



**Midwest Teachers Institute**  
Teachers Helping Teachers

[www.MidwestTeachersInstitute.org](http://www.MidwestTeachersInstitute.org)

## MTI 560: Web 2.0 Tools for the Classroom

### Instructor Information:

<b>Instructor Name:</b>	<b>Wendy Bean</b>
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<b>Instructor Background:</b>	Mrs. Bean earned her Bachelor of Science degree in Health Education from Northern Illinois University. She then earned a Master's degree in Educational Administration from St. Xavier University . She has 16 years of teaching experience at the high school level and has taught online for Midwest Teachers Institute for the last 5 years. She is currently serving as an assistant principal. Through the years, she has served on several committees including school improvement teams, professional steering committees, and principal selection committees. She has a passion for educational technology and strives to keep up with the best and the latest in order to work toward continuous improvement of instruction.

### Course Information

<b>Course Format (distance learning, online, webinar, experiential onsite courses):</b>	<b>Online Course</b> The LMS for delivering the course will be Canvas. An invitation will be sent to you by your instructor during the week prior to the start of your course. If you have not received an invitation, please email us at the MTI email address listed above.  Approximately 45 hours of instructional time is devoted to this course.  We recommend that you take an introduction to Canvas course as well to become more comfortable with our LMS. This can be done by clicking on the <i>help</i> tab, then <a href="#">Canvas 101</a> .
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	If you are having trouble with Canvas, technical support is available online 24/7 under the <i>help</i> tab, then <i>report a problem</i> .
<b>Prerequisites</b>	All MTI courses are designed for educators who have a minimum of a bachelor's degree and professional educator license. Prior to beginning the course, check with your district office to ensure that credit will be accepted for salary increase and professional development. <b>All courses are for 3 graduate semester hours/credits. When you register, you may choose which of our accredited university partners you would like to receive your official transcript from.</b>
<b>Accrediting Partners</b>	For information about our accrediting partners, please visit our website at <a href="http://www.midwestteachersinstitute.org">www.midwestteachersinstitute.org</a> and click on partners to learn more about the choices available for you.
<b>Required Books and Materials</b>	<ul style="list-style-type: none"> <li>● Internet access</li> <li>● Lesson plans and unit plans</li> <li>● Reflection</li> <li>● Online resources utilized for assessments <ul style="list-style-type: none"> <li>○ <a href="#">7 Methods for Differentiating Instruction</a></li> <li>○ <a href="#">Differentiated Vocabulary Strategies</a></li> <li>○ <a href="#">Differentiated Curriculum Enhancement in Inclusive Middle School Science</a></li> <li>○ <a href="#">Evernote in the Classroom: Five Ideas</a></li> <li>○ <a href="#">10 Ways to Use Video in Your Classroom</a></li> </ul> </li> </ul>
<p><b>Learning Outcomes/Competencies:</b> At the completion of this course, the learner will be able to:</p> <ol style="list-style-type: none"> <li>1. Create, Explore and Implement a classroom communication hub to engage with your classes and connect with teachers globally. InTASC 1, 2, 3, 4, 5, 6, 7, 8, 10</li> <li>2. Produce video slideshows on Animoto™ as well as create Animoto™ projects for students InTASC 1, 3, 4, 5, 6, 7, 8</li> <li>3. Implement Quizlet as an online study tool to be used in and out of the classroom InTASC 1, 2, 3, 4, 5, 6, 7, 8</li> <li>4. Utilize file storing and sharing to improve educational organization InTASC 3, 7, 10</li> <li>5. Communicate your own philosophy regarding technology in the classroom InTASC 9, 10</li> </ol>	
<p><b>Course Description:</b> This online course will assist teachers in exploring some of the latest web-based tools that can be utilized in the classroom. Teachers will become proficient in classroom management tools, explore how to use video slideshows to enhance projects and other assessments. Teachers will become proficient in a web based study tool that will promote independent and/or live group learning in and out of classroom. Through these tools, teachers will improve communication with students and parents, increase organization for their students and themselves, and develop multimedia projects and assignments that are ready for immediate implementation.</p>	

**Learning Strategies:** Group discussions, professional collaboration, personal reflection, individual assignments (applications, research projects and evaluation essays).

**Experiential Learning Opportunities:** Educators will reflect on their current practices and improve technology use in the classroom.

