

**2 Credit Individualized Graduate Continuing Education for Professional Educators Syllabus**

**School of Education  
University of St. Thomas  
Minneapolis, Minnesota**

**Mission Statement  
School of Education**

Inspired by Catholic intellectual tradition, the mission of the School of Education is to educate practitioners to be morally responsible leaders who think critically, act wisely and work skillfully to advance the common good.

**Course Title: Web 2.0 Tools**

**CTED5062**

**Instructor**

Jim Ruid

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Snail Mail: Jim Ruid, 5737 Post Rd, Nowthen, MN 55303

Web Page: www.jimruid.com

**What you will need:**

A personal computer connected to the Internet

**What is provided in the course kit:**

Registration and Evaluation materials.

**What needs to be returned: (Return to: Jim Ruid, 5737 Post Rd, Anoka, MN 55303)**

Completed Activities

**Course Evaluation**

Expect an email from UST in January, June and September (the end of each term) with 5 short questions regarding this course; please take a moment to fill out the evaluation.

## Course Description

Web 2.0 is a set of tools that allow users to create, collaborate, edit and share user-generated content online. Web 2.0 tools are easy to learn, easy to use and there's no need to download. Web 2.0 tools are accessible, most of the time free and have a multitude of educational applications.

Web 2.0 is the movement from static web pages to web pages that are dynamic and interactive. The goal is open communication and sharing of information.

## Goals and Objectives

Upon completion of the course participants will be able to:

- Use new technology in the classroom
- Develop on-line formative assessments
- Collaborate with cohorts using Web 2.0
- Become an advocate for technology in schools
- Discuss the pros and cons of Web 2.0 tools
- Research, discover and use new tools as they are developed.

## Texts/Readings

The required reading/viewing is found at [www.jimruid.com/teacher](http://www.jimruid.com/teacher)

Participants will complete the readings and independent activities described below to achieve the course objectives.

## Schedule of Readings, Topics, and Assignments

Reading Material	Packet 1 Topics & Assignments Optional "A" Assignment. Highest grade attainable without paper is a "B."
Go to <a href="http://www.jimruid.com/classroom/assignments.html">http://www.jimruid.com/classroom/assignments.html</a> and read articles at bottom of page.	<p><b>Topics:</b> Technology challenges, paradigms, strategies and uses.</p> <p><b>Assignment 1:</b> Read the three articles then discuss effect of Web 2.0 technology in your classroom.</p> <ul style="list-style-type: none"> <li>• The current state of technology; what is working and what is not.</li> <li>• Should students have complete, unfiltered access to the internet?</li> <li>• How technology impacts student learning.</li> </ul> <p>Outline your paper and label outline Label the paper Technology. Paper is five pages in length, double spaced, size 12 font and Times New Roman. References are required. Use Rubric A</p>

Reading Material	Packet 2 Topics & Assignments
<p>Reading:  <a href="http://www.cellphonesinlearning.com">www.cellphonesinlearning.com</a>,  <a href="http://www.Cellphonesinlearning.wikispaces.com">www.Cellphonesinlearning.wikispaces.com</a></p> <p>Resources:  <a href="http://textthermob.com">textthermob.com</a>  <a href="http://www.polleverywhere.com">www.polleverywhere.com</a>  <a href="https://wiffitti.com">https://wiffitti.com</a>  <a href="http://www.qik.com">www.qik.com</a>  <a href="http://www.ustream.com">www.ustream.com</a></p>	<p><b>Topics:</b> Web 2.0 tools are challenging the use of the internet in the classroom. From using the internet as a fact finding tool, to using the internet as a tool to collaborate, share, create, inform, design... We as educators must change our way of thinking. We can no longer filter and restrict internet usage. Instead, we need to teach learners to be safe and effective users. Students need to be encouraged to “talk” to strangers or others with the knowledge we are seeking. Youtube, for example, has how-to-videos on just about any topic you can imagine, but is often blocked due to some questionable material. Similar to throwing out the baby with the bathwater.</p> <p>Another technology that is often seen as a pest is the use of cell/smart phones in the classroom.</p> <p><b>Assignment 2:</b> Using cell phones as a learning tool</p> <ul style="list-style-type: none"> <li>• These three sites enable you to ask question, and display the results from your computer or interact with each other, all from cell phones.  <a href="http://textthermob.com">textthermob.com</a>  <a href="http://www.polleverywhere.com">www.polleverywhere.com</a>  <a href="https://wiffitti.com">https://wiffitti.com</a></li> <li>• Go to these three sites and pick one that you like. Create an activity using this web site.</li> <li>• Qik allows you to create a video from your phone and share it via text, e-mail or social networking. Ustream allow you to stream video directly from your phone or computer. All the viewer has to do is go to ustream and type in the name of the video.</li> <li>• Create a short video of a classroom activity using either one and share the video with me. <a href="mailto:jgrrgjim@gmail.com">jgrrgjim@gmail.com</a> or 763-439-7007.</li> <li>• Use rubric B</li> </ul>

