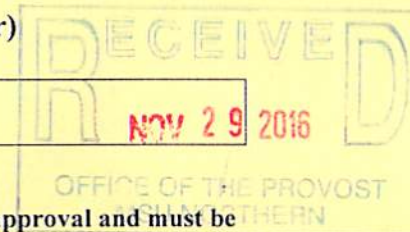


ACADEMIC SENATE PROPOSAL TRACKING SHEET
(Document To Be Originated By the Academic Senate Secretary On Canary Color Paper)

Proposal # 16-02	Title: Integrating Technology in Education
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(Proposal explanation, submitter and college dean signatures on attached program/degree or course revision form.)



All proposals MUST have their originating college faculty body (Ex. Arts & Sciences, Education and Nursing; Technical Sciences) approval and must be signed by the submitter and the college dean before being submitted to the Academic Senate Secretary.

1. Submit all proposals (using the appropriate Academic Senate program/degree and/or course revision forms or General Education Inclusion form) to the Academic Senate Secretary. **NOTE: Level 1 or Level 2 forms must be submitted concurrent with this proposal where applicable. For Education proposals, PEU approval must be received prior to forwarding the proposal to the Senate.**
2. The Academic Senate Secretary logs and numbers items and forwards them to the appropriate Academic Senate subcommittee(s): General Education (if applicable), or Curriculum. A transmittal e-mail will be sent to the Recording Secretary of the receiving committee, cc Provost's Administrative Assistant, by the Academic Senate Secretary. A digital copy of the proposal will be linked on the Academic Senate Proposal page by the Academic Senate Secretary.
3. The Academic Senate subcommittee(s) consider(s) the proposal. If approved, the proposal is returned to the Academic Senate Secretary for forwarding to the next committee. If a committee disapproves the proposal, the originator may request that the item be forwarded to the next body for consideration. The committee will provide written rationale to the originator, via the Academic Senate, when a proposal is disapproved and the proposal is returned to the originator. Upon completion of committee action, the proposal will be returned to the Academic Senate Secretary, and a transmittal e-mail sent by the Committee Recorder to the Senate Secretary, cc Provost's Administrative Assistant.
4. The Academic Senate considers the proposal and recommends approval or disapproval. If approved, the proposal is forwarded to the Provost for consideration. If the Academic Senate disapproves the proposal, the originator may request that the item be forwarded to the Full Faculty for consideration, utilizing the procedures set forth in the Senate Bylaws. The Academic Senate will provide written rationale to the originator when proposals are disapproved and the proposal is returned to the originator.
5. Approved proposals will be forwarded to the Provost. The Provost approves or disapproves the proposal. If approved, the proposal is then forwarded to the Chancellor. From this point forward, the Provost's Administrative Assistant will update the Proposal page on the website by contacting the webmaster.
7. The Chancellor approves or disapproves the proposal.
8. The proposal will then either be implemented or referred to MSU for further action. The tracking page on the Provost site will be updated as required.

Subcommittee and Academic Senate college representatives will notify their respective colleges' of the progress of submitted proposals or the proposal may be tracked via the web page -- <http://www.msun.edu/admin/provost/senate/proposals.htm>

Documentation and forms for the curriculum process is also available on the web page:
<http://www.msun.edu/admin/provost/forms.htm>

***** (If a proposal is disapproved at any level, it is returned through the Academic Senate secretary and the Senate President, to the Dean of the submitting college who then notifies the originator.

See back for tracking form

	Date	Action Taken	Signature	Date	Comments/Reason for Disapproval	Sent to	Date	Transmittal E-mail sent
*Abstract received by Senate Secretary		Copy to Senate President. Forward to Provost.						
*Provost		<input type="checkbox"/> Abstract Approved <input type="checkbox"/> Disapproved					9/22/16	
Received by Senate Secretary	4/28/16	Tracking form initiated	Debra Bradley	4/28/16	Sent to receive Hildebrand	Gen ED	9/18/16	handed
General Education Committee (if applicable)	10/3/16	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved	L. Hildebrand	10/4/16	returned to Debra Bradley	CEEC Comm	10/4/16	inner office to Byron
Curriculum Committee (if applicable)	11/17/16	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved	BCP	11/17/16		COE ASN	11/21/16	took to meeting
Academic Senate	11/29/16	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved	Tom Albert			Provost Office	11/29/16	inner office
Full Faculty (if necessary)		<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved						
Provost	1-10-17	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved	Wm. J. Rugg	1-10-17		Chancellor	1-10-17	
Chancellor		<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved	Angry O. Kuhl	1-10-17				
MSU		<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved	N/A					
BOR		<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved	N/A					
NWCCU		<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved	N/A					
Provost		Advise originating college and Academic Senate of status. Update Web page.						
Registrar		Catalog/Policy Manual Update						

