COURSE SYLLABUS

Course: Teaching, Learning, and Leading in the Digital Age

Presenters: Meg Ormiston

Credits: 3 Graduate Credits

Course Overview

There has been a large shift in the way student minds work, and the manner in which they engage and learn is different than it was in the past. As Meg Ormiston tells us, they are constantly wired and always connected, and they are facile with technology. Yet it has been said you can walk into a classroom today and it looks the same way it did 100 years ago.   Today's learners cannot sit through the drawn out lessons of the past, being lectured and given worksheets to complete. Luckily technology, the cause of the new mind's evolution, can work in our favor as we facilitate learning for our students. They need images and video, new digital collaboration tools and pedagogical methods. They can engage and learn deeply when they are taught in ways that sync with their lifestyle. Although the gap between how students live outside the classroom and how they are being taught is wide, if educators teach themselves about Web 2.0 Tools, NETS guidelines, the language of the wired student, and what works for today's learners we can facilitate instruction that draws them in emotionally, motivates them, and fosters creativity. We are no longer training students to work in a factory in the industrial age, because this is the information age. If we are truly preparing them for the future, it is essential that we model collaboration and creativity.   How can we be sure to engage these learners in our classrooms?

- Use multi-media tools and images that evoke emotion and involve our students
- Incorporate collaboration tools and methods into curriculum
- Anticipate their shorter attention span, and plan lessons accordingly
- As educators, develop our own personal learning networks in order to keep pace with new developments and tools

Educators will learn to facilitate lessons for today's students so they will engage and learn in new, powerful ways. Differentiated instruction is easier than ever using new tools and pedagogies. While giving students the autonomy to choose their methods of expression and presentation tools, we learn to encourage collaborative skills they will use for a lifetime. Ormiston teaches us not only how to empower our students to learn, but how to do the same for ourselves as we develop personal learning networks and relationships with fellow educators around the world to share ideas and develop new lesson plans that work. We can speak our student's language and teach them in ways that will delight and excite them, while helping them develop higher order thinking skills at the same time.

Presenters' Bios

For over twenty-five years **Meg Ormiston** has been involved in professional development activities focused on changing instructional practice in the classroom. Meg marries her passion for technology with a deep curriculum background and over twelve years as a classroom teacher. Meg has served as a

curriculum coach, school board member, keynote speaker, professional development specialist and grant facilitation specialist. Meg has also authored four books, written numerous articles, collaborated on professional videos and participates in many personal learning communities.

Meg brings all of this to each professional development session, with a dynamic presentation style and a great sense of humor. When she is not on the road, Meg can usually be found at a sporting event of her boys along with her husband and golden retriever, Napa.

Objectives

After completing this course, educators will know:

- How to engage students using multi-media, new pedagogical approaches, and Web 2.0 tools
- How to facilitate deep learning by creating lesson plans that give students autonomy and choice
- What works in today's classrooms – educational technology tools and how they work to engage
- How to find, organize, and share their new collection of digital images and other artifacts

Student Learning Outcomes:

After completing this course, educators will be able to:

- Design or revisit lesson plans using multi-media and tools to facilitate deeper learning in their students
- Develop their own personal learning network to use on an ongoing basis
- Rethink their opinions about the technology their students use as part of their digital lifestyle, by viewing it through an instructional lens

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Unit 1: Paper-Trained Teachers in a Video-Game World

We often hear that our role as educators has changed from "sage on the stage" to "guide on the side." Instead of lecturing students, Ormiston tells us, we must facilitate their learning. Their brains have changed, and learners need to be active participants in their own discovery. In order to accomplish this, she explains, we need to rethink lesson planning. Differentiating instruction, which is much easier with the help of technology, will empower students. She cites video, audio, and fast moving environments as an ideal way to grab their emotion, connect, and engage. We want to create deep knowledge of topics in order for students to create projects that require higher order thinking skills, such as remixing audio and video content in order to express themselves and their opinions.

