

**Department of Secondary Education**  
**EDSC 304: Educational Technologies for Secondary Teachers**

Semester: Spring 2022  
Location: WEB in Canvas  
Day and Time: 100% Online  
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Table 1: Education Unit Conceptual Framework

**EDUCATION UNIT CONCEPTUAL FRAMEWORK**



**Mission**

The College of Education is committed to the preparation and professional development of innovative and transformative educators who advance just, equitable, and inclusive education. As a professional community of scholar-practitioners, we promote creativity, collaboration, and critical thinking as fundamental to student achievement and success in a diverse and interconnected world.

**Program Outcomes and Indicators**

After successful completion of a program of study, our credential recipients and

program graduates are:

**1. Knowledgeable and Competent Specialists who**

- a) demonstrate a strong foundation of knowledge
- b) implement effective practice
- c) use current technologies for teaching and learning

**2. Reflective and Responsive Practitioners who**

- a) advance just, equitable, and inclusive education
- b) make informed decisions
- c) participate in collaborative endeavors
- d) think critically and creatively

**3. Committed and Caring Professionals who**

- a) demonstrate leadership potential
- b) maintain professional and ethical standards
- c) engage in continuous improvement

## COVID-19

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For updates and resources related to COVID-19 please visit <http://coronavirus.fullerton.edu/>

## COLLEGE OF EDUCATION STRATEGIC GOALS

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In pursuit of the ideals of our mission, vision and core values, the College of Education (COE) develops a strategic plan every 5 years (<http://ed.fullerton.edu/about-the-college/strategic-plan.php>). Through a comprehensive planning process that involved faculty, staff, alumni, students and community representatives, beginning fall 2018, the College of Education will begin implementation of major initiatives related to the plan's three major goals:

- Just, Equitable and Inclusive Education (JEIE)
- Technology
- Community Engagement

JEIE Resources: <http://ed.fullerton.edu/community/just-equitable-and-inclusive-education-resources.php>

## PROFESSIONAL DISPOSITIONS EXPECTED OF CANDIDATES

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Faculty model and encourage all candidates to reflect dispositions that represent the values and attitudes expected of professionals in the field of education. These dispositions are based on the Education Unit's conceptual framework and encompass several behavioral indicators within the three program outcomes. As candidates move through their programs it is expected they demonstrate these dispositions. Please review the full list of dispositions found at the faculty documents section of [the Assessment and Accreditation section of the COE website](#).

## DEPARTMENT OF SECONDARY EDUCATION MISSION

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**The Mission of the Department of Secondary Education** is to develop quality secondary school teachers. We are committed to providing a program that reflects the complex contexts of the secondary classroom and models a professional community where learning is interactive and dynamic. Our philosophy is to prepare educational leaders through a course of study, which bases practice upon knowledge of current research in curriculum and instruction. We develop students as life-long learners, reflective practitioners, and change agents who positively influence decision-making in schools and communities to improve the education of adolescents.

## COURSE COMMUNICATION AND RESPONSE TIME

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All course announcements and personal email are sent through Canvas. Canvas only uses CSUF email accounts. Therefore, you **MUST** check your CSUF email on a regular basis (several times a week) for the duration of the course.

Email is the best way to contact me, as I generally check my CSUF email every day or so. You can usually expect a response within 24-48 hours, if not sooner. Please resend if I do not reply within 72 hours. I have given you my phone #, so please leave a message if you call and I don't answer. Be sure to **CLEARLY** leave your name and phone number and I will call you back as soon as possible. ☺

## CALIFORNIA COMMISSION ON TEACHER CREDENTIALING

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The Single Subject Credential Program at California State University Fullerton is fully accredited by the California Commission on Teacher Credentialing (CTC) and the National Council for Accreditation of Teacher Education (NCATE). The College of Education and all associated programs passed the most recent accreditation with a 100% rating (Excellent job CSUF!). The Single Subject Credential Program adheres to all the CTC requirements on teacher credentialing. Information on credential program requirements, accreditation and steps to earning a teaching credential in California can be accessed at:

<http://www.ctc.ca.gov>

## CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION

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The Single Subject Credential Program promotes and incorporates the *California Standards for the Teaching Profession* (CSTP). The *Standards* are based on current research and expert advice pertaining to best teaching practice. The *Standards* are organized around six interrelated categories of teaching practice. The six standards are for:

