44-UNC
Revised as of 11/23/2011

Submit original with signatures + 1 copy + electronic copy to UAF Governance.

See http://www.uaf.edu/uafgov/faculty/cd for a complete description of the rules governing curriculum & course changes.

TRIAL COURSE OR NEW COURSE PROPOSAL

SUBMITTED BY:

Department	Graduate	**College/School**	**Education**
Prepared by	Warren (Skip) Via	**Phone**	**474-5761 (Via), 474-5453 (Roehl)**
Email Contact	wwvia@alaska.edu	**Faculty Contact**	**Dr. Roy Roehl**

1. ACTION DESIRED
(CHECK ONE): Trial Course [ ]   New Course [X]

2. COURSE IDENTIFICATION: Dept [ED] Course # [F431] No. of Credits [3]

Justify upper/lower division status & number of credits: **Advanced undergraduate course providing current knowledge and practice in the content area.**

3. PROPOSED COURSE TITLE: **Web 2.0 Fundamentals: Participate, Produce, Publish**

4. To be CROSS LISTED? YES/NO [No]   If yes, Dept: [ ]   Course # [ ]
(Requires approval of both departments and deans involved. Add lines at end of form for such signatures.)

5. To be STACKED? YES/NO [No]   If yes, Dept. [ ]   Course # [ ]

6. FREQUENCY OF OFFERING: **Fall (every), as demand warrants**
Fall, Spring, Summer (Every, or Even-numbered Years, or Odd-numbered Years) — or As Demand Warrants

7. SEMESTER & YEAR OF FIRST OFFERING (if approved)
2011-12 Academic Year (Fall 2011)
Correction: FALL 2012 j.h.

8. COURSE FORMAT:
NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council. Furthermore, any core course compressed to less than six weeks must be approved by the core review committee.

COURSE FORMAT: (check all that apply) [ ]1 [ ]2 [ ]3 [ ]4 [ ]5 [XX] **6 weeks to full semester**

OTHER FORMAT (specify)

Mode of delivery (specify lecture, field trips, labs, etc) **A variety of instructional methods will be used in this course, including Internet research, reading assignments, discussion, reflection, presentation, peer evaluation, and hands-on practice. There will be 3 required synchronous check-in times to assist students with this course.**

9. CONTACT HOURS PER WEEK: [ ] LECTURE hours/weeks   [ ] LAB hours /week   [ ] PRACTICUM hours /week

Note: # of credits are based on contact hours. 800 minutes of lecture=1 credit. 2400 minutes of lab in a science course=1 credit. 1600 minutes in non-science lab=1 credit. 2400-4800 minutes of practicum=1 credit. 2400-8000 minutes of internship=1 credit. This must match with the syllabus. See http://www.uaf.edu/uafgov/faculty/cd/credits.html for more information on number of credits.

OTHER HOURS (specify type) **Online/Web Delivered, 3 synchronous class sessions during the semester**

10. COMPLETE CATALOG DESCRIPTION including dept., number, title and credits (50 words or less, if possible):

ED F431   Web 2.0 Fundamentals: Participate, Produce, Publish
3 credits   Fall, As Demand Warrants
Examine the impact of Web 2.0, cloud computing, and mobile technologies on K-12 education and other social institutions. Establish and publish to frameworks--web-based eportfolio, personal learning network, blog, podcasts--that will form the core elements of the M.Ed. Instructional Technology Innovation (MITI). This course is a prerequisite for subsequent work toward the MITI and should be taken before or concurrently with ED 432 Fundamentals of Media Design. *Prerequisites: Admission to the Master of Education Program or permission of the instructor.* (3+0)

11. COURSE CLASSIFICATIONS: (undergraduate courses only. Use approved criteria found on Page 10 & 17 of the manual. If justification is needed, attach on separate sheet.)

H = Humanities		S = Social Sciences	

Will this course be used to fulfill a requirement for the baccalaureate core?

YES		NO	X

IF YES, check which core requirements it could be used to fulfill:

O = Oral Intensive, Format 6		W = Writing Intensive, Format 7		Natural Science, Format 8	

12. COURSE REPEATABILITY:

Is this course repeatable for credit?   YES [ ]   NO [X]

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

How many times may the course be repeated for credit?   [ ] TIMES

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course?   [ ] CREDITS

13. GRADING SYSTEM: Specify only one.
LETTER: [X]   PASS/FAIL: [ ]

RESTRICTIONS ON ENROLLMENT (if any)

14. PREREQUISITES   **Admission to the Master of Education program or permission of instructor.**

These will be *required* before the student is allowed to enroll in the course.

