Wayne State University

Course Syllabus

IT 6140: Designing Web Tools for the Classroom
Fall 2015

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Office Hours: Online, by appointment

Date/Time: Online, http://blackboard.wayne.edu

Course Description (WSU Bulletin)
The focus of this course is the design, development and evaluation of learning experiences using the World Wide Web. Student creates and evaluates learning activities using the Web; creation of personal learning portal. Basics of HTML and authoring tools.

Course Objectives
Upon completion of this course learners will be able to:
1. Design attractive, effective web pages
2. Create instructional websites
3. Demonstrate proficiency using web-based authoring tools
4. Keep their students safe on the Internet

Course Prerequisites
1. Proficiency in Windows or Mac environment
2. Work with multiple windows
3. Copy and paste between windows, even when there is no menu
4. Control what is on top on the desktop
5. Send and receive documents using email
6. Proficiency using the World Wide Web
7. Use history, location and bookmarks to return to previously visited sites
8. Search the web
9. Save information from web pages
10. Familiarity with writing formal papers in APA format. If you have not previously taken IT7100, or have not had experience writing and citing research using APA style, please contact the instructor as soon as possible for advice.

Textbook
There is no textbook for the course. Instructional materials will be provided through the course in Blackboard.
General Information
1. All written work must be original and demonstrate appropriate communication skills (e.g. correct spelling, punctuation, grammar, organizational skills, etc.)
2. All written work must meet scholarly standards as stated in the Publication Manual of the American Psychological Association (6th Ed.).
3. All papers must be computer generated using the software packages specified in the assignment instructions.

Course Policies
This course is being delivered via the Wayne State University Blackboard System (see link above). Documents outlining course policies regarding Academic Integrity, Computer Usage, Disabilities, Incompletes and Computer Mediated Communication are posted on the course information page of that site. You are required to access, read and acknowledge understanding of these documents prior to beginning your course work. Details regarding this requirement are provided below under the heading “Pre-course Requirements.”

Attention Students with Disabilities
If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-577-3365 (TDD only). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.

Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to get your accommodation letters as early in the semester as possible.

Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annotated Bibliography</td>
<td>9/27</td>
<td>20</td>
</tr>
<tr>
<td>Website</td>
<td>10/11</td>
<td>10</td>
</tr>
<tr>
<td>WebQuest</td>
<td>11/8</td>
<td>20</td>
</tr>
<tr>
<td>Lesson Plan</td>
<td>12/13</td>
<td>30</td>
</tr>
<tr>
<td>Discussion</td>
<td>Various</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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Grading

<table>
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<tr>
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<th>Percentage</th>
</tr>
</thead>
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<tr>
<td>A-</td>
<td>90-92.99</td>
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<tr>
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<td>87-89.99</td>
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<tr>
<td>B</td>
<td>83-86.99</td>
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<tr>
<td>B-</td>
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<td>C+</td>
<td>77-79.99</td>
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<tr>
<td>C</td>
<td>73-76.99</td>
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Assignment Notes

1. Late assignments require instructor authorization. Authorization must be requested prior to the posted due date and will only be given if the inability to meet the due date is directly related to an emergency situation.

2. You are encouraged to align your coursework with your work situation. Consider using real work situations and applications that are relevant to the grade/subject you teach as the basis for all activities and assignments. This will make the coursework more relevant, useful and practical and promote transfer of the skills taught in the course to the workplace. *You must note; however, that all work must be original!*

3. The assignment information provided below is intended to provide an overview of the graded assignments. Detailed instructions on how to complete and submit each assignment will be provided in the UNIT AGENDAS and COURSE STUDY GUIDE posted on the course web site.

Assignment Overview

Additional details concerning all of these assignments can be found in Blackboard.

Annotated Bibliography

The purpose of the research paper is to find relevant research on an issue or trend in Instructional Technology. You will provide a synopsis of each article, which will include some discussion of its relevance to the issue you have chosen.

Website

You will create an informative yet static website for your students (and parents) to access regarding a specific topic. While static in nature, it should be rich in content and presentation. Your learning activity plan should focus on the topic of Internet safety, cyberbullying, and/or sexting.

WebQuest

You will develop an awareness of inquiry-oriented activities that use web-based resources for teaching and learning and develop a cooperative activity that uses web-based resources to assist students in accomplishing an authentic task by creating an original WebQuest for your grade level and subject area.
Blended Lesson Plan
You will use the ASSURE model as the framework to create a learning activity plan that addresses the learning styles and needs of all of the students in an assigned learning environment. You may pick a topic you can readily apply in your classroom. You will be housing the blended content using the Edmodo platform. In addition to the Edmodo class, you will submit a separate document with your actual lesson plan on the ASSURE model template.

Discussion
Discussion grades will be based on observed participation in assigned activities and discussions. Observable factors that may affect grades include, but are not limited to, reviewing documents, videos and web pages as assigned, completion of graded and non-graded assignments, and participation in discussions.
Tentative Schedule

Refer to the **UNIT AGENDAS** posted on the course web site for detailed instructions regarding weekly tasks and the order in which they are to be completed.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Week</th>
<th>Reading</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| 1    | Course introduction | 1    | 8/31 – 9/6 | Syllabus  
Course Introduction  
Course Navigation | Introductory Discussion |
| 2    | Research and Technology Integration | 2    | 9/7 – 9/13 | Clark (1983)  
Kozma (1994) | Discussion – Post |
|      |       | 3    | 9/14 – 9/20 | Reeves (2000)  
|      |       | 4    | 9/21 – 9/27 | | Annotated Bibliography |
| 3    | Internet Safety  
• Internet safety  
• Cyberbullying  
• Sexting | 5    | 9/28 – 10/4 | Berson et al. (2002)  
Li (2006) | |
|      |       | 6    | 10/5 – 10/11 | Olweus (2012) | Website |
| 4    | WebQuests | 7    | 10/12 – 10/18 | Concept to Classroom: WebQuests | |
Dodge (2001) | Discussion – Post |
Schweizer & Kossow (2007) | Discussion – Reply |
| 5    | Blended Learning/ASSURE Model | 11   | 11/9 – 11/15 | ASSURE Model  
|      |       | 12   | 11/16 – 11/22 | Sweet et al (n.d.)  
Goolbar (2014) | Discussion – Reply |
|      |       | 13   | 11/23 – 11/29 | Thanksgiving Break | |
Horn (2013)  
Flumerfelt & Green (2013) | |
|      |       | 15   | 12/7 – 12/13 | | Lesson Plan |