Curriculum Assignment

The class: Instructional Technology and Cultural Competency

Scope of project

Instructional Technologies and Cultural Competency is a course designed for graduate students in Instructional Technology program. ISTE Standards for coaches was used. Graduate students in Instructional Technology program have competencies for educational technologies; however, they may not have cultural competency which is described as bundle of skills and behaviors to 'interact appropriately and effectively with people from other cultures' and to be aware of different experiences, identities, and beliefs of others (ISTE Standards for Educators, n.d). These students will work as an instructional designer, educator or researcher after the graduation, and they will need to know differences in the society, so their works might cover all people from different cultures. This class helps students understand diversity, social issues, and differences. Therefore, understanding differences and uniqueness among students is a crucial part of the goal of preparing future educators and instructional designers.

ISTE Standards

Standard 1. Visionary leadership

a. Contribute to the development, communication, and implementation of a shared vision for the comprehensive use of technology to support a digital-age education for all students.

b. Contribute to the planning, development, communication, implementation, and evaluation of technology-infused strategic plans at the district and school levels.

Competencies

In this class, students firstly learn cultural competence to become culturally competent, anti-bias educators, instructional designers, or researchers. Moreover, cultural competence helps students implement and develop appropriate educational technologies or contribute to use of technology and strategic plans for all students.

Competency:

1. Identify culture, diversity, ethnicity, and race in order to describe students from different cultures.
2. Describe social stratification at school districts and levels which helps students develop, implement and evaluate technology-infused strategic plans based on districts' needs.
3. Explain cultural barriers and conflicts in education

Assessment

Students write two reflective essays about selected articles including culture, diversity, ethnicity, race, and social stratification, and cultural barriers/conflicts in education based on instructions in the first weeks. *Rubric 1* is used to assess students' essays.

Competency:

4. Summarize their culture to be aware of their identities and culture.

Assessment:

- Students write a personal narrative essay based on instructions.

Personal Narrative Rubric

Stimulating Ideas • Focuses on a his/her culture • Presents an engaging picture of the action and people involved • Contains specific details and dialogue • Makes readers want to know what happens next	1	2	3	4	5
Logical Organization • Includes a clear beginning that pulls readers into the essay • Presents ideas in an organized manner • Uses transitions to link sentences and paragraphs • Flows smoothly from one idea to the next	1	2	3	4	5
Engaging Voice • Speaks knowledgably and/or enthusiastically • Shows that the writer is truly interested in the subject • Contains specific nouns, vivid verbs, and colorful modifiers	1	2	3	4	5
Grammar/Conventions • Sentence structure and variety • Spelling, punctuation, capitalization • Word choice and usage	1	2	3	4	5

Competency:

5. Discuss what cultural competence is and why cultural competence is significant in education.

Assessment:

- Students write an essay based on instructions. The *Rubric 2* is used for assessing students' essay.

Rubric 1

	4. Distinguished	**3. Proficient**	**2. Apprentice**	**1. Novice**
Depth of Reflection	Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples are provided, as applicable.	Response demonstrates a general reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are supported. Appropriate examples are provided, as applicable.	Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are unsupported or supported with flawed arguments. Examples, when applicable, are not provided or are irrelevant to the assignment.	Response demonstrates a lack of reflection on, or personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are missing, inappropriate, and/or unsupported. Examples, when applicable, are not provided.
Required Components	Response includes all components and meets or exceeds all requirements indicated in the instructions. Each part of the assignment is addressed thoroughly. All attachments and/or additional documents are included, as required.	Response includes all components and meets all requirements indicated in the instructions. Each part of the assignment is addressed. All attachments and/or additional documents are included, as required.	Response is missing some components and/or does not fully meet the requirements indicated in the instructions. Some parts of the assignment are not addressed. Some attachments and additional documents, if required, are missing or unsuitable for the purpose of the assignment.	Response excludes essential components and/or does not address the requirements indicated in the instructions. Many parts of the assignment are addressed minimally, inadequately, and/or not at all.
Structure	Writing is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than three spelling, grammar, or syntax errors per page of writing.	Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than five spelling, grammar, or syntax errors per page of writing.	Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner. There are more than five spelling, grammar, or syntax errors per page of writing.	Writing is unclear and disorganized. Thoughts ramble and make little sense. There are numerous spelling, grammar, or syntax errors throughout the response.

