UTEACH – LIBERAL ARTS

UTL101- Intro to Teaching Profession

General Course Syllabus —Fall 2016

Instructor: Kris Martin  Class: Wednesday, 1:00-2:00 PM, GAR 2.128 Unique #46655
Office: Bellmont Hall 224  Office Hours: Tuesday, 10:00 AM-noon or by appointment
Email: krismartin@austin.utexas.edu  Office Phone: (512) 232-4318

Prerequisite

2.5 grade point average

Course Description

UTL 101 involves one seminar hour per week with a University faculty member, as well as field placement in an elementary school for a minimum ten hours during the semester, under the supervision of a cooperating teacher. An on-campus seminar complements field experience. Seminar topics include basic classroom management, lesson design, assessment, technology, diversity, and special student populations.

Course Objectives

Course objectives reflect the state standards established for teacher preparation programs. Standards addressed by students in UTeach-101 will include:

- Instructional planning and delivery which is both engaging and standards-based
- Different types of assessment
- Introduction to types of student learning
- Identification of diverse student populations
- Development of a safe, respectful and positive learning environment
- Basic classroom management techniques
- The use of reflection to improve over time
- Professional practices and responsibilities as well as legal and ethical requirements of the profession
- Technology used as a tool for communication, collaboration and instruction

Texas Approved Educator Standards

- Texas Teaching Standards Adopted in Chapter 149
- Pedagogy and Professional Responsibilities Standards (EC-Grade 12)
- Technology Applications (All Beginning Teachers)

http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/

Field Experience Expectations

10 hours: You are responsible for a total of ten hours of participatory visits to an Austin area elementary school campus. Ideally you will complete one hour of your assignment each week for ten successive weeks. Included in these ten hours are the design and delivery of three lessons. Normally the lessons will be less than an hour in length but the time on campus should be an entire hour. You will work observe, interact with the class or do other tasks that your CT requests during the additional time.
**Field Experience Attendance Policy**

- Any absence from field experience must be made-up to successfully complete the course.
- Obtain the signature of your cooperating teacher on the observation and lesson verification form each time you observe or teach a lesson.
- IF AN EMERGENCY ARISES, CAUSING YOU TO MISS YOUR SCHEDULED FIELD EXPERIENCE, NOTIFY YOUR COOPERATING TEACHER AND YOUR INSTRUCTOR IMMEDIATELY. TRANSPORTATION PROBLEMS ARE NOT CONSIDERED A VALID EXCUSE. *Be sure to reschedule and complete the missed lesson or observation (preferably within a week).*
- For security reasons, know the check-in procedures for your assigned school.
- Professional behavior is a must! Be on time, be prepared and dress appropriately and professionally when going to schools.

**Field Experience Observations**

Within your ten hours of field observations, you will be given specific guidelines for 4 written observations. Directions for these observations will be provided on Canvas as well as a schedule for due dates.

**Field Experience Lesson Plans**

Within your ten hours of field experience observations, UTeach-101 students will design and deliver three lessons. A completed lesson consists of three parts:

1. Forty-eight hours prior to instruction:
   - Upload to Canvas a completed lesson plan with all supporting details and documents.
   - Email to your CT a copy of your lesson plan with all supporting documents.
   - Failure to complete the above steps may result not being allowed to teach that lesson as planned.

2. Within forty-eight hours after instruction:
   - Upload to Canvas a reflection of your performance of the lesson delivery.
   - Directions for lesson reflection are found on Canvas.

3. The campus class following the instruction of your lesson:
   - Hand-deliver the lesson evaluation form completed by your CT to your instructor.

**Cooperating Teacher (CT)**

The cooperating teacher will offer feedback and suggestions that will help improve the teaching abilities of the UT-LA 101 student.

- The CT will submit a written evaluation after the completion of each lesson taught by the UT-LA students.
- The CT will submit a midterm and final evaluation of your progress to your instructor via email. A copy will be made available to you by your instructor.

**Individual Growth Plan**

Please note that inadequate performance or professionalism during your field experience may result in the development of an Individual Growth Plan (IGP). The purpose of an IGP is to clearly identify any aspect of your performance that is unacceptable and to establish goals and target dates for improved performance. Failure to achieve the goals of an IGP could result in termination of the course. Your final grade will reflect the entire semester’s work, including any pre-IGP performance.
Campus Class Attendance Policy

- Regular attendance is important for success. After the first absence from the class, 5 points will be deducted from the final grade for each additional absence.
- Emergencies: If you are unable to attend your class or have any problems, notify your instructor by email as soon as possible. Transportation problems are not considered a valid excuse for missing a class.