NOTE: The secretary of the Academic Senate will update the Academic Senate Proposal web page from initial receipt until the proposal reaches the Provost. The Provost's Administrative Assistant will ensure that the current status of each proposal is maintained on the Academic Senate Proposal web page from that point forward.

*Abstract and pre-approval required for new programs ONLY.

Academic Senate Form 1 (Revised 3/21/2012)

CEASN PROPOSAL TRACKING SHEET

(Document to Be Originated By CEASN Secretary)

1. Submit all proposals (using the appropriate Academic Senate program/degree and/or course revision forms) to the CEASN Administrative Assistant.
2. The CEASN Administrative Assistant forwards them to the appropriate CEASN Committee.

Proposal Number: 2015-2016 # 39	Title: Integrating Technology in Education
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Date

Received by CEASN Administrative Assistant

2-2-16

Forwarded to CEASN College Meeting

2-3-16

Approved

Disapproved



2/16/16

Chair

Date

Signature

Returned to CEASN Administrative Assistant

2-16-16

Forwarded to Dean for Signatures

2-16-16



2-16-16

Dean

Signature

Returned to CEASN Administrative Assistant

2-16-16

Forwarded to Professional Education Unit

2-17-16

Approved

Disapproved



4-27-16

Signature

Date

Returned to CEASN Administrative Assistant

4-27-16

Forwarded to ACAD Senate



MONTANA STATE UNIVERSITY NORTHERN

Academic Senate Tracking Sheet Correction Form

Date: 11-15-16

Proposal #: 16-02

Title: Integrating Tech. in Educ.

Page (s) # of the correction (s) that need to be made: _____

Brief description of the correction to be made: Course Revision Form -
last two sentences.

Name of Person making the correction: Jay Todd

Phone #: 3735

Date returned back to Senate Secretary: evote-

COURSE REVISION FORM

NEW _____ DROPPED _____ MAJOR REVISION FOR INFORMATION ONLY _____

College CEASN Program Area Education Date _____

Submitter [Signature] Dean Carol A. Raphael Date 11-29-16
Signature Signature (indicates "college" level approval)

Please provide a brief explanation & rationale for the proposed revision(s):

This requested course revision is two-fold: 1) to renumber EDU 370-Integrating Technology in Education to EDU 270-Integrating Technology in Education for the purpose of ease of transfer between units, and 2) to update the course description.

Please provide the following information:

College: MSUN College of Education, Arts & Sciences, and Nursing

Program Area: Initial Programs - Education

Date:

Course Prefix & No.: EDU 270 (from EDU 370)

Course Title: Integrating Technology in Education

Credits: 3 credits

Required by: As the required general education Category VII-Technology course and pre-requisite course for all initial programs (elementary and secondary)

Selective in: N/A

Elective in: N/A

General Education: As the required general education Category VII-Technology course for all initial education programs (elementary and secondary)

Lecture: 100%

Lecture/Lab: 0%

Gradable Lab: 0%

Contact hours lecture: 3 credit hours (aka 3 hours per week for 15 weeks)

Contact hours lab: 0

Current Catalog Description (include all prerequisites):

This class presents three strategies that enable a teacher to integrate computers into their educational environment to enhance their capabilities and productivity. Topics covered include multi-media, telecommunications, and classroom management.

Proposed or New Catalog Description (include all prerequisites):

This course will engage students in the exploration of technology's use in society and its effects on teaching and learning. The course includes strategies for developing technology-rich curriculum and techniques for enhancing learning through integration of technology and 21st century skills.

