

<i>Week # 1</i>	<i>Objectives</i>	<i>Assessment of the Objective</i>	<i>Activities</i>	<i>Teaching Strategies</i>	<i>NYS Performance Indicators</i>	<i>Seat Time total</i>
	Objective 1					
	Students will determine their own initial comfort level with take an online course	Completion of survey, checklist of forums visited	Students will complete a survey of 10 questions on their learning style and prior online learning experiences. Students will explore each forum of the course website	Self directed learning	Key idea 1. Information technology is used to retrieve, process, and communicate information and as a tool to	survey 10 minutes, checklist of forums 10 minutes
	Objective 2					
	Students will be able to identify a scientific misconception	Paragraph describing misconception, sentence evaluating posting	Students will recall a misconception they had as a child. Students will read and evaluate if another student's posting is a misconception.	Case Study and forum.	MST Standard 1 Scientific Inquiry The central purpose of	paragraph 25 minutes response 5 minutes
	Objective 3					
	Students will be able to discuss their role in their childrens' learning	1-2 paragraphs description, response to student posting	Students will write 1-2 paragraphs describing the ways learning takes place in their class. They will classify this learning as teacher directed or child directed. Students must comment on another student posting.	Discussion group.	ELA Standard 2. Speaking and writing to acquire and transmit information requires asking probing and clarifying	writing paragraphs 35 minutes. response 10 minutes
	Objective 4					
	Students will introduce themselves	Paragraph and photograph. Comments on other profile	Students will write a paragraph to introduce themselves and their class (grade, subject etc.) Students will post a photograph of themselves to their profile. Students will comment on another student's profile.	Self directed learning	MST Standard 2 Key idea 1. Information technology is used to retrieve, process, and communicate information and as a tool to	writing paragraph posting 15 minutes. picture 5 minutes. Comment 5minutes
	How does learning change what knowledge we hold on to?					
	• Do teachers shape student learning?					
<i>Week #2</i>	<i>Objectives</i>	<i>Assessment of the Objective</i>	<i>Activities</i>	<i>Teaching Strategies</i>	<i>NYS Performance Indicators</i>	<i>Seat Time total</i>
	Objective 1					
	Students will apply their understanding of science misconceptions to their own class	List of 6 misconceptions	Students will explore the website links to identify misconceptions that students have at their grade level	Self Directed Learning.	MST Standard 4 PS or LE Key Ideas and indicators met will depend on the topics selected by participants	exploring website 25 minutes. creating list 5 minutes
	Objective 2					
					ELA Standard 1.	reading

	Students will be able to describe how concept cartoons can be used in assessing childrens ideas. Objective 3	3 objectives that have been restated in own words. Discussion and comments on cartoon evaluation.	Students will read the article explaining the idea behind concept cartoons and restate 3 of the objectives that the author identified as significant. Comment on another student's posting. Students will evaluate one of the concept cartoon exemplars.	Forum.	Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations; and using knowledge from	article 10 minutes, restating objectives 15 minutes, comment 5 minutes, evaluate exemplar 15 minutes
	Students will identify which topics they will use for their project on children's learning. • Do teachers shape student learning?	Outline plan of two concept cartoons. Critique of another students outline with suggestions for refining.	Students will select which two misconceptions from their list which could be translated into a concept cartoon format. Students will plan an outline for their two concept cartoons. Students will critique the outline of another students plans and collaborate to refine it.	Self Directed Learning.	MST Standard 4 PS or LE Key Ideas and indicators met will depend on the topics selected by participants	misconceptions 5 minutes, post of planning outline 45 minutes, critique and suggestions
Week #3	Objectives	Assessment of the Objective	Activities	Teaching Strategies	NYS Performance Indicators	Seat Time total
	Objective 1					
	Students will know how to combine elements in a concept cartoon.	Post of finished cartoons will reflect the following elements: a clearly defined topic, cartoon characters, speech bubbles containing a common misconception related to the topic for each character.	Students will download the character templates and speech bubbles. Students will use the templates to create two concept cartoons in Publisher and post to the group.	Project.	Arts Standard 1 Students will make works of art that explore different kinds of subject matter, topics, themes, and metaphors. Students will understand and use sensory elements, organizational principles, and expressive	Create 2 cartoons 60 minutes
	Objective 2					
	Students will be able to incorporate a concept cartoon in a lesson they have designed.	Post of scanned children's work or file containing interactive white board slides containing evidence of concept cartoons being used as a preassessment of children's knowledge of topic.	Students will write a lesson plan for their class incorporating a concept cartoon. They must collect student work/ Interactive white board comment capture as evidence of use of cartoons	Guided design.	MST Standard 4 PS or LE Key Ideas and indicators met will depend on the topics selected by participants MST Standard 6 Key Idea 2. Models are simplified representations of	write lesson plan 30 minutes, collecting scanning posting work 15 minutes
	Objective 3					
					ELA Standard 1. Listening and reading to	

