

**MEDT 6401            Instructional Technology (Online Class)**

Semester Hours:        3

Semester/Year:

Instructor:

Office Location:

Office Phone:

Telephone:

Fax:

E-mail:

Distance Support:

Distance Learning Library Services

<http://www.westga.edu/~library/depts/offcampus/>

University of West Georgia WebCT

<http://webct.westga.edu:7900/webct/public/home.pl>,

Ingram Library Distance Learning Services at the University of West Georgia

<http://www.westga.edu/~library/depts/offcampus/>

Irvine Sullivan Ingram Library

<http://www.westga.edu/~library/info/library.shtml>,

University of West Georgia Distance and Distributed Education Center

<http://www.westga.edu/~distance>

**COURSE DESCRIPTION**

An overview of communication and technology as it relates to teaching and learning; including the design, production and utilization of materials and operation of audiovisual equipment and microcomputers.

**CONCEPTUAL FRAMEWORK**

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. By incorporating the theme “Developing Educators for School Improvement”, the College assumes responsibility for

preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors (decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. National principles (INTASC), propositions (NBPTS), and standards (Learned Societies) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and re-evaluating existing or proposed practices. This course's objectives are related directly to the conceptual framework and appropriate descriptors, principles or propositions, and Learned Society standards are identified for each objective. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

## **COURSE OBJECTIVES**

Students will:

1. increase their understanding of technology operations, concepts, and the factors that impact the effective integration of technology into the classroom setting and apply those techniques to facilitate the successful infusion of technology in the curriculum (Bitter & Pierson, 2004; Fewell & Gibbs, 2003; Lamb, 2005; Newby, Stepich, Lehman & Russell, 1996; Roblyer, 2005; Smaldinoo, Russell, Heinich, & Molenda, 2004;)  
(D8 Knowledge; NBPTS Propositions 1, 2, 3, 4; ISTE IA, B);
2. examine a variety of technology planning and instructional design techniques that are supported by technology and apply those techniques that are appropriate to make program improvements. (Jossey-Bass, 2000, Lamb, 2005; Roblyer, 2005; Smaldinoo, Russell, Heinich, & Molenda, 2004;)  
(D2 Leaders, D4 Adaptive, D8 Knowledgeable, D9 Proactive, D10 Reflective; NBPTS Propositions 1,2,3,4,5; ISTE II A,B,C,D,E);
3. become familiarized with a variety of strategies and techniques for evaluating technology-related activities in the classroom and apply those techniques that are appropriate to make improvements in the integration of technology in the curriculum. (Bitter & Pierson, 2004; Roblyer, 2005; Smaldinoo, Russell, Heinich, & Molenda, 2004)  
(D1 Decision Makers, D2 Leaders, D4 Adaptive, D6 Culturally Sensitive, D7 Empathetic, D8 Knowledgeable, D10 Reflective, NBPTS Propositions 1,2,3,4,5; ISTE III A,B,C,D);
4. design, use, and evaluate instructional technology to enhance their productivity and professional development (Forcier, 2000; Lamb, 2005; Smaldinoo, Russell, Heinich, & Molenda)  
(D1 Decision Makers, D2 Leaders, D3 Lifelong Learners, D4 Adaptive, D8

Knowledgeable, D9 Proactive, D10 Reflective; NBPTS Propositions 1,2,3,4,5; ISTE V A,B,C,D);