- Engaging and Supporting All Students in Learning
- Creating and Maintaining Effective Environments for Student Learning
- Understanding and Organizing Subject Matter for Student Learning
- Planning Instruction and Designing Learning Experiences for All Students
- Assessing Student Learning
- Developing as a Professional Educator

Together these six standards represent a developmental, holistic view of teaching and are intended to meet the needs of diverse teachers and students in California. Each standard is introduced in narrative, which can be accessed at: <https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/cstp-2009.pdf>

## ISTE STANDARDS FOR EDUCATORS

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Courses in the Teacher Induction Program are aligned with ISTE Standards for Educators (2018). Teachers have always held the key to student success. But their role is changing. The ISTE Standards for Educators define the new skills and pedagogical insights educators need to teach, work and learn in the digital age. Further information may be found at ISTE Standards for Educators (<https://www.iste.org/standards/for-educators>).

- **Learner:** Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning
- **Leader:** Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning.
- **Citizen:** Educators inspire students to positively contribute to and responsibly participate in the digital world.
- **Collaborator:** Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems.
- **Designer:** Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability.
- **Facilitator:** Educators facilitate learning with technology to support student achievement of the ISTE Standards for Students.

- **Analyst:** Educators understand and use data to drive their instruction and support students in achieving their learning goals.

## TEACHING PERFORMANCE EXPECTATIONS

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Based on the *California Standards for the Teaching Profession*, the Teaching Performance Expectations (TPE) describe the set of knowledge, skills and abilities beginning teachers should have and be able to demonstrate. The complete text of the TPEs can be accessed at: [https://www.ctc.ca.gov/docs/default-source/educator-prep/tpa-files/tpes-adopted-2016.pdf?sfvrsn=6c939e42\\_2](https://www.ctc.ca.gov/docs/default-source/educator-prep/tpa-files/tpes-adopted-2016.pdf?sfvrsn=6c939e42_2)

Also see Preliminary Multiple Subject and Single Subject Credential Program Standards: [https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/prelimmsstandard-pdf.pdf?sfvrsn=a35b06c\\_2](https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/prelimmsstandard-pdf.pdf?sfvrsn=a35b06c_2)

A helpful resource is available at: <http://www.caltpe.com/index.php>

## TEACHING PERFORMANCE ASSESSMENT

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Based on the *Teaching Performance Expectations*, the Teaching Performance Assessment (TPA) evaluates beginning teacher's competencies in the six standard domains. EDSC 310 introduces the TPA and provides an overview of its implementation in the Single Subject Credential Program. Additional information regarding the TPA can be accessed at: <https://www.ctc.ca.gov/educator-prep/tpa>

Up-to-date information regarding Covid and TPAs can be found at: [Teaching Performance Assessment \(TPA\) and COVID-19 Guidelines & Frequently Asked Questions](#)

## SINGLE SUBJECT CREDENTIAL PROGRAM GRADE REQUIREMENTS

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Prerequisite courses require an average GPA of 3.0 across all 300-level courses (EDSC 304, 310, 320, 330, 340), with no course grade lower than "C" (2.0). All 400-level Single Subject Credential Courses (including EDSC 410, courses outside EDSC, and Credit/No Credit fieldwork) require a grade of B- or better. Students who earn below B- in a 400-level credential course will be required to retake the course or risk program removal.

## COURSE DESCRIPTION

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### **EDSC 304: Educational Technologies for Secondary Teachers (3 units)**

Develop personal proficiency in educational technologies to facilitate teaching process. Develop digital literacy through use of presentation, spreadsheet, word processing and publication software, and interactive online tools; Internet search and retrieval; information literacy; electronic communication and collaboration; awareness of legal and ethical issues in the digital world. Meets state requirement for Single Subject Preliminary Credential.