15. SPECIAL RESTRICTIONS, CONDITIONS   **None**

16. PROPOSED COURSE FEES   **None**

Has a memo been submitted through your dean to the Provost & VCAS for fee approval?
Yes/No

17. PREVIOUS HISTORY

Has the course been offered as special topics or trial course previously?
Yes/No   **NO**

If yes, give semester, year, course #, etc.:

18. ESTIMATED IMPACT
WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

This is an asynchronous web based course cosponsored with the Center for Distance Education. CDE has funded course development costs. CDE will advertise the course in the Distance course schedule. Student advising will be provided through the School of Education graduate advisor and faculty, as with existing M. Ed. students. Faculty workloads for SOE employees will be adjusted as needed and approved by department heads and SOE Dean. There is no impact on space as this course is web delivered.

19. LIBRARY COLLECTIONS
Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No [ ]   Yes [X]   **Students will utilize Academic Search Premier**

20. IMPACTS ON PROGRAMS/DEPTS
What programs/departments will be affected by this proposed action?
Include information on the Programs/Departments contacted (e.g., email, memo)

The School of Education and the Center for Distance Delivery. Both departments have had equal input into the proposal for this M. Ed. concentration and the development of the new content courses.
With the new concentration the School of Education will be able to offer a web based, asynchronous Master of Education with emphasis in education technology, (M. Ed. in Instructional Technology Innovation).
The Center for Distance Education will manage the web course development, scheduling and advertising of this course.

21. POSITIVE AND NEGATIVE IMPACTS

Please specify positive and negative impacts on other courses, programs and departments resulting from the proposed action.

> **Positive:** Master of Education in Instructional Technology Innovation (MITI) will address stated desire from teachers and other community members for a web based M. Ed. with an education technology emphasis. By offering this course and others in the proposed MITI program, enrollment in the M. Ed. program will increase. Core M. Ed. courses will see an increase in student enrollment (ED 601, ED 603, cross-cultural studies courses). This class is part of a proposed program that is a joint venture between the School of Education and the Center for Distance Education and will be offered completely online. There is further positive benefit to students, especially those in rural Alaska, who will have greater access to the M. Ed. program.
> **Negative:** None anticipated

JUSTIFICATION FOR ACTION REQUESTED

The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed course.

> "Web 2.0 Fundamentals: Participate, Produce, Publish" is one of eight proposed courses that will make up the Master of Education in Instructional Technology Innovation. This entire degree will be available through asynchronous web based delivery. The targeted audience for this course and the degree program includes teachers, IT specialists in school districts, and instructional designers in an education or business setting.
>
> This course is one of two fundamentals courses that will be required before a student may continue in the MITI program. The course examines the impact of Web 2.0 technologies on education and other institutions and sets up several frameworks (eportfolio, blog, personal learning network) that form the cohort-based core of the proposed MITI program. One goal of this course is to bring participants from various backgrounds—education, instructional design, IT, and business—to a common platform for the remainder of the MITI program.

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> Positive: Master of Education in Instructional Technology Innovation (MITI) will address stated desire from teachers and other community members for a web based M. Ed. with an education technology emphasis. By offering this course and others in the proposed MITI program, enrollment in the M. Ed. program will increase. Core M. Ed. courses will see an increase in student enrollment (ED 601, ED 603, cross-cultural studies courses). This class is part of a proposed program that is a joint venture between the School of Education and the Center for Distance Education and will be offered completely online. There is further positive benefit to students, especially those in rural Alaska, who will have greater access to the M. Ed. program.
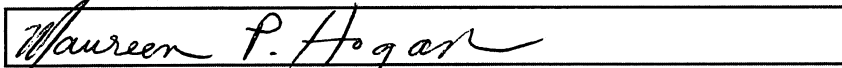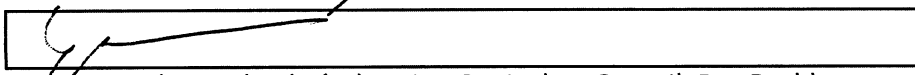> Negative: None anticipated