Campus Class Expectations

- Participate actively and positively in class discussions and activities.
- Turn in assignments on time. Late assignments will have a 10-point deduction after 24 hours. After 48 hours the grade will be a zero.
- Technology: UTL101 requires demonstration of basic computer literacy skills and students should have access to technology during each class. You are encouraged to bring your laptops to class.

Grading Policy

UTL-101 follows the University’s plus/minus grading scale to record final grades for this course. [http://liberalarts.utexas.edu/english/_files/pdf/faculty-resources/plus-minus_guidelines.pdf](http://liberalarts.utexas.edu/english/_files/pdf/faculty-resources/plus-minus_guidelines.pdf)

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>94-100</td>
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<tr>
<td>A-</td>
<td>90-93</td>
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<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>84-86</td>
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<tr>
<td>B-</td>
<td>80-83</td>
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Grading System

<table>
<thead>
<tr>
<th>Field Experience</th>
<th>50%</th>
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<tbody>
<tr>
<td>Class</td>
<td>40%</td>
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<tr>
<td>Portfolio</td>
<td>10%</td>
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<tr>
<td>Total</td>
<td>100%</td>
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Field Experience:
(Assessment, Communication, Cooperation, Lessons, Evaluations and Observations)

Class:
(Assessment, Participation, Assessments, Lesson Plans, Lesson Reflections, Observation Write-ups)

Portfolio:
(A full documentation of your UTeach-LA 101 experience with self-assessment)

Language Support Review Committee

If a UT-LA student has difficulty with the spoken or written language, it is our program’s responsibility to identify them and provide support. Students will be identified in UTL-101 by written and oral evaluation. The results of this evaluation will be submitted to a Language Support Review Committee and a support plan will be developed for the student.

Performance Standards Committee

UT-LA students who earn a letter grade of “B–” or below in UTL 101 are automatically suspended from the program and need to reapply to continue. The performance Standards Committee Chair will notify students within seven calendar days of the grade posting.

THE UNIVERSITY OF TEXAS NOTIFICATIONS

University Electronic Mail Notification Policy
(Use of E-mail for Official Correspondence to Students)

All students should be familiar with the University’s official e-mail student notification policy. It is the student’s responsibility to keep the University informed as to changes in her or his e-mail address. Students are expected to check e-mail on a frequent and regular basis in order to stay current with University-related communications, recognizing that certain communications may be time-critical. It is recommended that e-mail be checked daily, but
at a minimum, twice per week. The complete text of this policy and instructions for updating your e-mail address are available at http://www.utexas.edu/its/policies/emailnotify.html. In this course, e-mail will be used as a means of communication with students. You will be responsible for checking your e-mail regularly for class work and announcements.

**Core Values and Policy on Scholastic Honesty:**
The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity and responsibility. Each member of the University is expected to uphold these values through integrity, honesty, trust, fairness, and respect towards peers and community. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Refer to the Student Judicial Services website at http://deanofstudents.utexas.edu/sjs/scholdis.php to access official University policies and procedures. Link to University Honor Code: http://catalog.utexas.edu/general-information/the-university/#universitycodeofconduct.

**Accommodations for Students:**
Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, 512-471-6259, http://diversity.utexas.edu/disability/

**Religious Holidays**
Religious holy days sometimes conflict with class and examination schedules. Sections 51.911 and 51.925 of the Texas Education Code address absences by students and instructors for observance of religious holy days.

Section 51.911 states that a student shall be excused from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence. University policy requires students to notify each of their instructors as far in advance of the absence as possible so that arrangements can be made.

**Emergency Evacuation Policy**
The following recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, http://www.utexas.edu/safety/

- Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.
- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
- Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.
- In the event of an evacuation, follow the instruction of faculty or class instructors.
- Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
- Link to information regarding emergency evacuation routes and emergency procedures can be found at: www.utexas.edu/emergency.
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<tr>
<th>S-#</th>
<th>DATE</th>
<th>THEME</th>
<th>ASSIGNMENT</th>
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</table>
| 1   | 8/24 | **Focus- Overview of UTL-101**          | Assignment- Professional Development/Essay- Intelligence, Learning Styles, Creativity and Education (Directions on Canvas)  
Due uploaded to Canvas by midnight Sunday, August 28.  
Assignment- Mandatory Orientation for all 101 students:  
*Date and time announced in class.* |
|     |      | **Objective-** The student will be able to explain the expectations and guidelines of the UTL101 course. | Educator Standards- Standard VI  
PPR- Standards III, IV |
|     |      | **Syllabus Review**                     |                                                                            |
|     |      | **Placement Info Sheet**                |                                                                            |
|     |      | **Introductory Activity- Writing Prompt** |                                                                            |
| 2   | 8/31 | **Focus- How do students learn?**       | Assignment- “WEB Activity 1: Subject Area TEKS”  
Directions on Canvas.  
Due uploaded to Canvas by midnight Sunday, Sept 4.  
*Bring hard copy or have digital access to your work for Class 3*  
Assignment- YOU MUST FORWARD TO ME, the email confirmation you receive from your assigned district stating that you have completed your criminal background check.  
THIS IS DUE NOT LATER THAN FRIDAY, AUGUST 2, AT NOON.  
Failure to meet this deadline may result in a delay with the start of your classroom observations.  
Assignment- Send introductory email to your CT.  
*Copy me!*  
Directions on Canvas  
*Due by midnight, August 2, 2016.*  
Assignment- Mandatory Orientation for all 101 students:  
*Date and time announced in class.* |
|     |      | **Objective-** In groups, students will discuss theories of multiple intelligence, metacognition and learning styles in order to determine which practices are most applicable in the classroom and to lesson design. Using this information, students will address deficiencies in an actual lesson plan and suggest improvements to that lesson plan. | Educator Standards- Standard I, II  
PPR- Standard I, III |
|     |      | **Discussion Activity- Learning Styles, Multiple Intelligences and Creativity** |                                                                            |
|     |      | **Metacognition**                       |                                                                            |
|     |      | **The Bad Lesson**                      |                                                                            |
|     |      | **Internship Placements**               |                                                                            |
|     |      | **Criminal Background Check**           |                                                                            |
| 3   | 9/7  | **Focus- What do you teach?**           | Assignment- Once you receive an email from Soo Aldridge, you may start your observations. When you receive your email from Soo, go to Canvas and look at the directions for “2nd CT Email”.  
**You MUST CC me on EVERY email you send to your CT or receive from your CT.”  
Assignment- “Web Activity 2: Your School”  
Directions on Canvas.  
*Due uploaded to Canvas by midnight Sunday, Sept 11, 2016.* |
|     |      | **Objective-** After participation in a group discussion and an interactive presentation, students will be able to identify the three components making up the structure of the TEKS. Students will then apply that information by correctly identifying TEKS that correlate with lesson plans. | Educator Standards- Standard I, VI  
PPR – Standard I |
<p>|     |      | <strong>Standards/TEKS</strong>                      |                                                                            |
|     |      | <strong>Professionalism-</strong> Dress Code          |                                                                            |</p>
<table>
<thead>
<tr>
<th>4</th>
<th>9/14</th>
<th>Focus- How do I manage a classroom?</th>
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<tbody>
<tr>
<td>Objective- After a presentation and class discussion about classroom management, you will be able to demonstrate two of the most effective behavior management techniques for the elementary classroom.</td>
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<td>• Create a positive, productive classroom with an environment of respect.</td>
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<tr>
<td>Educator Standards- Standard IV PPR- Standard II</td>
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<td>All first Campus visits must be done by Monday, Sept. 19</td>
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<tr>
<td>Assignment- Second CT email (if you still have not done this from last week.)</td>
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<tr>
<td>Directions on Canvas</td>
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<td>Due midnight Sept. 16, 2016</td>
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<tr>
<td>Assignment- “Directed Observation 1”</td>
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<td>Directions on Canvas assignment page.</td>
