

Course Design Document: Rick Goldsmith

Instructions: Design the modules by filling in the template. All of the sections within the module are required, and you may add or revise the sections as applicable to your context. Include the revisions you made from previous assignments. See the Canvas assignment for more details.

Course or Training Title:

Computer Software Skills and Technology Integration Course for Elementary Teachers

Part 1 Overview

Remix of first two assignments - Week 2 Needs Analysis and Week 4 Course Proposal



Introduction

Write an introduction of your course to explain the context. Include the following in your description:

- *What is the context? (institution/organization, level, program context)*
- *What problem are you solving? What is the goal?*
- *Delivery Method: (i.e., Synchronous Virtual, Asynchronous, Blended (combination of synchronous and asynchronous activities)).*
- *Add any other information you think is necessary to convey about your course*

Topic/Context:

A private elementary school in the Phoenix metro area plans to deploy Apple Macintosh laptops for each student in the intermediate elementary grades for the 2023-2024 school year. As a result, the intermediate-level elementary teachers at this school need technical skills and classroom technology integration training. The intermediate-level elementary teachers at this school need technical skills training on how to use the computer software on these laptops. Further, these teachers need additional technical skills training on how to teach computer software skills to their students and "how to integrate this technology into their curricula" (Morrison et al. 2019, 30).

Goals/Objectives:

After my Computer Software Skills and Technology Integration Course for Elementary Teachers, teachers should possess the technical skills to successfully teach their students the technical skills to use the computer software on student laptops. The delivery model for my course is blended, combining synchronous virtual, and asynchronous. Additionally, elementary teachers should know several pedagogical techniques for integrating

technology into their classroom instruction. Also, my intended course will provide actual classroom scenarios for incorporating technology into the social studies curriculum. Finally, technology integration training is an organic experience, so collaborative learning among elementary teachers will create synergy and motivation.

Another feature of my course is learning how to use screencast software. All elementary teachers will learn how to use screencast software. Teacher-created screencasts serve as digital artifacts that comprise the summative assessment component of my course. These screencasts will demonstrate the mastery of their technical skills visibly and practically. Teachers will be in grade-level groups during the training to achieve this goal. After each training section, teachers will create a screencast of their acquired technical skills. Next, they will upload this screencast to their classroom webpage. This repository of screencasts will facilitate computer technical skills training for their students in the classroom and home environments. Finally, teacher-created screencasts will demonstrate mastery of the learning objectives for my course.



Course Title

Limit the course title to about 10 words. Select a course title that clearly indicates the course subject matter. Make sure the course title targets a diverse audience

Computer Software Skills and Technology Integration Course for Elementary Teachers



Course Description

Limit the course description to about 75 words. Include a narrative description of the course that may be included in a course listing or on a company's website. The description should be informative and interesting to read; it should accurately summarize the main points of the content, be engaging, and be succinct. Include the purpose, the goal or problem the course will solve, and what the learner will accomplish by the end of the course.

Learn the essential Microsoft Word and PowerPoint software skills needed for student success with their new laptops. Next, demonstrate your new software skills using screencast software. Additionally, you will learn successful teaching techniques for integrating technology into content area instruction and learning. Finally, collaborate with your colleagues by designing, planning, and presenting technology integration lessons to them.



Course/Program Learning Outcomes (COs)

At the end of this course, learners will be able to:

- CO1: Develop the essential Microsoft Word software skills for teaching students.
- CO2: Develop the essential Microsoft PowerPoint software skills for teaching students.
- CO3: Create a series of screencasts that teach computer software skills to your students.
- CO4: Construct pedagogical techniques for integrating technology into Social Studies instruction and learning.



Target Audience and Learner Profile

Compose a paragraph describing a snapshot of the learners. This section should include appropriate student/learner characteristics that could influence the content, the manner of delivery, etc. You may include information about learner level (novice, intermediate, advanced), information about their existing knowledge or backgrounds, and other information as appropriate. Describe how you are designing this course for a diverse group of learners.

The audience for my technology integration course is elementary teachers at the intermediate levels of the third, fourth, and fifth grades. All of these elementary teachers are mid-career or veteran teachers; however, they are new at technology integration in the classroom. These learners will require a training program that is structured systematically, relevant, and integrates the teacher's own pedagogical experience (Morrison et al. 2019). Teachers have basic to intermediate skills with some technology software, but other software is unique. Additionally, teachers may know how to use the software for personal and professional use; however, teaching students technical skills and technology integration into content areas are new skill sets. Therefore, the intermediate-level elementary teachers at this school need technical skills for the computer software they will be using in their classrooms. These adult learners will participate in hands-on, practical learning activities with direct classroom application (Morrison et al. 2019). Finally, teachers need successful pedagogical practices for teaching technical skills to their students and integrating this technology into content area instruction and learning.









Instructor Description

Ideally, this will be a course that you will teach, and you will serve as the Subject Matter Expert (SME). Write a short bio or describe your interest and experience in this subject. Aim for about 75 words.

Rick Goldsmith is a former elementary and elementary computer teacher with almost three decades of classroom experience. He first dove into technology by working as a computer operator on mainframe computers. Early in his teaching career, Rick obtained graduate degrees in educational technology and educational leadership, influencing his classroom pedagogy with technology integration throughout the curriculum. As a result, he developed competencies in teaching, curriculum design, and classroom technology integration and has led professional development workshops in technology integration.

Part 2: Course Design Map and Sequence

Revision of Week 6 Assignment: Course Map and Sequence

Module/ Unit #	Title of Module/Unit 	Assessments 	CO1 	CO2 	CO3 	CO4 
	<i>Topic Sequence</i>	<i>How will you know students have achieved the learning objectives? (formative & summative)</i>	<i>Which course objective are addressed by each module/unit? Check all that apply.</i>			
1	Microsoft Word: Word processing and editing topics: 1.1 Working with fonts 1.2 Working with pictures 1.3 Working with bullets and lists	Formative assessments: Each section will have lesson objectives unique to that section. Additionally, learners will modify a unique Microsoft Word template for each section according to the lesson objectives for that section. Summative assessments: Teachers will create a screencast for each section based on criteria in a grading rubric. Each screencast will have teachers instruct on the Microsoft Word software skills they learned in the section lesson objectives. The intended audience for the teacher-created screencasts will be their students.	X		X	
2	Microsoft Word: Word processing and editing topics: 1.4 Working with layering 1.5 Working with editing skills Microsoft PowerPoint: Design and editing topics: 2.1 Working with slide layouts	Formative assessments: Each section will have lesson objectives unique to that section. Additionally, learners will modify a unique Microsoft PowerPoint template for each section according to the lesson objectives for that section. Summative assessments: Teachers will create a screencast for each section based on criteria in a grading rubric. Each screencast will have teachers instruct on the Microsoft Word or PowerPoint software skills they learned in the section lesson objectives. The intended audience for the teacher-created screencasts will be their students.	X	X	X	
3	Microsoft PowerPoint: Design and editing topics: 2.2 Working with slide fonts, text, and color	Formative assessments: Each section will have lesson objectives unique to that section. Additionally, learners will modify a unique Microsoft PowerPoint template for each section according to the lesson objectives for that section.	X	X	X	X

