iBook Chapter (39 points). A dynamic component of the MEITE program is that each cohort will write its own iBook, with the intention of publishing it online and marketing it to target audiences, and all MEITE students in this course have an opportunity contribute their own book chapter. The iBook's theme is that educational innovations for the social good strengthen society, and each chapter will highlight an area where innovation could (and likely should) happen. In addition, this iBook allows MEITE students practice for empathizing with specific populations and defining a shared problem they have.

Students are free to structure the book chapter in the way they feel most effectively makes the case for the problem they identified, as long as the chapter is between 7-10 pages in length using single-spaced type (the length includes the references). As an example, consider a student who is interested in developing edtech for teaching Critical Media Literacy skills in secondary schools. This student could structure the chapter so that it first defines and explains the need for Critical Media Literacy, using specific examples, and then reviews the current resources available that are related to it. The student could also include interview, survey, and other data sources to include a diverse range of voices. The chapter would conclude with a "call to action" of some sort that could be framed as steps for responding to the problem (e.g., develop a product/service that helps teach Critical Media Literacy), or what may happen if the problem goes unaddressed (e.g., students will never develop the skills they need to be informed citizens).

To increase readers' engagement levels while they transact with the iBook, each chapter will include multimedia elements, including videos, images, graphics, charts, figures and tables created using Adobe products from the Creative Cloud. Specifically, each chapter will need to include:

- 30-90 second video preview of the chapter, which will be part of the chapter's abstract;
- 30-90 second video summary of the chapter that should further explain the call to action; and,
- At least two visual elements (e.g., graphics, images, videos, charts, images, tables) that communicate the chapter's meaning and main points.

As part of EDUC 767, students will need to develop proficiency using Adobe Premiere Pro to create the videos and their choices of products to create the two visual elements. Class time will be reserved for learning the Adobe products; collecting, preparing, and analyzing data; and presenting, sharing, and workshopping their chapters. The iBook itself will be put together either by the course instructor between late November and late January. Lastly, as part of the process, the class will need to identify an individual to write the introduction (internal or external to the class) and design the cover (internal or external to the class). The final deliverable should include the chapter's text in a Microsoft Word Document with space holders for the videos and images. The videos should be in the form of MP4s and the images should be JPG.

Notice: Describe the context of the problem you plan to address that identifies and is respectful regarding who is impacted by the problem, power structures that perpetuate the problem, and predictions of the problem if it goes unaddressed.			
Exemplary – 8pts	*Proficient – 7.5pts*	*Emerging – 4pts*	*Incomplete – 0pts*
The writing offers a detailed analysis with specific examples that trace the problem's historical roots, the structures that sustained the problem, why it is problematic for specific populations, and predictions for the future. The writing uses strength-based language that puts people before the problem.	The writing offers analysis with general examples that trace the problem's historical roots, the structures that sustained the problem, why it is problematic for specific populations, and predictions for the future. The writing uses some strength-based language, but lapses occur.	The writing includes some analysis with examples that work to trace the problem's historical roots, the structures that sustained the problem, why it is problematic for specific populations, and/or predictions for the future, though lapses appear. The writing includes implicit messages of blame for the problem.	The writing does not address the problem's historical roots, reasons for why the problem has been sustained, impacts on specific populations, and/or predictions for the future OR the writing blames specific populations that are impacted by the problem for the problem itself.

Empathize: The articulation of the problem includes the voice of the population(s) impacted by the problem.			
Exemplary – 8pts	*Proficient – 7.5pts*	*Emerging – 4pts*	*Incomplete – 0pts*
Multiple, authentic voices of the individuals who are impacted by the problem are included. This inclusion contextualizes who the speakers are and their experiences with the problem. A thoughtful analysis that deciphers the explicit and implicit ideas identified from the individuals is provided.	At least three sources that communicate the experiences of the individuals who are impacted by the problem are included. A description of these sources along with commentary that contextualizes and analyzes the sources is offered.	Fewer than three sources that communicate the experiences of the individuals who are impacted by the problem are included. A description of these sources along with commentary that contextualizes and analyzes the sources is offered.	There is no attempt to capture the voices of the individuals impacted by the problem in the writing, there are severe lapses in the analysis of those voices, and/or the language used in the analysis places blame on the individuals whose voices were captured.

