



Collaborative Web Technologies: Transforming Teaching and Learning Online 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

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 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

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. Copies of the course performance assessment rubrics are included in Appendices A-C.

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.

Topics Agenda

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 into 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

Participants taking courses for professional development unit (not-for-credit) must follow the same Participation Expectations as posted in the course syllabus. Participants will complete readings and tasks as outlined in the Task List. Forum Postings are also required. However, participants will be exempt from completing the Formative and Summative assignments 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 the 12 weeks of the allotted class time. Unless the instructor states otherwise, all papers are expected to be properly formatted electronically.

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 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 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.