



Course Syllabus

EDTC 5750:W2	Using Videoconferencing Technologies Effectively in the Classroom	Fall 2007
Online	Ron Carr me@thecarrs.biz	Credit hours: 3

1. COURSE DESCRIPTION:

This course will familiarize the student with multiple video conferencing and collaboration technologies, along with technical and policy issues involved in their use in the classroom. Students will develop strategies and techniques in the use of these technologies to effectively address classroom learning objectives. Uses for teachers and their students include, but are not limited to, virtual fieldtrips, professional development opportunities, contact and collaboration with experts outside the classroom, and utilization of established video conferencing programming. Prerequisite: EDTC 5465 and EDUC 5350.

2. LEARNING OUTCOMES:

Learning Outcome	ISTE NETS and Performance Indicators addressed
Students will develop skills in planning asynchronous learning activities, enhancing face-to-face learning environments and creating online learning opportunities.	IIA, IIB, IID, IIE, IIIA, IIIB, IIIC, IIID, IVA, IVB, IVC
Students will be able to locate videoconferencing content for virtual fieldtrips to integrate into their curriculums.	IIC, IID, VB
Students will evaluate emerging technologies that facilitate distance learning.	IIC, IID, VA
Students will be able to demonstrate and evaluate effective classroom management strategies used in distance learning.	IIA, IIB, IID, IIE, IIIA, IIIC, IIID, IVA, IVB
Students will be able to present classroom lessons using videoconferencing technologies, addressing differentiation and diversity.	VIB, VIC, VIE
Students will investigate videoconferencing and distance learning organizations to	VA, VB

continue their learning about this subject beyond the course's end.	
Students will learn about, and be able to discuss, distance learning technologies.	IVC, IA, IB

3. SCHEDULE OF REQUIRED READINGS, CLASS PREPARATIONS AND ASSIGNMENTS, LECTURES, DISCUSSIONS, STUDENT PRESENTATIONS, OUT-OF-CLASS ASSIGNMENTS AND EXAMS.

Module 1	- Students will complete the introductory survey to introduce themselves to the class. - Various video conferencing applications will be evaluated – including, but not limited to, Skype, Marratech, iChat, and AIM, Polycom PVX.
Module 2	- Individual test video conferences with the instructor will be conducted to familiarize students with applications, examining their capabilities and limitations.
Module 3	- Individual test video conferences will continue.
Module 4	- Techniques for planning and assessing video conferences will be taught. - Choosing video conference application(s) best suited to learning objectives, and effective classroom management strategies used in distance learning will be examined. - Video conferencing approaches, such as instructor-led, team-taught, research with expert, virtual field trip, teacher-teacher collaboration / planning / professional development will be discussed.
Module 5	- Video conferences will be organized with fellow students (teacher-teacher collaboration / planning / professional development).
Module 6	- Planning form will be completed and shared for classroom video conference.
Module 7	- Conduct first classroom videoconferences.
Module 8	- First classroom videoconferences continue.
Module 9	- Complete and share assessment of first conference.
Module 10	- Video conference with representatives of Technology consortium (Cooperating School Districts) will be conducted for the purpose of familiarizing students with available programming.
Module 11	- Locate “expert” for second classroom video conference.
Module 12	- Plan second videoconference.
Module 13	- Conduct second video conference.
Module 14	- Second video conferences continue.
Module 15	- Assess second videoconference.
Module 16	- Participate in class “projects assessment” video conference, share experiences.

4. RESOURCES:

Textbook: No Textbook

Library Readings: All class readings will be available online.

