

ASSIGNMENT GUIDELINES

ECE 210 focus on embedding instructional technology and educational technology into PreK-6 grade classrooms. The assignments and assessment procedures for ECE 210 are listed below:

ASSIGNMENT	POINTS	DUE BY AT 11:59 PM	PAGE
Participation	1 point	Throughout course & 12/19	1
Module Activities	1 point	Every module	1-2
Introduction Digital Story	1 point	11/6	2
Creating a Website	1 point	12/18	2-3
Choice Activity (select 1)	1 point	12/18	3-4
a. Digital Footprints			
b. Adding Technology			
c. Using Technology			
d. Evaluating Technology			

PARTICIPATION

Purpose: The purpose of participation in synchronous sessions is to:

- Increase the opportunities to co-create knowledge with peers/colleagues
- Provide an opportunity to reflect on your contribution to our learning community
- Instill accountability for learning and community among all participants

Task: Throughout the course, monitor your participation in our learning community using the self-assessment below. At the end of the semester you will formally assess your participation in our learning community.

Steps: Follow these steps to assess your participation in our learning community:

1. Review the self-assessment checklist
2. Identify your strengths as a participant in our learning community and opportunities for growth
3. During each learning community session, strive to meet the tasks on the checklist
4. At the end of the course, you will complete the Learning Community Participation Self-Assessment
5. Answer the questions on the bottom of the Self-Assessment, explaining why you placed yourself in each column for each task.
6. Submit the completed handout on Blackboard

Participating in EDU 210/211 fosters community, promotes co-creating knowledge with others, and deepens your engagement with the course material. EDU 210/211 class participation involves contributing to in-class activities. The Self-Assessment Checklist below describes how class participation will be assessed at the end of the course.

Self-Assessment Checklist, if you can answer 'yes' to all questions below, you will earn 1 point:

TASK	DID YOU:	Y/N
ENGAGEMENT	Actively participate & engage in class activities & discussions?	
MEMBER OF CLASS	Collaborates with all colleagues & supports the success of all members?	
PREPAREDNESS	Prepare for learning community sessions -- read & have copy of assigned reading(s), materials for class, etc.?	
ASSIGNMENTS	Complete assignments thoroughly & timely?	

MODULE ACTIVITIES

Purpose: The purpose of module activities is to:

- Introduce you to a wide variety of perspectives on a topic.
- Foster community in the course.

- Practice skills.
- Use different technological resources.

Task: Each module/week you are invited to complete an activity that connects to the content from the module.

Steps: Follow these steps to complete the module activities:

1. Review the materials – readings, videos, podcasts, etc.-- in the module on OpenLab
2. Read the directions for the module activity.
3. Follow the directions for completing the module activity.
4. Complete the module activity.

The Self-Assessment Checklist below describes how discussion forum posts will be assessed.

Self-Assessment Checklist, if you can answer ‘yes’ to all questions below, you will earn 1 point:

TASK	DOES YOUR ACTIVITY:	Y/N
COMPLETENESS	Follow all of the directions in the module activity that demonstrates you engaged in the process of the activity?	
PRODUCT	Create a product aligned with the goals of the module activity?	
REPLY TO COLLEAGUES	Respond to your colleague’s product as directed?	

INTRODUCTION DIGITAL STORY

Purpose: The purpose of the Introductions Digital Story:

- Introduce yourself
- Use new technology platforms/ apps
- Reflect on your experience with technology

Task: In this project, you will create a digital story that introduces yourself to your colleagues, and reflect upon and describe your experiences with technology.

Steps: Begin the process of creating your digital story by deciding which platform/ app you will use. Platforms include, *but are not limited to:*

- [Adobe Express](#)
- [Canva](#)
- [Make Believe Comix](#)
- [Pixton](#)
- [Puppet Pals HD](#) (app to download)
- [SmileBox](#)

Your story should include the following elements:

- Introduce yourself to your colleagues.
- Your experiences and reflections on technology use in your life – past and present.

The Self-Assessment Checklist below describes how the Introduction Digital Story will be assessed.

Self-Assessment Checklist, if you can answer ‘yes’ to all questions below, you will earn 1 point:

ELEMENT	DOES YOUR STORY:	Y/N
PLATFORM/ APP	Use a digital story telling platform/app creatively to share your story?	
INTRODUCTION	Provide an introduction to who you are?	
TECHNOLOGY	Share your experiences and reflections with technology – past and present?	
CLARITY	Share the info in a clear, organized, coherent manner?	

