

Kristina A. Holzweiss - Digital Textbooks				
	ASSIGNMENTS	ASSESSMENTS	STANDARDS	SEAT TIME
Week 1				
Essential Questions: What are the advantages to using a digital textbook in the classroom?				
Outcome/Goal: Create a common base of understanding the strengths of digital textbooks versus print textbooks.				
Objective 1: The participants will be able to reflect on the proposed future obsolescence of print media.	Read the short story "The Fun They Had" by Isaac Asimov. Write a reflection and post it in the discussion area. Make a comment on another participant's reflection.	The participants will successfully post their reflection. They will make a meaningful comment about another reflection.	ELA Standard 2: Language for Literary Response and Expression. Students will read, write, listen, and speak for literary response and expression. Information Literacy Standards for the 21st Century Learner Standard 4: Pursue personal and aesthetic growth.	40 minutes

<p>Objective 2: The participants will be able to analyze the current literature about digital media.</p>	<p>Read and summarize an article (list to be provided). Reflect on 3 important points that you learned from the article that you can apply to your own lessons. Post your reflection in the discussion area. Make a comment on another participant's reflection.</p>	<p>The participants will reflect on 3 points, and show a connection to their own classroom. They will successfully post their reflection. They will make a meaningful comment about another reflection.</p>	<p>ELA Standard 1: Language for Information and Understanding. Students will read, write, listen, and speak for information and understanding. Information Literacy Standards for the 21st Century Learner Standard 1: Inquire, think critically, and gain knowledge.</p>	<p>40 minutes</p>
--	--	---	--	-------------------

<p>Objective 3: The participants will be able to determine the essential parts of a digital textbook.</p>	<p>Visit an online digital textbook (link to be determined). What are the essential components of a digital textbook? How do you plan to use your digital textbook in the classroom? What problems do you think you might face?</p>	<p>The participants will connect the digital textbook to their curriculum and grade level. The participants will explain their concerns, while connecting their reflection to their classroom.</p>	<p>ELA Standard 3: Language for Critical Analysis and Evaluation Students will read, write, listen, and speak for critical analysis and evaluation. MST Standard 5: Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs. Information Literacy Standards for the 21st Century Learner Standard 1: Inquire, think critically, and gain knowledge.</p>	<p>30 minutes</p>

Week 2				
Essential Questions: How will you use TrackStar to create your own digital textbook?				
Outcome/Goal: Learn how to navigate the TrackStar environment.				

<p>Objective 1: The participants will be able to demonstrate their ability to navigate a Track.</p>	<p>Visit a Track (to be determined) and complete the activities indicated.</p>	<p>The participants will visit a Track, read the information, answer the questions, and submit their correct answers as an attachment.</p>	<p>ELA Standard 1: Language for Information and Understanding. Students will read, write, listen, and speak for information and understanding.</p> <p>MST Standard 5: Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs.</p> <p>Information Literacy Standards for the 21st Century Learner Standard 1: Inquire, think critically, and gain knowledge.</p>	<p>30 minutes</p>
---	--	--	--	-------------------

<p>Objective 2: The participants will be able to evaluate the effectiveness of a Track.</p>	<p>Determine how the activities in the Track satisfy or do not satisfy Bloom's Taxonomy of Learning.</p>	<p>The participants will evaluate the merit of a Track through Bloom's Taxonomy. They will explain which levels of Bloom's taxonomy the Track addresses. They will submit their analysis as an attachment.</p>	<p>ELA Standard 3: Language for Critical Analysis and Evaluation. Students will read, write, listen, and speak for critical analysis and evaluation. Information Literacy Standards for the 21st Century Learner Standard 2: Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.</p>	<p>30 minutes</p>
<p>Week 3</p>				
<p>Essential Questions: What is the focus of your Track?</p>				
<p>Outcome/Goal: Define a focus for your Track, and determine the student outcomes.</p>				

