

STAGE 1 – DESIRED RESULTS

Unit Title: The Intersection of Technology and Religion

Established Goals:

Students will be able to understand how the intersection of technology and religion in America is influencing religious practice.

Day 1 Understandings: *Students will understand that...*

- Technology is omnipresent
- There are many different types of technology in use in America
- Technology influences religious usage in America
- Many ways that technology intersects with religion in America

Day 2 Understandings: *Students will understand that..*

- Mobile device use in America
- Mobile devices allow for learning that can take place anywhere and anytime
- There are many kinds of mobile devices available in the marketplace
- Some mobile devices are more popular than others
- The function of mobile devices can determine the type of mobile device used

Day 3 Understandings: *Students will understand that...*

- Mobile devices use special software applications which are called “apps”
- There are mobile apps for almost anything from shopping to paying bills
- Some apps are device dependent
- The Olive Tree Bible app can help in accessing scripture and studying scripture

Day 1 Essential Questions:

- How has technology impacted life?
- Is technology being a help or hinderance to spiritual growth?
- Is it appropriate to use technology to read the bible? If not, why?
- In what manner has technology influenced Bible usage for family and society in general?

Day 2 Essential Questions:

- How often is a mobile device used compared to desktop computer if available in house?
- What familiar types of mobile device(s) are in house?
- Name personal mobile device(s) available for use? If more than 1 device explain why?
- When and how are mobile device(s) used?

Day 3 Essential Questions:

- How many apps are in regular use on the current mobile device used?
- What are the favorite apps on mobile device used and what do they do?
- Name some mobile apps that are designed to improve lifestyles?
- Are biblical apps being useful?

<p>Day 1 Students will know:</p> <ul style="list-style-type: none"> • How much technology has intersected with American religious life? • Types of technology available for biblical usage <p>Day 2 Students will know:</p> <ul style="list-style-type: none"> • Why mobile learning is popular • Variety of mobile devices • Use of different types of mobile devices • Marketplace offerings • Popular brands of mobile devices <p>Day 3 Students will know:</p> <ul style="list-style-type: none"> • The meaning and context of software apps • The use of software apps for mobile devices • How the federal government protects citizens on the internet • How to download and access to the Olive Tree Bible app • Features of the Olive Tree Bible app 	<p>Day 1 Students will be able to:</p> <ul style="list-style-type: none"> • recall types of technology that are being used for biblical purposes • identify four major technologies that intersect with religion among Americans <p>Day 2 Students will be able to:</p> <ul style="list-style-type: none"> • describe benefits of mobile learning • compare different types of mobile devices • explain differences in purpose for mobile devices • name two or more types of mobile devices <p>Day 3 Students will be able to:</p> <ul style="list-style-type: none"> • define the term software app • explain how software apps are used • recognize that there are federal laws that apply to online privacy • download the Olive Tree Bible app • recognize and identify features of the Olive Tree app • summarize the value of having the Olive Tree app to study the Bible
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STAGE 2 – ASSESSMENT EVIDENCE

<p>Day 1 Performance Tasks:</p> <ul style="list-style-type: none"> • Access the following link at Survey Monkey and answer the questions. Take your time. <p>https://www.surveymonkey.com/r/2TKRPZF</p> <ul style="list-style-type: none"> • Navigate to websites such as Liberty.edu, Barna.com, or Pew Research and research how technology influences Bible usage. Gather some facts together to come up with a composite of what is happening today with the intersection of technology and Christianity. <p>Day 2 Performance Tasks:</p> <ul style="list-style-type: none"> • Describe the various devices that you have used or have seen within your household, school, or in town. • Access websites like Apple, Best Buys, Amazon, etc. to find the cost of mobile devices. • Reflect on personal mobile device use by recording use for the next three days (ex: what was device mainly used for?) • Compile data in a word document. • Analyze mobile device use by asking questions. Ex: Is device mostly used for reading, paying bills, or for some other purposes? • Reflect on device usage via email and send to instructor. Ask questions. Ex: Did you realize device use and for the purposes discovered? Did you intend to use device as much or as little as used? <p>Day 3 Performance Tasks:</p> <ul style="list-style-type: none"> • Students will access app video to understand software apps What is an App? • Students will use the internet to download 	<p>Day 1 Other Evidence:</p> <ul style="list-style-type: none"> • Students will answer the essential questions via the survey monkey link. • Students will share SurveyMonkey answers and discuss • Develop a PowerPoint presentation to graphically represent data • Compare tools used for Bible study pre and post technology using the research data. <p>Teacher check ins with students will be used to determine and monitor student</p> <p>Day 2 Other Evidence:</p> <ul style="list-style-type: none"> • Students will demonstrate understanding of mobile devices by comparing devices and organizing data. • Students will design a graphical representation or chart with images and text retrieved from the internet or personal photos from mobile device. • Students will analyze the data and list in order from less costly to very costly. • The student will evaluate device worth based on features, popularity, and ease of use. • Find a website that shows how to discover phone usage statistics. • Compare the actual data with personal data. • Explain and justify use by participating in class discussion <p>Teacher check ins with students will be used to determine and monitor student</p> <p>Day 3 Other Evidence:</p>
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Key Criteria:

Students will be evaluated on the following criteria:

- Describe the benefits of mobile learning
- Recalling types of technology used for biblical purposes
- Identifying major ways that influence American bible usage
- Comparisons of mobile devices
- Explanations of differences in purposes for mobile devices
- Name two or more types of mobile devices
- Definitions of software app
- Analysis of surveys
- Comparison of devices
- Retrieval of relevant data
- Accessing the Olive Tree app
- Graphical representations
- Data analysis
- Thoughtful Reflections
- Video app use
- Recognizing and identifying features of Olive Tree app
- Summarizing value of Olive Tree app for study

STAGE 3 – LEARNING PLAN

Summary of Learning Activities:

Day 1: Technology is omnipresent

Materials Needed:

PowerPoint Presentation – Introducing Olive Tree Bible Application by HarperCollins Christian Publishing (1st video)
Survey Monkey website
Internet
T-Chart Template

W: By the end of this lesson the student will know that mobile applications are omnipresent even in religious circles.

