



Midwest Teachers Institute
Teachers Helping Teachers



**Calumet College
of St. Joseph**

MTI 599 VC DC: Virtual Reality Field Trip Course - Washington D.C.



WASHINGTON D.C. VIRTUAL REALITY COURSE FOR CALUMET COLLEGE OF ST JOSEPH

Instructor Information:	
Course Advisor	Melanie Pizzino
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Course Background:	We at MTI know these are very trying times. We want to offer a course that a teacher can take from the safety of their home but get to learn from and experience something new. These virtual experiences in our state will lead to future learning experiences for students whether they are learning at home or at school.

Course Information

<p>Course Format (distance learning, online, hybrid, webinar, experiential onsite courses):</p>	<p>VR- Virtual Reality involves going online and virtually taking a tour of a variety of museums, zoos and historical places and then completing the assignments in this syllabi.</p> <p>Please see rubrics below for assessment and grading criteria. The MTI instructor will evaluate, grade, and process your final work within 7-10 business days of receiving it. Grades will be posted within 14 days and a grade report via email will be sent to the student. Directions on how to order an official transcript are available by going to www.midwestteachersinstitute.org and clicking on transcripts.</p> <p>The coursework for the VR course allows you to work at your own pace as your schedule permits. All coursework is due within one year of the registration date. If you need more time due to unforeseen circumstances, please contact MTI at the address provided above to request an extension.</p>
<p>Who Are These Courses Designed For?</p>	<p>All MTI courses are designed for educators who have a minimum of a bachelor's degree and professional educator license. They are a way to gain skills and experience without another Master's Degree. Each course is for 3 graduate semester hours/credits. Always check with your district office to ensure the credit will be accepted from our partners.</p>
<p>How Do I Turn in Work?</p>	<p>Once you have completed your assessments, email your instructor at mjpizzino@gmail.com for grading.</p>
<p>Course Standards</p>	<p>All MTI courses are written by educators who have a minimum of a Master's Degree, have experience in the area of expertise, and are written using the InTASC Model Core Teaching Standards. Each learning outcome is linked to these standards.</p>
<p>Possible Virtual Reality Sites, But You Can Choose Any 4 You Like</p>	<p>Wondering where I can get virtual sites or places that would qualify for this course?</p> <p>United States Capital https://capitol.gov/</p> <p>National Air and Space Museum https://airandspace.si.edu/</p> <p>United States Holocaust Memorial Museum https://www.ushmm.org/</p> <p>National Museum of Natural History https://naturalhistory.si.edu/</p> <p>You can find many other options here: https://washington.org/dctogether/virtual-dc-museums</p>

Prerequisites	All MTI courses are designed for educators who have a minimum of a bachelor’s degree and professional educator license. Prior to beginning the course, check with your district office to ensure that credit will be accepted for salary increase and professional development.
Formatting Requirements	<p>All assignments should be included in the same document. Please do not submit separate documents for each portion of the course. The first page of your submission should include the following information:</p> <ul style="list-style-type: none"> ● Name ● Home address ● Email address ● School district name, address ● Date of submission <p>All following assignments must be submitted in the same order as they appear on the syllabus. Please name your document with your course number and full name (ex. 500JohnSmith). You may submit a Microsoft Word document or a Google document (if using Google, please make sure to allow the grader to comment on the assignments). Any missing assignment will be treated as a zero.</p>
<p>Course Description: The purpose of this class is to provide educators with a variety of educational, practical, cultural or historical experiences outside of their regular classroom while at home during this unprecedented time. This is an opportunity to gain valuable experiences while students are learning at home. You can apply what you learn to your students to enhance their learning of a subject, unit or lesson plan. More than ever, our students are visual learners who need to see what we are talking about to reinforce our classroom instruction. <i>This Virtual Reality Field Trip Course</i> is designed to help teachers understand how these sites can be beneficial to our students and support teacher instruction while learning at home or school all while earning 3 nationally accredited graduate credits.</p>	
<p>Learning Outcomes/Competencies: At the completion of this course, the learner will be able to:</p> <ul style="list-style-type: none"> ● Assess the connection between the site locations and content learning standards. InTASC 3,7 ● Estimate the impact of learning from experiential learning opportunities based on each site location. InTASC 3,8 ● Construct a lesson plan that focuses on connecting standards to activities that incorporate higher level thinking skills. InTASC 4,5 ● Justify the inclusion of these sites/locations/places into the current curriculum to the appropriate audience. InTASC 3,7,10 	
<p>Learning Strategies: Personal exploration and individual assignments (produce a lesson plan, site reflections and evaluation presentation).</p>	
<p>Experiential Learning Opportunities: Teachers will be reflecting on the assessments and tools</p>	

