FORMAT 1

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 # **F651** No. of Credits **3**

Justify upper/lower division status & number of credits: **Graduate level reading and assignments.**

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: **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)**

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)	**Web Based**						

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) **3 hours per week, web based**

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

ED F651 Web 2.0 Fundamentals: Participate, Produce, Publish
3 credits 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 652 Fundamentals of Media Design. *Prerequisite: Admission to the Master of Education in Technology Innovation or permission of 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 in Technology Innovation 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.

Minimal impact as this is an asynchronous course cosponsored with the Center for Distance Education

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)

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)

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
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.

APPROVALS:

Allan Morotti — Date 1/10/2011
Signature, Chair, School of Education Graduate Program, Allan Morotti

Anne Armstrong — Date 1 · 14 · 2011
Signature, Chair, School of Education Curriculum Council, Anne Armstrong

Eric Madsen — Date 1/14/11
Signature, Dean, School of Education, Eric Madsen

Date
Signature of Provost (if applicable)
Offerings above the level of approved programs must be approved in advance by the Provost.

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE

Date
Signature, Chair, UAF Faculty Senate Curriculum Review Committee

ED 651; Web 2.0 Fundamentals: Participate, Produce, Publish

3 Credits

Skip Via, instructor: wwvia@alaska.edu | Instructor Page

Contacts: Office Phone 907.474.5761; Skype skipvia; Twitter @skipvia

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. Instructional Technology Innovation (MITI). This course is a prerequisite for subsequent work toward the MITI and should be taken before or concurrently with Fundamentals of Media Design (ED 652).

Prerequisites

Students must either be admitted to the Master of Education in Instructional Technology Innovation program or obtain instructor permission to enroll in this course. Instructor approval for MITI program courses is based on equivalent class work or work performance demonstration.

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 is using what another person has developed as your own words or thoughts. Plagiarism is never acceptable. UAF requires students to conduct themselves honestly and responsibly and to respect the rights of others. Cheating, plagiarism or other forms of academic dishonesty may result in disciplinary action and sanctions.

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, 907-474-7043) 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) 474-7043, fydso@uaf.edu.

Student Services

The Division of Student Services provides student-centered programs and services designed to assist students in achieving their personal, academic and career goals. In collaboration with the academic deans, we lead the university in recruiting a diverse student body. With the use of ongoing assessment we support and develop programs and communities that contribute to the retention, success and leadership development of students. Go to http://www.uaf.edu/ses/ to learn more.

The Center for Distance Education provides student service support for this online course. See their website at: http://distance.uaf.edu

Writing support services are available to UAF students through the Writing Center, located in 801 Gruening, 474-5314, online at: http://www.alaska.edu/english/studentresources/writing/. You are encouraged to use this resource to meet writing expectations.

Technology support services are available through the OIT Support Center, 450-8300 (Toll Free: 800-478-8226), online at: http://www.alaska.edu/oit/sc/about/contact.xml, and via email to helpdesk@alaska.edu.

Students in the course will:

- ✓ acquire and administer a personal web domain.
- ✓ begin an ongoing eportfolio that will serve as the primary assessment instrument for completion of the MITI program.
- ✓ set up and maintain an ongoing blog for peer review and reflection.

- ✓ establish and actively participate in a personal learning network of colleagues and mentors.
- ✓ publish original content in a variety of online formats, including but not limited to web sites, blogs, and podcasts.
- ✓ explore the implications of current and emerging technologies for personal and professional development.
- ✓ 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 ELive, and hands-on practice.

Required Texts/Software

The World is Open: How Web Technology is Revolutionizing Education, 2009
Curtis Bonk
(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.

Course Fees

Students will be required to obtain a personal web domain for use in this course and throughout the duration of the MITI 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 comment) 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 Elluminate (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 MITI 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.

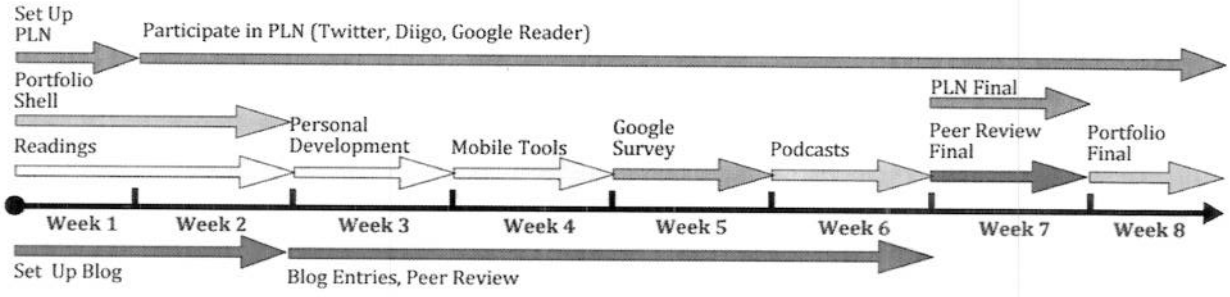
Evaluation

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. That conversation ends when you are satisfied with the evaluation. The instructor will review and comment on each assignment and you are free to revise and resubmit as often as needed. Most assignments will also undergo a peer review process before they are included in your portfolio.

Course Calendar



Course Units

Unit: Personal Learning Networks (PLN)

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

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

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

Establish Accounts with:

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 MITI 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 MITI cohort as outlined in specific assignments. In your Diigo account, create a tag called "miti651" and use this (in addition to the specific assignment tag) to tag all bookmarked resources. Share miti651 via an RSS feed to your cohort.

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

Twitter hashtag: #mitiport
Diigo tag: mitiport

For this assignment you will set up several frameworks that you will use throughout the MITI program:

Obtain a personal web domain
Begin your MITI 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 MITI portfolio (and, optionally, your blog) will be established in this domain.

MITI Portfolio

Using Google Sites (Page Creator) in your personal domain, create a portfolio site that follows all MITI program requirements and guidelines. It is suggested that you name your site after this model: miti.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: Personal Development

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

Relevant readings: Introduction-Chapter 1, The World is Open

For this assignment you will reflect on readings from The World is Open and publish your reflections on your blog for peer review and later publication on your MITI portfolio.

Reflect on the role that the opening of the economic and educational worlds have had on your personal and professional development and what paths might be suggested for future growth. Cite examples from the text that illustrate or support your reflections. (500-1000 words)

Locate several online scholarly resources that support or extend your observations. Keep a record of these resources in Diigo tagged as mitiplearn.

Publish your reflection on your personal blog in an entry titled "Personal Development." Once your reflection has been reviewed and revised, publish it in your portfolio on a page titled "Personal Development."

Unit: Google Docs Survey

Twitter hashtag: #mitigdocs
Diigo tag: mitigdocs

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

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

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 mitimobile.

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

Twitter hashtag: #mitipod
Diigo tag: mitipod

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

Twitter hashtag: #mitipr
Diigo tag: mitipr

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 MITI portfolio. Reviews should be thoughtful, respectful, and constructive and not simply general comments about the 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.