

**Dominican University
School of Education**

EDU/SPED 560/LIS 727: Integrating Technology into the Curriculum

(3 credit hours)

Fall 2012

Tuesdays ♦ 5:30-8:30pm ♦ Parmer 432

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Scholarship, Leadership, Service

Scholarship, leadership, and service, the core values of the Dominican University School of Education, are the foundation of the Conceptual Framework. The Dominican educator pursues these core values and these core values shape the expectations for all coursework.

Scholarship is demonstrated by intellectual curiosity, critical thinking, a life-long willingness to learn and the recognition that with knowledge comes moral responsibilities.

Leadership is the promotion of student learning and achievement through the skills of reflective practice, the ability to integrate innovation, collaborative skills that bring together diverse perspectives to achieve common goals, and a willingness to seek leadership opportunities.

Service is a commitment to enable all students to achieve and participate in a democratic educational setting by demonstrating professional pedagogical skills, serving as a role model for student learning, fostering communities of diverse learners, upholding the dignity and rights of others and a conscious effort to make the world more just and humane through the ministry of education.

I. Course Description:

This is an introductory course using a hands-on approach to explore the integration of technology into the curriculum to promote meaningful learning. Technologies to support writing, organization, knowledge-building, analysis, and visual learning are explored. Study also includes using Web 2.0 tools for research, instruction, collaboration, productivity, creativity, and communication. Candidates are introduced to assistive technology tools. Intermediate computer skills are a prerequisite for this course.

II. Standards:

Based on the course design and assignments, this course addresses the Illinois Professional Teaching Standards, the Technology Standards for All Illinois Teachers, and the Language



Standards for All Illinois Teachers. It also addresses various standards of ACEI, ACTFUL, NCSS, NCTM, and NSTA.

Illinois Professional Teaching Standards

Standard 4 – Planning for Instruction

4F – Understands how to review and evaluate educational technologies to determine instructional value.

4G – Understands how to use various technological tools to access and manage information.

4H – Understands the uses of technology to address students needs.

4L – Creates and selects learning materials and learning experiences appropriate for the discipline and curriculum goals, relevant to students, and based on students’ prior knowledge and principles of effective instruction.

4M – Creates multiple learning activities that allow for variation in students learning styles and performances modes.

4O – Creates approaches to learning that are interdisciplinary and that integrate multiple content areas.

4R – Accesses and uses a wide range of information and instructional technologies to enhance student learning.

Standard 6 – Instructional Delivery

6B – Understands principles and techniques, along with advantages and limitations, associated with various instructional strategies.

6C – Understands how to enhance learning through the use of a wide variety of materials as well as human and technological resources.

6G – Uses multiple teaching and learning strategies to engage students in actives learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help students assume responsibility for identifying and using learning resources.

6K – Uses a wide range of instructional technologies to enhance student learning.

6N – Uses technology appropriately to accomplish instructional objectives.

Standard 7 – Communication

7D – Understands the importance of audience and purpose when selecting ways to communicate ideas.

7K – Communicates using a variety of communication tools to enrich learning opportunities.

Standard 8 – Assessment

8J – Appropriately uses a variety of formal and informal assessments to evaluate the understanding, progress, and performance of the individual student and the class as a whole.

8K – Involves students in self-assessment activities to help them become aware of their strengths and needs and encourages them to establish goals for learning.

8M – Uses appropriate technologies to monitor and assess students progress.

8P – Uses technology appropriately in conducting assessments and interpreting results.

Standard 9 – Collaborative Relationships

9E – Understands the collaborative skills which are necessary to carry out the collaborative

process.

9J – Participates in collaborative decision-making and problem-solving with other professionals to achieve student success.

ISBE - Language Arts Standards for All Illinois Teachers

IL-ISBE-
LA.2 STANDARD: All teachers should model effective reading, writing, speaking, and listening skills during their direct and indirect instructional activities. The most important communicator in the classroom is the teacher, who should model English language arts skills.

IL-ISBE-
LA.2A knows and understands the rules of English grammar, spelling, punctuation, capitalization, and syntax for both written and oral contexts.

IL-ISBE-
LA.2B understands how to communicate ideas in writing to accomplish a variety of purposes.

