MEDT 7462: INTERNET TOOLS, RESOURCES, AND ISSUES

Semester Hours: 3

Semester/Year: Summer 2011

Time/Location: Online (One Synchronous Meeting on July 7)

Instructor: Dr. Lessell Martiny (Marty) Bray

Office Location: 152 Education Annex

Office Hours: Monday-Thursday 10 AM-12 PM
                     Monday-Thursday 7PM-9PM (Online/Telephone)
                     Other hours by appointment.

Telephone: (678) 839-6152 (Office)
                     (678) 839-6558 (Department Office)
                     (770) 830-8705 (Home)
                     (678)447-6321 (Cell)

                     (678) 839-6248 (Distance Education Office)

Email: mbray@westga.edu

Fax: (678) 839-6153

Distance Support: WebCT VISTA Home Page
                     http://webct.westga.edu ,
                  Course Den Help & Troubleshooting
                     http://www.westga.edu/~distance/webct1/help, or
                     http://help.view.usg.edu (Click on "Request Support" for live chat)
                  UWG Online Learning Connection
                     http://www.westga.edu/~online ,
                  Distance Learning Library Services
                     http://www.westga.edu/~library/depts/offcampus/ ,
                  Ingram Library Services
                     http://www.westga.edu/~library
                  University Bookstore
                     http://www.bookstore.westga.edu/

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. With the goal of Developing Exemplary Practitioners, our programs incorporate ten descriptors, clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence [knowledgeable, reflective, inquisitive]; (b) Field-Based Inquiry [decisive, adaptive, proactive, leading]; and (c) the Betterment of Society [collaborative, culturally sensitive, empathetic]. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. National ISTE standards also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to provide excellence in the initial and advanced preparation of professionals for a variety of settings, to foster an innovative learning community, and to empower a faculty committed to teaching and the dissemination of knowledge. This course's objectives, activities, and assignments are related directly to the conceptual framework and national standards, as identified below.

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-LM 1, 2, 4, 5, 9; ISTE IA, IB, IC, ID, IIA, IIB, IIC, IID, IVA, IVB, IVC, IVD);

2. develop competencies in performing successfully an online search.

   (D8 Knowledgeable, D 10 Reflective; NBPTS-LM 4, 5; ISTE IIIA, IIIB, IIIC, IIID).

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-LM 3, 4, 5, 6; ISTE ISTE IIIA, IIIB, IIIC, IIID)

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

   (NBPTS-LM 5, 8, 10; ISTEIIIA, IIIB, IID, VA, VB, VC, VD).

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Required Text:
Solomon, G., & Schrum, L. (2007). Web 2.0 new tools, new schools. Eugene, OR:
    International Society for Technology in Education. (**ISBN-13:** 978-1-56484-234-3)

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). 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, 2.3, 3.1-3.14). Students will also explore and discuss
issues and trends in online services and the internet (Activities 2.1, 2.2, 3.1-3.14).
Finally, students will explore and identify resources that will help the stay current in the
application of online services and the Internet (Activities 3.2-3.14).

Activities and Assessments:
1.0 Class Attendance and Participation (30 points)

Students will attend and participate in all classes that are scheduled on campus, be prepared for each class by doing the assigned readings in advance, and have the appropriate materials required for class activities. Students will also receive points for participation in online class forums.

Absence from on campus sessions and/or online forums **during the week in which they are active** may lower a student's cumulative point total by __30 points__.

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

2.0 Weekly Work

2.1 Discussions (15 Discussions @ 3 points each = 45 points)

In 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 or before Wednesday of that week and follow up with a second posting **on a different day** of the week. In addition to the two postings students will be assessed on the quality of their postings.

 Please note: Postings made AFTER the module is scheduled to be completed will not be counted for credit!

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

2.2 Quizzes (10 quizzes @ 2 points each = 20 points)
Most weeks a short quiz of no more than four questions will be made available online on that week's readings. Please consult the tentative course schedule for each week's readings.

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

2.3 Web Based Portfolio (10 Points)

Using directions provided online students will create a personal webpage and upload evidence of their work of each course assignment, as per the assignment directions, to their personal web site. The student should also include a short reflection on how they might use this tool in an educational setting as well as any additional features of the tool not covered in the basic assignment. The student should explore and use formatting features of their web development tool and incorporate these features in their portfolio web pages.

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

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 (5 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.
(Course Objectives 1, 3, 4; Knowledge, Skills, Disposition; rubric).

3.2 Getting Started with Gmail (5 Points)

Using directions provided online students will create a Gmail account and upload evidence of their work, as per the assignment directions, to their personal web site. The student should also include a short reflection on how they might use this tool in an educational setting as well as any additional features of the tool not covered in the basic assignment.

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

3.3 Using Google Calendar (5 Points)

Using directions provided online students will create a Google Calendar and upload evidence of their work, as per the assignment directions, to their personal web site. The student should also include a short reflection on how they might use this tool in an educational setting as well as any additional features of the tool not covered in the basic assignment.

