



Course Syllabus

<u>EDTC 5560.00</u>	<u>Rena Cifarelli</u>	<u>Rena_Cifarelli@clayton.k12.mo.us</u>
COURSE NUMBER AND SECTION	INSTRUCTOR	E-MAIL ADDRESS

DESIGNING WEBQUESTS
 COURSE TITLE

<u>SUMMER 2003</u> / <u>02</u>
TERM CREDIT HOURS

Webster-Sverdup Building
 SITE

1. Course Description: (provide details of student focus, rationale, scope, and prerequisites)
 This class will address the thematic integration of internet computer technology with content area curricula in the K-12 classroom. Emphasis will be placed on development of Web Quests, particularly for projects and activities which develop higher level thinking skills, and practical application of hardware and software already available in individual classroom settings. Special attention will be given to the theory and practice of Web Quest construction, including thematic units using Web Quests, thinking skills integration, graphic design considerations, and basic use of HTML. Prerequisite: EDTC 5560 Building Web Pages or consent of instructors.

2. Learning Outcomes: (goals, objectives, course outcomes, etc.) Identify any MOSTEP or professional standards that are met by each learning outcome.
 This course will enable participants to:
 - a. Develop a conceptual model and philosophy for integrating technology into the teaching of higher-level thinking skills in the classroom.
 MOSTEP 4. The pre-service teacher recognizes the importance of long-range planning and curriculum development and develops, implements, and evaluates curriculum based upon student, district, and states performance standards.

 - b. Develop a readily available fund of resources for computer activities and ideas.
 - c. Select internet activities appropriate for the individual teacher and classroom
 - d. Generate strategies for creation of internet activities to complement individual teaching styles, available hardware and software, and other educational considerations.
 MOSTEP 9. The pre-service teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. This reflective practitioner actively seeks out opportunities to grow professionally and utilizes the assessment and professional growth to generate more learning for more students.

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

(Subject to Change)

Day One: Welcome, get acquainted with the course and each other, assessment of Web Quests, the Bernie Dodge Model of Webquests, Web bits, and internet scavenger hunts, research and data mining techniques, and bookmarking

Day Two: Review of basic HTML and web page construction, web publishing, scaffolding of thinking, state and ISTE standards

Day Three: Application of graphics editing and design, scaffolding of thinking continued, and application of scaffolding thinking to Web Quests, another model of Web Quests

Day Four: Work time for presentations

Day Five: Work time for presentations and presentations

The Missouri Show-Me Standards are addressed within the content of this course. Identification of specific standards are included within course assignments. Integration of Missouri Assessment Program (MAP) standards and grade levels will be integrated into this course when appropriate.

4. Resources:

Text(s): The Non-Designer's Web Book Second Edition by Robin Williams

Supplemental Readings: (list and indicate how these are to be used)

Audio-visual/other:

5. EVALUATION: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)
 - a. Class participation:
 - b. (2) Web Quests
 - c. Attendance
 - d. Bookmark & Data Mining assignment

- This syllabus is subject to change at the discretion of the instructor.
- Regular class attendance is required.

