

**Using Web 2.0 Tools for Collaborative Video and Audio Projects  
in the K-12 Classroom  
Spring 2010 - CRN: 21536  
EDST 640: (3 units) Online**

**Mission Statement of the College of Education, CSUSM**

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and ongoing service. Our practices demonstrate a commitment to student centered education, diversity, collaboration, professionalism, and shared governance.

**Instructor**

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**Online Meetings: April 14<sup>th</sup> (6:30 -8pm) and May 19<sup>th</sup> (6:30 to 8:pm)**

This is an online course, but we will have two synchronized meeting events for presentation purpose. Please mark your calendars.

**Video Production in Education Certificate Program**

This course is designed as part of the **Video in Education Certificate Program** at CSUSM, developed through a partnership with the *Picture This!* Project at the San Diego County Office of Education:

<http://picturethis.sdcoe.net/>

**Graduate Credit**

This is a graduate level course, and successful completion can be applied toward elective requirements for some Masters Programs including the Masters in Education General Option. Note that students must receive an A or B in order to use the course as one of their masters program courses.

**Graduate Writing Requirements**

The California State University maintains a Graduation Writing Assessment Requirement (GWAR) for master's candidates. This requirement must be achieved prior to Advancement to Candidacy. A master's candidate will satisfy the graduate writing requirement by receiving a passing score on a written product as assessed with the GWAR rubric. Toward the goal of providing opportunity for graduate students in the College of Education to satisfy the writing requirement, all papers in all graduate classes must adhere to the writing and format style guidelines detailed in the sixth edition of the Publication Manual of the American Psychological Association. This manual is a required textbook for all CSUSM College of Education graduate-level courses.

**Course Description:**

The Web has many free resources that can be used collaboratively to produce projects in the K-12 classroom. Learn about Web 2.0 and explore how these tools can be used to inspire creativity in young students as they learn content and demonstrate their understanding.

This course is designed as part of the Video in Education Certificate Program at CSUSM, developed through a partnership with the *Picture This!* Project at the San Diego County Office of Education:

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### **Learning Outcomes:**

- Identify Web 2.0 tools that support teaching and learning.
- Apply Web 2.0 tools to match National Student Technology Standards from ISTE.
- Understand safety, security and systemic issues related to the use of online tools.
- Model the use of Web 2.0 tools in collaborative formats to support teaching and learning.
- Develop classroom activities using Web 2.0 collaborative tools involving video and/or audio formats.
- Assess the effectiveness of using Web 2.0 collaborative tools for classroom and virtual learning activities.
- Plan and implement video or audio projects using Web 2.0 tools with K-12 students.
- Assess the outcomes of implementation of video/audio Web 2.0 projects in content areas.
- Develop an Action Plan for use of Web 2.0 tools in the classroom.

### **Required Text and Materials:**

- Soloman, G., & Schrum, L. (2010). *Web 2.0: How to for educators*. Published by the International Society for Technology in Education. ISBN 978-1-56484-272-5 (pbk.)
- Up to Date Computer and Operating System that provides software for digital editing, video editing and photo manipulation. Free tools are also available online.
- Digital Still and/or Video Camera that can be connected to a computer through USB port. Recommend: Flip MinoHD Video Camera – 4GB, 1 Hour (3<sup>rd</sup> Generation) by Flip Video. \$120 (Amazon Price) - \$180 Suggested Retail.
- Digital Stereo Headphones with Boom Microphone. Recommended: Cyber Acoustics Stereo Headset/Microphone, Ambidextrous design AC-201 by Cyber Acoustics – Approximately \$15 or Coby Multimedia CVM361 by Coby (\$10).
- Access to K-12 classroom for field-testing technology activities.

### **Plagiarism and Cheating**

All work submitted for this course should reflect students' efforts. When relying on supporting documents authored by others, cite them clearly and completely using American Psychological Association (APA) manual, 5<sup>th</sup> edition. Failure to do so may result in failure of the course. Please be sure to read and understand the university policy on plagiarism and cheating, as it will be strictly enforced. Academic dishonesty will not be tolerated and will result in a failing grade for this course and will be reported to the University.