## Format of the Course and Submitting Work

This course has a total of 5 individual assessments/assignments. You are required to complete all of the pieces with a total grade of an A or B in order to receive the credit for the course. It is recommended that the coursework be completed in the sequence listed below in the assessments chart below. This is an ONLINE course that runs for a five (5) week duration. Each week as directed by your instructor you will have assignments due. Answer and Discuss and Reflect and Respond assignments will be completed online using our LMS(Learning Management Software) Canvas. Your application, research project and evaluation assignments will be submitted electronically to your instructor. Files can be saved in PDF's or WORD Documents. You can also share via Google Drive format. Please contact your instructor if you have any questions or need help with the Google Drive format.

<b>Assessments</b>		<b>Approximate contact hours for each assessment</b>
Review all Course Materials (Websites, User Forums)		10 hours
Analysis & Discussion: Weekly analysis, feedback and collaboration posted by Colleagues to Online Classroom at Canvas Forum. Questions Found On Canvas Classroom. Weeks 1, 2, 3.	27 points	5 hours
Application of Web Tools: Authentic creation of content specific lessons utilizing various web tools. Weeks 1, 2, 3, 4.	120 points	10 hours
Research Project	100 points	10 hours
Course Reflection- Due end of week #5	100 points	10 hours
<b>Total</b>	<b>347 points</b>	<b>45 hours</b>

**Grading Scale: A (90-100%); B (80-89%)**

***\*Anything below a B will not receive graduate credit and result in a failing grade of F.***

If you do not receive a B or higher, your work will be returned to you for further correction and completion. You will be allowed one (1) re-submit to your instructor to achieve a grade of B or higher. If after your re-submit, you still do not achieve a B or higher you will receive a failing grade of F and therefore forfeit the 3 graduate credits.

### Analysis & Discussion Rubric -- 9 points each

Category	Superior (3 pts)	Sufficient (2 pts)	Minimal(1pt)
<i>Supporting Evidence in Practice</i> ____/3	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.
<i>Accuracy</i> ____/3	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.
<i>Grammar and Spelling</i> ____/3	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.

### Application of Web Tools Rubric--30 points each

Category	Superior (15-13 pts)	Sufficient (12-10 pts)	Minimal(9-7pts)
<i>Supporting Evidence in Practice</i> ____/10	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.
<i>Accuracy</i> ____/10	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.
<i>Grammar and Spelling</i> ____/10	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.

### Research Project Rubric- 100 points

Category	Superior (20-18 pts)	Sufficient (17-16 pts)	Minimal ( 15-14pts)
<i>Understanding of web tool</i> ____/20	Shows strong understanding of activity, concept, or tool and maximize learning	Shows adequate understanding of activity, concept, or tool and benefit learning.	Shows little understanding of activity, concept, or tool and may not benefit learning.
<i>Practical evidence</i> ____/20	Shows strong evidence of ideas and insights gained from this course and how they are applied to classroom.	Shows evidence of ideas and insights from this course and how they are applied to classroom.	Shows little evidence of ideas and insights from this course or how they are applied to the classroom.
<i>Completion</i> ____/20	Completed in a thoughtful and meaningful manner.	Completed, but with minimal quality.	Not all projects are completed and of those that are, some are minimal quality.

<b>Grammar and Spelling</b> ____/20	Includes no mistakes in grammar or spelling.	Includes few grammar and spelling mistakes.	Includes numerous grammar and spelling mistakes.
<b>Sequencing</b> ____/20	Sequenced, showing if-then thinking and the logical order required to complete skill, solve problem, or use tool.	Not always sequenced, showing incomplete if-then thinking and understanding of logical order required to complete skill.	Confusing making it difficult to replicate activities; little understanding of logic or if-then thinking evidenced.

<b>Course Reflection Rubric- 100 points</b>				
<b>Category</b>	<b>Superior (20-17 pts)</b>	<b>Sufficient (16-13 pts)</b>	<b>Minimal(12-9pts)</b>	<b>Below Standard (8 pts)</b>
<b>Supporting Evidence in Practice</b> ____/20	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows little evidence of ideas and insights from this course and there is little evidence they are applied to the classroom.
<b>Accuracy</b> ____/20	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.	Many of the supporting facts and statistics are inaccurately represented.
<b>Grammar and Spelling</b> ____/20	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.	Response includes numerous grammar and spelling mistakes.
<b>Logical Sequencing</b> ____/20	Response is written in a clear, concise, and well organized manner. Thoughts are presented in a coherent and logical manner.	Response is mostly clear, concise, and well organized. Thoughts are presented in a coherent and logical manner.	Response is somewhat unclear and/or disorganized. Some thoughts are presented in a coherent and logical manner.	Response is mostly unclear and/or disorganized. Many thoughts are presented in an incoherent and illogical manner.
<b>Reflection</b> ____/20	Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	Response demonstrates some reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	Response demonstrates no reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.

