
SP2022 CTE330
Educational Technology
Performance-Based Exam

Introduction

This semester, you have learned the framework for integrating educational technology that could transform teaching and learning. You explored instructional software, identified web-based resources to use and technology integration strategies and best practices. In this performance-based exam, you will address the following learning outcomes and standards.

Student Learning Outcomes

1. Illustrate the usage, benefits, challenges, and limitations of educational technology.
2. Differentiate appropriate behaviors when engaging online and with social media.
3. Utilize technology to personalize teaching and enhance learning.

CTE330 is aligned with the following InTASC standards:

Standard 3.2 Learning Environments. The teacher manages the learning environment to engage learners effectively.

Standard 4.2. Content Knowledge. The teacher creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Instruction:

Part I: Skill-Based

1) Plan a lesson framework for your CTE area of specialization. Your framework must integrate technology that will enhance student (1) engagement, (2) learning, and (3) create real-world connections. The technology could be web-based or application tools.

Lesson Objective (LO)	LO Bloom's Level	Learning activity and a technology tool to use that will enhance student *engagement*	Learning activity and a technology tool to use that will *enhance* learning	Learning activity and a technology tool to use that will create *real-world connections (extension)*

Part II: Discuss the following:

1. Are the technology tools in compliance with **Compliance with** COPPA (under 13), FERPA and PPRA, GDPR

2) Privacy:
   Does the application include a description of who has access to the data stored in it and how that data will be used? Does the application have a clear student data privacy policy?

3) Engagement Level Assessment
   How well does the application keep students' minds focused on the learning task, undistracted from peripheral elements and allow students to be active social learners around the learning goal?

4) Enhancement Level Assessment
   How well does the application support the students' using higher cognitive thinking, make the learning easier to understand (scaffolds/supports in place), and add-value the learning goals?

5) Extension Level Assessment
   How well does the application transfer student learning to their everyday lives and the communities around them, and build on their prior knowledge?

6) What appropriate behaviors would you impose on your students when using the proposed technology? How do you differentiate them?

7) What are the usage, benefits, challenges, and limitations of integrating educational technology in the classroom?

8) How does this project address the InTASC standards?

Part I: Grading Rubric and Criteria for Success

Criteria	0=No	1=Some what	2=Yes
Engagement in the learning: 1. The technology used allows students to focus on the assignment/activity/goals with less distraction 2. The technology motivates students to start the learning process. 3. The technology causes a shift in the behavior of the students, where they move from passive to active social learners through co-use or co-engagement.			
Enhancement of learning goals: 1. The technology tool allows students to develop or demonstrate a more sophisticated understanding of the learning goals or content using higher-order thinking skills. 2. The technology creates supports (scaffolds) to make it easier to understand concepts or ideas (e.g. differentiate, personalize or scaffold learning). 3. The technology creates paths for students to demonstrate their understanding of the learning goals in a way that they could not do with traditional tools.			
Extending the learning goals 1. The technology provides opportunities for students to learn outside of the classroom.			

2. The technology connects learning goals with real life experiences. 3. The technology allows students to build authentic life soft skills, which they can use in their everyday lives.			
Total = ____ /18 points			

13-18 Points: Exceptional technology integration. There's an exceptional connection between technology used and learning goals.
7-12 Points: Some connection between technology tool;s and learning goals.
6 Points: Low connection between learning goals and tools.

(Adapted: Liz Kolb, University of Michigan)

Part II Grading Rubric for Discussion

Addressing the Topic 0 to 5 points	Connections and Analysis 0 to 5 points
0-1 mentions the topic in a few words misses the point almost entirely 2-3 mentions the topic and provides a few remarks about the topic 4 addresses the main issues identified in the thesis statement 5 fully addresses the thesis statement including all the main issues, the secondary issues and explores the historical context and meaning over time	0-1 provides a few comments on evidence or general meaning of the topic. 2-3 provides direct connections of evidence related to the topic. 4 provides logical connections that support a summary of the evidence and relates it to the topic. 5 provides analysis of evidence that fully supports the topic .
Conclusions 0 to 5 points	
0-1 provides a few summary concluding remarks.	

2-3 provides a conclusion with some evidence directly related to the topic. 4 provides a logically connected conclusion with evidence that supports a summary discussion of the topic. 5 provides a separate concluding paragraph which fully supports a clearly delineated and logically coherent case for the topic.	