<p>Objective 1: The participants will develop a focus for their Track.</p>	<p>Visit other Tracks related to your topic to determine which elements you can incorporate into your unique Track. Make a list of 3 related Tracks, and comment on them. Post a description of your unique Track in the discussion area, and comment on another participant's description.</p>	<p>The participants will find 3 related Tracks and submit their opinion about each of them. The participants will develop an idea for their own Track and successfully post it. The participants will make a meaningful comment about another description.</p>	<p>ELA Standard 3: Language for Critical Analysis and Evaluation. Students will read, write, listen, and speak for critical analysis and evaluation.</p> <p>MST Standard 5: Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs.</p> <p>Information Literacy Standards for the 21st Century Learner Standard 1: Inquire, think critically, and gain knowledge.</p>	<p>60 minutes</p>
--	---	--	--	-------------------

<p>Objective 2: The participants will be able to determine the objectives for their Track.</p>	<p>Make a list of student outcomes. What should all students learn from your Track?</p>	<p>The participants will create a list of 5 outcomes that all students should learn from the Track. They will submit their work as an attachment.</p>	<p>ELA Standard 1: Language for Information and Understanding. Students will read, write, listen, and speak for information and understanding. ELA Standard 3: Language for Critical Analysis and Evaluation. Students will read, write, listen, and speak for critical analysis and evaluation.</p>	<p>30 minutes</p>
--	---	---	--	-------------------

<p>Objective 3: The participants will be able to determine the objectives for their Track.</p>	<p>Make a list of student outcomes. What challenging information should your above average students learn?</p>	<p>The participants will create a list of 2 - 3 student outcomes that above average students should learn from the Track. They will submit their work as an attachment.</p>	<p>ELA Standard 1: Language for Information and Understanding. Students will read, write, listen, and speak for information and understanding.</p> <p>ELA Standard 3: Language for Critical Analysis and Evaluation. Students will read, write, listen, and speak for critical analysis and evaluation.</p> <p>Information Literacy Standards for the 21st Century Learner</p> <p>Standard 2: Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.</p>	<p>20 minutes</p>

Week 4				
Essential Questions: How can we incorporate a variety of Web sites and multimedia into a unit for our students?				

<p>Outcome: Find reputable sites related to the topic of focus.</p>	<p>*Note: Instructor provides a list of "best places" to find useful sites and resources.</p>	<p>The participants will create a preliminary annotated list of 10 sites that they may use for their Track. They will submit their work as an attachment.</p>	<p>ELA Standard 3: Language for Critical Analysis and Evaluation. Students will read, write, listen, and speak for critical analysis and evaluation. MST Standard 5: Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs. Information Literacy Standards for the 21st Century Learner Standard 1: Inquire, think critically, and gain knowledge.</p>	<p>60 minutes</p>
---	---	---	--	-------------------

<p>Objective 1: The participants will be able to find resources for minimal understanding of the topic of focus.</p>	<p>Make a list of 3 sites, and 3 questions for each site. All students should be able to complete these tasks for minimal understanding.</p>	<p>The participants will create a list of 3 sites and 3 questions for each site. Each site and question must satisfy a student outcome described in week 3. The participants may modify their objectives, as this digital textbook is a work in progress. They will submit their work as an attachment.</p>	<p>ELA Standard 1: Language for Information and Understanding. Students will read, write, listen, and speak for information and understanding. ELA Standard 3: Language for Critical Analysis and Evaluation. Students will read, write, listen, and speak for critical analysis and evaluation. MST Standard 5: Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs.</p>	<p>60 minutes</p>
--	--	---	---	-------------------

<p>Objective 2: The participants will be able to find resources for average understanding of the topic of focus.</p>	<p>Make a list of 2 additional sites, and 2 questions for each site. Average students should be able to complete these additional tasks for standard understanding.</p>	<p>The participants will create a list of 2 sites and 2 questions for each site. Each site and question must satisfy a student outcome described in week 3. The participants may modify their objectives, as this digital textbook is a work in progress. They will submit their work as an attachment.</p>	<p>ELA Standard 1: Language for Information and Understanding. Students will read, write, listen, and speak for information and understanding.</p> <p>ELA Standard 3: Language for Critical Analysis and Evaluation. Students will read, write, listen, and speak for critical analysis and evaluation. MST Standard 5: Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs.</p>	<p>40 minutes</p>
--	---	---	--	-------------------

