California State University SAN MARCOS | School of Education

333 South Twin Oaks Valley Road   San Marcos, California 92096-0001
Tel: 760.750.4300   Fax: 760.750.3160   www.csusm.edu/education

EDST 640
Using Web 2.0 Tools for Collaborative Video and Audio Projects in the K-12 Classroom
CRN #49775
ONLINE Course
One Online Synchronous Meeting on Weds. Dec 3 (6:30-8pm)
This is an online course, but we will have one synchronized meeting event for presentation purpose.
Please mark your calendars.
Fall 2014

Conceptual Framework Theme: Engaging diverse communities through leading and learning for social justice.

Professor:	Joan Hanor Ph.D.
Phone:	760-750-4305
E-Mail:	Email through Cougar Courses
Office:	UH 464
Hours:	M 10:00 – 12:00 PM

School of Education Mission & Vision Statement
(Adopted by SOE Governance Community, January 2013)

Vision
To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

Mission
The mission of the School of Education community is to collaboratively transform education.   We:
- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the School, College, University, and Community

Basic Tenets of our Conceptual Framework

- Student centered education
- Research and theory specific to the program field inform practice
- Connections and links between coursework and application
- Strong engagement between faculty and candidates
- Co-teaching clinical practice
- Culturally responsive pedagogy and socially just outcomes

TABLE OF CONTENTS

COURSE DETAILS

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.

Hanor: This course engages students in the selection, evaluation, and application of free online resources that may be used effectively to collaboratively produce projects in the K-12 classroom. Learn about Web 2.0 and explore how these tools can be used to inspire creativity in K-12 students as they learn content and demonstrate their understanding.

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.

Course Objectives

- Identify Web 2.0 tools that support teaching and learning.
- Apply Web 2.0 tools to match National Student Technology Standards (NETS-S & NETS-T) 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.

Unique Course Requirements

This course is offered completely online. Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Moodle, use of the Internet, and/or multimedia presentations). We will use Cougar Courses for our class management system and will also access many online tools. Therefore it is up to the student to verify in advance that you have access to an Up to Date Computer and Operating System that provides software for digital editing, video editing and photo manipulation. Free tools are available online and you may choose to come to campus to make use of the IITS. All assignments will be submitted online,

NOTE: While it is not required that you be teaching while taking this course, you do need access to a K-12 classroom for field-testing technology activities. Please alert the instructor if you cannot meet this requirement.

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.
- Digital Stereo Headphones with Boom Microphone.
- Access to K-12 classroom for field-testing technology activities.

GENERAL CONSIDERATIONS

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

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.

Students with Disabilities Requiring Reasonable Accommodations
Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

CSUSM Academic Honesty Policy
"Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks. When relying on supporting documents authored by others, cite them clearly and completely using American Psychological Association (APA) manual, 6^{6h} edition. Failure to do so may result in failure of the course.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole."

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Plagiarism
As an educator, it is expected that each student will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website http://library.csusm.edu/plagiarism/index.html. If there are questions about academic honesty, please consult the University catalog.

Use of Technology
Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Moodle, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. All assignments will be submitted online, and some will be submitted in hard copy as well. Details will be given in class.

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:
- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

COURSE INFORMATION

Class Questions

There is a Forum greeting you at the top of our Cougars class page. It is designed to help you with Questions, Answers, and opportunities to regroup. It is affectionately called "**Recombobulation"**. Use this forum to either ask a question or help out a classmate by posting an answer. This is a professional learning community and the more we support each other, the more affective the learning will become. If you are confused by the label, see http://www.jsonline.com/news/milwaukee/29452504.html?ipad=y

Technical Questions/Moodle Help

For helpful links and tutorials go to http://cc.csusm.edu/course/view.php?id=2243
For informational Links for Students http://www.csusm.edu/iits/support/students.html
Student Helpdesk email is sth@csusm.edu
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.

Grading Scale

A = 186-200	A -= 180-185	B+ = 175-179	B = 166-174
B- = 160-165	C+ = 151-159	C = 146-150	C- =140-145
D = 120-139	F = 119 or lower		

Important Considerations

- Assignments are due when noted in the module and/or assignment link.

- **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 6th Edition format. References are required.

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, 6th edition for citation guidance.

Students may track their progress in terms of final assessment by regularly checking instructor feedback and grades posted in the assignments section of Cougar Courses.

Late Assignments

Assignments are due by midnight on the date specified. Late assignments will receive a penalty of 5% per day and will not be accepted if seven or more days late. **If you have extenuating circumstances, please communicate with instructor in a timely manner.** Students must submit ALL assignments at an acceptable level to pass the course.

All University Writing Requirement

Each CSUSM course has a writing requirement of at least 2500 words. This class meets this requirement through use of forum postings, journals, online discussions and submitted assignments.

Forum Posting (Value Added Model)

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; **pose a question**, such as "have you considered…" 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.

EDST 640 PROPOSED FALL SCHEDULE: SUBJECT TO CHANGE

EDST640 Course Description

This course engages students in the selection, evaluation, and application of free online resources that may be used effectively to collaboratively produce projects in the K-12 classroom. Students learn about Web 2.0 and explore how these tools can be used to inspire creativity in K-12 students as they learn content and demonstrate their understanding.

