



Course Syllabus

COURSE NUMBER: EDTC 5750:W2	COURSE TITLE Using Videoconferencing Technologies Effectively in the Classroom	TERM: Spring 2008
SITE: Online	INSTRUCTOR CONTACT INFORMATION: Ron Carr ronaldcarr81@webster.edu 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

Students will develop skills in planning asynchronous learning activities, enhancing face-to-face learning environments and creating online learning opportunities.

Course Outcomes	SoE Goals, SoE Dispositions, and MoSTEP/Prof Standards 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 evaluate emerging technologies that	IIC, IID, VB

facilitate distance learning.	
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 continue their learning about this subject beyond the course's end.	VA, VB
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

Jan. 14 - Feb. 1

Students will:

- complete the introductory survey to introduce themselves to the class.
- download, install and use Skype
- purchase and install videoconference recording software
- download , install and use software with which to access podcasts
- conduct introductory videoconference with the instructor

Module 2

Feb. 4 - Feb. 11

Students will:

- view recorded videoconferences with educators
- read articles
- write 2-page paper - "The Most Effective Applications of Videoconferencing in My Classroom"

Module 3

Feb. 12 - Feb. 29

Students will:

- videoconference with another student in the class - collaborating on the revision of videoconferencing planning and evaluation forms.

Module 4

Mar. 3 - Mar. 10

Students will:

- revise videoconferencing planning and evaluation forms
- download, install and use Marratech software to videoconference with experts in identifying vc-savvy experts, and available programming
- participate in online discussion

Module 5

Mar. 11 - Mar. 11

Students will:

- plan, conduct, record, and assess a classroom videoconference
- participate in online discussion

Module 6

Apr. 14 - May 5

Students will:

- conduct (using Skype) a summary videoconference with the instructor highlighting their successes in using videoconferencing successfully in their classrooms

4. RESOURCES:

Required Text(s):

No required text

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

Module 1

- Introductory survey (58 points)
- Introductory Videoconference (100 points)

Module 2

- 2-page paper: Most Effective Applications of Videoconferencing in My Classroom (200 points)

Module 3

- Revised Video Conference Planning Form (50 points)
- Revised Video Conference Assessment Form(s) (50 points)
- Recorded Videoconference with Fellow Student (100 points)

Module 4

- Participation in Marratech Conference: Available Videoconferencing Programming and Finding Experts (200 points)
- Discussion Question 1 (100 points)

Module 5

- Completed Planning Form (100 points)
- Classroom Videoconference (300 points)
- Completed Evaluation Forms (100 points)
- Discussion Question 2 (100 points)

Module 6

- Final Summary Videoconference (300 points)

Timely Participation (250 points)

6. GRADING SCALE:

Possible Points – 2008

A	(1800 - 2008)
A-	(1700 - 1799)
B+	(1600 - 1699)
B	(1500 - 1599)
B-	(1400 - 1499)
C+	(1300 - 1399)
C`	(1200 - 1299)
C-	(1100 - 1199)
NC	< 1100

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

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

ACCESSIBILITY/ACCOMMODATIONS POLICY

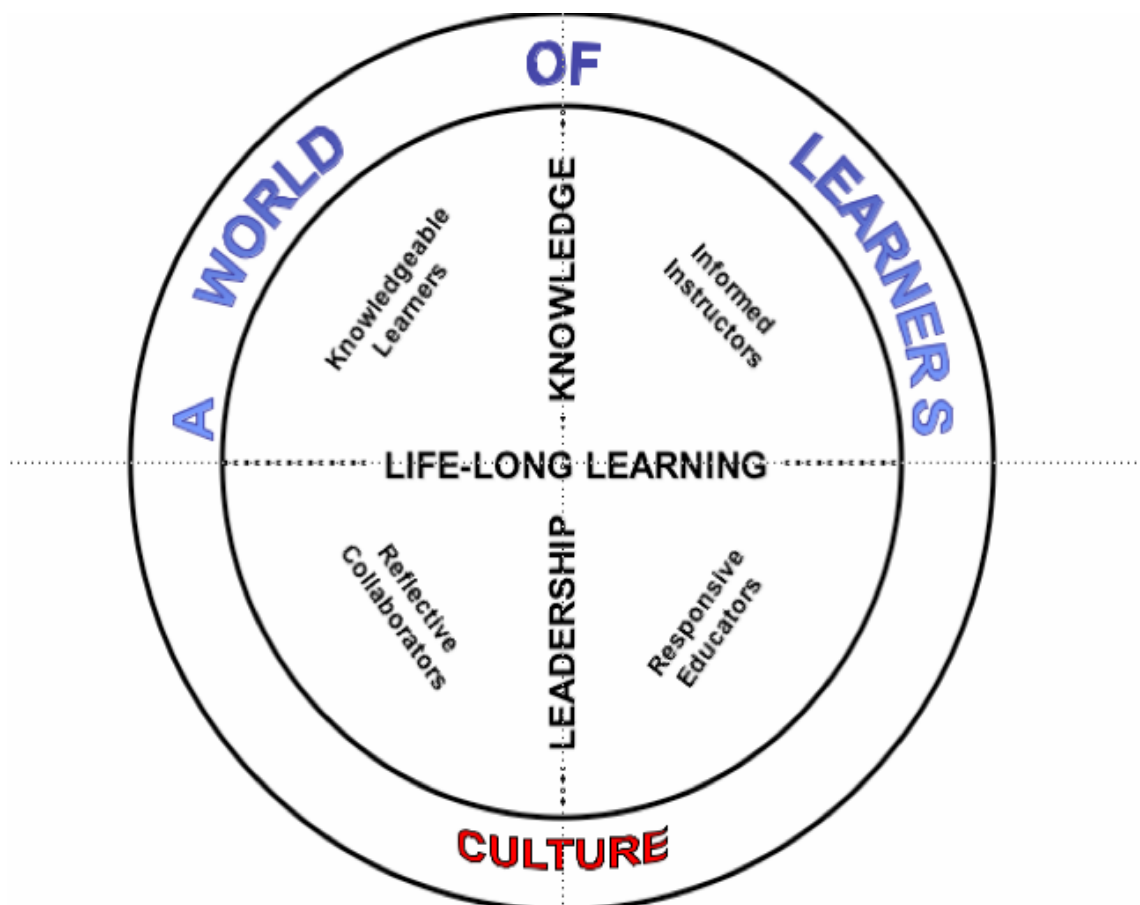
If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.

**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.

School of Education 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.

School of Education 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

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.