

# Course Syllabus

## Title

Interaction Speaks Louder Than Words: Incorporating Web 2.0 Tools in the Classroom

## Target Audience

This course is intended for pre-service and in-service educators.

## Prerequisites

To successfully participate and complete assignments in this course, the learner must

- Have past experience using the computer
- Have past experience working with the Internet
- Be familiar with taking an online course

## Course Description

The students in our classrooms today will work in a fast-paced, collaborative online world tomorrow. Are today's teachers prepared for these digital natives? In this course you will experience the excitement of online Web 2.0 tools. Discover how they can open a digital door to a wealth of data and collaboration for you and your students. In addition, participants will discover a variety of engaging and innovative Internet applications that support the differentiated and individualized communication, organization, and productivity needs of our 21st century digital learners.

## Goals

This course is designed to introduce learners to Web 2.0 tools in which content is created, shared, remixed, repurposed, and passed along. Learners will explore Blogs, Wikis, Social Networks, Social Bookmarks, Podcasts, RSS Feeds, Photo Sharing and other Web 2.0 tools to enhance their students' learning experiences. In addition, learners will incorporate 21st century skills as they relate to teaching and learning.

At the end of this course, learners will be able to

- Identify how the use of Web 2.0 tools can deepen learning and increase student engagement
- Explore and utilize Web 2.0 tools
- Identify how Web 2.0 tools support a student centered environment
- Assess and apply best practices in the use of Web 2.0 tools
- Create a Blog and Wiki for personal and/or professional use.

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## Outline of Content and Assignments

After previewing the documents in the Course Information area, learners will proceed to Course Content to complete the following sessions, working through each session in order.

Throughout the sessions, learners are asked to articulate their ideas in various forms. They are encouraged to reflect on their ideas and experiences in their online journal. The discussions in the discussion forum are designed to allow learners to glean information from other learners' experiences.

This course is designed to address ISTE's Educational Technology Standards and Performance Indicators for Teachers. These standards define the fundamental concepts, knowledge, skills, and attitudes for applying technology in educational settings.

This course specifically addresses the following ISTE NETS\*T components:

### **1. Facilitate and Inspire Student Learning and Creativity**

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. Teachers:

- a. promote, support, and model creative and innovative thinking and inventiveness.
- b. engage students in exploring real-world issues and solving authentic problems using digital tools and resources.
- c. promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes.
- d. model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments.

### **2. Design and Develop Digital-Age Learning Experiences and Assessments**

Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S. Teachers:

- a. design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.  
  
develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress.
- b. customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources.
- c. provide students with multiple and varied formative and summative assessments  
  
aligned with content and technology standards and use resulting data to inform learning and teaching.
- d.

### **3. Model Digital-Age Work and Learning**

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. Teachers:

- a. demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations.
- b. collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation.
- c. communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats.
- d. model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning.

### **4. Promote and Model Digital Citizenship and Responsibility**

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. Teachers:

- advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources.
- a. address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources.
  - b. promote and model digital etiquette and responsible social interactions related to the use of technology and information.

- d. develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools.

## 5. Engage in Professional Growth and Leadership

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. Teachers:

- a. participate in local and global learning communities to explore creative applications of technology to improve student learning.
- b. exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others.
- c. evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning.
- d. contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community.

## Course Outline

### Session One: What is this Web 2.0 Thing Anyway? (Week 1)

It seems as though we are watching the future unfold through our students' eyes and it is increasingly digital and online. It has become an anytime anywhere world. Our students spend much of their time outside of the classroom living in this connected world. Yet educators are just beginning to embrace these digital technologies. Web 2.0 words like blog, wiki, podcast, and twitter provoke curiosity, excitement, and sometimes fear. This session is designed to explore the reasons for using Web 2.0 technologies as an instructional tool.

