

Week 1		Assessment	Learning Standards	Estimated "seat time" per week	
Essential Questions	How do hands-on learning activities benefit students?				
Outcome: Participants will learn the differences between visual, kinesthetic and auditory learners.	Assignment				
Objective 1: Identify the differences between visual, kinesthetic and auditory learners	Visit the following website and respond to the article in the "How Do We Learn?" thread. (http://school.familyeducation.com/intelligence/teaching-methods/38519.html) *Select one of your classmate's responses and professionally respond to it.	<p>Excellent/Complete *Response clearly stated the differences between visual, kinesthetic, and auditory learners. *Response submitted on time.</p> <p>Satisfactory/Complete *Response minimally stated the differences between visual, kinesthetic, and auditory learners. *Response submitted on time.</p> <p>Unsatisfactory/Complete *Inaccurate response is submitted. *Response submitted on time.</p> <p>Incomplete *Response not submitted on time.</p>	<p>Standard 2: Students will access, generate, process, and transfer information using appropriate technologies. <i>Students:</i></p> <ul style="list-style-type: none"> • work with a virtual community to conduct a project or solve a problem using the network. • discuss how applications of information technology can address some major global problems and issues. • discuss the environmental, ethical, moral, and social issues raised by the use and abuse of information technology • access, select, collate, and analyze information obtained from a wide range of sources such as research data bases, foundations, organizations, national libraries, and electronic communication networks, including the Internet. 	30 minutes	
Objective 2: Identify learning style	Visit the following website and respond to the article by specifying either a student in your class or yourself and identify which learning style best addresses his/her/your needs and why. Respond in the "Learning Style" thread. (http://www.ion.uillinois.edu/resources/tutorials/id/learningStyles.asp) *Select one of your classmate's responses and professionally respond to it.	<p>Excellent/Complete *Response clearly stated the specific learning style which you/your student exemplifies and explains why. *Response submitted on time.</p> <p>Satisfactory/Complete *Response stated the specific learning style which you/your student exemplifies and minimally explains why. *Response submitted on time.</p> <p>Unsatisfactory/Complete *Incomplete response is submitted. *Response submitted on time.</p> <p>Incomplete *Response not submitted on time.</p>	<p>Standard 3: Language for Critical Response and Evaluation <i>Students:</i></p> <ul style="list-style-type: none"> • analyze, interpret, and evaluate information, ideas, organization, and language from academic and nonacademic texts, such as textbooks, public documents, book and movie reviews, and editorials <p>Standard 4: Language for Social Interaction <i>Students:</i></p> <ul style="list-style-type: none"> • engage in conversations and discussions on academic, technical, and community subjects, anticipating listeners' needs and skillfully addressing them 	30 minutes	
Objective 3					

Week 2					
Essential Questions	We as teachers must create lessons on a daily basis. Where do we find "good" lessons? How do we know they are "good" lessons?				
Outcome: Participants will evaluate websites to enhance student learning.	Assignment				
Objective 1: Participants will analyze specified websites to determine benefits of learning	Analyze the following websites by explaining how each website would benefit your class/learners or would not benefit your class/learners. Respond in the "Interactive Websites" thread. 1) http://www.mathplayground.com/gsmbegin.html 2) http://www.kidsbank.com/ 3) http://www.sheppardsoftware.com/web_games.htm 4) http://www.aplusmath.com/ 5) http://www.mesalibrary.org/kids/sites.asp 6) http://www.timeforkids.com/TFK/ *Select one of your classmate's responses and professionally respond to it.	Excellent/Complete *Response clearly stated how the specified websites would benefit or not benefit their students. *Response submitted on time. Satisfactory/Complete *Response minimally stated how the specified websites would benefit or not benefit their students. *Response submitted on time. Unsatisfactory/Complete *Incomplete and/or inaccurate response is submitted. *Response submitted on time. *Response submitted on time. Incomplete *Response not submitted on time.	Standard 2: Students will access, generate, process, and transfer information using appropriate technologies. <i>Students:</i> • work with a virtual community to conduct a project or solve a problem using the network. • discuss how applications of information technology can address some major global problems and issues. • discuss the environmental, ethical, moral, and social issues raised by the use and abuse of information technology • access, select, collate, and analyze information obtained from a wide range of sources such as research data bases, foundations, organizations, national libraries, and electronic communication networks, including the Internet.	1 hr	
Objective 2: Locate and gather a repertoire of websites to supplement learning activities	Choose at least one subject area to concentrate on and locate 3 different websites that would supplement student learning in your class (keep in mind, you may integrate subject areas). Post the websites you found and how you would integrate them into your lessons in the "More Interactive Websites" thread. *Professionally comment on a classmate's selection of "new" websites.	Excellent/Complete *Response clearly specified subject area/s and identified 3 or more websites to supplement learning activities. *Response submitted on time. Satisfactory/Complete *Response specified subject area/s and identified websites to supplement learning activities. *Response submitted on time. Unsatisfactory/Complete *Response failed to specify subject area/s and/or identified <3 websites to supplement learning activities. *Response submitted on time. Incomplete *Response not submitted on time.	Standard 2: Students will access, generate, process, and transfer information using appropriate technologies. <i>Students:</i> • work with a virtual community to conduct a project or solve a problem using the network. • discuss how applications of information technology can address some major global problems and issues. • discuss the environmental, ethical, moral, and social issues raised by the use and abuse of information technology • access, select, collate, and analyze information obtained from a wide range of sources such as research data bases, foundations, organizations, national libraries, and electronic communication networks, including the Internet.	1 hr	
Objective 3					