	<p>Integrate Microsoft PowerPoint and Word into Social Studies instruction and learning.</p> <p>Microsoft PowerPoint State Project Unit (10 slide PowerPoint)</p> <p>3.1: Slide 1-State name, nickname, your name, picture of the flag, and state seal</p> <p>3.2: Slide 2-Capital, population, biggest cities, picture of capital and biggest city</p> <p>3.3: Slide 3- State flower, bird, tree, and pictures of each</p> <p>3.4: Slide 4- Famous landmarks and people and pictures of each</p> <p>3.5: Slide 5- State landforms and a picture of each landform</p> <p>3.6: Slide 6- Bordering states and regions of the United States with a picture</p> <p>3.7: Slide 7- Sports teams and pictures</p> <p>3.8: Slide 8- Interesting facts, state motto and song, any interesting pictures</p> <p>3.9: Bibliography of sites and books used</p>	<p>Formative assessments: Each section will have lesson objectives unique to that section. Additionally, learners will create a unique Microsoft PowerPoint slide or Microsoft Word page for each section according to the lesson objectives for that section.</p> <p>Summative assessments: Teachers will create a screencast for each section based on criteria in a grading rubric.</p> <p>Each screencast will have teachers instruct on the PowerPoint software skills they learned in the section lesson objectives.</p> <p>For the integration section, each screencast will have teachers instruct on the Microsoft PowerPoint State Project and Microsoft Word Decades Day Project for the section lesson objectives. The intended audience for the teacher-created screencasts will be their students.</p>				
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	<p>Microsoft Word Decades Day Project Unit (7-page Word document)</p> <p>3.10: Page 1-Decade for MS Word document, 3-4 photos, and the name of the author</p> <p>3.11: Page 2-President and Historical Facts (3-4 photos and text)</p> <p>3.12: Page 3-Famous Actors and Athletes (3-4 photos and text)</p> <p>3.13: Page 4- Popular Music and Musicians (3-4 photos and text)</p> <p>3.14: Page 5-News Headlines, Civil Rights Movements (3-4 photos and text)</p> <p>3.15: Page 6-Toys and Inventions (3-4 photos and text)</p> <p>3.16: Page 7-Pastimes, Hobbies, and Popular Items (3-4 photos and text)</p>					
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Part 3: Learning Modules

Revision of Week 8 Assignment: Learning Module, with the addition of two more modules

Note: Each learning module contains Microsoft Word and PowerPoint software skills lesson(s). The initial step in each lesson refers to an attribute presentation that would serve as a pre-instructional strategy to gain attention, inform learners of objectives, and stimulate recall of prior learning. The contents of each attribute presentation have been omitted from my learning modules for brevity.

Unit/Module 1

<p><i>Title/Topic</i></p> 	<p>Computer Software Skills and Technology Integration Course for Elementary Teachers</p>
<p><i>COs Supported by this Module</i></p> 	<ul style="list-style-type: none"> • CO1: Develop the essential Microsoft Word software skills for teaching students. • CO3: Create a series of screencasts that teach computer software skills to your students.
<p><i>Unit/Module Learning Objective(s)</i> <i>Break down and support the Course Outcomes</i></p> 	<p>At the end of this module, students will be able to...</p> <ul style="list-style-type: none"> • The learner will display a willingness to learn the procedures and attributes associated with MS Word fonts • Demonstrate how to modify font, size, and color in the MS Word template • The learner will display a willingness to learn the procedures and attributes associated with MS Word pictures • Demonstrate how to modify a picture in the MS Word template • The learner will display a willingness to learn the procedures and attributes associated with MS Word bullets and lists • Demonstrate how to apply bullets and lists formatting in the MS Word template
<p><i>Instructional Materials / Content Delivery</i> 3+ Resources w/ context for learners (Lecture, Readings, Case Studies Graphics, videos, workbooks)</p> 	


MS Word - Word processing & editing skills

1. Lesson Title: Working with fonts (concept and procedure)

- 1.1. **Instructional Materials:** Laptop computer for each learner; LMS system; MS Office software; Screencast video
- 1.2. **Learning Objective:** The learner will display a willingness to learn the procedures and attributes associated with MS Word fonts
- 1.3. **Content Delivery:** Screencast video of presentation and procedure
 - 1.3.1. The instructor will provide an overview of MS Word font attributes presentation in a screencast video
 - 1.3.2. The instructor will demonstrate how to access the Microsoft Word template for the exercises in the screencast video
 - 1.3.3. Next, the learner will visualize completing the following procedures by watching the tutorial screencast.
 - 1.3.4. Access MS Word template for exercises (procedure)
 - 1.3.5. Underline the word "font" anywhere in the template (procedure)
 - 1.3.6. Change the font to Arial in line 2 of the template (procedure)
 - 1.3.7. Change font color to Red in line 3 of the template (procedure)
 - 1.3.8. Change the font size to 24 in line 4 of the template (procedure)
 - 1.3.9. Modify font color, size, and size to learner specification in line 5 of the template (procedure)

2. Lesson Title: Working with pictures (concept and procedure)

- 2.1. **Instructional Materials:** Laptop computer for each learner; LMS system; MS Office software; Screencast video
- 2.2. **Learning Objective:** The learner will display a willingness to learn the procedures and attributes associated with MS Word pictures
- 2.3. **Content Delivery:** Screencast video of presentation and procedure
 - 2.3.1. The instructor will provide an overview of MS Word picture attributes presentation in a screencast video (concept)
 - 2.3.2. The instructor will demonstrate how to access the Microsoft Word template for the exercises in the screencast video (procedure)
 - 2.3.3. Next, the learner will visualize completing the following procedures by watching the tutorial screencast (procedure)
 - 2.3.4. Access MS Word template for exercises (procedure)
 - 2.3.5. Access the Insert tab in the menu (procedure)
 - 2.3.6. Choose the Insert Pictures tab in the menu (procedure)
 - 2.3.7. Locate four online pictures of your favorite hobbies (procedure)
 - 2.3.8. Insert each online image into the template (procedure)


	<p>3. <u>Lesson Title: Working with bullets and lists (concept and procedure)</u></p> <p>3.1. Instructional Materials: Laptop computer for each learner; LMS system; MS Office software; Screencast video</p> <p>3.2. Learning Objective: The learner will display a willingness to learn the procedures and attributes associated with MS Word bullets and lists</p> <p>3.3. Content Delivery: Screencast video of presentation and procedure</p> <p>3.3.1. The instructor will provide an overview of MS Word bullet and lists attributes presentation in a screencast video (concept)</p> <p>3.3.2. The instructor will demonstrate how to access the Microsoft Word template for the exercises in the screencast video (procedure)</p> <p>3.3.3. Next, the learner will visualize completing the following procedures by watching the tutorial screencast (procedure)</p> <p>3.3.4. Identify words in the template for a list (procedure)</p> <p>3.3.5. Select the Lists icon in the menu (procedure)</p> <p>3.3.6. Select the Check icon (procedure)</p> <p>3.3.7. Insert a Check icon in front of each word from the template that needs to be in a list (procedure)</p> <p>3.3.8. Modify each Check icon into a Bullet icon (procedure)</p> <p>3.3.9. Modify each Bullet icon into the ABC icon (procedure)</p>
<p>Learning Activity (Discussions, simulations, exercises, practice activities)</p> 	<p style="text-align: center;"><u>MS Word - Word processing & editing skills</u></p> <p>1. <u>Lesson Title: Working with fonts (concept and procedure)</u></p> <p>1. Instructional Materials: Laptop computer for each learner; LMS system; MS Office software; Screencast video; MS Word template for fonts lesson</p> <p>2. Learning Objective: Demonstrate how to modify font, size, and color in the MS Word template</p> <p>3. Content Delivery: Screencast video of procedure; MS Word template for working with fonts</p> <p>1.3.1. First, the learner visualizes how he or she would modify the font, size, and color in a Microsoft Word template (concept)</p> <p>1.3.2. Next, each learner practices changing the font, size, and color in a Microsoft Word template (procedure)</p> <p>1.3.3. Note: The Microsoft Word template contains the learner directions embedded within the document for ongoing feedback to the learner during the process.</p> <p>1.3.4. Access MS Word template for exercises (procedure)</p> <p>1.3.5. Underline the word “font” anywhere in the template (procedure)</p> <p>1.3.6. Change the font to Arial in line 2 of the template (procedure)</p> <p>1.3.7. Change font color to Red in line 3 of the template (procedure)</p> <p>1.3.8. Change the font size to 24 in line 4 of the template (procedure)</p> <p>1.3.9. Modify font color, size, and size to learner specification in line 5 of the template (procedure)</p> <p>1.3.10. Learners will attach their completed Microsoft Word template through the LMS</p> <p>1.3.11. Additionally, learners will include questions or comments to the instructor about the lesson activity</p> <p>1.3.12. Finally, learners will submit their completed Microsoft Word template through the LMS</p>

