

**Technology Course
Modules for the Syllabus
January 30, 2020**

textbook: <http://opentextbc.ca/teachinginadigitalage/>

ISTE Standards Blooms TACS TEKS 4 C's	Module	Classroom Activities	Outcomes	Assignments	Main Topics	Technology/ Textbook	Workshops
<p>Educator Standard 1: Learner</p> <p>Student Standard 1: Empowered Learner</p> <p>Remembering, Understanding</p> <p>2.1k-2.4k, 2.2s-2.5s, 2.8s, 2.10s, 3.1k-3.2k, 6.3k, 6.1s-6.10s, 6.16s-6.17s, 6.25s, 6.27s-6.29s, 7.2k, 7.4k-7.6k, 7.6s</p> <p>Critical thinking, collaboration, communication, and creativity</p>	<p style="text-align: center;">1</p>	<p>Class introduction, discuss requirements, learning objectives, personal and professional learning goals, and course format.</p> <p>Overview of 21st century learning and ISTE standards: Collaboration, creativity, communication and critical thinking using technology.</p> <p>Introduce resources for finding learning apps.</p> <p>Introduce and explore Nearpod.</p> <p>Time for students to explore and select Nearpod apps.</p>	<p>1. Set personal and professional learning goals for teaching with technology and this course.</p> <p>2. Understand how societal changes impact teaching methods and the way students learn.</p> <p>3. Identify skills students will need to be successful in future occupations.</p> <p>§126.A.6-7(a), §126.B.14-16(b) §126.C.32(b)</p> <p>1. Find resources and develop networks to support teaching with technology.</p> <p>2. Describe ways technology can support learning.</p> <p>§126A.6-7(a); §126.B.14-16(b); §126. C.32(b)</p>	<p>Set personal and professional learning goals for this Technology course and your future classroom.</p> <p>Discussion Question 1.2:1. Write a list of skills you would expect students to develop as a result of studying your class.</p> <p>3. What do you do as an instructor that enables students to practice or develop the skills you have identified?</p> <p>Search for apps or lesson plans that use technology and fit your subject/level. Select 3 to 5 to include in a <i>Google</i> Doc. For each lesson plan/app list the lesson/app name, grade level(s), subject, objective(s), and include a link to the original lesson plan/app.</p> <p>Write an analysis and critique of each lesson/app you found (i.e., Does it include differentiation, assistive technology? Is it student-centered?)</p> <p>Describe how the technology may help students remember and/or understand, and how you would use it to support learning. Save your list and analysis with</p>	<p>Technology Goals and the Four C's</p> <p>Technology as a Tool for Learning</p> <p>Various technologies, Nearpod</p>	<p>Teaching in a Digital Age - Second Edition by Anthony William (Tony) Bates licensed under a Creative Commons Attribution-Non-Commercial 4.0 International License</p> <p>Chapter 1: Fundamental Change in Education</p> <p>Chapter 2: The Nature of Knowledge and Implications for Teaching</p>	<p>Using technology to support the Four C's</p>

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<p>Educator Standard 2: Leader</p> <p>Student Standard 3: Knowledge Constructor</p> <p>Understanding, Applying</p> <p>1.2k-1.3k, 1.1s, 1.3s, 1.5s, 2.1k-2.4k, 2.2s-2.5s, 2.8s, 2.10s, 4.1k-4.3k, 6.6s-6.10s, 7.2s-7.4s, 7.6s-7.7s</p> <p>Critical thinking, collaboration, communication, and creativity</p>	<p>3</p>	<p>Discuss 21st century learning skills and “Learning First”.</p> <p>Overview of formulas, functions, and charts in <i>Google Sheets</i>.</p> <p>Discuss how <i>Google Forms</i> and <i>Sheets</i> can work together to make the teacher’s job easier.</p> <p>Discuss the modality principle-how adding visuals can enhance learning. Discuss the importance of equitable access.</p> <p>Introduce charts and have students create their own.</p> <p>Time for students to work on projects, ask questions, etc.</p>	<p>1. Locate information and digital resources effectively.</p> <p>2. Explain the importance of equitable access to technology and imagine ways to address the issue.</p> <p>3. Model ways to identify, explore, curate, and adopt new digital resources. §126.A.6-7(b) (3). §126.C.32(c) (3); §126.B.14-16(c) (3).</p>	<p>Add to your <i>Google Classroom</i> a Quiz using <i>Google Forms</i>.</p> <p>Have five peers take your Quiz and then use the average formula within <i>Google Sheets</i> to find the class average for the Quiz.</p> <p>Use the sort function to change the order in which students are listed: 1) alphabetical order by last name, 2) highest Quiz grade first, 3) an option of your choice.</p> <p>Download the <i>Google Sheet</i> as an <i>Excel</i> file. Use the chart format tab in <i>Excel</i> to create 1) a bar graph of student answers to each quiz question; 2) a pie chart to show the breakdown of the overall class average on the quiz; and 3) choose another chart option.</p> <p>In <i>Google Sheets</i>, create a template with links to 5-10 apps with a description of each, and a brief analysis of how the app or lesson would be effective with your learners. Save the Sheet to the class <i>Google Drive</i>.</p> <p>Using <i>Coggle</i> or another mind-mapping tool diagram the steps of a project-based learning project</p>	<p>Mind Maps, Diagrams, and Spreadsheets</p> <p>Collect and Analyze data</p>	<p><i>Google Sheets, Excel, Coggle</i> or other mind-mapping tool.</p> <p>Chapter 3: Methods of Teaching - Campus Focused 3.7</p>	<p><i>Excel</i> for Teachers</p>

