The layout uses horizontal and vertical white space inappropriately in some places.  The background, colors and layout are distracting and make it difficult to read the information presented	0 points  The text is extremely difficult to read due to inappropriate use of fonts, point size, bullets, italics, bold, and indentations for headings and sub-headings and body text.  Many formatting tools are under- or over-utilized and decrease the readers' accessibility to the content. There are numerous format inconsistencies throughout the website. The layout uses horizontal and vertical white space inappropriately and the content appears cluttered.  The background, colors and layout make the site unattractive, and it is difficult to read the information presented.
<b>Writing Mechanics</b>	3 points  The text has no errors in grammar, capitalization, punctuation, and spelling.	2 points  The text has a few errors in grammar, capitalization, punctuation, and spelling requiring minor editing and revision.	1 point  The text has errors in grammar, capitalization, punctuation, and spelling requiring editing and revision. (4 or more errors)	0 points  The text has many errors in grammar, capitalization, punctuation, and spelling requiring major editing and revision. (more than 6 errors)

5. **Learning Management System (LMS). Lesson units:** Select a grade level in which you will be teaching and develop a lesson you will deliver. The lesson must include; instructions to students or intended audience, resources, quizzes, and other content elements found on Angel and required for completing the lesson. The information and activities included should be relevant for the age group that you are teaching. **You will be expected to use Angel to design the lessons.** (See the rubric below, 15% of your grade)

**Rubric for learning management system's assignment**

<b>Criteria</b>	<b>Partially Proficient ( 5)</b>	<b>Proficient ( 10)</b>	<b>Exemplary ( 15)</b>
Spelling & Grammar	Planned lesson minimally honors rules of spelling and/or grammar. (Three or less errors) <b>(1)</b>	Planned lesson design adequately honors most rules of spelling and/or grammar. (Two or less errors) <b>(2)</b>	Planned lesson honors all rules of spelling and/or grammar. <b>(3)</b>
Use of Available teaching tools	A few of the teaching tools are inappropriate for the content and do not create interest. <b>(1)</b>	Most of the teaching tools enhance the content, create interest and could facilitate learning <b>(2)</b>	All of the teaching tools enhance the content, create interest and facilitate learning. <b>(3)</b>
Objective are clearly stated	Some evidence of connection to the CI National curriculum. Users may learn from this project. <b>(1)</b>	Adequate evidence of connection to the CI National curriculum. Users are likely to learn from this project. <b>(2)</b>	Clear evidence of connection to the CI National curriculum. Frequent and clear references are made to facts, concepts, and cited resources. Users will learn from this project. <b>(3)</b>
Evidence That Objectives Were Met	Little evidence that planned lesson content supports stated objectives. <b>(1)</b>	Some evidence that planned lesson content supports stated objectives <b>(2).</b>	Clear evidence that planned lesson content supports stated objectives. <b>(3)</b>
Subject Knowledge	Some subject knowledge is evident. Some Information is confusing, incorrect, or flawed. <b>(1)</b>	Subject knowledge is evident in much of the planned lesson. Most information is clear, appropriate, and correct. <b>(2)</b>	Subject knowledge is evident throughout the planned lesson. All information is clear, appropriate, and correct. <b>(3)</b>

**Article Review and Summary:** Choose an article that is of interest to you. Topics might be related to the integration of technology in the teaching and learning setting, distance education, the Internet in the classroom, technology and the exceptional student, electronic portfolios, games and simulation software in the classroom, teaching and learning with technology in your specific discipline, technology and classroom administration, ethical, social, implications of the use of technology in the classroom, copyright and technology use in the classroom, among other relevant issues. You will (a) critically review the article and (b) write a 2 page summary. The paper should have two components, the summary of the article and your reflection on how technology will help the teacher in the classroom. **(15% of your grade)**