2. Lesson Title: Working with pictures (concept and procedure)



1. **Instructional Materials:** Laptop computer for each learner; LMS system; MS Office software; Screencast video; MS Word template for modifying pictures lesson
2. **Learning Objective:** Demonstrate how to modify a picture in the MS Word template
3. **Content Delivery:** Screencast video of procedure; MS Word template for working with pictures
 - 2.3.1. First, the learner visualizes how he or she would modify a picture in a Microsoft Word template (concept)
 - 2.3.2. Next, each learner practices modifying pictures in a Microsoft Word template (procedure)
 - 2.3.3. Note: The Microsoft Word template contains the learner directions embedded within the document for ongoing feedback to the learner during the process.
 - 2.3.4. Access MS Word template for exercises (procedure)
 - 2.3.5. Access the Insert tab in the menu (procedure)
 - 2.3.6. Choose the Insert Pictures tab in the menu (procedure)
 - 2.3.7. Locate four online pictures of your favorite hobby (procedure)
 - 2.3.8. Insert each online image into the template (procedure)
 - 2.3.9. Learners will attach their completed Microsoft Word template through the LMS
 - 2.3.10. Additionally, learners will include questions or comments to the instructor about the lesson activity
 - 2.3.11. Finally, learners will submit their completed Microsoft Word template through the LMS



3. Lesson Title: Working with bullets and lists (concept and procedure)

1. **Instructional Materials:** Laptop computer for each learner; LMS system; MS Office software; Screencast video; MS Word template for bullets and lists lesson
2. **Learning Objective:** Demonstrate how to apply bullets and lists formatting in the MS Word template
3. **Content Delivery:** Screencast video of procedure; MS Word template for working with bullets and lists
 - 3.3.1. First, the learner visualizes how he or she would apply bullets and lists formatting in a Microsoft Word template (concept)
 - 3.3.2. Next, each learner practices how to apply bullets and lists formatting in a Microsoft Word template (procedure)
 - 3.3.3. Note: The Microsoft Word template contains the learner directions embedded within the document for ongoing feedback to the learner during the process.
 - 3.3.4. Access MS Word template for exercises (procedure)
 - 3.3.5. Identify words in the template for a list (procedure)
 - 3.3.6. Select the Lists icon in the menu (procedure)
 - 3.3.7. Select the Check icon (procedure)
 - 3.3.8. Insert a Check icon in front of each word from the template that needs to be in a list (procedure)
 - 3.3.9. Modify each Check icon into a Bullet icon (procedure)
 - 3.3.10. Modify each Bullet icon into the ABC icon (procedure)
 - 3.3.11. Learners will attach their completed Microsoft Word template through the LMS
 - 3.3.12. Additionally, learners will include questions or comments to the instructor about the lesson activity
 - 3.3.13. Finally, learners will submit their completed Microsoft Word template through the LMS

<p>Assessments - Formative and Summative</p> 	<p><u>Microsoft Word: Word processing and editing topics:</u></p> <ol style="list-style-type: none"> 1. Working with fonts 2. Working with pictures 3. Working with bullets and lists <p>Formative assessments: Each section will have lesson objectives unique to that section. Additionally, learners will modify a unique Microsoft Word template for each section according to the lesson objectives for that section.</p> <p>Summative assessments: Teachers will create a screencast for each section based on criteria in a grading rubric. Each screencast will have teachers instruct on the Microsoft Word software skills they learned in the section lesson objectives. The intended audience for the teacher-created screencasts will be their students.</p> <p><u>Providing Feedback, Assessing Performance, Enhancing Retention and Transfer</u></p> <p>Provide Feedback: Learners will create a screencast. Each screencast will have learners (teachers in real life) instruct on the Microsoft Word or Microsoft PowerPoint software skills they learned in the section lesson objectives. The intended audience for the teacher-created screencasts will be their students. Next, learners will attach a copy of their screencast and the completed Microsoft Word or Microsoft PowerPoint template through the LMS. Learners will include questions or comments about the lesson. Finally, the instructor will provide feedback on each learner's screencast and Microsoft Word or Microsoft PowerPoint template.</p> <p>Assess Performance: The instructor will evaluate each screencast based on the Microsoft Word or Microsoft PowerPoint software skills they learned in the section lesson objectives. Additionally, the instructor will evaluate each modified Microsoft Word or Microsoft PowerPoint template according to the lesson objective. Lastly, the instructor will provide constructive and specific feedback to each learner through the LMS.</p> <p>Enhance Retention and Transfer: In the feedback section for each learner, the instructor will instruct learners to upload their screencast videos to their classroom homepages. Next, teachers will use their screencasts to instruct students on the Microsoft Word or Microsoft PowerPoint software skills they learned in the lesson objectives.</p>
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Unit/Module 2

<p><i>Title/Topic</i></p> 	Computer Software Skills and Technology Integration Course for Elementary Teachers
<p><i>COs Supported by this Module</i></p> 	<ul style="list-style-type: none"> • CO1: Develop the essential Microsoft Word software skills for teaching students. • CO2: Develop the essential Microsoft PowerPoint software skills for teaching students. • CO3: Create a series of screencasts that teach computer software skills to your students.
<p><i>Unit/Module Learning Objective(s)</i></p>	At the end of this module, students will be able to...

<p><i>Break down and support the Course Outcomes</i></p> 	<ul style="list-style-type: none"> • The learner will display a willingness to learn the procedures and attributes associated with MS Word layering • Demonstrate how to layer text and pictures in the MS Word template • The learner will display a willingness to learn the procedures and attributes associated with MS Word editing skills • Demonstrate how to use editing skills in the MS Word template • The learner will display a willingness to learn the procedures and attributes associated with MS PowerPoint slide layouts • Demonstrate how to edit slide layouts in the MS PowerPoint template
<p><i>Instructional Materials / Content Delivery</i> 3+ Resources w/ context for learners <i>(Lecture, Readings, Case Studies Graphics, videos, workbooks)</i></p> 	<h2 style="text-align: center;"><u>MS Word - Word processing & editing skills</u></h2> <ol style="list-style-type: none"> 1. <u>Lesson Title: Working with layering (concept and procedure)</u> <ol style="list-style-type: none"> 1.1. Instructional Materials: Laptop computer for each learner; LMS system; MS Office software; Screencast video 1.2. Learning Objective: The learner will display a willingness to learn the procedures and attributes associated with MS Word layering 1.3. Content Delivery: Screencast video of presentation and procedure <ol style="list-style-type: none"> 1.3.1. The instructor will provide an overview of MS Word layering attributes presentation in a screencast video (concept) 1.3.2. The instructor will demonstrate how to access the Microsoft Word template, which contains text and pictures for the exercises in the screencast video (procedure) 1.3.3. Next, the learner will visualize completing the following procedures by watching the tutorial screencast (procedure) 1.3.4. Select a picture of the Dog and Format Picture appears (procedure) 1.3.5. Choose the In Line with Text icon and Square icon (procedure) 1.3.6. Move the Dog picture to the front of the first paragraph of the text (procedure) 1.3.7. Select an image of the Horse and Format Picture appears (procedure) 1.3.8. Choose the In Line with Text icon and Center icon (procedure) 1.3.9. Move the Horse picture to the Center and below the second paragraph of the text (procedure) 1.3.10. Select a picture of the Seal and Format Picture appears (procedure) 1.3.11. Choose the In Line with Text icon and Center icon (procedure) 1.3.12. Select the Modify the Color icon to Wash Out (procedure) 1.3.13. Move the Seal picture to the Center and behind the third paragraph of the text (procedure)

