

Candidates Design and Assess Learning Experiences that Model and Apply Technology Standards

Since fall 2015, UPRM teacher candidates prepare a lesson with assessment and post in their class blog as a laboratory assignment in their Using Microcomputers in the Classroom course. The following includes the instructions, the rubric (aligned with ISTE, InTASC, and CAEP standards), and the results for the assignment during the fall and spring semesters of 2015-16.

Laboratory Assignment: Make a lesson with assessment and post in your blog
EDPE 3129 - Using Microcomputers in the Classroom

Instructions:

For this laboratory, use what you have learned in class to create a complete lesson (in your teaching specialty) with a test (tutorial or available) as an assessment strategy and post it in your blog. Read the rubric thoroughly before creating and publishing your lesson. As part of this laboratory, you must participate as a student in the tasks created by at least three of your classmates. You will complete the tasks they created as part of the process. This will allow your classmates to auto-evaluate themselves in terms of the effectiveness of their work. After participating, leave comments for each of the three that answer the following questions:

1. What are the strengths of this lesson?
2. Did they complete all of the elements required for a good lesson/online task?
3. What improvements would you recommend?

Your initial task should be published at least three days before the due date. This will provide time for discussions between classmates and yourself. These examples are from real students in previous courses. The tasks aren't perfect, but they give a general idea of what you can do.

Example 1: <http://paolaandreavelazquez.blogspot.com/2016/04/leccion-y-avaluo-mastitis-bovina.html>

Example 2: <http://xiovetteabrams.blogspot.com/2016/04/leccion-y-avaluo-treponema-pallidum-el.html>

Rubric

	Exemplary (100%)	Acceptable (80%)	Needs Improvement (60%)	Incomplete, or minimal effort (0%)	
On time (50 pts)	Published the url directly in their blog post 3 days before the final due date.	Published the url directly in their blog post 2 days before the due date or submitted at least 2 days before but did not directly publish the url.	Published the url directly in their blog post 1 day before the due date or submitted at least 1 day before but did not directly publish the url.	Did not publish.	
Title (50 pts) InTASC 7	The entry title (post) identifies that it is a lesson and uses the topic.	The entry title (post) does not make it clear that it is a lesson or does not use the lesson topic.	The entry title (post) does not make it clear that it is a lesson and does not use the lesson topic.	The entry title (post) is not in the correct area, there is no entry title, or it is not published.	
Content (50 pts) ISTE 2.a,b,c ISTE 3.a,c InTASC 7	The lesson contains: Instructions Video (embedded) Text Images Links Embedded Assessment (test)	The lesson is missing one of the following: Instructions Video (embedded) Text Images Links Embedded Assessment (test)	The lesson is missing two of the following: Instructions Video (embedded) Text Images Links Embedded Assessment (test)	The lesson is missing three or more of the following: Instructions Video (embedded) Text Images Links Embedded Assessment (test)	
Instructions (50 pts) InTASC 7	The instructions are clear and precise.	The instructions are somewhat clear and precise.	The instructions are difficult to follow or incomplete.	Instructions are incomprehensible or missing.	

	Exemplary (100%)	Acceptable (80%)	Needs Improvement (60%)	Incomplete, or minimal effort (0%)	
Video (Future Math and Science teachers may substitute the video with a simulation) (50 pts) ISTE 2.a,b,c ISTE 3.a,c	The videos or selected Internet materials are ideal for the chosen topic. The videos or selected Internet materials take the one-minute rule into account.	The videos or selected Internet materials are appropriate for the lesson topic. The videos or selected materials are of reasonable length for the lesson topic.	The videos or selected Internet materials are not adequate for the lesson topic. The videos or selected materials are too long or too short for the lesson topic.	There are no videos or Internet materials or they do not cover anything relevant to the lesson topic.	
Text (50 pts) InTASC 7	The text is ideal for the lesson topic providing a perfect extension for the lesson topic.	The text is adequate for the lesson topic providing an adequate extension for the lesson topic.	The text is not adequate for the lesson topic or provides an extension that is too long or too short for the lesson topic.	There is no text or the text provided does not include anything relevant to the lesson topic.	
Links (50 pts) ISTE 3.d InTASC 7	Includes at least 3 links to online resources or webpages which contain lectures or information highly relevant to the lesson topic. All links included have significant content relevant to the lesson topic.	Includes 2 links to online resources or webpages which contain lectures or information highly relevant to the lesson topic. May contain other links to content that is minimally relevant to the lesson topic.	Includes 1 link to an online resource or a webpage which contain lectures or information relevant to the lesson topic. May contain other links to content that is minimally relevant to the lesson topic.	Includes no links to online resources or webpages or all the linked content is minimally relevant to the lesson topic.	

	Exemplary (100%)	Acceptable (80%)	Needs Improvement (60%)	Incomplete, or minimal effort (0%)	
Images (10 pts) ISTE 2.a,b,c ISTE 3.a,c InTASC 7	Contains at least 3 images highly relevant to the lesson topic. All images included are relevant to the lesson topic.	Contains 2 images highly relevant to the lesson topic. May contain other images that are of little relevance to the lesson topic.	Contains 1 image highly relevant to the lesson topic. May contain other images that are of little relevance to the lesson topic.	There are no images or none of the images included are relevant to the lesson topic.	
Duration (20 pts) InTASC 7	The assignment covers material that could be covered in a standard 50 minute face-to-face class or formal presentation.	The assignment is a slightly longer or slightly shorter than what could be covered in a 50 minute face-to-face class or formal presentation.	The assignment is significantly longer or shorter than what could be covered in a 50 minute face-to-face class or formal presentation.	The assignment is too long and complex or too short and simple to do in a 50 minute face-to-face class or formal presentation or the assignment was incomplete.	
Test (100 pts) ISTE 2.d InTASC 6	The test (assessment) is stored in Google Drive and embedded in the lesson with the size adjusted for the blog. The test includes a title, clear and precise instructions, an area for the name and e-mail, and at least 5 questions about the lesson topic.	The test (assessment) is stored in Google Drive fails to meet 1 of the following requirements: embedded in the lesson with the size adjusted for the blog, has a title, clear and precise instructions, an area for the name and e-mail, and at least 5 questions about the lesson topic.	The test (assessment) is stored in Google Drive fails to meet 2 of the following requirements: embedded in the lesson with the size adjusted for the blog, has a title, clear and precise instructions, an area for the name and e-mail, and at least 5 questions about the lesson topic.	The test (assessment) is stored in Google Drive fails to meet 3 or more of the following requirements: embedded in the lesson with the size adjusted for the blog, has a title, clear and precise instructions, an area for the name and e-mail, and at least 5 questions about the lesson topic.	

