Projects

The purpose of the projects is to give a sandbox – a safe place to play with these ideas. You will be graded on your effort, not on the product. I encourage you to experiment in this safe arena where you can explore without bad things happening to you. You MUST do the projects. If you do not turn in a project, your final grade will be lowered one point. I do not accept late projects.

1. Share a site 5 points – During Class – Sign up for a day during 2nd class

**Purpose:** Tech coordinators are looked upon as resources. One of your roles is to be able to find and suggest new and interesting resources – not only to suggest sites to be viewed, but to also suggest ways that teachers can use these sites. These should be sites with some meat – not just a repository of activities or lesson plans, but online tools or very rich resources that take some work to figure out how to use.

Once during the semester, you will be responsible for sharing a web site that is useful for either 1) educating students, 2) educating faculty, or 3) providing needed information for technology coordination.
You will be required to
1) post this with a description to THD
2) share it in class along with a few specific suggestions of how to use it.
3) Post a link and description in your space in educatorspot.com.
4) Submit a short paper (1-2 pages) that includes a summary of the site, how it might be used, any limitations, any ancillary sites.

**Grading:**

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<tr>
<th>Below 0 – 1</th>
<th>Target 2-5</th>
<th>Above 4-5</th>
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<tbody>
<tr>
<td>All 4 parts submitted</td>
<td>At least 1 extension</td>
<td>At least one suggested use</td>
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2. New technology buy decision 10 Points During Class – Sign up for a day during 2nd class

**Purpose:** Another role for the coordinator is to answer questions about new technologies (hardware, software). Often these questions involve questions such as: What should I buy? How does it work? How should I use it? This project is – different than the above, as this focuses on helping someone make a decision. You should not spend a long time gathering the information. You won’t have time to do this in the “real world”, so try to mimic that.
Select a technology from a list provided by the instructor. Find out more information about it. Make a buy recommendation including model and place to purchase. Provide a brief overview of the reasons for your recommendation (why this one as opposed to another).

We will consider topic ideas during the second class. Some include: mobile computing applications, filtering/blocking issues, LMS systems, adaptive technology recommendations.

You will be required to provide:
1) Report to the class – your buy recommendation
2) Suggested implementation schemes (buy 1 and share, buy a lab set)
3) Suggest uses
4) Suggested places for more information on use and support
5) Turn in a report that includes this information as well as a brief description of the process you went through to gather in information to make your decision (include sites where you got information).

**Grading:**

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<th>Below 0 – 2</th>
<th>Target 3-6</th>
<th>Above 7-10</th>
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<tbody>
<tr>
<td>All parts submitted</td>
<td>At least 1 extension activity</td>
<td>A process that includes going to at least 2 information sites</td>
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<tr>
<td>At least 1 site/book for further information</td>
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3. Use of New Technology   **15 points During Class – Sign up for a day during 2nd class**

**Purpose:**
A real growth in technology is the use of collaborative, user “fed” online tools such as 2nd Life, MySpace, Google/Yahoo groups, Blogs, Wikis, online calendars, online writing tools (think free, google docs), online spreadsheets, and podcasts. As a coordinator, you want to be familiar with these and to think about how to use these tools in education.

Your job:
- Pick a technology
- Learn to use it
- Use it for a few weeks
- Do some research about how others are using this
- Show the class how to use it
• Write a report on the use and experience, including suggestions for use in education.

Grading:

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<th>Below 0 – 7</th>
<th>Target 8 - 11</th>
<th>Above 12-15</th>
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<tbody>
<tr>
<td>All parts submitted</td>
<td>Some use</td>
<td>Above 12-15</td>
</tr>
<tr>
<td>At least 1 extension activity</td>
<td>At least 1 site/book for further information</td>
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4. Grant Proposal  20 points Due 3/11

**Purpose**: One of your roles will be to try to secure funding for you and your teachers. In order to do this, you will research and write a grant. You are strongly encouraged to actually submit it. For a grant for which you spend a few weeks writing, you should plan on a small amount ($500 - $5,000). The goal is for you to see where to find grants, see that the process is not impossible, and put together all the pieces for submitting a grant.