Course Outcome Objectives:

- Teacher candidates will demonstrate knowledge and skills necessary for a beginning teaching professional's use of information technology and its relationships to teaching and learning.
- Teacher candidates will become familiar with specific applications of information technology applicable to the pre-service teachers' chosen teaching field or emphasis.
- Teacher candidates will understand the nature and purposes of a Learning Electronic Portfolio for beginning teachers.
- Teacher candidates will employ strategies and methods for using technologies in a learner-centered classroom.
- Teacher candidates will demonstrate an understanding of processes for continued professional development of teachers for using technology to improve the results they seek.
- Teacher candidates will demonstrate an awareness of the impact environment, culture (Indian Education for All), linguistic, socio-economic (concentrated generational poverty), exceptionalities, gender, and other factors have on learning.
- Teacher-candidates will become familiar with the nature and influence of family, community, society, and culture on children and how these topics may be integrated to enhance student development.
- Teacher candidates will demonstrate an awareness of and ability to use technological advances to facilitate assessing information, record keeping, and instruction.
- Teacher candidates will become familiar with the nature and influence of family, community, society, and culture on children and how these topics may be integrated to enhance student development.

Additional instructional resources needed (including library materials, special equipment, and facilities). Please note: approval does not indicate support for new faculty or additional resources.

Updated 09/29/05



College of Education, Arts & Sciences, and Nursing

EDU 370
Joseph Todd
Spring 2015

Course Number and Title: EDU 370 – Integrating Technology in Education

Class Time/Days/Location: 11:00-11:50am MWF Cowan Hall 113

Instructor's Office Location: 104D

Office Hours: MWF 8:30-9:00am; TTh 9:00-10:00am, 11:30-noon

Office Contact Information: phone: 406-265-3524

Course Catalog Description:

3 semester credits

This class presents strategies that enable a teacher to integrate computers into their educational environment to enhance their capabilities and productivity. Topics covered include multi-media, telecommunications, and classroom management.

Course Prerequisites:

(N/A)

Course Texts and Resources:

e-book, available from MSUN Library website: <http://www.msun.edu/infotech/library/>

Title: *The Nature of Technology*

Author: Michael Clough

SECTION 1

Course Objectives:

- Teacher candidates will demonstrate knowledge and skills necessary for a beginning teaching professional's use of information technology and its relationships to teaching and learning.
- Teacher candidates will become familiar with specific applications of information technology applicable to the pre-service teachers' chosen teaching field or emphasis.
- Teacher candidates will understand the nature and purposes of a Learning Electronic Portfolio for beginning teachers.
- Teacher candidates will employ strategies and methods for using technologies in a learner-centered classroom.
- Teacher candidates will demonstrate an understanding of processes for continued professional development of teachers for using technology to improve the results they seek.
- Teacher candidates will demonstrate an awareness of the impact environment, culture (Indian Education for All), linguistic, socio-economic (concentrated generational poverty), exceptionalities, gender, and other factors have on learning.
- Teacher-candidates will become familiar with the nature and influence of family, community, society, and culture on children and how these topics may be integrated to enhance student development.
- Teacher candidates will demonstrate an awareness of and ability to use technological advances to facilitate assessing information, record keeping, and instruction.

Candidate Portfolio Connections:

Candidates will integrate technology to collect artifacts (critical assessments) demonstrating fulfillment of program requirements. These artifacts (critical assessments) will be collected throughout the program and will reflect the candidates' best work. **The artifacts (critical assessments) are identified in the course, will be added to candidates' electronic portfolios, and then shared with peers as a final project in designated classes.**

Program Faculty's Commitment to the Unit's Conceptual Framework:

Teacher preparation is a central commitment of the MSU-Northern mission statement, and we find that the emphases that statement places on "discipline mastery," on "critical inquiry," and on "social responsibility" resonate with the unit's expectations of its candidates. It is our expectation that candidates for initial licensure will demonstrate a **Commitment to Content, a Commitment to Pedagogy, and a Commitment to Diversity.**