5. understand the social, ethical, legal, and human issues that surround the use of technology in the classroom and develop programs that demonstrate that understanding (Bitter & Pierson, 2004; Lamb, 2005; Reksten, 2000, Roblyer, 2005; Smaldinoo, Russell, Heinich, & Molenda, 2004)  
(D4 Adaptive, D5 Collaborative, D6 Culturally Sensitive, D7 Empathetic, D8 Knowledgeable, D9 Proactive, D10 Reflective; NBPTS Propositions 1,2,3,4,5; ISTE V A,B,C,D,E);
6. increase their awareness of the importance and the role of instructional technology in the teaching/ learning process and apply successful technology integration strategies in the curriculum (Bitter & Pierson, 2004; LeBaron & Collier, 2001; Roblyer, 2005; Picciano, 2002; Reksten, 2000)  
(D1 Decision Makers, D2 Leaders, D4 Adaptive, D9 Proactive, D10 Reflective; NBPTS Propositions 1,2,3,4,5; ISTE II A,B,C,D,E, III A,B,C,D, IV A,B,C);
7. become familiar with professional organizations and publications focusing on leadership, instructional technology and media (Lamb, 2005; Smaldinoo, Russell, Heinich, & Molenda, 2004; technology websites)  
(D4 Adaptive, D5 Collaborative, D9 Proactive, D10 Reflective; NBPTS Propositions 3, 4, 5; ISTE VI A);
8. model effective instructional technology management and supervision techniques in the school setting (Lamb, 2005; Smaldinoo, Russell, Heinich, & Molenda, 2004; Picciano, 2002, Simpson, 1997)  
(D1 Decision Makers, D2 Leaders, D4 Adaptive, D6 Culturally Sensitive, D7 Empathetic; NBPTS Propositions 4, 5; ISTE VI A, B);
9. locate and synthesize literature in instructional technology from a multitude of sources (Bitter & Pierson, 2004; Lamb, 2004; Roblyer, 2005; Piccano, 2002; Reksten, 2000; online resources)  
(D1 Decision Makers, D2 Leaders, D3 Lifelong Learners, D4 Adaptive, D8 Knowledgeable, D9 Proactive, D10 Reflective; NBPTS Propositions 1,2,3,4,5; ISTE I B, V A, VI, A B).

## **TEXT, READINGS AND INSTRUCTIONAL RESOURCES**

### **Required Text:**

Lamb, A. (2005). *Building Treehouses for Learning: Technology in Today's Classroom*. (4th ed.). Emporia, Kansas: Vision To Action . <http://www.eduscapes.com/treehouses>

*SAM 2003 Assessment and Training 3.1*. You must purchase this software for the class. It will only run on a Windows-based (PC) computer. Apple computers (Macs) will not work for this

class. This software is available at the UWG bookstore. You may also purchase online, but I DO NOT recommend this option as students in the past have been subject to failing grades because of late shipments, purchasing the wrong (or already used) software, or other issues. Allowances cannot be made for these types of problems. Here is a link to the correct software (you need to cut and paste the link):

<http://www.course.com/catalog/product.cfm?isbn=978-1-4239-12613&CFID=22595799&CFTOKEN=29764532>

**References:**

- Bitter, G. & Pierson, M. (2004). *Using technology in the classroom* (6th ed.) Boston, MA: Allyn & Bacon.
- Coughlin, J. (2003). *Handhelds for teachers & administrators*. Watertown, MA: Tom Snyder Productions, Inc.
- Counts, E. D. Jr. (2004). *Multimedia design and production for students and teachers*. Upper Saddle River, NJ: Pearson Education, Inc.
- Cunningham, C. A. & Billingsley, M. (2003). *Curriculum webs: A practical guide to weaving the web into teaching and learning*. Boston, MA: Pearson Education, Inc.
- Fewell, P. J. & Gibbs, W. J. (2003). *Microsoft Office for teachers*. Upper Saddle River, NJ: Merrill Prentice Hall.
- Forcier, R.C. & Descy, D.E. (2005). *The computer as an educational tool: Productivity and problem solving* (4th ed.). Upper Saddle River, NJ: Pearson Education, Inc.
- Grabe, M. & Grabe, C. (2004). *Integrating technology for meaningful learning*. (4th ed.) Boston, MA: Houghton Mifflin.
- Jukes, I., Dosahj, A. & Macdonald, B. (2000). *Net savvy* (2nd ed.) Thousand Oaks, CA: Corwin Press, Inc.
- Lajoie, S.P. (Ed). (2000). *Computers as cognitive tools – no more walls*. Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.
- Lever-Duffy, J., McDonald, J.B. & Mizell, A.P. (2005). *Teaching and learning with technology*. (2nd ed.). Boston, MA: Pearson Education, Inc.
- Maddux, C., Johnson D., & Willis, J. (1997). *Educational computing: Learning with tomorrow's technologies* (2nd ed.). Boston, MA: Allyn & Bacon.
- Male, M. (1997). *Technology for inclusion* (3rd. ed.). Boston, MA: Allyn & Bacon.
- Mills, S. C. & Roblyer M. D. (2005). *Technology tools for teachers: A Microsoft Office tutorial*. Upper Saddle River, NJ: Pearson Education, Inc.
- Morrison, G. R. & Lowther, D. L. (2005). *Integrating computer technology into the classroom* (3rd ed). Upper Saddle River, NJ: Pearson Education, Inc.
- Reksten, L.E. (2000). *Using technology to increase student learning*. Thousand Oaks, CA: Sage Publications Co.
- Roblyer, M. D., (2005). *Integrating educational technology into teaching* (4th ed.). Upper Saddle River, NJ: Prentice-Hall.
- Sharp, V. (2002). *Computer education for teachers: Integrating technology into classroom teaching* (4th ed.). New York: McGraw-Hill Companies, Inc.
- Simpson, C. (1997). *Copyright for schools: A practical guide*. Worthington, OH: Linworth Publishing, Inc.
- Smaldino, S., Russell, J., Heinich, R., & Molenda, M. (2004). *Instructional media and technologies for learning* (8th ed.) New York: Prentice-Hall.

