

Student Name: LEVENT ERDOGAN

Title of Capstone Project: *Metaverse Game Design - A Website To Support Your Learning*

Engagement in the learning	0=No	1=Somewhat	2=Yes	Comments/Reflections
The technology allows students to focus on the assignment/activity/goals with less distraction (Time on Task).			✓	Since the design of this site is an “all inclusive” design, and it contains everything the student would need to be successful, this eliminates distractions and supports students ability to stay on task and not get distracted by other websites.
The technology motivates students to start the learning process.			✓	The design of the site is intuitive and makes it easy to begin. Tasks, tutorials, and assessments are all organized in a way where beginners can understand the tools they need, as well as find the resources and explanations and examples of tasks they need to complete along the way.
The technology causes a shift in the behavior of the students, where they move from passive to active social learners (through co-use or co-engagement).			✓	This Google Site causes a shift in behavior as it flips learning and places the responsibility in the students’ hands to independently move through each phase of this unit, as well as find/browse resources that will support their learning journeys.
Enhancement of the learning goals	0=No	1=Somewhat	2=Yes	Comments/Reflections
The technology tool allows students to develop or demonstrate a more sophisticated understanding of the learning goals or content (using higher-order thinking skills).		✓		This site does support sophisticated learning, however, this site, itself, does not provide a means to demonstrate learning in a sophisticated manor. The tools that students will be using to create their final game designs will be the tools that allow them to demonstrate sophisticated learning, not this site.
The technology creates supports (scaffolds) to make it easier to understand concepts or ideas (e.g. differentiate, personalize or scaffold learning)			✓	Yes, this Google Site does a great job of being able to support scaffolding of learning so that students can more easily understand concepts and ideas. This website is intuitively designed so a learner can go through scaffolded learning outcomes step by step, from beginner to advanced.
The technology creates paths for students to demonstrate their understanding of the learning goals in a way that they could not do with traditional tools.		✓		With the embedded padlets, students are able to share understanding with their instructor, as well as well as their peers through open conversation in these padlets, however, the primary demonstration of learning will not be on this site, but rather, in the apps that students will be using to build their games.
Extending the learning goals	0=No	1=Somewhat	2=Yes	Comments/Reflections

Based on the Triple E Evaluation Rubric *When to Use Technology* by Liz Kolb – Modified for EDU 710 – Parker/Hicks Fall 2021

The technology creates opportunities for students to learn outside of their typical school day. (24/7 connection)			✓	Yes, students can connect to this at any time.
The technology creates a bridge between students' school learning and their everyday life experiences (connects learning goals with real life experiences).			✓	Yes, this connects to their daily lives as the video game industry is a billion dollar industry and not only teaches them about the principles of game design, but also prepares them with knowledge about blockchain/metaverse technology that will be a reality for them as they grow up.
The technology allows students to build authentic life soft skills, which they can use in their everyday lives.		✓		Since this project is a group project, students will be working in teams to complete their game designs, and students need to work together and communicate to be successful. This site will support each team as they work together to be successful in this unit.
READING THE RESULTS ● 13-18 Points: Exceptional connection between learning goals and tool ● 7-12 Points: Some connection between learning goals and tool ● 6 Points or below: Low connection between learning goals and tool	TOTAL 15 / 18			