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<tr>
<td>Assignment due 48 hours after your scheduled classroom observation.</td>
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<tr>
<td>Assignment- “Directed Observation 2” Available on Canvas</td>
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<td>Directions on Canvas assignment page.</td>
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<tr>
<td>Assignment due 48 hours after your scheduled classroom observation.</td>
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<tr>
<th>5</th>
<th>9/21</th>
<th>Focus- How do I write a lesson plan? (Part 1 - The three-part performance objective)</th>
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<tbody>
<tr>
<td>Objective- After participating in an interactive discussion and learning the ACC model for writing a three-part performance objective, students practice writing at least two performance objectives as well as stated objectives that reflect TEKS from their content area.</td>
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<td>• The written three-part performance objective and stated objective</td>
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<td>Educator Standards- Standard I PPR- Standard III</td>
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<td>Assignment- “Directed Observation 1”</td>
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<td>Directions on Canvas assignment page.</td>
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<tr>
<td>Assignment due 48 hours after your scheduled classroom observation.</td>
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<tr>
<td>Assignment- “Directed Observation 2” Available on Canvas</td>
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<tr>
<td>Directions on Canvas assignment page.</td>
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<tr>
<td>Assignment due 48 hours after your scheduled classroom observation.</td>
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<tr>
<td>Assignment- Gagne’s Nine Steps of Instruction- Directions are on Canvas.</td>
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<td>BRING COMPLETED DOCUMENT WITH YOU TO CLASS ON Sept. 28, or have digital access to your document.</td>
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<tr>
<th>6</th>
<th>9/28</th>
<th>Focus- How do I write a lesson plan? (Part 2-“Gain Attention” Gagne’s Nine Events of Instruction)</th>
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<tbody>
<tr>
<td>Objective- After an interactive presentation and demonstration on the importance of engaging students at the start of a lesson, students will develop two specific engagement activities for assigned lessons.</td>
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<td>Educator Standards- Standard I PPR- Standard III</td>
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<tr>
<td>Assignment- “Directed Observation 1”</td>
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<tr>
<td>Directions on Canvas assignment page.</td>
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<tr>
<td>Assignment due 48 hours after your scheduled classroom observation.</td>
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<tr>
<td>Assignment- “Directed Observation 2” Available on Canvas</td>
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<tr>
<td>Directions on Canvas assignment page.</td>
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<tr>
<td>Assignment due 48 hours after your scheduled classroom observation.</td>
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<tr>
<td>Assignment- “Directed Observation 3”</td>
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<td>Directions on Canvas assignment page.</td>
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<tr>
<td>Due 48 hours after your classroom visit</td>
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<tr>
<td>Date</td>
<td>Focus</td>
<td>Objective</td>
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| 10/5  | Focus- How to write a lesson plan? (Part 3 - Gagne's Nine Events of Instruction)  
Objective- Through definitions and examples students will identify each of the 9 events in Gagne’s Model of Instruction.
- One way- Gagne’s Model of Instructional Design (9 Events)  
Educator Standards- Standard I  
PPR- Standard III | Assignment- Contact your CT via email and ask for help With the selection of a topic for Lesson 1*. Bring your topic with you to class next week.  
Directions for CT email on Canvas  
Assignment due in class on October 12, 2016. | Announcement- You should be finishing with Observations 1-3. Observation 4 will be given at a later date in the semester. |
| 10/12 | Focus- How do I write a lesson plan? (Part 4 - Gagne’s Nine Events of Instruction)  
Objective- Using the Gagne’s Nine Events of Instruction as a template, students will develop a lesson plan based on a topic and TEKS suggested by their CT.  
Educator Standards- Standard I  
PPR- Standard III | Assignment- Complete your Lesson Plan 1 and confirm your first teaching date with your CT.  
Remember that a completed lesson contains the following:  
1. Forty-eight hours prior to instruction:  
   - Upload to Canvas a completed lesson plan with all supporting details and documents.  
   - Email to your CT a copy of your lesson plan with all supporting documents.  
   - Failure to complete the above steps may result not being allowed to teach that lesson as planned.  
2. Within forty-eight hours after instruction:  
   - Upload to Canvas a reflection of your performance of the lesson delivery.  
   - Directions for lesson reflection are found on Canvas.  
3. The campus class following the instruction of your lesson:  
   - Hand-deliver the lesson evaluation form completed by your CT to your instructor. | Announcement- You should be finished with Observations 1-3. Observation 4 will be given at a later date in the semester. |