## STUDENT LEARNING GOALS AND RELATED OBJECTIVES

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The overall objective of *Educational Technologies for Secondary Teachers* is to provide students with the know-how to create pedagogically sound learning units using technology. Through hands-on activities students will develop a comprehensive standards-based unit

of study in their content area that promotes the development of 21<sup>st</sup> century skills. Major emphasis will be placed on the use of word-processing, presentation, publication and spreadsheet software to create student learning tools, and the use of web-based collaboration and social networking sites to encourage cooperation, discussion and reflection. The themes of EDSC 304 include:

- Using technology effectively in the classroom to promote 21<sup>st</sup> century skills
- Identifying ways students and teachers can use technology to enhance learning through research, communication, collaboration, and productivity strategies and tools
- Providing hands-on learning and the creation of curricular units and assessments, which address state and national academic and technology standards
- Facilitating student-centered classrooms that encourage student self-direction and higher-order thinking
- Collaborating with colleagues to improve instruction by problem solving and participating in peer review of units

**During the course the students will:**

1. Become familiar with the International Society for Technology in Education Standards for Teachers (ISTE Standards\*T);
2. Identify content standards, create objectives, and develop digital curriculum materials for units of study;
3. Incorporate 21<sup>st</sup> century skills into lesson objectives and activities;
4. Utilize word-processing, presentation, publication, spreadsheet, and audio-visual software to create student samples, assessment rubrics, student support and facilitation tools, visual aids and teacher management tools;
5. Utilize web-based collaboration and communication sites, and explore how to use such tools in instructional design;
6. Explore and evaluate internet resources for use in research;
7. Examine and discuss copyright laws and Fair Use guidelines as they pertain to education;
8. Discuss ways to ensure students use the Internet safely and responsibly;
9. Research ways to differentiate instruction for all students;
10. Reflect on effective pedagogical practices; and
11. Reflect on assessment practices.

#### REQUIRED TEXTS AND OTHER REQUIRED MATERIALS

**THERE ARE NO REQUIRED TEXTBOOKS FOR THIS COURSE!** You will need a webcam and microphone for the online activities in this course. Check to see if your computer has an internal webcam and microphone. If it does not, you will need to purchase an external webcam and microphone. You will also need a recent version of Microsoft Office. FREE and low-cost software may be requested from <http://www.fullerton.edu/it/students/>

#### ATTENDANCE

Student presence in the online course is mandatory. Student presence will be demonstrated through timely completion of discussion forum posts and online activities. Students who do not complete class discussion posts or online activities during the weeks they are assigned will be considered absent for that week and will receive no credit for the incomplete posts/activities.

### GRADING POLICY AND GRADING STANDARDS FOR THE COURSE

This course is letter grade only, A, B, C, D, F. Pluses and minuses will be given for the top and bottom two percent for each letter grade (e.g. 90 & 91% = A-; 78 & 79% = C+). An average of 3.0 is required over the prerequisite courses (EDSC 310, 320, 330 & 340) for admission to the Single Subject Credential Program. The grade breakdown is as follows:

A = 180-200    B = 160-179    C = 140-159    D = 120-139    F = 119 and below

**Assignment Submission Policy:** Assignments and forms are due at the end of the week for which they are assigned and must be submitted through the assignment portal or as designated on Canvas. Assignments will not be accepted as attachments to email unless authorization is given by the instructor. Please read all instructions on Canvas carefully for specific due dates, and refer to the Course Calendar (see below).

Students are required to check their grades, including comments and rubrics, frequently throughout the course. If a student has a question or concern regarding a grade, he or she must contact the instructor within a week after the grade is posted.

It is important that students carefully read the Course Expectations document posted on the course website. Students will be required to take a short quiz during the first week of classes ensuring that he/she will abide by these expectations.

### LATE ASSIGNMENTS

Grades for late assignments and required forms will be reduced 10% each day after the assignment due date. Late assignments and forms will be accepted up to one week after the original due date. **Late discussion posts/ class participation items will not receive points.**

### ASSIGNMENTS

Course assignments are listed in the calendar/ assessment plan below.

### ASSIGNMENT DESCRIPTIONS

During the course students will develop a Digital Unit Resources Website and will engage in class discussions and technology-rich activities.

**Digital Unit Plan:** Students will choose a unit of study based on California State Standards, and will design a comprehensive plan that incorporates instructional objectives and procedures, assessment processes, and differentiated instruction. The unit plan includes:

1. Information about the teacher and the class
2. Tools on how to use the Internet safely and effectively
3. Digital interactives for student engagement
4. Content standards and learning objectives;
5. An assessment to gauge students' needs;



6. A teacher lecture presentation;
7. Guided notes to accompany lecture;
8. A graphic organizer activity
9. An assessment plan; and
10. Unit appropriate resources

#### POLICY ON RETENTION OF STUDENT WORK

Student work submitted for this course shall be retained by the University or its academic employees for a reasonable time after the semester is completed. See the following for more info:

