

Online Teacher Center Course Offering

Course Name: Course 1: A Lesson Plan Using Technology to Engage Learners
Credit Hours: 15 hours

Course Objectives: There are many course objectives participants will leave this course understanding once completed. These objectives are:

- Master the 8 steps necessary to complete a final draft of a technology enhanced lesson (the 8 steps will be outlined when the course outline becomes due).
- Move teachers toward technology integration within their curriculum.
- Have teachers create handouts, assessments, and mastery examples to show students that are creative and eye catching.
- Demonstrate knowledge of basic skills in the technology piece participant plans to incorporate and tie them back to state standards.
- Encourage participants to “test out” lesson plans as if they were the students before teaching lessons in the classroom.
- Encourage collaboration between teachers.

Course Description: Teachers will develop, create, implement and evaluate a technology infused lesson into existing course curriculum. A comfort level with the technology planned to be integrated into the lesson is suggested. Basic knowledge in the program MsWord is suggested due to handout construction for students. This course is not designed to teach program basics but instead to be used as a tool to foster opportunities for our students. Through this six week journey teachers will look into each component of a lesson plan. Teachers will be required weekly to complete assignments and attach those assignments for instructor review. To complete this course a teacher will be required to implement their lesson and provide attached student example (s). To round out this course the final focus will be on where this lesson fits into the overall course content picture. This course is designed to be a 15 hour in-service course. Please note that although this class is suggested at 15 hours depending on your comfort level with the content and requirements the course could exceed the 15 hour limit.

Course Outline:

Week 1:

- Participants will respond with a short paragraph introducing themselves to the others in the course and the instructor. This paragraph will be completed in week one of the course. A 5-10 sentence paragraph will be constructed to introduce themselves to other participants and instructor. The paragraph will include grade level taught, hobbies, family, school taught in and subject(s) taught. **(Individual work) (10 minutes).**
- An opening survey will be completed so I understand where each participant’s background in technology is and their comfort level with integration **(10 minutes).** This survey will be prepared by the instructor and completed in week one by each participant.

The survey will be about twenty questions in length assessing the participant's current level of technology, past technology integrated lessons, fears of integration and lastly their current use of technology to prepare lessons. Instructor will pair participants up into groups of two or three using the data collected from the survey. This will be completed and posted by instructor.

- Participants will research one educational theory to incorporate into their lesson. Participant will provide the website for instructor to explore site. Example: Gardner's Theory on Multiple Intelligences in the classroom. Example: Inclusion and why it can Work. A short one page double spaced summary of the educational theory will be required by instructor to show knowledge and mastery of theory. **(Individual work) (20 minutes).**

Week 2:

- Participants will choose course objectives that the lesson will be created for. Participant will develop objectives for both themselves and the students for the lesson they will soon be developing (Step 1 of the lesson plan). Examples of a technology integrated lesson objective sheet will be provided as an example for participants to view (this will be created by instructor and posted to the site). **(Participants will share and ask for constructive criticism from partner) (30 minutes).**
- A short paragraph summary will be submitted as an idea for the lesson which shows integration of researched theory. The purpose for why students need to know this information and how it will benefit them in their lives will also be explored through explanations. A short 2 to 3 paragraphs will be required to show how theory that was researched in week one will be integrated into this technology lesson. This paragraph will also express the lesson idea to the instructor and how lessons will be related to real world issues. **(Individual work) (30 minutes).**

Week 3:

- A lesson explanation, objectives and procedural handout will be created for classroom student to use during the length of this lesson. The participant will create handout(s) for students that will explain student objectives, and a brief outline for the lesson will also be included. The participant will create a handout that is both informational and visual to grab the learner's attention. This can be accomplished by additions of Clip Art, Word Art titles, of catchy phrases. Participants will show handout to instructor. **(Participant will share handout (s) with partner) (3 hours).**
- A technology tool will be chosen as the vehicle to engage the learner. A short 5-10 sentence paragraph will be sent to instructor explaining what technology program the participant would like to choose for their lesson and reasons why this is the best program to use. **(Participants will communicate with partner on technology chosen for project) (20 minutes).**
- A final student example will be created by participant so students can visualize intended lesson outcome (participant will NOT accept exact replicas of this example from

students). Participant will create a student copy (final product) so students know intended outcomes and what their final product should look like. This will allow students a visual image to work from. Example: A Spanish teachers wants his/her students to create a publisher brochure on the country Spain. The teacher will create a brochure to pass around to students during explanation of lesson. This will be given to instructor for approval. **(Participants will send attachment to partner for constructive criticism) (2 hours).**

Week 4:

- A detailed procedure will be explained for each activity, handout, or direction starting with the opening activity and closure. Participant will create a document that outlines each procedure. This will be outlined from the beginning of the lesson to the end of the lesson. **(Partners will be asked to read this document and provide areas of improvement) (2 hours).**
- A rubric/assessment piece for grading will be developed. A rubric/assessment piece will be developed by participant and sent to instructor to assess final student project/documents. **(Participants will be asked to critique document with partner) (2 hours).**

Week 5:

- Participant will implement technology integration lesson. Teachers will need to implement this lesson with students and be prepared during this week to send a copy of a student work to instructor as an attachment. **(Participants will send this to partner) (2 hours).**

Week 6:

- Participants will review lesson and make needed changes for the second time they teach this same lesson in the future when they are not in this class. Reflection; what worked and what did not. A short response from participant will be created outlining the successes and needed changes for next time the lesson is taught. **(This will be done alone) (1 hour).**
- Course summary and evaluation will be completed. This will be sent to needed on-line personal and given to instructor if needed **(20 minutes).**

*** The extra 40 minutes will be devoted to partner response time through online chats or postings.**