H: Gain Attention: Play Intro to Olive Tree App video in PowerPoint presentation (1st video). Play video to gain student attention and focus them on the application and what learning is ahead..

E: Impact of technology in life of student. Students will access the Survey Monkey link: <https://www.surveymonkey.com/r/2TKRPZF>

to answer questions on how technology has impacted their study of the Bible.

R: What influence does technology have on religion? Students will research the following websites to evaluate influence (Liberty.edu, Barna.com, Pewresearch.com) and see how the intersection of religion and technology is manifested.

E: Students will conduct research and compare tools used to study the Bible prior to the explosion of technology and after the explosion of technology.

T: Students will develop a T-chart, PowerPoint, or other graphic representation to illustrate and document their findings. Students can also record their responses along with their graphic representation. Students will exchange ideas with other students.

O: The next lesson will focus on different mobile devices that host apps.

Day 2: Types of mobile devices?

Materials Needed:

Mobile device(s)
Mobile Device Template

W: This is the second lesson for this unit. The purpose of this lesson is to get students thinking about mobile devices.

H: Gain Attention – what type of mobile device do you have? Allow students to call out and have students raise up devices so the class can see. Ask students how many have the same type of device? Inquire of students to find out if there are any mobile devices that are not represented in class? Name them?

E: Question: *What is the best mobile device in terms of cost and features?* Allow students to free form responses.

R: Challenge students and ask students to rethink answers. Allow students to choose a website such as Apple, Google, Best Buys, or Amazon etc. to find the advertised cost of the various mobile devices

Appendix A

Context of Instruction

The courses are designed for church members and the community population that regularly attend classes at the Refreshing Spring COGIC Bible Institute. The courses will promote biblical knowledge transfer and build procedural skills. The online content will be designed to apply to the audience types identified in Table 1 below.

The right-hand column describes the characteristics of the audience that relates to computer usability. These characteristics are intended to help instructors understand the general behavior of the learner based on age. They are not definitive but are general and may help instructors when it is necessary to assist the learner.

Audience	Characteristics
Senior users (65 and older)	Slower at using websites than all other groups, have reduced visual capacity, error handling is different than other groups, methodical with navigation, blame themselves instead of computer applications for errors
Mainstream users (Middle aged/25-60)	Largest group of users, spend more time per page to interact with content, also have more navigation difficulties
Young users (18-24)	Confident, specific interests, appreciates technology but not technical, moves through websites rapidly often missing information

Table 1

(Nielsen, 2013)

NOTE: Visuals have been included to reduce anxiety for older learners and to assist novice technology users

Appendix B

Professional Standards

Maryland Digital Learning Standards for Educators

5. Designer

Educators design environments for learner-driven authentic experiences that recognize and accommodate individual student needs. Educators:

- a. use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs;
- b. design authentic learning experiences that align with content area standards and use digital tools and resources to maximize active, deep learning; and
- c. explore and apply instructional design principles to create innovative digital learning environments that engage and support learning.

Appendix C

List of Resources

Learning activity resources:

Video app url: [What is an App?](#)

SurveyMonkey url: <https://www.surveymonkey.com/r/2TKRPZF>

Olive Tree Bible App: [Olive Tree Download Instructions](#)

Datapoint Information

T-chart

Spreadsheet

Technology

WiFi

Mobile devices (iPhone, iPads, Androids, Tablets, etc.)

HDMI cord/electricity

Mouse

Large screen TV (for teacher)

Teacher Resources:



Final

Presentation.pptx

Teacher mobile device

Olive Tree Bible Study PowerPoint lesson

FERPA

Course Evaluation

Course Completion Certificate

Rubric – class attendance roster

Appendix H

Privacy Information (FERPA)

PRIVACY INFORMATION (FERPA)

The Refreshing Spring Bible Institute Practical Living Program Manager actively promotes a culture of privacy awareness within the online Practical Living courses. Certain information that identifies you is protected by the Family Educational Rights and Privacy Act (FERPA). Below is some general information for your awareness. This information in no way supersedes current law.

- We provide notification at the beginning of each online session announcing that the session will be recorded to alert you.
- If you continue to participate after being notified that the activity is being recorded, your consent to being recorded is implied.
- If you refuse to consent to be recorded, the instructor will ensure that you turn off your camera and microphone and participate in the course by using the private text chat tool.
- We do not intend to use the recording outside of the course for which it was originally recorded, and we will not share the recorded instruction which includes your image, voice, or other personally identifiable information without obtaining consent from you.

RESOURCES:

US DEPT OF ED

<https://studentprivacy.ed.gov/faq/faqs-photos-and-videos-under-ferpa>zoom

UMD Website

<http://registrar.umd.edu/current/Policies/FERPA.html>

https://umd.service-now.com/itsupport/?id=kb_article_view&sysparm_article=KB0015442&sys_kb_id=152fad541b9cd494ef518738cd4bcb4e

<http://registrar.umd.edu/current/Policies/FERPA.html>

https://umd.service-now.com/itsupport/?id=kb_article_view&sysparm_article=KB0015442&sys_kb_id=152fad541b9cd494ef518738cd4bcb4e

ZOOM