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Assessment Instructions: Professional Development Workshop

Professional development slide presentation (7-10 minute recorded screencast or PowerPoint with slide notes) and supporting materials to educate teachers on their digital rights and responsibilities.

Introduction

- Develop overall goals for the professional development workshop.
 - These goals should be grounded in professional literature you have read and reflect the unique characteristics of the teacher participants.
- Describe in detail the pedagogical approach and the technology tools to be employed by the presenter of the workshop.
- Provide a rationale for the organization, layout, and evaluation of the workshop that justifies:
 - Whether the workshop will take place in a face-to-face, online, or blended environment.
 - Your rationale should reflect the professional literature and the unique characteristics of the teacher participants.
 - A definitive schedule for the professional development, including justification for why the workshop will consist of a single session or multiple sessions.
 - Be sure to provide a research-based rationale for your choices about duration and frequency of sessions.
- Create a slide presentation for each session of the workshop that synthesizes the goals and learning activities for that session.
- Include all participant materials, such as a handbook or handouts.

Demonstration of Proficiency

By successfully completing this assessment, you will demonstrate your proficiency in the following course competencies and assessment scoring guide criteria:

Competency: Analyze digital rights and responsibilities of teachers, including ethical use of open educational resources and providing a safe online learning environment for students.

- Synthesize the professional literature on recommended approaches to professional development.
- Justify the pedagogical approach for delivery of the professional development workshop that aligns with the specific participant population.
- Defend the alignment of technology tools with specific professional development setting.

- Formulate a rationale for the organization, layout, and evaluation of the professional development workshop that justifies format, schedule, activities; goals and materials.
- Communicate the professional development workshop through a slide presentation that synthesizes the goals and learning activities for each session.

Desimone (2009) suggests that the following core characteristics are essential to teacher professional development that results in teacher change:

- Content focus – teachers need to see the connection between the focus of the professional development and the potential for improvement in their pedagogy and/or their students' learning.
- Active learning – as opposed to lecture, active engagement results in increased teacher receptivity to innovative ideas and willingness to change.
- Coherence – this refers to the extent to which the professional development is consistent with teachers' knowledge and beliefs. Note that this can be challenging to accomplish if the proposed innovation requires a major change in attitudes or assumptions.
- Duration – professional development needs to be ongoing, not a one-time injection of ideas that are then left to be forgotten.
- Collective participation – this refers to the benefit of colleagues participating together in the professional development; they are more likely to go away from the experience and continue to discuss their learning (perhaps in PLCs), collaboratively try out strategies, and observe and support each other through the change process.

The author further contends that professional development that revolves around these core features will lead to increased teacher knowledge and skills with a resultant shift in attitudes and beliefs; that these changes will lead to changes in pedagogical approaches; and that these changes in teaching will in turn lead to improved student learning.

As you are designing the workshop for this assessment, keep those characteristics in mind.

Create a professional development workshop for teachers in your district including both a presentation and supporting materials.

Part A: Presentation

Develop a presentation that addresses the digital rights and responsibilities of teachers. Create a PowerPoint presentation with notes or a recorded screencast of a narrated presentation using Kaltura or another recording tool of your choice. The presentation should be about 10–15 minutes with 7–10 slides.

The workshop should cover the following:

- Key issues regarding the ethical use of open educational resources
 - What distinguishes open educational resources from other types of resources that teachers use?
 - What are strategies that teachers should use for ethical use of OER?
- The teacher's role in providing a safe online learning environment for students and strategies for doing so
 - What are key threats to student safety in online learning environments?
 - How can teachers help ensure their students' safety in online learning environments?

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 - How can teachers help ensure their students' safety in online learning environments?
- Support from the professional literature (in the form of citations on slides as appropriate and a reference slide with APA formatted citations)

If you will be using Kaltura Media to record a screencast of your presentation, you will need to complete the following:

- If you have not already done so, set up and test your microphone, using the installation instructions provided by the manufacturer.
- Practice using the microphone to ensure the audio quality is sufficient.
- Refer to the Using Kaltura tutorial for directions on recording and/or uploading your work in the courseroom.

Part B: Supporting participant materials, such as a handbook or handouts

Develop "takeaway" materials that provide useful information for teachers to bring back to their own teaching setting and further develop their teaching practice with regard to their digital rights and responsibilities.

These can be submitted as Word documents or PDF documents or a link to a blog post you write that teachers might refer to later.

Submission Requirements

- **Presentation:** Presentation slides with presenter notes or a link to the recorded screencast.
- **Participant Materials:** Word or pdf documents or, if applicable, a link to your blog post.



SCORING GUIDE

Use the scoring guide to understand how your assessment will be evaluated.

