

WEEK 1 • February 2, 2004

Introductions

Introduction to course goals, assignments and Blackboard.
Scheduling discussion leaders.
Introduction to resources for researching academic materials online.

Instructor in-class materials:

Scout Report: <http://scout.wisc.edu/Reports/ScoutReport/Current>

Merlot: <http://www.merlot.org/Home.po>
discipline-specific journals such as the JAH:
<http://historymatters.gmu.edu/webreviews/>

Sites for Teachers
<http://www.sitesforteachers.com/> etc).

The Gateway to Educational Materials
<http://rdfgateway.syr.edu/search?t0=keyw&q0=Gardens>

ASSIGNMENTS DUE WEEK 2:

WRITING: An separate online reflective writing assignment using the Discussion Board. Details are posted in the Discussion Forum

READING

Post Discussion re these readings to the Discussion Board.
Leader for this week is:

Required:

How People Learn: Brain, Mind, Experience, & School. Bransford, John, Ann L. Brown, and Rodney R. Cocking, eds. National Research Council. Washington, DC: National Academy Press, 1999.
<http://books.nap.edu/html/howpeople1/>
[chapters to be divided among students]

Transferring Your Passion for Teaching to the Online Environment: A Five Step Instructional Development Model By Sherry Mcconnell, Dvm, Ms (e-JIST) Vol 4 No 1
<http://www.usq.edu.au/electpub/ejist/docs/old/vol4no1/2001docs/mconnell.html>

Recommended:

Course: ALL 601, Principles of Instructional Technology - Theories/Models of Learning: Associationism, Behaviorism, Constructivism, Information Processing, Instructivism, Systems Theory, Programmed Instruction , Problem Based Learning, Cognitive/Learning Styles, Social Cognition – University of Alabama, Susan Lucas
<http://bama.ua.edu/~slucas/it/ail601/learning.html>

WEEK 2 • February 9, 2004

Researching and Evaluating Resources

In-Class Discussion: Bringing it into your classroom

- What are effective technology-based resources?
- How would you find and use existing resources?
- What "scaffolding" is necessary to make them effective?
- How to evaluate and incorporate multi-media resources such as images, videos, and audio in the classroom.

In-class Instructor reviews of Web resources, cd-roms, and instructional videos.

Instructional videos

The Futures Channel: <http://www.thefutureschannel.com/>

History Sites

History Matters: <http://historymatters.gmu.edu>

The Lost Museum: <http://www.lostmuseum.cuny.edu>

Young America Prototype: <http://web.gc.cuny.edu/ashp/YA/>

Interview Hitler: <http://www.ictadvice.org.uk/index.php?section=tl&rid=3132>

ASSIGNMENTS DUE WEEK 3:

Project 1. New Technology Resources – In-class presentation & critique essay

Research Web or cd-rom based teaching resources in your field including:

- Online Journals and Archives
- Teaching Resources
- Discussion lists
- Peer reviewed sites

Begin developing a library of online resources and select two or three sites to critique based on:

- * content coverage and level
- * content organization
- * design
- * usability (information architecture)
- * interactivity
- * ethics
- * content volatility

Post sites and review essay [300-500 words] on Discussion Board and present critique in class.

READINGS:

Post Discussion re these readings to the Discussion Board.
Leader for this week is:

Required:

D2.1 Perspectives of CSCL (Computer Supported Collaborative Learning) in Europe: A Review, Edited by Minna Lakkala, Marjaana Rahikainen, and Kai Hakkarainen
ITCOLE Project,
http://www.euro-cscl.org/site/itcole/public_deliverables_html
[divide chapters among students]

A Face-to-Face Graduate Class Goes Online: Challenges and Successes, Jan Turbill,
Reading Online (July 2001).
<http://www.readingonline.org/international/turbill1/index.html>

Recommended:

Taking Discussions Online, [Dartmouth's] *Web Teaching* (November 2001).
Electronic Discussion Groups: How Initial Parameters Influence Classroom Performance
by Christine B. Williams and Thomas Murphy
Educause Quarterly, Vol. 25 No. 4
<http://www.educause.edu/ir/library/pdf/eqm0244.pdf>

<http://www.dartmouth.edu/~webteach/articles/discussion.html>

Eight Ways to Get students More Engaged in Online Discussions, by W. R. Klemm
http://www.upenn.edu/newtools/blackboard/faq/eight_ways.doc

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Asking the Hard Questions About Technology Use and Education, Stephen Ehrmann,
Change (March/April 1999).
<http://www.tltgroup.org/resources/fquestions.html>

WEEK 3 •February 18, 2004 [Wednesday Class] Pedagogy and Technology

In-class student presentations of new technology resources and discussion of readings.