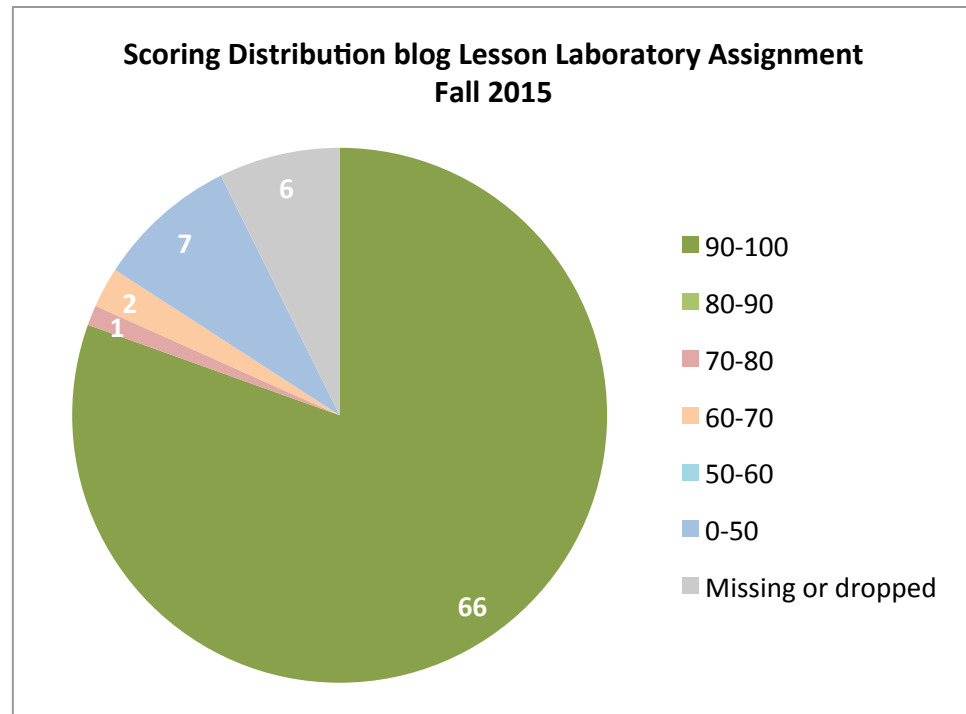
	Exemplary (100%)	Acceptable (80%)	Needs Improvement (60%)	Incomplete, or minimal effort (0%)	
Participation (100 pts)	Answered the required questions and provided thorough feedback about the lesson strengths, noted which elements required for a good online lesson were included, and suggest improvements for the lessons prepared by at least 3 classmates.	Answered the required questions and provided feedback about the lesson strengths, noted which elements required for a good online lesson were included, and suggest improvements for the lessons prepared by only 2 classmates.	Answered the required questions and provided feedback about the lesson strengths, noted which elements required for a good online lesson were included, and suggest improvements for the lessons prepared by only 1 classmate.	Did not answer the required questions or failed to provide feedback about the strengths, failed to note which required elements for a good online lesson were included, or suggest improvements for even one lesson prepared by a classmate.	

Candidate Performance:

First Semester 2015-16

Section	Total	90-100	80-90	70-80	60-70	50-60	0-50	Missing or dropped
001D	27	21	0	0	0	0	6	0
066H	22	17	0	0	1	0	0	4
036	17	13	0	1	0	0	1	2
086H	16	15	0	0	1	0	0	0
Total	82	66	0	1	2	0	7	6

Of the 82 students who enrolled in the course in fall 2015, 66 scored 90% (excellent) or better and 67 scored 70% or better (acceptable level) or more on the laboratory assignment. This shows that more than 80% of the students enrolled met expectations on the laboratory assignment to create a lesson in their blog. In fact, 80% scored excellent.



Second Semester 2015-16

Section	Total	90-100	80-90	70-80	60-70	50-60	0-50	Missing or dropped
096	25	19	1	2	1	0	2	0
002D	29	22	3	0	0	0	4	0
001D	29	22	2	0	0	0	5	0
116H	25	14	4	0	0	0	7	0
Total	108	77	10	2	1	0	18	0

Of the 108 students who enrolled in the course in spring 2016, 77 scored 90% (excellent) or better and 89 scored 70% or more (acceptable level) on the laboratory assignment. This shows that more than 80% of students met expectations on the laboratory assignment to create a lesson in their blog.

In summary, the laboratory assignment and rubric align with ISTE Standards 2 and 3; InTASC Standards 6, 7, and 8; and CAEP Technology Crosscut Standard. During the first year of requiring this laboratory assignment, 75% of the students enrolled in the Using Microcomputers in the Classroom course posted a lesson in their blog that was rated excellent showing that teacher candidates are developing the knowledge and skills to design and assess learning experiences in which they model and apply technology standards.