Rubric 2

	4. Distinguished	**3. Proficient**	**2. Apprentice**	**1. Novice**
Focus & Details	There is one clear, well focused topic. Main ideas are clear and are well supported by detailed and accurate information.	There is one clear, well focused topic. Main ideas are clear but are not well supported by detailed information.	There is one topic. Main ideas are somewhat clear.	The topic and main ideas are not clear.
Organization	The introduction is inviting, states the main topic, and provides an overview of the paper. Information is relevant and resented in a logical order. The conclusion is strong.	The introduction states the main topic and provides an overview of the paper. A conclusion is included.	The introduction states the main topic. A conclusion is included.	There is no clear introduction, structure, or conclusion.
Structure	Writing is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than three spelling, grammar, or syntax errors per page of writing.	Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than five spelling, grammar, or syntax errors per page of writing.	Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner. There are more than five spelling, grammar, or syntax errors per page of writing.	Writing is unclear and disorganized. Thoughts ramble and make little sense. There are numerous spelling, grammar, or syntax errors throughout the response.

Competency:

6. Examine studies showing the relationship between social issues and instructional technology to describe problems related to cultural conflicts.
7. Examine studies about the relationship between social issues and instructional technology to describe available solutions.

Assessment:

- Students write an annotated bibliography about ten articles. The *Rubric 3* is used for assessing students' annotated bibliographies.

Rubric 3. Annotated Bibliography Rubric

	4. Distinguished	**3. Proficient**	**2. Apprentice**	**1. Novice**
Source	All sources cited can be considered reliable and/or trustworthy	Most sources cited can be considered reliable and/or trustworthy	Some sources can be considered reliable and/or trustworthy	Few or no reliable and/or trustworthy sources cited.
Annotation	Annotation shows careful reading and clear understanding of source content, quality, and relevance.	Annotation shows reading and understanding of source content, quality, and relevance.	Annotation shows reading and understanding of source content, quality, and relevance, with weaknesses or omissions in no more than one or two entries.	Annotation shows superficial or no reading and understanding of source content, quality, and relevance, with weaknesses or omissions in most entries.
Bibliography	All citations are correctly cited following a standard bibliographic format.	All citations are cited following a standard bibliographic format with no more than two errors.	Citations follow a standard bibliographic format with several citation errors.	Citations follow no discernible bibliographic format or pattern of frequent citation errors

Competency:

8. Design research related to educational tools and culture
9. Evaluate the relationship social issues and instructional technology to contribute to the implementation of a digital-age education for all students, and technology-infused strategic plans.
10. Combine the results of the study and literature review into the study which contributes to the implementation of a digital-age education for all students, and technology-infused strategic plans.

Assessment:

- Students make a research project. The *Rubric 4* is used assessing students' research project.

Rubric 4. Research Project Rubric

Criteria	Expert	Proficient	Apprentice	Novice
Introduction[Introductory paragraph(s), literature review, hypotheses or propositions]	Clearly identifies and discusses research focus/purpose of research Research focus is clearly grounded in previous research/ theoretically relevant literature Significance of the research is clearly identified (how it adds to previous research) Hypotheses/ propositions are clearly articulated	Limited discussion of research focus/purpose of research Research focus is less well-grounded in previous research/ theoretically relevant literature Significance of the research is not as clearly identified (how it adds to previous research) Hypotheses/ propositions are described but not as well articulated	Minimal discussion of research focus/purpose of research Research focus is not well-grounded in previous research/ theoretically relevant literature Significance of the research is not clearly identified (how it adds to previous research) Hypotheses/ propositions are not well articulated	Little or no discussion of research focus/purpose of research Research focus not grounded in previous research/ theoretically relevant literature Significance of the research is not identified (how it adds to previous research) Hypotheses/ propositions are poorly articulated or are absent altogether
Research Methods	Provides accurate, thorough description of how the data was collected, what/how many data sources were analyzed, plan of analysis or measurement instrument, research context Reflection on social situatedness/ reflexivity and how it may influence data collection and interpretation is thorough and insightful	Description of how the data was collected, what/how many data sources were analyzed, plan of analysis or measurement instrument, research context is adequate but limited. Reflection on social situatedness/ reflexivity and how it may influence data collection and interpretation is adequate but limited	Description of how the data was collected, what/how many data sources were analyzed, plan of analysis or measurement instrument, research context is somewhat confusing/not clearly articulated. Reflection on social situatedness/ reflexivity and how it may influence data collection and interpretation is limited and lacks insight	Description of how the data was collected, what/how many data sources were analyzed, plan of analysis or measurement instrument, research context is very confusing/not articulated sufficiently. Reflection on social situatedness/ reflexivity and how it may influence data collection and interpretation is severely

