Creating Educational Websites:
Increasing Student Achievement with Professional Web Integration
Online Participant Syllabus

Course Description

The purpose of an educator's Web site is to teach, inform, and communicate. This course provides K-16 teachers with the knowledge and skills to expand classroom technology use by designing and publishing a professional educational Web site. Content will focus on the features of an effective educational Web site, and the use of Web development software tools to design, develop, enhance, and publish the site.

Course Prerequisites

Educators enrolled in the course are required to hold a baccalaureate degree.
No prerequisites for this course are required.

System Requirements

- Computer with word processing software
- Internet access connection
- Online video viewing capabilities/Adobe flash player
- Software capable of reading PDF files

NOTE: Additional software will be used, but will either be free and open-source or trial versions, and will be based on the individual needs of each teacher's Web site development and deployment needs. The instructor will work closely with each teacher to assist in determining the appropriate software.

Text Books/Supplemental Reading

No textbook is required for this course. Critical reading of assigned articles and text is embedded throughout the course.

Global Goals of the Course

To deepen and/or apply the content and skills of the teacher's existing professional knowledge base by meeting the following global goals of this course:

1. To understand the purpose of an educator's Web site as a means to teach, inform, and communicate with various stakeholders (NBPTS 1, 2, 3, 5; ISTE 1 -4; InTASC 1-8)
2. To appraise and utilize current technologies for designing, building, publishing, populating, and maintaining a Web site (ISTE 1-5; InTASC 3, 9)

3. To understand and demonstrate Web 2.0 technologies and other techniques for promoting the Web site with the purpose of engaging learners and building a community with stakeholders (NBPTS 1-5; ISTE 1-4; InTASC 1-8)
4. To begin to create a teacher e-portfolio and understand the usefulness of maintaining it as a means for professional growth and showcasing accomplishments (NBPTS 4,5; ISTE 3,4,5; InTASC 9, 10)
5. To explore and comprehend the potentials of future Web technologies and how they can increase student growth and learning (NBPTS 1, 4; ISTE 3, 4, 5; InTASC 1-9)
6. To collaborate with other educational professionals about Web technologies to improve student learning, enhance classroom and online experiences, and provide another means for professional community (NBPTS 4, 5; ISTE 3, 4, 5; InTASC 9, 10)

Instructional Objectives
By the conclusion of the course, each participant should be able to do the following:

1. Recognize and appraise the impact of Web technologies and use of a teacher Web site to increase student learning and promote collaboration.
    1.1   Explore the potential to teach, inform, and communicate with a Web site.
    1.2   Evaluate existing educational Web sites and develop additional criteria as appropriate.
    1.3   Examine content and resources within educational Web sites for effectiveness.
2. Examine and utilize Web development technologies, tools, and strategies to design, build, and populate an educational Web site.
    2.1   Evaluate the major technologies for the creation of a Web site.
    2.2   Define clear goals for the educational Web site.
    2.3   Appraise which technologies will suit the purpose and direction of the site.
    2.4   Design, build, and populate the site with appropriate educational and professional content.
3. Develop a dynamic Web site component that is specific to Web 2.0 online collaboration.
    3.1   Evaluate the major technologies for Web 2.0 collaboration.
    3.2   Appraise which technologies will suit the purpose and direction of the collaborative portion(s) of the site.
    3.3   Create a collaborative component that reflects the intention of the site and will promote positive student growth and learning.
4. Appraise the value of and initiate development of a teacher e-portfolio with the purpose of modeling digital-age work and showcasing accomplishments.
    4.1   Explore the advantages of a teacher e-portfolio as a tool for professional growth and a showcase of accomplishments.

4.2 Identify at least one appropriate artifact for the portfolio and modify it for online viewing.

4.3 Synthesize and reflect on why the artifact(s) should be included in the e-portfolio.

5. Examine and utilize Web development technologies, tools, and strategies to publish and maintain an educational Web site.

5.1 Evaluate the major technologies for the deployment of a Web site to a server.

5.2 Define goals and timelines for site maintenance.

6. Collaborate with other educational professionals regarding technologies with the intention of improving student engagement and learning.

6.1 Judge, support, and defend peer projects in the evaluation process.

6.2 Evaluate feedback and incorporate as needed into the Web site or e-portfolio.

Teaching Methodology and Delivery Model

Teaching methodologies used in this course are specifically designed to maximize learning in a graduate-level, online distance-learning model. Each course facilitator is trained and/or experienced in facilitating graduate-level online courses as well as the specific content and skills of this course.

1. Online methodologies include instructor/expert presentations, directed skill practice, Forum and Assessment completion, as well as the synthesis of new knowledge and skills in designing educational applications.
2. The course is taught in a supportive learning environment with teacher-participant interaction and feedback.
3. Content focuses on the presentation of advanced concepts linked to instructional strategies which accommodate learning needs of a diverse student population.
4. Course content, activities, and assignments are organized into Milestones that participants complete during the 12-week span of the course. Course content is intended to cover material equal to 45 seat hours of instructional time.
5. Class participants actively construct their own learning and make it personally relevant by acquiring and applying course knowledge/skills to their own teaching situation.

Learning Assessment

Formative assessment of learning objectives for this course is conducted informally throughout the course via discussion, critiques, self-evaluations, instructor feedback, and activities requiring participants to make sense of new knowledge and/or skills within their realm of teaching. Additionally, three formative assessments are embedded within the course. Summative assessment for the course occurs in the form of a final project which requires each participant to synthesize class content and apply it within the teacher's specific teaching environment.