IL-ISBE-
LA.2C models the rules of English grammar, spelling, punctuation, capitalization, and syntax in both written and oral contexts.

IL-ISBE-
LA.2D reads, understands, and clearly conveys ideas from texts or other supplementary materials.

IL-ISBE-
LA.2E writes and speaks in a well-organized and coherent manner that adapts to the individual needs of readers/listeners.

IL-ISBE-
LA.2F expresses ideas orally with explanations, examples, and support in a clear, succinct style.

IL-ISBE-
LA.2H listens well.

IL-ISBE-
LA.3 STANDARD 3 - All teachers should give constructive instruction and feedback to students in both written and oral contexts while being aware of diverse learners' needs. Teachers should effectively provide a variety of instructional strategies, constructive feedback, criticism, and improvement strategies.

IL-ISBE-
LA.3F uses a variety of media to enhance and supplement instruction.

IL-ISBE-
LA.3G uses multi-disciplinary instructional approaches.

ISBE - Technology Standards for All Illinois Teachers

IL-ISBE-
TECH.1 STANDARD: Basic Computer/Technology Operations and Concepts - The competent teacher will use computer systems to run software; to access, generate,

	and manipulate data; and to publish results. He or she will also evaluate performance of hardware and software components of computer systems and apply basic trouble-shooting strategies as needed.
IL-ISBE-TECH.1A	understands how to run computer software; access, generate and manipulate data; and publish results.
IL-ISBE-TECH.1B	operates a multi-media computer system with related peripheral devices to successfully install and use a variety of software packages.
IL-ISBE-TECH.1C	uses appropriate terminology related to computers and technology in written and oral communications.
IL-ISBE-TECH.1D	describes and implements basic troubleshooting techniques for multi-media computer systems with related peripheral devices.
IL-ISBE-TECH.1F	demonstrates knowledge of uses of computers and technology in education, business and industry, and society.
IL-ISBE-TECH.2	STANDARD: Personal and Professional Use of Technology - The competent teacher will apply tools for enhancing personal professional growth and productivity; will use technology in communicating, collaborating, conducting research, and solving problems and will promote equitable, ethical, and legal use of computer/technology resources.
IL-ISBE-TECH.2A	understands how to use technology in communicating, collaborating, conducting research, and solving problems.
IL-ISBE-TECH.2C	uses computers and other learning technologies to support problem-solving, data collection, information management, communications, presentations, and decision-making.
IL-ISBE-TECH.2D	uses productivity tools for word processing, database management, and spreadsheet applications, and basic multi media presentations.
IL-ISBE-TECH.2F	demonstrates awareness of resources for adaptive/assistive devices for students with special needs.
IL-ISBE-TECH.2G	demonstrates knowledge of ethical and legal issues concerning use of computers and technology.
IL-ISBE-TECH.2H	adheres to copyright laws and guidelines in the access and use of information from various technologies.
IL-ISBE-TECH.3	STANDARD: Application of Technology in Instruction - The competent teacher will apply learning technologies that support instruction in his or her grade level and subject areas. He or she must plan and deliver instructional units that integrate a variety of software, applications, and learning tools. Lessons developed must reflect effective grouping and assessment strategies for diverse populations.

IL-ISBE-TECH.3A	understands how to apply learning technologies that support instruction in his or her grade level and subject areas.
IL-ISBE-TECH.3B	explores, evaluates, and uses computer/technology resources, including applications, tools, educational software, and associated documentation.
IL-ISBE-TECH.3C	describes current instructional principles, research, and appropriate assessment practices as related to the use of computers and technology resources in the curriculum.
IL-ISBE-TECH.3D	designs, implements, and assesses student learning activities that integrate computers/ technology for a variety of student grouping strategies and for diverse student populations.
IL-ISBE-TECH.4	STANDARD: Social, Ethical, and Human Issues - The competent teacher will apply concepts and skills in making decisions concerning the social, ethical, and human issues related to computing and technology. The competent teacher will understand the changes in information technologies, their effects on workplace and society, their potential to address life-long learning and workplace needs, and the consequences of misuse.
IL-ISBE-TECH.4A	understands the social, ethical, and human issues related to computing and technology.
IL-ISBE-TECH.4B	describes the historical development and important trends affecting the evolution of technology and its probable future roles in society.
IL-ISBE-TECH.5	STANDARD: Productivity Tools - The competent teacher will integrate advanced features of technology-based productivity tools to support instruction, extend communication outside the classroom, enhance classroom management, perform administrative routines more effectively, and become more productive in daily tasks.
IL-ISBE-TECH.5A	knows advanced features of technology based productivity tools.
IL-ISBE-TECH.5B	uses advanced features of word processing, desktop publishing, graphics programs, and utilities to develop professional products.
IL-ISBE-TECH.5C	uses spreadsheets for analyzing, organizing, and displaying numeric data graphically.
IL-ISBE-TECH.5D	designs and manipulates databases and generates customized reports.
IL-ISBE-TECH.5F	identifies, selects, and integrates video and digital images in varying formats for use in presentations, publications, and/or other products.
IL-ISBE-	uses features of applications that integrate word processing, database, spreadsheet,