				limited, lacks insight, or is absent altogether
Results	Results are clearly explained in a comprehensive level of detail and are well-organized Tables/figures clearly and concisely convey the data. Statistical analyses (if used) are appropriate tests and are accurately interpreted.	Results are explained but not as clearly, level of detail is not as sufficient, and there are some organizational issues Tables/figures are not as clear/concise in conveying the data. Statistical analyses (if used) are appropriate tests but are not accurately interpreted.	Results are not very clearly explained, level of detail is insufficient, and there are more organizational issues Tables/figures are not clear/concise in conveying the data. Statistical analyses (if used) are inappropriate tests and/or are not accurately interpreted.	Results are not clearly explained, level of detail is severely insufficient, and there are serious organizational issues Tables/figures are not clear/concise in conveying the data. Statistical analyses (if used) are inappropriate tests and/or are not accurately interpreted.
Conclusions	Interpretations/ analysis of results are thoughtful and insightful, are clearly informed by the study's results, and thoroughly address how they supported, refuted, and/or informed the hypotheses/ propositions Insightful discussion of how the study relates to and/or enhances the present scholarship in this area Suggestions for further research in this area are insightful and thoughtful	Interpretations/ analysis of results are sufficient but somewhat lacking in thoughtfulness and insight, are not as clearly informed by the study's results, and do not as thoroughly address how they supported, refuted, and/or informed the hypotheses/ proposition Discussion of how the study relates to and/or enhances the present scholarship in this area is adequate.	Interpretations/ analysis of results lacking in thoughtfulness and insight, are not clearly informed by the study's results, and do not adequately address how they supported, refuted, and/or informed the hypotheses/ propositions Discussion of how the study relates to and/or enhances the present scholarship in this area is limited. Suggestions for further research in this area are very limited.	Interpretations/ analysis of results severely lacking in thoughtful ness and insight, are not informed by the study's results, and do not address how they supported, refuted, and/or informed the hypotheses/ propositions Discussion of how the study relates to and/or enhances the present scholarship in this area is severely limited and/or absent altogether. Suggestions for further research in this area are

		Suggestions for further research in this area are adequate.		severely limited and/or absent altogether.
Documentation of Sources, Quality of Sources	Cites all data obtained from other sources. APA citation style is accurately used in both text and bibliography. Sources are all scholarly and clearly relate to the research focus.	Cites most data obtained from other sources. APA citation style is used in both text and bibliography. Sources are primarily scholarly and relate to the research focus.	Cites some data obtained from other sources. Citation style is either inconsistent or incorrect. Sources are not primarily scholarly and relate to the research focus but somewhat tangentially.	Does not cite sources. Sources are disproportionately non-scholarly and do not clearly relate to the research focus.
Spelling & Grammar	No spelling & grammar mistakes	Minimal spelling & grammar mistakes	Noticeable spelling and grammar mistakes	Excessive spelling and/or grammar mistakes
Manuscript Format	Title page has proper APA formatting Used correct headings & subheadings consistently	Title page approximates APA formatting. Used correct headings & subheadings almost consistently	Title page deviates a bit more from APA. Used formatting Headings & subheadings less consistent	Title page completely deviates from APA formatting Headings and subheadings completely deviate from suggested formatting or are absent altogether

Standard 5. Digital citizenship

a. Model and promote strategies for achieving equitable access to digital tools and resources and technology-related best practices for all students and teachers

b. Model and facilitate safe, healthy, legal, and ethical uses of digital information and technologies

c. Model and promote diversity, cultural understanding, and global awareness by using digital age communication and collaboration tools to interact locally and globally with students, peers, parents, and the larger community

Competency:

11. Analyze several studies for understanding which issues prevent equitable access to educational technologies for all students and teachers.

Assessment:

- Students write an annotated bibliography about ten articles. The *Rubric 3* is used for assessing students' annotated bibliographies.

Competency:

12. Describe issues preventing access to educational technologies for all students and teachers.
13. Describe several strategies suggested by other researchers to achieve equitable access educational technologies for all students and teachers.
14. Evaluate solutions suggested by other researchers to achieve equitable access to educational technologies for all students and teachers.

Assessment

15. Students a reflective essay about articles whose annotated bibliographies were written. *Rubric 1* is used to assess students' essays.

Competency:

16. Make suggestions to promote strategies to achieve equitable access educational technologies for all students and teachers.

Assessment

- Students prepare a presentation to share available strategies, and their thoughts about strategies and their strategies with their classmates. Rubric 5 is used to assess students' presentations.

