



eBISTRO Module Assessment

Module Title: Using Virtual Field Trips in Your Classroom

Module Description: Budget cuts won't let you take your students on a trip this year? Can't afford to miss valuable class time? See the world from your classroom using virtual field trips. Explore the types of virtual field trips available and utilize tools to make the experience a great one for your students.

ISTE NETS Addressed by Module:

- 1. PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES. Teachers plan and design effective learning environments and experiences supported by technology.**
 - A. Demonstrate introductory knowledge, skills, and understanding of concepts related to technology (as described in the ISTE National Education Technology Standards for Students)
 - B. Demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.

- 2. PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES. Teachers plan and design effective learning environments and experiences supported by technology.**
 - A. Design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.
 - C. Identify and locate technology resources and evaluate them for accuracy and suitability.
 - D. Manage student learning activities in a technology-enhanced environment.
 - E. Plan strategies to manage student learning in a technology-enhanced environment.

- 5. TEACHING, LEARNING, AND THE CURRICULUM. Teachers implement curriculum plans, that include methods and strategies for applying technology to maximize student learning.**
 - A. Facilitate technology-enhanced experiences that address content standards and student technology standards.
 - D. Manage student learning activities in a technology-enhanced environment.

Rubric for Evaluating Using Virtual Field Trips in Your Classroom Module

Criteria	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
Preparation					
Overall Understanding of Traditional and Virtual Tours/FieldTrips	Portfolio entry includes: <ul style="list-style-type: none"> a list of 2 things learned from the Traditional versus Virtual Field Trips handout and Checklist for Success handout. 	Portfolio entry includes: <ul style="list-style-type: none"> a list of 3 things learned from the Traditional versus Virtual Field Trips handout and Checklist for Success handout. 	Portfolio entry includes: <ul style="list-style-type: none"> a discussion of 2 things learned from the Traditional versus Virtual Field Trips handout and Checklist for Success handout. 	Portfolio entry includes: <ul style="list-style-type: none"> a discussion of 3 things learned from the Traditional versus Virtual Field Trips handout and Checklist for Success handout. 	
Overall Understanding of Using Virtual Tours/Fieldtrips in the Classroom	Portfolio entry includes: <ul style="list-style-type: none"> a list of 2 things learned from the <i>Education World</i> articles. 	Portfolio entry includes: <ul style="list-style-type: none"> a list of 3 things learned from the <i>Education World</i> articles. 	Portfolio entry includes: <ul style="list-style-type: none"> a discussion of 2 things learned from the <i>Education World</i> articles. 	Portfolio entry includes: <ul style="list-style-type: none"> a discussion of 3 things learned from the <i>Education World</i> articles. 	
Engagement					
Activity 1	Portfolio includes the following: <ul style="list-style-type: none"> a list of animals residing in a NC Zoo exhibit recorded on the Zoo Worksheet, information on 10 animals from 4 different habitats, and a database created with the information recorded on animals. 	Portfolio includes the following: <ul style="list-style-type: none"> a list of animals residing in a NC Zoo exhibit recorded on the Zoo Worksheet, information on 10 animals from 4 different habitats, a database created with the information recorded on animals, and a list of questions for students to answer when using database. 	Portfolio includes the following: <ul style="list-style-type: none"> a list of animals residing in a NC Zoo exhibit recorded on the Zoo Worksheet, information on 10 animals from 4 different habitats, a database created with the information recorded on animals, a list of questions for students to answer when using database, and 	Portfolio includes the following artifacts: <ul style="list-style-type: none"> a list of animals residing in a NC Zoo exhibit recorded on the Zoo Worksheet, information on 10 animals from 4 different habitats, a database created with the information recorded on animals, a list of questions for students to answer when using database, a copy of <i>Kathy</i> 	