ASSIGNMENTS DUE WEEK 4:

Project 2. Syllabus Analysis

Search for at least three online syllabi, preferably in, but not limited to, your field and critique the depth and coverage of the content of the course, how the material is organized, what pedagogical approaches are used, how technology is used, the design, navigation, clarity, and ease of use of the online syllabus.

In writing your critique consider the following questions:

1. What can you learn from the conceptualization of this course? What is the basic narrative idea or the basic governing structures and categories in the course?
2. Has the use of technology made any "conceptual" difference in how these issues are dealt with?
3. Is there a balance between coherence and multiplicity /interactivity?
4. Deconstruct/review the use of the technology in this syllabus- is the technology useful? Is it necessary? Is it described effectively and accurately. Does it involve a learning curve outside of the subject of the class?

Post critique essay [300 – 500 words]on the Blackboard site Discussion Board (with links to the syllabi) and make in-class presentation.

One way to find syllabi in your field or even a specific course is to use Syllabus Finder at: <http://chnm.gmu.edu/tools/syllabi>

READINGS:

Post Discussion re these readings to the Discussion Board.
Leader for this week is: Chris

Required:

Multi User Virtual Environment and its possible use in Education

Borivoj Brdicka

<http://it.pedf.cuni.cz/~bobr/MUVE/muveen.htm>

High Wired- On the Design, Use, and Theory of Educational MOOs,
Cynthia Haynes and Jan Rune Holmevik, Editors,
Part II. Chap. 4 MOO Educational Tools (photocopies available)

A Report from MOOtopia, by Peter Sands

Work and Days: Intentional Media: The Crossroads Conversations on Learning and Technology in the American Culture and History Classroom
31/32, vol. 16, Nos. 1 & 2, 1998 (photocopies available)

WEEK 4 • February 23, 2004 Classroom Approaches : Intro to MOOs and MUVes

Guest Speaker Hope Hartman

ASSIGNMENTS DUE WEEK 5

Project 3a. Teaching Philosophy Statement - Post to Discussion Board

Draft a one-page (250-300 word) statement that lays out your goals, philosophy, and approach to teaching. You should include what motivates you to teach, your understanding of learning theory and curriculum design, strategies for class assignments and discussions, and how you evaluate your own effectiveness and as well as student progress. Include a section on your approach and goals in using digital media in your teaching

Many schools (K-16) require such statements from all job applicants and a number of universities have developed guidelines for preparing a Teaching Philosophy Statement. For some sample guidelines see the following Web sites:

<http://www.acs.ohio-state.edu/education/ftad/portfolio/philosophy/>

<http://www.id.ucsb.edu/IC/TA/port-FAQ.html>

<http://www.cte.iastate.edu/tips/philosophy.html>

http://www.artsci.wustl.edu/~teachcen/WUTC/TA/teach_phil.html

Post statements on Discussion Board for online discussion.

Project 3b: Begin creating a brief "one-note" lesson or forum in a MOO (in teams). – Due March 8 in the MOO.

VIEW: Picturing Modern America - <http://www.edc.org/CCT/PMA/> (in conjunction with WEEK 5 guest.

READINGS

Post Discussion re these readings to the Discussion Board.
Leader for this week is: Alia

Required:

An Analysis of Technology Enhancements in a Large Lecture Course by Diane Harley, Michael Maher, Jonathan Henke, and Shannon Lawrence
Educause Quarterly, Vol. 26 No. 3
<http://www.educause.edu/ir/library/pdf/eqm0335.pdf>

Building Effective Course Sites: Some Thoughts on Design for Academic Work, Michael O'Malley,
Invention (Spring 2000).
<http://chnm.gmu.edu/assets/historyessays/e1/buildingeffect1.html>

Recommended:

The Role of the Instructor in Web-based Instruction: Are We Practicing What We Preach? Laura MaMonica (self-published, July 2001).
<http://www.geocities.com/llamonica/instructorwbt.html>

WEEK 5 – March 1, 2004 **Classroom Approaches : Visual Literacy**
Picturing Modern America : guest speaker Bill Tally

Project 3a due - Discussion of Teaching Philosophy Statement

ASSIGNMENTS FOR WEEK 6:

READINGS

Post Discussion re these readings to the Discussion Board.
Leader for this week is: Asis

Required:

The use of Computer Games as an Educational Tool: 1. Identification of Appropriate Game Types and Game Elements, Alan Amory, Kevin Naicker,