[http://www.fullerton.edu/senate/publications\\_policies\\_resolutions/ups/UPS%20300/UPS%20320.005.pdf](http://www.fullerton.edu/senate/publications_policies_resolutions/ups/UPS%20300/UPS%20320.005.pdf)

#### TECHNICAL REQUIREMENTS

Students are expected to:

1. Be knowledgeable in the use of a personal computer (PC or Macintosh) prior to being admitted to the university. Entering students should have 1) the ability to use a personal computer to locate, create, move, copy, delete, name, rename, and save files and folders on hard drives and on secondary storage devices such as floppy disks; 2) the ability to use a word-processing program that runs on a PC or Macintosh computer to create, edit, format, store, retrieve, and print documents; 3) the ability to use an electronic mail system to receive, create, edit, print, save, and send an e-mail message with and without an attached file; and 4) the ability to use an Internet browser to search the World Wide Web;
2. Have ongoing reliable access to a computer with Internet connectivity for regular course assignments;
3. Utilize the most recent version of Microsoft® Office including Word, PowerPoint, and Excel to learn content and communicate with colleagues and faculty; have the ability to regularly print assignments;
4. Maintain and access at least three times weekly a student email account;
5. Use Internet search and retrieval skills to complete assignments;
6. Upgrade his/her skills in educational technology throughout the program;
7. Apply his/her educational technology skills to complete expected competencies;
8. Utilize other software applications as course requirements dictate;
9. Utilize TITANium to access course materials and complete assignments;
10. Utilize a microphone and camera for a variety of assignments;
11. Have reliable hardware and software for Zoom meetings (only if needed).

#### SOFTWARE FOR STUDENTS

Did you know you could get FREE and low-cost software for being an active CSUF student? Software can be requested from [www.fullerton.edu/it/students/](http://www.fullerton.edu/it/students/).

#### UNIVERSITY INFORMATION

##### *Withdrawal Policy (excerpted from UPS 300.016)*

Students may withdraw from the course up to the university withdrawal date as set by the office of Admissions and Records. The authorization for a student to withdraw from a course after this date and prior to the last twenty percent of instruction in a term shall be

granted for only the most serious and compelling reasons. *A serious and compelling reason is defined as a physical, medical, emotional or other condition which has the effect of limiting the student's full participation in the class and which is clearly beyond the student's control.* The student must provide credible documentation for such reasons. *Poor academic performance is not evidence of a serious and compelling reason for withdrawal.*

### *Canvas – Technical Difficulties*

As a registered student you are enrolled in Canvas. You may access Canvas for all your classes by clicking on your student portal, found on the CSUF website. Problems? Find resources here:

[http://www.fullerton.edu/it/events\\_projects/lms\\_project/student\\_resources.php](http://www.fullerton.edu/it/events_projects/lms_project/student_resources.php)

If you still need more help, contact 657-278-8888. Check Canvas weekly for updated information.

In case of technical difficulties with Canvas, the instructor will communicate with students directly through CSUF email, and assignments can be sent through email, faxed or mailed to the Department of Secondary Education. In the case email doesn't work, students should call the department coordinator at 657-278-7769 for further direction.

If at any time during the course you have technical questions or difficulties, please contact the UEE Online Support Desk at [uee-online@fullerton.edu](mailto:uee-online@fullerton.edu) or call (657) 278-4866 or [1-866-511-5991 (Toll Free)] during Monday-Friday, 8am-6pm PST.

### *Students with Special Needs*

Please inform the instructor during the first week of classes about any disability or special needs that you may have that may require specific arrangements related to attending class sessions, carrying out class assignments, or writing papers or examinations. According to California State University policy, students with disabilities must document their disabilities at the Disability Support Services (DSS) Office in order to be accommodated in their courses.

### *Academic Dishonesty Policy*

Academic dishonesty includes such things cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show a possession of a level of knowledge or skill which he/she in fact does not possess. Cheating is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent, or unauthorized means. Plagiarism is defined as the act of taking the work of another and offering it as one's own without giving credit to that source. An instructor who believes that an act of academic dishonesty has occurred (1) is obligated to discuss the matter with the student(s) involved; (2) should possess reasonable evidence such as documents or personal observation; and (3) may take whatever action (subject to student appeal) he/she deems appropriate, ranging from an oral reprimand to an F in the course. Additional information on this policy is available from University Policy Statement 300.021 found [on the Academic Senate website](#).