**Selected Web sites:**

- Annette Lamb's bookmarks  
<http://www.evsc.k12.in.us/schoolzone/schools/plaza/bookmark.htm>
- Brain research – <http://www.thebrainstore.com/> <http://www.brainconnection.com/>
- Copyright – <http://www.benedict.com/> , <http://www.adec.edu/admin/papers/fair10-17html>, <http://www.bham.wednet.edu/copyperm.htm>,  
<http://www.umuc.edu/library/copy.html>,
- Counseling – <http://www.schoolcounselor.org/>, <http://www.apa.org/>,  
<http://www.aca.org/>,
- Clipart – <http://www.clipart.com/>,
- Education – <http://www.doe.k12.ga.us/>, <http://www.ed.gov/>,
- Georgia Learning Connection – <http://www.glc.k12.ga.us/>
- Grant information – <http://www.unc.edu/cit/guides>, <http://www.nsta.org/programs>,  
<http://www.schoolgrants.org/>,
- Instructional Design – <http://mdk12.org/>, <http://www.indiana.edu/~idtheory/home.html>,
- IT Journals – <http://www.fno.org>, <http://scholar.lib.vt.edu/ejournals/JTE/>,
- IT Organizations – <http://www.gait-inc.org/> (Ga. Assoc. of IT)
- Lesson Plans – <http://www.dole5aday.com/>, <http://www.glc.k12.ga.us/>,  
<http://www.lessonplanspage.com/>,
- Professional Development for Technology Use – <http://www.nctp.com/>,  
[http://www.league.org/leaguetc/resources/hied\\_resources.htm](http://www.league.org/leaguetc/resources/hied_resources.htm),
- Technology for Kids - <http://www.4kids.org/>
- Technology for Teachers - <http://www.4teachers.org/> , <http://quizstar.4teachers.org/>
- Technology Organizations – <http://www.iste.org/>, <http://www.aect.org/>,  
<http://www.cast.org/>, <http://www.aace.org/>,
- Technology for Students with disabilities – <http://www.closingthegap.com/>,  
<http://www.gpat.org/>,
- Technology Sites – <http://www.intel.com/education/journey/index.htm>,  
<http://www.teacheruniverse.com/home.html>, <http://www.ncrel.org/>,  
<http://www.nct.com/>, <http://www.tcet.unt.edu/tek-plan.htm>,  
<http://www.hotwired.lycos.com/webmonkey/kids>.

**Technology Lists:**

- AECT – L - Assoc. for Ed Communications & Tech – [listserv@wvnm.wvnet.edu](mailto:listserv@wvnm.wvnet.edu)
- EDTECH - K-12 focus on educational technology – [listserv@msu.edu](mailto:listserv@msu.edu)

- LIBADMIN - Library administration/management – [listserv@umab.umd.edu](mailto:listserv@umab.umd.edu)
- GIFTEDNET - L - Gifted Education – [listserv@listserv.cc.wm.edu](mailto:listserv@listserv.cc.wm.edu)
- VIRTU – L – Virtual reality – [listserv@vmd.cso.uiuc.edu](mailto:listserv@vmd.cso.uiuc.edu)