	Students will be able to discuss how conceptual change occurs.	Citation of web resource. Written 2-3 paragraph summary of conceptual change as measured by a rubric. Contribution to discussion group.	Students will read an article on conceptual change. Students will find one other web resource on the topic. Students will write a 2-3 paragraph summary. Students will post a comment in the discussion group.	Discussion group.	acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations; and using knowledge from oral, written, and electronic	reading article 10 minutes, locating web resource 10 minutes, writing paragraphs 35 minutes, comment 5 minutes
	Objective 4					
	Objective 5					
	Objective 6					
	How does learning change what knowledge we hold on to?					
	• Do teachers shape student learning?					
Week #4	Objectives	Assessment of the Objective	Activities	Teaching Strategies	NYS Performance Indicators	Seat Time total
	Objective 1					
	Students will be able to select appropriate resources for bringing about conceptual change	List of 3 annotated web resources	Students will identify and review 3 web resources on their selected topic that will be used in their class.	Project.	MST Standard 2 Key idea 1. Information technology is used to retrieve, process, and communicate information and as a tool to	identify and annotate web resources 25 minutes
	Objective 2					
	Students will be able to describe how these web resources may be used effectively in the classroom	Chart of resources and teaching strategy. Reflection paragraph on strategies and conceptual change. Discussion post and comments.	Students will complete a chart matching each resource to a teaching strategy. They will then post a reflection on their choice of resource/strategy for conceptual change. Students must comment on the chart of another student.	Discussion group.		complete chart 15 minutes, writing reflection 20 minutes, comment 10 minutes
	Objective 3					

	Students will develop an assessment of learning.	Post of scoring criteria or rubric	Students will identify the scoring criteria they will use to gauge changes in children's thinking and describe how they will be used.	Project part of above.		identify develop scoring criteria or rubric 45 minutes, write description 15 minutes
	Objective 4					
	Objective 5					
	Objective 6					
	How does learning change what knowledge we hold on to?					
Week #5	Objectives	Assessment of the Objective	Activities	Teaching Strategies	NYS Performance Indicators	Seat Time total
	Objective 1					
					MST Standard 2 Key idea 1. Information	teach

	Students will know how to assess if learning has occurred. Objective 2	Post of scanned children's work or file containing interactive white board slides containing evidence of concept cartoon being used as a post assessment of children's knowledge of topic and written case study report.	Students will carry out their lesson plan in a classroom setting. Students will observe and record the response of the children to the lesson (video then scribe relevant portions) Students will use a concept cartoon as part of a post assessment on the topic. Students write a case study report of the lesson. Review case study of another person.	Case Study.	technology is used to retrieve, process, and communicate information and as a tool to enhance learning. Students: • use a variety of equipment and software packages to enter, process, display, and communicate	lesson collect appropriate evidence of learning 60 minutes , writing case study report 60 minutes, review other case study 15 minutes
	Students will be able to defend their assessment with examples. Objective 3	2-3 Paragraph reflection. Three childrens work exemplars which do not meet, meet, and exceed scoring criteria expectations. Discussion and comments	Students will write a 2-3 paragraph reflection on their own lesson, including at least three samples of children's work.	Forum.	ELA Standard 2. Speaking and writing to acquire and transmit information requires asking probing and clarifying questions, interpreting information in one's own	written reflection and posting student work 60 minutes
	Objective 4					
	Objective 5					
	Objective 6					
	How does learning change what knowledge we hold on to? • Do teachers shape student learning?					
Week # 6	Objectives	Assessment of the Objective	Activities	Teaching Strategies	NYS Performance Indicators	Seat Time total
	Objective 1				ELA Standard 1. Listening and reading to	

	Students will be able to evaluate evidence as to how effectively children's ideas changed.	2-3 paragraphs on a case study and student work samples. Discussion and comments	Students will review a case study (not their own) and children's samples. They will write 2-3 paragraphs, judging if the samples shows that children's ideas changed, and if learning occurred. Comment on another student's posting.	Self Directed learning.	acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and	revise case study and writing 2-3 paragraphs. 60 minutes. Comment 10 minutes
	Objective 2					
	Students will evaluate their role in shaping student learning	Sentences on feelings about concept cartoons. Discussion and comments.	Students will write a couple of sentences stating their feelings about the use of concept cartoons for the identification of children's misconceptions. Response to another student's posting.	Forum.		sentences 10 minutes. Comment 5 minutes.
	Objective 3					
	complete OLA evaluation					
						15 minutes
	Objective 4					
	Objective 5					
Objective 6						
	How does learning change what knowledge we hold on to?					
	• Do teachers shape student learning?					