JUSTIFICATION FOR ACTION REQUESTED

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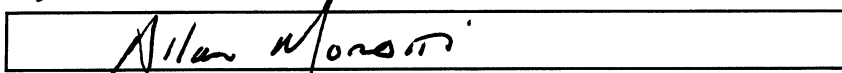
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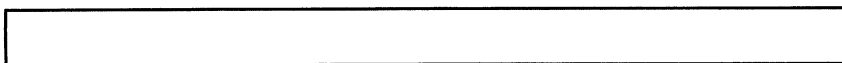>
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APPROVALS:

Signature		Date
Maureen P. Hogan		9-19-11
Signature, Chair, School of Education Graduate Program, Maureen Hogan		
(signature)	Date	8/18/11
Signature, Chair, School of Education Curriculum Council, Roy Roehl		
Allan Morotti	Date	9/20/2011
Signature, Dean, School of Education, Allan Morotti		
	Date	
Signature of Provost (if applicable)		

Offerings above the level of approved programs must be approved in advance by the Provost.

ED 431; Web 2.0 Fundamentals
3 Credits
Skip Via, instructor: <u>wwvia@alaska.edu</u> | <u>Instructor Page</u> | <u>Course Site</u>
Contacts: Office Phone 907.474.5761 | Skype: skipvia | Twitter <u>@skipvia</u> | <u>Google+</u>
Office Hours: by appointment

Catalog Description

1) Examine the impact of Web 2.0, cloud computing, and mobile technologies on K-12 education. 2) Establish and publish to frameworks--web-based eportfolio, personal learning network, blog, podcasts-- that will form the core elements of the M.Ed. Online Instructional Design (ONID). This course is a prerequisite for subsequent work toward the ONID and should be taken before or concurrently with ED 432 Fundamentals of Media Design.

It is expected that this course will take 135 hours to complete.

Prerequisites

Students must either be admitted to a UAF School of Education B.A. or M.Ed program or obtain instructor permission to enroll in this course.

Alignment with School of Education Mission

> The School of Education prepares educators to work in urban and rural Alaska and to work with K-12 students from many backgrounds, with a particular focus on Alaska Native languages and cultures. We are particularly committed to enhancing the educational opportunities for Alaska's rural and Native populations. Through the UAF rural campuses, we are responsive to local and regional needs within the state.

> Through our programs and professional development courses, we promote the following goals:

> > Increase the number of qualified educators for Alaska's schools
> > Enhance the professional skills of Alaska's K-12 educators
> > Develop and support ongoing systemic educational collaborations with Alaska schools and communities
> > Conduct collaborative research on cross-cultural and multicultural education

> This course supports the UAF School of Education's mission by providing students with the skills necessary to design thoughtful individualized instructional environments utilizing technologies and strategies appropriate to all learners. Students will acquire skills in the management and implementation of technology that will enhance their professional qualifications based on ISTE and Alaska teacher standards for technology and instructional design.

Plagiarism and Academic Honesty

> **Plagiarism.** Plagiarism is representing someone else's ideas and work as your own. Plagiarism includes not only copying verbatim, but also rephrasing the ideas of another without properly

acknowledging the source. As work is prepared and submitted to meet course requirements, whether a draft or a final version of a paper or project, take care to distinguish personal ideas and language from information derived from sources. Sources include published primary and secondary materials, electronic media, and information and opinions gained directly from other people. Students are required to use the plagiarism programs available on Blackboard for each assignment. The UAF Student Code of Conduct is adhered to in this course.

Disability Services

The UAF Office of Disability Services implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials. Your instructor will work with the Office of Disability Services (203 WHIT, 907-474-5655) to provide reasonable accommodation to students with disabilities.

UAF Disability Services for Distance Students

UAF has a Disability Services office that operates in conjunction with the College of Rural and Community Development (CRCD) campuses and UAF Center for Distance Education (CDE). Disability Services, a part of UAF Center for Health and Counseling, provides academic accommodations to enrolled students who are identified as being eligible for these services. If you believe you are eligible, please visit the Office of Disability Services on the web or contact a student affairs staff person at your nearest local campus. You can also contact Disability Services on the Fairbanks Campus at (907) 474-5655, fydso@uaf.edu.