## **ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICIES**

### **Link to Conceptual Framework**

The focus of this course is on designing and putting together an electronic portfolio that showcases the student's ability to effectively design, produce, and utilize materials for instruction in the student's field of study and operate a variety of audiovisual equipment and microcomputers. The overall evaluation for this course is structured so that each assignment is aligned with completing a different part of the electronic portfolio. Due to the broad nature of the electronic portfolio, each conceptual framework descriptor is covered in the various electronic course assignments. As students complete their electronic portfolios, they will have demonstrated achievement in the areas of decision making: selecting topic areas in the student's field of study to design and develop instructional materials for, choosing topic areas for technology-infused lesson plans, selecting an Internet site to use in a technology-infused lesson plan, choosing individuals projects within the class to enhance the student's selected lessons, selecting the topic for the technology in a specific context group project, choosing the type of electronic format to use for the electronic portfolio (course activity 2, projects 1-5); leadership: enhancing his/her knowledge and skills in instructional technology in order to integrate technology more extensively on-the-job and to assist others as needed, developing technology infused lesson plans and instructional materials to enhance the teaching/learning process and motivation in the schools or work place, developing an internet and a technology project to enhance the learning of a selected audience (course activities 1-3, projects 1-5); lifelong learning: studying how to use and integrate technology into the work place (course activities 1-3, projects 1-5); being adaptive: changing educational practices to meet the needs of learners (course activities 1-3, projects 1-5); working with colleagues and stakeholders to plan and carry out school improvements in technology (course activities 2-3, projects 2 and 3); cultural sensitivity: adapting interventions and technology innovations to meet the needs of diverse learners (course activities 1-3, project 3); empathy: demonstrating sensitivity to the needs of individual, family, and community needs (course activities 1-3, projects 2-5); knowledge: drawing on pedagogical, content, and professional knowledge, including knowledge from others' postings in the online bulletin board when integrating technology into the curriculum (course activities 1-3, projects 1-5); being proactive: implementing new interventions and innovations in technology to better serve learners (course activities 1-3, projects 1-5) and reflection: engaging in ongoing, continuous reflection related to technology to determine the effectiveness of interventions/ innovations and school changes that are needed to more effectively integrate technology into the curriculum (course activities 1-3, projects 1-5).

### **Activities and Assessments:**

**1. Class Discussions ( 6 postings at 3 pts each=18 Points; the seventh discussion posting is optional and counts as extra credit)**

Online discussion requirements:

- Students are expected to read and participate in all online discussions. Each discussion is worth 3 points. You are required to post your initial thoughts (1pt) and respond to AT LEAST two other posting (2pts). A reflective response includes new information, personal perspectives, or other input that shows thought and consideration of the issue. It goes beyond simple agreement or endorsement of responses that have already been posted. (Objectives # 1, 2, 3, 4, 5, 6, 7, 8, 9; knowledge, skills, disposition; teacher observation)

## 2. Student Work:

**All student work submitted during the course is required to be original.** Individual projects using multimedia tools, an Internet project, and a technology project must be completed to be graded. These projects are described in *Vista*. For your benefit, examples of student work and examples created by your instructor will be provided to you where available (Objectives 1, 2, 3, 4, 6, 9; knowledge, skills, disposition; peer observation, teacher observation, checklist, rubric)

## 3. Projects:

There are 8 core projects each worth 5 points (40 total):

- Inspiration/Kidspiration Project
- Rubistar/Trackstar Project
- Tech-based Lesson Plan 1
- Tech-based Lesson Plan 2
- Website Evaluation Project
- Copyright Project
- Diversity Project
- Excel Project

## 4. Final Exam (20 points):

There will be a practice quiz in each module, and the quizzes are open for the entire term. These are **NOT required**, but I strongly suggest you take them to help you pace your reading. The questions on the final exam will be taken directly from these practice quizzes. You will have **one comprehensive final** worth 20 points. The final is also open all term (check *Vista* for due dates and times), and you may take it as soon as you finish your reading. Late submissions of the final will not be accepted. (Objectives 1, 2, 3, 4, 5, 6, 7, 8, 9; knowledge, skills, disposition; exam)

## 5. SAM Pathways:

*SAM 2003* will be used to improve your skills in Microsoft Office 2003 (including **databases, spreadsheets, documents, and presentations**), *Windows XP* and the *Internet* in a hands-on environment. Students are expected to complete all of the required SAM training pathways.

Information regarding these pathways is available in *Vista* and will be explained in great detail at the face-to-face meeting. *It is vital to attend this meeting.*

There are 20 pathways (and one practice pathway). "Passing" a pathway is defined as a grade of 80% or higher. Each passing pathway is worth 2 points. Grades of 70-79 are worth 1 point.