Unit Objectives:

After completing this unit, participants will know:

- How and why the role of the teacher must change
- New ways to promote creativity using higher order thinking skills

- The critical importance of multi-media and technology in the classroom

Student Learning Outcomes:

After completing this unit, participants will apply the following skills:

- Shift to a facilitative role in the classroom
- Integrate audio, video, interactive white boards, and other technology into lessons.
- Revisit lesson plans and enhance or change them to correlate with new student thinking

Unit 2: The Future of Leadership - Technology and the School Leader

Leaders of today are more important than ever. In this unit, Meg Ormiston tells us that both administrative and teacher leaders need to model behavior to set the tone for change at a time when innovation in education is more important than ever. Not only should a good leader initiate the use of technology and new pedagogies, they need to continually stay involved in their own professional development by forming Personal Learning Networks. They should stay connected to their peers both while in school and out on a daily basis, and model the behavior for everyone around them. Nothing remains static in education today, and Ormiston shows leaders how to stay informed using social media that will keep them on the cutting edge of new technology tools and trends, as well as their application and relevance. Leadership is not confined to technology, she tells us. It is all about engagement and evolving with innovative ideas and initiatives that will capture the students emotionally and foster a love of learning.

Unit Objectives:

After completing this unit, participants will know:

- All about NETS, and how to integrate the standards into their leadership and teaching
- About Personal Learning Networks and their benefits
- Where to find professional development communities and tools

Student Learning Outcomes:

After completing this unit, participants will apply the following skills:

- Prioritize technology tools and pedagogical innovation in lesson plans
- Conceptualize an ideal classroom with educational technology equipment
- Form and utilize a Personal Learning Network using social media communities for ongoing professional development

Unit 3: InfoClutter: Processing Information in New Ways

With a digital lifestyle we often make a digital mess. In this unit, Ms. Ormiston focuses on organizing digital resources. She shares her personal file management system and demonstrates how to manage, download, and create folders so they can be easily located. Everything we use as educators should be in a place that is easily retrievable. She emphasizes that redundancy increases clutter, and that each item should only be in one file location. Technology does not save time if we reinvent the wheel, and Ormiston shows us strategies to make our digital files work for us. She also introduces us to "the Cloud," and encourages us to take advantage of remote sites where we can store our files in order to access them from any computer, anywhere, without using space on our local hard drive. Her strategies for file sharing, email management, and backing up all digital assets will save time in the future and provide us with an organized framework as we grow our collection and increase our lesson plan possibilities.

Unit Objectives:

After completing this unit, participants will know:

- How to manage, organize, and access their digital assets
- Strategies for backing up and sharing files
- Suggestions for email management that will eliminate overload

Student Learning Outcomes:

After completing this unit, participants will apply the following skills:

- Decrease the number of files and folders on their desktop while retaining the content within an organizational framework
- Quickly access materials needed for a learning unit
- Back up files, organize email, and use the cloud for access anywhere

Unit 4: Article: "It's Time to Trust Teachers with the Internet: A Conversation with Meg Ormiston"

In this unit, you will read an interview article entitled, "It's Time to Trust Teachers with the Internet: A Conversation with Meg Ormiston," and answer some reflection questions about it. The purpose of your reading this article is to consider the ways in which restrictions on Internet access affect your ability to use technology in your classroom, and think about what you can do to address this issue in your school.

To access this article go to the Resources button of your eClassroom. Read the article, and then answer the reflection questions.

Unit 5: Power Googling for Educators

Google is so popular it is now both a brand and a verb. It is a powerful search tool but, as Ms. Ormiston explains, it puts the sites that are linked to most often by other sites at the top of results pages. As educators, we have very specific needs when we do a search, and in most cases, we won't be looking for the winners of Google's link popularity contest. She shows us how to save time and confusion by using advanced search techniques that narrow our results down to exactly what we need, using parameters specific to our circumstance.   Ormiston also explains portals, directories, and sites that serve as recommendation engines – some that are curated by teachers. She goes on to show us how to do the same type of user specific searching for images, both on Google and Flickr, and discusses the pros and cons of each. Google News, iGoogle, Google Maps, and some of the software from the Google suite of application are shared with us, and Ormiston gets us excited to use them in our classrooms.

Unit Objectives:

After completing this unit, participants will know:

- Advanced searching strategies specific to educators' needs
- How to search for images safely and comprehensively
- About other Google sites and applications to use in the classroom

Student Learning Outcomes:

After completing this unit, participants will apply the following skills:

- Search for articles, images, and other teaching aids quickly and with precision
- Incorporate Google applications into their lesson plans and curriculum