### *CSUF Writing Center*

The Writing Center offers all registered CSUF students the opportunity to receive writing assistance. In half-hour long tutorials, the students who come to the Writing Center will work with a tutor to create and/or improve specific assignments and, more importantly, to



improve their overall writing skills. Students can expect to engage in conversation about their assigned topics, the point or thesis of their writing, ways to organize and develop ideas, or how to improve sentence structure and mechanics so as to convey the intended meaning of the essay. The Writing Center is located in MH 45, the basement of McCarthy Hall, on the campus of California State University, Fullerton; 657-278-3650. More information can be found on the [CSUF Writing Center webpage](#).

### *University Learning Center*

The goal of the University Learning Center is to provide all CSUF students with academic support in an inviting and contemporary environment. The staff of the University Learning Center is carefully selected and trained to assist students with their academic assignments, general study skills, and computer user needs. The ULC is located in the Pollack Library North, 2<sup>nd</sup> Floor. The services that the ULC provide to the CSUF students include an open computer lab, tutoring, workshops, online tutoring, and collaborative learning. The online tutoring option allows students to submit their paper for constructive feedback. More information can be found on the [University Learning Center website](#).

### *Two-week plan for distant instruction should on-campus instruction be interrupted*

In case of instruction interruption, please check the course website for weekly instructional activities, which may include multimedia presentations, discussion forums, group work (to be conducted via Titanium groupings), and text and electronic readings. For additional information, please call the California State University, Fullerton Campus Operation and Emergency Closure Information Line: 657-278-4444

### *Emergency Contact*

In the event of emergency, contact the University Police at 657-278-3333. [Additional information can be found at the CSUF Emergency Preparedness website](#).

### *Library Support*

Pollak Library Assistance available for Online Students with [online instruction guidelines are available on the CSUF library website](#).

## ONLINE COURSE POLICIES

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### *WEB Course Requirements*

Students who enroll in a WEB course MUST:

1. Abide by the single subject credential program technology competency policy outlined above;
2. Have frequent and dependable internet access with a high speed modem;
3. Utilize the latest version of a reliable web browser (preferably Internet Explorer, Mozilla Firefox or Safari);
4. Utilize a computer that has anti-virus software installed;
5. Utilize Microsoft® Office (Word, PowerPoint, Excel);
6. Type and electronically submit all assignments through Canvas; and be WEB savvy (know how to search, troubleshoot, bookmark, use web collaboration and social networking sites, etc.).

### *Netiquette*

Each student is expected to conduct himself/herself in a professional manner during the class - taking full advantage of the learning opportunities available. This includes completing all online discussions and assignments, adhering to proper netiquette, and so on. Netiquette refers to a set of behaviors that are appropriate for online activity - especially with email and threaded discussions. The core rules of netiquette can be found at the [Netiquette website](#). Please read through these netiquette rules to ensure that you are familiar with what will be the expected online behavior for this course.

### *Synchronous/Asynchronous Instruction*

The course can be accessed asynchronously on Canvas.

### *Authentication of Student Work*

Authentication of student work is important in an online class. This is accomplished by requiring multiple measures of student performance, including discussion board postings, individual email conversations, and the multiple assignments you are required to complete. Because many assignments are aligned to your teaching, they allow you to create practical and unique resources for your use as a classroom teacher.

### *Discussion Posting Guidelines*

Students will be expected to respond to writing prompts that show an in-depth understanding and reflection of the class readings, presentations, past experiences and personal work in the course. Students are expected to post responses to the prompt by the deadline indicated on the course calendar. Online Discussion Guidelines and Scoring Guide are posted on the course website.

### [Online Discussion Guidelines and Scoring Guide](#)

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#### **Posting**

The great advantage of online discussion is that it can happen almost anytime, anywhere; it can deepen your understanding of the course material, and it can help you forge stronger connections with your classmates. Your posts are required to be substantive, and advance or re-frame the discussion in some way. In other words, you must do more than say “I agree” or “I disagree,” and you must not merely restate what someone else says.