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

3.4 Creating a Blog with Blogger (5 Points)

Using directions provided online students will create a Blog and upload evidence of their work, as per the assignment directions, to their personal web site. The student should also include a short reflection on how they might use this tool in an educational setting as well as any additional features of the tool not covered in the basic assignment.

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

3.5 Building a Wiki with Google Sites (5 Points)

Using directions provided online students will create a Wiki and upload evidence of their work, as per the assignment directions, to their personal web site. The student should also include a short reflection on how they might use this tool in an educational setting as well as any additional features of the tool not covered in the basic assignment.

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

3.6 Using Aggregators (5 Points)

Using directions provided online students will subscribe to various Web Feeds and upload evidence of their work, as per the assignment directions, to their personal web site. The student should also include a short reflection on how they might use this tool in an educational setting as well as any additional features of the tool not covered in the basic assignment.

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

3.7 Google Docs (5 Points)

Using directions provided online students will create an online document and upload evidence of their work, as per the assignment directions, to their personal web site. The student should also include a short reflection on how they might use this tool in an educational setting as well as any additional features of the tool not covered in the basic assignment.
Finally, include a link to your page in this assignment area of the course.

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

3.8 Presentation Tools (5 Points)

Using directions provided online students will create an online presentation and upload evidence of their work, as per the assignment directions, to their personal web site. The student should also include a short reflection on how they might use this tool in an educational setting as well as any additional features of the tool not covered in the basic assignment.

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

3.9 Social Bookmarking (5 Points)

Using directions provided online students will create a Social Bookmarking site and upload evidence of their work, as per the assignment directions, to their personal web site. The student should also include a short reflection on how they might use this tool in an educational setting as well as any additional features of the tool not covered in the basic assignment.
(Course Objectives 1, 2, 3, 4; Knowledge, Skills; rubric).

3.10 Using Adobe Connect (5 Points)

Using directions provided online students will use Adobe Connect to participate in a synchronous audio/video conferencing session. The student will then upload a reflection on their work, as per the assignment directions, to their personal web site. The reflection

should include a short reflection on how they might use this tool in an educational setting as well as any additional features of the tool not covered in the basic assignment. (Course Objectives 1, 2, 3, 4; Knowledge, Skills; rubric).

3.11 Google Sketch-up (5 Points)

Using directions provided online students will create a Sketch-up drawing and upload evidence of their work, as per the assignment directions, to their personal web site. The student should also include a short reflection on how they might use this tool in an educational setting as well as any additional features of the tool not covered in the basic assignment.

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

3.12 Photo Sharing with Picasa (5 Points)

Using directions provided online students will create a Picasa account and upload evidence of their work, as per the assignment directions, to their personal web site. The student should also include a short reflection on how they might use this tool in an educational setting as well as any additional features of the tool not covered in the basic assignment.

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

3.13 Using Google Translate (5 Points)

Using directions provided online students will use Google translate to translate text into multiple languages and upload evidence of their work, as per the assignment directions, to their personal web site. The student should also include a short reflection on how they might use this tool in an educational setting as well as any additional features of the tool not covered in the basic assignment.

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

3.14 Google Earth (5 Points)

Using directions provided online students will use Google earth to create a virtual field trip. The student will then upload evidence of their work, as per the assignment directions, to their personal web site. The student should also include a short reflection on how they might use this tool in an educational setting as well as any additional features of the tool not covered in the basic assignment.

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

3.15 Custom Google Searches (5 Points)

Using directions provided online students will create a custom Google search engine and upload evidence of their work, as per the assignment directions, to their personal web

site. The student should also include a short reflection on how they might use this tool in an educational setting as well as any additional features of the tool not covered in the basic assignment.

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

3.16 Google Forms (5 Points)

Using directions provided online students will create a Google form and upload evidence of their work, as per the assignment directions, to their personal web site. The student should also include a short reflection on how they might use this tool in an educational setting as well as any additional features of the tool not covered in the basic assignment.

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

3.17 Internet Tool Presentation (10 Points)

The student will identify an internet tool that could be used in an educational setting. Using the directions provided the student will create a video presentation about the tool. The presentation should include, among other things, a demonstration of the resource, the appropriate audience for the resource, the appropriate context for the resource, an educational objective (preferably from the Georgia State Standards), how the resource would be used in the identified educational context (i.e. lesson). The student will also provide this information in a short summary posted to their website.
(Course Objectives 1, 2, 3, 4; Knowledge, Skills; rubric).

4.0 Final Exam (10 points)

A final exam, delivered online and 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	30	Teacher Observation	On-going
2.1 Discussions	45	Rubric	On-going
2.2 Quizzes	20	Online Quiz	On-going
2.3 Web Based Portfolio	10	Rubric	On-going
3.1-3.17 Course Exercises	80	Rubric	On-going
3.15 Internet Tool Presentation	10	Rubric	May 3
4.0 Final Exam	10	Online Exam	May 3
Total Points	205		

GRADING SCALE:
Final grades are based on a percentage of the total points available in the course. The percentages are as follows:

A = 95% - 100%
B = 85% - 94%
C = 75% - 84%
Below 74% 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. Class participation points will be deducted for each day late. Late online assignments such as bulletin board postings will result in grade reduction. All assignments are due by midnight on the date due. Any assignments posted after midnight are considered late.

