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Content	Content is accurate and information is presented in a logical order.	Content is accurate but some information is not presented in a logical order, but is still generally easy to follow.	Content is accurate but information is not presented in a logical order, making it difficult tofollow.	Content is questionable and information is not presented in a logical order, making it difficult to follow.	Content is inaccurate and information is not presented in a logical order, making it difficult to follow.	
S lid e Creation	Presentation flows well and logically. Presentation reflects extensive use of tools in a creative way. Correct number of slides.	Presentation flows well. Tools used correctly. Correct number of slides. O verall presentation is interesting	Presentation flows well. Some tools used to show acceptable understanding. Correct number of slides.	Presentation is unorganized. Tools are not used in a relevant manner. Lacking in number of slides.	Presentation has no flow. No tools used. I nsufficient number of slides.	
S lid e T ransit ions	Transitions are smooth and interesting. Transitions enhance the presentation.	Smooth transitions are used on most slides.	Smooth transitions are used on some slides.	Very few transitions are used and/or they distract from the presentation.	No transitions used.	
Pictures, Clip Art & Background	I mages are appropriate. Layout of images is pleasing to the eye.	I mages are appropriate. Layout is cluttered.	Most images are appropriate.	I mages are inappropriate.	No images.	
Mechanics	No spelling errors. No grammar errors. Text is in authors' own words.	Few spelling errors. Few grammar errors. Text is in authors' own words.	Some spelling errors. Some grammar errors. Text is in authors' own words.	Some spelling errors. Some grammar errors. Most of text is in authors' own words.	Many spelling errors and/or text is copied.	
Technology Connection	Comprehensive use of technology is apparent.	General understanding of technology.	Acceptable understanding of technology.	Little understanding of technology.	No understanding of technology.	

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Multimedia Projects in the Classroom Timothy D. Green, Abbie Brown, 2002-02-11 This book provides an informative and easy to use guide to teachers on how to successfully integrate technology into their current curriculum even if the teachers background in technology is limited Bridget Weishaar Technology Instructor The Latin School of Chicago Chicago IL The how to guide that can take you and your students to the next level of multimedia presentation Teachers have been working with multimedia for years slides shows recordings even chalk talks are multimedia But with the advent of personal computers and sophisticated graphics software multimedia has taken on a whole new look and feel and now two experts in education and multimedia share the step by step secrets on making multimedia work for you your students and your curriculum Multimedia

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throughout the learning process Use Khan Academy webquests wikis and more to foster deeper conceptual learning Build social learning networks Differentiate instruction by scaffolding supports for the learning process Teaching English for Academic Purposes (EAP) in Japan Rachael Ruegg, Clay Williams, 2018-03-09 This book focuses on appropriate English for Academic Purposes instructional concepts and methods in the Japanese context It investigates a variety of pedagogical techniques addressing the fundamental academic English skills listening speaking reading and writing as well as assessment and materials development All the research included was conducted in Japanese university settings thus shedding new light on the effective implementation of EAP teaching and learning activities with Japanese learners of English This book is of interest to anyone working in an EAP context at the secondary or tertiary level especially those which include Japanese The Data Guidebook for Teachers and Leaders Eileen Depka, 2016-04-26 Are you looking for new ways to use learners data in the decision making process Are you seeking tools that provide better flow through from data to improved student achievement Have you ever considered including students in the data to improvement cycle Schools recognize that data is an essential decision making tool but it requires teamwork and reflection to reap the maximum benefits This guidebook offers practical collection and analysis methods and templates as well as tips for building trust and working together Microsoft Office(r) Simple Projects Teacher Created Resources, 2004-06-28 A Companion To Interdisciplinary Stem **Project-Based Learning** Mary Margaret Capraro, Robert Capraro, 2016-07-18 This text contains 25 Project Based Learning PBL lessons written by a combination of undergraduate preservice teachers inservice teachers and graduate students Everyone who wrote a chapter strives to improve STEM education to help others implement standards based STEM instruction that takes learning in isolation to greater accountability through integrated and meaningful tasks that answer the question every teacher dreads When am I going to use this The PBLs were written to implement in middle and high school classrooms All of them are interdisciplinary in nature We have divided them into six themes construction and design water environment mixtures technology nutrition and genetics Each lesson contains a schedule at a glance and the well defined outcome so you can guickly see how a particular PBL fits into your curriculum Objectives are listed along with STEM connections written as objectives We have included all materials needed and then each day of activities including an imbedded engagement exploration explanation evaluation including rubrics and extension We have tried to include everything necessary for successful implementation This practical book is the perfect companion to the handbook for learning about implementing PBLs Project Based Learning An Integrated Science Technology Engineering and Mathematics STEM Approach second edition Assessing Digital Literacy Wei Zhang, 2021-08-24 This book introduces the design and implementation of an assessment model for a new university level English curriculum in China that aims at developing digital literacy skills The assessment approach embedded in the curriculum of an online modular course at Peking University requires the students to conduct semester long digital research projects in English in their major fields of study Combining

quantitative and qualitative methods evaluation rubrics built around Content Clarity and Creative Critical Thinking were developed evaluated and refined over three implementation cycles eight semesters. The book presents a systematic assessment design framework a set of effective rubrics for evaluating the digital research project and authentic examples of written and multimedia presentations by Chinese students Integrating assessment with instruction and technology the book provides a valuable practical guide to digital literacy assessment for English education in the Outer and Expanding Circle The Course Reflection Project Nicole Schonemann, Emily Metzgar, Andrew Libby, 2015-05-01 Service learning is entering a post initiatory phase At tertiary institutions of all types and sizes service learning programs are common and service learning requirements for graduation are growing in popularity Taken together alongside continued faculty interest in effective teaching these factors have raised the visibility and popularity of service learning Now the greater need in service learning is not to prove the need for or efficacy of service learning but to turn the focus squarely back on practice Following established best practice is not enough instructors also need to reflect on how this fits within the specific context and application of each unique course and service learning partnership While there are many excellent resources that detail best practice and showcase exemplary service learning courses faculty reflection and course revision often goes unmentioned In response to the lack of attention on the role of reflection and course revision we convened groups of faculty from a variety of disciplines to reflect deeply on their courses paying specific attention to obstacles and challenges These conversations were converted to articles for this edited collection each chapter representing the process of reflection and revision and serving as a guide to develop effective practice in varied curricular contexts This text contributes to the body of literature on service learning in a unique and practical manner Faculty teaching or interested in teaching service learning classes would benefit from this text as well as university administrators and community service directors involved in service learning at a programmatic and institutional level This book should be marketed to faculty teaching disciplinary service learning classes and service learning pedagogy classes and administrative offices involved in service learning This could be a supplementary text for graduate level pedagogy courses Higher education institutional libraries would benefit from this text as well as the national and state campus compact offices **Digital-age Literacy for Teachers** Susan Brooks-Young, 2007 This book provides readings and activities that will support classroom teachers professional development providers and teacher preparation instructors as they strive to incorporate twenty first century learning tools and skills into daily practice 55 <u>Technology Projects for the Digital Classroom--Vol. I Jacqui Murray, 2020-01-25</u> The all in one K 8 toolkit for the lab specialist classroom teacher and homeschooler with a years worth of simple to follow projects Integrate technology into language arts geography history problem solving research skills and science lesson plans and units of inquiry using teacher resources that meet NETS S national guidelines and many state standards The fifty five projects are categorized by subject program software and skill grade level Each project includes standards met in three areas higher order thinking technology specific

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