44-UNC
Revised as of 11/23/2011 FORMAT 1

Submit original with signatures + 1 copy + electronic copy to UAF Governance.
See http://www.uaf.edu/uafgov/faculty/cd for a complete description of the rules governing curriculum & course changes.

TRIAL COURSE OR NEW COURSE PROPOSAL

SUBMITTED BY:

11. **COURSE CLASSIFICATIONS:** (undergraduate courses only. Use approved criteria found on Page 10 & 17 of the manual. If justification is needed, attach on separate sheet.)

H = Humanities		S = Social Sciences	

Will this course be used to fulfill a requirement for the baccalaureate core?

YES		NO	X

IF YES, check which core requirements it could be used to fulfill:

O = Oral Intensive, Format 6		W = Writing Intensive, Format 7		Natural Science, Format 8	

12. **COURSE REPEATABILITY:**

Is this course repeatable for credit? YES [ ] NO [X]

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

How many times may the course be repeated for credit? [ ] **TIMES**

If the course can be repeated with variable credit, what is the maximum number of credit hours [ ] **CREDITS**

21. POSITIVE AND NEGATIVE IMPACTS

*Please specify **positive and negative** impacts on other courses, programs and departments resulting from the proposed action.*

ED 431; **Web 2.0 Fundamentals**
3 Credits
Skip Via, instructor: wwvia@alaska.edu | Instructor Page | Course Site
Contacts: Office Phone 907.474.5761 | Skype: skipvia | Twitter @skipvia | Google+
Office Hours: by appointment

Catalog Description

1) Examine the impact of Web 2.0, cloud computing, and mobile technologies on K-12 education. 2) Establish and publish to frameworks--web-based eportfolio, personal learning network, blog, podcasts-- that will form the core elements of the M.Ed. Online Instructional Design (ONID). This course is a prerequisite for subsequent work toward the ONID and should be taken before or concurrently with ED 432 Fundamentals of Media Design.

It is expected that this course will take 135 hours to complete.

Prerequisites

Students must either be admitted to a UAF School of Education B.A. or M.Ed program or obtain instructor permission to enroll in this course.

Alignment with School of Education Mission

> The School of Education prepares educators to work in urban and rural Alaska and to work with K-12 students from many backgrounds, with a particular focus on Alaska Native languages and cultures. We are particularly committed to enhancing the educational opportunities for Alaska's rural and Native populations. Through the UAF rural campuses, we are responsive to local and regional needs within the state.

> Through our programs and professional development courses, we promote the following goals:

> > Increase the number of qualified educators for Alaska's schools

y to design thoughtful individualized instructional environments utilizing
and strategies appropriate to all learners. Students will acquire skills in the
and implementation of technology that will enhance their professional
based on ISTE and Alaska teacher standards for technology and instructional

nic Honesty

giarism is representing someone else's ideas and work as your own. Plagiarism
ly copying verbatim, but also rephrasing the ideas of another without properly

acknowledging the source. As work is prepared and submitted to meet course requirements, whether a draft or a final version of a paper or project, take care to distinguish personal ideas and language from information derived from sources. Sources include published primary and secondary materials, electronic media, and information and opinions gained directly from other people. Students are required to use the plagiarism programs available on Blackboard for each assignment. The UAF Student Code of Conduct is adhered to in this course.

Disability Services

The UAF Office of Disability Services implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access

Required Texts/Software

Bonk, C. (2010). *The world is open: How web technology is revolutionizing education.* San Francisco, CA: Jossey-Bass

(Available for purchase in hardcover (Amazon), as an e-book (Kindle edition | Google eBook) or as an online resource through the UAF Rasmuson Library)

Other assigned readings will be available online or through the UAF Rasmuson Library.

Some recommended thought-provoking readings for everyone:

Kurzweil, Ray. (2000) *The age of spiritual machines: When computers exceed human intelligence.* New York: Penguin

Shirky, Clay. (2010) *Cognitive surplus: Creativity and generosity in a connected age.* New York: Penguin

Course Fees

Students will be required to obtain a personal web domain for use in this course and throughout the duration of the ONID program. We recommend Google for this. Cost to acquire and renew a Google domain is $10/yr. If you already own a personal domain and prefer to use that for this course, please contact the instructor.

There are no other fees related to this course.

Writing Standards

Citations and references should adhere to the American Psychological Association (APA) Formatting and Style Guide

Before the first online class meeting, please visit the [ELive Qualification Room](#) and make sure that your system is capable of supporting ELive sessions. This will launch an ELive session and let you know whether or not your computer has the required software.