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<p>Educator Standard 5: Designer</p> <p>Student Standard 4: Innovative Designer</p> <p>Applying, Creating</p> <p>1.1k-1.3k, 1.5s, 2.1k, 2.3k-2.4k, 2.2s-2.5s, 2.8s, 2.10s, 3.1k-3.3k, 3.1s-3.6s, 4.9s, 5.1k-5.3k, 5.1s-5.6s, 6.6s-6.10s, 6.25s-6.26s, 6.28s, 7.2s, 7.4s, 7.6s, 7.8s</p> <p>Critical thinking, collaboration, communication, and creativity</p>	4	<p>Discuss ISTE Standards 2 (teacher) and 3 (student)</p> <p>Discuss student and teacher portfolios, present portfolio tools, present Seesaw (used for student portfolios and communicating with parents) or Flipgrid.</p> <p>Introduce various technologies for simulation, portfolios, podcasts, video, blended/flipping, infographics, mind maps, video-conferencing.</p> <p>Time used for students to work on assignments, ask questions, etc.</p>	<ol style="list-style-type: none"> 1. Locate information and digital resources effectively 2. Explain the importance of equitable access to technology and imagine ways to address the issue 3. Model ways to identify, explore, curate, and adopt new digital resources §126A.6-7(b) (5); §126.B.14-16(c) (5); §126. C.32(c)(5) 	<p>Create a teaching portfolio template with sections for examples of work from this class. Write a paragraph describing what you would ask students to include in their learning portfolios.</p> <p>Question 3. 8.2 Look at one of the courses you are likely to be teaching in the future. How would you change your teaching methods on that course, now that you have read Chapters 2 and 3?</p>	Digital Portfolios	<i>E-Books, Seesaw, Flipsnack, Book Creator, Spark,</i> other portfolio tools	Creating a Teaching Portfolio

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<p>Educator Standard 3: Citizen</p> <p>Student Standard 2: Digital Citizen</p> <p>Analyzing, Creating</p> <p>1.1k-1.3k, 1.5s, 2.1k, 2.3k-2.4k, 2.2s-2.5s, 2.8s, 2.10s, 3.1k-3.3k, 3.1s-3.6s, 4.9s, 5.1k-5.3k, 5.1s-5.6s, 6.6s-6.10s, 6.25s-6.26s, 6.28s, 7.2s, 7.4s, 7.6s, 7.8s</p> <p>Critical thinking, collaboration, communication, and creativity</p>	5	<p>Overview of Digital Citizenship, including copyright issues and image plagiarism, finding and evaluating online resources.</p> <p>Discuss the importance of equitable access.</p> <p>Organize groups, select social media sites discuss assignment requirements, limitations.</p> <p>Time for students to collaborate, set up social media discussion site and select topics.</p>	<p>1. Utilize technology in an ethical and equitable manner.</p> <p>2. Build digital citizenship and identity knowledge through exploration and discussion of social media.</p> <p>3. Explain the importance of equitable access to technology and demonstrate ways to address the issue</p> <p>§126A.6-7(b) (5); §126.B.14-16(c) (5); §126. C.32(c)(5)</p>	<p>Complete Robin & Rebecca's Digital Citizenship lessons.</p> <p>Form a group of classmates who have similar goals. Set up an online social media site or a group forum to discuss the topic with your group.</p> <p>Collaborate online to discuss 3 examples of situations that demonstrate appropriate use of Digital Citizenship for your students. Finally, as a group, create a spreadsheet or graphic organizer containing summaries of the examples categorized by age, media, and issue with suggested solutions for each. Share your document on Google.</p>	Finding and Evaluating Online Resources	Google, Common Sense Media, Google Search	Finding and Evaluating Online Resources