that they develop/learn about while completing the assignments. Immersing themselves in the learning environment designed for experiential learning, and measuring/estimating the intended impact on student learning in the classroom. Teachers will learn by doing/visiting and completing a variety of activities throughout the course.

Assessments		Approximate contact hours for each assessment
Sites Attended in Virtual Reality- Must view 4	Required	15 hours
Site Reflections- @ 90 points	90 points	10 hours
Lesson Plan-Application Assignment- 1 @ 105 points	105 points	10 hours
Final Evaluation Essay- 1 @ 100 points	100 points	10 hours
Total Points Possible	295 points	45 hours

Grading Scale: A (90-100%); B (80-89%)

****Anything below a B will not receive graduate credit and result in a failing grade of F.***

If you do not receive a B or higher, your work will be returned to you for further correction and completion. You will be allowed one (1) re-submit to your instructor to achieve a grade of B or higher. If after your re-submit, you still do not achieve a B or higher you will receive a failing grade of F and therefore forfeit the 3 graduate credits.

Virtual Site Reflection Rubric- 2 summaries @ 45 points each				
Category	Superior (30-27 pts)	Sufficient (26-23 pts)	Minimal (22-19 pts)	Below Standard (18 pts)
Supporting Evidence in Practice ___/30	Responses show strong evidence of ideas and insights from this course and how they are applied to the classroom.	Responses show evidence of ideas and insights from this course and how they are applied to the classroom.	Responses show some evidence of ideas and insights from this course and how they are applied to the classroom.	Responses show little evidence of ideas and insights from the site and there is little evidence they are applied to the classroom.
Accuracy ___/30	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.	Many of the supporting facts and statistics are inaccurately represented.
Grammar and Spelling ___/30	Responses include 0-1 mistakes in grammar or spelling.	Responses include a few grammar and spelling mistakes.	Responses include several grammar and spelling mistakes.	Responses include numerous grammar and spelling mistakes.

Lesson Plan Rubric- 105 points

Category	Superior (15-13 pts)	Sufficient (12-10 pts)	Minimal (9-7 pts)	Below Standard (6 pts)
Objectives ___/15	Each objective is stated in terms of student behavior; identifies the learning that will occur, and is measurable and observable. At least 1 objective addresses higher order thinking skills.	Each objective is stated in terms of student behavior; identifies the learning that will occur, and is measurable and observable.	Some objectives are stated in terms of student behavior. Some are clear and some are not.	Objectives are written in terms of teacher behavior. They are imprecise and unclear.
Curriculum and Standards ___/15	The lesson plan provides clear and significant connections between the local curriculum and/or state standards. The target audience is clearly defined.	The lesson plan provides clear connections between the local curriculum and/or state standards. The target audience is defined.	The lesson plan provides some connection between the local curriculum and/or state standards.	There is no connection between the lesson plan and local curriculum or state standards.
Pre-Activities ___/15	Pre-activities are relevant to the objective and are motivating, allowing students to bridge the gap between old and new learning.	Pre-activities are relevant to the objective, but are not motivating and do not allow students to bridge the gap between old and new learning.	Pre-activities are disconnected from the objective and distract the students from learning.	No pre-activities are present.
Activities During the Trip ___/15	All activities are aligned with the objective, build upon each other, and developmentally appropriate. The activities are engaging, creative, and innovative.	All activities are aligned with the objective, build upon each other, and developmentally appropriate	Activities are connected to the objective but disconnected from each other.	No activities during the trip are present.
Post-Activities ___/15	Closing activities are relevant to the objective and provide a clear opportunity to make a final check for student understanding. Students are active participants.	Closing activities are relevant to the objective and provide a clear opportunity to make a final check for student understanding, but are teacher centered.	Closing activities are poorly developed and are all teacher centered.	No post-activities are present.
Materials and Resources ___/15	All necessary materials and resources are identified and provided.	All necessary materials and resources are identified, most are provided.	Materials and resources are listed but not present.	Materials and resources are not listed or present.
Methods for Measuring Student Achievement ___/15	2 or more non-paper and pencil methods are used to measure student achievement. (Examples include presentations, demonstrations, experiments, portfolios)	1 non-paper and pencil method is used to measure student achievement.	Assessment is limited to just paper and pencil response(s).	No methods of assessment.

