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| R505 Multimedia in Design | | | | | | |
| **STUDENT NAME:** | Christie Turbeville | | | | | | |
| **STUDENT ID #:** | **0003277012** | | | | | | |
| **WEBSITE:** | <http://turbevilletechnology.weebly.com> | | | | | |
| **SCHOOL:** | Bullitt County Public Schools / Technology Integration Specialist / District-Central Office | | | | | |
| **ARTIFACTS:** Students will compile projects into a website. The site will include the following: PD Presentation, Legal and Ethical Use of technology answer key, Visual Vocabulary cards, Lesson Trailer Video, Online Lesson Plan, Digital Storytelling Screencast, Voicethread of graphics, and Peer Evaluation of PD Presentation. | | | | | | |
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| **DIRECTIONS**: Log into <http://www.weebly.com> Create a page for R505. Add all course content and links to your site. | | | | | | |
| Descriptor | | Exceeds Standard | Meets Standard | Approaches Standard | Performance Indicator | Project |
| **Professional Development Project**  Demonstrates an understanding of technology and can assist other teachers in the ongoing development of knowledge and skills. You can assist teachers in choosing the proper technology systems and resources. You are able to demonstrate how to specifically use your chosen technology in the classroom and how to apply it to the diverse needs of learners. You have created your PD project using a distance learning system. All videos, documents, pictures and text have been added using hypermedia. You have chosen the appropriate tools to effectively communicate your content to others. | | Artifact Exceeds TF Standard | Artifact Meets TF Standard | Artifact Approaches TF Standard | TF-1 A. 1,2  TF-II A. 1, TF-III A. 2., TF-III B. 1., TF-V A. 1,2, TF-V C. 3, 4, 5, 6, 7, TF-VI B. 1, 2. TF-V c. 8 | PD Presentation - <http://turbevilletechnology.weebly.com/module-910---pd-presentation.html> |
| **ADD YOUR RESPONSE HERE:**  I completed my PD presentation on CIITS. This is our state-wide (as some of you from KY are familiar with) Continuous Instructional Improvement Technology System that has various components. I am focusing on "item creation" and assessment creation within CIITS. This is part of my job as a technology specialist so I felt like this was relevant to my "classroom of teachers." I used Prezi and Screencast-O-Matic to create my PD presentation.   Teachers are primarily using this technology as a resource tool, however the main focus of this tool is on streamlining, digitizing, and using test data to assess students individually. So, this can ultimately be used with grades K-12 if teachers learn how to schedule assessments and give students access in the labs, mobile devices, etc. | | | | | | |
| You are able to demonstrate your understanding of the social, ethical, legal, and human issues that surround the use of technology in schools. You can assist teachers in applying this understanding in their practice. You can promote safe and healthy use of technology. You are able to recommend polices that allow for equitable access to technology resources. | | Exceeds TF Standard | Meets TF Standard | Artifact Approaches TF Standard | TF-VI A.1, 2,  D. 1,  E. 1 | Legal & Ethical Practice Answer Key and Discussion Posts - <http://turbevilletechnology.weebly.com/module-2---safehealthy-use-of-technology.html> |
| **ADD YOUR RESPONSE HERE:**  In this module, we learned how to use technology in a safe, legal and ethical manner. First we learned the differences between digital immigrants and digital natives and where those teachers/students fall in the educational process. As others posted about the article and our "I wonder..." statements, we were able to comment and relate their postings to something familar within our own classrooms or lives.   As we progressed within ethical use of technology, we learned about copyright, plagarism, and fair use in education. Many of these laws seem like common sense, but surprisingly, educators don't abide by these laws. I have attached the Copyright Chart shared with us during this lesson as a tool/reference for future lessons with teachers and students on copyright and fair use.   We finished the lesson by exploring various sites to gather "Free to Use" images when having students complete a project. This was a great reminder of Creative Commons and how to search for images through CC rather than directly through a search site. Sample images and their respective CC marks are included within the PDF document below. I already used Google Advanced Search with 2nd-12th graders, so using Creative Commons when searching was a great reminder of using images that are free to be used, shared or modified. | | | | | | |
| I can deliver information using distance learning systems. While incorporating strategies for teaching concepts using media based and web based tools. | | Exceeds TF Standard | Meets TF Standard | Approaches TF Standard | TF-III A. 5,6,7 | Module\_3  Visual Vocabulary Cards - <http://turbevilletechnology.weebly.com/module-3---visual-vocabulary.html> |
| **ADD YOUR RESPONSE HERE**  Visual Vocabulary - Using visual cues to create a vocabulary lesson within Popplet is just one of the many uses for this site. Students would be able to use this site to give emphasis to various topics or break up parts of a topic. Popplet was a very easty site to use and allows the students to interact with the vocabulary codes through a computer or mobile device. K-2 students could use this site with partners or as a whole group, while 3rd-12th could create their own login and use this site for a variety of topics, projects, or study needs. Learning levels can be met with the visual/spatial learner, unfortunately, the auditory learner may have difficulty using this site. | | | | | | |