2. Lesson Title: Working with editing skills (concept and procedure)


- 2.1. **Instructional Materials:** Laptop computer for each learner; LMS system; MS Office software; Screencast video
- 2.2. **Learning Objective:** The learner will display a willingness to learn the procedures and attributes associated with MS Word editing skills
- 2.3. **Content Delivery:** Screencast video of presentation and procedure
 - 2.3.1. The instructor will provide an overview of MS Word editing skills attributes presentation in a screencast video (concept)
 - 2.3.2. The instructor will demonstrate how to access the Microsoft Word template, which contains two paragraphs of text with numerous words that are misspelled for the exercises in the screencast video (procedure)
 - 2.3.3. Next, the learner will visualize completing the following procedures by watching the tutorial screencast (procedure)
 - 2.3.4. Identify the first misspelled word in the template, which has a red line under the word (procedure)
 - 2.3.5. Highlight the word (procedure)
 - 2.3.6. Click on the word using the right mouse button (procedure)
 - 2.3.7. Examine the choices and choose the correct spelling of the word (concept)
 - 2.3.8. Select the correct spelling of the word by clicking on it (procedure)
 - 2.3.9. Examine to see if the red line still appears under the word, then repeat steps 5.3.6 through 5.3.8 until the red line disappears (procedure)
 - 2.3.10. Identify if the red line no longer appears under the word, which means that it is spelled correctly (procedure)
 - 2.3.11. Continue to correct the spelling of all misspelled words in the template by repeating steps 5.3.4 through 5.3.10

MS PowerPoint – Design & Editing Skills

1. Lesson Title: Working with slide layouts (concept and procedure)

- 1.1. **Instructional Materials:** Laptop computer for each learner; LMS system; MS Office software; Screencast video
- 1.2. **Learning Objective:** The learner will display a willingness to learn the procedures and attributes associated with MS PowerPoint slide layouts
- 1.3. **Content Delivery:** Screencast video of presentation and procedure
 - 1.3.1. The instructor will provide an overview of MS PowerPoint slide layouts attributes presentation in a screencast video (concept)
 - 1.3.2. The instructor will demonstrate how to access the Microsoft PowerPoint template, which contains slides for the exercises in the screencast video (procedure)
 - 1.3.3. Next, the learner will visualize completing the following procedures by watching the tutorial screencast (procedure)
 - 1.3.4. Add learner name under PowerPoint template title on slide one (procedure)
 - 1.3.5. Proceed to slide two, which is a title and content slide layout (procedure)
 - 1.3.6. Teach attributes of title and content slide layout (concept)
 - 1.3.7. Proceed to slide three, which is a section header slide layout (procedure)
 - 1.3.8. Teach attributes of a section header layout slide (concept)

	<p>1.3.9. Proceed to slide four, which is a two-content slide layout (procedure)</p> <p>1.3.10. Teach attributes of two content slide layouts (concept)</p> <p>1.3.11. Proceed to slide five, which is a two-content with captions slide layout (procedure)</p> <p>1.3.12. Teach attributes of two content with captions layout (concept)</p> <p>1.3.13. Proceed to slide six, which is a title-only slide layout (procedure)</p> <p>1.3.14. Select slide six by clicking on slide six in Slider Viewer (procedure)</p> <p>1.3.15. Select Delete Slide in the menu options that appear (procedure)</p> <p>1.3.16. Observe that slide six has been deleted, and slide seven has now become slide six (procedure)</p> <p>1.3.17. Change the layout of new slide six by making it a Title only slide (procedure)</p> <p>1.3.18. Select Layout in the menu and choose Title only slide option (procedure)</p> <p>1.3.19. Proceed to slide seven, which is content with a caption slide layout slide (procedure)</p> <p>1.3.20. Add a new slide after slide seven by clicking on New Slide in the menu</p> <p>1.3.21. Observation of slide eight as a new slide has been added (concept)</p> <p>1.3.22. Proceed to slide nine, which is content with a caption slide layout slide (procedure)</p> <p>1.3.23. Duplicate slide nine by right-clicking on New Slide in the Slide Viewer menu (procedure)</p> <p>1.3.24. Observation of slide ten as a new slide has been added (concept)</p> <p>1.3.25. Proceed through ten slide presentation</p> <p>1.3.26. Edit slides in ten slide presentation by following the directions on each slide (concept)</p>
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<p>Learning Activity (Discussions, simulations, exercises, practice activities)</p> 	<h2><u>MS Word - Word processing & editing skills</u></h2>
	<p>1. <u>Lesson Title: Working with layering (concept and procedure)</u></p> <p>1.1. Instructional Materials: Laptop computer for each learner; LMS system; MS Office software; Screencast video; MS Word template for layering lesson</p> <p>1.2. Learning Objective: Demonstrate how to layer text and pictures in the MS Word template</p> <p>1.3. Content Delivery: Screencast video of procedure; MS Word template for working with layering</p> <p>1.3.1. First, the learner visualizes how to layer text and pictures in a Microsoft Word template, which contains text and pictures (concept)</p> <p>1.3.2. Next, each learner practices how to layer text and pictures in a Microsoft Word template, which contains text and pictures (procedure)</p> <p>1.3.3. Note: The Microsoft Word template contains the learner directions embedded within the document for ongoing feedback to the learner during the process.</p> <p>1.3.4. Access MS Word template for exercises, which contains text and pictures (procedure)</p> <p>1.3.5. Select a picture of the Dog and Format Picture appears (procedure)</p> <p>1.3.6. Choose the In Line with Text icon and Square icon (procedure)</p> <p>1.3.7. Move the Dog picture to the front of the first paragraph of the text (procedure)</p> <p>1.3.8. Select an image of the Horse and Format Picture appears (procedure)</p> <p>1.3.9. Choose the In Line with Text icon and Center icon (procedure)</p> <p>1.3.10. Move the Horse picture to the Center and below the second paragraph of the text (procedure)</p> <p>1.3.11. Select a picture of the Seal and Format Picture appears (procedure)</p> <p>1.3.12. Choose the In Line with Text icon and Center icon (procedure)</p> <p>1.3.13. Select the Modify the Color icon to Wash Out (procedure)</p> <p>1.3.14. Move the Seal picture to the Center and behind the third paragraph of the text (procedure)</p> <p>1.3.15. Learners will attach their completed Microsoft Word template through the LMS</p>

- 1.3.16. Additionally, learners will include questions or comments to the instructor about the lesson activity
- 1.3.17. Finally, learners will submit their completed Microsoft Word template through the LMS


2. Lesson Title: Working with editing skills (concept and procedure)

- 2.1. **Instructional Materials:** Laptop computer for each learner; LMS system; MS Office software; Screencast video; MS Word template for editing lesson
- 2.2. **Learning Objective:** Demonstrate how to use editing skills in the MS Word template
- 2.3. **Content Delivery:** Screencast video of procedure; MS Word template for working with editing skills
 - 2.3.1. First, the learner visualizes how to work with editing skills in a Microsoft Word template which contains two paragraphs of text with numerous words that are misspelled (concept)
 - 2.3.2. Next, each learner practices how to work with editing skills in a Microsoft Word template which contains two paragraphs of text with numerous words that are misspelled (procedure)
 - 2.3.3. Note: The Microsoft Word template contains the learner directions embedded within the document for ongoing feedback to the learner during the process.
 - 2.3.4. Access MS Word template for exercises, which contains two paragraphs of text with numerous words that are misspelled (procedure)
 - 2.3.5. Identify the first misspelled word in the template, which has a red line under the word (procedure)
 - 2.3.6. Highlight the word (procedure)
 - 2.3.7. Click on the word using the right mouse button (procedure)
 - 2.3.8. Examine the choices and choose the correct spelling of the word (concept)
 - 2.3.9. Select the correct spelling of the word by clicking on it (procedure)
 - 2.3.10. Examine to see if the red line still appears under the word, then repeat steps until the red line disappears (procedure)
 - 2.3.11. Identify if the red line no longer appears under the word, which means that it is spelled correctly (procedure)
 - 2.3.12. Continue to correct the spelling of all misspelled words in the template
 - 2.3.13. Learners will attach their completed Microsoft Word template through the LMS
 - 2.3.14. Additionally, learners will include questions or comments to the instructor about the lesson activity
 - 2.3.15. Finally, learners will submit their completed Microsoft Word template through the LMS