<b>Course Schedule</b>
<p><b>Week 1 – Utilizing a Global Education Network</b>  <a href="https://www.edmodo.com/">https://www.edmodo.com/</a>  <b>Analysis and Discussion (9 points):</b></p> <ul style="list-style-type: none"> <li>● Create a teacher account, create a profile, set up a class, share class code with other students – due by Wednesday night.</li> <li>● Join the Edmodo classes of classmates, complete their assignments, quizzes and polls, reflect on work – due by Sunday night.</li> </ul>

- Explore and connect with other teachers in your content area.
- Share email address with classmates -- due by Sunday night.

Application of Web Tools (30 points):

- Post an assignment, create a quiz, create a poll, post an alert – due by Wednesday night.

**Week 2 – File sharing and storing**

<https://www.google.com/gmail/> <https://www.dropbox.com/> <https://evernote.com/>

Analysis and Discussion (9 points):

- Create an account on Gmail, Dropbox, and Evernote – due by Wednesday night.
- Save files, photos, folders and share one of each with classmates – due by Wednesday night.
- Reflect on how to utilize file saving and sharing sites with your students – due by Sunday night.

Application of Web Tools (30 points):

- Create a plan to use Evernote in your classroom as a communication tool, audio instructions, or develop another method to utilize this tool in your classroom - due by Sunday night.

**Week 3 –Learning Tools**

<https://quizlet.com/>

Analysis and Discussion (9 points):

- Post study set for classmates to review – due by Wednesday night
- Reflect on the use of this study tool in the classroom, include all features available from site– due by Sunday night

Application of Web Tools (30 points):

- Sign up, explore the site, create a study set – due by Wednesday night

Research Project (100 points):

- Explore the research behind differentiated learning and vocabulary. Then evaluate how you can use Quizlet and any of it's features to help facilitate differentiated learning through the use of this tool. 2-3 page paper, APA format - due Sunday night.

**Week 4 –Connecting with students and parents through video slideshows**

<https://animoto.com/>

Application of Web Tools (30 points):

- Create an account, watch tutorials, create a video and share it – due by Wednesday night.
- Create a project for students and share your instructions page and grading rubric – due by Sunday night

**Week 5 Reflective Paper**

Reflect on the web tools of the previous 4 weeks. Complete a 3-5 page evaluation on technology use in the classroom. Please cite your work. Due by Sunday night end of week #5

**End of Course Survey**

Now that you are finished with this class, please take the time to help us improve our product. In order to make sure that we are providing the best possible service, please take our [survey](#). We appreciate your help and your commitment to the profession.

## Academic Honesty

Academic dishonesty is any form of cheating which results in students giving or receiving unauthorized assistance in an academic exercise or receiving credit for work which is not their own. Any academic dishonesty is grounds for dismissal. Any student judged to be engaged in cheating may receive a failing grade for the course, or any other penalty, which the instructor finds appropriate. Academic dishonesty is a behavioral issue, not an issue of academic performance. As such, it is considered an act of misconduct and is also subject to the University disciplinary process as defined in the Student Code of Conduct.

### Acts of Dishonesty Include:

- Cheating—intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit or hours.
- Fabrication—intentional and unauthorized falsification or invention of information or citation in an academic exercise.
- Facilitating Academic Dishonesty—intentionally or knowingly helping or attempting to help another to violate a provision of the institutional code of academic integrity.
- Plagiarism—the deliberate adoption or reproduction of ideas, words, or statements of another person as one's own without acknowledgement.

Unauthorized Collaboration—intentionally sharing information or working together in an academic exercise when the course instructor does not approve such actions.

## ADA Statement

The University abides by the Americans with Disability Act and Section 504 of the Rehabilitation Act of 1973, which stipulates that no student shall be denied the benefits of an education “solely by reason of a handicap.” If you have a documented disability that may affect your work in this class and for which you may require accommodations, please contact the Disability Resource Coordinator as soon as possible to arrange accommodations. In order to receive accommodations, you must be registered with and provide documentation of your disability to the Disability Resource Office.

The Disability Resource office will provide Extended Studies with documentation of the disability and any accommodations that are needed.

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**The ten INTASC standards are listed below. Specific standards for knowledge, dispositions, and performances accompany each principle, but space does not permit listing them below. For a complete copy of the INTASC standards, contact Jean Miller, Director of INTASC, Suite 700, One Massachusetts Avenue NW, Washington DC 20001-1431.**

### **The InTASC Model Core Teaching Standards (April 2011)**

#### **The Learner and Learning**

##### Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

##### Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

##### Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

#### **Content Knowledge**

##### Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

##### Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

#### **Instructional Practice**

##### Standard #6: Assessment



The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

**Professional Responsibility**

Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.