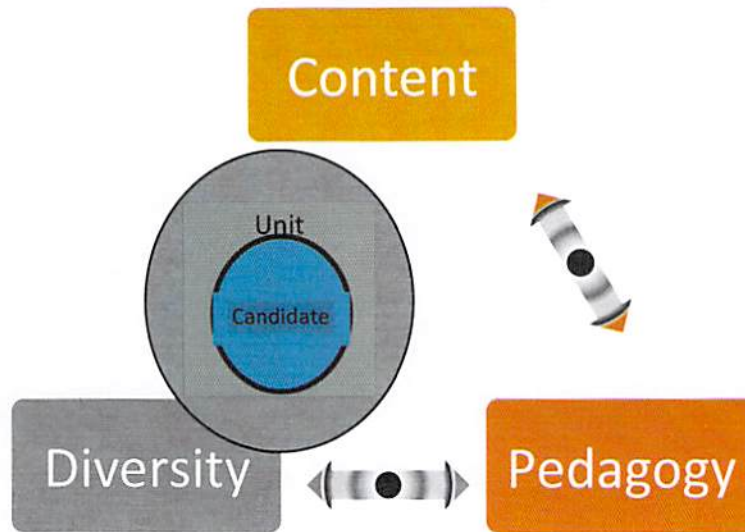
- MSU-N candidates must learn to appreciate what is problematic in our disciplines and gain the skills to explore those questions, we need the kind of multiple measures from testing, observation of discussion, labs and projects which add up to classroom grades in our content courses. Finally, if we agree that **content knowledge** is in some sense inextricably linked to teaching and learning, we will also want to measure how well our candidates demonstrate content mastery through their own teaching.
- MSU-N candidates understand that good teaching is made through pedagogy; our program must allow candidates to learn the art of teaching (**pedagogy**) as they build their content knowledge. "Researchers of different traditions accept the idea that instruction and learning interact and should be studied in concert," (Schunk, 2000), supporting our unit's practice of connecting pedagogy and content knowledge. Additionally, the unit strives to meet the diverse needs of every candidate, Gardner (2006) states, "Good teachers have always realized that different approaches prove effective with different kinds of students. Such sensitivities to individual differences can become part of the teacher's competence and can be drawn on in the course of regular instruction."
- MSU-N candidates must understand diversity is about embracing one another's' uniqueness. **Diversity** is a critical element and unifier for our mission in three important ways. First, the unit believes culturally, socially and intellectually rich environments assist future teachers' growth (Golnick and Chinn, 2006). Second, the unit believes MSU-N is an academic center of its area, a hub of educational opportunities for northern Montana and southern Canada, and, as such makes every effort to develop partnerships with local area communities, tribal schools, schools, businesses, and industry. Third, the unit understands and delivers a curriculum with a variety of offerings, approaches, philosophies, and assessments for its teacher education candidates.

The unit acknowledges and embraces the 'Commitment to Content', 'the Commitment to Pedagogy', and the 'Commitment to Diversity' and understands the need for assessment of these constructs to prove reliability and validity of its programs. The primary goal is the ability of candidates to function and flourish in a wide variety of learning environments with a wide variety of learners, and therefore to provide the best educational experiences for 21st century learners.

Gardner, H. (2006). *Multiple intelligences*, Page 184. New York, NY: Basic Books.

Golnick, D. & Chinn, P.C. (2006). *Multicultural education in a pluralistic society*. Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

Schunk, D. (2000). *Learning theories an educational perspective*. Upper Saddle River, NJ: Prentice-Hall, Inc.



Course Policies:

Focus on Diversity: The professional education programs emphasize and focus on Diversity to increase and help develop candidates' skills with different cultural groups. Experiences are provided to expand awareness of diversity and promote synthesis of the impact candidates' and faculty's own unique backgrounds have upon our practices. This course presents content which prepares our candidates to enter local-area schools with an understanding and recognition of the distinct and unique cultural heritage of Montana's Indian Tribes, and also the challenges of serving students with intergenerational poverty.

Academic Misconduct: The following statement which comes from current academic year's Student Handbook/ Datebook, published by Montana State University, will be used in this course as a guide: The faculty, administration, and students of Montana State University – Northern believe that academic honesty and integrity are fundamental to the mission of higher education. The University has a responsibility to promote academic honesty and integrity, and to ensure the highest ethical and professional standards and behavior in the classroom. Accordingly, the University has developed procedures to address instances of academic dishonesty. Professional Education candidates who violate these standards commit academic misconduct and will be subject to academic and /or disciplinary sanctions.

Additional policies and updates of the following policies can be found at <http://www.msun.edu/admin/policies>.

When in doubt, candidates should ask their instructor and attempt to document the source as accurately and completely as possible. Candidates should be advised that any act of plagiarism and/or academic dishonesty will lead to a failing grade on the assignment in that particular course, with the possibility of further sanctions imposed by the college and university.

Disability Statement: If candidates have a disability that qualifies under the Americans with Disabilities Act and requires accommodations, please contact Student Support Services at in Cowan Hall 113 or phone them @406.265.3783.