At the end of this session, learners will be able to:

- Define "Web 2.0"
- Explore a variety of Web 2.0 technologies
- Discuss how Web 2.0 technologies are transforming education

Read:

- Wikipedia Web 2.0 Definition ([http://en.wikipedia.org/wiki/Web\\_2.0](http://en.wikipedia.org/wiki/Web_2.0))
- A Day in the Life of Web 2.0 (<http://www.techlearning.com/article.aspx?id=13980>)
- Web 2.0: A Guide for Educators (<http://www.techlearning.com/article/7232>)

Watch:

- Digital World: Kids Today (<http://www.youtube.com/watch?v=0fu4vmiXxwc>)
- A Vision of Students Today ([http://www.teachertube.com/view\\_video.php?viewkey=e0b93b5f334ffb4e4064](http://www.teachertube.com/view_video.php?viewkey=e0b93b5f334ffb4e4064))
- Shift Happens: 2008 Latest Edition (<http://www.youtube.com/watch?v=jpEnFwiqdx8>)

Participate in online discussions:

- Discussion #1: Introduce yourself to other participants.
- Discussion #2: Write your own definition of Web 2.0 using ideas from the readings and videos. What will classroom instruction need to look like in order to help our students become productive 21<sup>st</sup> century citizens?

Write in Online Journal:

- Describe your thoughts as you embark on this course. What does the title make you think about? What parts of the readings and video did you find intriguing? What worries you about the use of technology in the classroom? What role do you think educators play in helping students learn and live in the 21st century?

## **Session Two: Blogs: To Motivate Writers and Encourage Communication (Week 2)**

Did you know that there is a new Blog created every 11 seconds? Blogs are tools for writing instruction. From brainstorming to organizing to writing, revising, and peer review they can motivate and engage even the most reluctant student. Our students become engaged in sharing, communicating, and exchanging ideas on a larger scale. The readings this week will highlight the many ways in which classroom blogs can motivate learning and enhance communication. You will view a variety of blogs and discuss how you might use a blog for your own purpose. You will have an opportunity to create a blog which we will use as an additional tool for learning and reflection on the content of this course.

At the end of this session, learners will be able to:

- Explore blogs and how they may be used for learning
- Explore educational blogs
- Create a blog site
- Discuss the implications of blogs in today's classroom

Read:

- Blogs: Wikipedia (<http://en.wikipedia.org/wiki/Blog>)
- Digital Discussions: Take Your Class to the Internet (<http://www.edutopia.org/digital-discussion-take-your-class-to-internet>)
- Kathy Schrock's Blog List (<http://kathyschrock.net/edtechblogs.htm>)
- Blogs on Educational Blogging (<http://supportblogging.com/Links+to+School+Bloggers>)
- Using Blogs (<http://www.teachingenglish.org.uk/talk/questions/using-blogs>)
- Edutopia Weblog (<http://www.edutopia.org/spiralnotebook>)
- Top 100 Education Blogs (<http://oedb.org/library/features/top-100-education-blogs>) Browse this list and find at least two blogs to read

Watch:

- Blogs in Plain English (<http://www.youtube.com/watch?v=NN2I1pWXjXII>)
- Why Let Our Students Blog? ([http://www.teachertube.com/view\\_video.php?viewkey=be6ec9b852b0a542e2f3](http://www.teachertube.com/view_video.php?viewkey=be6ec9b852b0a542e2f3))

Complete Activity:

- Create a Blog (Weblog) to reflect on the things you have learned from readings and videos this week.

### **Session Three: Wikis: The Ultimate Collaborative Writing Tool** (Week 3)

Wikis really do embody the idea of web 2.0 in that they allow a web space to constantly evolve into an informative and ever-changing educational resource, with contributions from others working together. Wikis are well suited for projects in which collaborative teams write, revise, update, and contribute on a regular basis. In this session, you will explore how people are using Wikis as an educational tool. You will also have the opportunity to create your own Wiki for personal or educational use.

