



Course Syllabus

COURSE NUMBER: EDTC 5030 01	COURSE TITLE: Internet for Educators	TERM: Spring II 2007
SITE: Main Campus	INSTRUCTOR CONTACT INFORMATION: Mike Kratzer michaelkratzer67@webster.edu	CREDIT HOURS: 2

COURSE DESCRIPTION: This course is designed to teach students how to integrate Internet resources into their curriculum.

1. LEARNING OUTCOMES:

Course Outcomes	SOE Goals, SOE Dispositions, and MoSTEP/Prof Standards Addressed
<p>Students will learn advanced search and navigation strategies on the Internet.</p> <p>Students will identify uses of the Internet in an educational environment.</p> <p>Students will create lesson plans that integrate Internet resources into their curriculum.</p>	<p>Most of the ISTE Technology Standards for Teachers are addressed in some manner in this course.</p>

Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams:

WEEK 1: Introduction to the Internet and Education
 Educational value of the Internet
 Search Engines and Directories

	Simple Internet Activities
WEEK 2:	Exploring World Wide Web Resources Hands on Internet Activities Internet Terminology
WEEK 3:	Advanced Searching Techniques on the World Wide Web Specialized Search Engines Evaluating Web Sites
WEEK 4:	Student Presentations of Educational Web Sites Internet Unit and Lesson Plans Methods of Integrating Internet Resources into the Classroom Print Resources
WEEK 5:	Internet Magazine Article Presentations Webquests and iAdventures Blogs, wikis and podcasts
WEEK 6:	Multimedia Resources on the Internet Student Internet Issues Begin Development of Project Integrating the Internet
WEEK 7:	Future Internet Trends Internet Tools Continue Project Development
WEEK 8:	Presentation of Student Projects

2. RESOURCES:

Handouts
Educational Sites on the World Wide Web

3. EVALUATION: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)

Student Assignments and Projects

Assessments	Links to Course Outcomes	Points
Teacher and Student Interview	Identifying Uses	10
Website Demo/Evaluation	Identifying Uses	10
Internet Article Presentation	Identifying Uses	10
Internet Multimedia Presentation	Integrating Resources	10
Annotated Website List	Integrating Resources	10
Participation		10
Internet Unit Presentation	Integrating Resources	40
Weekly Reflections	All	20

4. GRADING SCALE:

93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
70-79	C
< 70	NC

Note: ALL PAPERS/PROJECTS MAY BE RETURNED VIA A SELF-ADDRESSED, STAMPED ENVELOPE. PAPERS ARE NOT AVAILABLE FOR PICK-UP IN THE SOE OFFICE.

5. ATTENDANCE

Attendance is required for every class.

A large part of the instruction will occur at the beginning of each class period therefore students are asked to be on time for each class.

Unapproved absences will result in one of the following:

- 1) the student's grade for the course will be lowered
-OR-
- 2) the credit hours earned for the course will be reduced
-OR-
- 3) the student's grade for the course will be changed to NC (No Credit).

It is the student's responsibility to withdraw from the course according to the Withdrawal Procedures outlined in the Graduate Studies Catalog.

Approved absences will result in one of the following:

- 1) the student will be responsible for any missed work, as well as a make-up assignment
-OR-
- 2) the student's grade for the course will be lowered

6. ACADEMIC HONESTY POLICY:

Students at Webster University are expected to practice academic honesty.

Avoiding Plagiarism

Plagiarism is intentionally claiming that another person's work is his/her own or implying that another person's work is his/her own (through inadequate or inaccurate citations of reference material.)

Students:

- Should not copy whole portions of text from another source as a major component of papers or projects.
- Should identify the title, author, page number/webpage address, and publication date of works when directly quoting small portions of texts, articles, interviews, or websites.
- Should appropriately identify the source of information when paraphrasing (restating) ideas from texts, interviews, articles, or websites.
- Should follow the guidelines of the American Psychological Association Style Guide when referencing all research sources.

For information about the consequences of academic dishonesty please consult the Webster University Student Handbook.