Compliance with National Board of Professional Teaching Standards

The National Board of Professional Teaching Standards represents the highest level of professional achievement in the continuum of teacher professional development. There are five core principles (standards) which cover five aspects of professional educational practice: (1) commitment to students and their learning, (2) knowledge of subject matter and instructional strategies, (3) management and monitoring of student learning, (4) systematic reflection about the teaching profession to learn and grow from experience, and (5) collaborative participation in the educational learning community.

Compliance with Interstate Teacher Assessment and Support Consortium (InTASC) Standards

The Interstate Teacher Assessment and Support Consortium's work is guided by one basic premise: An effective teacher must be able to integrate content knowledge with the specific strengths and needs of students to assure that all students learn and perform at high levels. All teachers should meet the following standards: (1) learner development, (2) learning differences, (3) learning environments, (4) content knowledge, (5) application of content, (6) assessment, (7) planning for instruction, (8) instructional strategies, (9) professional learning and ethical practices, and (10) leadership and collaboration.

Compliance with ISTE Standards for Technology in Education

Effective teachers model and apply the National Educational Technology Standards for Students as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community. All teachers should meet the following standards: (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 citizenship and responsibility (5) engage in professional growth and leadership.

Final Projects

Participants taking courses for professional development unit (not-for-credit) must follow the same Participation Expectations as posted in the course syllabus. Participants complete readings and tasks as outlined in the Task List. Forum Post Reflections are also required. However, participants will be exempt from completing the Formative and Summative Assessments unless otherwise noted. Proof of seat hours will be presented to the participants after completing the state required course evaluation located on the student portal.

In keeping with best instructional and assessment practices, this course requires participants to demonstrate synthesis and application of course knowledge in an applied final project linked to the instructional objectives of this course. Assessment of the project should not be limited to the quantity of work submitted but should carefully consider the quality and intellectual value of the work.

Final projects are due and will be submitted to the instructor within 12 weeks of the allotted class time. Unless the instructor states otherwise, all papers are expected to be properly formatted electronically.

Assessments and Grading

Throughout the course, participants will engage in both formal and informal formative and summative assessments. Points are assigned based on a four-point criterion rubric specifically delineated for each assessment that can be further defined as follows:

Distinguished: The assessment is highly imaginative; demonstrates critical thought; is unique; shows substantial application to one's own teaching or professional position; *goes above and beyond requirements;* is creative; demonstrates both breadth and depth of knowledge of transition-related subject matter; shows individual's personality; is professional in presentation and appearance; and demonstrates considerable effort. The assessment is exceptionally completed and demonstrates clear understanding of the tasks, gives explanations, and shows how the assessment applies to a teaching/learning situation. The assessment meets the specific criteria delineated in "Distinguished" on the course rubric.

Proficient: The assessment is well-organized and complete; is effectively and clearly presented; demonstrates clear understandings; applies what has been learned to the author's own classroom situation; clearly shows connections; is detailed; and is thoughtful and supported with ideas. A thoroughly completed assessment demonstrates that the participant shows awareness of the tasks, gives explanations, and shows how the assessment applies to a teaching/learning situation. The assessment meets the specific criteria delineated in "Proficient" on the course rubric.

Basic: This is the lowest passing grade. The assessment meets minimum requirements; includes general information but lacks descriptive detail; shows limited application to teaching/learning; and lacks originality. This denotes work that does not meet **all** aspects of standards for academic performance in a graduate-level course. The assessment meets the specific criteria delineated in "Basic" on the course rubric.

Unsatisfactory: The assessment is missing evidence or information; is sloppy and poorly organized; demonstrates only surface understandings; shows no evidence of application to the author's own teaching situation; is poorly written; and does not meet minimum standards for academic performance in a graduate-level course. The assessment meets the specific criteria delineated in "Unsatisfactory" on the course rubric.

The assessments for this course are weighted as follows:

Participation and Reflection   30%

Formative Assessments   30%
Summative Assessments   40%

Letter grades are based on 100 points possible and assigned based on the university grading scale.

Academic Honesty and Integrity

All participants are expected to maintain academic honesty and integrity by doing their own work to the best of their ability. Academic dishonesty (cheating, fabrication, plagiarism, etc.) will result in the participant receiving a zero for that assignment or paper.

Americans with Disabilities Act Compliance

In compliance with Section 504 of the Rehabilitation Act and The Americans with Disabilities Act, participants who have any condition, either permanent or temporary, which might affect their ability to perform in this class, are encouraged to inform the Director of Academic Affairs prior to the first class session. Reasonable academic accommodations, aids, and adjustments may be made as needed to provide for equitable participation.

Attendance

Participants will have 12 weeks from the time of their first date of login to complete the course. They will need to contact their instructor and The Connecting Link at (888) 550-5465 should they not be able to complete the online class in the time given. Failure to complete all work in the 12 week time frame may result in an **incomplete** or a grade of **F** for the work, depending on the reason for the delay.

University Compliance

Course content and instruction are bound by policies associated with the university granting academic credit for the course. Such polices include, but are not limited to: academic integrity and honor codes, institutional objectives and grade grievance procedures. These policies are located within the official academic catalogs which can be accessed through the university's official website.