



Collaborative Web Technologies: Transforming Teaching and Learning Site-based Participant Syllabus

Course Description

This course will provide K-16 educators the opportunity to understand and use global collaborative web technologies to impact learning and teaching. Teachers will use these technologies to design and develop relevant learning experiences across curriculums. Online collaboration; creating and publishing text, images, audio and video to the Web; management of multiple streams of information; social networking; and the practical use of other Web 2.0/3.0 tools will be critiqued, analyzed, and evaluated for classroom uses. This course will allow for examination of the ethics, safety, and security involved with the use of these technologies.

Course Prerequisites

This course is recommended for K-16 school personnel who require a greater understanding of collaborative web technologies and 21st Century Literacies and their impact on teaching and learning across curriculums. Participants must hold a baccalaureate degree.

System Requirements

Computer with

- word processing software,
- reliable, unfiltered Internet access connection,
- modern Web browser,

Text Books/Supplemental Reading

There is not a required textbook for this class. However, participants will refer to weekly reading assignments and additional materials within each milestone.

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 demonstrate a fundamental understanding of collaborative web technologies and the impact on teaching and learning (NBPTS 1, 2; InTASC 1, 4, 5, 7, 8).
2. To identify, analyze and incorporate 21st Century Literacies across curriculums (NBPTS 1, 2; ISTE 2; InTASC 1, 5, 7, 8).

3. To design, develop and evaluate learning experiences for students using collaborative web technologies (NBPTS 1, 2, 4; ISTE 1, 2; InTASC 1-8).
4. To advocate ethical responsibilities of online and digital mediums (NBPTS 1; ISTE 4; InTASC 1, 2, 3, 5).
5. To collaborate with others to improve student learning (NBPTS 4, 5; ISTE 5; InTASC 9, 10).
6. To apply effective online safety strategies for students (NBPTS 1, 3; ISTE 3, 4; InTASC 1, 2, 3, 5).

Instructional Objectives

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

1. Recognize the impact of collaborative web technologies on student learning.
 - 1.1 Explore social online collaboration and the effects of these virtual environments for innovative thinking.
 - 1.2 Evaluate the use of blogs to help students understand concepts.
 - 1.3 Explore the use of blogs (Vlogs), podcasts, images and video on the web as resources for understanding and solving real-world issues.
 - 1.4 Interpret the value of social media integration and how this contributes to the thinking process for themselves and their students.
 - 1.5 Examine 21st Century Literacies influences across curriculums to understand how they support knowledge construction as a tool for students' current and future needs.
2. Develop learning experiences and assessments that incorporate collaborative web technologies.
 - 2.1 Construct learning activities that incorporate collaborative web technologies.
 - 2.2 Identify classroom uses for collaborative web technologies that engage students in creating and assessing their own learning.
 - 2.3 Customize the use of digital tools so that all students can experience success using the tools that match their abilities
3. Collaborate and apply collaborative web technology skills.
 - 3.1 Analyze and use of blogs, wikis and other social media tools with peers and students to understand the effects of these upon their community.
 - 3.2 Evaluate online information.
 - 3.3 Create a Wiki space for communication between students, parents and peers.
 - 3.4 Determine the web technologies that can be used to support research and learning.
4. Understand societal and ethical responsibilities of technology use.

- 4.1 Explain plagiarism.
- 4.2 Understand copyright rules for teachers and students.
- 4.3 Understand fair use and the repurposing of information.
- 4.4 Model digital etiquette.
- 4.5 Create an awareness of the global impact of online collaboration.
- 5 Model use of collaborative web technologies.
 - 5.1 Use blogs for analyzing and creating content from global communities
 - 5.2 Evaluate the use of collaborative web technologies and resources in support of student learning.
 - 5.3 Understand the theories of Web 1.0, 2.0 and 3.0 and how they can support student learning.
 - 5.4 Discuss and share knowledge gained with colleagues regarding the self-renewal that is aligned with using collaborative web technologies.

Teaching Methodology and Delivery Model

Content and instructor focus are on improvement of course participant expertise through the development of knowledge and skills related to transition planning and associated concepts.

1. Methodologies include instructor presentations, specific skill practice, discussions, audio-visual presentations, self-evaluation, project development, course readings, research/inquiry exercises, and the synthesis of new knowledge and skills with previously acquired skills/expertise in relation to transition knowledge and content.
2. The course is taught with instructor-participant and participant-participant feedback. Course content, activities, and assignments are organized into segments totaling 45 seat hours. Final projects are due within the two-week period immediately following class meetings.
3. Research-based content, presentations, and assignments are supported by textbooks and additional readings/handouts designed specifically for education professionals, educator resources in print and on the Internet, notes from instructor presentations, class activity work pages, and references.
4. Daily activities include a variety of research-based instructional approaches appropriate for adult learners. Class participants actively construct their own learning and make it personally relevant by acquiring and applying course knowledge/skills during hands-on practice and problem-solving activities, personal reflection, in-class presentations, whole-class discussions and activities, assigned readings, research/inquiry, projects, and collaborative work in various group formats. All are

designed to make it possible for teachers and other transition-related personnel across the entire spectrum to learn the same basic content and skills with an emphasis on application to their own specific content area or grade level.

