



Independent Studies Course Syllabus

Course Number and Name:

TEC 950 Web 2.0 Tools for the Classroom

Instructor's Name:

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Number of Units:

Three semester units

Units are graduate level, professional development units primarily used for professional advancement and are accredited through Fresno Pacific University.

Grade Level:

K-12 educators

Assignments are available for use with or without student participation.

Course Description

This course focuses on the practical pedagogical uses of online social tools that have transitioned the Web environment from a collection of websites to a platform, in which content is created, shared, remixed, repurposed, and passed along. Blogs, Wikis, Social Networks, Social Bookmarks, Podcasts, RSS Feeds, and Photo Sharing are Web 2.0 tools that are native to today's students and can innovatively be harnessed to transform and expand the learning experience. Teachers enrolling in this course will be exploring how the latest powerful online tools are changing the teaching and learning strategies they use in the classroom. Course participants will increase their use of technology as they actively engage in the use of these tools. Additionally, they will demonstrate an understanding of how Web 2.0 tools may be used in the delivery of their standards-based curricular objectives.

Course Dates

Self-paced; students may enroll at any time and take up to one year to complete assignments.

You have up to one year from the date of registration, and no less than three weeks (one week per credit), to complete the course.

Course Materials

Textbook

Richardson, W. 2010. *Blogs, Wikis, Podcasts, and Other Powerful Web Tools for Classrooms*. (3rd ed). Corwin.

For educators of all disciplines, this third edition of a bestseller provides K–12 examples of how Web tools such as blogs, wikis, Facebook, and Twitter allow students to learn more, create more, and communicate better.

This book may be purchased on Amazon.com:

http://www.amazon.com/Blogs-Wikis-Podcasts-Powerful-Classrooms/dp/1412977479/ref=sr_1_1?s=books&ie=UTF8&qid=1331157342&sr=1-1

A word processor and presentation program, such as Microsoft Office is recommended but not required. A wide range of free alternatives such as the Open Office suite of programs, Zoho, Glide and ThinkFree web-based office suites, and Google Docs are strongly encouraged. We will be using Moodle as the Learning Management System for this course. It works well with both Mac & PC and does not have any conflicts with any of the main browsers (Chrome, Internet Explorer, Safari, and Firefox).

Online Resources

Relevant online resources that support course content and encourage further investigation are provided.

Technology Requirements

In order to successfully complete the course requirements, course participants will need Internet access, be able to send and receive email, know how to manage simple files in a word processing program, and have a basic understanding of the Internet.

Please remember that the instructor is not able to offer technical support. In the event that you need technical support, please contact your Internet Service Provider.

Moodle

This course will be delivered totally online. Moodle is a learning management system that provides students access to online resources, documents, graded assignments, quizzes, discussion forums, etc. with an easy to learn and use interface.

Web 2.0 Technology Blog

Students will create and establish a Web 2.0 Technology Blog where they will publish assignments throughout the course.

Discussion Forums

Participation is an important expectation of this course and all online courses. Online discussions promote reflection and analysis while allowing students to appreciate and evaluate positions that others express. While students may not be engaging with the same students throughout this course they will be expected to offer comments, questions, and replies to the discussion question whenever possible. The faculty role in the discussion forum is that of an observer and facilitator.

The Online Environment

An integral part of this course is the online environment in which course participants will contribute to threaded discussions as they share methods, ideas, and relevant resources.

Getting Help:

If you need help logging on to the Moodle site, contact The Help Desk as Fresno Pacific University by telephone 1-559-453-3410 or by email helpdesk@fresno.edu.

Course Requirements

The course is divided into thirteen units of study. In each unit, participants will explore the use of Web 2.0 Tools in the classroom:

- Orientation and Introductions
- National Educational Technology Standards
- What is Web 2.0?
- Safety Online
- Blogs
- Wikis
- RSS
- Social Bookmarking
- Online Photo Sharing
- Podcasting, Video and Screencasting, and Live Streaming
- More Web 2.0 Tools
- New Literacies for the 21st Century
- Final Project

Every assignment has a rubric. Most participants are successful on their assignments because they align their work to the rubric, and assignments can be corrected and resubmitted.

National Standards

National Educational Technology Standards for Teachers

The Course Objectives directly addresses The National Educational Technology Standards for Teachers (<http://www.iste.org/standards/nets-for-teachers/nets-for-teachers-2008.aspx>) in all five areas.

