

Vijaya Teachers College, B.Ed. 2013-14

ICT Integration course, Note on Assessment

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Key objectives of the course

The key objectives of the course are:

1. Understanding integration of digital technologies into education
 - a) Learning various software tools, applications and digital methods towards developing such understanding
2. Self-learning possibilities through accessing different materials on the internet
3. Peer learning through collaborative communities of learning, facilitated by ICTs
 - a) Learning to share, support and mentor
 - b) Learning to seek help and guidance
4. Creation of teaching-learning resources using ICTs and integration in teaching-learning
 - a) accessing Internet and web based resources
 - b) using text, image, video editors, concept mapping tools etc.
 - c) using educational software applications

Requirements of Assignment

There will be two parts to the assignment:

- | | | |
|--|---|----------|
| 1. Student resource library and lesson | - | 80 Marks |
| 2. Participation in discussions (classroom and virtual forums) | - | 20 Marks |

Submission of Resource library / unit plan

Students are to do Internet research, combine resources in different formats to create relevant outputs, and create ICT integrated unit plans. This will be a cumulative assignment with three parts (the three parts largely corresponding to the three units of the course).

One of the topics submitted by the students will be assessed and graded across all three parts.

Part 1 – Internet search and evaluation of resources (linked to learning from Unit 1)

Part 2 – Creating ICT resources (linked to learning from Unit 2)

Steps in submitting the assignment:

1. Students should create a folder <student roll number> <name of student>. Inside the folder create two folders - <student roll number> <name of student> <topic name>. The entire folder created on the topic, including the various digital resources (audio files, video files, concept maps, presentation slides, educational tool based resources, web pages etc.) and the meta document (text file which has the unit plan, with links to the various resources down-loaded or on-line) will be shared on a pen drive with the faculty. Assignment can be submitted in English or in Kannada. **Assignment should be submitted to the college on or before 5 p.m., February 2nd**
2. Students should take up and submit two topics (one from each of their methods). **However, only one of the two topics (as offered / suggested by the student) will be assessed and graded.**
3. Create a meta document of evaluation of resources. This document will continue through all the three parts. This is a text document that contains the unit plan with hyper-links to the resources collated. It will include web links, images as well as links to the other digital resources created / collated including mind map, videos, audio clips, images etc.
This document will have following name - <student roll number> <name of student> <Name of topic>.odt

Part 1 – Internet search and evaluation of resources

4. Internet research and resource folder to be prepared, one folder for each topic
5. Create a document in which all the web resources are presented and evaluated. One document must be prepared for each topic
6. Make a concept map on **each** the topic being studied. Save the mind map in the topic folder and export an image and insert into the document.

The resources should be evaluated in the following format for each of the topics

(Each of these items constitutes meta data)

Web Site name / address	Relevance	Accuracy	Bias	Variety of resources	Free/ Membership / Subscription	Copyright	Can it be used by a teacher?
	0-10; Give a rank and explain why	0-10 – Give a rank and explain why	Bias – Yes/ No Why??	(Audio, video, text, image)		Is it Creative Commons or not?	How useful is it for a teacher? In what stage of the teaching-learning process can this be used.

Below the table, the student should write a paragraph describing how the resources were useful

Grading Criteria for Part 1

1. Minimum of 5 relevant web resources must be provided and discussed. This part corresponds to the learning from unit 1.
2. How the meta data has been recorded in the note
3. Ability to **critically evaluate** resources for self-learning as well as for teaching-learning, as evidenced in the comments made in the assignment on the resources and their use in the unit

plan preparation

- a) Has the student identified parameters for evaluation of a resource?
- b) What are the criteria / weights for evaluation?
- c) Have the resources been evaluated?

Part 2 - Creating ICT resources

7. Image/ Photo Essay - This can be a story/ narrative/ description combining image and text. Images can be photographs (taken by student), freely available photographs from the internet and/ or sketches created. Avoid taking any "All rights reserved" Copyright images.
8. Video file – This can be images in a presentation and adding voice/ music and making a video or dubbing a video or adding a description and making a video from a simulation or a Geogebra file.

Grading Criteria for Part 2

- a) Clarity and coherence of the resources
- b) Comprehensiveness of all resources put together to explain the topic
- c) Quality of text, mind map, image and video resources
- d) Presentation style as simple and effective
- e) Ease of understanding / simplicity of communication
- f) Complexity of the effort gone into
- g) Ability to combine multiple formats of resources – text/audio; text/image; etc
- h) Relevance and applicability of the resources

Part 3 – Developing an ICT integrated lesson plan

9. Development of a unit plan for a chosen topic integrating multiple tools to create a unit plan.
 1. There has to be a curriculum analysis of what do I need to teach, what do I need to know and how do I teach it.
 2. Determine the resources you would need for teaching-learning.

Grading Criteria for Part 3

- a) Having a clear unit plan for teaching the topic, what resources and tools to be used when and in what manner
- b) How do ICT tools and resources fit into this?
- c) In what stages of learning process can you use ICTs – including evaluation?
- d) How can you integrate in a classroom in our current contexts?
- e) **What learning is possible from ICT that was not possible without ICT? Why? This must be explained clearly**

Participation in class and virtual forums

1. Participation in class discussions, sharing ideas/experiences,
2. Volunteering for tasks/ responsibilities and helping peers.
3. Quality of interactions on the email forum and evidence of collaboration and participation
 - a) Number of emails
 - b) Nature and content of emails
 - c) Ability to participate and mentor a group (have they been asking questions/ responding)

Total Marks : 20

IT for Change, Bengaluru, January 23, 2015