Week 3					
Essential Questions	How do hands-on learning activities/lessons benefit learners?				
Outcome: Participants will develop "hands-on" learning activities to promote better learning.	Assignment				
Objective 1: Participants will analyze information pertaining to "hands-on" learning	Read the following article and respond to it in the "Hands-on Learning" thread. (http://www.ncrel.org/sdrs/areas/issu es/content/cntareas/science/eric/eric-1.htm)	<p>Excellent/Complete *Response clearly analyzes information pertaining to "hands-on" learning. *Response submitted on time.</p> <p>Satisfactory/Complete *Response minimally analyzes information pertaining to "hands-on" learning. *Response submitted on time.</p> <p>Unsatisfactory/Complete *Inaccurate and/or incomplete response is submitted. *Response submitted on time.</p> <p>Incomplete *Response not submitted on time.</p>	<p>Standard 1: Students will read, write, listen, and speak for information and understanding. <i>Students:</i></p> <ul style="list-style-type: none"> gather and interpret information from children's reference books, magazines, textbooks, electronic bulletin boards, audio and media presentations, oral interviews, and from such forms as charts, graphs, maps, and diagrams 	1 hr	
Objective 2: Participants will compare and contrast traditionally taught lessons to "hands-on" lessons	Choose one subject area and identify a lesson you previously have taught using an approach <i>other than</i> a "hands-on" approach (i.e. lecture). Then, rewrite that lesson and explain how a "hands-on" approach would likely have improved learning for your students. Post your assignment in the "A Better Way" thread. *Read one of your classmate's new lessons and professionally respond to it.	<p>Excellent/Complete *Response clearly stated how a lesson re-taught using a "hands-on" approach would likely improve learning. *Response submitted on time.</p> <p>Satisfactory/Complete *Response minimally stated how a lesson re-taught using a "hands-on" approach would likely improve learning. *Response submitted on time.</p> <p>Unsatisfactory/Complete *Inaccurate response is submitted. *Response submitted on time.</p> <p>Incomplete *Response not submitted on time.</p>	<p>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation. • <i>Students:</i> evaluate their own and others' work based on a variety of criteria (e.g., logic, clarity, comprehensiveness, conciseness, originality, conventionality) and recognize the varying effectiveness of different approaches.</p>	1 hr	
Objective 3					
Week 4					

Essential Questions	How do we know we have created "good" lessons?				
Outcome: Participants will familiarize themselves with the NY Standards website.	Assignment				
Objective 1: Participants will explain why the NY standards are pertinent to lesson creation	Visit the following website, choose one academic area (i.e. math, science and technology, language arts, social studies) and explain why these standards are important when creating lessons. Post assignment in the "NY Standards" thread. (http://www.emsc.nysed.gov/top/learning.html)	<p>Excellent/Complete *Response clearly explains why the NY standards are pertinent to lesson creation. *Response submitted on time.</p> <p>Satisfactory/Complete *Response minimally explains why the NY standards are pertinent to lesson creation. *Response submitted on time.</p> <p>Unsatisfactory/Complete *Inaccurate response is submitted. *Response submitted on time.</p> <p>Incomplete *Response not submitted on time.</p>	Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation. Students: recognize that the criteria that one uses to analyze and evaluate anything depend on one's point of view and purpose for the analysis	3 hrs	
Objective 2					
Objective 3					
Week 5					
Essential Questions	Why are rubrics effective for improving student learning?				
Outcome: Participants will evaluate the importance of rubrics.	Assignment				
Objective 1: Participants will evaluate the specified rubric websites	Visit the following websites: 1) http://rubistar.4teachers.org/index.php 2) http://www.rubrics4teachers.com/ 3) http://www.teach-nology.com/web_tools/rubrics/ Respond to each one by identifying the A) ease of use and B) applicability. Post assignment in the "Rubrics Help!" thread.	<p>Excellent/Complete *Response clearly stated the a) ease of use and b) applicability for their students. *Response submitted on time.</p> <p>Satisfactory/Complete *Response minimally stated the a) ease of use and b) applicability for their students. *Response submitted on time.</p> <p>Unsatisfactory/Complete *Inaccurate and/or incomplete response is submitted. *Response submitted on time.</p> <p>Incomplete *Response not submitted on time.</p>	Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation. Students: recognize that the criteria that one uses to analyze and evaluate anything depend on one's point of view and purpose for the analysis	1.5 hrs	

