

**The Ohio State University
College of Education and Human Ecology**

**1. Heading: ED T&L 727.50, What's New in Educational Technology? Web 2.0
Winter 2009 – Summer 2010**

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Prepared on 1/21/09

ED T&L 727.21 Classrooms

1 to 3 credit quarter hours available – Unsatisfactory or Satisfactory course

1 Quarter hour = 10 hours of contact Online

2 Quarter hours = 20 hours of contact Online

3 Quarter hours = 30 hours of contact Online

Graduate Level – Offered Fall 2008 – Summer 2009

2. Course Description/Rationale:

Participants (teachers) must have a knowledge base of teacher education and the content standards used in the classroom. This course will require teachers (participants) to investigate the means of finding resources that will help them build their skills to become a better teacher in the classroom. This course will also provide the participants with knowledge needed to be a productive assessment consumer. Participants will discuss and build web resources and create classroom tools from the links they use on our web site. These resources and tools will meet the needs of the students while aligning to the Ohio Content Standards. In addition the teachers will learn how to use these new Web 2.0 materials and resources, which will help individualize instruction for their students needs.

Technology and the Internet are increasingly available in school. Teachers need opportunities to expand their knowledge on how to use various tools available over the web effectively in the classroom and in the work environment. Software and other Internet resources can play an important role in the classroom and the work environment such as tools for communicating and creativity, a resource for information, and an environment for learning and thinking. While designing developmentally appropriate activities for children, practitioners require skills in identifying individual needs and interests, as well as selecting from technology alternatives. Participants in this course need to be able to investigate and use web media for information gathering, information exchange, collaborative problem solving and classroom activities.

3. Relationship to Other courses/Curricula:

This course is being planned to meet a specific need for teachers who are pursuing a specialization in the area of education in the P-12 environment. The course serves to meet the elective(s) in the ITL MA degree program with an area of concentration in education.

4. Course Objectives/Learning Outcomes -- Required for Teacher Licensure and/or NCATE -- Candidates preparing to work in schools as teachers or other professional school personnel must know and demonstrate the content, pedagogical and professional knowledge, skills, and dispositions necessary to help all students learn.

Explain what this course seeks to achieve and how knowledge and skills will be demonstrated. To focus on student outcomes, try using the lead in phrase:

Following successful completion of this course, the student/participant will be able to....

- Use the Ohio Standards as a springboard for researching valuable websites and digital media that directly relate to their courses of study and the standards for their students and teachers
- Create a product using web resources from the class website
- Use One or more web 2.0 technology tools to support learning objectives and outcomes

- Utilize a variety of electronic and digital resources to improve and expand the information they can use in the classroom and the work environment as well as be able to evaluate the accuracy and reliability of this information. Teaching using the Web 2.0 tools will address the specific needs of students in the verbal-linguistic, logical-mathematical, spatial, musical, body-kinesthetic, interpersonal, and interpersonal areas.
- Teachers will be given activities to use to assist them in the) understand curriculum resources and the use of these tools in the classroom or in the work environment.
- Teachers will be given instruction for) further their skills in Web 2.0 media for instructional materials for use in the classroom.
- Understand the importance of Copyright issues and acceptable use of electronic communications
- Write a reflection on their experience of using their Web 2.0 media tool(s). This reflection paper will include the application of the data collected from your evaluation of the tool(s).
- Participants will use a list of several evaluation questions as a springboard for writing their evaluation of their Web 2.0 experiences. (see evaluation questions attached)

5. Off campus field experiences:

There are no off-campus field experiences.

6. Diversity:

The curriculum and experiences will support the learning outcomes of all students by investigating ways in which teachers may evaluate all learners through the use of various assessments tools. These methods and resources will allow teachers to locate resources and materials as well as aligned content standards for a more comprehensively learning approach to learning. This will especially help those students who often are overlooked by virtue of poor performance on only one kind of assessment or one kind of learning tool. Technology is just one more tool to assist with the learning outcomes.

The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

7. Technology - Required for Teacher Licensure and/or NCATE -- Describe the role of technology in the proposed course. For educator licensure courses, promote the possible use of products from the course in students' electronic portfolios.

8. Topical Outline:

Following successful completion of this course, the

Required Text(s) and Course Materials –

All reading assignments are online. Various sites will be used. Other reading assignments will be listed on the instructor's web site or the education home page

http://lima.osu.edu/academics/education/ed_web2.0.html

http://web.me.com/sbecker54/TLTL/Sue_Beckers_Blog/Entries/2008/10/8_podcast10_8_08.html

Grading Plan/Grading Rubric –

Un-satisfactory or Satisfactory grades for this course

S/U graded courses: 83% (B) for graduate level to pass this workshop

Notes:

1. Please feel free to speak to me regarding any questions or concerns. You can contact me via cell phone and/or email me with a question. Please, no phone calls after 9:00 pm at night or before 8:00 am. Please do not call the office phone. I am only at the office a few days a week and most of the time, when I am there; I am not in my office. Email and cell phone are always the best way to contact me.