[VIEW SCORING GUIDE](#)

Professional Development Workshop Scoring Guide

CRITERIA	NON-PERFORMANCE	BASIC	PROFICIENT	DISTINGUISHED
Synthesize the professional literature on digital rights and responsibilities of teachers.	Does not synthesize the professional literature on the digital rights and responsibilities of teachers.	Provides and overview, but provides minimal reference to sources that support analysis of digital rights and responsibilities of teachers.	Synthesizes the professional literature on digital rights and responsibilities of teachers.	Synthesizes the professional literature on digital rights and responsibilities of teachers, including a variety of perspectives from the literature.
Distinguish OER from other types of resources used by teachers.	Does not distinguish OER from other types of resources used by teachers.	Describes OER but does not compare it to other types of resources.	Distinguishes OER from other types of resources that teachers use.	Distinguishes OER from other types of resources used by teachers and explains the benefits and potential drawbacks of using these resources.
Define the ethical use of open educational resources, including examples.	Does not define the ethical use of open educational resources.	Provides an overview of ethical use of open educational resources.	Defines the ethical use of open educational resources, including examples that illustrate the parameters of ethical use.	Defines the ethical use of open educational resources, including examples to illustrate the parameters of ethical use; provides resources for educators to support their ethical use.
Analyze safety considerations for students in an online learning environment.	Does not analyze threats to student safety in an online learning environment.	Identifies but does not analyze threats to student safety in an online learning environment.	Analyzes threats to student safety in an online learning environment.	Analyzes threats to student safety in an online learning environment, exploring a variety of contexts that could pose safety concerns.
Explain strategies for creating a safe online learning environment for students.	Does not formulate a plan of how to provide a safe online learning environment.	Identifies but does not explain strategies for creating a safe online learning environment for students.	Explains strategies for creating a safe online learning environment for students.	Explains strategies for creating a safe online learning environment for students, and addresses how teachers can overcome potential barriers to implementing those strategies.

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Resources: Cyberbullying and Cyber Ethics

These readings have been selected to expose you to a variety of perspectives in order to inform your own conclusions.

Cyberbullying

- DePaolis, K., & Williford, A. (2015). The nature and prevalence of cyber victimization among elementary school children. *Child & Youth Care Forum*, 44(3), 377–393.
This study examines "cyber victimization" among elementary students and whether significant differences exist between students who have and have not been victimized.
- Morgan, H. (2013). Malicious use of technology: What schools, parents, and teachers can do to prevent cyberbullying. *Childhood Education*, 89(3), 146–151.
 - This article discusses "the nature and forms of cyberbullying, the major causes behind it, and measures that can be adopted by teachers and parents to help children ... identify and respond to cyberbullying."
- Olweus, D. (2012). Cyberbullying: An overrated phenomenon? *European Journal of Developmental Psychology*, 9(5), 520–538.
 - This article "argues that several claims about cyberbullying made in the media and elsewhere are greatly exaggerated and have little empirical scientific support."
- Ryan, K. N., & Curwen, T. (2013). Cyber-victimized students: Incidence, impact, and intervention. *SAGE Open*, 3(4), 1–7.
This article reviews "evidence regarding the occurrence, impact, and interventions for victims of cyberbullying."
- Sabella, R. A., Patchin, J. W., & Hinduja, S. (2013). Cyberbullying myths and realities. *Computers in Human Behavior*, 29(6), 2703–2711.
 - This article "reviews available empirical research to examine the accuracy of commonly-perpetuated claims about cyberbullying."
- Vandebosch, H. (2014). Schools and cyberbullying: Problem perception, current actions and future needs. *International Journal of Cyber Society and Education*, 7(1), 29.
 - This article "aims to provide a better picture of what schools are currently doing to address cyberbullying and of what schools will need to continue doing so in the future."

Cyber Ethics

- Federal Communications Commission. (n.d.). Children's Internet Protection Act. Retrieved from <https://www.fcc.gov/consumers/guides/childrens-internet-protection-act>
 - This act seeks to protect children from having personal information collected.
- Federal Trade Commission. (n.d.). Children's online privacy protection rule: Just for kids' sites. Retrieved from <https://www.ftc.gov/tips-advice/business-center/guidance/childrens-online-privacy-protection-rule-not-just-kids-sites>
 - This act requires schools to take steps to protect children from inappropriate content.
- Howard, K. (2013). Using Facebook and other SNSs in K-12 classrooms: Ethical considerations for safe social networking. *Issues in Teacher Education*, 22(2), 39–51.
 - This article outlines considerations for appropriate social networking in the learning environment.
- Warnick, B. R., Bitters, T. A., Falk, T. M., & Kim, S. H. (2016). Social media use and teacher ethics. *Educational Policy*, 30(5), 771–795.
 - This article examines the consequences that should be taken if teachers do not engage in social media appropriately.
- Complete the following to learn about cyber safety, cyber ethics, and cyber security.
 - The C3 Matrix | Transcript.

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Resources: Open Educational Resources

The following resources provide a jumping off point to explore different examples of OER resources.

- Edutopia. (2015). [Open educational resources \(OER\): Resource roundup](https://www.edutopia.org/open-educational-resources-guide). Retrieved from <https://www.edutopia.org/open-educational-resources-guide>
- [OER Commons](https://www.oercommons.org/). (n.d.). Retrieved from <https://www.oercommons.org/>

The following article drives home the importance of keeping your eye on key considerations when choosing OER. It is easy to get attracted to the bells and whistles of some OER resources, but important to stay grounded in the purpose and context of your use.

- Marcinek, A. (2015). [Open educational resources meet instructional design](https://www.edutopia.org/blog/open-educational-resources-instructional-design-andrew-marcinek). Retrieved from <https://www.edutopia.org/blog/open-educational-resources-instructional-design-andrew-marcinek>
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Resources: Professional Development

- Patton, K., Parker, M., & Tannehill, D. (2015). Helping teachers help themselves: Professional development that makes a difference. *NASSP Bulletin*, 99(1), 26–42.
 - This article "synthesizes findings and presents core features of effective professional development, including what those features might look like in practice."
 - Whitworth, B. A., & Chiu, J. L. (2015). Professional development and teacher change: The missing leadership link. *Journal of Science Teacher Education*, 26(2), 121–137.
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