<p>Objective 3: The participants will be able to find resources for above average understanding of the topic of focus.</p>	<p>Make a list of 1 additional site, and 2 questions for this site. Above average students should be able to complete this additional tasks for above average understanding.</p>	<p>The participants will create a list of 1 site and 2 questions for this site. Each site and question must satisfy a student outcome described in week 3. The participants may modify their objectives, as this digital textbook is a work in progress. They will submit their work as an attachment.</p>	<p>ELA Standard 1: Language for Information and Understanding. Students will read, write, listen, and speak for information and understanding.</p> <p>ELA Standard 3: Language for Critical Analysis and Evaluation. Students will read, write, listen, and speak for critical analysis and evaluation. MST</p> <p>Standard 5: Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs.</p> <p>Information Literacy Standards for</p>	<p>25 minutes</p>
--	--	--	---	-------------------

<p>Objective 3: The participants will be able to use TrackStar to create their digital textbooks.</p>	<p>Use the sites you have found, and the questions you have written to create a digital textbook. Visit the online tutorial to learn about how to use TrackStar: http://trackstar.4teachers.org/trackstar/help/tutorial/main.jsp</p>	<p>The participants will successfully create a digital textbook using TrackStar.</p>	<p>MST Standard 5: Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs. Information Literacy Standards for the 21st Century Learner Standard 1: Inquire, think critically, and gain knowledge.</p>	<p>120 minutes</p>
<p>Week 5</p>				
<p>Essential Questions: How can we use print to complement our digital textbook?</p>				
<p>Outcome: Create worksheets to complete this TrackStar unit.</p>				

<p>Objective 1: The participants will be able to assess their students' prior knowledge before using the digital textbook.</p>	<p>Create an anticipation guide or knowledge survey of 10 statements relating to all of the tasks of the Track. *Note - examples will be provided.</p>	<p>The participants will create an anticipation survey of 10 statements that are directly related to the outcomes described in week 3. The participants may modify their objectives, as this digital textbook is a work in progress. They will submit their work as an attachment.</p>	<p>ELA Standard 4: Language for Social Interaction. Students will read, write, listen, and speak for social interaction. Information Literacy Standards for the 21st Century Learner Standard 2: Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.</p>	<p>30 minutes</p>
--	--	--	---	-------------------

<p>Objective 2: The participants will be able to provide support for their students.</p>	<p>Create a graphic organizer or a chart for the students to organize the information that they learned. *Note - examples will be provided.</p>	<p>The participants will create a graphic organizer with at least 5 spaces for students to write in. This must be directly related to the outcomes described in week 3. The participants may modify their objectives, as this is a work in progress. They will submit their work as an attachment.</p>	<p>ELA Standard 1: Language for Information and Understanding. Students will read, write, listen, and speak for information and understanding.</p>	<p>30 minutes</p>
--	---	--	---	-------------------

<p>Objective 3: The participants will be able to assess what their students have learned from the Track.</p>	<p>Create a quiz based on the Track to determine the students' level of achievement (minimal, average, and above average). *Note - examples will be provided.</p>	<p>The participants will create a 10 question quiz (multiple choice, fill-ins, matching, or true and false) that is directly related to the outcomes described in week 3. The participants may modify their objectives, as this is a work in progress. They will submit their work as an attachment.</p>	<p>ELA Standard 1: Language for Information and Understanding. Students will read, write, listen, and speak for information and understanding. Information Literacy Standards for the 21st Century Learner Standard 2: Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.</p>	<p>45 minutes</p>
<p>Week 6</p>				
<p>Essential Questions: How can you justify using a digital textbook in your classroom?</p>				
<p>Outcome: Show how a digital textbook supports student learning.</p>				