### **Attendance Policy**

In this online course, It is expected that all students will have an active presence in the online community, or you cannot receive a grade of A or A-; if you are inactive for one week or more, you cannot receive a grade of B+ or B. If you have extenuating circumstances, you should contact the instructor as soon as possible. Organize each week so that you **visit the Moodle shell every 2-3 days**. This will provide you the opportunity to stay in touch with the module assignments and discussions. You will need to use an up-to-date computer and operating system that has the ability and speed to use Moodle and participate in activities, as well as play sound files and movie clips. **It is your responsibility to check these capabilities out as soon as you begin the course** and have a plan for completing and accessing these resources regularly. Note that assignment documents must be completed in Microsoft Office (Word, PowerPoint and/or Excel). The Firefox Browser must be used for full edit capabilities in Moodle). *Modules begin on Tuesday each week and end on Monday the following week. Initial posts in each module are due on Friday after the module start date.*

### **Grading Policy**

IT is expected that all required work will be submitted on time, and that students will proofread and edit their assignments prior to submission. Students will ensure that all text is error-free (grammar, spelling),

and ideas are logically and concisely presented. Each assignment grade will be negatively affected as a result of proof reading oversight. Each written assignment will be graded approximately 80% on content and context (detail, logic, synthesis of information, depth of analysis, etc.), and 20% on mechanics (grammar, syntax, spelling, format, uniformity of citation, etc.). All citations, where appropriate, will use American Psychological Association (APA) format. Consult American Psychological Association (APA) Manual, 6<sup>th</sup> edition for citation guidance.

#### **Late Assignments:**

Assignments are due by midnight on the date specified. Late assignments will receive a penalty of 5% per day. Students must submit all assignments at an acceptable level to pass the course.

#### **Forum Posting (Value Added Model)**

Start a forum with a greeting to an individual or to the whole group. Contribute your understanding or thinking to the forum using proper English format. Close your post with your name.

When replying to a posting in the Forum area (or through a Web Blog) by another student, instructor, or guest, you must **refer to the person by name and refer to their comments** within your posting. **To Add Value**, your response must do one of the following: **give an example** of what the prior post described; **provide a different perspective** of the topic posted; OR **expand upon the idea** posted in the message by including more detail and depth. The instructor will provide feedback in the first few modules to support understanding of this concept. Peers will also be asked to review how others conform to this aspect of the course discussions.

**Assignment Questions:** There is a **Questions** topic section in the Forum area of Moodle. This section is included to allow everyone the benefit of having access to instructor responses to questions about the course, activities, and/or assignments. Please review the posted questions before posting your question(s). Instructor will respond to posts within 48 hours. If you do not have a response by 48 hours, please contact the instructor directly by email or phone. Students may also respond to questions when they have information that will help other students.

**Moodle Help:** Contact the CSUSM help desk. Their location and hours are listed on the web: <http://www.csusm.edu/iits/sth/> Be sure to leave a phone number and/or email if you leave a message at the help desk regarding a problem you are having. They can help with all technical aspects of the Moodle environment including problems with accessing files, uploading assignments, and using Moodle tools. **If you write to the instructor about a problem with Moodle**, please confirm that you have communicated with the Help Desk first and refer to who replied to your question.

#### **Important Considerations:**

- Assignments are due when noted in the module and/or assignment link.
- **All assignments should be based on thoughtful reflection**, and submitted only after final edits, proof-read and word-processed. The university has a 2500-word writing requirement for each course that is met through the course reflections, assignments and discussions. Use Microsoft Word for any Word Processed documents, but post directly to discussion instead of posting a file.
- **Contact instructor in advance** of any extended absence to accessing and contributing to module activities. If you contact the instructor about an absence, suggest a timeline for how you will make up missed sessions, contribute to group work, and if there is a need for an alternative assignment.
- **Grading of coursework** will be based on adherence to the assignment guidelines, evidence of application of course readings and resources, and clear evidence of specified revisions, clarity, and coherence, in revised work. Points are deducted for spelling and/or grammar errors.
- **Remember to cite** all information obtained from others completely in APA 6<sup>th</sup> Edition format. References are required.