Evaluation

Each assignment or project will be evaluated on a 5-point rubric with 0-4 points available. There will be a total of seven assignments for a possible total of 28 points. The following grading scale applies:

28 points: A
25-27 points: B
21-24 points: C
15-20 points: D
Below 15 points: F

When you submit an assignment, you have essentially begun a conversation with the instructor and with your cohort through the peer review process that is integral to ED 431. That conversation ends when you are satisfied with the instructor's evaluation. The instructor will review and comment on each assignment and you are free to revise and resubmit as often as needed.

Grades are determined by averaging the scores on the evaluation rubric for each assignment. Scores are rounded up at .5, so 24.5 would round up to a 25, or C. A score of 24.4 would result in a B grade, 24.5 would result in an A.

While it is possible to receive a D grade in ED 431, please note that the course will not count toward your M.Ed. if your grade is below a C.

Course Calendar
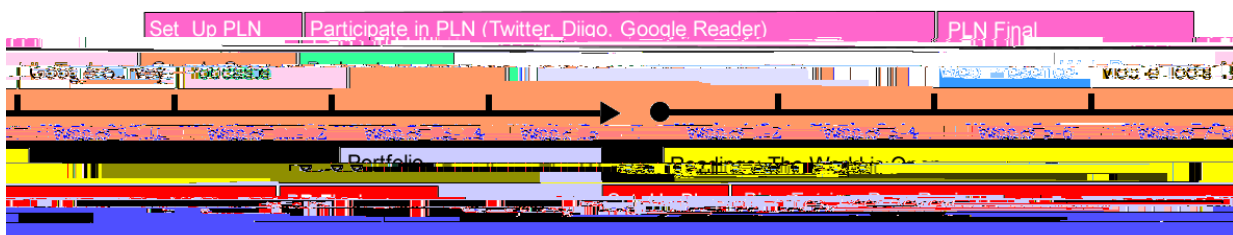
More specific information about the course calendar is available on the [course web site](#).

Course Units/Learning Outcomes

Unit: Personal Learning Networks (PLN)
Time to complete this unit: 15 hrs.
Instruction: 4
Assignment: 6
Collaboration: 5

Twitter hash tag for this assignment: #onidpln
Diigo tag: onidpln

Relevant readings: Chapters 10-11 of The World is Open

Time for this assignment:

For this assignment, you will begin to develop and document your Personal Learning Network. Your PLN is an important element in the ONID program.

Develop and grow a personal learning network using three essential tools: Twitter, Diigo, and Google Reader. You may use existing accounts if you already have them, or you may create new accounts for this program. These accounts will be used throughout your involvement with the ONID program.

Establish Accounts

Twitter
Establish a Twitter account that you will use as the primary communication tool for your PLN. As soon as possible, follow all of the other ONID cohort students. Each week, you will add at least three additional people to your follow list. These additions will be cataloged in your portfolio on your "Personal Learning Network" page.

Diigo
Establish a Diigo account that will be your repository of links, documents, and other resources to be shared with your ONID cohort as outlined in specific assignments. In your Diigo account, create a tag called "onid431" and use this (in addition to the

Follow each of your cohort's Twitter accounts. It is preferable to use a Twitter client (e.g.,

software) or you may concentrate on a specific topic (e.g., Second Life). Your survey should be comprised of at least 12 related questions and should include examples of multiple choice,

For each of chapters 3-5, create a 1-2 minute audio podcast that highlights or explains one of the resources or topics mentioned in the chapter. The audience for your podcast will be K-12 teachers, and the purpose of the podcast is to introduce your topic to your audience as a potential resource that will aid in their personal or professional development. Your podcasts should use the same short musical/voice intros and outros, as if they were part of a series of broadcasts.

Publish all three podcasts on your personal blog in an entry titled "Podcasts." Include a 300-500 word reflection on the process of creating podcasts (issue, successes, discoveries, etc.) and the utility of podcasts as a teaching and learning tool. Once your podcasts and reflection have been reviewed and revised, publish them in your portfolio on a page titled "Podcasts."

Unit: Peer Review
Time to complete this unit: 25 hrs.
Instruction: 3
Assignment: 6
Collaboration: 16

Twitter hashtag: #onidpr
Diigo tag: onidpr

For this assignment, you will be expected to critically review each of your cohort's blog posts for content and mechanics. This is an important step in the final publication of assignments to the ONID portfolio. Reviews should be thoughtful, respectful, and constructive and not simply general comments about the post. Follow these guidelines:

Clarity of message
Cite at least one passage from each post that is the best example of clarity and/or insight, both in terms of relevance of content and strength of writing. Cite an example that supports your comments.

Improvement of message
Cite at least one passage from each post that needs improvement. In each case explain what needs clarification, is misleading, needs additional development, is factually unsupported, etc.

Writing Standards
Comment on any examples of typos or misspellings, grammar or usage, or lack of adherence to APA styles for references and citations.

As an author, you are free to make the suggested changes, discuss the changes with the critic, or ignore their suggestions.