<p>Objective 2: Participants will create rubrics for assessment of student performance</p>	<p>Using the "hands-on" lesson you created during week 3, create a rubric to assess student performance. Post in the "My Rubric" thread.</p>	<p>Excellent/Complete *Response clearly shows an applicable and accurate rubric to assess students' performance. *Response submitted on time.</p> <p>Satisfactory/Complete *Response shows an applicable rubric to assess students' performance. *Response submitted on time.</p> <p>Unsatisfactory/Complete *Inaccurate and/or not applicable rubric is submitted. *Response submitted on time.</p> <p>Incomplete *Response not submitted on time.</p>	<p>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation. <i>Students:</i> recognize that the criteria that one uses to analyze and evaluate anything depend on one's point of view and purpose for the analysis</p>	<p>1.5 hrs</p>	
<p>Objective 3</p>					
<p>Week 6</p>					
<p>Essential Questions</p>	<p>Which content area is most benefited by "hands-on" learning? Why?</p>				
<p>Outcome: Participants will develop a project that integrates technology with a supplemental "hands-on" learning activity.</p>	<p>Assignment</p>				
<p>Objective 1: Participants will create a lesson that integrates technology with a supplemental "hands-on" learning activity</p>	<p>Use the following lesson plan format to create a lesson: A) Objective, B) Instruction, C) Guided Practice, D) Independent Practice and/or Technology used. Post in the "Great Lesson" thread.</p>	<p>Excellent/Complete *Response clearly submitted a lesson with A) Objective, B) Instruction, C) Guided Practice, D) Independent Practice and/or Technology used *Response submitted on time.</p> <p>Satisfactory/Complete *Response minimally submitted a lesson with A) Objective, B) Instruction, C) Guided Practice, D) Independent Practice and/or Technology used *Response submitted on time.</p> <p>Unsatisfactory/Complete *Inaccurate and/or incomplete lesson/response is submitted. *Response submitted on time.</p> <p>Incomplete *Response/lesson not submitted on time.</p>	<p>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation. <i>Students:</i> recognize that the criteria that one uses to analyze and evaluate anything depend on one's point of view and purpose for the analysis</p>	<p>1.5 hrs</p>	

<p>Objective 2: Assess student performance</p>	<p>Create a rubric to assess student performance of your last assignment (your "Great Lesson"). Post in the "Great Rubric" thread.</p>	<p>Excellent/Complete *Response clearly shows a (<i>specific</i>) rubric to assess student performance. *Response submitted on time.</p> <p>Satisfactory/Complete *Response minimally shows a (<i>general</i>) rubric to assess student performance. *Response submitted on time.</p> <p>Unsatisfactory/Complete *Inaccurate and/or incomplete rubric is submitted. *Response submitted on time.</p> <p>Incomplete *Rubric not submitted on time.</p>	<p>Standard 1: Students will read, write, listen, and speak for information and understanding. <i>Students:</i> gather and interpret information from children's reference books, magazines, textbooks, electronic bulletin boards, audio and media presentations, oral interviews, and from such forms as charts, graphs, maps, and diagrams</p>	<p>1 hr</p>	
<p>Objective 3: Match objective/s to standards</p>	<p>For your "Great Lesson," identify which standards are being met according to the NY Standards. Post in the "Standards Met" thread.</p>	<p>Excellent/Complete *Response clearly identified the standards which are being matched to objectives. *Response submitted on time.</p> <p>Satisfactory/Complete *Response minimally identified the standards which are being matched to objectives. *Response submitted on time.</p> <p>Unsatisfactory/Complete *Inaccurate and/or incomplete response is submitted. *Response submitted on time.</p> <p>Incomplete *Response not submitted on time.</p>	<p>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation. <i>Students:</i> recognize that the criteria that one uses to analyze and evaluate anything depend on one's point of view and purpose for the analysis</p>	<p>1 hr</p>	
<p>Course Evaluation</p>				<p>15 minutes</p>	