Course:  **BP-09 Using Web 2.0 Tools for 21st Century Teaching and Learning**

Instructor:  Instructor email address phone number

**Course Description**  There has been a tremendous increase in the use of Web 2.0 tools and resources for education purposes. The content available in this Read/Write web is open for sharing, editing, commenting, and collaborating in a dynamic way. There are literally thousands of web-based tools available for use in our teaching and learning. These tools can empower students and engage them in new and innovative ways that can make teaching relevant and purposeful. Students by nature are creators of content, and you allow them opportunities to exercise their creativity and productivity when you use Web 2.0 tools as part of your instructional activities. In this course, you will explore a variety of tools and techniques that you can use to enhance your teaching. As a final project, you'll develop a lesson plan that incorporates one of these tools and best practices into a unit or lesson.

**Unit 1  Orientation: Making Yourself at Home in an Online Course**  dates

The orientation unit for this course focuses on your understanding of online learning and the use of online delivery systems to effectively achieve learning. You will be asked to review articles on both online learning as well as Web 2.0. The first article will introduce you to online learning and give you some insight into the uses and development of online learning over the years. The second article will prepare you with prior knowledge or information you might need to understand the content of the course. You will be asked to explore the course and try out various content delivery features that will be using throughout the course. You are encouraged to continue to explore all the features of the delivery system, and increase your comfort level with taking an online course.

**Unit 2  What is Web 2.0?**  dates

Web 2.0 is a buzzword for tools and applications for the new read, write web. It is commonly associated with blogs, RSS feeds and social bookmarking but definitely not limited to just those. It is simply put, using the internet in two different manners - we have always consumed content but now we can also change and create it. This has changed how we interact with the information available to us. In this unit, you will learn about the vastly changing web and how new tools are created almost daily that can positively impact teaching and learning in the classroom. The term "Web 2.0" is constantly changing its definition - depending on who you ask. Basically it is a more engaging personal interactive web with "The sky's the limit" type of capabilities.

**Unit 3  Social Networking**  dates

Social networking is collection of individual people that groups together into a network according to specific commonalities of the group. For example; librarians, family, schools, or a group of friends all can form their own social network. It is an online means to meet people who share common interests or activities, gather and share information among the group, and together contribute to a community of support. Social Networking usually refers to a web-based online community of people who share the same interests. In this unit, you will explore a few of these networking tools and see how they could be incorporated into your classroom. You will explore a few of the various social networking sites available (Facebook, MySpace, Ning, Twitter and Edmodo). You will discuss the pros and cons of using social networking sites and come to an understanding of how you might use them to promote learning in your classrooms.

**Unit 4  Integrating Podcasts into the Classroom**  dates

Podcasting is a way of creatively sharing ideas with others using multimedia. Students and teachers alike can explore and discover educational content through the use of podcasts. Podcasts are brief audio or video files that are can be delivered automatically over the internet. They can then be played back on any computer. In this unit, you will learn about Podcasts and explore their uses as instructional activities. You will create a brief podcast as well as consider different ways in which they can be used to enhance your classrooms. Just think of the possibilities for you and your students!

**Unit 5  Creating and Using Video**  dates

Video can be an effective way to attract and engage learners. There are a wide variety of educational videos available for use. While there are a vast variety of educationally appropriate videos on YouTube, the site is often blocked by schools because of the ads running in the margins. TeacherTube and SchoolTube also provides educators with a safe and free opportunity for media sharing of video clips and such. But there are other sources of great videos as well. Creating video is also easy in the digital age. Video capability is relatively common with average smart phones and tablets. But there are also freely available web tools that can be used to create video from online materials. As you explore the resources and consider how you could use them to enhance your teaching, you will also consider the challenges that using these digital tools and multimedia resources may pose to your school and your students.
Unit 6 | **Wikis and Blogs** | Dates
--- | --- | ---
Blogs and wikis are very similar tools, that can serve similar purposes. However, they are different enough so they can also be used to accomplish very different purposes. Both will get students engaged with using the web to create and display online collaborative content. Wikis allow for general editing between all members of the wiki site. Wikis can be used to set up web pages for general display, or to collaborate among students on other types of projects. Blogs offer the convenience of posting individual articles from the owner, while allowing for comments and discussions about those articles from entire groups. Blogs can also be used to set up web pages, or for collaboration. In this unit, you will explore the interactive web tools, wikis and blogs. You will review the educational uses and impact on students of blogs and wikis, and also consider how these tools can best be used by your students.

