SLO Presentation

EDT
Date: 09-15-2022

ISLO

Civic Engagement
• Students will develop values and beliefs in their role as a member of local, national and global societies to promote truth, fairness and goodwill to others. They will use the democratic process to further their values and beliefs and recognize and accept differing perspectives based on cultural diversity. They will engage in actions which provide service to others and have a positive impact on their local community.

Communication and Expression
• Students will demonstrate the ability to effectively and appropriately communicate their thoughts and ideas both in written and oral forms. They will develop verbal and non-verbal delivery skills, in an appropriate manner, to communicate their ideas as well as evaluate the ideas of others in a wide variety of contexts.

Critical Thinking and Quantitative Reasoning
• Students will demonstrate the ability to recognize assumptions within an argument and actively and skillfully analyze underlying reasoning to develop a conclusion. They will apply qualitative and/or quantitative analysis to solve problems, predict outcomes, test hypotheses, and explore alternatives in an ethical manner.

Information Literacy
• Students will demonstrate the ability to determine when gathering additional information is necessary. They will use appropriate resources and technologies to locate, evaluate and incorporate the information when developing supporting arguments and drawing conclusions. Students will also develop the ability to understand any legal, ethical or social issues regarding the use of information.

Personal Knowledge and Responsibility
• Students will develop the necessary skills to define, maintain and complete their personal educational goals. They will learn to work independently to accomplish personal goals toward realizing their full potential academically, physically and emotionally whether for personal enrichment, further education or career advancement.

Business Education
EDT

Educational Technology--Cert

• Students apply technology into educational systems.

• Students create content to enhance course materials.

• Students create course content that addresses multiple learning preferences.

• Students create course content that complies with federal and state laws.

• Students use educational technology in the development of curriculum.

Instructional Multi-Media--Cert

• Students apply expertise in communications, technology, and instructional design across a range of media formats in the development of course design.

• Students create content to enhance course materials.

• Students create course content that addresses multiple learning preferences.

• Students create course content that complies with federal and state laws.

• Students design, develop, and produce multimedia projects into courses.

CSLO

EDT50 - Preparation for Online Learning
• Students Navigate the online course.

• Students utilize LMS tools to navigate successfully in your online classroom.

• Students communicate appropriately with various audiences in different contexts.

• Students apply written communication skills that contribute to building positive relationships with peers, faculty, and staff.

• Students Identify and employ basic rules of netiquette.

- Students demonstrate mastery of online communications through required participation in threaded discussions.

- Students successfully use basic word processing in the completion of various written assignments.

- Students identify the behavioral skills necessary to be successful student.

- Students demonstrate knowledge of the importance of an ability to meet deadlines, be punctual, meet attendance requirements, and act respectfully as evidence of appropriate classroom behavior.

- Students employ online/campus resources that reinforce student success in an online classroom.

- Students demonstrate basic knowledge of computer hardware to provide information necessary to receive technical support.

- Students summarize basic copyright and plagiarism policies.

- Students assess researched materials for appropriateness.

- Students demonstrate the ability to use basic Internet skills through online searching assignments.

- Students interpret results of research as to veracity and relevance to a topic.

EDT101 - Creating Curriculum Projects Using the Internet

- A. Use advanced search methods to locate web-based projects

- B. Create problem- or project-based assignments for use in their classrooms

- C. Evaluate problem- or project-based assignments created by their students

EDT110 - Intro To Ed Technology

- 1. Identify and define basic computer components and perform basic computer operations;

- 2. Integrate Web 2.0 applications with K-12 curriculum to create assessment materials addressing a variety of learning preferences;

- 3. Communicate and collaborate using digital tools;

- 4. Locate and evaluate resources demonstrating information, media, and technology literacy using critical thinking;

- 5. Use word processing, spreadsheet, presentation, and web-based tools to create content, analyze data, and present information;

- 6. Create documents and materials that are accessible and identify technology resources for accessibility;

- 7. Explain legal and ethical issues related to computer use, copyright, and plagiarism that model digital citizenship.

EDT112 - Creating Virtual Curriculum

- Students collect copyright free materials for use in project.

- Students create a virtual curriculum project (virtual museums, field trip, on-line exhibit, or exploratorium) for posting on the Internet.

- Students create, edit, and format conferences and Web pages to present an effective virtual learning experience.

- Students critique teacher- and student-created virtual curriculum sites.

- Students determine appropriate content for a classroom curriculum project.

- Students develop conferenced and/or on-line curriculum project(s) applicable to classroom use and need.

