

MEDT 7462**INTERNET TOOLS, RESOURCES, AND ISSUES**

Semester Hours: 3

Semester/Year:

Instructor:

Office Location:

Office Hours:

Telephone:

Fax:

Email:

Distance Support: Distance Learning Library Services -
<http://www.westga.edu/~library/depts/offcampus/>
Ingram Library Distance Learning Services -
<http://westga.edu/~library/depts/offcampus/>
Ingram Sullivan Ingram Library –
<http://www.westga.edu/~library/info/library.shtml>

COURSE DESCRIPTION

A study of various Internet tools, resources, and issues as related to K-12 education. Strategies for integrating the Internet into the curriculum will be included.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. By incorporating the theme “Developing Educators for School Improvement”, the College assumes responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors (decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. National principals (INTASC), propositions (NBPTS), and standards (Learned Societies) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and re-evaluating existing or proposed practices. This course's objectives are related directly to the conceptual framework and appropriate descriptors, principles or propositions, and Learned Society standards are identified for each objective. Class activities and assessments that align with course objectives, course content, and conceptual framework are identified in a separate section of the course syllabus.

COURSE OBJECTIVES

Students will:

1. develop competencies in evaluating, selecting, and integrating online and Internet resources in the curriculum, including those for special and multicultural needs.

(D8 Knowledgeable, D6 Culturally Sensitive, D 10 Reflective; NBPTS 1, 2, 3, 4, 5; LM III Knowledge of Library and Information Studies, LM VII Reflective Practice, LM IX Ethics, Equity, and Diversity; ISTE IV A, B, C, V A, B, C, D);

2. develop competencies in performing successfully an online search.

(D8 Knowledgeable, D 10 Reflective; NBPTS 1, 2, 3, 4; LM III Knowledge of Library and Information Studies, LM VII Reflective Practice; ISTE I A, B).

3. discuss some of the basic issues and trends in online services and the Internet, using the various search strategy methods and resources studied and discussed.

(D8 Knowledgeable; NBPTS 1, 2, 3, 4; LM III Knowledge of Library and Information Studies; ISTE III A, B, C, D)

4. identify resources for staying current in applications of online services and the Internet.

(LM VIII Professional Growth, LM X Leadership, Advocacy, and Community Partnerships; ISTE II A, B, C, D, E III A, B, C, D, IV A, B, C, VI A).

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Required Text:

Mills, S. (2006). Using the internet for active teaching and learning. Upper Saddle River, NJ: Pearson Prentice Hall.

Required Software:

Adobe Systems Inc. (2005). Macromedia Studio 8 [Computer software]. San Jose, CA: Adobe Systems Inc.

References:

- American Psychological Association (2001). *Publication manual of the American psychological association*. (5th Edition) Washington D.C.: American Psychological Association.
- Classroom Connect (1999). *100 activities for the online classroom*. El Segundo, CA: Classroom Connect.
- Classroom Connect Newsletter (2000-2003). *Monthly updated information and activities*. El Segundo, CA: Classroom Connect.
- Fielden, N. L (2001). *Internet research: Theory and practice*. Jefferson, N. C.: McFarland.
- Schlein, A. M., Newby, J. J., & Weber, P. (2002). *Find it online: The complete guide to online research*. Tempe, AZ: Facts on Demand Press.
- Simpson, C. M.(2001). *Copyright for schools: A practical guide*. Worthington, OH: Linworth Publishing, Inc.
- The Staff of Classroom Connect (1997). *Child safety on the Internet*. Lancaster, PA: WentworthWorldwide Media, Inc.
- White, K. W. and Weight, B. H.(2000). *The online teaching guide: A handbook of attitudes, strategies, and techniques for the virtual classroom*. Boston, MA: Allyn and Bacon.