7. ACCESSIBILITY/ACCOMODATIONS POLICY:

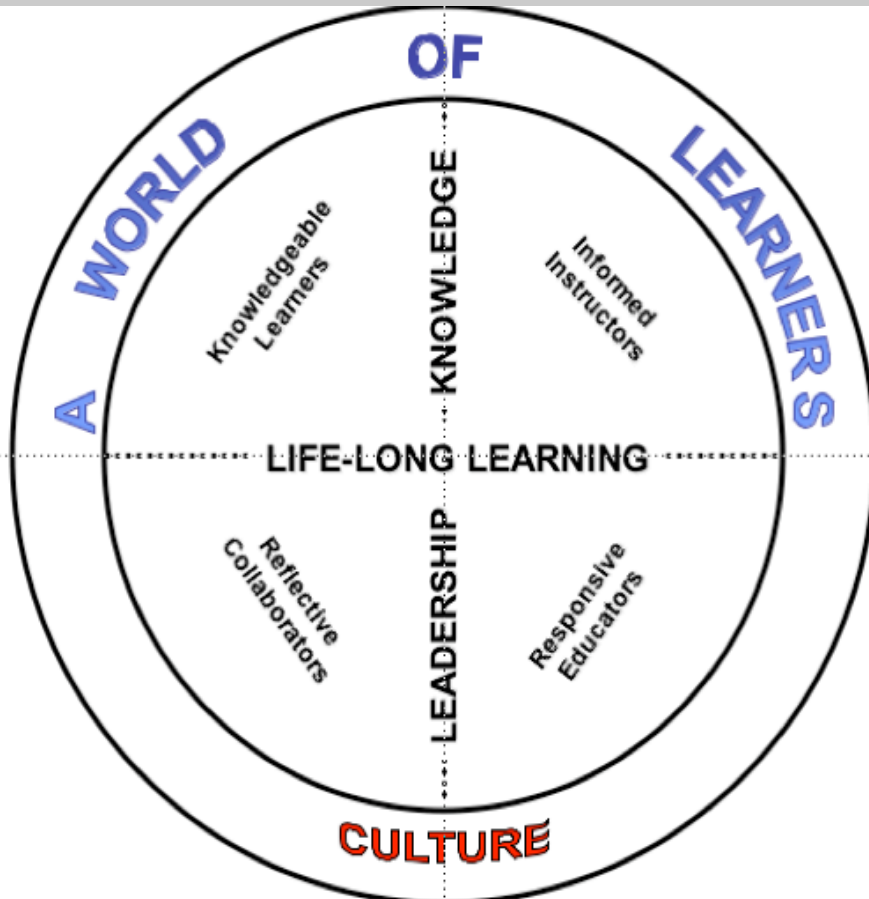
If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.

**WEBSTER UNIVERSITY
SCHOOL OF EDUCATION**

Vision: " . . . We all must work to make this world worthy of its children." (Casals, 1970)

Mission: The School of Education at Webster University provides its students with the knowledge, experiences, and practical tools that help them guide both themselves and others toward lifelong learning. The School of Education is a community of educator-scholars who apply critical reflections and creative energies to enhance learning in schools and other educational settings. The faculty strives to support this community by modeling effective teaching practices based on sound theory and research. Personalized approaches create a challenging, yet supportive environment that permits the risk-taking necessary for learning and growth. The School of Education encourages its faculty and students to work actively toward this end, keeping in mind that action must be rooted in visionary, yet realistic, thinking. This thought and action process underscores the development of an inner-directed self-understanding, an outer-directed global perspective, and an appreciation of human diversity that arises from both.

Theme: Developing a world of learners through knowledge, leadership, and life-long learning.



The universal mandala (a circle with intersecting vertical and horizontal lines) graphically represents the conceptual framework of the School of Education. The outer circle provides the framework for a "world of learners" in cultural settings. The two axes represent the theme components of knowledge, leadership, and life-long learning. These lines are broken to emphasize the fluid relationship of the goals and integrated concepts. Each quadrant represents one of the school's four goals for its candidates: to develop knowledgeable learners, informed instructors, reflective collaborators, and responsive educators.

Goals

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

The knowledgeable learner:

- 1.1 knows content that supports conceptual understanding;
 - 1.2 applies tools of inquiry to construct meaningful learning experiences;
 - 1.3 identifies developmental factors in student learning; and
 - 1.4 understands theoretical principles of effective instruction to plan learning experiences.
2. Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.

The informed instructor:

- 2.1 designs curriculum based on students' prior knowledge, learning styles, strengths, and needs;
 - 2.2 understands and uses a range of instructional strategies;
 - 2.3 uses a variety of communication modes, media, and technology to support student learning; and
 - 2.4 employs a variety of formal and informal assessments to monitor learning and modify instruction.
3. Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.

The reflective collaborator:

- 3.1 values and integrates reflection to grow as a professional;
 - 3.2 promotes communication and collaboration with colleagues, families, and community leaders;
 - 3.3 seeks relationships with families and students to support student learning; and
 - 3.4 initiates change that benefits students and their families.
4. Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.

The responsive educator:

- 4.1 understands and responds appropriately to issues of diversity
- 4.2 acknowledges social and cultural contexts to create effective teaching and learning environments;
- 4.3 adapts instruction to the learner's knowledge, ability, and background experience; and
- 4.4 identifies resources for specialized services when needed.

Dispositions:

NCATE defines dispositions as "the values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth. " (Professional Standards, p. 53) There is significant value in focusing attention on qualities that make an effective teacher.

1. Understands and Respects Self
 - 1.1 Understands and respects that s (he) may be different from others
 - 1.2 Embraces an openness to change (adaptability, flexibility)
 - 1.3 Exhibits curiosity
 - 1.4 Engages in reflection

2. Understands and Respects Others
 - 2.1 Understands, respects, and responds appropriately to diversity in a variety of settings
 - 2.2 Exhibits empathy
 - 2.3 Commits to fairness and honesty
 - 2.4 Listens respectfully to other points of view

3. Understands and Respects Professional Communities
 - 3.1 Commits to professional behavior in university and school cultures
 - 3.2 Practices informed decision-making in university and school cultures
 - 3.3 Communicates and collaborates in university and school cultures
 - 3.4 Accepts academic rigor (willingness to work/ high expectations)
 - 3.5 Affects change with courage and confidence