

	Assignments	Assessments	NYSLs	Time in a bottle	Time in a bottle explained (if necessary)
Week 1					
What can students do to show what they know?					
Getting Started and an Intro to Google					
Account Creation will occur.	After viewing a short podcast, participants will create a Gmail account and email the instructor.	Upon completion of account creation, participant must email facilitator from new account.	MST Standard 7: Interdisciplinary Problem Solving Students will apply knowledge and thinking skills of MST to address real-life problems and make informed decisions.	40	
Participants will distinguish which tools available are useful.	Participants will complete a short "scavenger hunt" throughout the Google site to see all the tools available. Once the scavenger hunt is completed, they must report back stating which tools they predict will be the most effective in their classroom, and why. They must return back to respond to two other participants' responses.	The scavenger hunt must be posted on the forum. Three tools must be spoken about (either positive or negative). Participants must react to two "responses".		65	

Week 2

What can students do to show what they know?

Impact of Web 2.0					
Participants will Identify trailblazers of the Web 2.0 movement in education.	After viewing two videos and surfing the sites of Rushton Hurley, Will Richardson, and Bernie Dodge, participants will reflect on how instructional technology has impacted those three teacher's classrooms.	Teachers must reflect either positively or negatively to how Web 2.0 has impacted these three teachers' classrooms.	ELA Standard 3: Language for Critical Analysis and Evaluation As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria.	85	25 mins per trailblazer and 10 mins for reflection
Participants will analyze how Web 2.0 connects to their classroom.	They will also comment on a few "points" they learned that they can take into their classroom. They must come back and comment on two or three others' responses.	They must translate their findings into how Web 2.0 can work in their classroom. They must mention more than 3 "points" to receive a stellar grade. 2-3 would be average. They must also respond to two or three other's "response points".	As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to present, from a variety of perspectives, their opinions and judgments on experiences, ideas, information and issues.	45	must return 3 times and reflect on classmates' work

Week 3

What can students do to show what they know?

Docs/Web History/Gmail

<p>Participants will identify the use of each of the above tools.</p>	<p>Participants will be asked to enable the use of the above tools. Each tool must be utilized. For Docs-participants must collaborate a document with the instructor. Web History-after viewing a short video, participants must enable web history, and see how this tool can be used in the classroom. Gmail-participants will need to learn the use of Gmail, as much of remainder of the coursework will be shared through this Gmail account.</p>	<p>Participants must reflect on what they've learned, stating what they added to their accounts.</p>	<p style="text-align: center;">MST Standard 7: Interdisciplinary Problem Solving Students will apply knowledge and thinking skills of MST to address real-life problems and make informed decisions.</p>	60	15 minutes per tool and 15 minutes to input their own info
<p>Participants will verify the instructional impact of the above tools.</p>	<p>Once their exploration activities have been completed, participants must return back to the course and comment on the instructional impact on their classroom, and respond to two or three others' responses.</p>	<p>Participants must now reflect on how these tools can be used in their classrooms. Either positively or negatively, responses must be reflected on. Suggestions made to others should be made in their reactions to each others responses.</p>			75

Week 4

What can students do to show what they know?

iGoogle homepage/Google Fun Stuff/Calendar

<p>Participants will identify the use of each of the above tools.</p>	<p>Participants will be asked to enable the use of the above tools. Each tool must be utilized. For iGoogle Homepage- after a short video participants must create their iGoogle homepage, take a screen shot of it, and submit it on the forums. Fun stuff in Google will also be shown, to gauge the usefulness of this resource. Calendar- participants must enable the calendar, and subscribe to the course calendar (instructions in a short video) and add their birthday to that class calendar.</p>	<p>Participants must reflect on what they've learned, stating what they added to their accounts.</p>	<p style="text-align: center;">MST Standard 7: Interdisciplinary Problem Solving Students will apply knowledge and thinking skills</p>	<p style="text-align: center;">60</p>	<p>15 minutes per tool and 15 minutes to input their own info</p>
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<p>Participants will verify the instructional impact of the above tools.</p>	<p>Once their exploration activities have been completed, participants must return back to the course and comment on the instructional impact on their classroom, and respond to two or three others' responses.</p>	<p>Participants must now reflect on how these tools can be used in their classrooms. Either positively or negatively, responses must be reflected on. Suggestions made to others should be made in their reactions to each others responses.</p>	<p>of MSI to address real-life problems and make informed decisions.</p>	<p>60</p>	<p>Must return 3 times for reflection</p>
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Week 5

What can students do to show what they know?