Date	Topic	Assignment	Points
Session Aug. 25	**Module 0** Orientation	MO Assignment -Journal: Course Expectations M0 Forum: Introductions/ where video	10 10
Session Sept 1	**Module 1** Explore Multiple Intelligences (MI) & Learning Styles Investigate and Use a Web 2.0 Tool	M1 Forum: Multiple Intelligences/Learning Styles M1 Forum: MI/Web2.0 Tool to Support a Learning Activity(Jing) *Read first chapter(pg. 1-16)*	10 25
Session Sept. 8	**Module 2** Develop a common understanding regarding the term "Blended Learning" Find and explore a blended learning lesson which uses audio and/or video With a partner, design and share a rubric which identifies the key elements of an effective blended learning lesson	M2 Forum: Defining Blended Learning M2 Forum: Elements of a Blended Lesson M2 Forum: Technology Blended Lesson Rubric (one partner submits rubric)	10 10
Session Sept 15	**Module 3** Investigating the tools NETS-S	M3 Forum: Aligning the NETS-S M3 Forum: Photo Gallery Walk *Read (Pages 108, 112-114)*	10 25
Session 5 Sept 22	**Module 4** Adding Audio to a Photo Gallery Adding to Video Tool box creating media-rich content	M4 Forum: Student Code of Ethics document (due by Oct 6) M4 Forum: Project I might consider- Audio Learning Experience M4 Forum: Gallery Walk #2 (Includes audio instructions) *Read Chapter 3*	50 10 25
Session Sept 29	**Module 5** Understanding and identifying the learning Outcomes of a video lesson Joining and using tools for a learning activity that uses video	M5 Forum: Examples of learning outcomes	25

Date	Topic	Assignment	Points
Session Oct 6	**Module 6** Getting comfortable with a video camera Creating a video based upon a theme Understanding Video Storage	M6 Forum: Video Check M6 Forum: Door Scene	10 50
Session Oct 13	**Module 7** Learn the "Real Steps" to Video Production Editing Tools for Video Making Understanding Video Size & Format Standards Identify a Video Project (work continues next 4 weeks)	M7 Forum: Story Board M7 Forum: Video Content M7 Forum: Video Editing M7 Forum: Video Project Idea	25 10 10 10
Sessions 9 + 10 Oct 20 To Nov 2	**Module 8** **NOTE-THIS IS A 2 WEEK MODULE** Project planning- continued Planning & developing a project website using PBWorks Review of Copyright Laws Create Rubric for Instructional Lesson Apply online collaboration tools	M8 Forum: How is a Wiki Different? M8 Forum: Post URL for your Video Lesson web site M8 Forum: Copyright Scavenger Hunt -The story behind copyright M8 Forum: Door Scene Take #2 M8 Forum: Video Lesson Rubric	10 5 25 50 25
Session Nov 3-9	**Module 9** Project planning- continued Building an Instructional lesson using video. This module will be dedicated to allowing you time to plan your instructional lesson using video and post your "project plan" to our class site. Apply online collaboration tools	M9 Forum: Project Planning M9 Forum: Framework Document	10 25
Session Nov 10-	**Module 10** Gain a better understanding of how standard based instruction is changing Project Completion Refine online collaboration tools	M10 Forum: Use of Common Core Standards M10 Forum: Student Roll-Out (due Fri and 3 replies by Sun)	25 25
Session Nov 17-	**Module 11** Investigate and Use A Social Bookmarking Tool Prepare to Share resources for Instructional video lessons Reflect on your Learning	M11 Social Bookmarks M11 Forum: FINAL- Video Lesson Reflection	100 100
Nov 24	***THANKSGIVING WEEK***	***Relax and enjoy your family.***	

Date	Topic	Assignment	Points
Session Dec 1	**Module 12** ONLINE SYNCRONOUS MEETING FOR PRESENTATIONS 6:30-8:00	Group Discussion and Share Video projects Reflection (10pts)	100 25
Session Dec 8	**Module 13** NO FINAL EXAM	CSUSM Course Eval	10
		Attendance & Participation	130
		TOTAL CLASS POINTS	1000
		Optional class points for attendance in Nov at SDCUE Tech Fair	20

NATIONAL EDUCATIONAL TECHNOLOGY STANDARDS FOR TEACHERS (NETS-T)

Effective teachers model and apply the National Educational Technology Standards for Students (NETS-S) as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community. All teachers should meet the following standards and performance indicators.

1. Facilitate and inspire student learning and creativity

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

a. Promote, support, and model creative and innovative thinking and inventiveness
b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources
c. Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes
d. Modelcollaborativeknowledgeconstructionby engaging in learning with students, colleagues, and others in face-to-face and virtual environments

2. Design and develop digital age learning experiences and assessments

Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the Standards•S.

a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress
c. Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources
d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards, and use resulting data to inform learning and teaching

3. Model digital age work and learning

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

a. Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations
b. Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation
c. Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital age media and formats
d. Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning

4. Promote and model digital citizenship and responsibility

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

a. Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources
b. Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources
c. Promote and model digital etiquette and responsible social interactions related to the use

of technology and information
d. Develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital age communication and collaboration tools

5. Engage in professional growth and leadership

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

a. Participate in local and global learning communities to explore creative applications of technology to improve student learning

b. Exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others

c. Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning

d. Contribute to the effectiveness, vitality, and self- renewal of the teaching profession and of their school and community