

Course Map and Sequence

Instructions: Design the course map by filling in the template. All of the sections are required. For each module, add the topic and the assessments for each module. Put an “x” in the column for the course objective for each module

Course or Training Title:







Computer Software Skills and Technology Integration Course for Elementary Teachers

Course Outcomes:

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

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

Course Design Map

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>Place a “x” by the course objective addressed by each module/unit.</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 1.4 Working with layering 1.5 Working with editing skills	Formative assessments: Teachers will create a screencast for each section 1.1-1.5 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. Summative assessments: Sections 1.1-1.5: Each section (1.1-1.5) 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.	X	X		

<p>2</p>	<p>Microsoft PowerPoint: Design and editing topics: 2.1 Working with pictures 2.2 Working with slide fonts 2.3 Working with slide text 2.4 Working with slide layouts</p>	<p>Formative assessments: Teachers will create a screencast for each section 2.1-2.4 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>Summative assessments: Sections 2.1-2.4: Each section (2.1-2.4) 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>X</p>	<p>X</p>		
<p>3</p>	<p>Integrate Microsoft PowerPoint and Word into Social Studies instruction and learning. Microsoft PowerPoint State Project Unit (10 slide PowerPoint) 3.1: Slide 1-State name, nickname, your name, picture of the flag, and state seal 3.2: Slide 2-Capital, population, biggest cities, picture of capital and biggest city 3.3: Slide 3- State flower, bird, tree, and pictures of each 3.4: Slide 4- Famous landmarks and people and pictures of each 3.5: Slide 5- State landforms and a picture of each landform 3.6: Slide 6- Bordering states and regions of the</p>	<p>Formative assessments: Teachers will create a screencast for each section 3.1-3.16 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.</p> <p>Summative assessments: Sections 3.1-3.16: Each section (3.1-3.16) 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>Teachers will design, plan, and present a technology integration lesson to colleagues. Additionally, teachers will choose their grade-level curriculum content for the lesson. Next, teachers will use the computer software of their choice.</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>

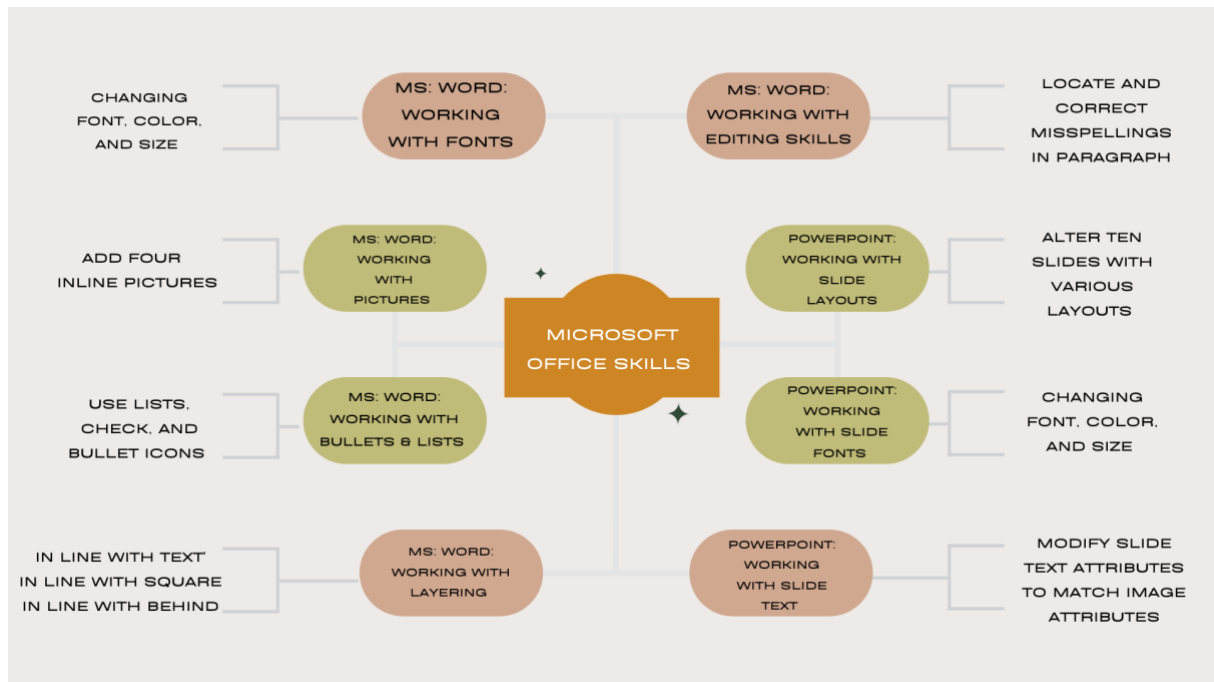
	<p>United States with a picture</p> <p>3.7: Slide 7- Sports teams and pictures</p> <p>3.8: Slide 8- Interesting facts, state motto and song, any interesting pictures</p> <p>3.9: Bibliography of sites and books used</p> <p>Microsoft Word Decades Day Project Unit (7-page Word document)</p> <p>3.10: Page 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>					
--	--	--	--	--	--	--

Write-up

1. Sequencing approach

What method did you use and why? Explain how you chose the assessments and how they will provide active learning for your participants.

