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| **Tracy Efaw’s Research on Controversial Issues : Online Learning Experience (OLE) Planning Grid - ITEC 7480** | | | |
| **NET-S Standard #3**  **Standard: Students apply digital tools to gather, evaluate, and use information.**   * **Plan strategies to guide inquiry** * **Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media** * **Evaluate and select information sources and digital tools based on the appropriateness to specific tasks** * **Process data and report results**   **Common Core:**  **W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.** | | | |
| **Student Objectives/Outcomes:** | **Bloom’s Level:** | **Activities:** | **Assessments:** |
| 1. *Students will synthesize information from multiple sources to answer an original question on a controversial topic* | *Creating/Synthesizing* | * *Students will be divided into groups of 4. The teacher will assign a topic of controversy to each group. Students will individually complete an online proposal for their research.* * *Students will develop 10 questions related to various aspects of the topic that they wonder about. These questions will be included with the teacher-generated questions to help guide their research.* * *Students will utilize the LMS and Word to complete this assignment.* | * *Teacher will grade the proposal, which includes their topic, what they find intriguing about their topic, existing background knowledge, and a list of questions which students will answer. (proposal rubric)* |
| 1. *Students utilize technologies such as a Learning Management System (LMS), word processing, web browser, and e- communication tools to complete online learning activities* | *Applying* | * *Students will develop a group wiki containing individual pages for each student to record his research as he answers his own questions, as well as those generated by the teacher, using a variety of sources, such as Cobb Virtual Library, web-based encyclopedias, various applicable databases, and various internet websites.* * *Wiki pages are an excellent resource for students with disabilities, because wiki pages will accommodate all sorts of audio, visual, and written media.* | * *Students will post their wiki notes at various allocated times throughout the duration of the research timeframe. (research notes rubric)* * *Posts may be done in a variety of ways, which would be outlined to the students. This would accommodate students with any kind of learning difference.* |
| 1. *Students will evaluate the credibility and accuracy of research sources.* | *Evaluating/Judging* | * *Students will read and summarize an informational article about the differences between summarizing, paraphrasing, and quoting.* * *Students will post article summaries on LMS* * *Students will review PowerPoint on line which discusses the differences* *between summarizing, paraphrasing, and quoting.* | * *Teacher will assess article summaries from each student. (article summary rubric)* |
| 1. *Students will differentiate between summarizing, paraphrasing, quoting, and plagiarism.* | *Understanding* | * *Students will read and summarize an informational article about the various types of plagiarism.* * *Students will take an on-line quiz which will require them to tell the difference between summarizing, paraphrasing, quoting, and plagiarizing.* | * *Teacher will assess article summaries from each student (article summary rubric)* * *Teacher will grade quiz reviewing all 4 concepts: Summarizing, paraphrasing, quoting, and plagiarizing.* |
| 1. *Students will correctly and accurately arrange the citation information from their sources using MLA formatting.* | *Remembering* | * *Students will be given a teacher-created handout about how to cite sources using MLA formatting.* * *Students will also be directed to Purdue OWL for assistance.* * *Students will keep a running Works Cited page on their Wikis.* | * *Teacher will assess wikis for running Works Cited. (Works Cited Rubric)* |

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| **NET-S Standard #2**  **Standard: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.**   * **Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media** * **Communicate information and ideas effectively to multiple audiences using a variety of media and formats** * **Contribute to project teams to produce original works or solve problems**   **Common Core:**  **W.8.1. Write arguments to support claims with clear reasons and relevant evidence.**   * **Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.** * **Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.** * **Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.** * **Establish and maintain a formal style.**   **RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.** | | | | | | |
| **Student Objectives/Outcomes:** | **Bloom’s Level:** | | **Activities:** | | | **Assessments:** |
| 1. *Students will differentiate claims from counterclaims, using reasons and text evidence in both cases* | *Understanding* | | * *Students will be divided into groups of four and will research issue of controversy together. Then they will break into teams of two, each mini-team choosing a side to defend.* * *Students will formulate 3-4 claims with accompanying reasons for their “side” of the issue, garnering supporting details from research.* * *Students will develop a new section of their existing group Wiki to display their claims, counterclaims, and reasons, based on their research.* * *Students will also complete a teacher-generated handout to assist in arranging their information. This handout will be communicated over LMS* * *Students will read on line article/examples from the following websites about formulating claims and counterclaims:*   + <http://owl.english.purdue.edu/owl/resource/588/03/>   + <http://www.essaywritinghelp.com/argumentative.htm> | | | * *Teacher will grade teacher-generated handout* * *Teacher will grade Wiki (claim/counterclaim rubric)* |
| 1. *Students will predict and evaluate the strength of their claims and counterclaims* | *Evaluating* | | * *Students will work in pairs to evaluate which claims are strongest in support of their “side.”* * *Students will also and predict which counterclaims are strongest and will be used by opponents.* * *Student mini-groups (pairs) will create a PowerPoint (through Google Docs’ “Presentation” (for reasons of collaboration and easy access) outlining their three strongest claims and counterclaims, logically ordered, using evidence from research for support.* * *Student mini-groups (partners) will post their “PowerPoint” to Voicethread, narrating each slide.* | | | * *Teacher will grade PowerPoints (“Presentation” in Google Docs) and narrations on Voicethread. (“PowerPoint” Narration/VT rubric)* |
| 1. *Students will argue effectively using words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.* | *Evaluating* | | * *Students will respond to opponent’s claims in Voicethread as they choose, being sure to support their counterclaims with evidence from their research.* | | | * *Teacher will assess responses to Voicethread from opposing teams. (VT Response Rubric)* |
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| **NET-S Standard #1**  **Standard: Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.**   * **Apply existing knowledge to generate new ideas, products, or processes** * **Create original works as a means of personal or group expression** * **Identify trends and forecast possibilities**   **Common Core:**  **RI.8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.**  **RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.** | | | | | | |
| **Student Objectives/Outcomes:** | | **Bloom’s Level:** | | **Activities:** | **Assessments:** | |
| 1. *Students will create a persuasive product that represents their research.* | | *Creating* | | * *Students* ***individually*** *will create a Public Service Announcement (PSA) based on the research they conducted and the claims and counterclaims they evaluated. Within the context of their PSA, they will highlight a trend or forecast a possibility for the future.* * *Students will select the medium in which to relay their PSA. They will be able to choose from the following:*   + Moviemaker   + PowerPoint in Voicethread   + Vimeo Video * *Students will post their finished products on the LMS* | * *Teacher will assess the PSA. (PSA Project rubric)* | |
| 1. *Students will integrate poetry (in the form of music with lyrics) into their presentations to enhance meaning and emotional appeal.* | | *Applying* | | * *Students will add their favorite applicable song into their PSA presentations.* * *Students will write out the lyrics to the song and explain how the lyrics relate to the subject matter, as well as the impact the lyrics have on the subject matter, in a 1-2 page explanation.* | * *Teacher will grade the written explication. (response to peer rubric)* | |
| 1. *Students will analyze others’ presentations and evaluate the effectiveness of the presentations.* | | *Analyzing* | | * *Students will return to original groups of 4, and will view each group member’s presentation.* * *Students will create and post a response to each presentation that analyzes the components of the presentation (claims, music, persuasive value, etc.)* * *Students will determine the overall effectiveness of the PSA presentation based on a scale of 1-10* | * *Teacher will grade posts from other students (discussion rubric)* | |