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<p>Educator Standard 3: Citizen</p> <p>Student Standard 2: Digital Citizen</p> <p>Analyzing, Creating</p> <p>1.1k-1.3k, 1.1s, 1.5s, 2.1k-2.4k, 2.2s-2.5s, 2.8s-2.10s, 3.1k-3.3k, 3.1s-3.6s, 6.6s-6.10s, 6.22s, 6.25s, 6.28s, Critical thinking, collaboration, communication, and creativity</p>	6	<p>Continued discussion of Digital Citizenship including digital identity, privacy, and security. Critically examine social media and use of YouTube in the classroom.</p> <p>Introduce differentiation, interaction, organization, assessments, formative feedback,</p> <p>Demo PowToon and Storyboard That.</p>	<p>1. Explore digital citizenship by communicating and collaborating with peers</p> <p>2. Investigate methods of using social media to support student learning and professional growth.</p> <p>§126A.6-7(b) (5); §126.B.14-16(c) (5); §126. C.32(c)(5)</p>	<p>With your group, create a comic style interactive presentation or video that explains the 3 aspects of digital citizenship you discussed. Add a link to the presentation to your Google Classroom in an Announcement.</p>	Social Media	Facebook, Instagram, Twitter, YouTube, Edmodo, Powtoon, Storyboard That Flipgrid	A Critical Approach at Social Media and YouTube in the Classroom

		Students have time to work on their presentation.					
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Educator Standard 4: Collaborator Student Standard 7: Global Collaborator Analyzing, Creating 1.1k-1.3k, 1.1s, 1.5s, 2.1k, 2.2s-2.5s, 2.7s-2.10s, 3.1k, 3.3k, 6.6s-6.10s, 6.12s, 6.14s, 6.21s-6.22s, 6.25s, 6.28s, 7.2s, 7.4s, 7.4k-7.6k?? Critical thinking, collaboration, communication, and creativity	7	Principles of interactive presentations. Collaborating using <i>Google</i> Apps. Interactive presentation examples, video conferencing tools – in class practice, demos. Time to work on assignments.	1. Choose and explain a variety of digital tools that allow video conferencing, presentation, and collaboration. 2. Collaborate digitally to support group learning. §126A.6-7(b) (1); §126.B.14-16(c) (1); §126. C.32(c)(1) §126A.6-7(b) (2); §126.B.14-16(c) (2); §126. C.32(c)(2) §126A.6-7(b) (6); §126.B.14-16(c) (6); §126. C.32(c)(6)	Record a meeting with your group in <i>Zoom, Skype, or Hangouts</i> . Discuss ideas for a lesson plan that involves digital collaboration between students and includes differentiation and assistive technology. Post a link to the recording as an Announcement in your Classroom. Collaboratively create a presentation of the lesson plan that includes text and images; video optional. A6.2 Question Could you design a similar model of a learning environment from the perspective of a learner? What would be the main differences?	Video Conferencing Collaboration tools, and Presentation	Chapter 6: Building an Effective Learning Environment <i>Zoom, Skype, Google Slides, Flipgrid, Goosechase, QR codes, Voicethread</i>	Creating Engaging, Collaborative and Interactive Presentations

