

9.1 MSDE rubric reflection.

For this exercise we will view an MSDE site. Please do not be concerned that it relates to Maryland. We are only using this as an example as it is free and accessible—(so we do not have to purchase a text or software). Please note when you go to the page it will state error message—however, all the links under are active. Go to http://mdk12.org/mspp/high_school/ and skim through the sites to understand Maryland's assessment strategy. Then, from the first page, navigate to "What will the Assessments Look Like" (http://mdk12.org/mspp/high_school/look_like/index.html). Read/skim through the "**tutorial**". As you are going through the MSDE "tutorial" keep in mind the definition and characteristics of a *tutorial* as discussed in the Roblyer reading (chapter 4). Then try the practice scoring. Click on a content area of interest and year, and then try your hand at both taking and scoring. The newer tests (MSA) can be viewed at: http://mdk12.org/mspp/k_8/index.html . MSDE considers this (the website) to be a tutorial.

- **Does it meet the specifications of a tutorial as discussed in the reading?**
- **Why or why not?**
- **What was your experience with the online MSDE assessment? rubrics? scoring?**
- **What insights did you gain from the exercise? Would it be helpful, for students to go through this exercise before taking the assessment themselves? Parents?**

9.2 Drill and Kill.

Respond to the statement, *The tendency to refer to drill and practice software by the derogatory term "drill and kill" is growing.* Is this because the number of situations are diminishing in which drill and practice software would be the strategy of choice? When or how do you feel this software would be of benefit?

9.3 Games

Some schools, like those with a college preparatory focus, do not allow the use of instructional games of any kind. Is there a compelling case to be made for allowing the use of instructional game software to achieve specific educational goals? That is, can games do something in an instructional situation that no other strategy is able to do? If so, what? Discuss any of the "games" you visited from the reading sources that you thought were particularly bad or good. Are there others you would recommend we add to the reading list for future classes and to share with classmates?

9.4 Educational Software Evaluation

There are a variety of educational software products out there—[Where in Time is Carmen Sandiego?](#), MathBlasters, Reader Rabbit etc, as well as a variety of Internet resources (educational games, learning activities).

Scenario: You are a member of the local school systems technology committee that approves software that schools and teachers can use (most school systems do not just allow teachers to just walk in and utilize their own software in class). You have been asked to evaluate a piece of software (we will be viewing it online) [On-Line Physics](#) for a teacher who would like to use in their science lab. Utilizing either the *PGCPS* or *BCPS* software evaluation protocol evaluate this resource.

The files you will need from your reading are:
PGCPS protocol PGCPSApprovedSoftwareProcess.doc
PGCPS rubric PGCPS_software_eval_form.doc
BCPS protocol baltimorecounty_SoftwareEvaluatio_Process-1.doc
BCPS rubric baltimorecounty_Evaluation_Form.doc

9.5 Mini Assignment PPT

In last session's discussion Mini Team Assignment you created a lesson plan around the topic "fractions" - *finding a least common denominator (LCD) to enable students to add fractions*. From your readings you were able to explore PowerPoint as a means to enhance instruction. However, as you can view from the resources there is a vast difference between a "dry" blackboard/overhead replacement and utilizing PPT to its full potential ---i.e, by adding color, animations, video, audio, hyperlinks to other media, and/or utilizing game techniques an instructor can tap into a vast array of options that capture student's attention and make use of media that can help facilitate different learning styles.

Attached you will find a "dry" version of lecture/ notes that happens to use PPT. Your task is to turn this "lecture" note taking activity (i.e., bad use of PPT) into an interactive and richer utilization of potential means via PPT.

Don't hold back be creative! AT MINIMUM you should **include background and color, graphics, audio, (video if possible but not mandatory), hyperlinks, at least one appropriate animation, and a game technique at the end for assessment purposes (to answer—do the students understand?). No less than 10 slides (more are OK). Please utilize proper standard protocol See: Guidelines such as [PPT Guidelines](#), [Creating Creative Presentations](#), [Guy Kawasaki's Guidelines](#), [guidelines from Colorado](#), from the [American Heart Association](#), and PPT tutorials can be found in reading or go directly to: <http://www.edtechpolicy.org/howtoskills.html>**