Unit 6: Web 2.0 Tools All Educators Should Have in their Backpacks

Ormiston's digital backpack for educators is a collection of Web 2.0 tools that can be accessed via the Internet. They are collaborative in nature, and take the next step toward her vision of the ultimate digital and paperless classroom. In this unit, she suggests collaborative possibilities and describes the collective knowledge we can both gain and maintain with wikis, Google Docs, Google Calendars, and more. She also addresses social media and the controversy it raises in schools. Even Facebook has its pros and cons! Highlighting each tool, Ms Ormiston demonstrates applications in the context of a classroom and challenges us to imagine new possibilities and practices. Data collection from Google Forms, using shared calendars, live video streaming using Ustream, and social bookmarking all take us far beyond lectures and worksheets while enabling us to engage learners as never before.   She also addresses blocking and filtering, and the fine line we now walk in schools when discussing access issues. There are decisions to make in every school administration in order to maintain a safe atmosphere. Even if educators are already using some of the tools in her digital backpack, Ormiston shares fresh ideas and new applications that will deepen understanding and encourage frequent incorporation into the curriculum.

Unit Objectives:

After completing this unit, participants will know:

- About various digital tools that will encourage collaboration
- Applications for the tools in the context of the school and classroom
- Blocking and safety – and the factors that must be considered when making access decisions

Student Learning Outcomes:

After completing this unit, participants will apply the following skills:

- Incorporate their new digital backpack into lesson plans and curriculum
- Ways to use social media for further discovery of new applicable tools
- Begin to think objectively about Internet access in school and what sites should be blocked

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Unit 7: Article: "Cell Phones as Learning Tools"

In this unit, you will read an article by Meg Ormiston entitled, "Cell Phones as Learning Tools," and answer some reflection questions about it. The purpose of your reading this article is to consider some of the many issues raised by new technologies that students are using and how schools can begin to deal with them.

To access this article go to the Resources button of your eClassroom. Read the article, and then answer the reflection questions.

Reading: "*POWERful Coaching – Unit 4*"

Participants read Unit 4 of Reiss' book, *POWERful Coaching*, and address relevant issues in a reflection question format.

Unit 8: Technology Tools to Support Students with Learning Disabilities

In this unit Meg Ormiston and her guests discuss how multi-media technology tools will benefit all learners, particularly those who have learning disabilities or other comprehensive challenges in the classroom. She talks about the power of images, video, and audio and explains how to incorporate them into curriculum.   Educators can use these tools to evoke emotion that engages students in meaningful conversation and inquiry. They are empowered both to learn new material and to use their natural strengths to present their newfound comprehension. Ormiston stresses that learning is the important thing, not how students learn. Providing multi-media as an alternative to traditional methods can make a vast difference in learning outcomes.

Unit Objectives:

After completing this unit, educators will know:

- How to use different types of multi-media tools and where to find them
- The best ways to take advantage of pictures, video, and audio in order to promote deep understanding, regardless of learning challenges an individual student faces
- Ways to integrate new media assets into curriculum and create a personal, organized library

Student Learning Outcomes:

After completing this unit, educators will apply the following skills:

- Create new curriculum that incorporates multi-media technology
- Revisit lesson plans and modify them to make them richer
- Empower students to learn and express themselves in new ways

Unit 9: Culture Clash! Wired Kids in Text Driven Classrooms

We are teaching an "always on" generation. Our students today are used to being constantly wired and connected, both to each other and to any information they need. In the classroom, Ms. Ormiston tells us, we will sound like the Charlie Brown teacher if we don't evolve. The gap between how our students learn and live outside of school and the way they are being taught in classrooms is growing wider, and we need to make changes quickly or we will lose our students. These are different learners, and we need to give them different tools and learning opportunities. Ormiston discusses new ways of thinking about students today, and how to use their innate skills, problem solving ability, and behavior to our advantage as we teach them. She shares her thoughts about video games in classrooms, the difference between text messaging and formal writing, and how to reconsider the concept of wasting time. Balance, she tells us, is the key to diminishing our culture clash. Ormiston also introduces us to mashups, a creative combination of audio and video, as a new method of expression and deep understanding. Even the most tech-savvy educators will hear new ideas in this unit, and those who are just learning will come away with new perspectives to consider.