At the end of this session, learners will be able to:

- Explore Wikis and identify how they are used as collaborative tools for learning
- Investigate and analyze Wiki sites
- Create your own Wiki

Read:

- Wikis: The Wikipedia Definition (<http://en.wikipedia.org/wiki/Wiki>)
- Examples of Educational Wikis (<http://educationalwikis.wikispaces.com/Examples+of+educational+wikis>)
- Wikiversity ([http://en.wikiversity.org/wiki/Educational\\_wikis](http://en.wikiversity.org/wiki/Educational_wikis))
- Wiki Walk-Through (<http://www.teachersfirst.com/content/wiki/>)
- Educational Uses (<http://wikisineducation.wetpaint.com/page/How+we+use+wikis+in+class?t=anon>)
- Wikis for Teaching and Learning (<http://cais.aisnet.org/articles/18-1/default.asp?View=Journal&x=43&y=9>)

Watch:

- Wikis in Plain English (<http://www.youtube.com/watch?v=-dnL00TdmLY>)

Complete Activity:

- Participate in the class Wiki
- Create your own Wiki

### **Session Four: Podcasting 101** (Week 4)

Podcasting is a way to distribute multimedia such as music or speech over the Internet for playback on computers or mobile devices. The implications for education include students' being able to replay the audio of traditionally delivered information such as a lecture or a set of project assignments to review or catch up.

Students can create their own podcasts (both audio and video) as a way of showing concept mastery, reviewing notes, reflection, or keeping track of projects due. Podcasting is another step in having information that is portable and user-selected.

At the end of this session, learners will be able to:

- Define and describe a podcast and vodcast
- Locate and describe at least one educational podcast

- Summarize and discuss at least one blog entry

Watch:

- Podcasting in Plain English:  
[http://www.youtube.com/view\\_video.php?viewkey=367ab9eed5af82966a48](http://www.youtube.com/view_video.php?viewkey=367ab9eed5af82966a48)

Read:

- Podcasts in the Classroom  
(<http://www.det.wa.edu.au/education/cmis/eval/curriculum/ict/podcasts/>)
- The Education Podcast Network (<http://epnweb.org/>) Great Podcast Resource!

Participate in Online Discussions:

- Discussion #1: How can you, as the teacher, utilize Podcasts/Vodcasts to facilitate student learning?
- Discussion #2: How do you think the students in your class can use Podcasts/Vodcasts to more deeply understand an instructional concept?

Complete Activities:

- Review a variety of podcasts on The Podcast Network. Select several that interest you and listen to them.
- Open iTunes and do a search for Podcasts that are relevant to you. Listen/view several of them.

### **Session Five: Tools for Finding and Organizing Information on the Web** (Week 5)

This session will expose you to some tools that can make finding, retrieving, and bookmarking resources more efficient and productive. You will learn about RSS feeds and how to subscribe to feed aggregators so that you can store information in one place. You will also learn about Social Bookmarking tools that allow you to save all of your favorite websites to one place and to connect with other people who are searching for information on the same topics.

At the end of this session, learners will be able to:

- Explore the use of RSS feeds in education
- Explore and analyze Social Bookmarking sites
- Create a Social Bookmarking site
- Reflect on their learning throughout the course

Watch:

- Social Bookmarking in Plain English (<http://www.youtube.com/watch?v=x66IV7GOcNU>)
- RSS in Plain English (<http://www.youtube.com/watch?v=0klgLSxGsU>)
- Social Networks in Plain English ([http://www.youtube.com/watch?v=6a\\_KF7TYKVc](http://www.youtube.com/watch?v=6a_KF7TYKVc))

Read:

- Social Bookmarking Definition by Wikipedia ([http://en.wikipedia.org/wiki/Social\\_bookmarking](http://en.wikipedia.org/wiki/Social_bookmarking))
- All About Digg (<http://digg.com/about/>)
- 7 Things You Should Know About Social Bookmarking  
(<http://educause.edu/ir/library/pdf/ELI7001.pdf>)
- Delicious (<http://delicious.com/>)