MS PowerPoint – Design & Editing Skills




3. Lesson Title: Working with slide layouts (concept and procedure)


- 3.1. **Instructional Materials:** Laptop computer for each learner; LMS system; MS Office software; Screencast video; MS PowerPoint template for slide layout lesson
- 3.2. **Learning Objective:** Demonstrate how to edit slide layouts in the MS PowerPoint template
- 3.3. **Content Delivery:** Screencast video of procedure; MS PowerPoint template for working with slide layouts
 - 3.3.1. First, the learner visualizes how to work with slide layouts in a MS PowerPoint template (concept)
 - 3.3.2. Next, each learner practices how to work with slide layouts in a MS PowerPoint template, which contains slides for the exercises in this section (procedure)
 - 3.3.3. Note: The Microsoft PowerPoint template contains the learner directions embedded within the document for ongoing feedback to the learner during the process.


	<p>3.3.4. Access MS PowerPoint template for exercises, which contains slides for the exercises in this section (procedure)</p> <p>3.3.5. Add learner name under PowerPoint template title on slide one (procedure)</p> <p>3.3.6. Proceed to slide two, which is a title and content slide layout (procedure)</p> <p>3.3.7. Modify attributes of title and content slide layout (procedure)</p> <p>3.3.8. Proceed to slide three, which is a section header slide layout (procedure)</p> <p>3.3.9. Modify attributes of a section header layout slide (procedure)</p> <p>3.3.10. Proceed to slide four, which is a two-content slide layout (procedure)</p> <p>3.3.11. Modify attributes of two content slide layout (concept)</p> <p>3.3.12. Proceed to slide five, which is a two-content with captions slide layout (procedure)</p> <p>3.3.13. Modify attributes of two content with captions layout (concept)</p> <p>3.3.14. Proceed to slide six, which is a title-only slide layout (procedure)</p> <p>3.3.15. Select slide six by clicking on slide six in Slider Viewer (procedure)</p> <p>3.3.16. Select Delete Slide in the menu options that appear (procedure)</p> <p>3.3.17. Observe that slide six has been deleted, and slide seven has now become slide six (procedure)</p> <p>3.3.18. Change the layout of new slide six by making it a Title only slide (procedure)</p> <p>3.3.19. Select Layout in the menu and choose Title only slide option (procedure)</p> <p>3.3.20. Proceed to slide seven, which is content with a caption slide layout slide (procedure)</p> <p>3.3.21. Add a new slide after slide seven, by clicking on New Slide in the menu</p> <p>3.3.22. Observation of slide eight as a new slide has been added (concept)</p> <p>3.3.23. Proceed to slide nine, which is content with a caption slide layout slide (procedure)</p> <p>3.3.24. Duplicate slide nine by right-clicking on New Slide in the Slide Viewer menu (procedure)</p> <p>3.3.25. Observation of slide ten as a new slide has been added (concept)</p> <p>3.3.26. Edit slides in ten slide presentation by following the directions on each slide (procedure)</p> <p>3.3.27. Learners will attach their completed Microsoft PowerPoint template through the LMS</p> <p>3.3.28. Additionally, learners will include questions or comments to the instructor about the lesson activity</p> <p>3.3.29. Finally, learners will submit their completed Microsoft PowerPoint template through the LMS</p>
<p>Assessments - Formative and Summative</p> 	<p><u>Microsoft Word: Word processing and editing topics:</u></p> <ol style="list-style-type: none"> 4. Working with layering 5. Working with editing skills <p>Formative assessments: Each section will have lesson objectives unique to that section. Additionally, learners will modify a unique Microsoft Word template for each section according to the lesson objectives for that section.</p> <p>Summative assessments: Teachers will create a screencast for each section based on criteria in a grading rubric. Each screencast will have teachers instruct on the Microsoft Word software skills they learned in the section lesson objectives. The intended audience for the teacher-created screencasts will be their students.</p> <p><u>Microsoft PowerPoint: Design and editing topics:</u></p> <ol style="list-style-type: none"> 1. Working with slide layouts <p>Formative assessments: Each section will have lesson objectives unique to that section. Additionally, learners will modify a unique Microsoft PowerPoint template for each section according to the lesson objectives for that section.</p>

	<p>Summative assessments: Teachers will create a screencast for each section one and two based on criteria in a grading rubric. Each screencast will have teachers instruct on the Microsoft PowerPoint software skills they learned in the section lesson objectives. The intended audience for the teacher-created screencasts will be their students.</p> <p><u>Providing Feedback, Assessing Performance, Enhancing Retention and Transfer</u></p> <p>Provide Feedback: Learners will create a screencast. Each screencast will have learners (teachers in real life) instruct on the Microsoft Word or Microsoft PowerPoint software skills they learned in the section lesson objectives. The intended audience for the teacher-created screencasts will be their students. Next, learners will attach a copy of their screencast and the completed Microsoft Word or Microsoft PowerPoint template through the LMS. Learners will include questions or comments about the lesson. Finally, the instructor will provide feedback on each learner's screencast and Microsoft Word or Microsoft PowerPoint template.</p> <p>Assess Performance: The instructor will evaluate each screencast based on the Microsoft Word or Microsoft PowerPoint software skills they learned in the section lesson objectives. Additionally, the instructor will evaluate each modified Microsoft Word or Microsoft PowerPoint template according to the lesson objective. Lastly, the instructor will provide constructive and specific feedback to each learner through the LMS.</p> <p>Enhance Retention and Transfer: In the feedback section for each learner, the instructor will instruct learners to upload their screencast videos to their classroom homepages. Next, teachers will use their screencasts to instruct students on the Microsoft Word or Microsoft PowerPoint software skills they learned in the lesson objectives.</p>
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Unit/Module 3

<p><i>Title/Topic</i></p> 	Computer Software Skills and Technology Integration Course for Elementary Teachers
<p><i>COs Supported by this Module</i></p> 	<ul style="list-style-type: none"> • CO2: Develop the essential Microsoft PowerPoint software skills for teaching students. • CO3: Create a series of screencasts that teach computer software skills to your students. • CO4: Construct pedagogical techniques for integrating technology into Social Studies instruction and learning.
<p><i>Unit/Module Learning Objective(s) Break down and support the Course Outcomes</i></p> 	<p>At the end of this module, students will be able to...</p> <ul style="list-style-type: none"> • The learner will display a willingness to learn the procedures and attributes associated with MS PowerPoint fonts and text • Demonstrate how to modify font, size, and color in the MS PowerPoint template • The learner will create a Microsoft PowerPoint and Microsoft Word project for Social Studies instruction