CREATING A WEBSITE

Purpose: The purpose of creating a website:

- Expand your use/ create new technology.
- Develop a website you can use in educational settings.
- Explore elements of web design

Task: In this project, you will create a website that can be used as a portfolio of your EDU 210 work or in your educational settings.

Steps: We will create the website together. Begin the process of creating a website by:

- a. Determining the purpose of your website
 - EDU 210 portfolio
 - For other educational settings
- b. Review the video in Module 7

The Self-Assessment Checklist below describes how the website will be assessed.

Self-Assessment Checklist, if you can answer ‘yes’ to all questions below, you will earn 1 point:

ELEMENT	DOES YOUR WEBSITE:	Y/N
WEB ADDRESS	Have an unique web address?	
LAYOUT	Present info in a clear, organized, coherent manner?	
PURPOSE	Identify the role/purpose of the site?	

CHOICE ASSIGNMENT

Select one of the following assignments to complete. Your responses can be written, graphics, audio, video recordings, or digital representations (Scratch).

1. Option 1: Digital Footprints

- a. Read Young Children and Digital Footprints
<<https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:0f1efef9-f266-338c-8174-3f7e2cb15bea>>.
- b. Answer the “Consider” questions as review the document (there are 2 sets of Consider questions).
- c. Watch this video: <https://www.youtube.com/shorts/Im7xSqVZOvl>
- d. Answer the following questions:
 - i. What’s your gut reaction to this video?
 - ii. Why do you think the mom of another child in Jaden’s class decided to share this video on Instagram?
 - iii. Would you ever share a video like this of another child if you had the family’s permission?
 - iv. Do you have criteria that you follow on what to share when it comes to content that showcases other children?
 - i. Take a minute to think about your approach to sharing (or not sharing) pictures or videos of another child online. Has it changed at all over the past few years? Why or why not?
 - ii. Jaden was invited to dance at a San Francisco 49’ers half time show. Does this change your insights about sharing similar videos?
 - iii. More than 92% of 2-year-old have an on-line identity, more than 1/3 had a digital identity before birth and US parents typically share 1,000 images online before a child is 5 (Time, 2016). Schools have families sign consents before taking/using a child’s image – i.e., for publicity, celebrations, photos from a 3rd party vendor, etc. -- but those images may also end up online. What can schools do to minimize a child’s digital footprints?

2. Option 2: Adding Technology to an Instructional Opportunity

Identify an instructional opportunity you engaged in with children that could be improved by technology. Add low-tech and high-tech materials to the instructional opportunity then share it with children. Answer the questions:

- a. Describing the Learning Experience
 - i. Describe the instructional activity (before you added technology).
 - ii. Describe the technology -- low-tech &/or high-tech -- are you adding to the activity? Why did you select that technology?
 - b. Reflections on the learning experience.
 - i. What was successful about the learning experience? Why?
 - ii. What worked well with the technology you used? Why?
 - iii. What will you do differently the next time you implemented the learning experience? Why?
 - iv. What would you like to change about the technology you used? Why?
- 3. Option 3: Using New Technology**
- a. Identify a new platform or app that you have not used.
 - b. Use the new technology with your students.
 - c. After using the technology, share a reflection - video, graphic, paper, audio, digital - describing:
 - i. The new technology you used.
 - ii. Why did you select the technology?
 - iii. How did you use the technology with the students?
 - iv. What went well using the technology? Why?
 - v. What would you change the next time you use the technology? Why?
 - vi. What did you like about the technology? Why?
 - vii. What would you like to change about the technology? Why?
- 4. Option 4: Evaluating Apps & Software**
- a. Evaluate 3 apps/software programs for children.
 - b. Select:
 - i. 1 app/software you use or could use to support teaching/the curriculum;
 - ii. 1 game app/software that is popular with children in your class;
 - iii. 1 social media app/software that is popular app popular with children in your class -- if the children are too young for social media, identify a 2nd game or learning app.
 - c. Evaluate the technology using:
 - i. The POUR process for accessibility:
<https://edtechbooks.org/digitaltoolsapps/evaluatingaccessibility>
 - d. Positive technology experiences using criteria outlined by Katie Davis
<https://podcasts.apple.com/us/podcast/technologys-child/id1279984850?i=1000604649458>
 - i. Is it self-directed?
 - ii. Is it community supported?
 - iii. What are the dark patterns?
 - iv. What are the app/software's design layers -- feature, practice, & culture?