EDT116 - Information Literacy for Educators

- A.   Use advanced search features to conduct multiple search strategies to locate validate information

- B.   Explain how to differentiate credible websites from non-credible websites

- C. Compare educational websites to determine appropriateness for use

- D. Critique applicability of educational.virtual "field trips" and webcam sites from their field trips

- E. Design Internet evaluation tools for student use

- F. Design an Acceptable Use Policy (AUP)

- G. Apply copyright guidelines when downloading images or information from Internet

EDT117 - Creating Digital Project-Based Curriculum Projects

- Use advanced search methods to locate web-based projects

- Create problem- or project-based assignments for use in their classrooms using the Internet

- Create problem- or project-based assignment for class project to be explored and critiqued by fellow classmates

- Develop a plan to evaluate problem- or project-based assignments created by their own students

• illustrate methods to teach their own students using collaboration not only with their peers and others locally, but also internationally through the use of the Internet

EDT122 - Fundraising/Grant Writing for Educators
• Students identify funding needs, objectives and goals to write a successful grant.

• Students plan and create a budget for a grant.

• Students plan, write, and edit a funding proposal.

EDT123 - Internet Tools for Educators
• Students create a rubric using online rubric tools.

• Students create a web-based classroom glossary.

• Students determine the Internet tools to be used in educational projects.

• Students develop course materials using blogs and wikis.

• Students develop methods for teaching students copyright issues including proper citation for text, video, and images.

• Students identify areas where blogs or wikis can be used to enhance instructor/student materials.

• Students use digital maps as an educational tool.

• Students use Internet-based citation tools for source materials.

EDT124 - Mobile Technology in Education
• A.   Explain the purpose and intent of Acceptable Use Policies (AUPs) and Bring Your Own Device (BYOD) policies

• B.   Summarize current "educational technology" terms

• C.   Classify levels of SAMR for individual technology showcase lessons

• D.   Examine individual technology showcase lessons for evidence of differentiated learning, 21 st Century skills, or project-based learning

• E.   Demonstrate integration of mobile technology into curriculum projects

• F.   Apply use of mobile technologies to enhance learning styles

• G.   Address issues relating to universal design

• H.   Distinguish applications appropriate for administrative, instructional, and student use

• I.   Compare different educational "apps" and download and evaluate at least one app for future use

EDT125 - Fundamentals of Online Teaching
• Students analyze online course delivery methods using different cognitive styles.

• Students create assignments and assessments to address a variety of learning styles.

• Students demonstrate use of online course structures and delivery methods, such as email communication and web site posting.

• Students develop strategies for content presentation using online delivery methods.

• Students evaluate issues relating to Internet ethics and policies such as copyright, management, student privacy and safety, and Acceptable Use Policies (AUPs).

• Students apply concepts and principals of online learning in the development of an online course.

• Students create and/or use teaching resources to enhance online learning based on a variety of learning styles.

EDT127 - Fundamentals of Multimedia for Education
• Define and give examples of multimedia and multimedia tools

• Create a variety of multimedia presentations based on concepts learned in class

• Enhance a lesson plan that does not contain multimedia by designing multimedia to be used in the lesson plan

• Explain accessibility issues related to multimedia in education

• Critique educational multimedia examples for good and bad qualities

• Explain project-based learning concepts and how project-based learning differs from traditional learning

EDT132 - Using Audio in the Classroom
• Students create a rubric to evaluate student learning.

- Students create a soundtrack for use in a classroom project.

- Students create background music to be used for a digital movie.

- Students develop course materials for classroom student use detailing copyright restrictions for music and soundtracks.

- Students develop course materials using digital music and soundtrack.

- Students develop instructions to produce an audio-conference news report for classroom student use.

- Students identify areas where audio-conferencing can be used with existing lesson plans.

- Students identify areas where digital recordings can be used to enhance instructor/student materials.

- Students integrate audio-conferencing into an existing lesson plan.

- Students integrate the use of digital recordings as an enhancement to presentations and other lesson materials.

- Students produce an audio-conference news report.