#### **Grading**

Your online discussions will count for a significant part of your overall grade. Discussions will have deadlines, and late posts will not be accepted. Your posts will be read and evaluated with special attention to several areas:

- Appropriate length
- Relevance to topic
- Evidence of thought/reflection (i.e. reactions have their time and place in online discussion, but so do extended thought and rumination)
- Evidence of critical-thinking (i.e. these discussion topics ought to elicit some analysis on your part: ask questions, and more questions; posit some explanations, hypotheses, and original ideas. What do you think?)
- Collegiality — adherence to the norms of courtesy appropriate in academic (but informal) discussion
- Replies – student provided substantial replies to classmates when required

Discussion/Blog Scoring Guide	
Most Discussion/Blog Posts are worth 4-5 points each, and are roughly based on the following criteria	
The discussion/blog post is a robust narrative that demonstrates understanding and application of information in the readings, presentations, and activities of the module. All parts of the prompt are addressed.	<b>50%</b>
Appropriate examples are provided to enhance the narrative and display understanding of the discussion/blog topic.	<b>20%</b>
Response to other posts (if required) extend ideas in the initial post, pose helpful questions or suggestions, and make links to course content.	<b>30%</b>

COURSE SCHEDULE & ASSESSMENT PLAN- see below



Spring 2022 EDSC 304 Course Calendar			
Digital Unit Resources Site – 150 points    Class Discussions – 50 points    Total – 200 points			
Dates	Activities/Assignments	What's Due and When? (Deadline is 11:59 pm)	
<b>Module 1</b> January 24-February 13	Module 1, Activity 1: Foundations of Educational Technology	Initial Discussion Post: Sunday, Jan. 30  Reply to Peers: Tuesday, Feb. 1	Discussion (Video) - Introduce Yourself (10)
	Module 1, Activity 2: Copyright, Creative Commons and Fair Use	Initial Discussion Post: Sunday, Feb. 6  Reply to Peers: Tuesday, Feb. 8	Discussion- Copyright, CC, & Fair Use (5)
	Module 1, Activity 3: Review Digital Unit Plans	Initial Discussion Post: Sunday, Feb. 13  Reply to Peers: Tuesday, Feb. 15	Discussion – Evaluate Unit Plan (5)
<b>Module 2</b> February 14-March 6	Module 2, Activity 1: DUR Website Topics  Module 2, Activity 2: Tools for Communication and Collaboration	Initial Discussion Posts: Sunday, Feb. 20  Reply to Peers: Tuesday, Feb. 22	Discussion – Possible Topic for your Unit Plan (5)  Discussion – Tools for Communication and Collaboration (5)

	Module 2, Activity 3: Digital Unit Resource Site - BASICS	Assignment Due: Sunday, Feb. 27	DUR Site- BASICS (15)
	Module 2, Activity 4: Digital Unit Resource Site - MORE	Assignment Due: Sunday, Mar. 6	DUR Site - MORE (25)
<b>Module 3</b> March 7-27	Module 3, Activity 1: Graphic Organizers	Assignment Due: Sunday, Mar. 13	DUR - Graphic Organizer Assignment (20)
	Module 3, Activity 2: Digital Assessments	Assignment Due: Sunday, Mar. 20	DUR - Digital Assessments (20)
	Module 3, Activity 3: Learning Menus, Choiceboards, and Playlists	Assignment Due: Sunday, Mar. 27	DUR - Choiceboard, Playlist, or Learning Menu (20)
<b>Spring Break - March 28- April 3</b>			
<b>Module 4</b> April 4-24	Module 4, Activity 1: Effective Digital Lectures	Assignment Due: Sunday, Apr. 10	DUR - Teacher Lecture Presentation (25)
	Module 4, Activity 2: Guided Notes	Assignment Due: Sunday, Apr. 17	DUR - Guided Notes (10)
	Module 4, Activity 3: DUR Showcase	Assignment Due: Sunday, Apr. 24	DUR - Showcase (15)



<b>Module 5</b> April 25-May 15	Module 5, Activity 1: Review Peers DUR Websites	Initial Discussion Post: Sunday, May 1  Reply to Peers: Tuesday, May 3	<b>Discussion – Feedback on Unit Plans (10)</b>
	Module 5, Activity 2: LMS, CMS, and More	Initial Discussion Post: Sunday, May 8  Reply to Peers: Tuesday, May 10	<b>Discussion – LMS, CMS &amp; More (5)</b>
	Module 5, Activity 3: Technology, Equity, and Education	Initial Discussion Post: Sunday, May 15  Reply to Peers: Tuesday, May 17	<b>Discussion – Technology’s Effect on Equity (5)</b>