. The 8 Course Modules are called:

1. Web 2.0 Tools for Teaching and Learning
2. Safety, Security and Systemic Issues: Access for All Students
3. Teacher Use of Web 2.0 for Collaboration
4. Classroom Activity 1: Using Web 2.0 Tools
5. Classroom Activity 2: Using Web 2.0 Tools
6. Implement in your Classroom and/or with Students
7. Assess and Reflect on Outcomes: Sharing your Successes and Lessons Learned
8. Action Plan: Transforming your Classroom

**Resources for Web 2.0:**

**Primary Access:** <http://www.primaryaccess.org/>

PrimaryAccess is being developed as an initiative within the Center for Technology & Teacher Education in the Curry School of Education at the University of Virginia. Resources for exploring innovative digital technologies.

**JING:** <http://www.jingproject.com>

A site to download a tool which allows you to screen capture, recording audio and/or still images.

**ScreenCast:** <http://www.screencast.com>

Allows you to host and share your images and video project. Works directly with media created from JING

**JumpCut:** <http://www.jumpcut.com/>

A site to upload, edit and share a video.

**Vimeo:** <http://www.vimeo.com>

A site to upload, host and share video (1 gig for free)

**21<sup>st</sup> Century E-Teacher Initiative:** <http://www.nortellearnit.org/>

Resources for teachers to learn tools and skills related to the use of technology in K-12 classrooms. Learn to use Animoto as an easy, free, fast tool: video tutorial, lesson plan and examples.

**Animoto:** <http://animoto.com/> (Digital Storytelling Kit for K-12 Education)

Directs your images & music into movie-quality presentations. Free for 30 second videos or \$3.00 per video, \$30 per year unlimited. Takes just minutes to create a video. Bring your lessons to life. Post/embed videos elsewhere or download them for in-class presentations!

**VoiceThread:** <http://voicethread.com/> (Capturing Student Voices)

Ed.VoiceThread is a secure K-12 network for students and teachers to collaborate and share ideas with classrooms anywhere in the world.

**Grading Scale**

A = 93-100	A - = 90-92	B+ = 86-89	B = 83-86
B- = 80-82	C+ = 77-79	C = 73-76	C- = 70-72
D = 60-69	F = 59 or lower		

## *EDST 640 Proposed Schedule: Subject to Change*

Module	Topic	Week	Textbook & Tool
Mod 0	Getting Started in Moodle	Week 1 1/27	
Mod 1	Web 2.0 (what is it?) Introduce (Jing) Different types of Activities (Video)	Week 2 2/3	Intro to Book: Pages 1-14 & pp. 106-107 Tool: <a href="http://www.jingproject.com">www.jingproject.com</a>
Mod 2a	ISTE: What are standards? How do they apply to projects?	Week 3 2/10	Appendix 3, p. 273
Mod 2b	ISTE: Identify standards in <b>sample projects</b> , rubrics	Week 4 2/17	
Mod 3	Introduction to your Camera and equipment and Classroom Management	Week 5 2/24	
Mod 4	Tools for Productivity: Explore Options Modeling the use of digital tools.	Week 6 3/3	Chapter 4 Productivity for teaching and Learning
Mod 5	Glogster: Planning for Safety & Security Create a short video (audio)	Week 7 3/10	p. 256
Mod 6	Podcasting and Vodcasting	Week 8 3/17	Chapter 3, pp 47-62
<b>Spring Break Week</b>			
Mod 7	Assessing projects (peer reviews)	Week 9 3/31	
Mod 8	Video: Visual Learning Tools	Week 10 4/7	Chapter 6 PP 101-116
Mod 9	Plan Project 1 (Using Still Images and Audio)	Week 11 4/14	
Mod 10	Working on Projects	Week 12 4/21	
Mod 11	Reflect effectiveness of using Web 2.0 (present) Synchronous Date: April 28 <sup>th</sup> (6:30 -8pm)	Week 13 4/28	
Mod 12	Plan Project 2 (Using Video)	Week 14 5/5	
Mod 13	Working on Projects	Week 15 5/12	
Mod 14	Reflection and Final steps Synchronous Date: May 19 <sup>h</sup> (6:30 -8pm)	Week 16 5/29	