PAY ATTENTION TO DUE DATES IN SAM AS THEY ARE FINAL! (Objectives # 1, 2, 3, 4, 5, 6, 7, 8, 9; knowledge, skills, disposition; teacher observation)

### 6. Electronic Portfolio:

The electronic portfolio is worth 10 points and must contain all of the student's work for the class. It must be in an electronic format with correctly working links. The portfolio is a requirement. If you do not complete the portfolio, ***you will not receive a passing grade for the class.*** More details about the portfolio as well as a sample one are available in *Vista*. At a minimum, the portfolio must include the following:

- a **“Read me”** file. (This file informs the viewer of important information that they should know before viewing the electronic portfolio such as the following....)
- the student's name and the purpose of the electronic portfolio,
- brief description of the intended audience for the portfolio and its use,
- the name of the file that contains the portfolio (e.g., click on the file named “Electronic Portfolio\_StartHere”)
- any special navigational requirements for viewing the portfolio such as the viewer must have *Office 2003*, MS Publisher, and the Internet, etc.
- all of the student's work in class including all the student's individual projects, course reflections, extra credit assignments, etc. You do not have to include discussion postings.

### Evaluation Procedures

Students are evaluated in the following areas:

Activity	Points	Due Dates
Final Exam	20	Ongoing
Core Projects (Eight projects at five points each)	40	Ongoing
SAM Pathways	40	Ongoing
Electronic Portfolio	10	April 16th
Discussion Postings (6 postings at 3 points each)	18	Ongoing
<b>Total Points</b>	<b>128</b>	

### GRADING POLICY:

The grading scale is as follows: A= 128-115 points, B= 114-102 points, C= 101-89 points, F=89 points and below.

### CLASS POLICIES

#### 1. Submitting Assignments.

Students are expected to submit assignments on time and in the manner required (e.g. *Vista* dropbox). All components must be completed to receive a grade. Valid reasons for submitting work late must be cleared by the professor **in advance**. It is the student's responsibility to contact the professor when extenuating circumstances take place. Points will be deducted for late assignments. Late online assignments such as bulletin board postings will result in grade reduction. All assignments are due by midnight on the date due. Each assignment in *Vista* has a due date and a cut-

off date. The cutoff date is one week after the due date. For instance, if an assignment is due January 22<sup>nd</sup>, the final cut-off date is January 29<sup>th</sup>. After January 22<sup>nd</sup>, the assignment is “late.” After January 29<sup>th</sup>, the assignment is GONE. No assignments more than 1 week late will be accepted.

## **2. Professionalism**

Students are expected to conduct themselves professionally. This is an essential quality for all professionals who will be working in the schools. All students are expected to display a positive attitude. Professionalism includes but is not limited to the following:

- Participating in interactions and class activities in a positive manner.
- Collaborating and working equitably with students in the class.
- Actively participating in class each week.
- Turning in assignments on time.
- Arriving at and leaving scheduled *Wimba Live Classroom* and/or other virtual classes punctually.
- Treating class members, professor, and colleagues with respect in and out of the classroom.
- Eliminating interruptions in class.

Students who display a lack of professionalism will be contacted by the instructor immediately after class when violations take place and informed of the consequences. If there is a second violation the student will meet with a departmental committee and may be dismissed from the program for at least one year.

## **ACADEMIC HONESTY**

Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest Connection and Student Handbook and the Graduate Catalog.

Disciplinary procedures described in the latest University of West Georgia Connection and Student Handbook will be followed when violations take place. Infractions may include cheating, plagiarism, disruptive behavior, and disorderly conduct.

## **DISABILITY STATEMENT**

I pledge to do my best to work with the University to provide all students with equal access to my classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc.

If you have any special learning needs, particularly (but not limited to) needs defined under the American Disabilities Act, and require specific accommodations, please make these known to me, either directly, or through the Coordinator of Disability Services, Dr. Ann Richards.

Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. This is not only my personal commitment, it is your right, and it is the law!

## COMMUNICATION STATEMENT

The official university communication to students is through campus e-mail (myUWG). Be sure to access this several times a week to keep up-to-date on important information.

## EXTRA CREDIT STATEMENT

Extra credit activities (other than what is listed above) may be offered in this course. If so, details will be made available in *WebCT Vista*.