Sample Readings / Sites:

- Carla Schutte, Technology Specialist at Moton Elementary School, November, 1998:
<http://www.fi.edu/fellows/fellow6/nov98/index.html>
- AT&T Education: <http://www.kn.pacbell.com/wired/vidconf/vidconf.html>
- A Teacher's Guide to Videoconferencing - How to Plan, Produce, Present, Manage, and Assess a Distance Learning Class: <http://www.netc.org/digitalbridges/teachersguide/>
- iSight & iChatAV - Video conferencing for Teachers, NC State University:
<http://ced.ncsu.edu/ltrc/studio/workshops/isight/>
- Desktop Videoconferencing: Novelty or Legitimate Teaching Tool?:
http://www.educationworld.com/a_curr/curr120.shtml
- Streaming Technology Improves Student Achievement: <http://www.thejournal.com/articles/16269>
- Videoconferencing Exposes Students to New Worlds: <http://www.thejournal.com/articles/15895>
- eLearning Going the Distance: <http://www.thejournal.com/articles/20158>
- Educators' knowledge Center: http://kc.ncsa.uiuc.edu:8080/education/cs/video_resources.jsp
- WMNet – A Teacher's Guide to Video Conferencing:
<http://www.wmnet.org.uk/vc/teachersVCsite/pages/homepage.html>

5. EVALUATION / GRADING SCALE:

Participation and assignment grades will be averaged to determine the final class grade.

- **Introductory survey**
- **Weekly journals**
- **Video Conference Planning Form(s)**
- **Video Conference Assessment(s)**

All academic and professional behavior of students in this course is subject to review for the purposes of student evaluation.

All assignments will be submitted electronically and posted on the class website.. However, it is recommended that students keep a copy of all assignments.

6. **ACADEMIC HONESTY POLICY:**

Students at Webster University are expected to practice academic honesty.

In its broadest sense, plagiarism is using someone else's work or ideas, presented or claimed as your own. Any time you refer to another person's work, whether as a direct quotation or paraphrased, you must use a citation. Students should not copy more than two paragraphs from any source as a major component of papers or projects. All citations must be properly documented and references must be provided using APA guidelines (<http://library.webster.edu/citation.html>).

7. **ACCESSIBILITY/ACCOMODATIONS POLICY:**

If you have a disability, please notify your instructor as soon as possible to discuss your accommodation needs.

8. **ATTENDANCE:**

Attendance is crucial in all online courses. This means that a student is expected to login to the course several times during each week. It is important to actively participate each week in the course. Students will be required to participate in video conferences at specified times during the semester.

The instructor reserves the right to lower the final grade by a letter grade for absences.

Students who do not complete the requirements of the course must contact the instructor prior to the end of the course to complete an Incomplete Course form. Incompletes are not awarded except in emergencies, as defined by the instructor.

NB: An Incomplete may only be awarded to a student who has maintained a passing grade up to the point of the emergency. Incomplete grades will change to a grade of F or NC unless the requirements stipulated on the incomplete form are met by the date listed on the form or one calendar year from the end of the course, whichever comes first.

9. **OTHER**

Expectations, i.e.

10. **STANDARDS / GOALS:**

International Society for Technology in Education (**ISTE**) - National Educational Technology Standards for Teachers (**NETS**) – http://cnets.iste.org/teachers/t_stands.html

ISTE NET Standards:

1. Technology operations and concepts.

Teachers demonstrate a sound understanding of technology operations and concepts.

2. Planning and designing learning environments and experiences.

Teachers plan and design effective learning environments and experiences supported by technology.

3. Teaching, learning, and the curriculum.

Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning.

4. Assessment and evaluation.

Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.

5. Productivity and professional practice.

Teachers use technology to enhance their productivity and professional practice.

6. Social, ethical, legal, and human issues.

Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice.

The School of Education (SOE) Goals:

1. The knowledgeable learner:

Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.

2. The informed instructor:

Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.

3. The reflective collaborator:

Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.

4. The responsive educator:

Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.

The progress of students in this course toward ISTE Nets or School of Education goals may be recorded for the purpose of program evaluation, not for student assessment. If you have any questions about this, please contact your instructor.

This syllabus is subject to change at the discretion of the instructor.