Course Goals

1. Acquire and administer a personal web domain.
2. Begin an ongoing eportfolio that will serve as the primary assessment instrument for completion of the ONID program.
3. Set up and maintain an ongoing blog for peer review and reflection.
4. Establish and actively participate in a personal learning network of colleagues and mentors.
5. Publish original content in a variety of online formats, including but not limited to web sites, blogs, and podcasts.
6. Explore the implications of current and emerging technologies for personal and professional development.
7. Consider the interaction between technology and social institutions, particularly K-12 education.

Instructional Methods

A variety of instructional methods will be used, including asynchronous delivery through podcasts and videos, backchannel communication using Twitter, Diigo and Google Reader, Internet research, reading assignments, asynchronous discussion, reflection, peer review and evaluation, occasional synchronous discussions using Blackboard Collaborate (ELive), and hands-on practice.

Required Texts/Software

Bonk, C. (2010). *The world is open: How web technology is revolutionizing education*. San Francisco, CA: Jossey-Bass

(Available for purchase in hardcover (Amazon), as an e-book (Kindle edition | Google eBook) or as an online resource through the UAF Rasmuson Library)

Other assigned readings will be available online or through the UAF Rasmuson Library.

Some recommended thought-provoking readings for everyone:

Kurzweil, Ray. (2000) *The age of spiritual machines: When computers exceed human intelligence*. New York: Penguin

Shirky, Clay. (2010) *Cognitive surplus: Creativity and generosity in a connected age*. New York: Penguin

Course Fees

Students will be required to obtain a personal web domain for use in this course and throughout the duration of the ONID program. We recommend Google for this. Cost to acquire and renew a Google domain is $10/yr. If you already own a personal domain and prefer to use that for this course, please contact the instructor.

There are no other fees related to this course.

Writing Standards

Citations and references should adhere to the American Psychological Association (APA) Formatting and Style Guide. Additionally, all of your blog and portfolio submissions (but not necessarily your tweets and comments) will be evaluated for proper spelling and grammatical usage.

Technology Requirements

This is an online course that will utilize several multimedia technologies. Additionally, there will be periodic online interaction with the instructor using Blackboard Collaborate (aka ELive). Consistent Internet access and a computer with the ability to record and broadcast sound via a built-in or external mic or a headset (recommended) will be required. Students are expected to be active participants in online exchanges with ONID cohorts and with other colleagues and mentors through a personal learning network.

Students will be expected to have the most current versions of several applications that will be used in this course, including QuickTime, Flash (Mac|Windows), iTunes and Java.

Before the first online class meeting, please visit the [ELive Qualification Room](#) and make sure that your system is capable of supporting ELive sessions. This will launch an ELive session and let you know whether or not your computer has the required software.

Evaluation

Each assignment or project will be evaluated on a 5-point rubric with 0-4 points available. There will be a total of seven assignments for a possible total of 28 points. The following grading scale applies:
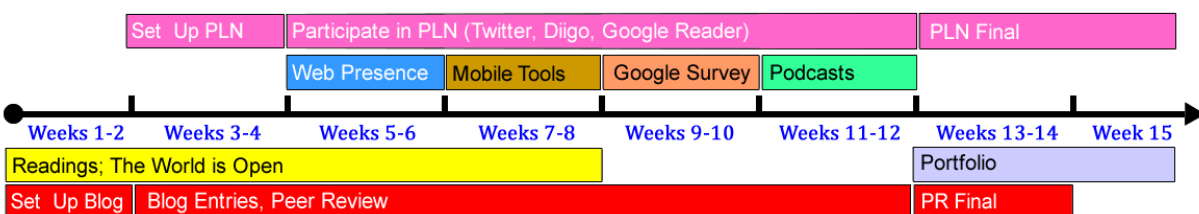
28 points: A
25-27 points: B
21-24 points: C
15-20 points: D
Below 15 points: F

When you submit an assignment, you have essentially begun a conversation with the instructor and with your cohort through the peer review process that is integral to ED 431. That conversation ends when you are satisfied with the instructor's evaluation. The instructor will review and comment on each assignment and you are free to revise and resubmit as often as needed.

Grades are determined by averaging the scores on the evaluation rubric for each assignment. Scores are rounded up at .5, so 24.5 would round up to a 25, or C. A score of 24.4 would result in a B grade, 24.5 would result in an A.

While it is possible to receive a D grade in ED 431, please note that the course will not count toward your M.Ed. if your grade is below a C.

Course Calendar

More specific information about the course calendar is available on the [course web site](#).

