**EDUC 150**

**Learning Through Technology**

**Skills Checklist**

**Due Oct. 12 and Dec. 14**

**30 points each**

**Instructions:**

1. After every project is completed, find the goals that you met in the project. For Productivity/software goals, list the specific features you used in the project (for example, “Using formulas,” “Formatting in columns”, etc.)
2. **In the second column write a description of how you met that goal. It is good to be specific: “In completing my classroom diagram I was able to practice choosing effective technology for a first grade class, and to design an environment that supports the use of that technology” is better than “I chose technology and drew a diagram.” Also address how these new skills will help you as a teacher. For example, “Word skills will be very important to me in the classroom as I produce worksheets, letters to parents, and assignment sheets.”**
3. Write the name of the project (e.g. “Word Project,” “Classroom Diagram,” “UDL Tools”) in the third column. Remember, you are likely to have more than one project for each goal. Make sure each project listed is discussed in column 2.

This will be graded at both midterm and at the end of the semester; you can earn up to 30 points each time. You will also be copying it and pasting it into your website—so ***make sure you are happy to have others see it!*** Grading will be based on the thoroughness of your reflection, as follows:

**Identification of appropriate goals:**

*All projects completed so far are represented in this checklist. You have identified goals met by each project, and these goals represent a thorough and thoughtful look at your work on the project.*

*Complete, thorough, and thoughtful (10 points)*

*Complete and thoughtful (8 – 9 points)*

*Complete, could be more thorough and thoughtful (7 points)*

*Not complete (0 – 6 points)*

**Reflection on skills shown:**

*Each identified skill has a description of how it is met. These descriptions are specific and detailed.*

*Complete, specific, and detailed (15 points)*

*Complete and specific (12 – 14 points)*

*Complete, could be more specific and detailed (10 – 11 points)*

*Not complete (0 – 9 points)*

**Reflection on future teaching:**

*Each description includes some statement of how the skill(s) will be helpful to you in your future classroom.*

*Included in all descriptions (5 points)*

*Included in most descriptions (4 points)*

*Included in some descriptions (3 points)*

*Included in few or no descriptions (0 – 2 points)*

| **Goals** | **How I show these skills** | **Projects where I used this skill** |
| --- | --- | --- |
| **Technology skill and knowledge** | | |
| *“Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations”* | | |
| **Research and identify emerging technology resources** |  |  |
| **Learn to use new programs** | **I learned how to use the program Poll Everywhere. The directions to set up an account and create a survey were simple and easy to follow. I was able to create a survey that was organized and accessible to everyone via the Internet. Having the skills to use this program will be important in the future as it can survey a useful purpose to both my students and I. I can use this technology to poll the class on a recent event, a lesson, or just their opinions on a general topic. As well, due to the easy accessibility and setup, I can have my students create an account and create their own polls to share.** | **Poll or Survey- Poll Everywhere Project** |
| **Learn to use new skills in programs you already know** |  |  |
| **Troubleshoot and solve software and hardware problems that arise** |  |  |
| *“Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources.”*  *“Address the diverse needs of all learners by using learner-centered strategies and providing equitable access to appropriate digital tools and resources”* | | |
| **Show knowledge of legal and ethical issues related to use of technology (e.g. privacy, security, copyright, file-sharing, plagiarism).** |  |  |
| **Promote safe and healthy use of technology resources.** |  |  |
| **Facilitate equitable access to technology resources for all students.** |  |  |
| **Teaching with Technology** | | |
| *“Address the diverse needs of all learners by using learner-centered strategies and providing equitable access to appropriate digital tools and resources”*  *“Customize and personalize learning activities to address students’ diverse learning styles, working strategies, and abilities using digital tools and resources”* | | |
| **Identify and locate technology resources to solve specific teaching and learning problems. Describe teacher and student uses for technology resources.** |  |  |
| **Identify appropriate technology to differentiate instruction for all learners. Select specific assistive technology software to solve teaching or learning problems. Show understanding of the basic concepts of assistive technologies and Universal Design for Learning (UDL).** |  |  |
| **Select technology resources based on content, developmental level, accuracy, and suitability to student needs.** |  |  |
| **Evaluate technology resources for accuracy and suitability.** |  |  |
| **Identify, download and use multimedia, graphic, sound and video files. Create multimedia presentations to communicate curriculum content.** |  |  |
| *“Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity”*  *“Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress”*  *“Engage students in exploring real-world issues and solving authentic problems using digital tools and resources”* | | |
| **Identify learning theories and describe their application to teaching and learning with technology** |  |  |
| **Identify current research on teaching and learning with technology its application to the integration of technology in teaching.** |  |  |
| **Design and develop lessons and activities that integrate technology in a variety of instructional settings for all students.** |  |  |
| **Apply technology for record-keeping resources for student grades and for developing assessment resources such as tests and rubrics** |  |  |
| **Professional Productivity:**  *“Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats”*  *“Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations”* | | |
| **Word Skills:**   1. Create a table 2. Insert text box 3. Using templates | **In completing both my Newsletter and Brochure, I was able to practice how create a table and insert text boxes. I showed these skills through adding text boxes throughout my projects and incorporating a detailed table with multiple rows and columns. As well, I was able to learn how to select the appropriate templates and edit them according to my purpose and usage of them. These skills allowed me to pick an effective way to use technology and allow the information to be presented in an organized and unique way. Having these Word skills will be very important to me in the future when I am teaching and need to send out my own letters, brochures, worksheets to my students and parents.** | **Newsletter-Word Project**  **Brochure- Word Project** |
| **Excel Skills:**   1. Using formulas 2. Formatting columns | **In completing my Grade Book project, I was able to practice how to format columns to fit the text appropriately and edit the bordering around the text. As well, I was able to show my skills using formulas by calculating the overall grade point average of each student. Creating a grade book through Excel allowed me to pick an effective way to use technology and organize my data. Having these Excel skills will be very important to me in the future when I am teaching and want to create my own grade book, organize my class budget, or just an attendance sheet.** | **Grade Book- Excel Project** |
| **Other Program Skills:** *(Note: substitute the name of the programs you did your skill projects in, then fill in skills you learned. You can copy and paste this row as many times as you need to get new rows)*   1. List skill 2. List skill 3. Add more as needed |  |  |
| **Web page authoring skills:**   1. List skill 2. List skill 3. Add more as needed |  |  |
| **PowerPoint Skills:**   1. Inserting Transitions 2. Recording audio   Add more as needed | **In completing my Counting book project, I was able to use different transitions, thus allowing my presentation to capture my audience’s attention better. As well, I was able to insert recordings, allowing for audio present in my PowerPoint. Both skills allow me to grab the students’ attention better and present my information in a unique way. I can use my transition skills in future PowerPoints and incorporate information that appears in a lesson. Narration in projects as well can be used through lessons presentations in the classroom. This helps those students who learn better through listening and audio, while still helping those who prefer to learn with visuals.** | **Counting Book-PowerPoint Project** |

*Note: Quotations are from the National Educational Technology Standards for Teachers (NETS-T)*