Reading Material	Packet 3 Topics & Assignments
<p>Resources:  <a href="http://prezi.com">http://prezi.com</a>  <a href="http://www.slideshare.net">www.slideshare.net</a>  <a href="https://docs.google.com">docs.google.com</a></p>	<p><b>Topics:</b> Presentations</p> <p><b>Assignment 3</b> Explore these three sites and create a presentation and share it with me (<a href="mailto:jgrrgjim@gmail.com">jgrrgjim@gmail.com</a>). This presentation is one you would use in your class, a lecture, demo, instructions or a formative assessment. Once this is used in class, then share the link with your students for review outside of class. This could be the start of a paperless classroom.</p> <p>Use rubric C</p>

## More Web 2.0 tools for the classroom

### E-mail to text

An additional way to communicate with students is to send texts to cell phones from your e-mail. Listed below are four major cell phone carriers and the format to use as the addressee in your e-mail. This can be used for reminders about upcoming assignments, test or additional information your students may need.

**AT&T**

10-digit phone number@txt.att.net

**Sprint PCS**

10-digit phone number@messaging.sprintpcs.com

**T-Mobile**

10-digit phone number@tmomail.net

**Verizon**

10-digit phone number@vtext.com

### Podcasts

Podcasts are another way you can share information with your students or have students share information with you are between students. Verbal instructions for an assignment or have student create one on their own.

Podcasts from you phone

<http://www.gcast.com/>

<http://audioboo.com/>

### Photos

Store share and create photo story lines

<http://dailybooth.com/>

Add Audio to your photos

<http://yodio.com/>

Free online version of photoshop

<http://www.photoshop.com/>

<http://www.aviary.com/tools>

## Miscellaneous tools.

Search Engines

<http://blekko.com/>

[www.wolframalpha.com](http://www.wolframalpha.com)

Scribble Maps

<http://www.scribblemaps.com/>

Garrison Sites, listing of many sites

<http://www.garrisonsites.com/>

<http://www.go2web20.net>

Edit PDF's

<http://crocodoc.com/>

File Converter

[www.zamzar.com](http://www.zamzar.com)

<http://www.online-convert.com/>

free online storage

<http://ge.tt/>

<http://www.dropbox.com/>

Store notes in one place online

<http://www.evernote.com/>

Make long url's short

<http://tinyurl.com/>

Record your screen

<http://www.screencast-o-matic.com/>

Reading Material	Packet 4 Topics & Assignments
Research More Web 2.0 tools for the classroom, as listed in above section.	<p><b>Topics:</b> Using Web 2.0</p> <p><b>Assignment 4 :</b> Using the tools listed, or new ones you may find, create 3 activities that you can use in your classroom. These can include a formative assessment, teacher or student demonstration, student collaboration, etc. If you have other idea, please submit your ideas for approval. Use rubric B</p>

### Assignments and Projects

The following assignments are required for this course:

Percent of grade	Assignment	Title
10%	Assignment One:	Paper*
15%	Assignment Two:	Using cell phones as a learning tool
15%	Assignment Three:	Presentations
20% Each	Assignment Four:	Using Web 2.0

\*Must complete to receive an “A”, without the paper, the highest grade possible is a “B”.

## **Evaluation and Grading**

(Course specific assessment description)

All assignments, regardless of length, must be typed and incorporate APA style references when appropriate. Written assignments will be evaluated on accuracy of information, completeness of assignment, clarity of writing/presentation, organization of information and material, and accomplishment of the goals for each assignment.

A = 94-100 points

A- = 90-93 points

B+ = 87-89 points

B = 84-86 points

B- = 80-83 points

C = 75-79 points

F = less than 75 points

I = Incomplete Work

## **American Disabilities Act**

Accommodations will be provided for individuals with documented disabilities or special learning needs. Please contact the instructor for accommodations prior to the beginning of the course.

## **Registration Requirement**

Students must hold a baccalaureate degree and may not schedule more than nine (9) semester credits for fall, and spring semesters or more than twelve (12) semester credits for summer term.

## **Request for Transcript**

Do not request an official transcript from the University of St. Thomas until you receive an official grade report for this course or all courses you are taking in a term. Download an Official Transcript Request Form at [www.stthomas.edu/registrar/forms/transcript.htm](http://www.stthomas.edu/registrar/forms/transcript.htm).