- RSS Defined ([http://en.wikipedia.org/wiki/RSS\\_\(file\\_format\)](http://en.wikipedia.org/wiki/RSS_(file_format)))
- Feedage.com (<http://www.feedage.com/feeds.php?cat=2>)
- Social Networking Defined ([http://en.wikipedia.org/wiki/Social\\_network](http://en.wikipedia.org/wiki/Social_network))

Participate in Online Discussion:

- Discussion #1: How could you use Social Bookmarking sites in your classroom? Talk about specific instructional ideas that you have.
- Discussion #2: Join the VSTE Ning Social Networking site and look around (<http://vsteonline.ning.com/>). Reflect on your experiences with Social Networking and the potential to facilitate your professional growth. What are some of the advantages and disadvantages of using this tool. Would you use this tool to support student learning? Why or Why Not?

Write in Online Journal:

- In your online journal, reflect on your learning in the course. How have your ideas about the use of Web 2.0 tools in education changed over the past five weeks? What, if anything, are you still skeptical about? What will it take from you to help this vision become reality in your classroom?

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## **Schedule**

It will take about 10 hours to complete this course. Each session has been designed to take approximately two hours. If you find yourself spending several hours more than this in any given session, please contact your facilitator to make sure this is necessary to complete the given assignments.

## **Requirements**

Learners are expected to:

- Complete all assignments
- Maintain an online journal
- Participate and actively engage in discussions with fellow learners while contributing to the social construction of knowledge
- Be self-directed and self-motivated
- Ask for assistance when needed

## **Materials**

Technical Requirements

- Word Processor
- Internet
- Email
- Adobe Acrobat Readers
- Windows Media Player or Quicktime

## **Evaluation**

This course is evaluated on a letter grade basis. Continuing Education Units (CEUs) will be given for this class.

Performance Assessment: Your instructor will assess your performance using the following Assessment Rubric. In order to receive credit for this course, you must demonstrate a satisfactory level of competence for the course, which means a C average or better.

A=100-90%

B=89-80%

C=79-70%

You will receive feedback for each week's work, usually in narrative form through email. In addition, you can always go to "Grades" to monitor your progress. If you have questions about your participation, please communicate with your instructor.

<b>Assignment</b>	<b>Unsatisfactory = 1 pt</b>	<b>Satisfactory = 2 pts</b>	<b>Exemplary = 2.5 pts</b>
<b>Discussion Board</b>	Learner posts only a single entry, with no interaction with other learners' postings evident.	Learner's postings meet the minimum of 3 (one original thread answering the question and two responses to peers) but they do not go beyond the required scope or are all posted on the same day.	Learner's postings meet the objectives for the assignment in ways that demonstrate understanding, being reflective and extending beyond the assignment. There are more than 3 postings and they are posted throughout the week, rather than on one day only.
<b>Online Journal Entries</b>	The learner does not show any indication of having read any of the articles in the session. The entry does not reflect an understanding of the issues addressed in the session.	Although the learner addresses the issues from the session, the entry is lacking in details and depth. The entry shows only a superficial reading of the articles in the session.	The learner's response shows an in-depth understanding of the issues from the session. The entry shows detail and depth. Learner references readings from the session.
<b>Activities</b>	<b>Unsatisfactory = 1 pt</b> Learner's response does not show an understanding of issues related to technology and education. Learner does not give actions to be taken in order to implement the vision. The response does not reference readings from the semester.	<b>Satisfactory = 3 pts</b> Learner's response shows some understanding of issues related to technology and education. Learner gives general actions to be taken in order to implement vision. The response references some readings from the semester.	<b>Exemplary = 5 pts</b> Learner's response shows an in-depth understanding of issues related to technology and education. Learner gives specific actions to be taken in order to implement vision. The response references readings from throughout the semester.