ACTIVITIES AND ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Link to Conceptual Framework

The focus of this course is on the intelligent and ethical use of the Internet for instruction and related tools and resources. Due to the broad range of issues, each module has been designed to contain specific assignments related to a weekly topic. As indicated in the Activities and Assessments area of the syllabus each course activity is designed to meet one or more the course objectives which are designed, in turn to meet specific NCATE and ISTE standards. Furthermore, the textbook adopted for the course was written specifically to address all of the ISTE standards. Throughout the course students will develop competencies in evaluation, selecting, and integrating online and Internet resources in the curriculum to meet the needs of all students including those with special and/or multicultural needs (Activities 1.0, 2.1, 2.2, 3.1-3.14, 4.0). Students will also develop competencies in performing successful online searches for relevant professional materials as well as skills that will help them teach their students to become more information literate (Activities 1.0, 2.1, 2.2, 3.3, 3.4 3.9, 3.10, 3.14, 4.0). Students will also explore and discuss issues and trends in online services and the internet (Activities 1.0, 2.1, 2.2, 3.1, 3.2, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 3.13, 3.14, 4.0). Finally, students will explore and identify resources that will help the stay current in the application of online services and the Internet (Activities 1.0, 2.1, 2.2, 3.1-3.14, 4.0).

Activities and Assessments:

1.0 Face to Face Class Participation (6 points)

Students will attend and participate in the face to face class that is scheduled on campus, be prepared for this class by doing the assigned readings and activities in advance, and have the appropriate materials required for class activities.

(Course Objectives # 1,2,3,4,5; disposition; teacher observation)

2.0 Weekly Work

2.1 Weekly Discussions (12 Discussions @ 5 points each = 60 points)

During each module the student will respond to a discussion prompt provided by the instructor. With a few exceptions, the student is expected to make an initial posting on the first day of the module and follow up with a second posting **on a different day** of the module. In addition to the two postings students will be assessed on the quality of their postings.

(Course Objectives 1, 2, 3, 4, 5; Knowledge, Skills, Disposition; Teacher Observation, WebCT Vista postings, online discussions)

2.2 Weekly Quizzes (10 quizzes @ 2 points each = 20 points)

During most modules a short quiz of no more than four questions will be made available through WebCT on that module's readings. Please consult the tentative course schedule for each module's readings.

(Course Objectives 1, 2, 3, 4, 5; Knowledge, Skills; WebCT Quizzes)

3.0 Student Work

All student work submitted during the course is required to be original. All projects must be completed to be graded.

3.1 Personal and Course Website Exercise (4 Points)

Using directions provided on the course website and given in class, students will create a basic webpage that will serve as the home page for all of the instructional projects created in the class. The student should have completed their personal home page before coming to the face to face class meeting. The course website will be completed during the face to face class.

(Course Objectives 1, 3, 4; Knowledge, Skills, Disposition; rubric).

3.2 In Class WEL Lesson Plan (4 Points)

Using directions provided in class you will work in teams of 3 to 4 to create a Web Enhanced Lesson Plan.

(Course Objectives 1, 3, 4; Knowledge, Skills, Disposition; rubric).

3.3 Educational Resources for Web-Enhanced Learning Activities: MarcoPolo (4 Points)

Use the directions provided on page 9 of the course textbook to locate a lesson plan relevant to the grade and/or subject area that you teach/work with. You will create a page in your course website that includes a link to the lesson plan and a brief statement as to why you selected the lesson plan. The file name for the page should be exercise3.html. Once you have completed this, provide a link to the page in the appropriate assignment area of the course.

(Course Objectives 1, 2, 4; Knowledge, Skills; rubric).

3.4 Educational Resources for Web-Enhanced Learning Activities: George Lucas Educational Foundation PBL Module (4 Points)

Use the directions provided on page 36 of the course textbook to learn more about PBL. Once you have completed the exercise create a page in your course website that includes answers to the questions posed on page 38. The file name for the page should be exercise4.html. Once you have completed this, provide a link to the page in the appropriate assignment area of the course.

(Course Objectives 1, 2, 4; Knowledge, Skills; rubric).