## **Tax Receipt:**

A receipt for tax purposes is not provided by the University of St. Thomas. If you wish to receive a receipt for tax purposes, please request this with your registration confirmation packet.

**Standards of Effective Practice for Teachers (Minnesota Rule, CH.8710, Sec.2000) to be addressed in this course.** Does not apply to courses offered in states other than Minnesota. (See <http://www.revisor.leg.state.mn.us/arule/8710/2000.html>). **Licensure Competencies:**

Key:

Knowledge and understanding of the standard = **K**

Practice in applying the standard = **P**

Assessment/demonstration of attainment of the standard = **A**

#### Standard 4, Instructional Strategies

A teacher must understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills. The teacher must:

- A. understand Minnesota's graduation standards and how to implement them; (K)
- B. understand the cognitive processes associated with various kinds of learning and how these processes can be stimulated; (K)
- C. understand principles and techniques, along with advantages and limitations, associated with various instructional strategies; (K)
- D. enhance learning through the use of a wide variety of materials and human and technological resources; (K, P)
- E. nurture the development of student critical thinking, independent problem solving, and performance capabilities; (K, P, A)
- F. demonstrate flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs; (K, P, A)
- G. design teaching strategies and materials to achieve different instructional purposes and to meet student needs including developmental stages, prior knowledge, learning styles, and interests; (K, P, A)
- H. use multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help students assume responsibility for identifying and using learning resources; (K, P, A)
- I. monitor and adjust strategies in response to learner feedback; (K, P, A)
- J. vary the instructional process to address the content and purposes of instruction and the needs of students; (K, P, A)
- K. develop a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and present varied perspectives to encourage critical thinking; and (K, P, A)
- L. use educational technology to broaden student knowledge about technology, to deliver instruction to students at different levels and paces, and to stimulate advanced levels of learning. (K, A)

### **Knowledge Base**

The knowledge base for the course, in part, is affirmed in the writing and research of these references.

### **References**

**Bailey, J (2002) Leadership and No Child Left Behind. Technology and Learning. Volume 22, Number 11.**

**Beckett, C, Marques-Chisholm, I and Wetzel, K (2003) Preparing Technology Competent Teachers: A Strategy for Multicultural Schools. The Journal. Volume 30, Number 11**

**Cerini, K (2002) Jumpstarting the work force of tomorrow. (Not-for-Profits). Long Island Business News, Volume 49, Issue 11.**

**Dugger, W, Meade, S, Delany, L and Nichols, C (2003) Advancing Excellence in Technological Literacy. Phi Delta Kappa. Volume 85, Issue 4**

**Lewis, A (2004) Direct from Washington. Techdirections. Volume 62, Number 9**

**McCullen, C (2002) Preventing Digital Plagiarism. Technology and Learning. Volume 22, Number 9.**

**Tomlinson, H (2003) Educational PDA Games Engage Students, Teach Essential Language Skills. The Journal. Volume 31, Number 2.**

**Wong, W (2004) Applying Tech: Lights, Camera, Action. Edtech. Spring 2004**

**Assignments and Materials are due by**

## Research Paper Grading Rubric “A”

Name \_\_\_\_\_

	<b>Content</b>	
All information is factually correct 5	Most information is factually correct 4 3 2	Many factual errors/inconsistencies 1
Excellent background, context, and idea development 5	Adequate background, context, and idea development 4 3 2	Poor background, context, and idea development 1
Thesis is clear 5	Thesis is adequate 4 3 2	Thesis is poor 1
Excellent variety of sources 5	Adequate variety of sources 4 3 2	Inadequate variety of sources 1
Excellent discussion of detail 5	Adequate discussion of detail 4 3 2	Vague discussion of detail 1
Impressive depth of insight/analysis 5	Adequate depth of insight/analysis 4 3 2	Unexceptional insight/analysis 1
Effective conclusion/integration 5	Adequate conclusion/integration 4 3 2	Weak conclusion/integration 1
	<b>Format and Style</b>	
Excellent APA Style 5	Adequate APA Style 4 3 2	Poor APA Style 1
Clear organization 5	Adequate organization 4 3 2	Confusing organization 1
Smooth transitions 5	Adequate transitions 4 3 2	Awkward transitions 1
Correct grammar/ no spelling mistakes 5	Few grammar errors/ Few spelling mistakes 4 3 2	Incorrect grammar/ many spelling mistakes 1
Clean/legible manuscript 5	Adequate manuscript 4 3 2	Sloppy manuscript 1
Total Points _____	Score based on a percentage	