<p><i>Instructional Materials / Content Delivery</i> 3+ Resources w/ context for learners (Lecture, Readings, Case Studies Graphics, videos, workbooks)</p> 	<h2 style="text-align: center;"><u>MS PowerPoint – Design & Editing Skills</u></h2> <p>2. <u>Lesson Title: Working with slide fonts, text, and color (concept and procedure)</u></p> <p>2.1. Instructional Materials: Laptop computer for each learner; LMS system; MS Office software; Screencast video</p> <p>2.2. Learning Objective: The learner will display a willingness to learn the procedures and attributes associated with MS PowerPoint fonts, text, and color</p> <p>2.3. Content Delivery: Screencast video of presentation and procedure</p> <p>2.3.1. The instructor will provide an overview of MS PowerPoint fonts, text, and color attributes presentation in a screencast video (concept)</p> <p>2.3.2. The instructor will demonstrate how to access the Microsoft PowerPoint template, which contains slides with various fonts, text and color for the exercises in the screencast video (procedure)</p> <p>2.3.3. Proceed to slide one, which includes fonts and text (procedure)</p> <p>2.3.4. Teach attributes of fonts and text (concept)</p> <p>2.3.5. Add learner name to slide one (procedure)</p> <p>2.3.6. Change font color and size of learner name based on learner desire (procedure)</p> <p>2.3.7. Proceed to slide two, which contains fonts and text (procedure)</p> <p>2.3.8. Modify font and font color to match the image on slide two (procedure)</p> <p>2.3.9. Identify that image on slide two is a loud lion (procedure)</p> <p>2.3.10. Modify the font to match the image characteristics on slide two of a loud lion (procedure)</p> <p>2.3.11. Proceed to slide three, which contains fonts and text (procedure)</p> <p>2.3.12. Modify font and font color to match the image on slide three (procedure)</p> <p>2.3.13. Identify that image on slide three is a happy crab (procedure)</p> <p>2.3.14. Modify the font to match the image characteristics on slide three of a happy crab (procedure)</p> <p>2.3.15. Repeat process for the remaining six slides in the MS PowerPoint template</p> <h2 style="text-align: center;"><u>Integrating MS PowerPoint & Word into Social Studies Curriculum</u></h2> <p>3. <u>Lesson Title: Integrating Microsoft PowerPoint into Social Studies curriculum - State Projects (concept and procedure)</u></p> <p>3.1. Instructional Materials: Laptop computer for each learner; LMS system; MS Office software; Screencast video</p> <p>3.2. Learning Objective: The learner will display a willingness to learn the procedures and attributes associated with MS PowerPoint integration into Social Studies curriculum</p> <p>3.3. Content Delivery: Screencast video of presentation and procedure</p> <p>3.3.1. The instructor will provide an overview of MS PowerPoint integration into Social Studies curriculum in a screencast video (concept)</p> <p>3.3.2. The instructor will demonstrate how to access the Microsoft PowerPoint template for integration into the Social Studies curriculum (procedure)</p> <p>3.3.3. Learners will be directed to add the following features on each slide:</p>

	<p>3.3.4. Slide one: State name, state nickname, learner name, picture of the state flag, and state seal (procedure)</p> <p>3.3.5. Slide two: State capitol, population, biggest cities, picture of capital and biggest city (procedure)</p> <p>3.3.6. Slide three: State flower, bird, tree, and pictures of each (procedure)</p> <p>3.3.7. Slide four: Famous landmarks and people and pictures of each (procedure)</p> <p>3.3.8. Slide five: State landforms and a picture of each landform (procedure)</p> <p>3.3.9. Slide six: Bordering states and regions of the United States with a picture (procedure)</p> <p>3.3.10. Slide seven: State sports teams and pictures (procedure)</p> <p>3.3.11. Slide eight: Interesting facts about State, state motto and song, any interesting pictures (procedure)</p> <p>3.3.12. Slide nine: Bibliography of sites and books used (procedure)</p> <p>4. <u>Lesson Title: Integrating Microsoft Word into Social Studies curriculum – Decades Day (concept and procedure)</u></p> <p>4.1. Instructional Materials: Laptop computer for each learner; LMS system; MS Office software; Screencast video</p> <p>4.2. Learning Objective: The learner will display a willingness to learn the procedures and attributes associated with MS Word integration into the Social Studies curriculum</p> <p>4.3. Content Delivery: Screencast video of presentation and procedure</p> <p>4.3.1. The instructor will provide an overview of MS Word integration into the Social Studies curriculum in a screencast video (concept)</p> <p>4.3.2. The instructor will demonstrate how to access the Microsoft Word template for integration into the Social Studies curriculum (procedure)</p> <p>4.3.3. Learners will be directed to add the following features on each slide:</p> <p>4.3.4. Page one: Decade for MS Word project, 3-4 photos, and the name of the author (procedure)</p> <p>4.3.5. Page two: President and Historical Facts (3-4 photos and text)</p> <p>4.3.6. Page three: Popular Music and Musicians (3-4 photos and text) (procedure)</p> <p>4.3.7. Page four: Famous Actors and Athletes (3-4 photos and text) (procedure)</p> <p>4.3.8. Page five: News Headlines, Civil Rights Movements (3-4 photos and text) (procedure)</p> <p>4.3.9. Page six: Toys and Inventions (3-4 photos and text) (procedure)</p> <p>4.3.10. Page seven: Pastimes, Hobbies, and Popular Items (3-4 photos and text) (procedure)</p>
<p>Learning Activity (Discussions, simulations, exercises, practice activities)</p> 	<p style="text-align: center;"><u>MS PowerPoint – Design & Editing Skills</u></p> <p>1. <u>Lesson Title: Working with slide fonts, text, and color (concept and procedure)</u></p> <p>1.1. Instructional Materials: Laptop computer for each learner; LMS system; MS Office software; Screencast video; MS PowerPoint template for slide fonts, size, and color lesson</p> <p>1.2. Learning Objective: Demonstrate how to modify slide font, size, and color in the MS PowerPoint template</p> <p>1.3. Content Delivery: Screencast video of procedure; MS PowerPoint template for working with slide fonts, text, and color</p> <p>1.3.1. First, the learner visualizes how to work with slide fonts, text, and color in a MS PowerPoint template which includes slides with text and pictures (concept)</p> <p>1.3.2. Next, each learner practices how to work with slide fonts, text, and color in a MS PowerPoint template, which contains slides with text and pictures for the exercises in this section (procedure)</p>

- 1.3.3. Note: The Microsoft PowerPoint template contains the learner directions embedded within the document for ongoing feedback to the learner during the process.
- 1.3.4. Access MS PowerPoint template for exercises, which contains slides with text and pictures for the exercises in this section (procedure)
- 1.3.5. Proceed to slide one, which includes fonts and text (procedure)
- 1.3.6. Teach attributes of fonts and text (concept)
- 1.3.7. Add learner name to slide one (procedure)
- 1.3.8. Change font color and size of learner name based on learner desire (procedure)
- 1.3.9. Proceed to slide two, which contains fonts and text (procedure)
- 1.3.10. Modify font and font color to match the image on slide two (procedure)
- 1.3.11. Identify that image on slide two is a loud lion (procedure)
- 1.3.12. Modify the font to match the image characteristics on slide two of a loud lion (procedure)
- 1.3.13. Proceed to slide three, which contains fonts and text (procedure)
- 1.3.14. Modify font and font color to match the image on slide three (procedure)
- 1.3.15. Identify that image on slide three is a happy crab (procedure)
- 1.3.16. Modify the font to match the image characteristics on slide three of a happy crab (procedure)
- 1.3.17. Repeat process for the remaining six slides in the MS PowerPoint template (procedure)
- 1.3.18. Learners will attach their completed Microsoft PowerPoint template through the LMS
- 1.3.19. Additionally, learners will include questions or comments to the instructor about the lesson activity
- 1.3.20. Finally, learners will submit their completed Microsoft PowerPoint template through the LMS

Integrating MS PowerPoint & Word into Social Studies Curriculum

2. Lesson Title: Integrating Microsoft PowerPoint into Social Studies curriculum - State Projects (concept and procedure)
 - 2.1. **Instructional Materials:** Laptop computer for each learner; LMS system; MS Office software; Screencast video; MS PowerPoint template
 - 2.2. **Learning Objective:** The learner will create a nine slide MS PowerPoint slideshow for integration into Social Studies curriculum
 - 2.3. **Content Delivery:** Screencast video of presentation and procedure; MS PowerPoint template
 - 2.3.1. The instructor will provide an overview of MS PowerPoint integration into Social Studies curriculum in a screencast video (concept)
 - 2.3.2. The instructor will demonstrate how to access the Microsoft PowerPoint template for integration into the Social Studies curriculum (procedure)
 - 2.3.3. Learners will be directed to add the following features on each slide:
 - 2.3.4. Slide one: State name, state nickname, learner name, picture of the state flag, and state seal (procedure)
 - 2.3.5. Slide two: State capitol, population, biggest cities, picture of capital and biggest city (procedure)
 - 2.3.6. Slide three: State flower, bird, tree, and pictures of each (procedure)
 - 2.3.7. Slide four: Famous landmarks and people and pictures of each (procedure)
 - 2.3.8. Slide five: State landforms and a picture of each landform (procedure)
 - 2.3.9. Slide six: Bordering states and regions of the United States with a picture (procedure)
 - 2.3.10. Slide seven: State sports teams and pictures (procedure)
 - 2.3.11. Slide eight: Interesting facts about State, state motto and song, any interesting pictures (procedure)
 - 2.3.12. Slide nine: Bibliography of sites and books used (procedure)
 - 2.3.13. Learners will attach their completed Microsoft PowerPoint template through the LMS

