



Creating Educational Websites: Increasing Student Achievement with Professional Web Integration Site-based 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 included.

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 of this course are designed to support intensive, graduate level course work in an interactive setting.

Instructional plans support the content of this course, which focuses on the improvement of professional teaching expertise in any or all of the following categories: assessment, collaboration, communication, diverse learners, educational reform, instructional strategies, planning instruction, productivity, reflection on practice, student learning, subject matter, and/or technology.

- 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.
- 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.
- 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.
- 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 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

Topic One: Course Introduction

Review of syllabus; expectations; course overview; review of NBPTS and ISTE standards; building our community; discussion of all projects (listed in the section below)

Purpose of an Educator's Web site

The Web site as a means to teach, inform, and communicate; features of an effective, professional, educational website; evaluating Web sites with various criteria; analysis of educational resources that may serve as links/resources within the site

Designing a Personal Educational Web site

Types of Web sites; primary elements and best practices; utilizing existing Web sites for design ideas; Web site goals, focus, and audience; planning, designing and organizing the site and each page including considerations for simplicity, consistency, maintenance, content, color and fonts, layout, and navigation; how people read Web material; Web accessibility and usability issues

Topic Two: Designing a Personal Educational Web site (cont'd)

Types of Web sites; primary elements and best practices; utilizing existing Web sites for design ideas; Web site goals, focus, and audience; planning, designing and organizing the site and each page including considerations for simplicity, consistency, maintenance, content, color and fonts, layout, and navigation; how people read Web material; Web accessibility and usability issues

Web Development Tools

Basic page elements; evaluating tools including common HTML tags and CSS styling rules, Wordpress, templates, content management systems, Dreamweaver, and Flash; evaluating free and open-source software including text/html editors vs. WYSIWYG editors; gathering tools appropriate for site goals and design; working with images and multimedia, graphic editors, site assets and library items, and stock media; differences in popular Web browsers; viewing code from other sites

Publishing an Educational Web Site

Testing the site with various tools; validating the site with W3C (World Wide Web Consortium) and re-testing; optimizing for multiple Web browsers, mobile Web devices, and screen sizes; appropriate organizational structure for files including storing and naming files; basics of what a Web server does; choosing a location for the site (district hosting/self-hosted) including free online hosting; FTP (File Transfer Protocol) programs for uploading/downloading from the site

Topic Three: Web 2.0 Uses to Enhance the Educator's Web Site

Collaborative nature of Web 2.0 with related technologies and learning theories; the Flipped Class model; types of educational components to host on the site including wikis, podcasts, vodcasts (video podcasts), screencasts, surveys, webinars, and digital textbooks; tools for working with different components including sound recorders, video editors, Google docs, screen capture software, presentation software; employing Web-based educational resources within the site

Promoting the Web Site

Utilizing the power of social networking, sharing, and social bookmarking via current sites including MySpace, Facebook, LinkedIn, Twitter, Flickr, and Delicious; creating blogs and wikis to discuss and share current educational research, classroom lessons, and projects with various stakeholders; blog writing guidelines; generating Web site traffic via SEO (Search Engine Optimization), understanding how key words work on the Web; maintaining current content; Web advertising and its appropriateness on an educator's site

Topic Four: The Teacher Portfolio

Regular site maintenance; understanding the basics of site analytics; the site as a means to house and showcase the teacher portfolio with relevant artifacts; using the portfolio as demonstrated evidence of continued growth, reflection, and professionalism; understanding and incorporating the Danielson Framework for Teaching including the four global domains of planning and preparation, the classroom environment, instruction, and professional responsibilities; using the portfolio to share with others and model 21st century skills for students

Topic Five: Overview of Advanced Topics, Putting it All Together, and Looking Ahead

Brief overview of advanced Web development tools including Javascript, PHP, XML, HTML5, CSS3, and jQuery; using technological mashups in education; Web 3.0 and more topics based on teacher interest

Synthesis and Reflection

Incorporating and infusing all Web development tools for building, publishing, promoting, and maintaining the teacher Web site; continued peer support and feedback; reflection and progress; incorporating feedback for final project and development

Course Closure

Course wrap-up, final project, continued synthesis of agenda items 1 - 5 culminating in final project including reflection, application, and future recommendations

Final Projects

Assignments/ assessments should reflect that each student is accountable for a high degree of learning; thus, an appropriate combination of group and individual assignments/assessments that can accurately determine an individual's achievement level is required.

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 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 formative assignments. 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 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.

For Valparaiso University Graduate School Student Learning Objectives please visit: www.valpo.edu/gradschool