

EDIT 797 – Web-Based Learning

* Coding in **bold** reflects ISTE NETS standards for Educational Computing and Technology Facilitation

I. Course Description

This three-credit course is designed to assist students in exploring and developing expertise with the various aspects of web-based learning, and to model the ways in which these tools can be integrated into the teaching/learning process. Weekly assignments, online discussions, and web-based projects will be utilized in order to help students develop a working knowledge of incorporating web-based learning structures into their teaching. The course is taught online using the Blackboard Course Software.

II. Objectives

As a result of this course, participants will be able to:

1. describe multiple different web-based learning activity structures; **I-A, I-B**
2. adapt existing web-based projects for use in their teaching; **II-A, II-B, II-C, II-D, II-E, II-F, III-A, III-B, III-C, III-D, III-E, IV-A, IV-B, IV-C**
3. create original web-based projects for use in their teaching; **II-A, II-B, II-C, II-D, II-E, II-F, III-A, III-B, III-C, III-D, III-E, IV-A, IV-B, IV-C**
4. interact using various online media (virtual classroom environments, asynchronous threaded discussion sites, interactive presentation media, etc.); **I-A, I-B, V-A, V-B, V-C, V-D**
5. choose web-based learning materials wisely. **II-A, II-B, II-C, II-D, II-E, II-F, III-A, III-B, III-C, III-D, III-E, IV-A, IV-B, IV-C, VI-A, VI-B, VI-C, VI-D, VI-E**

III. Meeting Times

This course is entirely online. Weekly assignments will be completed using both synchronous and asynchronous methods. Students will be divided into groups, each having an online mentor. Groups will rotate so that each group has the opportunity to work with each online mentor. Synchronous meeting times and dates will be announced and/or determined by the groups.

This course will operate on a Monday to Sunday week, meaning that assignments will be posted on Monday each week and will be due the following Sunday. Assignments will be posted in the "assignments" section three weeks in advance.

Virtual office hours for each online mentor will be posted on the "course calendar" in the

"tools" section weekly. Online mentors will also be available via email which is easily accessed in the "communication" section or via regular email. (Email sent via Blackboard is sent to the recipient's regular email address.)

IV. Course Materials

A variety of online articles and web sites will be used as the "texts" for this course. The URLs for these materials can be found in the "assignments" section.

V. Course Requirements

Participation in weekly assignments (discussions, readings, etc.) is mandatory, as they are essential to the course. The schedule can be found in the "assignments" section.

Students will be expected to access this site (<http://blackboard.gmu.edu>) regularly to obtain the necessary instructions for weekly assignments. All course information will be stored in and available through this web site; however, some activities may require the use of other online course media.

Students will be expected to complete all projects as described in the "Projects" section.

VI. Course Assignments

1. Online Portfolio (20 points): Throughout their program of study, students are required to create and continually revise a professional, online portfolio. This portfolio should not be a collection of what the student has done, but rather a reflection of what they have learned. Templates and assistance will be provided during class to assist students in the creation and maintenance of this portfolio. All exhibits in the online portfolio will include a short reflection. At the end of the semester, a comprehensive, semester-wide reflection and supporting samples of work will be added to the portfolio reflecting student learning related the semester's work.

Performance-based outcome for objectives 1, 2, 3, 4, & 5.

2. Reader's Theater Project: In small groups, students will create a reader's theater to be performed at a teachers' meeting to tell the staff about the web-based learning opportunities explored in this course. Students will use synchronous online communication tools (virtual classroom, etc.) to plan and write the reader's theater script. . The script for this project should be submitted to the online mentor by the beginning of week 11 (April 1), and will be performed for the face-to-face class (Monday or Tuesday) on a date to be determined. **Performance-based outcome for objectives 1, 4, & 5.**

3. Classroom Implementation Project: Students will choose an existing web-based learning project to try in their classrooms. Information about the chosen project and the plan for classroom implementation should be emailed to the online mentor by the beginning of week 6. Classroom implementation should take place by the beginning of week 9 at the latest. Following the classroom implementation, students will post a summary of the experience with reflective comments to the entire group using the "discussion board" section. More information about this project will be posted in the "assignments" section for week 5. **Performance-based outcome for objectives 1, 2, 3, 4, & 5.**

4. Design Project: As the culminating project for this course, students will design a web-based learning activity using one of the activity structures explored. Students will post their basic project idea to the entire group during week 10, and then form collaboratives as appropriate. Students will interact with online mentors during weeks 12-15 for input/feedback. The final project will be submitted to the online mentor for posting to the entire group during the final week of the course. This project is to be a web-based learning project design only, not to include actual creation or implementation. **Performance-based outcome for objectives 1, 2, 3, 4, & 5.**

The Design project description should include:

- title, target grade level/subject, learning goals, ties to curriculum, and other information useful to teachers who might use your project
- map or written description of the different web pages/sections and how they link/relate to each other
- sketches or detailed descriptions of important graphics/tables/charts/etc.
- plan for managing the project (i.e. enrolling participants, providing feedback, or whatever tasks would be required of your project idea)

VII. Evaluation

Since this is a graduate level course, high quality work is expected on all assignments and in class. Points for all graded assignments (see section 6) will be based on the scope, quality, and creativity of the assignments. All assignments are due at the beginning of class. Late assignments will not be accepted without making arrangements with the instructor.

Points will be assigned to all graded assignments using a rubric process. Both class participants and the course instructor will be involved in assessment of graded assignments. Prior to the due date for any assignment, the class will participate in the development of an assessment rubric. This rubric will result from a discussion of applicable course objectives and an elaboration of qualities and components associated with excellence in completion of the assignment.

When assignments are presented on the designated due date, class participants and the instructor will complete an assessment of the assignment using the rubric created in class. Class participants' ratings on the rubric will be averaged. Then the class participants' average will be averaged with the instructor's ratings on the rubric to compute a final point value for assignments. In this way, the development of the rubric will inform the final completion of the assignments as well as serve as the instrument for assessment and determination of points awarded.