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<p>Educator Standard 4: Collaborator</p> <p>Student Standard 7: Global Collaborator</p> <p>Analyzing, Creating</p> <p>1.1k-1.3k, 1.1s, 1.5s, 2.1k, 2.2s-2.5s, 2.7s-2.10s, 3.1k, 3.3k, 6.6s-6.10s, 6.12s, 6.14s, 6.21s-6.22s, 6.25s, 6.28s, 7.2s, 7.4s, 7.4k-7.6k??</p> <p>Critical thinking, collaboration, communication, and creativity</p>	8	<p>Discuss AR/VR and how they can aid student learning.</p> <p>Demo <i>Google World 3D</i> environment, other 3D environments.</p> <p>Time to work on assignments.</p>	<p>1. Explore various AR/VR/MR platforms and technologies.</p> <p>2. Demonstrate use of technology to support the learning needs of diverse learners.</p> <p>§126A.6-7(b) (1); §126.B.14-16(c) (1); §126. C.32(c)(1) §126A.6-7(b) (6); §126.B.14-16(c) (6); §126. C.32(c)(6)</p>	<p>Create a lesson plan that involves use of a 3D geographic system or other VR tool. Remember, all lessons must include differentiation and assistive technology.</p> <p>A6.1 If you are currently teaching, describe briefly the student-learning environment within which they are learning. What are the restrictions, if any, on their learning because of this environment?</p>	Virtual, Mixed, and Augmented Reality	<p>Geographic information systems (GIS) <i>Google AR/VR</i> <i>Oculus</i> <i>3DBear</i> <i>MERGE Cube, Adobe Aero</i> <i>HP Reveal</i></p>	Virtual Reality for K-12 Teachers

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<p>Educator Standard 5: Designer</p> <p>Student Standard 4: Innovative Designer</p> <p>Analyzing, Creating</p> <p>1.1k-1.3k, 1.1s, 1.3s-1.5s, 2.1k-2.2k, 2.4k, 2.2s, 2.4s-2.5s, 2.7s-2.8s, 3.1k-3.3k, 3.1s-3.7s, 4.1s-4.8s, 6.4k, 6.6s-6.10s, 6.15s,</p>	9	<p>Discuss the modality principle- how adding visuals can enhance learning.</p> <p>Discuss visual design principles, file types, formats size, and uses.</p> <p>Introduce and explain the SAMR framework.</p> <p>Time for students to work on assignments, ask questions, etc.</p>	<p>1. Compose effective visual media for learning.</p> <p>2. Utilize efficient methods for constructing and sharing educational media.</p> <p>§126A.6-7(b) (1); §126.B.14-16(c) (1); §126. C.32(c) (1) §126A.6-7(b) (4);</p>	<p>Select a topic or concept that is essential to the subject you will teach. Create an infographic or a cartoon explaining that topic or concept appropriate for students you will be teaching. Save a copy of the cartoon or infographic as a PDF file.</p> <p>7.4 If you are using any technology in your teaching, where does it fit in the SAMR framework in comparison with</p>	Typography, Pictures, Graphics, Visual Communication	<p>Chapter 7: Understanding technology in education <i>Adobe mobile Apps, Digital Cartoon Creator, Powtoon, Infogram, Canva, Adobe Acrobat, Pictochart</i> Graphic Novels for teaching Standards https://www.booksourc</p>	Visual Design for Teachers