EDT133 - Spreadsheets for Educators

- A.   Create a grade book for use in classroom instruction

- B.   Graph data in a variety of graph formats, such as pie charts and bar charts

- C.   Construct a variety of forms for use in the educational realm

- D.   Combine a variety of elements such as graphics and text to create visual study materials

- E.   Apply the fill feature where and when appropriate to enter spreadsheet data

- F.   Compare different spreadsheet software programs available for educational use and   recognize their similarities and differences

- G.   Interact with the learning management system to read and/or view lectures, complete and upload assignments, participate in course discussions and/or chats, locate uploaded resources, and receive instructor feedback, comments and grades, all from the student perspective

EDT134 - Word Processing for Educators

- Combine text, graphics, and borders to create a letter

- Generate a mass mailing by merging a data base with a form letter

- Create interactive documents for use as a study aid

- Produce a variety of documents for use in a classroom setting

- Create an interactive document with bookmarks and links

- Create a report that uses footnotes and endnotes

EDT135 - Slide Presentation Software for Educators

- A.   Create a presentation to demonstrate to students how to perform a task

- B.   Build on a simple presentation adding animation, sound, and action buttons

- C.   Construct an interactive presentation that can be used by students to enhance learning

- D.   Construct a sample student portfolio

- E.   Critique presentations created by other students

- F.   Compare different presentation software programs available for educational use and recognize their similarities and differences

- G.   Interact with the learning management system to read and/or view lectures, complete and upload assignments, participate in course discussions and/or chats, locate uploaded resources, and receive instructor feedback, comments and grades, all from the student perspective

EDT136 - Databases for Educators

- A.   Create a database

- B.   Merge a database with a primary document

- C.   Create a report using a database

- D.   Design and create queries

- E.   Create database forms

- F.   Revise criteria to meet goals of data collection

- G.   Use graphs to compare dG.   Use graphs to compare dataata

- H.   Analyze data gathered for relevance

- I.   Apply concepts learned for classroom use

EDT137 - CREATING EDUCATIONAL MEDIA

- A. Create, edit, and publish videos

- B. Create an educational video in a manner that interprets a storyboard or sequence of events

- C. Demonstrate the ability to add captions to videos created

- D. Determine appropriateness of using video software in classroom teaching assignments and projects

- E. Identify areas where video software can be used to enhance instructor/student materials

- F. Create documentaries, news reports, historical reenactments, movie adaptations of literature

EDT139 - E-Portfolios for Education

- A.   Explain concepts of educational e-portfolios

- B.   Distinguish potential elements of an educational e-portfolio

- C.   Discern advantages and disadvantages to e-portfolios

- D.   Compare software fore-portfolio creation

- E.   Create a class e-portfolio

EDT140 - Exploring Assistive Technology in Education

- A.   Identify appropriate federal and state laws for accommodating persons with disabilities

- B.   Analyze web-based materials for accessibility and demonstrate ability to make necessary corrections

- C.   Use technologies available to create a learning environment which accommodates all students

- D.   Master skills and apply appropriate reporting tools required to create, edit, and maintain materials for coursework that ensures compliance with accessibility standards requirements

- E.   Recognize various learning preferences and intelligences to incorporate differentiated instruction into teaching

- F.   Successfully use assistive technologies to enhance learning for persons with differing learning preferences

- G.   Plan and coordinate curriculum-based projects meeting federal and state accessibility requirements

- H.   Demonstrate ability to use the principles of universal design

EDT141 - Web Design for Educators

- A.   Create a classroom web page demonstrating principles of good design

- B.   Add graphics and other images to a web page using methods to ensure 504/508 accessibility concerns

- C.   Demonstrate recognition of copyright issues

- D.   Analyze selected websites to determine how they meet or do not meet principles of good website design

EDT150 - Podcasting in Education

- Students create a media-rich podcast for use in the classroom.

- Students create simple instructions for classroom students to create podcasts.

- Students develop course materials to be used in a podcast.

- Students develop lesson plan for student-created podcasts.

- Students identify areas where podcasts can be used to enhance instructor/student materials.

- Students identify hardware/software necessary to create a podcast.

- Students integrate podcasting into a lesson plan.

EDT151 - Online Communication for Educators

• Interact with the learning management system to read and/or view lectures, complete and upload assignments, participate in course discussions, locate instructor comments and grades, adopt required email protocols, and locate uploaded resources

• Evaluate online communications tools and resources

• Create effective discussions addressing a variety of learning styles

• Describe alternative communications tools available for educational use

• Apply concepts learned about a variety of next generation Web communication tools to use in the educational setting

• Modify materials to ensure compliance with accessibility laws

EDT170 - Using a CMS/LMS for Education

• A.   Identify open CMS/LMS software and the limitations of its use

• B.   Identifying areas where and when course/learning management systems can be used to enhance instructor/student materials

• C.   Identifying materials to be used in a course/learning management system

• D.   Developing course materials using course/learning management system resources

• E.   Upload materials in a course/learning management system

• F.   Administer a course using a course/learning management system

• G.   Develop teaching strategies to be used with a course/learning management system

• H.   Identify universal design considerations when developing materials to be used in a course/learning management system