Projects for EDT 618
Fall 2007 Schatz

Project 1 Share a site  5 points

Find a site that is educational that you would use in your practice. Dig a little. Consider several. Show it to the class. Tell what you like about the site and limitations. For extra points, suggest applications of the site and extensions. Write a short report. Post to your web page.

<table>
<thead>
<tr>
<th>Unacceptable 1</th>
<th>Acceptable 3</th>
<th>Target 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common site</td>
<td>Show site</td>
<td>Application</td>
</tr>
<tr>
<td></td>
<td>Good/Bad</td>
<td>Extensions</td>
</tr>
</tbody>
</table>

Project 2 Software Evaluation

Check out a piece of software from our collection or find your own (must have my approval). Take it home. Install it. Develop a rubric for evaluation. Evaluate the software. Research the software – describe other software that does the same thing and, if possible compare features. Find a price for the software. Write a short paper (1 page) that describes the software, it's utility, if you would recommend buying the software, and possible extensions or uses in the classroom. Post your report to your web site.

<table>
<thead>
<tr>
<th>Unacceptable 1</th>
<th>Acceptable 3</th>
<th>Target 5</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Developed and used rubric</td>
<td>Extensions</td>
</tr>
<tr>
<td></td>
<td>Price decision</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Research</td>
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</table>

Project 3 Writing Process Who Am I  5 Points

Goals:
Explore and use the writing process.
See how modeling can be used to help start the process.
Explore the concept of voice in writing.
Use Inspiration Software.
See how word processing can help in brainstorming, writing, reviewing, and rewriting.
Learn to use rubrics and be a “critical friend”.
Use the 1-2-1 peer review process.
Explore publishing tools in word, including use of digital pictures, text boxes, and different font size.

Turn in:
Brainstorm
1 concept map - Teacher
Track changes version – Only for I am teacher
Final version
I am your teacher poster
  Use fonts, Use picture, Use color, Use border

Grade:

<table>
<thead>
<tr>
<th></th>
<th>Unacceptable 1</th>
<th>Acceptable 2</th>
<th>Target 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brainstorm/CM Score 0 or 1</td>
<td>20 items</td>
<td>XXXXX</td>
<td>XXXXX</td>
</tr>
<tr>
<td></td>
<td>3 topic areas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Draft/Revision 0 or 1</td>
<td>Improved writing</td>
<td>XXXXX</td>
<td>XXXX</td>
</tr>
<tr>
<td>Poster – Content</td>
<td></td>
<td>Has 1 picture</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Uses fonts to help reading</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Uses borders &amp; graphics</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Shows Contrast</td>
<td></td>
</tr>
</tbody>
</table>

Project 4  Photo Editing  5 Points

Goals:
Ability to select both rectangle and irregular shapes in photo editor
Ability to combine photos
Ability to crop photos and resize selections
Ability to adjust contrast, brightness, and color
Ability to apply filters
Ability to add text to photos
Note: Grade is based on exploring new features, not on “quality of finished product

Turn in:
1) Map captured with arrow and words
2) Photo with pieces from at least 3 other photos.
   One cropped
   One irregularly selected
   Filter applied, contrast, brightness, and color adjusted
   Words “written” on photo
   Paragraph describing what you did (what filters, etc.)

Grade:

<table>
<thead>
<tr>
<th></th>
<th>Unacceptable 1</th>
<th>Acceptable 2</th>
<th>Target 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Circus</td>
<td></td>
<td>3 pieces combined</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>One filter</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Words</td>
<td></td>
</tr>
<tr>
<td>Map</td>
<td></td>
<td>Cropped, arrow, words</td>
<td>XXX</td>
</tr>
</tbody>
</table>
Project 5  PowerPoint Storybook 5 points

**Goals:**
Understand design differences between presentation and book
Build interaction
Use action buttons
Use inspiration to chart interaction branching
Use web to find out about current events
Add photos and text to a presentation

**Turn in:**
PowerPoint “book”
Use action buttons
Give readers a choice for endings
Make a link on at least one picture to a site that discusses the Pluto controversy
Bonus: Make a link to a “more information” page that has details about some part of the story, then returns to the story.