Unit Objectives

After completing this unit, educators will know:

- Characteristics that define our wired learners
- Different ways to think about their habits, gadgets, and attention span
- How to use our students' skills to their advantage in a learning environment

Student Learning Outcomes

After completing this unit, educators will apply the following skills:

- Leverage the types of problem-solving skills that wired students have by integrating them into learning activities
- Present and facilitate student learning as they complete unique projects that display their knowledge and understanding

Unit 10: If a Picture Paints a Thousand Words: STOP TALKING

In order to encourage learning, we need to fully understand the world our students live in. Ms. Ormiston tells us that in order for learning to occur, we must understand their multimedia language. They have a text language, and we should know it. We should also know how to mash things up. Let them bring their cell phones with them to class and use them in our curriculum, because it is a tool they are comfortable using. Ormiston's panel discusses these issues as well as new uses of images, video, and audio to enable instructors to make curriculum rich and meaningful. She also discusses electronic white boards in depth, and how they convert the teacher's computer into a touchable screen where students and teachers can work interactively. There are even lessons that can be saved and shared with other teachers in a collaborative folder. The most important learning goal when using these tools, Ormiston tells us, is to promote higher order thinking. Multi-media activities such as using Photoshop Elements to merge and create images are powerful, and she reminds us where to find the best images and how to get them in the hands of students. These activities are not extra, and not an add-on, she reiterates – it is essential to incorporate multimedia into the curriculum of all 21st century learners.

Unit Objectives

After completing this unit, educators will know:

- The importance of understanding the language of multimedia
- New tools and applications that take advantage of learner multimedia fluency
- Places to find appropriate images and programs online

Student Learning Outcomes

After completing this unit, educators will apply the following skills:

- Design and implement instruction that integrates multimedia
- Enhance and grow their collection of digital assets
- Use some of the new applications Ormiston describes in lesson plans

Methods of Instruction

- Videos (presentations consisting of lecture, interviews, and classroom footage)
- Readings
- Reflection questions (open-ended questions at intervals throughout the video presentations where participants are asked to reflect on the course content, their own practice, and their intentions for their practice)
- Quizzes (selected-response quizzes to assess understanding of the video presentations)
- Discussion forum (prompts after each unit that engage participants in online dialogue with their cohorts)
- Midterm (a project intended to get teachers to begin to develop their practice by putting to work in the classroom what they have learned)
- Final (a project that enables educators to reflect on their practice and assess their students' work through the lens of what they have learned)

Plagiarism Policy

KDS recognizes plagiarism as a serious academic offense. Plagiarism is the passing off of someone else's work as one's own and includes failing to cite sources for others' ideas, copying material from books or the Internet (including lesson plans and rubrics), and handing in work written by someone other than the participant. Plagiarism will result in a failing grade and may have additional consequences. For more information about plagiarism and guidelines for appropriate citation, consult plagiarism.org.

Percentage of Course Credit

- Reflection questions   25%
- Quizzes   15%
- Midterm   25%
- Final   35%

In order to complete the requirements of the course, the participant must complete all course work (e.g., reflections, quizzes, and any midterm and/or final), including watching all videos and participating in all discussion forums. We do not award partial credit.

Grading Policy

A: 3.4 – 4.0
B: 2.7 – 3.3
C: 2.0 – 2.6
F: >2.0

Reflection/Quiz Rubric

Activity	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)
Quizzes	90-100%	80-89%	70-79%	69% or below
Reflection Question	Participant has provided rich detail and supporting examples from the course content. Participant has made responses to prompts personally meaningful and relevant to his or her teaching practice.	Participant has included appropriate content from the course content. Participant has made thoughtful comments in direct response to the prompts.	Participant has included little that indicates consideration and comprehension of course content. Participant has answered most questions directly but some too briefly.	Participant has included little to no content indicating consideration and comprehension of course content. Participant has not addressed the specific questions posed. Participant has not responded to all reflection questions. Participant has copied from the course transcript without synthesis or analysis.

Midterm

For your midterm, design and execute an original lesson plan that incorporates one or more of the technologies you've learned about from Ms. Ormiston. Choose a digital resource(s) that is readily available to you.

Please do the following:
   a) Write a lesson plan that incorporates at least one of the new tools you've learned about. The lesson plan should include all of the following:
      - Standard(s)
      - Learning Objectives
      - Activities related to the technology tool that utilizes the digital resource
      - Checks for understanding
   b) During the process, take notes or journal the experience. Record and submit the following:
      - The learning goal set for the lesson and the learning goal set for the instructor
      - The technology tool used and the ease or difficulty with locating the resource
      - Level of student enthusiasm/engagement and understanding by learners
      - Your comfort level with the implementation and support by teaching and administrative community.

