Educational Technology and Media Leadership Program
Signature Assignment for ETEC 525
Research Paper, Action Research, or Global Learning Project

Student Learning Outcome Assessed:

SLO #1: Apply knowledge of multicultural, ethical & legal issues to pertaining to using ICT with the global
community.

Description of the Signature Assignment

There are two options for this assignment. One option is to research and write a paper related to the social and cultural implications of technology. The other option, placing greater emphasis on application, is to implement a global learning project involving collaboration with a classroom in another country.

Directions for Students

Option A: Research Paper

Please research a topic related to the course themes outlined on the syllabus (e.g., technology in relation to issues of equity, culture, gender, bias; technology in a global context, and legal and ethical issues). Write a paper that analyzes the topic. The paper should utilize your research and also apply perspectives from one or more readings from the course. It should be 12-15 pages (including references and a title page), double spaced, and use 12-point font. It should follow APA style with proper citations. It should have at least 6 references. The following are examples of topics of prior papers:

- Online Social Networks and Teens
- Gender Stereotypes and Computers
- Gender and Videogames
- American Indians and Technology
- Green Technology in Education
- Cell Phones and Safety in Public Schools
- Impact of Technology on a Local School District
- Digital Equity in Vietnam
- American Indians and the Digital Divide

Option B: Action Research Component

This option is created for especially for librarianship students, but it is open to all students. It is a variation of option A and uses the same rubric as option A. Your paper should include site three data sets as part of the collection of research sources. You will likewise need to submit a proposal to the instructor for this option for individualized feedback. The project, like the other options, must relate to course learning outcomes.

Scoring Rubric for Options A/B: Research Paper (50 pts)

Criteria	Does Not Meet Expectations	Meets Some Expectations	Meets Expectations	Exceeds Expectations	Points Earned
Extent of research (10 pts)	Paper reflects limited research. Includes 3 or fewer relevant publications. (0 - 5 pts)	Paper reflects some appropriate research. Includes fewer than 6 relevant publications. (6 - 7 pts)	Paper is well researched. Includes references to 6 publications, relevant to topic. (8 - 9 pts)	Paper is especially well researched. Incorporates additional sources (10 pts)	
Clarity of argumentation (15 pts)	Writing is consistent with Level 1 of the Writing Rubric (0 - 8 pts)	Writing is consistent with Level 2 of the Writing Rubric (9 - 11 pts)	Writing is consistent with Level 3 of the Writing Rubric (12 - 13 pts)	Writing is consistent with Level 4 of the Writing Rubric (14 - 15 pts)	
Analysis of course themes regarding technology (e.g., issues of equity, culture, gender, bias; global perspectives, legal / ethical issues) **(15 pts)**	Limited analysis of theme of course (0- 8 pts)	Some analysis, but also goes off topic (9 - 11 pts)	Competent analysis (12 - 13 pts)	Strong analysis (14 – 15 pts)	
APA format (5 pts)	Extensive deviations from APA format (0 - 1 pts)	Often follows APA format, but frequently strays from doing so (2 - 3 pts)	APA format is followed, with only minor deviations (4 pts)	APA format is consistently followed (5 pts)	
Mechanics (5 pts)	Extensive grammatical errors and / or errors reflecting gaps in knowledge of writing conventions. (e.g., verb agreement errors, misuse of punctuation.) (0 - 1 pts)	Multiple grammatical errors, but few reflecting serious gaps in knowledge of writing conventions. (2 – 3 pts)	At most minor and infrequent grammatical errors (e.g., occasional extra or missing comma, a case of confusing of "its" and "it's," or other misuse of punctuation) (4 pts)	There are virtually no grammatical errors whatsoever. (5 pts)	
Total					

Writing Rubric for ETEC 525
(adapted from a rubric of the CSULB Faculty Center for Professional Development)

Level 4	The essay responds to all parts of the assignment and demonstrates a clear and consistent focus and purpose. Information and evidence are accurate and appropriate, with claims well supported and other perspectives accurately represented. The writing also demonstrates well developed analytical skills and independent and critical thinking and may show originality, if that is appropriate. Connections are made between and among ideas and concepts. Other sources and extra-textual materials (e.g. graphs, illustrations, etc.) are appropriately integrated and documented. Overall, the essay is organized, detailed, and carefully edited, and incorporates appropriate tone, style, and diction. (Faculty are pleasantly surprised when they read writing of this quality.)
Level 3	The essay responds to all parts of the assignment and generally demonstrates a clear and consistent focus and purpose. Most of the time, information and evidence are accurate and appropriate, with claims adequately supported and other perspectives usually accurately represented. The paper also demonstrates adequate analytical skills and critical thinking and may occasionally show originality, if that is appropriate. Connections are usually made between and among ideas and concepts. Other sources and extra-textual materials (e.g. graphs, illustrations, etc.) are generally appropriately integrated and documented. Overall, the essay is adequately organized, detailed, and edited, and incorporates appropriate tone, style, and diction. There are some minor weaknesses, but not enough to lower the overall score. (Faculty expect all of their students to produce this kind of writing.)
Level 2	The essay does not respond adequately to all parts of the assignment and does not maintain a consistent focus and purpose. Information and evidence are sometimes inaccurate or missing, and claims are marked by generality and are not always adequately supported. Other perspectives are typically either missing or inaccurately represented. The writing demonstrates an attempt at analytical and critical thinking, but connections are not usually made between and among ideas and concepts. Other sources and extra-textual materials (e.g. graphs, illustrations, etc.) are not adequately integrated and documented, or are absent. Overall, the essay is simply organized, has a minimum of detail, and needs more editing. The tone may be inappropriate and the style marked by simple and/or repetitive sentence patterns. Word choice is predictable and not always accurate. Basic writing is characteristic of novice writers.
Level 1	The essay fails to respond to all parts of the assignment and lacks a consistent focus and purpose. Information and evidence are often inaccurate or missing, and claims are too general and lack adequate support. Other perspectives are missing, or obviously misrepresented. There is no evidence of analytical or critical thinking, and there are no connections between and among ideas and concepts Other sources and extra-textual materials (e.g. graphs, illustrations, etc.) are typically missing or are not integrated into the text. They often are undocumented. Overall, the essay needs work in its focus, organization, support, and word choice, and sentence-level errors are distracting and obstruct reading.