	<p>2.3.14. Additionally, learners will include questions or comments to the instructor about the lesson activity</p> <p>2.3.15. Finally, learners will submit their completed Microsoft PowerPoint template through the LMS</p> <p>3. <u>Lesson Title: Integrating Microsoft Word into Social Studies curriculum – Decades Day (concept and procedure)</u></p> <p>3.1. Instructional Materials: Laptop computer for each learner; LMS system; MS Office software; Screencast video; MS Word template</p> <p>3.2. Learning Objective: The learner will create a seven-page MS Word document for integration into the Social Studies curriculum</p> <p>3.3. Content Delivery: Screencast video of presentation and procedure; MS Word template</p> <p>3.3.1. The instructor will provide an overview of MS Word integration into the Social Studies curriculum in a screencast video (concept)</p> <p>3.3.2. The instructor will demonstrate how to access the Microsoft Word template for integration into the Social Studies curriculum (procedure)</p> <p>3.3.3. Learners will be directed to add the following features on each slide:</p> <p>3.3.4. Page one: Decade for MS Word project, 3-4 photos, and the name of the author (procedure)</p> <p>3.3.5. Page two: President and Historical Facts (3-4 photos and text)</p> <p>3.3.6. Page three: Popular Music and Musicians (3-4 photos and text) (procedure)</p> <p>3.3.7. Page four: Famous Actors and Athletes (3-4 photos and text) (procedure)</p> <p>3.3.8. Page five: News Headlines, Civil Rights Movements (3-4 photos and text) (procedure)</p> <p>3.3.9. Page six: Toys and Inventions (3-4 photos and text) (procedure)</p> <p>3.3.10. Page seven: Pastimes, Hobbies, and Popular Items (3-4 photos and text) (procedure)</p> <p>3.3.11. Learners will attach their completed Microsoft Word template through the LMS</p> <p>3.3.12. Additionally, learners will include questions or comments to the instructor about the lesson activity</p> <p>3.3.13. Finally, learners will submit their completed Microsoft Word template through the LMS</p>
<p>Assessments - Formative and Summative</p> 	<p><u>Microsoft PowerPoint: Design and editing topics:</u></p> <p>2. Working with slide fonts, text, and color</p> <p>Formative assessments: Each section will have lesson objectives unique to that section. Additionally, learners will modify a unique Microsoft PowerPoint template for each section according to the lesson objectives for that section.</p> <p>Summative assessments: Teachers will create a screencast for each section one and two based on criteria in a grading rubric. Each screencast will have teachers instruct on the Microsoft PowerPoint software skills they learned in the section lesson objectives. The intended audience for the teacher-created screencasts will be their students.</p> <p><u>Integrating MS PowerPoint & Word into the Social Studies Curriculum:</u></p> <p>Formative assessments:</p>

Each section will have lesson objectives unique to that section. Additionally, learners will create a unique Microsoft PowerPoint slide or Microsoft Word page for each section according to the lesson objectives for that section.

Summative assessments:

Teachers will create a screencast for each section based on criteria in a grading rubric. Each screencast will have teachers instruct on the Microsoft PowerPoint State Project or Microsoft Word Decades Day Project for the section lesson objectives. The intended audience for the teacher-created screencasts will be their students.

Providing Feedback, Assessing Performance, Enhancing Retention and Transfer

Provide Feedback:

Learners will create a screencast. Each screencast will have learners (teachers in real life) instruct on the Microsoft Word or Microsoft PowerPoint software skills they learned in the section lesson objectives. The intended audience for the teacher-created screencasts will be their students. Next, learners will attach a copy of their screencast and the completed Microsoft Word or Microsoft PowerPoint template through the LMS. Learners will include questions or comments about the lesson. Finally, the instructor will provide feedback on each learner's screencast and Microsoft Word or Microsoft PowerPoint template.

Providing Feedback, Assessing Performance, Enhancing Retention and Transfer

Assess Performance:

The instructor will evaluate each screencast based on the Microsoft Word or Microsoft PowerPoint software skills they learned in the section lesson objectives. Additionally, the instructor will evaluate each modified Microsoft Word or Microsoft PowerPoint template according to the lesson objective. Lastly, the instructor will provide constructive and specific feedback to each learner through the LMS.

Enhance Retention and Transfer:

In the feedback section for each learner, the instructor will instruct learners to upload their screencast videos to their classroom homepages. Next, teachers will use their screencasts to instruct students on the Microsoft Word or Microsoft PowerPoint software skills they learned in the lesson objectives.

Part 4: Write-up

Theories and Methods

- *Explain the theories utilized and how they informed the design of your course.*
- *You must use at least one instructional design method and one learning theory.*
- *How did the decisions you made in your design contribute to fostering equitable and inclusive learning spaces?*
- *Describe your process.*

Key elements of behaviorism and cognitivism learning theories influenced my course design. However, the first aspect of my course was using backward design. At this point, I asked myself several questions:

- What are the digital artifacts that will be most useful for elementary teachers?
- What are the digital artifacts that my learners will produce?
- What are computer software skills necessary for producing those digital artifacts?

Next, I focused on essential elements of behaviorism and cognitivism learning theories for my technology skills and integration course. Here, I planned to use procedural sequencing as the primary sequencing strategy for

my lessons since learning to use computer software is a process. Behaviorism emphasizes "mastering early steps before progressing to more complex levels of performance" (Ertmer and Newby 2013, 49). Posner and Strike (1976) provide an overview of a training program that teaches a process, and the content represents steps in the process by stating, "it is often appropriate for the sequence to reflect the order in which the steps will be followed when carrying out the procedure" (680). My course concepts structure is from easy-to-difficult order. My course content begins with basic (easy) concepts and then proceeds to intermediate (more complex) ideas.

After considering backward design and learning theories, I implemented the Dick and Carey instructional design model. The Dick & Carey instructional design model has been used for several decades. The Dick & Carey model has the following ten steps:

1. Identity Instructional Goals
2. Conduct Instructional Analysis
3. Identify Entry Behaviors
4. Write Performance Objectives
5. Develop Criterion Reference Tests
6. Develop Instructional Strategies
7. Develop Instructional Materials
8. Formative Evaluation
9. Summative Evaluation
10. Revise Instruction

Here is a brief overview of questions at each step in the Dick & Carey process:

Reference: ctd104. 2011. "EDUC6030: Instructional Systems Design Models."

Identity Instructional Goals

This step involves answering two questions.

- "What are the desire outcomes of learning?"
- "What should the students be able to do once the instruction is complete?"

Conduct Instructional Analysis

- "What skills do students need to achieve the instructional goals?"

Identify Entry Behaviors

- "What skills do the learners currently possess?"
- "What is the gap between the required and possessed skills?"

Write Performance Objectives

- "How will the needs of the students be transformed into objectives?"
- "How will the goals be transformed into objectives?"

Develop Criterion Reference Tests

- "What prerequisites are required for the students to learn new skills?"
- "What assessment will be used during skill acquisition, and how often will it be administered?"