3.5 Educational Resources for Web-Enhanced Learning Activities: Subscribing to a Professional Discussion List (4 Points)

Use the directions provided on pages 62-64 of the course textbook to learn how to subscribe to a professional listserv. Once you have completed step six of the exercise capture the email correspondence as a PDF or MHT file, upload it to your class website and create a link to it from your class webpage. The file name for the page should be exercise5.html. Once you have completed this, you should provide a link to the page in the appropriate assignment area of the course.

(Course Objectives 1, 3, 4; Knowledge, Skills; rubric).

3.6 Educational Resources for Web-Enhanced Learning Activities: Setting up a Groups Account and Discussion List (4 Points)

Use the directions provided on pages 80-81 of the course textbook to learn how to set up and manage a group and discussion list. You should, at a minimum, invite the members of the group that you worked with in the face to face session to the group. Once you have completed step seven of the exercise, capture the discussion correspondence as a PDF or MHT file, upload it to your class website and create a link to it from your class webpage. The file name for the page should be exercise6.html. Once you have completed this, provide a link to the page in the appropriate assignment area of the course.

(Course Objectives 1, 3, 4; Knowledge, Skills; rubric).

3.7 Educational Resources for Web-Enhanced Learning Activities: Evaluating a Website (4 Points)

Use the directions provided on pages 104-105 of the course textbook to learn how to evaluate an educational website. Once you have evaluated the websites indicated, capture your evaluations as a PDF or MHT file, upload them to your class website and create a link to it from your class webpage. The file name for the page should be exercise7.html. Once you have completed this, provide a link to the page in the appropriate assignment area of the course.

(Course Objectives 1, 3, 4; Knowledge, Skills; rubric).

3.8 Educational Resources for Web-Enhanced Learning Activities: Publishing Web Logs (Blogs) (4 Points)

Use the directions provided on either pages 126-127 of the course textbook or through Google to learn how to create and maintain a Blog. Once you have completed the exercise, capture a page of your new Blog as a PDF or MHT file, upload it to your class website and create a link to it from your class webpage. The file name for the page should be exercise8.html. Once you have completed this, provide a link to the page in the appropriate assignment area of the course.

(Course Objectives 1, 3, 4; Knowledge, Skills; rubric).

3.9 Educational Resources for Web-Enhanced Learning Activities: Using NoodleTools to Develop Information Literacy (4 Points)

Use the directions provided on pages 136-137 of the course textbook to learn more about developing a WEL Activity. Once you have completed the exercise, post your information-seeking and problem-solving procedure as a webpage in your course website, and create a link to it from your class webpage. The file name for the page should be exercise9.html. Once you have completed this, provide a link to the page in the appropriate assignment area of the course.

(Course Objectives 1, 2, 3, 4; Knowledge, Skills; rubric).

3.10 Educational Resources for Web-Enhanced Learning Activities: Searching the WebQuest Portal (4 Points)

Use the directions provided on pages 160-161 of the course textbook to subscribe to, search, and evaluate a WebQuest. Once you have completed step five of the exercise capture your evaluation as a PDF or MHT file, upload it to your class website and create a link to it from your class webpage. The file name for the page should be exercise10.html. Once you have completed this, provide a link to the page in the appropriate assignment area of the course.

(Course Objectives 1, 2, 3, 4; Knowledge, Skills; rubric).

3.11 Educational Resources for Web-Enhanced Learning Activities: Using Project Pages To Support Inquiry Learning (4 Points)

Use the directions provided on pages 178-180 of the course textbook to learn how to create a project management page. Once you have completed the exercise capture your project management page as a PDF or MHT file, upload it to your class website and create a link to it from your class webpage. The file name for the page should be exercise11.html. Once you have completed this you should provide a link to the page in the appropriate assignment area of the course.

(Course Objectives 1, 3, 4; Knowledge, Skills; rubric).