1. Facilitate and Inspire Student Learning and Creativity
2. Design and Develop Digital-age Learning Experiences and Assessments

3. Model Digital-age Work and Learning
4. Promote and Model Digital-Age Citizenship and Responsibility
5. Engage in Professional Growth and Leadership

The course content directly addresses the following **National Educational Technology Standards for Teachers**:

- Teachers demonstrate a sound understanding of technology operations and concepts.
- Teachers plan and design effective learning environments and experiences supported by technology.
- Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning.
- Teachers use technology to enhance their productivity and professional practice.
- Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply that understanding in practice.

The following steps from the **Seven Major Action Steps and Recommendations** set forth in the **National Education Technology Plan** (officially released January 7, 2004) are comprehensively covered.

- Improve Teacher Training
- Support E-Learning and Virtual Schools
- Move Toward Digital Content

In addition, course participants will explore and identify how Web 2.0 tools can be used effectively to support standards-based learning as identified in national guiding documents as well as the **National Educational Technology Standards for Students**.

(<http://www.iste.org/standards/nets-for-students.aspx>)

National Board for Professional Teaching Standards

In an effort to enhance the learning experiences, as well as demonstrate knowledge, skills, abilities, and commitment, teachers will infuse the five core propositions set forth by The National Board for Professional Teaching Standards in their teaching practices. This will be accomplished as teachers successfully implement appropriate activities in their classroom and reflect upon the experience. In addition, teachers will be networking with their colleagues as part of a learning community. (<http://www.nbpts.org/>)

1. Teachers are committed to students and their learning.
2. Teachers know the subjects they teach and how to teach those subjects to students.
3. Teachers are responsible for managing and monitoring student learning.
4. Teachers think systematically about their practice and learn from experience.

5. Teachers are members of learning communities.

In addition, course participants will explore and identify how Web 2.0 tools support standards-based learning as identified in national guiding documents.

Student Learning Outcomes **CHECK ALIGNMENT**

Upon successful completion of this course, you will be able to:

1. Identify and define how the Web is transforming education. *(NBPTS 1, 4) (NETS-T 5)*
2. Compare and contrast the traditional Web with Web 2.0. *(NBPTS 1,4) (NETS-T 3,5)*
3. Identify how the use of Web 2.0 tools can deepen learning and increase student achievement. *(NBPTS 1, 4, 5) (NETS-T 2, 3, 4, 5) (NETP 1.3, 3.1 ,3.2, 3.5, 5.5)*
4. Analyze and define the pedagogical considerations of Web 2.0 tools for classroom use. *(NBPTS 2, 3, 4) (NETS-T 2, 3) (NETP 1.3, 3.1, 3.2, 3.4, 3.5, 5.2,)*
5. Explore and actively engage in the Web 2.0 tools native to today's students. *(NBPTS 2, 4) (NETS-T 5) (NETP 3.5, 5.5)*
6. Identify how Web 2.0 technologies support a student centered environment and project-based learning. *(NBPTS 2, 4) (NETS-T 2, 3, 5) (NETP 1.3, 3.1, 3.2, 3.4, 3.5)*
7. Assess and apply best practices in the use of Web 2.0 tools. *(NBPTS 1, 2, 3) (NETS-T 1, 2, 3) (NETP 1.2, 1.3, 3.2, 3.5)*
8. . *(NBPTS 1,4) (NETS-T 1,2,) (NETP 1.2, 1.3, 3.4, 3.5)*
9. Create grade-level appropriate, standards-based learning activities and demonstrate how these activities will be delivered using Web 2.0 tools. *(NBPTS 1,2,3) (NETS-T 1,2,3,) (NETP 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 3.4, 3.5, 4.3)*
10. Critically evaluate the growth of Web 2.0 and the implications for education. *(NBPTS 1, 2, 3,4) (NETS-T 1,2,3,) (NETP 1.2, 1.3, 2.1, 2.2, 3.2, 3.4, 3.5, 5.5)*
11. Reflect upon your experiences using Web 2.0 tools and summarize your thoughts through reflective journaling. *(NBPTS 4,5) (NETS-T 4,5) (NETP 3.5)*
12. Participate as a member of a community of learners through an active online network. *(NBPTS 4,5) (NETS-T 3, 4, 5) (NETP 1.3, 3.0, 3.1, 3.3, 3.4, 3.5)*