**Rubric for Article Review and Summary Assignment**

Criteria	Excellent (15)	Proficient (12)	Needs Work (9)	Incomplete (4)
Organized Argument	Logical development, Persuasive <b>(3)</b>	Paragraphs make clear points and develop the thesis in a clear way <b>(2.5)</b>	Paragraphs are incoherent—lack logical connections, Paragraphs are not focused on making a single point <b>(2)</b>	Paragraphs are not related to the thesis <b>(1)</b>
Support for Claims/Evidence	Original and insightful support and evidence <b>(3)</b>	Each point is supported by clearly relevant citations and/or examples <b>(2.5)</b>	Some points are unsupported, Support offered does not relate to the points <b>(2)</b>	No reference to authors or mistaken references to authors <b>(1)</b>
Thoughtful Interpretation of the Literature/article	Analysis, Insight/ Critique, Paraphrases literature/article, Uses few or no direct quotes <b>(3)</b>	Interpretations are clear, accurate, and developed, Discusses literature/article in own words <b>(2.5)</b>	Minimal reference to literature/article, Literature/ article review without interpretation / analysis, Over-reliance on quotes <b>(2)</b>	No reference to authors or mistaken references to authors <b>(1)</b>
Clarity of Expression	Eloquent language, Fluid prose <b>(3)</b>	Sentences are clear and precise and cohesive (connect logically to those before and after them) <b>(2.5)</b>	Use of vague and imprecise language, Ambiguous sentences and expressions, Use of colloquialisms <b>(2)</b>	Sentences are difficult to understand, Misuse of words <b>(1)</b>
APA guidelines	Adheres to APA guidelines <b>(1.5)</b>	Generally adheres to APA guidelines <b>(1)</b>	Occasionally adheres to APA guidelines <b>(½)</b>	Does not adhere to APA guidelines <b>(0)</b>
Correct Grammar/ Mechanics	No errors <b>(1.5)</b>	No systematic errors, Complete citations <b>(1)</b>	Occasional errors in grammar, spelling, punctuation, etc., Incomplete citations <b>(½)</b>	Frequent errors in grammar, spelling, punctuation, etc., No citations <b>(0)</b>

7. **Electronic Portfolio:** Develop a professional electronic portfolio, which includes:
1. Table of Contents. The portfolio contents should reflect the values and commitments of the **(conceptual framework???)**
  2. Your picture (optional).
  3. Curriculum Vitae/Resumé
  4. Statement of your philosophy of education and how instructional technology fits within your own framework of teaching and learning. Support your statement with references from the professional literature.
  5. Samples of lessons/unit plans in which you integrated different technologies.
  6. Annotated bibliography of web and non-web resources that can be used for teaching in your discipline.
  7. Samples of instructional materials (e.g. multimedia materials - PowerPoint, Keynote, Hyper studio, Angel, Websites - etc.)
  8. Article summaries-corrected copies.
  9. Create a video using you tube and create a hotlink to this video. Please use your skills and talents to broaden the ‘youtube’ perspectives.
  10. Add reflections on the artifacts as well as your experience in creating the portfolio.

You may use any of the following or any other tools, with which you are familiar, to create your portfolio: E- portfolio, Microsoft Word; PowerPoint; Dreamweaver and FrontPage. **(20% of your grade)**

**Note: You will need to spend considerable time working outside of class.** Become familiar with the times when the different labs, on campus, are open. **ALWAYS SAVE AS YOU GO ALONG AND BACK UP YOUR WORK!**

**Rubric for Electronic Portfolio Assignment**

	<b>Not at all (5)</b>	<b>Needs Work (10)</b>	<b>Good (15)</b>	<b>Excellent (20)</b>
Content	Several of the required elements are missing. (1)	The site represents an electronic portfolio with some of the required or unrelated elements. (2)	The site clearly represents an electronic portfolio but has elements missing. (3)	The site clearly represents an electronic portfolio and contains all the requirements. (4)
Design	Poor use of colors and graphics. Elements are not easily located. (1)	Some use of colors, sounds and graphics. Usable layout (2)	Creative use of colors, graphics, sound, and links. Good layout (3)	Excellent use of color, graphics, sound, and Internet resources. Excellent presentation. Attractive layout (4)
Layout and Text Elements	The e-portfolio is difficult to read due to inappropriate use of fonts, point size, bullets, italics, bold, and indentations for headings and sub-headings. (1)	The e-portfolio is often difficult to read due to inappropriate use of fonts, point size, bullets, italics, bold, and indentations for headings and sub-headings (2)	The e-portfolio is generally easy to read with appropriate use of fonts, point size, bullets, italics, bold, and indentations for headings and sub-headings. (3)	The e-portfolio is easy to read with appropriate use of fonts, point size, bullets, italics, bold, and indentations for headings and sub-headings. (4)
Grammar and Spelling	Several grammatical and punctuation errors. (1)	Some grammatical and punctuation errors. (2)	Very few grammatical or punctuation errors. (3)	Flawless grammar and punctuation. (4)
Reflections	No reflections present. (1)	Somewhat superficial reflections on artifacts and experiences. (2)	Fairly good reflections on artifacts and experiences. (3)	Excellent reflections on artifacts and experiences. (4)

**Attendance Policy**

Attendance at classes is important. An absence should only occur because of an illness or a serious event.