Program Expectations for Candidates

Each semester, program faculty review candidates' academic progress and demonstration of appropriate dispositions. Academic progress is determined by cumulative GPA; dispositions are assessed using the "Disposition Self-Reflection Form."

Grading scale used by all instructors in the Elementary Education Program upon admission into the Teacher Education Program:

A	100-96
B	95-90
C	89-80
D	79-70
F	69-Below

Note: The grade of "A" is reserved for exceptional performance in all areas of the course. Evaluation of all work will be based on thoroughness, quality of content, and technical presentation.

SECTION TWO:

CRITICAL ASSESSMENT PIECES:

- **Electronic Portfolio Shell/Rubric**
- **Artifact and Reflection Sheet/Rubric**

Professional Education Preparation Programs (PEPPS) Standards

10.58.501

1(c) work with others to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self-motivation;

1(d) demonstrate understanding of the central concepts, tools of inquiry, and structures of the discipline(s) the candidate teaches and create individualized learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content, and include the instruction of reading and writing literacy into all program areas;

1(e) demonstrate understanding of how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues;

1(e) demonstrate understanding of how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues;

1(g) plan and implement individualized instruction that supports students of all cognitive abilities in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context;

1(h) use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and build skills to apply knowledge in meaningful ways;

New Teacher Assessment & Support Consortium (INTASC) Principles 2011

Standard #3: Learning Environments The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Standard #5: Application of Content The teacher understands how to connect concepts and use differing

perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

SECTION THREE:

Course Expectations

Expectations: Students are expected to treat this course in the same manner that they would any professional position:

- Be on time for every class;
- If you will be late for class or if you are unable to attend class, send me an email or leave me a voice mail;
- Be prepared to participate meaningfully in every class;
- Treat your classmates and your instructor with respect.
- Turn off cell phones and refrain from texting during the class period;

Assignment Requirements:

- On Time: Assignments must be turned in by class time on the date due.
- Refer to the course schedule and Assignment Sheet for dates due.
- Format: Times New Roman 12, double spaced, one page or more
- Content: Follow assignment instructions.
- Clarity: Express points and ideas clearly.
- Conventions: Check spelling, grammar, and sentence structure.
- All assignments must be computer generated.
- Points will be deducted from any late work.

Attendance:

Attendance is taken every class period. It is the ***STUDENT'S RESPONSIBILITY*** to be in class when attendance is taken or (after class) let the instructor know you came in late; if not, the student will be counted absent.

- **Every third absence will drop you one letter grade;**

Attendance and participation are critical elements to the understanding of the information presented in this class. Students are expected to come to class and participate in class discussions, assignments, and exams.

EDU 370 – Electronic Portfolio			
Criteria	25	15	0
Spelling and Grammar	Presentation has no spelling or grammatical errors.	Presentation has 1-2 spelling or grammatical errors.	Presentation has more than 2 spelling or grammatical errors.
Effectiveness	Project includes all material necessary for an effective efolio shell.	Project includes most components necessary for an effective efolio shell.	Project is missing more than five key elements for an effective efolio shell.
Projects	All projects for EDU 370 are included.	All but one project from EDU 370 is included.	Two or more projects are not included.
Accessibility	Efolio is easily accessed.		Link for efolio does not work.

EDU 370 – Artifact Reflection		
Criteria	10	0
Related Course Objectives	Student has identified all related course objectives.	Student has not adequately identified all related course objectives
Related INTASC Standards	Student has identified all related INTASC standards.	Student has not adequately identified all related INTASC standards.
Conceptual Framework	Student has adequately described the connection between the artifact and the four threads of the conceptual framework.	Student has not adequately described the connection between the artifact and the four threads of the conceptual framework.
Student Growth	Student has adequately described and explained in what ways the artifact relates to the course objectives and how it contributes to his or her growing competency in the education program.	Student has not adequately described or explained in what ways the artifact relates to the course objectives or how it contributes to his or her growing competency in the education program.
Spelling and Grammar	Artifact reflection contains no spelling or grammar errors.	Artifact reflection contains more than two spelling or grammar errors.