Midterm Rubric

Step	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)
Write a lesson plan that incorporates at least one of the new tools you've learned about. **The lesson plan should include all of the following:** • **Standard(s)** • **Learning objectives** • **Activities related to the technology tool that utilizes the digital resource** • **Checks for understanding**	Participant has presented a lesson plan that incorporates a clearly appropriate new tool. The lesson plan appropriately includes all of the following: • Standard(s) • Learning objectives • Activities related to the technology tool that utilizes the digital resource Checks for understanding	Participant has presented a lesson plan that incorporates a new tool. The lesson plan includes all of the following: • Standard(s) • Learning objectives • Activities related to the technology tool that utilizes the digital resource Checks for understanding	Participant has presented a lesson plan, though it is not clear what new tool is involved. The lesson plan includes most of the following: • Standard(s) • Learning objectives • Activities related to the technology tool that utilizes the digital resource Checks for understanding	Participant has not presented a lesson plan with a new tool. The lesson plan includes 0-2 of the following: • Standard(s) • Learning objectives • Activities related to the technology tool that utilizes the digital resource Checks for understanding
Record and submit the following: • **The learning goal set for the lesson and the learning goal set for the instructor** • **The technology tool used and the ease or difficulty with locating the resource** • **Level of student enthusiasm/engagement and understanding by learners** • **Your comfort level with the implementation**	Participant has responded in illuminating detail and with appropriate examples to all of the following: • The learning goal set for the lesson and the learning goal set for the instructor • The technology tool used and the ease or difficulty with locating the resource • Level of student enthusiasm/engagement and understanding by learners	Participant has effectively addressed all of the following: • The learning goal set for the lesson and the learning goal set for the instructor • The technology tool used and the ease or difficulty with locating the resource • Level of student enthusiasm/engagement and understanding by learners • Your comfort level with the implementation	Participant has addressed most of the following, though with various levels of clarity or purpose: • The learning goal set for the lesson and the learning goal set for the instructor • The technology tool used and the ease or difficulty with locating the resource • Level of student enthusiasm/engagement and understanding by learners • Your comfort level	Participant has addressed few of the following, often without clarity or purpose: • The learning goal set for the lesson and the learning goal set for the instructor • The technology tool used and the ease or difficulty with locating the resource • Level of student enthusiasm/engagement and understanding by learners • Your comfort level

and support by teaching and administrative community.	• Your comfort level with the implementation and support by teaching and administrative community.	and support by teaching and administrative community.	with the implementation and support by teaching and administrative community.	with the implementation and support by teaching and administrative community.
Formal issues	Participant has made no grammatical errors. Participant has organized paragraphs around clearly articulated main ideas. Participant has written in an effective and eloquent style—i.e., has varied his or her sentence structure and made careful word choice.	Participant has made a few grammatical errors. Participant has organized most paragraphs around clearly articulated main ideas. Participant has written in an effective and eloquent style—i.e., has varied his or her sentence structure though not always found the right word.	Participant has made some distracting grammatical errors. Participant has organized some paragraphs around main ideas but not others. Participant has written in a style that communicates his or her thoughts but with no marked eloquence and insufficient attention to word choice.	Participant has made multiple grammatical errors. Paragraphs are not organized around main ideas. Participant has written in a style that does not effectively communicate his or her thoughts.

Final

For your final, you will write a reflection paper of 750 - 1500 words pages based on the lesson you wrote and implemented for the midterm.

Using the notes or journal you made for the midterm, write an analysis of the process, from researching and writing the lesson plan, to implementing it with your students. Then discuss the learning outcomes of the students. Finally, analyze the lesson from your own perspective as a teaching professional.

Guiding Questions for the Reflection Paper

Research, Design, and Implementation

- Did you have difficulties in your search for an applicable tool or lesson plan? Explain.
- Did you interact with peers, people outside of the school community? Explain.
- What, if anything, surprised you with respect to the availability of resources?
- What tool or tools did you use? Why did you choose it/them?
- What were the easiest and most difficult parts of the lesson?
- What was your comfort level in teaching the lesson?
- How would you rate the interest level and engagement of your students?

Student Learning Outcomes

- What learning outcome did you plan to measure?
- What form of assessment did you use to measure the learner outcome?
- What were the results of your measurement?

Reflecting on the Lesson

- How might you overcome implementation difficulties in the future?
- How did student learning outcomes compare to a regular lesson on a similar topic?
- In what ways and to what extent did using this technology enhance the learning outcome of your students? How might you improve it in the future?
- How would you rate the experience for yourself as a teaching professional? Would you use all or part of this lesson again? How might you change it? What other technology tool might you use to enhance this lesson in the future?