TECH.5H	communication, and other tools.
IL-ISBE-TECH.6	STANDARD: Telecommunications and Information Access - The competent teacher will use telecommunications and information-access resources to support instruction.
IL-ISBE-TECH.6B	accesses and uses telecommunications tools and resources for information-sharing, remote information access and retrieval, and multi-media/hypermedia publishing.
IL-ISBE-TECH.6C	uses electronic mail and web browser applications for communications and for research to support instruction.
IL-ISBE-TECH.7	STANDARD: Research, Problem Solving, and Product Development - The competent teacher will use computers and other technologies in research, problem solving, and product development. The competent teacher will appropriately use a variety of media, presentation, and authoring packages; plan and participate in team and collaborative projects that require critical analysis and evaluation; and present products developed.
IL-ISBE-TECH.7A	understands how to use computers and other technologies in research, problem solving, and product development.
IL-ISBE-TECH.7B	identifies basic principles of instructional design associated with the development of multimedia and hypermedia learning materials.
IL-ISBE-TECH.7C	develops simple hypermedia and multimedia products that apply basic instructional design principles.
IL-ISBE-TECH.7G	uses a computer projection device to support and deliver oral presentations.
IL-ISBE-TECH.7H	designs and publishes simple on line documents that present information and include links to critical resources.
IL-ISBE-TECH.7I	develops instructional units that involve compiling, organizing, analyzing, and synthesizing of information, and uses technology to support these processes.
IL-ISBE-TECH.7J	conducts research and evaluates on line sources of information that support and enhance the curriculum.
IL-ISBE-TECH.7K	makes use of development readings and other resource materials from professional and trade organizations to improve teaching and learning.
IL-ISBE-TECH.8	STANDARD: Information Literacy Skills - The competent teacher will develop information literacy skills to be able to access, evaluate, and use information to improve teaching and learning.
IL-ISBE-TECH.8A	understands how to access, evaluate, and use information to improve teaching and learning.

IL-ISBE-TECH.8C	expects students to intellectually access, evaluate, and use information to solve problems and make decisions in all subject areas.
IL-ISBE-TECH.8D	structures instruction and designs learning tasks and assignments to reflect higher-level thinking skills.
IL-ISBE-TECH.8E	structures and/or facilitates cooperative learning groups as part of students' tasks and assignments.

ACEI

3.1 Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community;

3.2 Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students;

3.3 Development of critical thinking and problem solving—Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving;

3.4 Active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments;

3.5 Communication to foster collaboration—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.

ACTFUL

Standard 3.b. Developing Instructional Practices That Reflect Language Outcomes and Learner Diversity. Candidates develop a variety of instructional practices that reflect language outcomes and articulated program models and address the needs of diverse language learners.

Standard 4.c. Selecting and Designing Instructional Materials. Candidates use standards and curricular goals to evaluate, select, adapt, and design instructional materials.

NCTM

Standard 6: Knowledge of Technology

Candidates embrace technology as an essential tool for teaching and learning mathematics.

6.1 Use knowledge of mathematics to select and use appropriate technological tools, such as but not limited to, spreadsheets, dynamic graphing tools, computer algebra systems, dynamic statistical packages, graphing calculators, data-collection devices, and presentation software.