**Rubric "B" for Lesson Plan Development**

	<b>Beginning</b> <b>1</b>	<b>Developing</b> <b>2</b>	<b>Accomplished</b> <b>3</b>	<b>Exemplary</b> <b>4</b>
Instructional Goals and Objectives	Instructional goals and objectives are not stated. Learners cannot tell what is expected of them. Learners cannot determine what they should know and be able to do as a result of learning and instruction.	Instructional goals and objectives are stated but are not easy to understand. Learners are given some information regarding what is expected of them. Learners are not given enough information to determine what they should know and be able to do as a result of learning and instruction.	Instructional goals and objectives are stated. Learners have an understanding of what is expected of them. Learners can determine what they should know and be able to do as a result of learning and instruction.	Instructional goals and objectives clearly stated. Learners have a clear understanding of what is expected of them. Learners can determine what they should know and be able to do as a result of learning and instruction.
Instructional Strategies	Instructional strategies are missing or strategies used are inappropriate.	Some instructional strategies are appropriate for learning outcome(s). Some strategies are based on a combination of practical experience, theory, research and documented best practice.	Most instructional strategies are appropriate for learning outcome(s). Most strategies are based on a combination of practical experience, theory, research and documented best practice.	Instructional strategies appropriate for learning outcome(s). Strategy based on a combination of practical experience, theory, research and documented best practice.
Assessment	Method for assessing student learning and evaluating instruction is missing.	Method for assessing student learning and evaluating instruction is vaguely stated. Assessment is teacher dependent.	Method for assessing student learning and evaluating instruction is present. Can be readily used for expert, peer, and/or self-evaluation.	Method for assessing student learning and evaluating instruction is clearly delineated and authentic. Can be readily used for expert, peer, and/or self-evaluation.

Technology Used	Selection and application of technologies is inappropriate (or nonexistent) for learning environment and outcomes.	Selection and application of technologies is beginning to be appropriate for learning environment and outcomes. Technologies applied do not affect learning.	Selection and application of technologies is basically appropriate for learning environment and outcomes. Some technologies applied enhance learning.	Selection and application of technologies is appropriate for learning environment and outcomes. Technologies applied to enhance learning.
Materials Needed	Material list is missing.	Some materials necessary for student and teacher to complete lesson are listed, but list is incomplete.	Most materials necessary for student and teacher to complete lesson are listed.	All materials necessary for student and teacher to complete lesson clearly listed.
Organization and Presentation	Lesson plan is unorganized and not presented in a neat manner.	Lesson plan is organized, but not professionally presented.	Lesson plan is organized and neatly presented.	Complete package presented in well organized and professional fashion.
				Total Points

## Presentation Rubric "C"

Category	4	3	2	1
Organization	The presentation is disorganized. 50-60 Points	Information and graphics are placed haphazardly on the page. 60-75 Points	Presents findings and conclusions with some degree of organization. 75-90 Points	Presents findings and conclusions in an organized manner. 90-100 Points
Content - Accuracy	Includes little essential information. Content is typically confusing or contains more than one factual error. 50-60 Points	Includes some essential information. The content is generally accurate, but one piece of information is clearly flawed or inaccurate. 60-75 Points	Includes essential information. Most of the content is accurate but there is one piece of information that might be inaccurate. 75-90 Points	Covers topic completely and in depth. All content throughout presentation is accurate. There are no factual errors. 90-100 Points
Presentation	Presentation includes less than 6 slides. Information on slides contains many sentences and group cannot expand on facts. 50-60 Points	Presentation includes 6 - 7 slides. Information on slides contains many sentences and group has difficulty expanding facts. 60-75 Points	Presentation includes 8 - 9 slides. Information on slides contains many sentences and group has some difficulty expanding facts. 75-90 Points	Presentation includes 10 slides. Information on slides is kept short and group can expand on facts during presentation. 90-100 Points
Visuals	Several graphics are unattractive AND detract from the content of the presentation. Font formats makes it difficult to read the material. 50-60 Points	All graphics are attractive but a few do not seem to support the content of the presentation. Font formats have been planned to complement topic, but may be a little difficult to read. 60-75 Points	A few graphics are not attractive but all support the content of the presentation. Font formats have been planned to enhance readability. 75-90 Points	All graphics are attractive and support the topic of the presentation. Font formats have been carefully planned to enhance readability. 90-100 Points
Spelling and Grammar	Presentation has more than 2 grammatical and/or spelling errors. 50-60 Points	Presentation has 1-2 grammatical errors, but not misspellings. 60-75 Points	Presentation has 1-2 misspellings, but no grammatical error. 75-90 Points	Presentation has no misspellings or grammatical errors. 90-100 Points