Jacky Vincent and Claudia Adams, Reference: *British Journal of Educational Technology* 30(4) (1999): 311-322.]
<http://www.nu.ac.za/ited/txpeople.asp>

Powerpoint is Evil: by Edmund Tufte, WIRED, Issue 11.09 - September 2003,
<http://www.wired.com/wired/archive/11.09/ppt2.html>

Creating an Interactive PowerPoint Lesson for the Classroom
<http://www.sba.muohio.edu/duricydd/interactiveppt/interactiveppt.html>

Recommended:

Can Grand Theft Auto Inspire Professors? By SCOTT CARLSON
From the issue dated August 15, 2003
Chronicles of Higher Education

Games and Education, Macedonia and Herz,
<http://www.educause.edu/ir/library/pdf/ffp0206s.pdf>

Palm Education Success Stories- including:
k12, Higher Ed, Handheld Educator, Video Interviews,
<http://www.palm.com/us/education/studies/#educator>

A Web-Based Nomadic Computing System.
Tim Computer Networks, 35 (2001) 443-456,
Elsevier Kindberg, T., Barton, J., Morgan, J., Becker, G.,
<http://www.cooltown.com/dev/wpapers/nomadic/nomadic.asp>

Joystick 1.01 -Opportunities for studying electronic games in higher education
<http://www.joystick101.org/story/2001/2/18/111322/124>

WEEK 6 • March 8, 2004 – Classroom Approaches : Web, Power Point, Gaming, ebooks (we wont do ALL).

PowerPoint

<http://www.duq.edu/~tomei/skeleton/>
http://www.internet4classrooms.com/ideas_pp.htm

Games

ebooks

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

Web

Netomat

Review of **Project 3b**: MOO entries.

ASSIGNMENTS FOR WEEK 7:

READINGS

Post Discussion re these readings to the Discussion Board.
Leader for this week is: Jeff

Required:

Multimedia Learning by Richard E. Mayer Chapter 1. The Promise of Multimedia Learning and Chapter 11. Principles of Multimedia Design
Cambridge University Press, 2001. (photocopies available)

The Potential of 3D Virtual Learning Environments : A Constructivist Analysis,
By Barney Dalgarno

E-JIST VOLUME 5 NUMBER 2, 2002

http://www.usq.edu.au/electpub/e-jist/docs/Vol5%20No2/dalgarno_frame.html

WEEK 7 • March 15, 2004

Classroom Approaches : Multimedia and 3-D Environments, Telerobotics, and Web Cams

NASA's Learning Technologies Project

<http://learn.arc.nasa.gov/projects/fy03/vision.html>

The Mercury Project

<http://www.usc.edu/dept/raiders/>

Web Cams in Education (examples)

<http://getview.com/education/school/99070504.htm>

Navigating Mars in 3D

<http://mission.base.com/mars/>

The Tele-Garden at USC

<http://www.usc.edu/dept/garden/>

Bradford Robotic Telescope

<http://www.telescope.org/>

ASSIGNMENTS FOR WEEK 8:

READINGS

Post Discussion re these readings to the Discussion Board.
Leader for this week is: Paoyi

Required:

Human Interface Technology Lab at the University of Washington
<http://www.hitl.washington.edu/projects/>

Read short sections under "Interfaces": Collaboration Through Wearables
HI-SPACE, Multimodal Interfaces, Virtual Mirrors

Designing Simulations for Learning

By Vivek Williams:

(e-JIST) Vol. 6 No. 1

http://www.usq.edu.au/electpub/ejist/docs/Vol6_No1/designing_simulations_for_learn.html

Considering User Satisfaction in Designing Web-Based Portals

by Todd W. Zazelenchuk and Elizabeth Boling

Educause Quarterly, Vol. 26 No. 1

<http://www.educause.edu/ir/librarypdf/eqm0315.pdf>

Considering Visual Literacy When Designing Instruction By Michael Sankey

E-JIST VOLUME 5 NUMBER 2, 2002

http://www.usq.edu.au/electpub/ejist/docs/Vol5%20No2/sankey_frame.html

Recommended:

Top Ten Mistakes in Academic Web Design, by Paula Petrick

<http://chnm.gmu.edu/assets/historyessays/topten.htm>

WEEK 8 • March 22, 2004

Interface Design Issues

Review of Web site design and discussion of interface and navigation issues

ASSIGNMENTS FOR WEEK 9:

Project 4. Draft of Syllabus

Develop a first draft of a course syllabi that incorporates existing technology resources -- this can be rough but draw on the sample syllabi and the range of approaches to using technology and new media in the classroom in developing the draft syllabi.