6.18s-6.19s, 6.23s, 6.25s, 6.30s, 7.2k, 7.2s, 7.6s Critical thinking, communication, and creativity			§126.B.14-16(c) (4); §126. C.32(c)(4) §126A.6-7(b) (6); §126.B.14-16(c) (6); §126. C.32(c)(6)	in-person teacher-student interaction? What could you change to make the technology 'move up the ladder'?		ebanter.com/2016/07/06/using-graphic-novels-model-teach-standards/	
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Educator Standard 5: Designer Student Standard 4: Innovative Designer Analyzing, Creating 1.1k-1.3k, 1.1s, 1.3s-1.5s, 2.1k-2.2k, 2.4k, 2.2s, 2.4s-2.5s, 2.7s-2.8s, 3.1k-3.3k, 3.1s-3.7s, 4.1s-4.8s, 6.4k, 6.6s-6.10s, 6.15s, 6.18s-6.19s, 6.23s, 6.25s, 6.30s, 7.2k, 7.2s, 7.6s Critical thinking, communication, and creativity	10	History of learning games, discuss what makes learning games effective, integrating games into learning, and gamification. Demonstrate various learning games and research showing sometimes less is more. 1. List some technological strategies that diverse students can use to understand word meaning in content-related texts. 2. List some technological strategies that diverse students can use to develop vocabulary. 3. List some technological strategies that diverse students can use to comprehend before, during, and after reading content-related texts.	1. Use technology to differentiate and support diverse learning needs. 2. Evaluate elements of game design for learning. 3. Troubleshoot and problem solve technical issues using previous knowledge and newly acquired resources. §126A.6-7(b) (4); §126.B.14-16(c) (4); §126. C.32(c)(4) §126A.6-7(b) (6); §126.B.14-16(c) (6); §126. C.32(c)(6)	Create a game appropriate for students you propose to teach. Consider the type of game, identify a significant question the game will investigate, modify game steps as necessary to ensure learning is supported. Finally, game should support student-learning transfer.	Game, Game Design and Learning	Various games: <i>Portal, Minecraft, LittleBigPlanet, Gamestar Mechanic</i> , Games related to literacy, science, coding, social studies, math and other subjects.	Becoming Game Designers with <i>Game Star Mechanic</i>
Educator Standard 6: Facilitator Student Standard 6: Creative Communicator Applying, Evaluating	11	Discuss how music benefits learning, connect right and left-brain, and enhances critical thinking skills. Audio use in ESL and other types of learning, voice memos, podcasts.	1. Evaluate digital tools to choose those that will best support the learning of an objective 2. Select digital resources responsibly and properly cite and reference works used.	Create a lesson plan that uses music or another form of audio (i.e. podcast, audio book) as a primary learning tool. Then choose at least two proper digital tools to create the lesson. Please also include assistive technology and differentiation.	Audio	Chapter 8: Pedagogical differences between media <i>GarageBand</i> ,	Music Production with <i>GarageBand</i>

<p>1.1k-1.3k, 1.1s, 1.3s-1.5s, 2.1k-2.4k, 2.2s-2.6s, 3.1k, 3.1s, 4.1k-4.3k, 4.8s, 6.15s, 6.21s-6.22s, 6.29s, 7.2s, 7.6s</p> <p>Critical thinking, collaboration, communication, and creativity</p>		<p>Basics of digital audio, audio with video, uploading and embedding audio, video, and fair use.</p> <p>Time to begin assignments.</p>	<p>§126A.6-7(b) (5); §126.B.14-16(c) (5); §126. C.32(c)(5) §126A.6-7(b) (6); §126.B.14-16(c) (6); §126. C.32(c)(6)</p>			<p><i>Audible, LetsMake Music (LMMS)</i></p>	
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<p>Educator Standard 6: Facilitator</p> <p>Student Standard 6: Creative Communicator</p> <p>Applying, Evaluating</p> <p>1.1k-1.3k, 1.1s, 1.3s-1.5s, 2.1k-2.4k, 2.2s-2.6s, 3.1k, 3.1s, 4.1k-4.3k, 4.8s, 6.15s, 6.21s-6.22s, 6.29s, 7.2s, 7.6s</p> <p>Critical thinking, collaboration, communication, and creativity</p>	12	<p>Using video for formative feedback Discuss interactive and collaborative video apps.</p> <p>Time for students to develop a plan for their video.</p>	<p>Utilize digital resources responsibly and properly cite and reference works used.</p> <p>§126A.6-7(b) (5); §126.B.14-16(c) (5); §126. C.32(c)(5) §126A.6-7(b) (6); §126.B.14-16(c) (6); §126. C.32(c)(6)</p>	<p>Create a lesson that uses video as a primary learning tool. Then choose at least two proper digital tools to create the lesson. Please also include assistive technology and differentiation. Review one of your peers' lessons and add formative feedback.</p> <p>Examine one of your lesson plans. Explain content that would best be presented through video or audio rather than through talking or text. What content is still better offered through talking or a textbook? Why? Can you think of new learning outcomes you can achieve with media?</p>	Interactive and Collaborative Video	<p><i>iMovie, Flipgrid, VoiceThread, Adobe Spark</i></p>	<p>Digital storytelling with <i>iMovie</i>, collaborative and interactive videos with <i>Flipgrid</i> and others.</p>