| 10/19 | Focus- How do I know that they have learned? (Assessments)  
Objective- After reviewing the different types of assessment as a class, students will, in grade level groups, create examples of formative, summative, traditional and performance based assessments based on the children’s book, Giraffes Can't Dance.  
- Formative and Summative Assessments  
- Performance Based Assessments  
Educator Standards- Standard V  
PPR- Standard I | Assignment- Lesson Plans 2 and 3  
Topics will vary by student.  
Due dates will vary per student and CT schedule.  
Assignment- Technology Search and Share  
Directions on Canvas  
Assignment due uploaded to Canvas by midnight, October 23, 2016.  
Assignment- Directed Observation 4 is available on Canvas  
Directions on Canvas  
Due Date is 48 hours after the observation.  
(Note that Observation 4 can be completed at any time, however since it involves an interview with your CT you should NOT wait until the last minute.) |
| 10 | 10/26 | **Focus**- How can I use technology in the classroom?  
**Objective**- After discussing as a class two types of technology integration in the classroom, students will, in subject cohorts, identify two technology sources that could be either incorporated into a lesson or used as reference when planning a lesson for the classroom.  
- The Blended and Flipped Classroom  
- Technology Search and Share  
Educator Standards- Standards I, VI  
PPR- Standard III  
Technology Standards- |
|---|---|---|
| 10 | 10/26 | **Assignment**- Lesson Plans 2 and 3  
Topics will vary by student.  
Due dates will vary per student and CT schedule  
**Assignment**- Directed Observation 4 is available on Canvas  
Directions on Canvas  
*Due Date is 48 hours after the observation.*  
(Note that Observation 4 can be completed at any time, however since it involves an interview with your CT you should NOT wait until the last minute.)  
**Assignment**- Final Portfolio instructions are available on Canvas  
Directions on Canvas  
Final Portfolio is due by midnight Sunday, December 4, 2016. |
| 11 | 11/2 | **Focus**- How do I manage a classroom? (Looking forward)  
**Classroom Management Part 2**  
**Objective**- The student will be able to actively participate in a roundtable discussion to produce at least 3 examples of positive classroom management that they have used during the teaching of their lessons.  
- Build Relationships  
- Yes! It all still works in Middle School!  
Educator Standards- Standard IV  
PPR- Standard II |
| 11 | 11/2 | **Assignment**- Lesson Plans 2 and 3  
Topics will vary by student.  
Due dates will vary per student and CT schedule  
**Assignment**- Directed Observation 4 is available on Canvas  
Directions on Canvas  
*Due Date is 48 hours after the observation.*  
(Note that Observation 4 can be completed at any time, however since it involves an interview with your CT you should NOT wait until the last minute.)  
**Assignment**- Final Portfolio instructions are available on Canvas  
Directions on Canvas  
Final Portfolio is due by midnight Sunday, December 4, 2016. |
| 12 | 11/9 | **Focus**- What groups of students will I teach? (Special Populations)  
**Objective**- After a presentation identifying special student populations, the student will be able to discuss the importance of differentiation in the classroom with a partner and identify at least two ways that inclusion benefits both students and the school community.  
- Definitions, SpEd, 504, GT, ESL, Accommodations, Inclusion, Differentiation  
Educator Standards- Standard- II  
PPR Standard- I |
| 12 | 11/9 | **Assignment**- Prepare your portfolio.  
**Assignment**- Complete any final lessons or observations.  
**Assignment**- Bring to class #13 the the lesson you created that was the most difficult to implement. Bring a hard copy of your lesson or have digital access to your lesson. |
| 13 | 11/16 | Focus- Why is my team important? (Professional reflection, communication and collaboration)  
Objective- After an interactive presentation describing some of the professional responsibilities of educators, students will participate in a simulation PLC to discuss, reflect on and improve one lesson they have developed this semester.  
▪ PLC and Teams  
▪ Reflection and Growth  
▪ Professional communication  
Educator Standards- Standard VI  
PPR- Standard IV | Assignment- Prepare your portfolio.  
Due Friday, Dec. 7, 2016 by noon.  
Assignment- Complete any final lessons or observations. |
|---|---|---|
| 14 | 11/30 | Focus- Looking back and moving forward. Do I want to be a teacher?  
Objective- After a brief discussion about the merits and challenges of the teaching profession the student will be given the opportunity to evaluate the instructor, UTL-101 course and their cooperating teacher.  
▪ Final Discussion  
▪ Evaluation | Assignment- Prepare portfolio and self-assessment.  
Due Friday, Dec. 7, 2016 by noon.  
Make-up lesson/observation, if needed. |
| Friday | 12/2 | Final Portfolio Submission  
Digital Portfolio and self-assessment uploaded to Canvas by noon. | Early submissions happily accepted.  
Be sure to self-assess your work.  
Upload the portfolio AND the self-assessment as a pdf. |

**Remember:** You are allowed **one absence** (excused or unexcused) in class. After the first absence, **five points will be deducted for each additional absence.** No absences are allowed in field experience. In case of an emergency, notify your cooperating teacher, e-mail me, and reschedule as soon as possible.


"Nine Events of Instruction." The SAGE Encyclopedia of Educational Technology (n.d.): n. pag. Northern Illinois University, Faculty Development and Instructional Design Center. Web. /latest_citation_text