2. The schedule of topics and reading assignments may change over the course of the semester.
3. Policy on Quality of Work

All assignments are subject to my quality of work policy. If a project or assignment is turned in and it is not at an acceptable quality, I will return it to the students. I will request that it be re-submitted with the revisions needed to meet my standards to be graded.

Topical Outline - Schedule of Topics, Readings, Assignments –

Participants will complete the following for the 1st hour of Graduate Credit Online

- Be introduced to The Ohio State University at Lima's Education home page and the Lecturer's home page for resources and classroom materials on new technology tools. Web 2.0 resources will be explored.
- 2 or more hours of research on how to use and assess Web 2.0 media will be completed in the workshop
- Demonstrations, tutorials and hands on activities will be the focus
- Examples of how these resources can be used in the educational setting will be a focus in this workshop.

Participants who wish to receive the 2 or 3 Graduate credit hours for this course must complete the above criteria and the additional following criteria for the ONLINE portion of the course

All participants who will be receiving additional credit will use an online environment to share information that supports the additional materials needed to fulfill the content for the 2 and 3 hours of credit online.

- *See additional notes below.*

9. Course Requirements and Assignment Details:

Participants who take 1 hr of credit

- Will attend the workshop online
- Will be researching and using 1 or 2 of the Web 2.0 applications and reflect on their results.
- Will complete a 1 to 2 page single spaced paper on your evaluation of the Web 2.0 applications that you experienced. Please use the evaluation questions attached to help you determine the value of the Web 2.0 resource you used.

Participants who take 2 hrs of credit

- Will journal the amount of time they researched their Web 2.0 applications. 10 additional hours of experience is recommended.
- Will be researching and using 2 or 3 of the Web 2.0 applications and reflect on their results.
- Will complete a 1 to 2 page single spaced paper on your evaluation of Web 2.0 applications that you experienced. **1 paper per application please.** Please use the evaluation questions attached to help you determine the value of the Web 2.0 resources you used.

Participants who take 3 hrs of credit

- Will journal the amount of time they researched their Web 2.0 applications. 20 additional hours of experience is recommended.
- Will be researching and using 3 or 4 of the Web 2.0 applications and reflect on their results.
- Will complete a 1 to 2 page single spaced paper on your evaluation of Web 2.0 applications that you experienced. **1 paper per application please.** Please use the evaluation questions attached to help you determine the value of the Web 2.0 resources you used.

Policies for Missed Exams/Quizzes – No exams are required

Policies for Student Conduct and Participation -- Provide clear information about attendance, class and group participation, and other aspects of conduct that impact on individual student's and class members' learning and professional development.

Policy on Quality of Work- I will return it to the students, and request that it be re-submitted with the revisions needed to meet my standards to be graded. Students who miss more than 40% of class hours will be required to retake the course work or take an Incomplete until the work is done to the Lecturer's satisfaction.

Academic Misconduct -- The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp).

Grievances and Solving Problems -- According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, "You should seek to resolve a grievance concerning a grade or academic practice by *speaking first with the instructor or professor*: Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union." "Grievances against graduate, research, and teaching assistants should be submitted first *to the supervising instructor*, then to the chairperson of the assistant's department. "

Statement on Diversity -- The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

PLAGIARISM -- Students are expected to submit original work and must reference any use of another person's work or published materials (including materials published on the web) for this course. Please check <http://www.utoronto.ca/writing/plagsep.html>, to learn more about plagiarism. I will be posting a sample of how you should document and site the reference we will be using in class. Please follow my outline for references. The following reference is the guide I will be using. <http://www.apastyle.org/electmedia.html>

10. Texts/Reading List/Bibliography:

All reading assignments are online. Various sites will be used. Other reading assignments will be listed on the instructor's web site.

11. Statement of Student Rights:

Any student who feels s/he may need an accommodation based on the impact of a disability should contact one of the instructors privately to discuss specific needs. The Office of Disability Services is relied upon for assistance in verifying the need for accommodations and developing accommodation strategies. Please contact the Office for Disability Services at 614-292-3307 (V) or 614-292-0901 (TDD) in room 150 Pomerene Hall to coordinate reasonable accommodations; <http://www.ods.ohio-state.edu/>. Please make sure that students know they will be expected to follow Americans with Disabilities Act Guidelines for access to technology.

Evaluation Questions to consider (you may use any or all of these, or create your own)

Here are a few of my recommendation questions.....

- Is the web site user friendly?
 - easy to use?
 - are there valuable instructions?
 - can you reuse this tool?
- Is the web site visually appealing?
 - easy to read?
 - easy to follow directions?
 - attractive and fun?
- Do the links point to reliable information?
- Is your time management worth the effort to set up this resource?
- Does this resource add any new perspective on a particular topic?
- Does the web 2.0 tool address all populations?
 - Keep in mind your population of teachers
 - Students abilities
 - Student needs (gifted as well as special needs students)