I. Course Description
ETEC 5310, Internet Resources for Educators
Surveys uses of Internet resources for instruction. Considers design standards and software tools for web page development. Considers instructional strategies involving use of Internet resources to support learning.

II. Rationale
This survey course has a practical focus and will have an open "workshop" flavor. Participants will gain first-hand experience using the Internet to identify, obtain, and disseminate instructional resources that may be used in schools. We will explore current Web 2.0 / mobile computing tools, associated design issues and theories, as well as current assessment proposals. Participants will also gain an overview in developing World Wide Web (www) resources using current tools. While the instructor will provide guidance, participants are also expected to work independently and apply a "learn-by-doing" strategy.

III. State Adopted Proficiencies for Teachers
(Not applicable.)

IV. Student Learning Outcomes
(Not applicable.)

V. TExES Competencies
TExES Pedagogy and Professional Responsibilities (EC-12)
The State Board for Educator Certification (SBEC) has approved educator certification standards in Technology Applications for ALL educators. The standards have been developed for inclusion in SBEC-approved educator preparation programs, and they will be assessed in the New Pedagogy and Professional Responsibilities (PPR) test to be implemented fall 2002. The TExES PPR domains and competencies will serve as this course’s primary base for course objectives. Assignments and projects from the course will be hyperlinked to the electronic form of the attached domains and competencies.

TExES Pedagogy and Professional Responsibilities EC-12
The TExES PPR technology related standards followed for this course are as follows:

**Domain I – Designing Instruction and Assessment to Promote Student Learning**

**Competency 004**
The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.

- The beginning teacher:
  1. Understands the role of learning theory in the instructional process and uses instructional strategies and appropriate technologies to facilitate student learning (e.g., connecting new information and ideas to prior knowledge, making learning meaningful and relevant to students.)

**Domain II – Creating a Positive, Productive Classroom Environment**

**Competency 006**
The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior.

- The beginning teacher:
  1. Schedules activities and manages time in ways that maximize student learning, including using effective procedures to manage transitions; to manage materials, supplies, and technology; and to coordinate the performance of non-instructional duties (e.g., taking attendance) with instructional activities.
  2. Uses technological tools to perform administrative tasks such as taking attendance, maintaining grade books, and facilitating communication.

**Domain III – Implementing Effective, Responsive Instruction and Assessment**

**Competency 008**
The teacher provides appropriate instruction that actively engages students in the learning process.

- The beginning teacher:
  1. Applies criteria for evaluating the appropriateness of instructional activities, materials, resources, and technologies for students with varied needs.

**Competency 009**
The teacher incorporates the effective use of technology to plan, organize, deliver, and evaluate instruction for all students.

- The beginning teacher:
  1. Demonstrates knowledge of basic terms and concepts of current technology (e.g., hardware, software applications and functions, input/output devices, networks.)
  2. Understands issues related to the appropriate use of technology in society and follows guidelines for the legal and ethical use of technology and digital information (e.g., privacy guidelines, copyright laws, acceptable use policies).
  3. Applies procedures for acquiring, analyzing, and evaluating electronic information (e.g., locating information on networks, accessing and manipulating
information from secondary storage and remote devices, using online help and other documentation, evaluating electronic information for accuracy and validity).

4. Knows how to use task-appropriate tools and procedures to synthesize knowledge, create and modify solutions, and evaluate results to support the work of individuals and groups in problem-solving situations and project-based learning activities (e.g., planning, creating, and editing word processing documents, spreadsheet documents, and databases; using graphic tools; participating in electronic communities as learner, initiator, and contributor; sharing information through online communication).

5. Knows how to use productivity tools to communicate information in various formats (e.g., slide show, multimedia presentation, newsletter) and applies procedures for publishing information in various ways (e.g., printed copy, monitor display, Internet).

6. Knows how to incorporate the effective use of current technology; use technology applications in problem-solving and decision-making situations; implement activities that emphasize collaboration and teamwork; and use developmentally appropriate instructional practices, activities, and materials to integrate the Technology Applications TEKS into the curriculum.

7. Knows how to evaluate students’ technologically produced products and projects using established criteria related to design, content delivery, audience, and relevance to assignment.

8. Identifies and addresses equity issues related to the use of technology.

**Competency 010**
The teacher monitors student performance and achievement; provides students with timely, high-quality feedback; and responds flexibly to promote learning for all students.

The beginning teacher:
1. Demonstrates knowledge of the characteristics, uses, advantages, and limitations of various assessment methods and strategies, including technological methods and methods that reflect real-world applications.