			<ul style="list-style-type: none"> a copy of <i>Kathy Schrock's Virtual Field Trip Evaluation form</i> completed. 	<i>Schrock's Virtual Field Trip Evaluation form</i> completed, and <ul style="list-style-type: none"> a detailed reflection on experience of taking a virtual tour/fieldtrip, and comparing it with a real tour/fieldtrip. 	
Activity 2	<p>Portfolio includes the following artifacts:</p> <ul style="list-style-type: none"> a list on what you liked most and least about the two aquarium tours/fieldtrips, and a list of ways students might benefit from the virtual aquarium tours/fieldtrips. 	<p>Portfolio includes the following artifacts:</p> <ul style="list-style-type: none"> a list on what you liked most and least about the two aquarium tours/fieldtrips, a list of ways students might benefit from the virtual aquarium tours/fieldtrips, and a copy of <i>Kathy Schrock's Virtual Field Trip Evaluation form</i> completed. 	<p>Portfolio includes the following artifacts:</p> <ul style="list-style-type: none"> a discussion on what you liked most and least about the two aquarium tours/fieldtrips, a discussion on how students might benefit from the virtual aquarium tours/fieldtrips, and a copy of <i>Kathy Schrock's Virtual Field Trip Evaluation form</i> completed. 	<p>Portfolio includes the following artifacts:</p> <ul style="list-style-type: none"> a discussion on what you liked most and least about the two aquarium tours/fieldtrips, a discussion on how students might benefit from the virtual aquarium tours/fieldtrips, a copy of <i>Kathy Schrock's Virtual Field Trip Evaluation form</i> completed, and a detailed reflection on experience of taking a virtual tour/fieldtrip in comparison with a real tour/fieldtrip. 	
Activity 3	<p>Portfolio includes the following artifacts:</p> <ul style="list-style-type: none"> documentation showing evidence of having taken a virtual tour/fieldtrip of the NC Capital and visited 3 	<p>Portfolio includes the following artifacts:</p> <ul style="list-style-type: none"> documentation showing evidence of having taken a virtual tour/fieldtrip of the NC Capital and visited 3 	<p>Portfolio includes the following artifacts:</p> <ul style="list-style-type: none"> documentation showing evidence of having taken a virtual tour/fieldtrip of the NC Capital and visited 3 	<p>Portfolio includes the following artifacts:</p> <ul style="list-style-type: none"> documentation showing evidence of having taken a virtual tour/fieldtrip of the NC Capital and visited 3 	

	buildings.	buildings and 3 different rooms.	buildings and 3 different rooms, and <ul style="list-style-type: none"> a copy of <i>Kathy Schrock's Virtual Field Trip Evaluation form</i> completed. 	buildings and 3 different rooms, <ul style="list-style-type: none"> a copy of <i>Kathy Schrock Virtual Field Trip Evaluation form</i> completed, and a detailed reflection on experience of taking a virtual tour/fieldtrip in comparison with a real tour. 	
--	------------	----------------------------------	--	---	--

Reflection

Reflection on Learning	Reflection includes: <ul style="list-style-type: none"> a discussion of how much is too much in regard to virtual tours/field trips. 	Reflection includes: <ul style="list-style-type: none"> a discussion of how much is too much in regard to virtual tours/field trips, and references from 1 article/source. 	Reflection includes: <ul style="list-style-type: none"> a discussion of how much is too much in regard to virtual tours/field trips, and references from 2 different articles/sources. 	Reflection includes: <ul style="list-style-type: none"> a discussion of how much is too much in regard to virtual tours/field trips, and references from 3 different articles/sources. 	
-------------------------------	---	---	---	---	--

Exploration

Lesson Plan/Resources	Portfolio entry includes: <ul style="list-style-type: none"> a detailed lesson plan that includes activities to use with students to teach necessary search skills. 	Portfolio entry includes: <ul style="list-style-type: none"> a detailed lesson plan that includes activities to use with students to teach necessary search skills, and a list of resources suggested by media coordinator and/or technology facilitator. 	Portfolio entry includes: <ul style="list-style-type: none"> a detailed lesson plan that includes activities to use with students to teach necessary search skills, a list of resources suggested by media coordinator and/or technology facilitator, and documentation showing evidence of 	Portfolio entry includes: <ul style="list-style-type: none"> a detailed lesson plan that includes activities to use with students to teach necessary search skills, a list of resources suggested by media coordinator and/or technology facilitator, documentation showing evidence of collaborative planning 	
------------------------------	--	--	--	---	--

			collaborative planning with media coordinator and/or technology facilitator.	with media coordinator and/or technology facilitator, and	
				<ul style="list-style-type: none"> • documentation showing evidence of co-teaching with media coordinator and/or technology facilitator. 	

Implementation

Implementation of Lesson Plan	Portfolio entry includes: <ul style="list-style-type: none"> • a list of lesson plan implementation successes. 	Portfolio entry includes: <ul style="list-style-type: none"> • a list and reflection of lesson plan implementation successes. 	Portfolio entry includes: <ul style="list-style-type: none"> • a list and reflection of lesson plan implementation successes, and • documented feedback from students. 	Portfolio entry includes: <ul style="list-style-type: none"> • a list and reflection of lesson plan implementation successes, • documented feedback from students, and • documentation showing evidence of changes made due to feedback. 	
--------------------------------------	--	---	--	--	--