Schedule of Topics and Assignments **CHECK THE ALIGNMENT**

<i>Schedule of Topics</i>		<i>Assignments</i>
	Course Information	<ul style="list-style-type: none"> • View the Video <i>Introduction to Web 2.0 Tools for the Classroom</i> • Read the Syllabus, Schedule of Assignments and Rubric • Purchase the course text, <i>Blogs, Wikis, Podcasts, and Other Powerful Web Tools</i> for Classrooms by Will Richardson. Also available in a Kindle Edition.
Unit 1	Orientation and Introductions (SLO 12)	<ul style="list-style-type: none"> • Take the <i>What Grade Level Do You Teach?</i> Poll • Read the Course Orientation • Personality Profile Discussion Forum • Orientation Quiz
Unit 2	National Educational Technology Standards (SLO 1, 12)	<ul style="list-style-type: none"> • Read the National Educational Technology Standards • NETS Discussion Forum
Unit 3	What is Web 2.0? (SLO 2, 12)	<ul style="list-style-type: none"> • Richardson: <i>Preface and The Read/Write Web</i>, Chapter 1 • Read the Web 2.0 information • Complete the Transformation of the Web Assignment • Web 2.0 “Muddiest Point” Discussion Forum
Unit 4	Safety Online (SLO 3, 11,12)	<ul style="list-style-type: none"> • Richardson: <i>Keeping Students Safe</i>, pgs. 11-13 • Read the Safety Online information • Keeping Students Safe Discussion Forum

<i>Schedule of Topics</i>		<i>Assignments</i>
Unit 5	Blogs (SLO 2, 3, 11,12)	<ul style="list-style-type: none"> • Richardson : <i>Weblogs: Pedagogy and Practice</i>, Chapter 2 and <i>Weblogs: Get Started!</i>, Chapter 3 • View the <i>Blogs in Plain English</i> video and read the Blog information • Create a Blog • Blog Discussion Forum • Technology Blog Assignment - Blogger
Unit 6	Wikis (SLO 2, 3, 4, 8, 11, 12)	<ul style="list-style-type: none"> • Richardson : <i>Wikis: Easy Collaboration for All</i>, Chapter 4 • View the <i>Wikis in Plain English</i> video and read the Wiki information • Wikipedia Discussion Forum • Create a Wiki • Technology Blog Assignment - Wikis
Unit 7	RSS (SLO 5, 12)	<ul style="list-style-type: none"> • Richardson : <i>RSS The New Killer App for Educators</i>, Chapter 5 • View the <i>RSS in Plain English</i> video and read the RSS information • Set-up an RSS Feed Reader • Sharing RSS Feed Discussion Forum • Technology Blog Assignment - RSS
Unit 8	Social Bookmarking (PLO 2, 4, 6, 7, 8, 9, 10, 11, 12)	<ul style="list-style-type: none"> • Richardson : <i>The Social Web Learning Together</i>, Chapter 6 • View the <i>Social Bookmarking in Plain English</i> video and read the Social Bookmarking information

<i>Schedule of Topics</i>		<i>Assignments</i>
		<ul style="list-style-type: none"> • Explore and create a Social Bookmarking site • Social Bookmarking Discussion Forum • Technology Blog Assignment – Social Bookmarking
Unit 9	Online Photo-Sharing <i>(PLO 2, 4, 6, 7, 8, 9, 10, 11, 12)</i>	<ul style="list-style-type: none"> • Richardson: <i>Fun with Flickr: Creating, Publishing, and Using Online Images</i>, Chapter 7 • View the <i>Online Photo-Sharing in Plain English</i> video and read the Online Photo-Sharing information • Explore and create a Photo-Sharing site • Technology Blog Assignment – Photo-Sharing
Unit 10	Podcasting, Video and Screencasting, and Live Streaming <i>(PLO 2, 4, 6, 7, 8, 9, 10, 11, 12)</i>	<ul style="list-style-type: none"> • Richardson : <i>Podcasting, Video and Screencasting, and Live Streaming</i>, Chapter 8 • View the <i>Podcasting in Plain English</i> video and read the podcasting, video, screencasting, live streaming and multimedia for the masses information • Record and publish a podcast • Sharing Podcasts Discussion Forum • Technology Blog Assignment – Podcasting
Unit 11	More Web 2.0 Tools	<ul style="list-style-type: none"> • Richardson: <i>Social Networks: Facebook, Ning, Connections, and Communities</i>, Chapter 9 • View the <i>Twitter in the Classroom</i> video and read the More Cool Web 2.0 Technologies information • Really Cool Web 2.0 Tools Discussion Forum • Technology Blog Assignment – More Web 2.0 Tools