NSTA

Standard 5: General Skills of Teaching – 5d. Successfully use technological tools, including but not limited to computer technology, to access resources, collect and process data, and facilitate the learning of science.

NCSS

3. CRITICAL THINKING, PROBLEM SOLVING, AND PERFORMANCE SKILLS

Social studies teachers should possess the knowledge, capabilities, and dispositions to use at the appropriate school levels a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.

4. ACTIVE LEARNING AND MOTIVATION

Social studies teachers should possess the knowledge, capabilities, and dispositions to create at the appropriate school levels learning environments that encourage social interaction, active engagement in learning, and self-motivation.

5. INQUIRY, COLLABORATION, AND SUPPORTIVE CLASSROOM INTERACTION

Social studies teachers should possess the knowledge, capabilities, and dispositions to use at the appropriate school levels verbal, nonverbal, and media communication techniques that foster active inquiry, collaboration, and supportive interaction in the classroom.

6. PLANNING INSTRUCTION

Social studies teachers should possess the knowledge, capabilities, and dispositions to plan instruction for the appropriate school levels based on understanding of subject matter, students, the community, and curriculum goals.

III. Required textbook and materials:

- Schrum, L., & Solomon, G. (2010). Web 2.0: How-to for Educators. Eugene, OR: ISTE.
- Additional readings will be provided on classroom wiki
- USB drive for storage of materials (2-4 GBs)
- Access to a computer and the internet outside of class

IV. Course outcomes: Candidates will...

1. Demonstrate skill in using and integrating Web 2.0 technologies into the instructional and assessment process.
2. Design and conduct professional development tools that focus on Web 2.0 technology.
3. Engage in the use of a variety of technology tools for presenting content and assessing students learning.
4. Demonstrate an understanding of the National Educational Technology Standards for students, teachers, and administrators.
5. Demonstrate an understanding of the levels of technology integration into the curriculum and characteristics of the learning environment at each level.
6. Use a problem-based learning approach to collaboratively design and develop a WebQuest that engages students in higher-order learning, collaboration, and web 2.0 technologies.

7. Develop a personal learning network for finding, organizing, sharing and remembering information that will contribute to your ongoing growth as a professional educator.¹
8. Develop an effective professional web presence.
9. Demonstrate an awareness of assistive technologies.
10. Demonstrate an understanding of legal, social, and ethical implications raised by the integration of technology into the curriculum.

V. School of Education Candidate Proficiencies and Dispositions:

The School of Education proficiencies that candidates are expected to demonstrate as a result of participation in this class are:

1. Candidates demonstrate competence in their respective content area and/or area of certification in combination with competence in liberal arts and sciences.
3. Candidates engage in the ability to design, deliver, and interpret the various forms of assessment/evaluation appropriate to their roles in the education setting.
4. Candidates demonstrate knowledge of research-based teaching practices appropriate to their content area and proficiency with a variety of instructional methodologies.
5. In acknowledgement of the impact of diversity on student learning and behavior, candidates differentiate and create modifications appropriate for the academic, motivational, behavioral and interest needs of students.
6. Candidates demonstrate the ability to use technology for administrative and instructional tasks.
7. Candidates demonstrate the ability to plan effective instruction, learning experiences and school and classroom environments that allow all students to achieve.
8. Candidates demonstrate leadership in collaborating with colleagues, families, and students in responding to real life problems in a multicultural society.

It is anticipated that through participation in this course, candidates will demonstrate the following dispositions that have been identified by the School of Education as consistent with the core values of scholarship, leadership and service and expected of all candidates:

- Critical thinking: *An analytical approach in reading, writing, research, and practice of one's profession* (scholarship).
- Ethical behavior: *Following the code of ethics appropriate to programs of study; following the University policy on academic integrity* (leadership, service)
- Acceptance of responsibility: *Embracing the tasks and duties that accompany the leadership and service role of an educator* (leadership)
- Flexibility: *Demonstrating an awareness and a proactive stance in considering the perspectives of others in making decisions that serve the interests of a diverse population* (service)
- Collaboration: *Working together to plan and solve problems and create new opportunities for growth* (leadership, service)

¹ Adapted from EDTEC 470, San Diego State University, Department of Educational Technology.