## DUAL SUBMISSION STATEMENT

Coursework that has been completed or will be completed in another course that duplicates or dovetails with an assignment in this course may not be submitted unless prior approval is granted by the instructor. If you foresee this possibility, contact the instructor as soon as possible to request approval for dual submission.

## CLASS OUTLINE

### Tentative Class Schedule

**IF THERE IS ANY CONFLICT BETWEEN WHAT IS PRESENTED HERE AND WHAT IS SEEN IN VISTA, VISTA TAKES PRECEDENCE!**

Class	Activities	Assignment/Readings Due
<b>Module 1A</b>	<ul style="list-style-type: none"> <li>• Course Introduction/Syllabus</li> <li>• Introductions and completion of personal information.</li> <li>• Familiarize yourself with <i>Vista</i></li> <li>• Register and get started in SAM</li> </ul>	<ul style="list-style-type: none"> <li>• Student Introduction</li> <li>• Complete SAM tutorials and FAQ</li> </ul>
<b>Module 1B</b>	<ul style="list-style-type: none"> <li>• Practice assignments</li> </ul>	<ul style="list-style-type: none"> <li>• Inspiration/Kidspiration project</li> <li>• Practice assignments</li> <li>• Discussion Posting 1 (tech-tip)</li> <li>• SAM pathways Internet 1-4</li> </ul>
<b>Module 2A</b>	<ul style="list-style-type: none"> <li>• Starting work in SAM</li> <li>• Read Chapter 1</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 1</li> <li>• Discussion Posting 2</li> <li>• SAM pathways Word 1-2</li> </ul>

<b>Module 2B</b>	<ul style="list-style-type: none"> <li>• Work in SAM</li> <li>• Read Chapter 2-3</li> </ul>	<ul style="list-style-type: none"> <li>• Chapters 2-3</li> <li>• Rubistar/Trackstar Project</li> <li>• SAM pathways Word 3-4</li> </ul>
<b>Module 3A</b>	<ul style="list-style-type: none"> <li>• Work in SAM</li> <li>• Read Chapter 4</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 4</li> <li>• Discussion Posting 3</li> <li>• Tech-Based Lesson Plan 1</li> <li>• SAM pathways PowerPoint 1-3</li> </ul>
<b>Module 3B</b>	<ul style="list-style-type: none"> <li>• Work in SAM</li> <li>• Read Chapter 5</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 5</li> <li>• Formative Assessment 1</li> <li>• Tech-Based Lesson Plan 1</li> <li>• SAM pathways PowerPoint 4-5</li> </ul>
<b>Module 4A</b>	<ul style="list-style-type: none"> <li>• Work in SAM</li> <li>• Read Chapter 6</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 6</li> <li>• Discussion Posting 4</li> <li>• Website Eval. Project</li> <li>• SAM pathways Access 1-3</li> </ul>
<b>Module 4B</b>	<ul style="list-style-type: none"> <li>• Work in SAM</li> <li>• Read Chapter 7</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 7</li> <li>• Copyright Project</li> <li>• SAM pathways Excel 1-2</li> </ul>
<b>Module 5A</b>	<ul style="list-style-type: none"> <li>• Work in SAM</li> <li>• Read Chapter 8</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 8</li> <li>• Diversity Project</li> <li>• SAM pathways Excel 3-4</li> </ul>
<b>Module 5B</b>	<ul style="list-style-type: none"> <li>• Work in SAM</li> <li>• Read Chapter 9</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 9</li> <li>• Discussion Posting 5</li> </ul>
<b>Module 6A</b>	<ul style="list-style-type: none"> <li>• Work in SAM</li> <li>• Read Chapter 10</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 10</li> <li>• Tech-based Lesson Plan 2</li> </ul>
<b>Module 6B</b>	<ul style="list-style-type: none"> <li>• Work in SAM</li> <li>• Read Chapter 11</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 11</li> <li>• Formative Assessment 2</li> <li>• Tech-based Lesson Plan 2</li> </ul>
<b>Module 7A</b>	<ul style="list-style-type: none"> <li>• Work in SAM</li> <li>• Read Chapter 12</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 12</li> <li>• Discussion Posting 6</li> <li>• Electronic Portfolio Project</li> </ul>
<b>Module 7B</b>	<ul style="list-style-type: none"> <li>• Work in SAM</li> <li>• Read Chapter 13</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 13</li> <li>• Bonus Discussion Posting</li> <li>• Final Exam</li> <li>• Excel Project</li> </ul>