<i>Schedule of Topics</i>		<i>Assignments</i>
Unit 12	New Literacies for the 21st Century	<ul style="list-style-type: none"> • Richardson : <i>What it all Means</i>, pgs. Chapter 10 • View the <i>21st Century Literacy</i> video and read the New Literacies information • Web 2.0 in a Nutshell Discussion Forum • Technology Blog Assignment – New Literacies
Unit 13	Final Project	<ul style="list-style-type: none"> • Read the Web 2.0 Lesson information • Final Project – Lesson • Web 2.0 in the Classroom Discussion Forum
	Completing Your Assignments	<ul style="list-style-type: none"> • Final Reflection Discussion Forum • Complete the Course Checklist • Complete the Course Evaluation • Submit the Online Grade Form

Evidence of Learning

- Course instructor observed evidence of understanding of course objectives as demonstrated through students' reflective writing and assignments published to their Web 2.0 Technology Blog.
- Course instructor observed evidence of understanding of course objectives as demonstrated through students' correlation of the Web 2.0 tools to state, national, or district standards.
- Student demonstrated knowledge of Web 2.0 technology through the creation and application of selected tools.
- Student demonstrated the use of critical thinking through asynchronous communication as they connected real-life classroom situations to the course content.
- Student demonstrated their understanding of classroom application of Web 2.0 tools through their design and development of an appropriate lesson or activity using one or more Web 2.0 technologies.

- Student demonstrated reflective teaching practices through connections to course assignments and primary learning outcomes as described in a reflective essay.

Grading Policies and Rubrics

200 total points possible

200 – 180 =A

179 - 160 = B or Credit Grade

Below 160 points = no credit

- The discernment between an A or a B is at the discretion of the instructor based on the quality of work submitted.
- Coursework falling short of a quality equaling a B or a Credit Grade will be returned with further instructions.
- All assignments must be completed in order to receive a grade. In addition, all assignments are expected to reflect the quality that teacher-training institutions require of professional educators. If completed assignments do not meet this standard, students will be notified with further instructions from the instructor.

Major Assignments

- | | |
|------------------------------------|-----------|
| 1. Web 2.0 Technology Blog | 90 points |
| 2. Transformation of the Web Essay | 10 points |
| 3. Discussion Forums | 50 points |
| 4. Web 2.0 Final Project | 50 points |

You will be participating in discussion forums as you progress through the course. There is one grade for all of the forums which is based on the rubric.

Rubric for Evaluating Assignments

Assignments	Sub-Standard	Standard	Superior
Web 2.0 Technology Blog 9 blog postings at 10 points each 90 points possible Superior= 25- 81 Standard= 80-72 Sub-standard= below 72	Blog consists of less than 9 postings, summaries of technology explorations were missing or vague, few or no examples of how the technology may be used to support standards-based instruction were presented, knowledge of the described	Blog consists of at least 9 postings, summaries of technology explorations were presented, at least one example of how the technology may be used to support standards-based instruction were presented, knowledge of the technology was adequately	Blog consists of 9 or more substantial postings, summaries of technology explorations were clear, comprehensive and detailed, two or more examples of how the technology may be used to support standards-based instruction were presented, knowledge of the

Assignments	Sub-Standard	Standard	Superior
	technology was not demonstrated.	demonstrated through appropriate links as described in the assignment.	described technology was clearly demonstrated through appropriate links as described in the assignment.
<p>Transformation of the Web Essay</p> <p>10 points possible</p> <p>Superior=10-9 Standard=8-7 Sub-standard=below 7</p>	<p>Essay vaguely compares and contrasts Web 2.0 with the earlier versions of the Web, there are no examples presented to support the differences, a brief summary of how these technologies are transforming education is presented without any connections between the technology and the classroom, essay is fragmented and lacks organization.</p>	<p>Essay compares and contrasts Web 2.0 with the earlier versions of the Web, at least two examples are presented to support the differences, a summary of how these technologies are transforming education is presented along with connections between the technology and the classroom, essay is very well organized.</p>	<p>Essay comprehensively compares and contrasts Web 2.0 with the earlier versions of the Web, more than two examples are presented to support the differences, a detailed summary of how these technologies are transforming education is presented along with specific connections between the technology and the classroom, essay is comprehensive and very well organized.</p>
<p>Discussion Forums</p> <p>10 postings at 5 points each 50 possible points</p> <p>Superior=50-45 Standard=44-40 Sub-standard=below 40</p>	<p>Less than 100% of Discussion Forum assignments were completed, postings minimally responded to the question and the information is superficial without any evidence of insight or analysis, may be completely off topic, no connections are</p>	<p>100% of all Discussion Forum assignments were completed, postings respond to the question and deliver information that demonstrate insight, thought, and analysis, connections are sufficiently made to previous or current content or to real-life situations,</p>	<p>100% of all Discussion Board assignments were completed, postings respond to the question and deliver information that demonstrate insight, thought, and analysis, connections are sufficiently made to previous or current content or to real-</p>