Course Units/Learning Outcomes

Unit: Personal Learning Networks (PLN)
Time to complete this unit: 15 hrs.
Instruction: 4
Assignment: 6
Collaboration: 5

Twitter hash tag for this assignment: #onidpln
Diigo tag: onidpln

Relevant readings: Chapters 10-11 of The World is Open

Time for this assignment:

For this assignment, you will begin to develop and document your Personal Learning Network. Your PLN is an important element in the ONID program.

Develop and grow a personal learning network using three essential tools: Twitter, Diigo, and Google Reader. You may use existing accounts if you already have them, or you may create new accounts for this program. These accounts will be used throughout your involvement with the ONID program.

Establish Accounts

Twitter
Establish a Twitter account that you will use as the primary communication tool for your PLN. As soon as possible, follow all of the other ONID cohort students. Each week, you will add at least three additional people to your follow list. These additions will be cataloged in your portfolio on your "Personal Learning Network" page.

Diigo
Establish a Diigo account that will be your repository of links, documents, and other resources to be shared with your ONID cohort as outlined in specific assignments. In your Diigo account, create a tag called "onid431" and use this (in addition to the specific assignment tag) to tag all bookmarked resources. Share onid431 via an RSS feed to your cohort.

Google Reader
Establish a Google Reader account through which you will subscribe to ONID cohort blogs and other shared resources. Within this account, create a tag (folder) called ONID that will be shared publicly.

Directions for Sharing and Following

- Add text links to your Diigo and Twitter accounts to the content section of your portfolio Home page along with your other contact information.
- Add a text link to your blog to the Meta navigation box of your portfolio.

- Follow each of your cohort's Twitter accounts. It is preferable to use a Twitter client (e.g., Hootsuite, TweetDeck) for this.
- Subscribe to your cohort's personal blogs, Diigo RSS feeds, and shared Google Reader ONID folders using Google Reader.

Final Project

Create a representation of your PLN in your portfolio on a page titled "Personal Learning Network." Include the software, tools, or services that are of most utility to you. On this page, reflect on the value and utility of your PLN and your vision of its potential for your future professional development. Cite some relevant examples from The World is Open in your reflection. (300-500 words)

Unit: Establishing Your ONID Portfolio
Time to complete this unit: 10 hrs.
Instruction: 4
Assignment: 4
Collaboration: 2

Twitter hashtag: #onidport
Diigo tag: onidport

For this assignment you will set up several frameworks that you will use throughout the ONID program:
Obtain a personal web domain
Begin your ONID portfolio using Google Sites
Create a blog for sharing and peer review

Personal Web Domain

Obtain a personal web domain through Google. (If you already own a personal domain and you would prefer to work in that environment, please consult the instructor.) Your ONID portfolio (and, optionally, your blog) will be established in this domain.

ONID Portfolio

Using Google Sites (Page Creator) in your personal domain, create a portfolio site that follows all ONID program requirements and guidelines. It is suggested that you name your site after this model: onid.yourdomainname.com (.net, .org)

Peer Review Blog

Create a blog using Blogger. (If you want to use a different platform, please consult the instructor.) You may optionally map this blog to your personal domain. You will use this blog to post assignments for peer review before publishing to your portfolio.

Unit: Web Presence
Time to complete this unit: 20 hrs.
Instruction: 4
Assignment: 10
Collaboration: 6

In this assignment, you are going to explore the concept of web presence as it applies to your career path and personal life.

1. Read these articles from [the instructor's Diigo bookmarks on webpresence](#) (approximately 20 articles of varying length and from a variety of perspectives including personal, commercial, and educational). You may want to supplement these articles with additional resources you have located.
2. Create a blog post titled "Web Presence" that addresses these questions as they apply to your own personal interests and professional life:
   - What is your own definition of "web presence?" You may want to make reference to definitions that you find in the readings, but please develop your definition from a personal perspective.
   - Let's define "digital footprint" as those intentional or unintentional traces that you leave behind when you visit web pages, search for information, post on Facebook, tweet, shop online, or engage in similar activities. How does your digital footprint relate to or affect your web presence?
   - How should we address the topic of web presence with K-12 students? With post-secondary students?
   - How do the issues of privacy, intellectual property, and copyright play into an individual's web presence?
   - Can you effectively manage your web presence? Can you maintain both a private and a public web presence? Is it necessary to separate your public and private web presence?
   - How might your employer's interests or policies affect your personal web presence?

