## **Technology-Enabled Activity Planning Document**

This document may help you plan your creation, as well as encouraging you to estimate how much time you will need to invest.

|  |  |
| --- | --- |
| Title: | Tech for Student Grade Motivation |
| Tool using: | Quizlet |
| Idea: | My plan is to use tools like Quizlet to help students build study habits that are intrinsic and consistent instead of purely grade motivated. |
| Curriculum integration: | Through the communications course, students can think critically about the study techniques and tools they currently use. The idea of having them create their own Quizlet or Kahoot allows them to reinforce knowledge with a payoff that comes later instead of through immediate grade gratification. |

Now**,** identify what tasks are involved in your creation and estimate how much time it will take to complete them. It’s not a commitment to a particular approach, rather a guide for you to anticipate what will be required.

Enter an ‘X’ in any column next to a task your creation will entail, and then predict how long it will take you to do (in hours).

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| --- | --- | --- |
| **[ X ]** | **Task** | **Est. time (in hrs)** |
| x | Generate ideas – here, I will decide what topics students should be reviewing | 0.5 |
| x | Conduct research – create a model quizlet or kahoot for students to follow | 0.5 |
|  | [Storyboard](https://en.wikipedia.org/wiki/Storyboard) |  |
|  | Write script |  |
| x | Find graphics (don’t forget to attribute!) – Add photos to quizlet or Kahoot for fun | 0.25 |
|  | Create graphics |  |
|  | Record & edit audio |  |
|  | Record & edit video |  |
|  | Write copy (text) |  |
|  | Design website (or style web authoring tool, like Scalar or Prezi) |  |
|  | Write code |  |
| x | Identify and remedy any accessibility barriers (e.g. captioning) – take time to review accommodation needs and access to technology | 0.5 |
|  | Review for errors |  |
| x | Other: Students to create their own Kahoots or Quizlet in class! | 1 hour |
|  | Other: |  |
|  | Other: |  |
|  | Other: |  |