# ED 628 Timeline

**Course Essential Question:**
How do we create an ethic of excellence supported by the infusion of technology?

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<tr>
<th>Week</th>
<th>Essential Questions</th>
<th>Assignments</th>
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| One: January 18 | Who are we, and what is our mission? How can we create a sense of community online? | • Review UAS Online course site including the National Education Technology Standards (NETS)  
• Introduce yourself in Caucus conference  
• Caucus discussion: Our mission, Creating community  
• Read for discussion next week: *An Ethic of Excellence*, Ron Berger  
• Add your photo & complete online survey  
• Optional article: iPods in the classroom |
| Two: January 24 | What is an ethic of excellence and how does technology fit into the picture? | • Discussion: *An Ethic of Excellence*  
• Read: *Non-Designer’s Design Book*, Williams, chapters 1-6  
• Design Principles Critique  
• Find a venue for using design principles |
| Three: January 31 | How can the principles of design impact student work? What is backward design? | • Discussion: *Non-Designer’s Design Book*  
• Design Principles assignment w/ justification & all drafts – due February 6  
• Read: *Understanding by Design*, introduction, chapters 1 & 2  
• Read: *Understanding by Design Professional Development Workbook*, introduction p. 3 - 27  
• View Helena Fagan’s interview  
• Complete “Learning with Technology Profile” (NCREL)  
• Optional article: *You Can Teach for Meaning* |
| Four: Feb 7 | What does it mean to understand? How does technology impact and support learning? | • Discussion: Understanding by Design, intro, chapters 1 & 2 in Caucus  
• Read: *Understanding by Design*, chapters 3 & 4  
• Understanding of understanding assignment – due February 20  
• Webliography, bibliography and web search for exemplary units  
• Software inventory & discussion  
• Optional article: *Using Technology to Dig for Meaning* |
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<th>Five: February 14</th>
<th>How do you use the Internet productively with students? How can we teach students to “look under the hood?”</th>
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|                  | • Discussion: UBD chapters 3 & 4  
• Discussion: sharing web search results & design analysis  
• Discussion: creating criteria for effective use of technology  
• Reviewing tools to help students look under the hood  
• Turn in understanding of understanding assignment by February 20  
• Optional article: Online Digital Archives |
| Six: February 21 | What are the big ideas of my targeted content? How can we address appropriate technology use? |
|                  | • Review unit template – note 3 stages  
• Reference: *UBD Professional Development Workbook* – p. 60 - 132  
• Discussion: analyzing units  
• Review PowerPoint: Enduring Understandings  
• Begin unit designs – select technology and other content standards, list enduring understanding (see Clarifying Big Ideas in Resources section), email me your ideas  
• Optional article: Digital Citizenship |
| Seven: February 28 | What will it look like when students understand? |
|                  | • Required audio conference: Wednesday, March 2, 6:30 – 8:30 pm  
• Complete self-assessment by March 6  
• Complete online course survey by March 6  
• Review PowerPoint: Essential and Unit Questions  
• Write essential questions  
• Read: *Understanding by Design*, chapters 5 & 6 & discuss in Caucus  
• Discussion: practice checking for validity with partially designed units  
• Brainstorm culminating tasks, use GRASP worksheet to construct a culminating task  
• Reference: *UBD Professional Development Workbook* – p. 60 - 132  
• Complete technology criteria in Caucus  
• Turn in for teacher review: standards, enduring understandings, essential question(s), culminating task ideas USING THE UNIT DESIGN TEMPLATE |
| Eight: March 7 | How do we measure understanding? |
|                  | • Post draft unit in Caucus: Stage 1 - Desired Results & culminating task  
• Peer review of units  
• Turn in draft scoring guide of task  
• Review technology criteria  
• Reference: *UBD Professional Development Workbook* – p. 136 - 210  
• Turn in for teacher review: standards, enduring understandings, essential question(s), culminating task. |
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<th>March 14 - 19</th>
<th>How do we create an ethic of rest &amp; relaxation?</th>
<th>Spring Break!</th>
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| Nine: March 21 | What do students need to know & do to complete the culminating task? | • Continue revising unit  
• Create Know and Do lists  
• Create Resources list  
• Peer review work  
• Use of technology reflective writing due March 27, attach to me in an email |
| Ten: March 28 | What learning experiences and teaching promote understanding, interest, and excellence?  
What is uncoverage? | • Read: *Understanding by Design*, chapters 7 & 8, discuss in Caucus  
• Using WHERETO to help with unit learning plan guidelines  
• Continue to respond to each others’ work in Caucus  
• Reference: *UBD Professional Development Workbook* – p. 212 - 240 |
| Eleven & Twelve April 4 & 11 | How do we help students take the driver’s seat?  
How will technology meet the needs of all learners? | • Audio conference: Wednesday, April 7, 6:30 – 8:30 pm  
• Build an instructional sequence using WHERETO  
• Design formative (dipstick) assessments – meta-cognition  
• Read: *Accessibility for All Learners* article  
• Peer review work  
• Final instructor unit feedback (optional)  
• Post unit on Caucus |
| Thirteen: April 18 | Are we there yet? | • Read assigned partner’s unit  
• Ask partner “skinny” and “fat” questions about their unit using the unit scoring guide & criteria for effective integration of technology |
| Fourteen: April 25 | Work week | • Using partner feedback, revise your unit  
• Self-assessment – unit, class participation, reflective writing work  
• Reflective writing assignment |
| Fifteen: May 2 | ~Finals Week~ | Final revised unit, self-assessments and final reflective writing paper due by May 2. This deadline is firm. |