   Once your post has been reviewed and revised, publish it in your portfolio on a page titled "Web Presence."

Unit: Google Docs Survey
Time to complete this unit: 20 hrs.
Instruction: 4
Assignment: 12
Collaboration: 4

Twitter hashtag: #onidgdocs
Diigo tag: onidgdocs

Relevant readings: Chapters 6-8 of The World is Open.

Create a Google Docs survey that you will submit to your cohort. The survey should cover some aspect of open resources, portals, or participatory technologies as covered in The World is Open--e.g., experiences with various portals or services, awareness of various tools, level of comfort in specific areas, etc. You may do a broad survey of technologies (e.g., open source

software) or you may concentrate on a specific topic (e.g., Second Life). Your survey should be comprised of at least 12 related questions and should include examples of multiple choice, checkbox, choose from a list, and scaled response questions.

Reflect on the data that you collect by summarizing your findings and creating charts that display and support your reflections. Embed the spreadsheet in a page on your blog titled "Google Docs Survey." Once your reflection has been reviewed and revised, publish it in your portfolio on a page titled "Google Docs Survey."

Unit: Mobile Tools
Time to complete this unit: 20 hrs.
Instruction: 6
Assignment: 8
Collaboration: 6

Twitter hash tag for this assignment: #onidmobile
Diigo tag: onidmobile

Relevant readings: Chapter 9 of The World is Open.

Using this information and online resources (blogs, articles, Rasmuson, etc.), reflect on the state of adaptation and implementation of Wi-Fi and 3G mobile tools (smart phones, tablets, cell phones, iPods) in K-12 education. You may evaluate mobile tools in general or you may concentrate on a single device (e.g., iPad) or genre (e.g., smart phones). You may also choose to concentrate on mobile tool implementation on a specific subject (e.g., music, math) or grade/age level. (500-1000 words)

Keep a record of the online sites and documents you use in Diigo tagged onidmobile.

Develop a position statement on mobile tools in K-12 supported by examples from your research. Do mobile tools belong in K-12 education? What are the pros and cons of implementing Wi-Fi or 3G mobile tools? Publish your statement on your personal blog in an entry titled "Mobile Tools in K-12." Once your statement has been reviewed and revised, publish it in your portfolio on a page titled "Mobile Tools in K-12."

Unit: Podcasts
Time to complete this unit: 20 hrs.
Instruction: 6
Assignment: 10
Collaboration: 4

Twitter hashtag: #onidpod
Diigo tag: onidpod

Relevant readings: Chapters 3-5 of The World is Open.

For this assignment you will create a series of audio podcasts that you will publish in your blog and on the iTunes U site.

For each of chapters 3-5, create a 1-2 minute audio podcast that highlights or explains one of the resources or topics mentioned in the chapter. The audience for your podcast will be K-12 teachers, and the purpose of the podcast is to introduce your topic to your audience as a potential resource that will aid in their personal or professional development. Your podcasts should use the same short musical/voice intros and outros, as if they were part of a series of broadcasts.

Publish all three podcasts on your personal blog in an entry titled "Podcasts." Include a 300-500 word reflection on the process of creating podcasts (issue, successes, discoveries, etc.) and the utility of podcasts as a teaching and learning tool. Once your podcasts and reflection have been reviewed and revised, publish them in your portfolio on a page titled "Podcasts."

Unit: Peer Review
Time to complete this unit: 25 hrs.
Instruction: 3
Assignment: 6
Collaboration: 16

Twitter hashtag: #onidpr
Diigo tag: onidpr

For this assignment, you will be expected to critically review each of your cohort's blog posts for content and mechanics. This is an important step in the final publication of assignments to the ONID portfolio. Reviews should be thoughtful, respectful, and constructive and not simply general comments about the post. Follow these guidelines:

Clarity of message
Cite at least one passage from each post that is the best example of clarity and/or insight, both in terms of relevance of content and strength of writing. Cite an example that supports your comments.

Improvement of message
Cite at least one passage from each post that needs improvement. In each case explain what needs clarification, is misleading, needs additional development, is factually unsupported, etc.

Writing Standards
Comment on any examples of typos or misspellings, grammar or usage, or lack of adherence to APA styles for references and citations.

As an author, you are free to make the suggested changes, discuss the changes with the critic, or ignore their suggestions.