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:

o Participating in interactions and class activities in a face-to-face or online environment in a positive manner.
o Collaborating and working equitably with students in the class.
o Actively participating in class each week.
o Turning in assignments on time.
o Arriving at and leaving class punctually.
o Treating class members, professor, and colleagues with respect in and out of the classroom.
o 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 campus email (MyUWG) and the course LMS (Learning Management System). You will be responsible for checking your campus 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; work 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!

6. Acceptable Use Policy
All students are expected to be familiar with the university acceptable use policy. The purpose of this policy is to outline the acceptable use of computer and network equipment at the University of West Georgia. This policy is in place to protect the employees and students of the University of West Georgia. Inappropriate use exposes the University to risks including virus attacks, compromise of network systems and services, and legal issues. To see the complete policy please go to http://www.westga.edu/policy/index_3706.php.

UNIVERSITY/COLLEGE POLICIES

ACADEMIC HONESTY
All work completed in this course must be original work developed this semester. 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.

DISABILITY
All students are provided with equal access to 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 those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: http://www.westga.edu/studentDev/index_8884.php. Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.

STUDENT EMAIL POLICY
University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student's responsibility to check this email account for important University related information.

TENTATIVE CLASS OUTLINE*

This class is delivered using face-to-face instruction and the course LMS (Learning Management System). There will be two face-to-face meetings in which students are expected to be participants as well as discussion forums. Students are expected to use the course LMS and their campus email for corresponding with each other and the Instructor.

Assignments: All evaluation checklists are listed in the course LMS under the course content link. Work will be submitted using the assignments feature, discussion board, or testing feature of the course LMS.

Date	Topic/Readings	Assignment Due
Module 1 *June 6-8* Online	Online Introductions Dr. Bray's Introductions to Himself, Course, and Moodle	Module One Discussion: Online Quiz: Course Introductions
Module 2 *June 8-10* Online	New World, New Web, New Skills Web 2.0 Chapter 1	Module Discussion Two Quiz: Web 2.0 Chapter 1 3.1 Personal Course Website
Module 3 *June 10-13* Online	Web 2.0: Students and Learning Web 2.0 Chapter 2	Module Discussion Three Quiz: Web 2.0 Chapter 2 3.2 Getting Started with Gmail
Module 4 *June 13-15* Online	New Tools Web 2.0 Chapter 3	Module Discussion Four Quiz: Web 2.0 Chapter 3 3.3 Using Google Calendar
Module 5 *June 15-20* Online	Tools in the Schools Web 2.0 Chapter 4	Module Discussion Five Quiz: Web 2.0 Chapter 4 3.4 Creating a Blog with Blogger
Module 6 *June 20-22* Online	Developing a New Vision Web 2.0 Chapter 5	Module Discussion Six Quiz: Web 2.0 Chapter 5 3.5 Building a Wiki with Google Sites
Module 7 *June 22-27* Online	Leadership on the Web Web 2.0 Chapter 6	Module Discussion Seven Formative Evaluation Quiz: Web 2.0 Chapter 6 3.6 Using Aggregators
Module 8 *June 27-29* Online	Planning for Web 2.0 Web 2.0 Chapter 7	Module Discussion Eight Quiz: Web 2.0 Chapter 7 3.7 Google Docs
Module 9 *June 29-July 1* Online	Systemic Issues Web 2.0 Chapter 8	Module Discussion Nine Quiz: Web 2.0 Chapter 8 3.8 Presentation Tools
Module 10 **July 1-6** Online	July 4th Holiday Web 2.0 for All Web 2.0 Chapter 9	Module Discussion Ten Quiz: Web 2.0 Chapter 9 3.9 Social Bookmarking
Module 11	Assistive Technologies 2.0	Module Discussion Eleven

July 6-8 Online		Module Discussion 11A 3.10 Using Adobe Connect
Module 12 **March 29-** **July 8-11** Online	Finding Your Inner Tool….	Module Discussion Twelve 3.11 Google Sketch Up 3.12 Photo Sharing with Picasa
Module 13 **July 11-15** Online	Future Web 2.0 Tools	Module Discussion Thirteen 3.13 Google Translate 3.14 Google Earth
Module 14 **July 15-18** Online	The Future of Web 2.0: Are We Whistling Dixie?	Module Discussion Fourteen 3.15 Custom Google Searches 3.16 Google Forms
Module 15 **July 18-20** Online	**ALL ASSIGNEMNTS DUE NO LATER THAN 5PM ON JULY 20** Teaching to the Tools…..	2.3 Web Based Portfolio 3.17 Internet Tool Presentation 4.1 Final Exam

*Changes to the class schedule will be reflected in the course LMS

**Unless otherwise noted all activities are due by 11:59 of the last day of the module indicated.