**Grade:**

<table>
<thead>
<tr>
<th></th>
<th>Unacceptable 1</th>
<th>Acceptable 2</th>
<th>Target 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parts</td>
<td></td>
<td>All parts included</td>
<td>XXXXXX</td>
</tr>
<tr>
<td>Design</td>
<td></td>
<td>Photos</td>
<td>Not over crowded slides</td>
</tr>
</tbody>
</table>

Project 6  Acceptable Use Policy (AUP) 5 points

**Goals:**
Understanding of importance of copyright
Understanding of importance and means of protecting privacy
Understanding of Dangers online
Understanding of Acceptable behavior online
Knowledge of places to go to report trouble
Make decisions on acceptable use in your class
Make a poster that is informative, but attractive for students
Gather information from online using a web notebook
Use a concept map to go from lots of information to focused rules
Take copyright quiz

**Turn in:**
Your AUP Rules
Page of information to teachers
Include purpose of rules and places to go for help and more information
Citations (where you got your information)

Grade:

<table>
<thead>
<tr>
<th></th>
<th>Unacceptable 1</th>
<th>Acceptable 2</th>
<th>Target 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>All pieces</td>
<td></td>
<td></td>
<td>XXXXX</td>
</tr>
<tr>
<td>Information for teachers</td>
<td></td>
<td>Based on 5 sites</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Coverage of major areas of concern</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cut down lots to useable info</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Suggestions for consequences</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>List of more information</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Good list of rules</td>
<td></td>
</tr>
</tbody>
</table>

Project 7  Poster  5 Points

Make a poster of either your AUP rules or a simple (3 or 4 step) process. Use picture(s), graphic elements, color, and fonts to support the messages conveyed.

Goals:
Think about expressing ideas graphically
Use graphic elements to support understanding
Use font and color appropriately
Use CorelDraw program

Turn in:
Poster – both in pdf and cdr formats

Project 8  Collaborative Report  5 Points

With your group, using ThinkFree, write a short research report on using technology to support diversity in instruction. First research the topic, with all group members adding information and links to sites and articles. Then brainstorm online. Then decide via a discussion board or online chat how to divide the large topic into small sections (for example: Software, hardware, resources OR Language, Culture, Ability). Finally, each member, write a short piece on your area. The goal is the process, not the product.

Goals:
Use on line collaboration tools – including writing and communication
Research diversity support tools
Create a useful piece of information
Turn in:
Link to discussion
Paper

Grade:

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<tr>
<th></th>
<th>Unacceptable 1</th>
<th>Acceptable 2</th>
<th>Target 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group work</td>
<td></td>
<td>Link suggestions with group 3 postings on discussion</td>
<td></td>
</tr>
<tr>
<td>Personal Writing</td>
<td></td>
<td>A paragraph or two Indication of thoughtful research and consideration</td>
<td>XXXXX</td>
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</table>

Project 9  Excel  5 points

Goals:
Use excel to make calculations
Make charts
See how “what if” scenarios can help with decision making
Paste and link charts into word documents

Turn in:
1. Average highs and lows for your favorite vs. avoided place
   1. Make a chart
2. Worksheet – time of day – variable study
3. Pie chart of both
4. Paste and link – into word doc
5. Gradebook

Grade:

<table>
<thead>
<tr>
<th></th>
<th>No = 0</th>
<th>Yes = 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excel Worksheet – high and low</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Charts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Worksheets for variable study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pie chart pasted and linked</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gradebook</td>
<td></td>
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Project 10  D3M project – PPT and Report  10 points

Based on our discussions of D3M, develop a simple project that requires you to:
1. look at a situation,
2. measure an activity,
3. make a hypothesis based on your measurement,
4. suggest and implement a change  
5. measure the result

Write a short report on your project. Include excel charts that show your data. Come to a conclusion based on your work. Make a short slide presentation to show your work and results.