You will:
- Research grant opportunities
- Decide on a grant for which to apply (aim small to allow completion)
- Develop a project for the grant
- Write up the project, background, and any other requirements
- Develop a budget
- Get permission from anyone who needs to sign off (principal, district)
- Present your experience to the class (5-7 minutes)
- Submit a reflection on the process that includes where you looked, why you decided on that grant, what you submitted, a copy of the grant application, and what you would do differently in the future.

**Grading**:

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<th>Below 0 – 5</th>
<th>Target 6-14</th>
<th>Above 15-20</th>
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<tbody>
<tr>
<td>All parts submitted</td>
<td>Project developed</td>
<td>Above 15-20</td>
</tr>
<tr>
<td>Grant write up clear</td>
<td>Budget addresses all needs and is realistic</td>
<td>Presentation shares useful knowledge with class</td>
</tr>
<tr>
<td>Reflection is complete and includes ideas for future success</td>
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5. Professional Development 30 points Due 5/6

The biggest project during this class will be the design and delivery of a professional development project that encourages the use of technology for teachers in your school (or some other group). A technology coordinator often has to take on this kind of project in unfamiliar subject areas, so I would like you to stretch your boundaries with this project. Do not pick a safe topic. Explore an area where you and the target teacher or teachers will have to work together, you as the technology person and they as the subject matter expert – an area where you will have to do some research on the web to discover how others have used technology to support the educational goals. I must approve your professional development topic.

Professional development has as its goal a change in activity. So, this project may take many forms. It may be a series of meetings and attending a class to support the teacher. It may be an online or in person tutorial for some hardware/software. It may include some amount of performance support tools.

We are developing a series of workshops and supports for the technology teachers at Weaver High. You may take one of these as your project.

You will:
- Analyze the situation and identify a need
- Propose a solution based on analysis and conversations with the target teachers
- Get approval from me
- Plan the PD intervention
- Build the required objects (print, web, trainer notes)
- Conduct the PD
- Reflect on the process and make recommendations for improvement and further work
- Present your experience to the class (10 minutes)
- Write a 3-5 page reflection that includes the setting, your analysis, why you selected the model you used for PD, copies of materials developed, report on the intervention, reflection.

You should be prepared to report on the experience on the last day of class and turn in a reflection including a statement of the problem, approaches considered, approaches tried, initial results, and any alterations, plus reflection on the process.

Grading:

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<th>Below 0-9</th>
<th>Target 10-22</th>
<th>Above 23-30</th>
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<tbody>
<tr>
<td>All parts submitted</td>
<td>Formative analysis completed and detailed</td>
<td>Project approved by professor</td>
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<tr>
<td>Project pushes student’s knowledge envelope</td>
<td>Interesting intervention</td>
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EDT 618 Spring 08  schatz@hartford.edu
6. Participation/Discussion 15 points

The tech person in a school is a lonely position. It is essential that we learn how to work with others within our community of practice. That involves sharing knowledge, perceptions, and ideas. In this class, as in the world, there is no correct answer and no one person who is the central fount of knowledge (sorry if you thought otherwise). As there is no text, we create our understandings through reading, activity, and reflection. If you are not in class, you cannot add to this process. So, you will be graded on your participation. In addition, if you miss more than 1 classes, your final grade will be reduced by a letter. If you miss more than 2, you will fail.

Grading
14 classes per semester. First and last do not count – everyone comes to those. 12 classes.
Unexcused = 0
Excused or Present =1
Active participation = 2

Note: 7 extra points are possible.

7. Web site 5 points

At the beginning of class, you will be given a subdomain on educatorspot.com. As you complete each assignment, I would like you put the materials for the assignment in your space and make a link to them. This allows you to have a central repository (which will be useful when you make your portfolio) of your work where I can go at the end of the semester to review your semester’s work.

8. End of semester reflection 10 bonus points

As reflective practitioners, I strongly suggest that you take the time to reflect upon your semester in the last week of the semester. Write a 3 page paper covering what you learned, what was most useful, what you wish you learned more about, how you and your practice has changed over the semester. Post this on your site.