Legend

Total Points	College of Education Assessment Scale Equivalent
45-50	4 (Exceeds Expectations)
40-44	3 (Meets Expectations)
30-39	2 (Meets Some Expectations)
20-29	1 (Does Not Meet Expectations)
0-19	0 (Can't Score)

Directions for Students (*continued*)

Option C: Global Learning Project

In this project, you will implement a classroom global learning project. If you are a teacher, this would typically involve a collaboration that you create between your classroom and a classroom in another country. Your project should span 7 weekly class sessions or more. Instead of the research process that is involved in the research paper option, you will plan and implement a curriculum project. Instead of writing a longer paper, you will make multiple posts to Beachboard throughout the project and write a shorter paper. The Beachboard postings needn't be lengthy, but should be consistent and thoughtful. In order to make these discussions as useful as possible, it is important that the posts to the discussion board be done on time. The discussions are not as useful if a series of posts are done at the end of the course. Part of the course grade will be based on posting to Beach Board discussions on time.

1. Consider areas of the curriculum you teach that may be enhanced by a global learning collaboration.

2. Identify a partner using websites provided by the instructor, or your own sources. Sites include: www.epals.com; www.iearn.org, and www.globalschool.net.

3. Plan a curriculum spanning at least seven weeks. If you wish to plan a longer project that goes beyond the course, that is up to you. However, you should arrange to have course requirements completed in time for the course deadlines.

4. Every week during the curriculum activity, participate in weekly Beachboard journal entries / discussions reflecting on the experiences. What happened? How did you handle any logistical challenges? What were your overall impressions? Every week, post general reflections on your experiences within 3 days of the activities for that week. You only have to post once during the week no matter how many class sessions are held that week. Plan on at least seven weekly postings of about a paragraph.

5. Post a total of 2 messages each to 3 "thematic" discussion boards (6 postings total). These will focus on three topics: (a) implementation issues, (b) equity issues, and (c) gender issues. These are a kind of "slow motion" conversation that will go on throughout the project. You have flexibility in deciding when to post, but please have 3 postings done by 10/28 and all 6 done by 12/2.

6. Write a short paper (4-5 pages plus appendices) with sections addressing the following:

   a) Clearly document the scope of the project, including dates of discussions with your collaborator, and dates of project sessions. (10 points)

   b) Discuss what happened in the project. How did students respond? What do you think they learned? Give highlights from the weekly reflections given in Appendix 1. (15 points. You receive 7 of these points for doing the Beachboard reflections on time.)

   c) Relate these classroom experiences to readings and themes from the course, including issues pertaining to equity, gender, global perspectives, as well as practical considerations for implementing a project like this. In addition, print out your weekly Beachboard postings in the discussion forums for these course themes. Attach these as Appendix 2. (15 points. You receive 6 of these points for doing the post to the thematic discussion board on time.)

   d) Discuss how you would carry out the project differently if you were to do it again. (5 pts)

   e) Ensure your paper is clearly written with good writing mechanics (5 pts).

Scoring Rubric for Option C: Global Learning Network Project

Criteria	Does Not Meet Expectations	Meets Some Expectations	Meets Expectations	Exceeds Expectations	Points Earned
Extent of implementation of project (10 pts)	Project did not get out of the "idea" phase or barely started; discussion mainly of plans, but not outcomes (0-5 pts)	Substantial part of project was completed; outcomes / problems are documented fairly well (6-7 pts)	Project spanning 7-8 weeks is clearly documented; outcomes / problems are documented. (8-pts)	Meets expectations and gives an especially thoughtful account (9-10 pts)	
Discussion of project (15 pts)	Requested information not provided or not done on time (0 - 8 pts)	Requested information generally provided on time but sometimes absent (9-11 pts)	Requested information provided on time (12-13 pts)	Requested information provided on time and presented especially well (14-15 pts)	
Analysis of course themes regarding technology (e.g., issues of equity, culture, gender, bias; global perspectives, legal / ethical issues **) (15 pts)**	Discussion is sketchy or absent (0-8 pts)	Discusses some, but not all of the course themes (9-11 pts)	Discusses all requested themes (12-13 pts)	Discusses all requested themes especially well (14- 15 pts)	
Recommendations for changes to project (5 pts)	Discussion is sketchy or absent (0-1 pts)	Some information is provided (2-3 pts)	Discusses requested information (4 pts)	Especially good discussion (5 pts)	
Mechanics (5 pts)	Extensive grammatical errors and / or errors reflecting gaps in knowledge of writing conventions. (0 - 1 pts)	Multiple grammatical errors, but few reflecting serious gaps in knowledge of writing conventions (2 – 3 pts)	At most minor and infrequent grammatical errors) (4 pts)	There are virtually no grammatical errors whatsoever. (5 pts)	
Total					

Legend

Total Points	College of Education Assessment Scale Equivalent
45-50	4 (Exceeds Expectations)
40-44	3 (Meets Expectations)
30-39	2 (Meets Some Expectations)
20-29	1 (Does Not Meet Expectations)
0-19	0 (Can't Score)