Blogger/Picasa/Groups/Pages

<p>Participants will identify the use of each of the above tools.</p>	<p>This week's modules will be a little more in-depth than week's past, and much of the time will be spent exploring these more difficult portions. After seeing a short video encompassing each of these portions, participants must choose 2 of the four that will have the most impact on their instruction, and begin building within those modules.</p>	<p>Participants must reflect on what they've learned, stating what they added to their accounts.</p>	<p style="text-align: center;">MST Standard 7: Interdisciplinary Problem Solving Students will apply knowledge and thinking skills of MST to address real-life problems and make informed decisions.</p>	95	20 minutes per tool and 15 minutes to input their own info
<p>Participants will verify the instructional impact of the above tools.</p>	<p>Once their exploration activities have been completed, participants must return back to the course and comment on the instructional impact on their classroom, and respond to two or three others' responses.</p>	<p>Participants must now reflect on how these tools can be used in their classrooms. Either positively or negatively, responses must be reflected on. Suggestions made to others should be made in their reactions to each others responses.</p>			60

Week 6

What can students do to show what they know?

Collaboration/ Demonstration

<p>Participants will formulate a digital portfolio.</p>	<p>Building on the weeks before, participants must continue to tweak how Google is impacting their instruction. They must compile either a Picasa portfolio, Docs portfolio, or a classroom Blog.</p>	<p>The facilitator must be either collaborated with (docs), allowed to view (Blogger), or invited to view (Picasa) in order to receive credit.</p>	<p>ELA Standard 2: Language for Literary Response and Expression</p> <p>Students will read and listen to oral, written, and electronically produced texts and performances from American and world literature; relate texts and performances to their own lives; and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent. As speakers and writers, students will use oral and written language that follows the accepted conventions of the English language for self-expression and artistic creation.</p>	75	work on their own portfolio
<p>Participants will build an online environment for classroom use.</p>	<p>They must compile either a classroom Google Group, or a classroom website in Pages. They can incorporate the calendar into their classroom if necessary.</p>	<p>The facilitator must be a member of Google Group or allowed to view the participant's "Pages". Although this is a living document, in order to receive credit, participants must be ready to "go live" for instruction.</p>	<p>Students will read and listen to oral, written, and electronically produced texts and performances from American and world literature; relate texts and performances to their own lives; and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent. As speakers and writers, students will use oral and written language that follows the accepted conventions of the English language for self-expression and artistic creation.</p>	75	build an environment for their students to work in and through.

Week 7

What can students do to show what they know?

Collaboration/ Demonstration

<p>Participants will evaluate the impact of Web 2.0 tools of classmates.</p>	<p>After working with the online community for the last two weeks, the teachers must reflect on how Web 2.0 has and will impact the education field.</p>	<p>Upon viewing other's past assignments they must find 3 or 4 key points that others have discovered that have impacted their students. They must reflect on how their cohort has completed the tasks.</p>	<p>ELA Standard 3: Language for Critical Analysis and Evaluation As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to present, from a variety of perspectives, their opinions and judgments on experiences, ideas, information and issues.</p>	<p>60</p>	
<p>Participants will judge their own impact.</p>	<p>They must also report back on how their online community has impacted their home/school relations, as well as how it impacted differing learning styles within their classroom(s).</p>	<p>Upon completion of some classroom time, participants must reflect either positively or negatively as to the Web 2.0 impact on their students' learning. Some high points from instruction must be mentioned.</p>	<p>MST Standard 7: Interdisciplinary Problem Solving Students will apply knowledge and thinking skills of MST to address real-life problems and make informed decisions.</p>	<p>30</p>	
<p><i>COURSE EVALUATION</i></p>	<p>Participants will complete an online course evaluation that will be shared with them through Google Groups.</p>			<p>15 minutes</p>	