

MSED 7531 Project Assignments Spring 2002  
Due: As Assigned Below

Overview

You will complete six projects during the course. Each project will be graded separately. The projects constitute 65% of your grade since this is a hands-on course.

**Project #1 (Your Own Web Site)**

**Due: March 25, 2002 (Last Day of Class)**

Requirements

- I. A greeting at the beginning of your homepage
- II. A picture of yourself on your home page
- III. Information about yourself
  - a. name
  - b. two other items of interest to you
- I. Links to
  - a. two organizations web sites links that are involved in K-12 mathematics
  - b. Georgia Southern University
  - c. Two other links of interest to you
  - d. Geometer's SketchPad assignments you create
  - e. Spreadsheet assignments you create
  - f. PowerPoint assignments
  - g. Software you review
- I. A description of your teaching philosophy
- II. Any other items as you desire

Evaluation

Presentation at end of course	-	20 points
Website Development	-	60 points
Development of 3 other items besides assignments	-	20 points

## Disclaimer At Bottom of Page (Mandatory)

Georgia Southern requires these statements at the bottom of your home page.

### Page disclaimer:

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## Project #2 (Excel)

**Due: February 18, 2002**

You are to design two spreadsheet activities that you can use in your class. One activity is a teacher-led lesson where the use of a spreadsheet will enhance student learning. The second activity is a student activity that teaches a different topic. Each activity must be tied to teaching specific grade level QCCs.

### Requirements

#### Teacher-led lesson

A lesson plan (objectives, introduction, procedures, closure, etc.) that describes in detail a 50-minute lesson that incorporates a spreadsheet demonstration to help teach a topic. For the spreadsheet component include the steps you will use when demonstrating the spreadsheet to the class (i.e. What formulas you intend to use and where; order of the steps; what the spreadsheet will look like when completed)

#### Student-Based Activity

A lesson plan (objectives, introduction, procedures, closure, etc.) that describes in detail a 50-minute lesson that teaches a topic via a student-involved (non-teacher-led) spreadsheet activity . For the spreadsheet component include all the information students will be given to solve the problem, solution steps, anticipated solution and a grading scale.

#### Evaluation for each lesson

Grade	Criteria
A (90-100)	Lesson Plan is easy to follow; All spreadsheet steps are included in lesson plan; No grammatical errors; Incorporates several Excel features <b>including</b> at least one advanced feature; Assessment is easy to follow
B (80-89)	Lesson plan is easy to follow; All spreadsheet steps are included in lesson plan; No grammatical errors; Incorporates several Excel features <b>but does not</b> include any advanced features; Assessment is somewhat easy to follow
C (70-79)	Lesson plan is difficult to follow; Some spreadsheet steps missing in lesson plan; Some grammatical errors; Incorporates Excel features; Spreadsheet does not work as described; Assessment is not easy to follow
D or F	Lesson plan is incomplete; Many spreadsheet steps missing in lesson plan; Grammatical errors; Excel spreadsheet does not work as described; Assessment is difficult to follow

## Project #3 (SketchPad)

**Due: February 25, 2002**

You are to design two SketchPad activities that you can use in your class. One activity is a teacher-led lesson where the use of SketchPad will enhance student learning. The second activity is a student activity that teaches a different topic. Each activity must be tied to teaching specific grade level QCCs.

### Teacher-led lesson

A lesson plan (objectives, introduction, procedures, closure, etc.) that describes in detail a 50-minute lesson that incorporates a SketchPad demonstration to help teach a topic. For the SketchPad component include the steps you will use when demonstrating the SketchPad to the class.

### Student-Based Activity

A lesson plan (objectives, introduction, procedures, closure, etc.) that describes in detail a 50-minute lesson that teaches a topic via a student-involved (non-teacher-led ) SketchPad activity. For the SketchPad component include all the information students will be given to solve the problem, solution steps, anticipated solution and a grading scale.

### Evaluation for each lesson

Grade	Criteria
A (90-100)	Lesson Plan is easy to follow; All SketchPad steps are included in lesson plan; No grammatical errors; Incorporates several SketchPad features; Assessment is easy to follow
B (80-89)	Lesson plan is easy to follow; All SketchPad steps are included in lesson plan; No grammatical errors; Incorporates several SketchPad features; Assessment is somewhat easy to follow
C (70-79)	Lesson plan is difficult to follow; Some SketchPad steps missing in lesson plan; Some grammatical errors; Incorporates SketchPad features; SketchPad construction does not work as described; Assessment is not easy to follow
D or F	Lesson plan is incomplete; Many SketchPad steps missing in lesson plan; Grammatical errors; SketchPad construction does not work as described; Assessment is difficult to follow

## Project #4 (PowerPoint)

**Due: March 4, 2002**

You are to design **either a Teacher-led or Student-Based Activity**. The activity must be tied to teaching specific grade level QCCs.

### Teacher-led lesson

A lesson plan (objectives, introduction, procedures, closure, etc.) that describes in detail a 50-minute lesson that incorporates a PowerPoint demonstration to help teach a topic. For the PowerPoint component you are to include the steps for demonstrating the PowerPoint presentation to the class.

### Student-Based Activity

A lesson plan (objectives, introduction, procedures, closure, etc.) that describes in detail a 50-minute lesson that teaches a topic via a student-involved (non-teacher-led) PowerPoint activity. For the PowerPoint component you are to include all the information students will be given to solve the problem, solution steps, anticipated solution and a grading scale.

### Evaluation

Grade	Criteria
A (90-100)	Lesson Plan is easy to follow; No grammatical errors; Incorporates several PowerPoint features including <b>at least</b> two advanced features; Assessment is easy to follow
B (80-89)	Lesson plan is easy to follow; No grammatical errors; Incorporates several PowerPoint features <b>but does not</b> include any advanced features; Assessment is somewhat easy to follow
C (70-79)	Lesson plan is difficult to follow; Some grammatical errors; Incorporates PowerPoint features; PowerPoint does not work as described; Assessment is not easy to follow
D or F	Lesson plan is incomplete; Grammatical errors; PowerPoint spreadsheet does not work as described; Assessment is difficult to follow

## **Project #5 (Spotlight on Algebra)**

**Due: March 18, 2002**

You are to complete the first three chapters on or before 3/18/02. While you are completing the chapters I want you to keep a log of these things:

- a. The time you spent working on each chapter (computer time)
- b. How you calculated the solutions to each of the quiz problems
- c. A reflection on these items for each chapter:
  - i. How well did the on-line instruction matched the quiz items (difficulty, cover all the test items, etc.?)
  - ii. What did you like about the chapter?
  - iii. What did you not like about the chapter?
  - iv. What would you add/delete from the chapter?
- d. A one-page paper on what you thought of the on-line course.

The format for completing the three chapters is:

1. Take the first quiz as a pre-test.
2. Once you have completed the chapter take the second quiz as a post-test.