Develop Instructional Strategies

- "What is the order of the lesson which will lead to the achievement of the objectives?"

Develop Instructional Materials

- "What instructional materials will be required by the teacher to conduct the instruction?"
- "What instructional materials will be required by the students to participate actively in the instruction?"

Formative Evaluation

- "What assessment will ensure the students understand the instruction?"
- "How can the instruction be improved?"

Summative Evaluation

- "Was the instruction effective?"
- "Did the students achieve the desired goals and outcomes?"
- "Was the instructional process effective, and what parts can be improved?"

Revise Instruction

- "How can the instruction be revised to make it better?"
- "What difficulties were faced by the students or the teacher?"

Considerations regarding equity and inclusion:

The Dick & Carey model intends to serve the goals of the institution. Discussion and surveys could address the learner's purposes; however, this would need to occur during phase one. The Dick & Carey model is goal-oriented and works as a system. The model considers the learner's prior knowledge, which can be time-consuming. Each time the Dick & Carey model is employed, a learner's prior knowledge will need to be analyzed and evaluated (Le 2010).

My instructional design plan also employed *Gagne's Nine Levels of Learning* to instruct teachers on techniques for integrating computer technology into classroom learning and instruction. Below is an example of Gagne's Nine Levels of Learning based on one learning objective from my technology integration course.

Learning objective:

Demonstrate how to modify font, size, and color in the Microsoft Word template. (Procedure/Application)

Listed below is Gagne's framework to teach content in my technology integration course based on the above learning objective

1. Create an attention-grabbing introduction.

Ask the learners to predict what would happen if an entire Microsoft Word document used the Curlz MT font, 24 in font size, and the font color was yellow. (This scenario demonstrates the importance of font, size, and color for readability considerations).

2. Inform the learner about the objectives of the eLearning course.

Display a three-paragraph document to the learners. Each paragraph within the document is a different font, size, and color. Highlight features unique to each paragraph (e.g., each paragraph contains words in a different font, size, and color; some paragraphs are easier to read than others). Explain to the learners that they will demonstrate how to modify font, size, and color in a Microsoft Word template. (Procedure/Application)

3. Stimulate recall of prior knowledge.

Show several web pages from various sources and settings (e.g., online department store, elementary school, clothing store, and so on) and ask the learner to identify unique features of the web page font, size, and color. Then, have the learner consider the readability of each web page.

4. Create goal-centered eLearning content.

First, review with the learners that they will demonstrate how to modify font, size, and color in a Microsoft Word template. Next, explain to the learners that they will view a training screencast video created by the course facilitator. Then, as they watch the tutorial video, they must develop a mental model of the procedures. However, since the tutorial is a video, learners can rewatch it as they complete the process in this

lesson. Lastly, learners will apply their mental model by demonstrating the procedure using the Microsoft Word template.

5. Provide online guidance.

First, the streaming screencast video will demonstrate how to access the Microsoft Word template for the exercises. Next, the learner will visualize how to complete the following procedures by watching the tutorial screencast:

- Underline the word "font" anywhere in the template.
- Modify the font to Arial in line 2 of the template.
- Alter the font color to Red in line 3 of the template.
- Change the font size to 24 in line 4 of the template.
- Modify the font, color, and size to learner specifications in line 5 of the template.

6. Practice makes perfect.

Each learner will practice changing the font, size, and color in a Microsoft Word template as outlined in Step 5. Additionally, learners can view the instructional video as often as needed. Likewise, learners can view the instructional tutorial screencast video in steps while they complete the process for themselves.

7. Offer timely feedback.

The Microsoft Word template contains the learner directions embedded within the document for ongoing feedback to the learner during the process. Furthermore, the course facilitator will circulate throughout the classroom providing specific and timely feedback to the learners.

8. Assess early and often.

The course facilitator will provide an ongoing visual formative assessment as learners complete the lesson procedures. Once a learner is completely done modifying the Microsoft Word course template based on lesson objectives, they will signal to the course facilitator by reversing their name tag at the top of their desk. The reverse side of their name tag contains the words "My template is complete." The course facilitator will verify that the learner template is complete and accurate. If the template is complete and accurate, learners will proceed to step 9. If the template contains errors, the course facilitator will help learners identify errors and then direct them to correct them.

9. Enhance knowledge transfer by tying it to real-world situations and applications.

The final section of each lesson will conclude with the learners creating a screencast for the section lesson objectives based on criteria in a grading rubric. Each screencast will have the learners (teachers in real life) instruct on the Microsoft Word software skills they learned in the section lesson objectives. The intended audience for the teacher-created screencasts will be their students.

How will your learners experience the content in my course?

Learners will experience lesson content with an attention grabber in a short demonstration (Step 1), an overview presentation (Steps 2 and 3), and then as learners, view a training screencast video created by the course facilitator (Step 5). Next, learners will interact with lesson content as they practice changing the font, size, and color in a Microsoft Word template.

Evaluation

Write 1-2 paragraphs that address how the course will be evaluated. What rubric or evaluation method will you use to measure the quality of your design and the success and/or value of the learning experience?

The main characteristic of my assessments focuses on adult learners. These learners will require a training program that is structured systematically, relevant, and integrates the teacher's own pedagogical experience (Morrison et al. 2019). Additionally, these adult learners will participate in hands-on, practical learning activities with direct classroom application (Morrison et al. 2019). To properly assess the teachers in this learning environment, I incorporated formative assessment techniques so teachers get feedback at regular intervals. This feedback will provide learners with "continuous feedback on their progress, readily identify their skill gaps, and zero in on what is important" (Das 2021).

To accomplish this goal, I will have teachers create a series of screencasts that teach computer software skills to their students, which will serve the purposes of summative assessment, and self-assessment, among others. These assessment strategies represent cognitivism as they anchor learning and assessment in meaningful and real-world contexts (Ertmer and Newby, 2013). Additionally, instruction is directly related to the formative assessment of digital artifacts, which involves cognitive apprenticeships and reflective awareness (Ertmer and Newby, 2013). Formative assessment will help teachers "understand what they still need to learn as they progress through the course" (ATD, n.d.).

The teacher-created screencasts that will serve as summative assessments throughout the course will be graded; however, I will add several additional components. First, a grading rubric will be given to teachers in advance that details the necessary components of the screencast. Additionally, learners can resubmit screencast formative assessments with the higher grade recorded. Lastly, teachers will grade their

screencasts, which I will consider for their final grade. Several of these additional components add equity and inclusion elements to my course's assessment component.

Conclusion

Write a 1-2 paragraph conclusion that:

- *Summarizes your process including any challenges you had along the way and how you addressed them.*
- *What changes you make in your final course sequence?*
- *What did you learn in this assignment and from the course?*

After reflecting on my course, I realized some learners (teachers) would be unable to attend my course due to outside commitments. Therefore, I modified my course's computer software skills portion to be fully asynchronous. I could still offer the hybrid delivery model as after-school professional development; however, all learners would be able to receive the computer software skills training regardless. By providing varying methods to participate in my course, learners could engage in the UDL principle of multiple means of engagement. Likewise, *optimizing individual choice, autonomy, relevance, and value supports UDL Checkpoints (7.1 and 7.2)*. Finally, I had an epiphany regarding my Computer Software Skills and Technology Integration Course for Elementary Teachers.

I needed to redesign the entire course to deliver it fully asynchronously. The computer software skills training of my course was already available asynchronously to learners, so I would modify the technology integration component of my course to have learners (teachers) work in small, grade-level collaborative groups in an asynchronous format. The Big Blue Button, a collaboration feature already built into Canvas, would facilitate small-group engagement. Next, learners could participate in my Computer Software Skills and Technology Integration Course in whatever format best met their needs. Therefore, learners could attend my course in after-school hybrid PD sessions, fully asynchronous, or a combination of the two formats. Lastly, my overall course design would include two identical courses with matching curricula in either hybrid or asynchronous formats, which could be achieved using Canvas and after-school PD sessions.

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