- Generosity: *Reaching out to meaningfully engage all students by creating a positive and inclusive learning environment* (service)
- Professional behavior: *Conduct and communication that is appropriate for the audience and setting (including timeliness, attendance, dress, language, respect, and other related professional behaviors)* (leadership)

VI. Assignments and Course Requirements:

- **In-Class Assignments (Activities/Discussions/Group Work)** (scholarship, leadership) – 5 points – **at various times throughout the semester**
In-class assignments will be given at various times throughout the class. Some of the assignments will be collaborative and some will be completed individually. The assignments involve the use of the technology that is being explored on a given day and relate to the readings for the class session. *In-class assignments cannot be made up.* Candidates must be present to complete and receive credit for the assignment.
- **Reflective Postings** (scholarship, leadership) –13 points- **at various times throughout the semester**
Candidates will create a blog and post five substantive reflections based on class discussions and topics. Reflective postings should be a minimum of 100 words and contain rationale related to the topic being discussed. Candidates are encouraged to comment on classmates' reflections.
- **Personal Learning System²** (scholarship, leadership) – 10 points – **due 10/30 by midnight**
A personal learning system is a way for you to deal with the tremendous amount of information on the internet. "It allows you to acquire new ideas and information from a wider circle of minds than you see day to day, to capture ideas and insights as you get them, and to stay current on the things that matter to you."³ More information will be provided on the PLS in class on September 11, 2012.
- **Professional Web Presence** (scholarship, leadership, service) – 20 points – **final version due 11/27 by midnight and presented in class on 12/4**
This site will be used throughout the course as a way of representing yourself as a professional by presenting your beliefs about teaching and materials that you create for the classroom, as well as a way to introduce yourself professionally. It also will serve as a repository for the work that you do in this course. Components of this lesson will be completed at different times throughout the semester.
- **Digital Story** (scholarship, leadership) – 9 points – **due 10/16 & in class**

² Adapted from EDTEC 470, San Diego State University, Department of Educational Technology.

³ Department of Education Technology, College of Education, San Diego State University.

Each candidate will develop a digital story on the subject of their choice. Additional details will be available on the class wiki and during class on October 2

- **WebQuest** (scholarship, service) – 24 points – **final version due 12/4 by the beginning of class**

Using a project-based approach and backward design, candidates will work collaboratively to develop an interdisciplinary WebQuest for their respective areas of certification. The WQ must integrate Web 2.0 technology, engage students in higher order thinking, require students to collaborate, provide scaffolding, and follow the WebQuest pedagogical.

- **Tech in Ed Presentations** (scholarship, leadership, service)- 10 points- **due at various times throughout the semester**

Candidates will select a technology in education topic they would like to learn more about. Candidates will research the topic, prepare and present a presentation centered around that topic, and post the presentation along with additional resources on the class wiki

- **Tech, Tac, Toe Tools** (scholarship, service) – 9 points – **due 11/13 by midnight**

The purpose of this assignment is for candidates to demonstrate their skills related to the use and integration of technology and their respective grade levels and areas of certification by creating three technology activities using Web 2.0 tools. These tools will be submitted through candidates' websites. *Candidate Choice must be improved by Instructor prior to start

QR Code Lesson	Blabberize	Wordle
Voicethread	Candidate Choice*	Glogster
Screencast	Yodio	Concept Maps

VII. ASSESSMENT

A. The following scale will be used to evaluate candidates' work in the course:

93-100%	=	A
90-92.9%	=	A-
87-89.9%	=	B+
83-86.9%	=	B
80-82.9%	=	B-
77-79.9%	=	C+
73-76.9%	=	C
70-72.9%	=	C-
below 70%	=	F

B. School of Education policies regarding attendance and late arrival:

- Candidates are expected to be present for and to fully participate in all class sessions as scheduled by the University. Please notify the instructor with any schedule related conflicts in advance of the class.
- Missing **two class sessions**, regardless of reason, will result in lowering of the candidate's final grade by one grade (for example, from B to B-).
- Candidates who miss three or more class sessions, regardless of reason, may be asked to withdraw from the course or may receive a grade of F for the course.
- An *absence* is defined as:
 - not attending an entire class session as scheduled by the University
 - three 15 minute tardy arrivals
- A *tardy* is defined as:
 - arriving to a class more than 15 minutes later than the start time established by the University

C. Students with Disabilities. Students with disabilities requesting accommodations must follow University procedures for such requests. Please see the *Disabilities Support* Page on the *Dean of Students* page under *Resources* on myDU for more information or speak to your instructor. Notify your instructor of such requests by the 2nd day of class.