PowerPoint Presentation Rubric

CATEGORY	4	3	2	1
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
Props (Regalia) Visual Appeal/ Interest	Student uses several props (could include costume), pictures, illustrations, graphics that show considerable work/creativity and which make the presentation better.	Student uses 1 prop, some pictures, illustrations, graphics that show considerable work/creativity and which make the presentation better.	Student uses 1 prop, few pictures, illustrations, graphics which makes the presentation better.	The student uses no props or pictures, illustrations, graphics OR the props, pictures, illustrations, graphics chosen detract from the presentation.
Listens to Other Presentations	Listens intently. Does not make distracting noises or movements.	Listens intently but has one distracting noise or movement.	Sometimes does not appear to be listening but is not distracting.	Sometimes does not appear to be listening and has distracting noises or movements.

Artifact Reflection Worksheet

These components are required for the successful completion of each artifact's reflection. Refer to Artifact Reflection Rubric for guidance.

Artifact Title:

Course and Instructor:

Course Objectives:

INTASC Standards:

Describe and explain the artifact and how it relates to the conceptual framework of the education program:

Describe and explain how the artifact relates to the course objectives with which it is aligned:

Describe and explain how the artifact contributed to your growing competence acquired in the education program.

Reading and Assignment Schedule:

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
WEEK1 JANUARY			13	14	15
WEEK2 JANUARY	18 MLK Day NO CLASS	19	20 "Introduction"	21	22
WEEK3 JANUARY	25 Chapt. 2	26	27	28	29
WEEK4 FEBRUARY	1 Chapt. 13	2	3	4	5
WEEK5 FEBRUARY	8 Article Digital Photography	9	10 Pp 1 presentations	11	12 Pp 1 presentations
WEEK6 FEBRUARY	15 PRES. DAY NO CLASS	16	17 Chapt. 5	18	19
WEEK7 FEBRUARY	22 Chapt. 1	23	24 midterm review	25	26 Midterm Exam
WEEK8 FEB/MARCH	29 Chapt. 11	1	2 Pp Remix	3	4 Pp Remix
WEEK9 MARCH	7 Article-Critical Media Literacy	8	9 website- Critical Consumerism	10	11 Adbusting
WEEK10 MARCH	14 SPRING BREAK	15 SPRING BREAK	16 SPRING BREAK	17 SPRING BREAK	18 SPRING BREAK
WEEK11 MARCH	21 Article- Bubble Project	22	23 Adbusting Advertisement due	24	25 UNIVERSITY DAY-No Class
WEEK12 MARCH	28 e-folio workshop	29	30 e-folio workshop	31	1 e-folio due
WEEK13 APRIL	4 LEGO UNIT	5	6 LEGO UNIT	7	8 LEGO UNIT
WEEK14 APRIL	11 LEGO UNIT	12	13 LEGO UNIT	14	15 LEGO UNIT
WEEK15 APRIL	18 LEGO UNIT	19	20 LEGO UNIT	21	22 Photojournal Due

WEEK16 APRIL	25 Reviews	26	27 Review	28	29 Review Notebook Due
WEEK17 MAY	2 FINALS	3 FINALS	4 FINALS	5 FINALS	6 FINALS

Assignments:

PowerPoint Remix Project	200
Midterm Exam	200
Adbusted Advertisement Project	100
Educational Technology or Software Review video OR multimedia presentation	200
Photojournal [Lego Unit]	100
Edu 370 Notebook (chapter/article notes, study guide, exam, assignments)	100
Class participation, attendance, in-class assignments	100
TOTAL:	1000

Course Assignments

Assignments: Assignments are due as outlined. No late work will be accepted for full credit. Late work may be turned in up to ONE week late for ½ credit.

Weekly Reading Reflection for Notebook

- I. Summary/Outline
- II. Reflection, misunderstanding, questions for clarification
- III. Leading questions for class discussion (2-3 questions)

These summaries should clearly indicate you've read and understood the chapter.

e-folio and assignments:

This process will involve creating a shell and uploading some artifacts onto your profile. The artifacts will be based on this course, but there should be space to upload excellent work from other courses with the artifact reflection.

Powerpoint Evolution Project:

The goal of this set of tasks is to first create a powerpoint, present it to the class, and reflect on how well you presented the information and your use of the technology. The second version of the same powerpoint, after

learning and discussing about different techniques, will be your chance to apply the new technique and redesign the presentation aspects of the powerpoint with more thought into the technology of powerpoint.

Class Participation & In-class Assignments:

Because of the nature of class discussion it is imperative that you attend each class and are fully prepared by reading the assigned material or completing the required assignments. Often in-class assignments will revolve around the classes needs.