Assignments	Sub-Standard	Standard	Superior
	made to content or real-life situations, attachments are missing as described in the assignments.	attachments are present as described in the assignments.	life situations, attachments are present as described in the assignments.
<p>Web 2.0 Final Project</p> <p>50 points possible</p> <p>Superior=50-45 Standard=44-40 Sub-standard=below 40</p>	Vague description of the lesson or activity is presented, activity is somewhat appropriate for the target audience and utilizes one Web 2.0 technologies, standards were not correlated, objective was vague and not stated in terms of observable learner outcomes, considerations for required technology skills were unclear, an Acceptable Use Policy was not presented.	Description of the lesson or activity is defined, activity is appropriate for the target audience and utilizes at least one Web 2.0 technologies, standards were correlated, objective was stated in terms of observable learner outcomes, considerations for required technology skills were, an appropriate Acceptable Use Policy was presented.	Comprehensive, clear and detailed description of the lesson or activity is defined, activity is highly appropriate for the target audience and utilizes one or more Web 2.0 technologies, standards were clearly correlated, objective was specific and stated in terms of observable learner outcomes, considerations for required technology skills were presented through clear instructions or tutorials, a highly appropriate Acceptable Use Policy was presented.

Writing Requirements

Superior: Writing is clear, succinct, and reflects graduate level expectations.

Standard: Writing is acceptable with very few mistakes in grammar and spelling.

Sub-standard: Writing contains noticeable mistakes in grammar and spelling.

Grading Options

Course assignments are graded with the use of a Scoring Rubric. Course participants have the option of requesting a letter grade or a credit/no credit.

Instructor/Student Contact

Built into the course requirements are contacts between the course instructor and the students via asynchronous discussions. Questions are addressed and assistance is offered through these contacts, however, students are encouraged to contact the instructor anytime throughout the course to discuss the materials, assignments, or any questions that they may have.

Office Hours: M-F 8:00am – 5:00pm PST by phone 800-967-9365/559-322-7067
24/7 via email: maryebennett@sbcglobal.net or Fax: 559-322-7635

How to send Email:

The subject line of all Email must contain the following information:
course number your last name, first initial.

example: TEC 950 Bennett, M.

Email sent without this subject line will not be opened.

If you have to leave a message, please leave your name, the course number, and any questions you may have along with a phone number so that we may return your call.

References/ Resources

Delicious

(<http://delicious.com/maryebennett>)

This link is to my social bookmarking site. This site is constantly growing with relevant and valuable resources for teachers.

Bloom's Taxonomy Blooms Digitally

(<http://www.techlearning.com/shared/printableArticle.php?articleID=196605124>)

Richardson, W. 2006. *Blogs, Wikis, Podcasts, and Other Powerful Web Tools for Classrooms*. Sage Publications.

Solomon, G. Schrum, L. 2007. *Web 2.0 New Tools, New Schools*. International Society for Technology in Education.

National Educational Technology Plan. *Transforming American Education: Learning Powered by Technology*

(<http://www2.ed.gov/about/offices/list/os/technology/netp.pdf>)

National Educational Technology Standards for Teachers

(www.cnet.iste.org/teachers/t_stands.html)

Policy on Plagiarism

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled according to the procedures set forth in the Fresno Pacific University Catalogue.

Fresno Pacific University Desired Student Outcomes

Graduate level course work reflects Fresno Pacific University's Desired Student Learning Outcomes as it applies to professional development to demonstrate the following:

- *Oral and written communication in individual and group settings*
- *Content knowledge, and application of such knowledge in the student's area of interest to affect change*
- *Reflection for personal and professional growth*
- *Critical thinking*
- *Computational/methodological skills to understand and expand disciplines, including an understanding of technological systems*