Present your syllabus in either Blackboard or as a Web site and post the link information and points for discussion on the discussion board.

READINGS

Post Discussion re these readings to the Discussion Board.
Leader for this week is: Alia & Jeff

Required:

Copyleft vs. Copyright: A Marxist Critique,
Johan Söderberg, *First Monday* (March 2002).

http://www.firstmonday.org/issues/issue7_3/soderberg/index.html

Crash Course in Copyright, Georgia Harper
(Office of General Counsel University of Texas System).

<http://www.utsystem.edu/OGC/IntellectualProperty/cprtindx.htm#top>
Flash: <http://www.lib.utsystem.edu/copyright/high-ownership.html>

Lessons from Open Source: Intellectual Property and Courseware,
Jan Newmarch, *First Monday* (May 2001),

http://firstmonday.org/issues/issue6_6/newmarch/index.html

Recommended:

Globalization of Information: Intellectual Property Law Implications,
Kim Nayer, *First Monday* (January 2002).

http://firstmonday.org/issues/issue7_1/nayer/

Intellectual Property: The Attack on Public Access to Culture, Howard Besser,
Processed World (Fall 2001).

http://www.processedworld.com/Issues/issue2001/pw2001_19-27_Intellectual_Property.pdf

WEEK 9 • March 29, 2004

Doing It - Syllabus Design & Practical Concerns

Project 4 due: in-class presentations of draft syllabus

ASSIGNMENTS FOR WEEK 10:

Start brainstorming ideas for final project and may want to start work on Project 5. Creating an Online Assignment.

Spring Break

WEEK 10 • April 19, 2004

Doing It -Conceptualizing Teaching Resources for Final Projects

Brainstorming ideas for final/independent projects. Come with one idea or ten ideas and be prepared to toss around (or toss out) possibilities for effective teaching resources.

ASSIGNMENTS FOR WEEK 11:

Project 5. Create an Online Assignment

Create an online assignment that is a multi-stage, learning-as-discovery exercise that makes use of online resources, takes students some time and thought, and results in a finished production on the student's part, which could be a report or essay, a Web page, a multimedia experience, etc.

Presentation matters! You can develop this assignment as a MOO, Web page, Netomat site, video, or in PowerPoint.

READINGS

Post Discussion re these readings to the Discussion Board.

Leader for this week is: Ann & Chris

Required:

If You Build It, They Will Come: Building Learning Communities Through Threaded Discussions, by Susan Edelstein and Jason Edwards, *eLearn Magazine* (May 2002).

http://www.elearnmag.org/subpage/sub_page.cfm?section=4&listitem=3&page=1

Measuring Success: Evaluation Strategies for Distance Education, by Barbara Lockee, Mike Moore, and John Burton
Educause Quarterly, Vol. 25 No. 1

<http://www.educause.edu/ir/library/pdf/eqm0213.pdf>

ASSIGNMENT FOR WEEK 11

PROJECT 5. Create an Online Assignment

Create an online assignment that is a multi-stage, learning-as-discovery exercise that makes use of online resources, takes students some time and thought, and results in a finished production on the student's part, which could be a report or essay, a Web page, a multimedia experience, etc.

Presentation matters! You can develop this assignment as a MOO, Web page, Netomat site, video, or in PowerPoint.

WEEK 11 • April 26, 2004

Doing It - Presenting and Assessing Teaching Activities

Project 5 due

in class presentations of teaching assignment

WEEK 12 • May 3, 2004

Doing It -Proposal Planning

Elements of a proposal for the final project and further discussion and development of project ideas.

ASSIGNMENTS FOR WEEK 13

PROJECT 6. Proposal for Technology-based Teaching Resource

Conceptualize and develop a schematic plan for a teaching resource that goes beyond a single assignment and that could be used for more than one course in your field. Discuss the content materials that would be included, the intended audience, the teaching goals and strategies, the types of media utilized, ideas for organization and design, programming needs to reach completion, plan of work to reach completion, and assessment plan. (Ideally this will be a project you will want to see through to completion for the independent study requirement of the certificate.)

WEEK 13 • May 10, 2004

Evaluating Proposed Teaching Resources

First Draft of Project 6 due : in class presentations of proposals for independent study

WEEK 14 • May 17, 2004

Final Class – Summing Up

WEEK 15 • May 24, 2004 No Class/Finals WEEK – FINAL PAPER DUE