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<p>Educator Standard 7: Analyst</p> <p>Student Standard 5: Computational Thinker</p> <p>Analyzing, Applying</p> <p>1.1k-1.3k, 1.2s-1.5s, 2.1k-2.2k, 2.4k, 2.2s-2.6s, 4.1k-4.3k, 4.8s, 6.29s, 6.31s, 7.1k-7.3k, 7.8k, 7.7s</p> <p>Critical thinking and creativity</p>	13	<p>Introduce different coding types including HTML, Java, CCS, block-based, and Python.</p> <p>Deconstruct block-based programming in <i>Scratch</i> to understand how it combines to create the finished product.</p> <p>Develop a <i>Scratch</i> program that includes music, text, images/sprites, and interactivity to help students master a content TEK.</p>	<p>1. Break a Scratch program down into parts to understand how the code works</p> <p>§126.A.6-7(b) (6). §126.C.32(c) (6); §126.B.14-16(c) (6). §126.C.32(c) (1); §126A.6-7(b) (4); §126.B.14-16(c) (4); §126. C.32(c)(4)</p>	<p>In <i>Google Site</i>, create a website that contains links to information and resources related to coding games and apps that you might use with your students.</p> <p>Create a problem based on content TEKS for students to solve using <i>Lego Mindstorms</i>, <i>Sphero</i>, or <i>WeDo</i>.</p> <p>Solve a classmates' problem using the robots. Then evaluate the appropriateness of classmates' use of robotics to teach the specific TEKS using <i>Flipgrid</i> or <i>VoiceThread</i>.</p> <p>Finally, share the evaluation with your peer and instructor.</p>	Coding	<p>Chapter 9: Choosing and using media in education: the SECTIONS model</p> <p><i>Google Site, Scratch, Apple Swift Playgrounds</i></p>	Coding for Teachers
<p>ISTE Standards Blooms TACS TEKS 4 C's</p>	Module	Classroom Activities	Outcomes	Assignments	Main Topics	Technology/ Textbook	Workshops
<p>Educator Standard 7: Analyst</p> <p>Student Standard 5: Computational Thinker</p> <p>Analyzing, Applying</p> <p>1.1k-1.3k, 1.2s-1.5s, 2.1k-2.2k, 2.4k, 2.2s-2.6s, 4.1k-4.3k, 4.8s, 6.29s, 6.31s, 7.1k-7.3k, 7.8k, 7.7s</p>	14	<p>Connect block-based coding from Scratch robotics and identify how to control their motion.</p> <p>Discuss how robots can support content objectives and understand pedagogical strategies to support students learning.</p>	<p>1. Break down a problem into parts in order to solve it.</p> <p>2. Discuss how automation works.</p> <p>3. Identify new ways to assess student understanding using robots.</p> <p>§126.A.6-7(b) (1). §126.C.32(c) (1); §126.B.14-16(c) (1).</p>	<p>Choose a course that you are teaching or may be teaching. Identify what media or technologies you might be interested in using. Keep a note of your decision and your reasons for your choice of media/technologies. Enter your media choices aligned with media affordances and learning objectives into a spreadsheet.</p>	Educational Robotics and Makerspace	<p>Machine Learning, <i>Lego Mindstorms</i>, <i>Sphero</i>, <i>WeDo</i>, <i>Raspberry Pi</i>, 3D Printing</p>	<p><i>Lego Mindstorms in the Classroom and Makerspaces</i></p>

Critical thinking and creativity			§126A.6-7(b) (4); §126.B.14-16(c) (4); §126. C.32(c)(4) §126A.6-7(b) (3); §126.B.14-16(c) (3); §126. C.32(c)(3)				
ISTE Standards Blooms TACS TEKS 4 C's	Module	Classroom Activities	Outcomes	Assignments	Main Topics	Technology/ Textbook	Workshops
Educator Standard 7: Analyst Student Standard 5: Computational Thinker Analyzing, Applying 1.1k-1.3k, 1.2s-1.5s, 4.1k-4.3k, 6.18s- 6.19s, 6.24s Critical thinking and creativity Final Projects 4.12s, 7.7k	15	Review of class projects, discussion of portfolio requirements. Create portfolio and reflection. Evaluate the portfolio of two other students.	1. Practice formative and summative assessments using various technologies 2. Create a portfolio that can be used in an interview	Create an online portfolio of your class projects and share a link with the class and instructor. Review two of your classmates' portfolios, using the Triple E Framework rubric. Write summative feedback, and post grades to their portfolios in your Google Classroom Gradebook.	Final Projects		

**** Note: Discussion questions can be assigned as in-class group discussions, online discussion board topics, video reflections, diagrams or infographics explaining the answers, songs, cartoons, etc.**