D. Assignments submitted late will result in the deduction of points. **Assignments more than one week late will not be accepted without prior arrangements.**

E. It is the policy of the School of Education that all assignments follow the APA 6th manual of style requirements. Please see the following website for appropriate APA style:
<http://owl.english.purdue.edu/owl/resource/560/01/>.

F. The grade of *incomplete* may be given in extraordinary circumstances. The request for a grade of *incomplete* must be made at least two weeks prior to the end of the course, and it requires the approval of the Dean of the School of Education and the instructor. The

grade is given for work of acceptable quality that is unfinished at the end of the term. Forms requesting an *incomplete* grade must be obtained from the Office of the Dean of the School of Education. The *incomplete* must be removed by the end of the following term. At that time, the instructor may report a grade within the ordinary range of scholarship. Failure to remove the *incomplete* will normally result in the reporting of a grade of *F* or a grade of *no credit*.

- G. Plagiarism, (i.e. claiming the words and ideas of another person as one's own) whether intentional or unintentional, will not be tolerated. Candidates must always appropriately cite all information and/or ideas of another person. Plagiarism could result in a grade of 0 for an assignment and/or dismissal from the degree/certification program.

VIII. COURSE CALENDAR:

Date	Topics, activities, assignments due	For the next class:
8/28	<ul style="list-style-type: none"> -Introductions -Course overview -Blogs -Wikis -Technology in Education research -Tech in Ed sign up 	<p>-Reflective posting #1: Introduction -Reflective posting #2: Research</p> <p><i>Please see course wiki for detailed information on reflective postings</i></p> <p>- Solomon & Schrum Introduction & Chapter #1</p>
9/4	<ul style="list-style-type: none"> -Tech in Ed presentations -Stages of Technology Integration -Web presence examples and setup 	<p>-Reflective posting #3: Stages -Solomon & Schrum Chapters #2 & #8 -Finish setting up website: welcome statement, contact info, link to blog</p>
9/11	<ul style="list-style-type: none"> -Tech in Ed presentations -Personal Learning Systems 	<p>- Solomon & Schrum Chapters #3 & #5 -Begin educational philosophy</p>
9/18	<ul style="list-style-type: none"> -Tech in Ed Presentations -Tech Tac Toe explained 	-Educational philosophy due on website
9/25	<ul style="list-style-type: none"> -Tech in Ed Presentations -Social Bookmarking 	
10/2	<ul style="list-style-type: none"> -Tech in Ed Presentations -Digital Storytelling 	<p>-Solomon & Schrum Chapter #6 -20 web links due on website</p>
10/9	<ul style="list-style-type: none"> -Work session 	-Work on digital story
10/16	<ul style="list-style-type: none"> -Tech in Ed Presentations -Digital Storytelling presentations 	-Digital Story due by start of class

Date	Topics, activities, assignments due	For the next class:
10/23	-Tech in Ed presentations -Google in Education	- Solomon & Schrum Chapter #4
10/30	-Tech in Ed presentations -Tech Tac Toe worktime	-Reflective posting #4: PLNs -PLN assignment due by start of class
11/6	-Tech in Ed presentations -Webquests explained	-Professional Library due on website
11/13	-Tech in Ed presentations -Instructional Design Models	-Tech, Tac, Toe due this class -Work on webquest
11/20	-Tech in Ed presentations -iPads in Education -QR Codes	-Tech, Tac, Toe with descriptions due on website
11/27	-Tech in Ed presentations -Digital Citizenship -Copyright and Fair Use	- Solomon & Schrum Chapter #7 -Personal websites due by midnight
12/4	-Personal Websites presented -Webquests presented	-Reflective posting #5: Looking back, looking ahead -Solomon & Schrum Chapter #9 -Webquests due
12/11	-Personal Websites presented -Webquests presented	