Unit 7 | **Internet Safety and Best Practices for 21st Century Classrooms** | Dates
--- | --- | ---
In this final unit, we will briefly cover issues of copyright, internet safety, and other best practices necessary for responsible digital citizenship when using Web 2.0 tools in your classroom. This unit is not meant to be a complete or comprehensive presentation of either internet safety or digital citizenship issues. However, you will focus on best practices for practical applications of using Web 2.0 Tools for teaching, along with the teacher and student responsibilities that go with it. By the end of this unit you will be able to identify effective practices for integrating Web 2.0 tools, and finalize your unit plans that apply the use of these tools to your content and grade level.

Course Project

Your project in this course will be to develop some preliminary ideas for incorporating the use of Web 2.0 tools into your instructional activities in a meaningful way. You will use a backward design approach to create a unit you want to teach based on your grade level content standards. As you go through each unit and we explore another Web tool, you will develop an idea for an instructional activity that uses each tool in a way that gives students the opportunity to gain experience and practice with what they need to know and be able to do in order for you to assess them accurately.

Course Goals

1. Describe Web 2.0, what it is and isn't, as well as its relationship to education.
2. Identify possible uses for Web 2.0 in the classroom.
3. Identify some of the real and potential issues with using Web 2.0 in education.

Course Expectations

This course is divided into seven one-week sessions beginning with an orientation week. Each session includes readings, activities, and an online discussion among workshop participants. The time for completing each session is estimated to be five to six hours.

Your instructor will review and assess your progress throughout the course. At the conclusion of each session, your instructor will update your course Gradebook. It is important to review the assessment criteria in the course rubric that will be used to determine your grades. In short, if you pay attention to the following, you will do just fine:

1. Make sure you complete the readings each week and do the activities each week. Afterwards, your first posting in the discussion area should make reference to the readings and activities in such a way that your instructor can tell you read the material and engaged in the activities.
2. Make sure you post at least 2 message replies in the discussion area each week, and that each posting contains substantial comments (i.e., a comment like “oh, that’s interesting” is NOT substantial).
3. Choose at least 2 different days each week when you will participate in the discussions. We suggest posting at least once within the first few days of the week, with your second post at least two days before the next week begins. If you only post on one day each week, you will not receive full credit because one posting a week does not help the group develop rich ongoing discussions.
4. Make sure you post on time, not after everyone else has moved on to the next week’s discussion.
5. Keep up with your weekly journal. While you may not be asked to submit your journal, it will be very helpful to you as you work on your final project.

In order to be eligible to receive a Certificate of Completion, you must participate in all of the weekly discussions and complete all assigned tasks. Participants will be evaluated on the frequency and quality of their participation in class discussions. Participants are required to post a minimum of three substantial
comments for each discussion, including one that addresses the discussion starter and demonstrates understanding of the course/unit concepts, citing examples from the readings. Additional postings should provide substantive comments to other participants, which are thoughtful, relevant, and serve to extend the discussion.

Progress will be reviewed and assessed throughout the course. At the conclusion of each unit, the course Gradebook will be updated to reflect the quality of your participation in the course.

In order to receive a Certificate of Completion at the end of the course, you must earn a passing grade of 60% or more in the course requirements, earning at least 150 out of 250 points.

Graduate Credit

If you choose to take the course for graduate credit, there is an additional requirement to complete a Reflection Paper, which is worth an additional 50 points. The guidelines and rubric for this paper are posted in each course. You will need to (a) send your tuition registration form with payment directly to the university graduate studies office no later than the start of Unit 7 of your course and (b) notify your instructor that you have registered for graduate credit. If taking the course for graduate credit, a passing grade is 70% or more, earning at least 170 out of 300 points.