**Academic Integrity**

Students are expected to maintain the highest standards of honesty in their college work

**Grading**

ASSIGNMENT	POINTS	TOTAL
In-Class participation	10	10
Class Presentation	15	15
Personal Perspective Essay	10	10
Web Site	15	15
(LMS)Angel-Class Assignment	15	15
Article Summaries (1)	15	15
Electronic Portfolio	20	20
<b>TOTAL</b>	<b>100</b>	<b>100</b>

**Letter grades will be assigned according to the following scale:**

Grade	Points	Grade	Points
A	100 – 85	C-	55-59
B+	80-84	D	45-54
B	75-79	F	Below 45
B-	70-74		
C+	65-69		
C	60-64		

### Course Schedule

DATE	MAJOR TOPIC	READINGS/ASSIGNMENTS/ PRESENTATION	Lecturer	Class Presentation List
14/01/11	Introduction and Overview: Angel. Using Productivity Software in the classroom for example, Microsoft Suite  ICT in the Cayman Islands' Classrooms	Lecture demonstration.	Mr. Kevin Hudson 1:00-2:30 Mr. Mark Ray DES, 2:30- 4:00pm	
21/01/11	Technology Standards; Theoretical Foundations.	<b>Personal Perspective Essay Due</b> <a href="http://www.iste.org/AM/Template.cfm?Section=Educator_Resources">http://www.iste.org/AM/Template.cfm?Section=Educator_Resources</a>		
4/02/11	Designing and Planning for Technology Integration.			Chapter 3 Virginia/(Susan)
11/02/11	<b>Internet in the Classroom:</b> Networks and Telecommunications, Web Page, Email, Weblogs/Blogs, Wiki, Listserv			Chapter 5 Sabrina
18/02/11	<b>Internet in the Classroom:</b> Distance education, Virtual Field Trips, Simulations	<b>Website Due</b> Article Review-History of Distance Education by Young		Chapter 4 Stephanie
04/03/11	Multimedia in the Classroom			Chapter 6 Cornelia & Chapter 10 Chantal
18/03/101	Technology trends and the Changing Classroom Environment	<a href="http://www.pewinternet.org/topics.asp?c=10">http://www.pewinternet.org/topics.asp?c=10</a> <a href="http://www.setda.org/web/guest/2009nationaltrendsreport">http://www.setda.org/web/guest/2009nationaltrendsreport</a>		Chapter 7 Mary Ann & Chapter 11 Jodi
25/03/11	Technology and Equity	<b>LMS- Angel lesson Design Due</b>		Chapter 8 Astrid
01/04/11	Assistive and Adaptive Technology.	<b>Article review summary paper Due</b> <b>Class Discussion:</b> Assistive and Adaptive Technology in the Classroom		Chapter 9 Katie
08/04/11	Social, Legal, and Ethical Implications of Technology Use in the Classroom	<b>Electronic Portfolio Due</b> Discuss Copyright, Fair Use, Plagiarism, Share Article review summary Paper and Electronic Portfolio]2		Chapter 13 Rita

### **Some Related Journals/Magazines**

Computer-Assisted English Language Learning Journal  
Education Week  
Educational Technology  
Educational Technology Review  
Educational Technology Research and Development  
Information Technology in Childhood Education Annual  
International Journal on E-Learning  
International Journal of Instructional Media  
Journal of Computers in Mathematics and Science Teaching  
Journal of Educational Computing Research  
Journal of Educational Multimedia and Hypermedia  
Journal of interactive Learning Research  
Journal of Technology and Teacher Education  
Learning and Leading with Technology  
Tech Trends  
T.H.E. Journal

### **Free web hosting sites for developing your website**

<http://www.diino.com/offer01.html>  
<http://members.freewebs.com/>  
<http://www.topcities.com/>  
<http://www.2ip.com/index.htm>  
<http://www.freewebpage.org/>  
[http://www.thefreesite.com/Free\\_Web\\_Space/](http://www.thefreesite.com/Free_Web_Space/) (Many free hosting services found here)

### **Related and useful websites**

<http://rubble.heppell.net/>  
<http://www.youtube.com>  
<http://www.myspace.com>  
<http://www.grouper.com>  
<http://www.imeem.com>  
<http://www.revver.com>  
<http://www.guba.com>  
<http://www.soapbox.msn.com/video.asp>  
<http://www.veoh.com>  
<http://www.brighterfutures.gov.ky/pls/portal/docs/PAGE/MEHHOME/EDUCATION/CURRICULUM/CURRICULUMDOCUMENTS/ICTKS132007DRAFT.PDF>

**Note:** It is highly encouraged to visit the first website and be familiar with it. The Cayman Islands Ministry of education has adopted philosophy that embraces technology adoption and other pedagogical issues embraced by this individual. (<http://rubble.heppell.net>)

### **Adapted from:**

Pearson/Prentice Hall at  
[http://www.phschool.com/professional\\_development/rubrics/electronic\\_portfolio.pdf](http://www.phschool.com/professional_development/rubrics/electronic_portfolio.pdf)  
Phase 1 - Digital Portfolio Rubric at <http://cmacademy.net/phase1.html>  
Electronic Portfolio Web Site Project <http://www.educ.drake.edu/espey/portfolio2001/webrub...>  
Web site Rubric <http://www.uwstout.edu/soe/profdev/webpagerubric.html>  
LMS Rubric <http://www.ncsu.edu/midlink/mm2002.rubric.htm>