Final Evaluation Rubric- 100 points				
Category	Superior (20-18 pts)	Sufficient (17-16 pts)	Minimal (15-14 pts)	Below Standard (13 to 0)
Supporting Evidence in Practice ___/20	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows little evidence of ideas and insights from this course and there is little evidence they are applied to the classroom.
Accuracy ___/20	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.	Many of the supporting facts and statistics are inaccurately represented.
Grammar and Spelling ___/20	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.	Response includes numerous grammar and spelling mistakes.
Sequencing ___/20	Response is written in a clear, concise, and well organized manner. Thoughts are presented in a coherent and logical manner.	Response is mostly clear, concise, and well organized. Thoughts are presented in a coherent and logical manner.	Response is somewhat unclear and/or disorganized. Some thoughts are presented in a coherent and logical manner.	Response is mostly unclear and/or disorganized. Many thoughts are presented in an incoherent and illogical manner.
Reflection ___/20	Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	Response demonstrates some reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	Response demonstrates no reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.

Course Assignments
<p>Virtual Site Reflections- (90 points) Choose two of the Virtual Sites that you visited. Write a journal reflecting on your experience from each site, particularly how it could be applied to your own class. Should the site not apply to your classroom, include how it could be connected to the curriculum of another subject(s). Also include travel considerations, meeting locations, and other factors that would influence your desire to use this site as a field trip destination if possible.</p> <p>Each journal should be roughly 3-5 paragraphs. (90 points)</p> <p>Application: Lesson Plan (90 points)</p>

Choose a site that you Virtually visited and create a lesson plan that you would use for one of your classes. Be sure to include **all** the categories and information listed below, as well as any other information that may be pertinent to your lesson plan. (90 points)

- Goals/objectives for the lesson:
- Connection to your curriculum:
- District/state standards supported by the lesson:
- Pre-activities:
- During the trip:
- Post-activities:
- Instructional materials and resources used (please include all diagrams, worksheets, etc):
- How you will assess student achievement:

Evaluation Presentation (100 points)

Choose one of the Virtual Sites and write a persuasive presentation. Choose who the audience is for your presentation, whether it be for the parents of your students, an administrator, or to your fellow teachers. The purpose is to convince them of the value that the site has for educational purposes. Include the activities that you will be experiencing and how they can enhance your curriculum. Write 3-4 pages or 9-12 slides using APA format.

End of Course Survey

Now that you are finished with this class, please take the time to help us improve our product. In order to make sure that we are providing the best possible service, please take our [survey](#). We appreciate your help and your commitment to the profession.

The ten INTASC standards are listed below. Specific standards for knowledge, dispositions, and performances accompany each principle, but space does not permit listing them below. For a complete copy of the INTASC standards, contact Jean Miller, Director of INTASC, Suite 700, One Massachusetts Avenue NW, Washington DC 20001-1431.

The InTASC Model Core Teaching Standards (April 2011)

The Learner and Learning

Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content Knowledge

Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.