



**TechQuests:
Teaching and Learning with Web and Mobile Technologies
Online Syllabus**

Course Description

This course is designed to provide teachers the opportunity to understand and use web and mobile technologies to positively impact teaching and learning. As educational programs embrace emerging technologies, students can master academic content, apply 21st century skills, and learn how to find success in an increasingly digital world. Key tools such as cell phones, audio players, netbooks and tablets, virtual worlds, simulations, and video games will be critiqued, analyzed, and evaluated for classroom uses. Additionally, the WebQuest learning model will be explored and will include advanced search strategies, website evaluation criteria, and security. Information about the emerging technologies and tools will be discussed along with strategies and practical suggestions for classroom uses. Teachers will use these technologies to design and develop relevant learning experiences to reinforce skills across curricula. This course will also include examination of the ethics, safety, and security involved with the use of these technologies.

Course Prerequisites

This course is recommended for K-12 school personnel who require a greater understanding of Web and mobile technologies and 21st century skills 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,
- computer memory 512MG RAM or higher,
- and sound and video card.

Text Books/Supplemental Reading

The following text will be used to guide instruction:

Brooks-Young, S. (2010). Teaching with the tools kids really use: Learning with Web and mobile technologies. Thousand Oaks, CA: Corwin.

Additional resources utilized are located in the reference section at the end of this syllabus.

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 explain and employ 21st century skills across curriculums (NBPTS 1; ISTE 1; InTASC 1, 3, 5, 7)
2. To appraise key technological tools and strategies for their impact on teaching and learning (NBPTS 1, 2, 3, 5; ISTE 2, 3; InTASC 1, 2, 4-8)
3. To employ emerging technology tools and the WebQuest learning model to design, develop, and evaluate relevant learning experiences for students (NBPTS 1, 2, 3, 4, 5; ISTE 1, 2, 3, 4, 5; InTASC 1-8)
4. To explain the ethics, safety, and security involved with the use of various technologies (NBPTS 1, 3, 5; ISTE 4, 5; InTASC 1, 5, 7)
5. To employ other educational professionals to improve student learning (NBPTS 5; ISTE 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 and mobile technologies and strategies for their use in the classroom
 - 1.1 Identify, discuss, and explain 21st century skills
 - 1.2 Identify, discuss, and appraise the emerging net generation
 - 1.3 Examine how technology supports engagement and collaboration/networking
 - 1.4 Evaluate the impact of technology on differentiated instruction
 - 1.5 Describe societal and ethical responsibilities of digital citizenship
2. Examine and describe mobile technologies, tools, and strategies for use
 - 2.1 Appraise mobile technologies of cell phones, digital audio players, and netbooks/tablets
 - 2.2 Appraise virtual worlds, simulations, and video games
 - 2.3 Identify and explain strategies for use of emerging technologies
 - 2.4 Formulate use of emerging technologies within a content area or unit of study
3. Examine and describe the WebQuest learning model and strategies for use
 - 3.1 Recognize the characteristics of Web-based learning
 - 3.2 Describe advanced search strategies and related security issues
 - 3.3 Explain website evaluation criteria
 - 3.4 Explain copyright issues and digital intellectual property
 - 3.5 Formulate use of a WebQuest within a content area or unit of study

4. Develop relevant learning experiences and assessments that incorporate emerging technologies
 - 4.1 Design a learning activity and formative assessment that incorporates a technology tool examined
 - 4.2 Construct a WebQuest and summative assessment within a unit of study
5. Create, demonstrate, and judge the use of a WebQuest and emerging technologies within a content area or unit of study
 - 5.1 Demonstrate effective use of emerging technologies within learning activities and how they support teaching and learning
 - 5.2 Judge, support, and defend peer projects in the evaluation process
 - 5.3 Evaluate feedback and incorporate into learning activities and unit of study

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 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 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%

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.