<p>Objective 1: The participants will be able to demonstrate the validity of their digital textbook.</p>	<p>Make a list of all content-area standards that are addressed by your digital textbook: http://www.emsc.nyed.gov/ciai/pub/standards.pdf</p>	<p>The participants will create a list of content specific standards directly related to the outcomes described in week 3. They will submit their work as an attachment.</p>	<p>ELA Standard 3: Language for Critical Analysis and Evaluation. Students will read, write, listen, and speak for critical analysis and evaluation. Information Literacy Standards for the 21st Century Learner Standard 1: Inquire, think critically, and gain knowledge.</p>	<p>20 minutes</p>
--	--	--	--	-------------------

<p>Objective 2: The participants will be able to demonstrate the validity of their digital textbook.</p>	<p>Since all digital textbooks require students to read, write, and use technology make sure to include standards for English language arts and technology: http://www.emsc.nysed.gov/ciai/pub/standards.pdf</p>	<p>The participants will create a list of at least 2 additional standards, 1 in ELA and 1 in technology. The standards must be directly related to the outcomes described in week 3. They will submit their work as an attachment.</p>	<p>ELA Standard 3: Language for Critical Analysis and Evaluation. Students will read, write, listen, and speak for critical analysis and evaluation. Information Literacy Standards for the 21st Century Learner Standard 1: Inquire, think critically, and gain knowledge.</p>	<p>20 minutes</p>
--	--	--	---	-------------------

<p>Objective 3: The participants will be able to demonstrate the validity of their digital textbook.</p>	<p>Since all digital textbooks require students to find and use information, make sure to include standards for information literacy: http://www.ala.org/ala/mgrps/divs/aasl/guidelinesandstandards/learningstandards/AASL_Learning_Standards_2007.pdf</p>	<p>The participants will create a list of at least 1 additional standard in information literacy. This standard must be directly related to the outcomes described in week 3. They will submit their work as an attachment.</p>	<p>ELA Standard 3: Language for Critical Analysis and Evaluation. Students will read, write, listen, and speak for critical analysis and evaluation. Information Literacy Standards for the 21st Century Learner Standard 1: Inquire, think critically, and gain knowledge.</p>	<p>20 minutes</p>
<p>Week 7</p>				
<p>Essential Questions: Have you successfully completed a meaningful digital textbook?</p>				
<p>Outcome: Create a digital textbook that satisfies the requirements of the course.</p>				

<p>Objective 1: The participants will be able to evaluate their own work.</p>	<p>Evaluate your digital textbook according to the rubric provided.</p>	<p>The participants will honestly rate their digital textbook according to the rubric scale. They will post their reflection in the discussion area.</p>	<p>ELA Standard 3: Language for Critical Analysis and Evaluation. Students will read, write, listen, and speak for critical analysis and evaluation. Information Literacy Standards for the 21st Century Learner Standard 1: Inquire, think critically, and gain knowledge.</p>	<p>30 minutes</p>
---	---	--	--	-------------------

<p>Objective 2: The participants will be able to use feedback from others.</p>	<p>Post the link to your digital textbook on TrackStar to the discussion area. Participants make constructive suggestions about another digital textbook.</p>	<p>The participants will successfully post their completed digital textbook. They will visit a digital textbook of another participant, and post a meaningful suggestion in the discussion area.</p>	<p>ELA Standard 3: Language for Critical Analysis and Evaluation. Students will read, write, listen, and speak for critical analysis and evaluation. MST Standard 5: Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs. Information Literacy Standards for the 21st Century Learner Standard 1: Inquire, think critically, and gain knowledge.</p>	<p>30 minutes</p>
--	---	--	--	-------------------

<p>Objective 3: The participants will be able to submit a completed digital textbook.</p>	<p>Modify your digital textbook, as needed, using comments from other participants. Submit your completed digital textbook.</p>	<p>The participants will make any necessary changes, and submit the final product.</p>	<p>ELA Standard 3: Language for Critical Analysis and Evaluation. Students will read, write, listen, and speak for critical analysis and evaluation.</p> <p>MST Standard 5: Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs.</p> <p>Information Literacy Standards for the 21st Century Learner</p> <p>Standard 3: Share knowledge and participate ethically and productively as members of our democratic</p>	<p>75 minutes</p>
<p>COURSE EVALUATION</p>				<p>15 minutes</p>