Final Rubric

Step	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)
Research, Design, and Implementation: **Did you have difficulties in your search for an applicable tool or lesson plan?** **Did you interact with peers, people outside of the school community?** **What, if anything, surprised you with respect to the availability of resources?** **What tool or tools did you use? Why?** **What were the easiest and most difficult parts of the lesson?**	Participant has responded in illuminating detail and with appropriate examples to all of the following: • Difficulties in locating an applicable tool or lesson plan • Interaction with peers and others outside the school community • Level of surprise re: availability of tool • What tool(s) were used • Easiest and most difficult aspects of the lesson • Participant's comfort level	Participant has effectively addressed all of the following: • Difficulties in locating an applicable tool or lesson plan • Interaction with peers and others outside the school community • Level of surprise re: availability of tool • What tool(s) were used • Easiest and most difficult aspects of the lesson • Participant's comfort level • Students' interest level	Participant has addressed most of the following, though with various levels of clarity or purpose: • Difficulties in locating an applicable tool or lesson plan • Interaction with peers and others outside the school community • Level of surprise re: availability of tool • What tool(s) were used • Easiest and most difficult aspects of the lesson • Participant's comfort level	Participant has addressed few of the following, often without clarity or purpose: • Difficulties in locating an applicable tool or lesson plan • Interaction with peers and others outside the school community • Level of surprise re: availability of tool • What tool(s) were used • Easiest and most difficult aspects of the lesson • Participant's comfort level • Students' interest level

What was your comfort level in teaching the lesson? **How would you rate the interest level and engagement of your students?**	• Students' interest level and engagement	and engagement	• Students' interest level and engagement	and engagement
Student Learning Outcomes: **What learning outcome did you plan to measure?** **What form of assessment did you use to measure the learner outcome?** **What were the results of your measurement?**	Participant has responded in illuminating detail and with appropriate examples to all of the following: • Measurable learning outcome • Form of assessment • Results of assessment	Participant has effectively addressed all of the following: • Measurable learning outcome • Form of assessment • Results of assessment	Participant has addressed most of the following, though with various levels of clarity or purpose: • Measurable learning outcome • Form of assessment • Results of assessment	Participant has addressed few of the following, often without clarity or purpose: • Measurable learning outcome • Form of assessment • Results of assessment
Reflecting on the Lesson: **How might you overcome implementation difficulties in the future?** **How did student learning outcomes compare to a regular lesson on a similar topic?** **In what ways and to what extent did using this technology enhance the**	Participant has responded in illuminating detail and with appropriate examples to all of the following: • How to overcome implementation difficulties in the future • A comparison of learning outcomes to those on a non-technological similar topic • Whether and	Participant has effectively addressed all of the following: • How to overcome implementation difficulties in the future • A comparison of learning outcomes to those on a non-technological similar topic • Whether and how technology enhanced the learning	Participant has addressed most of the following, though with various levels of clarity or purpose: • How to overcome implementation difficulties in the future • A comparison of learning outcomes to those on a non-technological similar topic • Whether and how technology	Participant has addressed few of the following, often without clarity or purpose: • How to overcome implementation difficulties in the future • A comparison of learning outcomes to those on a non-technological similar topic • Whether and how technology enhanced the

learning outcome of your students? How might you improve it in the future? How would you rate the experience for yourself as a teaching professional? Would you use all or part of this lesson again? How might you change it? What other technology tool might you use to enhance this lesson in the future?	how technology enhanced the learning outcome • How to improve the use of technology • Value of the experience and potential modifications	outcome • How to improve the use of technology • Value of the experience and potential modifications	enhanced the learning outcome • How to improve the use of technology • Value of the experience and potential modifications	learning outcome • How to improve the use of technology • Value of the experience and potential modifications
Formal issues	Participant has made no grammatical errors. Participant has organized paragraphs around clearly articulated main ideas. Participant has written in an effective and eloquent style—i.e., has varied his or her sentence structure and made careful word choice.	Participant has made a few grammatical errors. Participant has organized most paragraphs around clearly articulated main ideas. Participant has written in an effective and eloquent style—i.e., has varied his or her sentence structure though not always found the right word.	Participant has made some distracting grammatical errors. Participant has organized some paragraphs around main ideas but not others. Participant has written in a style that communicates his or her thoughts but with no marked eloquence and insufficient attention to word choice.	Participant has made multiple grammatical errors. Paragraphs are not organized around main ideas. Participant has written in a style that does not effectively communicate his or her thoughts.