**VI. Course Objectives and Outcomes**
Attending and participating in this course should enable you to:
* explore the Internet to obtain resources that may be integrated in instruction and organize within your own social bookmarking system;
* identify an instructional problem related to curriculum lesson goals or community service-based learning projects that may be solved through integration of Internet-based resources and participant activities;
* describe components and theoretically-based uses of various Web 2.0 / mobile computing tools in education or training;
* use current tools to develop an on-line learning resource for a specific Web 2.0 / mobile computing tool in K12 and adult educational learning environments.

**VII. Course Topics:**
* Web 2.0 / mobile computing pedagogical theories and assessment options
* Social digital network applications & mobile computing applications
(bookmarks, drawing / mapping tools, integrated applications, blogs, wikis, podcasting, video tubes, iPad / iPod apps; droid apps, etc.)

**VIII. Instructional Methods and Activities:**
A variety of methods and activities will be utilized to enable students to achieve targeted course outcomes. Instructional methods will include technology-based demonstrations and presentations, face-to-face and online discussions, as well as exploratory and experiential learning activities.

**IX. Evaluation and Grade Assignment**
Student evaluation will consist of an assessment of the following:
- 35% Web 2.0 / mobile computing Project and Presentation
- 30% Web 2.0 / mobile computing Tool Explorations*
- 5% In-class participation and attendance
- 20% SeKE10 presentation**
- 10% Discussion threads and other electronic active participation

*Web 2.0 / mobile computing Tool Exploration: You are to demonstrate purposeful use of the following tools throughout the course. The use of the tools is fairly open, but must be used in a manner as student or instructional designer. You are to explore each of the following bulleted items:

1. Course collaborative social bookmark site developed throughout course exploration;
2. Individual choice: Web page, Blog, Wiki or combined tool;
3. Individual choice: YouTube, TeacherTube (channels, groups, blog insert, playlist, etc) Podcasting, etc.
4. Individual choice with professor’s approval: iPad / iPod or droid app as instructional process tool
4. Individual choice: Collaborative online assessment and/or survey tools.

**SeKE10 presentation (Shared Knowledge Experience in 10 key points) – You will have to present your shared knowledge of a new Web 2.0 / mobile computing tool or resource within a Wiki page or Saba Centra seminar. A collaborative pre-posting / presentation Wiki will be developed.

**Grading Scale:**
90-100% A
80-89% B
75-79% C
70-74% D
Below 70% F

**X. Course Schedule & Policies**
**Schedule**
Course Schedule
Course Duration: May 10 through June 14, 2012

Week One

Th 5/10 – Course Introduction; SeKE 1 – Wikis

Week Two

M 5/14 – SeKE research & development (Discussion Thread post)

T 5/15 – individual SeKEs DUE!

W 5/16 – SeKE 2- Blogs, Microblogs

Th 5/17 – SeKE 3-Collaboration tools (Drawing tools, Mapping tools); Creative Commons licensing

F 5/18-- Final Exam practice (online) and final project needs assessment due (see BB assignment)

Week Three

M 5/21 – SeKE 4- Collaborative document tools / Office Suites (Zoho, Google)

T 5/22 – SeKE 5- Mobile Learning Tools – iPad/iPod (This may need to be a YouTube video series overview of iPad and Droid apps available as shown through the devices and recorded on a video camera.)

W 5/23 – Final project research and draft work (Discussion Thread post) due

Th 5/24– project development day – face-to-face

Week Four

M 5/28— SeKE 6- Podcasting; workshop with Audacity & Freplay music

T 5/29— SeKE 7- Studying, Notetaking, Annotation; preliminary draft of project design plan and storyboard due

W 5/30— SeKE 8- Other instructional Web 2.0 tools

Th 5/31— SeKE 9- Course Management tools
Week Five

M 6/4—SeKE 10—Survey & Assessment tools; final draft of project design plan and storyboard due to BlackBoard discussion thread

T 6/5—SeKE 11—Safety and Responsibility

W 6/6—SeKE 12—tools conducive for Digital Storytelling

Th 6/7—Final projects screencasts due!

Policies
Attendance at designated class sessions is essential. Participants should attend all online class sessions regularly and consider punctuality as very important. The only allowable excuse for being absent is a written, verifiable note from a doctor. Absences due to illness, with the previous notification of the professor, do entitle the student to make up the work missed. Other absences will be reflected in the student's final grade.

Participants should involve themselves in class discussions, complete assigned readings, assignments, and presentations. Computer technology must be utilized for all assignments. The grade for the course will be based upon the quality of assignments, the extent of attendance and participation, and the caliber of the presentations.

XI. Text Book
Although no text is required for this course, current tools grounded in research found in the bibliography will be used by students.

XII. Bibliography
http://cde.athabascau.ca/online_book/