| Teachers can create a professional video for classroom purposes that models advanced features of graphics utilities. They can locate, select, capture, and integrate video into a professional product that can be used in the classroom. | | Exceeds TF Standard | Meets TF Standard | Approaches TF Standard | TF-V C. 1,2 | Module\_ 4 – Lesson Trailer - <http://turbevilletechnology.weebly.com/module-4---lesson-trailer.html> |
| **ADD YOUR RESPONSE HERE**  I created my Animoto video as an introduction to water rocketry, physics, and propulsion (force and acceleration). We created water bottle rockets in my fourth grade classroom and I loved to show YouTube Videos along with sample NASA videos on jet propulsion as well as water propulsion. This video will hopefully spark their interest in the upcoming project by giving the students visual and auditory relationships. Actual rocket creation should be done from 3rd grade - 12th grade, but creating an Animoto video could be done from 2nd Grade-12th Grade diverse learners. Partners could be used when creating Animoto videos if needed. I have a group of 5th grade students creating Animoto videos on Book Trailers. We are then going to use either normal QR Codes or Aurasma to create photo QR codes and paste these codes inside the book cover for others to see the video. Hopefully this will spark their interest just like reading the back cover of a book. | | | | | | |
| I can use the latest trends related to technology to create an online lesson plan that incorporates the integration of research tools. The lesson will demonstrate problem solving/decision making tools and will be delivered used web-based and non web based tools. **The lesson will incorporate technology resources that support the diverse needs of learners.** The lesson will integrate video and graphics. | | Exceeds TF Standard | Meets TF Standard | Approaches TF Standard | TF-III A. 2,3,4,7 B. 1, C. 1, TF-V C. 2 | Module\_ 5 - Online Lesson Plan - <http://turbevilletechnology.weebly.com/module-5---online-lesson-country-project.html> |
| **ADD YOUR RESPONSE HERE**  This project can be used from 2nd-5th grade and a diverse learning population. I used a variety of tools to meet the needs of my learners as well as align with the Common Core ELA Standards and Social Studies Standards. Students with difficulties can become a partner group with another student if needed. All of the technological skills in this project can be easily modified to meet learning styles and individual student needs. | | | | | | |
| Teachers can assist others in ongoing development of knowledge and skills and the understanding of technology. Teachers creation of a screencast will help teachers in identifying which technology systems meet their specific learning needs. Teachers will support the use of media based tools by using a screencast to create a demonstration over a digital storytelling application. | | Exceeds TF Standard | Meets TF Standard | Approaches TF Standard | TF-I A. 1,2 TF-III A. 5 | Module\_6 – Digital Storytelling Screencast. - <http://turbevilletechnology.weebly.com/module-6---digital-storytelling-presentation.html> |
| **ADD YOUR RESPONSE HERE**  I chose to do my lesson on Domo Animate. This site can be used with 3rd-12th graders as these students (in our district) are allowed to have email addresses and sign up for accounts such as this to complete projects. K-2nd graders could use this site in partners and with a dummy account like gmail if needed. This site is user-friendly but like any site has some pros and cons. Please watch the video below to see the pros and cons of Domo Animate. | | | | | | |
| Create an advanced collection of graphics that can be used for classroom purposes. | | Exceeds TF Standard | Meets TF Standard | Approaches TF Standard | TF-III A. 5, TF-V C. 1, | Module\_7 – Photo Editing Resources  Module\_8 – Voicethread of graphics for classroom purposes. - <http://turbevilletechnology.weebly.com/module-8---image-editing.html> |
| **ADD YOUR RESPONSE HERE**  I really enjoy editing/manipulating photos to meet the needs of a project or lesson I am trying to present. My project combined two areas:   * I used Voicethread as a tool to complete a "Country Project" in grades 3-12 (variations within each grade level). Instead of the usual Powerpoint or Prezi, I liked the idea of using Voicethread and allowing the students to comment directly on the project rather than having the presenter stand up in front of the students and present, then wait on questions. This is a great interactive tool that allows students to give direct feedback without a live classroom setting. Feedback can be done anywhere and at any time. * I used PicMonkey and FotoFlexer to modify photos to meet the needs of my project. This is what I want my students to do when completing this project. Rather than creating a 30-40 slide presentation, the students can modify/collage pictures to limit the presentation size and truly show pictures all at the same time that are meaningful to the presentation. PicMonkey is a great tool that can be used from 3rd-12th grades effectively while FotoFlexer is also a great tool but may take more training in 3rd-5th grades. Diverse learners can use both sites alone or with partners as needed. | | | | | | |
| Provide resources and feedback to teachers as they create developmentally appropriate curriculum units. Consult with teachers as they design strategies for using technology in the classroom. **Assist teachers in developing strategies that support the diverse needs of learners**. Use technology productivity tools such as Edmodo. | | Exceeds TF Standard | Meets TF Standard | Approaches TF Standard | TF-II A. 1, 2, 3, TF-III A. 1, 4. | Module\_11 Peer Evaluation of PD Presentation. - <http://turbevilletechnology.weebly.com/module-11---pd-evaluation.html> |
| **ADD YOUR RESPONSE HERE**  This PD Evaluation evaluated a classmate that presented on Screencast-O-Matic. | | | | | | |