I plan to use procedural sequencing as the primary sequencing strategy for my lessons since learning to use computer software is a process. 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 map visually illustrates my course content beginning with basic (easy) concepts that proceed to intermediate (more complex) ideas.



Explain how you chose the assessments and how they will provide active learning for your participants.

Assessment Philosophy

The main characteristic of my assessment philosophy focuses on adult learners. Therefore, I will situate my assessment philosophy within my course, "Computer Software Skills and Technology Integration Course for Elementary Teachers." 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). I will adequately assess these instructional strategies by incorporating constructivism, equity, and inclusion elements into my formative assessment components.

Formative assessments:

To properly assess the teachers in this learning environment, I will incorporate 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 formative 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 formative 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. Furthermore, this will shift power in the learning environment by putting me, the facilitator, in the "position of our learners" (Leach, Neutze, and Zepke, 2000 115). The learners in my course are mid-career or veteran teachers, so they are used to a graded environment both as teachers and learners. Therefore, I plan to incorporate a grading policy to maintain continuity with instruction and assessment.

Teachers will create a screencast for each section 1.1-1.5 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.

Teachers will create a screencast for each section 2.1-2.4 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.

Summative assessments:

Sections 1.1-1.5: Each section (1.1-1.5) 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.

Sections 2.1-2.4: Each section (2.1-2.4) 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.

Sections 3.1-3.16: Each section (3.1-3.16) 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.

Teachers will design, plan, and present a technology integration lesson to colleagues. Additionally, teachers will choose their grade-level curriculum content for the lesson. Next, teachers will use the computer software of their choice.

The summative assessment section of each module will consist of a deliverable. The deliverable in sections 1.1-1.5 will be a modified Microsoft Word template, and in sections 2.1-2.4, it will be a modified Microsoft PowerPoint template. Each template will be specific to the lesson objectives for that section. The deliverable in sections 3.1-3.16 will be a unique

Microsoft PowerPoint slide or Microsoft Word page for each section according to the lesson objectives for that section. The final summative assessment will include teachers designing, planning, and presenting a technology integration lesson to colleagues. Additionally, teachers will choose their grade-level curriculum content for the lesson and use the computer software of their choice. Lastly, each section's deliverables will result from hands-on, practical learning activities with direct classroom application, which meets the needs of adult learners.

2. Reflection

Discuss any challenges that arose in completing this task and how you solved them.

My greatest challenge during this course map and sequence assignment was designing the final summative assessment. In addition, I wanted teachers to design, plan, and present a technology integration lesson to colleagues. However, I wanted to incorporate universal design for learning principles. Therefore, I integrated individual choice and autonomy for the components of engagement, representation, action, and expression by allowing teachers choice. Lastly, teachers will be able to choose their grade-level curriculum and content for the lesson and computer software of their choice.

Bibliography

ATD. n.d. "The Importance of Summative and Formative Assessments within a Training Program." [Www.td.org. https://www.td.org/professional-partner-content/the-importance-of-summative-and-formative-assessments-within-a-training-program.](https://www.td.org/professional-partner-content/the-importance-of-summative-and-formative-assessments-within-a-training-program)

Das, Satyabrata. 2021. "Formative Assessment: Forming the Basis of Impactful ELearning." *ELearning Industry*. March 13, 2021. [https://elearningindustry.com/formative-assessment-forming-basis-of-impactful-elearning.](https://elearningindustry.com/formative-assessment-forming-basis-of-impactful-elearning)

Ertmer, Peggy A, and Timothy J Newby. 2013. "Behaviorism, Cognitivism, Constructivism: Comparing Critical Features. From an Instructional Design Perspective." *Performance improvement quarterly* 26, no. 2: 43–71.

Leach, Linda, Guyon Neutze, and Nick Zepke. 2000. "Learners' Perceptions of Assessment: Tensions between Philosophy and Practice." *Studies in the Education of Adults* 32 (1): 107–19. [https://doi.org/10.1080/02660830.2000.11661424.](https://doi.org/10.1080/02660830.2000.11661424)

Morrison, Gary R., Steven J. Ross, Jennifer R. Morrison, and Howard K. Kalman. 2019. *Designing Effective Instruction*. Wiley; 8th edition.

Posner, George J., and Kenneth A. Strike. 1976. "A Categorization Scheme for Principles of Sequencing Content." *Review of Educational Research* 46 (4): 665–90. <https://doi.org/10.3102/00346543046004665>[Links to an external site.](#)[Links to an external site.](#)