3.12 Educational Resources for Web-Enhanced Learning Activities: Designing and Creating a Simulation (4 Points)

Use the directions provided on page 189 of the course textbook to learn how to create an online simulation. You may work with other members of your face to face group or by yourself on this exercise. Once you have completed step three of the exercise capture a part of your simulation as a PDF or MHT file, upload it to your class website and create a link to it from your class webpage. The file name for the page should be exercise12.html. Once you have completed this, provide a link to the page in the appropriate assignment area of the course.

(Course Objectives 1, 3, 4; Knowledge, Skills; rubric).

3.13 Educational Resources for Web-Enhanced Learning Activities: Exploring and Creating a Virtual Office Space (4 Points)

Use the directions provided on pages 206-208 of the course textbook or through Google to learn how to subscribe to create a virtual office space. Once you have completed the exercise invite the other members of your group to participate in a chat. Capture a screen from your chat as a PDF or MHT file, upload it to your class website and create a link to it from your class webpage. The file name for the page should be exercise13.html. Once you have completed this, provide a link to the page in the appropriate assignment area of the course.

(Course Objectives 1, 3, 4; Knowledge, Skills; rubric).

3.14 Big WEL Lesson Plan (12 Points)

To complete this assignment you should create a detailed lesson plan using the WEL lesson plan format discussed in the course textbook. Your lesson plan may take place over multiple class periods and should utilize two or more of the internet technologies covered in your textbook. The lesson should include all of the materials that you would use during the lesson (PowerPoints, handouts, etc.). All files and links should be uploaded to your class website and linked to a page named exercise14.html. This page should include a brief overview of your lesson, lesson objectives, and links to all relevant files and web pages. Once you have completed this, provide a link to it in the appropriate assignment area of the course.

(Course Objectives 1, 2, 3, 4; Knowledge, Skills; rubric).

4.0 Final Exam (20 points)

A final exam, delivered through WebCT will be given during the week listed on the tentative course schedule. The exam will be comprehensive and will consist of questions drawn from the course readings and activities.

(Course Objectives 1,2,3,4; Knowledge, Skills, Disposition; exam).

Evaluation Procedures

Students are evaluated in the following areas:

Activity	Total Points	Type of Assessment	Due Dates/Location
1 Class Participation	6	Teacher Observation	On-going
2.1 Weekly Discussions	60	Rubric	On-going
2.2 Weekly Quizzes	20	WebCT Quiz	On-going
3.1-3.13 Course Exercises	52	Rubric	On-going
3.14 WEL Lesson Plan	12	Rubric	July 15, 2007
4.0 Final Exam	20	WebCT Exam	10:00 PM July 17, 2007
Total Points	170		

GRADING SCALE

A = 170 to 162 Points

B = 161 to 145 Points

C = 144 to 128 Points

Below 128 Points = F

CLASS POLICIES

1. Submitting Assignments.

Students are expected to submit assignments on time. All components must be completed to receive a grade. Valid reasons for submitting work late must be cleared by the professor in advance. It is the student's responsibility to contact the professor when extenuating circumstances take place. Late online assignments such as bulletin board postings may result in grade reduction. Except where noted all assignments are due by midnight on the last day of the week as noted on the tentative schedule. Any assignments posted after midnight are considered late.

Students can expect instructor feedback to emails within 48 hours, minor assignments such as discussion postings within three days of the due date, and one week of a major assignment.

2. Professionalism

Students are expected to conduct themselves professionally. This is an essential quality for all professionals who will be working in the schools. All students are expected to display a positive attitude. Professionalism includes but is not limited to the following:

- Participating in interactions and class activities in a face-to-face or online environment in a positive manner.
- Collaborating and working equitably with students in the class.
- Actively participating in class each week.
- Turning in assignments on time.
- Arriving at and leaving class punctually.
- Treating class members, professor, and colleagues with respect in and out of the classroom.
- Eliminating interruptions in class. (This includes cell phones, beepers, disruptive behavior at class meetings).

Students who display a lack of professionalism will be contacted by the instructor immediately after class when violations take place and informed of the consequences. If there is a second violation the student will meet with a departmental committee and may be dismissed from the program for at least one year.