Define: A specific call to action is offered.			
Exemplary – 8pts	*Proficient – 7.5pts*	*Emerging – 4pts*	*Incomplete – 0pts*
The call to action is supported by the previous sections, is logical given the context of the problem, and can be accomplished in a reasonable way. The call to action is respectful of all individuals who are impacted by the problem and those who will be responding to the call.	The call to action is aligned to the previous sections, is mostly logical given the context of the problem, and can be accomplished in a reasonable way. The call to action is respectful of all individuals who are impacted by the problem and those who will be responding to the call.	The call to action is somewhat aligned to the previous sections, though some gaps in logic exist. There is some potential that the call can be accomplished given the context. The call to action is somewhat respectful of the individuals who are impacted by the problem and those who might respond to the call.	The call to action is not aligned to the previous section, there is a lack of logic, and/or the call cannot be accomplished in a reasonable manner. Or, the call to action places blame on those impacted by the problem and/or those who will be responding to the problem.

Embedded Videos: The first video previews the chapter and is included in the abstract, and the second video emphasizes its call to action and is included in the conclusion.			
Exemplary – 5pts	*Proficient – 4.75pts*	*Emerging – 2.5pts*	*Incomplete – 0pts*
The videos include all of the following elements: - 30-90 seconds in length - The narration is clear, concise, & professional - Focused on the topic & chapter - Embedded in the appropriate places within the chapter	The videos include all but one of the following elements: - 30-90 seconds in length - The narration is clear, concise, & professional - Focused on the topic & chapter - Embedded in the appropriate places within the chapter	The videos include all but two of the following elements: - 30-90 seconds in length - The narration is clear, concise, & professional - Focused on the topic & chapter - Embedded in the appropriate places within the chapter	The videos only include 1-2 of the following elements: - 30-90 seconds in length - The narration is clear, concise, & professional - Focused on the topic & chapter - Embedded in the appropriate places within the chapter

Visual Elements: These elements are to be placed in the chapter where appropriate, with the purpose of using visuals to further engage readers in the chapter's meaning.			
Exemplary – 5pts	*Proficient – 4.75pts*	*Emerging – 2.5pts*	*Incomplete – 0pts*
The elements do all of the following: - Align to the chapter's meaning - Are logically placed in the chapter - Have high clarity and resolution - Convey meaningful information	The elements do all but one of the following: - Align to the chapter's meaning - Are logically placed in the chapter - Have high clarity and resolution - Convey meaningful information	The elements do all but two of the following: - Align to the chapter's meaning - Are logically placed in the chapter - Have high clarity and resolution - Convey meaningful information	The elements only include 1-2 of the following elements: - Align to the chapter's meaning - Are logically placed in the chapter - Have high clarity and resolution - Convey meaningful information
Writing: The quality of the writing, conventions, and flow.			
Exemplary – 5pts	*Proficient – 4.75pts*	*Emerging – 2.5pts*	*Incomplete – 0pts*
The writing has no grammatical errors and has smooth flow.	The writing has some grammatical errors or choppiness in flow.	The writing has noticeable amounts of grammatical errors and choppy flow, but it is still comprehensible.	The writing has noticeable amount of grammatical errors and choppy flow, which impacts its comprehensibility.
Writing: The quality of the writing, conventions, and flow.			
Exemplary – 5pts	*Proficient – 4.75pts*	*Emerging – 2.5pts*	*Incomplete – 0pts*
Two or fewer APA errors were identified	3-7 fewer APA errors were identified	8-15 fewer APA errors were identified	More than 16 APA errors were identified