Learning Assessment

Formative assessment of learning objectives for this course is conducted informally throughout the week via discussion, critiques, peer- and self-evaluations, journal entries, verbal and written instructor feedback, small-group sharing, and activities requiring the 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 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.

Topics Agenda

Topic One: Course Introduction

Milestone One: Course Introduction and Digital Natives

Review of syllabi; expectations; assessment of participants' skill levels; course overview; Moodle logistics; how to address technical issues in an online course; review of NBPTS and ISTE standards; building our online community.

Milestone Two: Web theories, 21st Century Literacies, Bloom's Taxonomy

Web 1.0 vs. Web 2.0 vs. 3.0 theories will be defined. 21st Century Literacies will be examined and their influences across curriculums discussed as the impetus for pedagogical changes and transformation of classroom practices; analysis of Bloom's Taxonomy–NEW vs. OLD Version; ISTE standards for students will be examined and discussed; overview of the toolbox for leading collaborative web; collaboration using Moodle.

Milestone Three: Blogs

Understanding the educational use of blogs for professional development as well as student use; investigation of safety issues surrounding blogs; assessment for blogs will be explored.

Milestone Four: Wikis

Define Wiki; Wikis and Wiki tools for schools will be described and discussed; appraise the use of Wikis for teachers, parents and students; a Wiki site will be created; strategies for evaluating the quality of online information will be defined; safety and security strategies for online activities will be examined; collaboration using Moodle.

Milestone Five: Social Networking

Interpret the value of social networking in the educational setting. Identify pros and cons of incorporating these tools and experiences in the classroom. Analyze the use of social networking among peers and between teachers and students to understand the effects of their impact on the learning process.

Milestone Six: Web Video and Video Forums;

Exploration and evaluation of YouTube, TeacherTube. SchoolTube and Teacherstv; determination of appropriate classroom uses; discover Vlogs, Screencasting (and the flipped classroom) and Live Streaming; understand the global value of these tools; safety and security strategies for online activities will be determined; determine assessments for student use of these tools; collaboration using Moodle.

Milestone Seven: Images, Podcasts and Web 2.0/3.0 tools; Copyright and Plagiarism

Formulate classroom applications for Flickr across curriculums; compare various Flickr tools; define podcasts; locate and evaluate sources for educational podcasts; explore creating podcasts; explore educational uses of Google; explore other web technologies; select appropriate tools for classroom use; appraise the use of collaborative web technologies for possible school to home connections; ethical responsibilities of teachers and students concerning copyright will be defined and discussed including the repurposing of information.

Milestone Eight: 10 Big Shifts, ISTE Standards Revisit and Course Closure

Explore 10 Big Shifts as the basis for impact on teaching and learning with teachers as change agents. ISTE Standards for Teachers and Students will be analyzed. Complete course wrap-up, final project, continued synthesis of milestones 1-8 culminating in final project including reflection, application, and future recommendations.

Final Projects

Assignments/ assessments should reflect that each participant is accountable for a high degree of learning appropriate for graduate level credit. Therefore, instructors will assign 3 formative assignments which can be completed throughout the course. These assignments will correlate to the instructional learning objectives. All courses will also include a final summative project which requires critical thinking, analysis, synthesis, evaluation or application. Assessment of the assignments 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 within two weeks of the end of class. Projects submitted during the third week "grace period" will have their grade reduced one full letter grade. No papers will be accepted past the grace period, and participants will, consequently, forfeit credit for the course. Papers are expected to be properly formatted and submitted to the instructor either in person or via mail or an email attachment.

Participants taking professional development unit (not-for-credit) courses must attend all scheduled class sessions and complete all in-class readings and assignments as directed by the instructor. However, they will be exempt from completing the final summative project unless otherwise noted. Proof of seat hours will be presented to the participants after completing state required course reflection via the student portal and all hours are met.

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 instructor at the beginning of the first session. Reasonable academic accommodations, aids, and adjustments may be made as needed to provide for equitable participation.

Attendance

Participants are required to attend all classes as well as participate in class discussions, small group activities, and projects. Absence from any part of the class will require that you withdraw from the class. You will need to contact The Connecting Link at (888) 550-5465 in the event this occurs.

Emergency Statement

In the event of an emergency declared by the college or by The Connecting Link, we reserve the right to alter course plans and the attendance policy. In the event of an emergency, TCL will contact the instructor/participants with alternative educational plans for the course.

Late Work and Make-Up Policy

Participants are expected to keep pace with in-class assignments and evening at-home assignments. If a situation arises in which an assignment cannot be completed, the participant is expected to make arrangements with the instructor for the timely submission of such work. All work is due not later than two weeks after the class ends. Failure to complete all work in this time frame will 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 policies 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.