

## Creating a Teaching Unit

### Overview

Now it is time to put all that you have learned into creating a learning unit! Read the following scenario and the task statement. Complete the task and participate in the discussion.

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### Objective

- Given a scenario, the learner will be able to write a plan for a learning unit that incorporates meeting technology standards and integrating appropriate technology.

### Scenario

As you enter the halls of Middletown High School for teacher prep week prior to the new school year, you start thinking about the last two and a half months. The summer has been a great one. You were able to take a course at the local university which focused on technology integration.

You learned about valuable tools that you could use for planning lessons and learning units. You spent time collaborating with other teachers and got several ideas that you can't wait to try. As you continue on to your classroom, you start thinking about your students.



As the principal welcomes the faculty and introduces new staff members, you look around at the teachers from your school building. You are surrounded by teachers with varying levels of



experience in teaching and in using technology. This group of teachers is a tight knit group.

You are reminded of several past times that you have been able to go to other teachers in your building for advice or ideas. You can't wait to discuss your summer course and their ideas on technology integration.

The principal reminds everyone of the importance of meeting the state standards in each activity in the classroom. The principal also reminds the faculty of the latest district teaching criteria and the district's vision of excellence in teaching.

As the meeting closes, you are challenged by the principal to motivate your students to meet and exceed the state and local standards and to teach them to become life-long learners. The principal encourages each teacher to use all the resources available to teach their respective courses.



You feel a great sense of pride in your school and your district and you vow to start the year off with a bang. You are determined to teach your students important concepts in such a manner that they will enjoy learning and will grasp the concepts.

### **Task Statement**

Plan a learning unit for your students that incorporates meeting standards and integrating technology. The unit should last at least two days and should combine at least two technologies and two different concepts. Other topics or subjects can be integrated as desired.

### **Assignment**

The KITE case library (<http://kite.missouri.edu/>) is a technology integration case library. Its purpose is to share the technology integration experiences of teachers in the field. The

Educator's Reference Desk (<http://www.eduref.org/>), formerly, AskERIC, has a collection of lesson plans submitted by teachers. The lesson plans cover a variety of topics. Marco Polo (<http://marcopolo.worldcom.com/index.shtml>) is a resource for teachers that strives to provide standards-based Internet content for teachers. In addition, eMINTS (<http://www.emints.org>) "enhancing Missouri's Instructional Networked Teaching Strategies - transforms elementary classrooms into places for learning where teachers and students use multimedia tools to better understand the world, work together and achieve at new and higher levels."

Use these or any other resources available to research possible solutions to the scenario. Use the information that you learned in the media selection module and the information learned in the lesson planning module to build a learning unit that will complete the task and integrate technology appropriately while meeting the NETS and local or state standards.

Present/post your learning unit. In addition to your full unit, provide a summary of your learning unit including details such as grade level, subject, technology used, planned activities, standards met and rationale for the activities. Also, write a reflection statement, making sure that you answer the following questions:

- How and where were did you find the ideas for your learning unit?
- What did you find most/least helpful in the resources that you explored? Which resources would you use again?
- How does your learning unit facilitate appropriate technology integration?

After sharing your learning unit with the class, you will evaluate two peer learning units using the scoring checklist and learning unit rubric. Your comments will not be a part of the peer's grade, but will give you each a chance to see the ideas of others and give you additional feedback on your units.

## Learning Unit Assessment

The following checklist will be used to assess your learning units.

### Scoring Criteria

- The discussion board posting/learning unit presentation is an attachment/is presented in paper format.
- The discussion board posting/learning unit presentation contains a summary, including grade level, subject, technology used, standards met and rationale for the activities in the learning unit.
- The rationale for the activities includes a discussion of the NETS that are met through this unit.
- The learning unit lasts at least two days.
- The learning unit integrates at least two technologies.
- The learning unit teaches at least two concepts.
- The learning unit contains lesson plans created using the Lesson Planning Tool.
- The learning unit contains a rationale for media selection using the Media Selection Tool.
- The lessons in the learning unit meet standards (state, local or ISTE).
- The technology usage meets or exceeds technology standards.
- The technology used is appropriate for the learning task.
- The lessons in the learning unit are rich in detail and could easily be recreated by another teacher.
- The lessons contain assessment plans and sample assessment tools (rubrics, checklists, etc.).
- The learning unit contains samples of completed work or artifacts.
- The technology used is appropriate for the learner characteristics.
- The technology used is appropriate for the delivery of the instruction.
- The learning unit contains a learning environment plan.
- The technology used is appropriate for the physical structure of the learning environment.

**Learning Environment Plan Rubric**

The learning environment plan describes the context in which the learning will take place. This can include a description of the physical space, the preparation for the learning, prior knowledge required by the learners, the activities that will be conducted, etc.

"A" range	Detailed description of learning environment plan. Plan describes activities in detail and how the activities relate to the NETS and standards (national, state or ISTE), is appropriate for grade and subject and effectively utilizes technology to enhance student learning.
"B" range	Some description of learning environment, some explanation of activities. Lessons are appropriate for grade and subject. Lesson uses technology to enhance student learning.
"C" range	Very little description of learning environment. Plans are not well defined and lessons may not be appropriate. Technology integration is not well defined or does not enhance student learning.
"D" range	Failure to complete assignment.