**Goals:**
Go through the entire process. The *process* is the goal. The end result is secondary.  
See how data gathering can inform and affect practice.  
Work with PP to present information.

**Grade Paper:**

<table>
<thead>
<tr>
<th></th>
<th>Unacceptable 1</th>
<th>Acceptable 2</th>
<th>Target 3</th>
</tr>
</thead>
</table>
| **Reflection**       |                | Play with data to inform your work  
Reflect on process  
Develop intervention based on data  
Conclusions objective |          |
| **All parts**        |                | Statement of thing you are observing  
Excel of pre observation  
Statement of intervention  
Excel of post observation  
Conclusion | XXXXX    |

**Grade Presentation:**

<table>
<thead>
<tr>
<th></th>
<th>Unacceptable 1</th>
<th>Acceptable 2</th>
<th>Target 3</th>
</tr>
</thead>
</table>
| **Content**          |                | At least 3 slides  
Linked excel sheet  
A chart | XXX    |
| **Design**           |                | Picture  
Graphics  
Contrast  
Animations to take advantage of medium  
*** No full sentences  
*** No over crowded slides |          |

**Project 11 Trackstar 5 points**

Build a track at trackstar4teachers that gathers at least 5 sites about a topic and assigns a lesson – either something to write or decide for the intended audience. Note that a goal of this project is to see that creating a track is relatively quick and painless. You may use sites you already use and an assignment you have used. See how it may help you do what you are already doing, or would like to do. If you need further guidance, talk with me.
**Goals:**
Learn to build a track
Apply the technology to an existing or potential lesson
Discuss the safety issues answered with this software

**Turn In:**
Link to your track.
Short information sheet for teachers who might use this track

**Grade:**

<table>
<thead>
<tr>
<th>All pieces</th>
<th>Unacceptable 1</th>
<th>Acceptable 2</th>
<th>Target 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>5 sites</td>
<td>XXXXX</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Link</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Explanation of project for students</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Information for teachers</th>
<th></th>
<th>Further resources</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Suggestions for use and extensions</td>
<td></td>
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</tbody>
</table>

**Project 12 Web Site 10 Points**

**Goals:**
Understand the basic concepts of web sites including ftp, servers, remote pages
Create a useful file structure with folders for pictures and pages
Use an editing program to create 3 pages
Create links, add pictures
Use the web to post a lesson or activity
Explore good design for web site

**Turn in:**
Web site with 3 pages
Intro, portfolio, links
Add picture to front page

**Grade:**

<table>
<thead>
<tr>
<th>Below target – 1</th>
<th>Target 3</th>
<th>Exceeds 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pages</td>
<td>3 pages</td>
<td>1 picture</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5 links</td>
</tr>
<tr>
<td>Design</td>
<td>Easy to read</td>
<td>Easy navigation</td>
</tr>
</tbody>
</table>
Project 13  Portfolio and Reflection  10 Points

Goals:
Gather all assignments
Reflect on what was learned in each assignment
Consider how the student’s practice and thinking has evolved over the semester
Create a exhibit of work done for future review and evaluation

Turn in:
Post all work to web site
5 paragraph reflection on evolution of practice and thinking

Grade:

<table>
<thead>
<tr>
<th></th>
<th>Below target – 1</th>
<th>Target 3</th>
<th>Exceeds 5</th>
</tr>
</thead>
</table>
| Assignments          | All assignments attached  
  1-2 paragraph reflection on each |          |           |
| Final Reflection      | 5 paragraphs     
  What learned 
  What changed 
  View of future teaching 
  technology use |          |           |
| Body of Work (extra credit) | Overall thoughtful work during the semester |          |           |