Rubric 5. Presentation Rubric

Category	Scoring Criteria	Total Points	Score
Organization (15 points)	The type of presentation is appropriate for the topic and audience.	5	
	Information is presented in a logical sequence.	5	
	Presentation appropriately cites requisite number of references.	5	
Content (45 points)	Introduction is attention-getting, lays out the problem well, and establishes a framework for the rest of the presentation.	5	
	Technical terms are well-defined in language appropriate for the target audience.	5	
	Presentation contains accurate information.	10	
	Material included is relevant to the overall message/purpose.	10	
	Appropriate amount of material is prepared, and points made reflect well their relative importance.	10	
	There is an obvious conclusion summarizing the presentation.	5	
Presentation (40 points)	Speaker maintains good eye contact with the audience and is appropriately animated (e.g., gestures, moving around, etc.).	5	
	Speaker uses a clear, audible voice.	5	
	Delivery is poised, controlled, and smooth.	5	
	Good language skills and pronunciation are used.	5	
	Visual aids are well prepared, informative, effective, and not distracting.	5	
	Length of presentation is within the assigned time limits.	5	
	Information was well communicated.	10	
Score	**Total Points**	**100**	

Competency:

17. Describe what safe, healthy, legal and ethical uses of digital information and technologies are.
18. Describe how to facilitate safe, healthy, legal, and ethical uses of digital information and technologies.

Assessment

- Students write a reflective essay based on articles about safe, healthy, legal and ethical uses of digital information and technologies. *Rubric 1* is used to assess students' essays.
- Students prepare critical questions about articles. They contribute to discussion with critical questions in the class.

Competency:

19. Explain which issues prevent safe, healthy, legal, and ethical uses of digital information and technologies
20. Explain what can do to minimize issues preventing safe, healthy, legal, and ethical uses of digital information and technologies**.**

Assessment

- Students write a reflective essay based on selected articles about safe, healthy, legal and ethical uses of digital information and technologies. *Rubric 1* is used to assess students' essays.

Competency:

21. Evaluate digital-age communication and collaboration tools in terms of diversity to model effective digital-age communication and collaboration tools.(c)

Assessment

- Students select an educational tool and examine the tool in terms of diversity, and then they write a reflective essay about the tool. *Rubric 1* is used to assess students' essays.

Competency:

22. Describe several strategies suggested by other researchers to model and promote diversity, cultural understanding, and global awareness.
23. Evaluate solutions suggested by other researchers to model and promote diversity, cultural understanding, and global awareness.

Assessment

- Students write a reflective essay based on selected articles. *Rubric 1* is used to assess students' essays.

Competency:

24. Advise some methods to design digital-age communication and collaboration tools promoting diversity, cultural understanding, and global awareness.

25. Design digital-age communication and collaboration tools promoting diversity, cultural understanding, and global awareness.

Assessment

- Students make a presentation showing their advice about methods and their design project. Rubric 5 is used to assess the presentation.
- Students write a report about the design project. Rubric 6 is used to assess the report.

Rubric 6. Rubric for Written Report

Task Description: Students design a website or communication and collaboration tool which promotes diversity, cultural understanding, and global awareness.					
Criteria	weight	Exemplary 4 Yes	Accomplished 3 Yes, but	Developing 2 No, but	Beginning 1 No
Topic	10%	☐ Directly relevant	☐ Somewhat relevant	☐ Remotely related	☐ Totally unrelated
Organization	10%	☐ Good organization; points are logically ordered; sharp sense of beginning and end	☐ Organized; points are somewhat jumpy; sense of beginning and ending	☐ Some organization; points jump around; beginning and ending are unclear	☐ Poorly organized; no logical progression; beginning and ending are vague
Quality of Information	45%	☐ Supporting details specific to subject	☐ Some details are non-supporting to the subject	☐ Details are somewhat sketchy. Do not support topic	☐ Unable to find specific details
Grammar, Usage, Mechanics, Spelling	25%	☐ No errors	☐ Only one or two errors	☐ More than two errors	☐ Numerous errors distract from understanding
Neatness	10%	☐ Typed; clean; neatly bound in a report cover; illustrations provided	☐ Legible writing, well-formed characters; clean and neatly bound in a report cover	☐ Legible writing, some ill-formed letters, print too small or too large; papers stapled together	☐ Illegible writing; loose pages

Assignment Score _____

References

1. Report Rubric retrieved and revised form cte.sfasu.edu/wp-content/uploads/2012/01/Written-Report.doc
2. Research project rubric retrieved from http://www.cornellcollege.edu/LIBRARY/faculty/focusing-on-assignments/tools-for-assessment/original-research-project-rubric.shtml
3. Annotated bibliography rubric retrieved and revised from http://ctl.oregonstate.edu/sites/ctl.oregonstate.edu/files/annotated_bibliography_rubric.pdf https://cte.ku.edu/sites/cte.drupal.ku.edu/files/docs/portfolios/glover/annotatedbib_rubric.pdf
4. Essay rubric was retrieved and revised from http://wid.ndia.org/about/Documents/WID_EssayRubric.pdf
5. Personal narrative rubric was retrieved from http://www.wadsworthstem.com/ourpages/auto/2014/11/3/68352220/Personal%20Narrative%20Rubric.doc
6. Reflection essay rubric was retrieved and revised from https://www.utc.edu/nursing/pdfs/classes/rubric-reflections.pdf