3. Communication Policy

The official communication method for this class will be through WebCT Vista and campus e-mail (MyUWG). You will be responsible for checking your Vista and MyUWG email, since the University and I will be using those addresses to correspond with you. You should also look under “My Courses” on your MyUWG for relevant files, announcements and so on.

4. Extra Credit and Previous Work Policy

Extra credit work may be offered in this course. This determination will be made by the instructor; assignments completed for another class will not be accepted for fulfilling the requirements of this course.

5. Disabilities Pledge

I pledge to do my best to work with the University to provide all students with equal access to my classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc.

If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make these known to me, either yourself or through the Coordinator of Disability Services, Dr. Ann Richards.

Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. This is not only my personal commitment: it is your right, and it is the law!

ACADEMIC HONESTY

Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest Connection and Student Handbook and the Graduate Catalog.

Disciplinary procedures described in the latest University of West Georgia Connection and Student Handbook will be followed when violations take place. Infractions may include cheating, plagiarism, disruptive behavior, and disorderly conduct.

CLASS OUTLINE

This class is delivered using face-to-face instruction and WebCT at <http://www.mywebct.westga.edu>.

There will be one face-to-face meeting in which students are expected to be participants as well as discussion forums. Students are expected to use WebCT for corresponding with each other and the Instructor.

Assignments: All evaluation checklists are listed in WebCT under the course content link. Work will be submitted using the assignments feature, discussion board, or testing feature of WebCT. Assignments are due by midnight of the last day of the week.

Tentative Class Schedule

Week	Topic/Readings	Assignment Due
Module 1 January 8-14 Online Face to Face Meeting June 5 6:30PM Room 204	Online Introductions Mills: Chapter One Basic Web Enhanced Learning Lesson Plan (WEL)	Module One Discussion Course Activity 3.1: Personal Home Page Course Activity 3.2: Mini-WEL Lesson Plan
Module 2 January 15-21	Mills: Chapter One	Module Two Discussion
Module 3 January 22-28 Online	Active Learning Using the Internet: An Introduction Mills: Chapter One	Module Three Discussion Quiz: Chapter 1 Course Activity 3.3
Module 4 Jan 29 - Feb 4 Online	Teaching and Learning Theories for Web-Enhanced Learning Mills: Chapter 2	Module Four Discussion Quiz: Chapter 2 Course Activity 3.4

Module 5 <i>February 5-11</i> Online	Internet Technologies for Teaching and Learning: An Overview Mills: Chapter 3	Module Five Discussion Quiz: Chapter 3 Course Activity 3.5
Module 6 February 12-18 Online	Using the Internet for Communication Mills: Chapter 4	Module Six Discussion Quiz: Chapter 4 Course Activity 3.6
Module 7 February 19-25 Online	Locating and Evaluating Information on the Internet Mills: Chapter 5	Module Seven Discussion Quiz: Chapter 5 Course Activity 3.7 Formative Evaluations
Module 8 Feb 26-March 4 Online	Publishing Information on the Internet Mills: Chapter 6	Module Eight Discussion Quiz: Chapter 6 Course Activity 3.8
Module 9 March 5-11 Online	Using the Internet for Information Problem Solving Mills: Chapter 7	Module Nine Discussion Quiz: Chapter 7 Course Activity 3.9
Module 10 March 12-18 Online	Using the Internet for Cooperative Problem Solving Mills: Chapter 8	Module Ten Discussion Quiz: Chapter 8 Course Activity 3.10
Module 11 <i>March 26-April 1</i> Online	Using the Internet for Inquiry and Discovery Mills: Chapter 9	Module Eleven Discussion Quiz: Chapter 9 Course Activity 3.11 Course Activity 3.12
Module 12 <i>April 2-8</i> Online	Using the Internet for Online Collaborations Mills: Chapter 10	Module Twelve Discussion Quiz: Chapter 10 Course Activity 3.13 WEL Lesson Plan Due July 15 at Midnight
Final Exam <i>April 28</i> Online	Final Exam	Final Exam: Due 10:00 PM July 17