



Midwest Teachers Institute
Teachers Helping Teachers

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MTI 561: Web 2.0 Cool Tools for Schools

Instructor Information:

Instructor Name:	Wendy Bean
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Instructor Background:	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

Course Format (distance learning, online, webinar, experiential onsite courses):	Online Course 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 Canvas 101 .
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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> .
Prerequisites	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. 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.
Accrediting Partners	For information about our accrediting partners, please visit our website at www.midwestteachersinstitute.org and click on partners to learn more about the choices available for you.
Required Books and Materials	<ul style="list-style-type: none"> ● Internet access ● Lesson plans and unit plans ● Reflection ● Online resources utilized for assessments <ul style="list-style-type: none"> ● Ethical Behavior Guidelines for Online Students ● Developing Ethical Behaviors in Students ● The Core Rules of Netiquette ● How to Teach With Google Earth
<p>Learning Outcomes/Competencies: At the completion of this course, the learner will be able to: Following the completion of this course, the Teacher should be able to:</p> <ol style="list-style-type: none"> 1. Create dynamic presentations to enhance learner development and promote a positive learning environment InTASC 1, 3, 4, 5, 6, 7, 8 2. Create mind maps to collaborate, assess, and promote inclusive lessons for all learners. InTASC 1, 2, 3, 4, 5, 6, 7, 8 3. Create student projects that utilize word clouds, bookmarking, sharing, organizing web resources, along with photo management and sharing. InTASC 1, 3, 4, 5, 6, 7, 8 4. Communicate professional learning and ethical thoughts on technology in a reflective paper InTASC 9 	
<p>Course Description: This course is designed to provide teachers with some of the best and latest web tools. Teachers will become proficient in several web tools and implement them immediately into their classroom. Dynamic interactive multimedia presentations, mind maps, word clouds, and exploration of virtual web tools are a few of the topics that will be explored. Through these web tools teachers will be able bring their lessons to life, create new student projects, and organize all course content resources through bookmarking and canvas websites.</p>	
<p>Learning Strategies: Group discussions, professional collaboration, personal reflection, individual assignments (applications, research projects and evaluation essays).</p>	

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.

Assessments		Approximate contact hours for each assessment
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, 4.	27 points	5 hours
Application of Web Tools Authentic creation of content specific lessons utilizing various web tools. Weeks 1, 2, 3.	90 points	10 hours
Unit Plan Authentic creation of content specific unit plan utilizing a canvas web tool. Weeks 3, 4.	100 points	10 hours
Course Reflection- Due end of week #5	100 points	10 hours
Total	317 points	45 hours

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 - 3 @ 9 points each

Category	Superior (3 pts)	Sufficient (2 pts)	Minimal(1pt)
Supporting Evidence in Practice ____/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.
Accuracy ____/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.
Grammar and Spelling ____/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.

Web Tools Rubric-3 lessons @30 points each

Category	Superior (10-9 pts)	Sufficient (8-7 pts)	Minimal(6-0 pts)
Supporting Evidence in Practice ____/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.
Accuracy ____/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.
Grammar and Spelling ____/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.

Unit Plan Rubric-50 points

Category	Superior (10-8 pts)	Sufficient (7-6 pts)	Minimal (5 pts)
Understanding of web tool ____/10	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.
Practical evidence ____/10	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.
Completion ____/10	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.
Grammar and Spelling	Includes no mistakes in grammar or spelling.	Includes few grammar and spelling mistakes.	Includes numerous grammar and spelling mistakes.

____/10			
Sequencing ____/10	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.

Course Reflection Rubric- 100 points				
Category	Superior (20-17 pts)	Sufficient (16-13 pts)	Minimal(12-9pts)	Below Standard (8 pts)
Supporting Evidence in Practice ____/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.
Accuracy ____/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.
Grammar and Spelling ____/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.
Logical Sequencing ____/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.
Reflection ____/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.

Course Schedule
<p>Week 1 – Presentation Software</p> <p><u>Analysis and Discussion</u> (9 points):</p> <ul style="list-style-type: none"> Using Prezi or other presentation format, sign up for an account, explore the site, watch tutorial – due by Wednesday night. Create a presentation and post the url to the discussion board – due by Wednesday night. View your classmates’ presentations and reflect on at least 2 on the discussion board – due by Sunday night. <p><u>Application of Web Tools</u> (30 points):</p>

- Create a presentation project for your students, include the instruction page and grading rubric – due by Sunday night.

Week 2 – Mind Mapping & Collaboration

Analysis and Discussion (9 points):

- Sign up for an account, explore the site, watch tutorial – due by Wednesday night
- Create a mind map and share it with classmates – due by Wednesday night.
- View your classmates’ mind maps and student projects and reflect on at least 2 on the discussion board – due by Sunday night.

Application of Web Tools (30 points):

- Create a mind mapping project for your students, include the instruction page and grading rubric, share with classmates – due by Wednesday night.

Week 3 – Word Cloud, Bookmarking, Photo Management & Virtual Exploration

Application of Web Tools (30 points):

- Explore a word cloud site, write a comprehensive paragraph reflecting on how to use this in your classroom.
- Explore bookmarking sites– explore a site, write a comprehensive paragraph reflecting on how to utilize this site to organize your resources; photo management sites.
- Explore a photo management site, write a comprehensive paragraph reflecting on how to use this in your classroom
- Google Earth – explore this Google tool and write a comprehensive paragraph reflecting on how to use this in your classroom.

Unit Plan (50 points):

- Develop a unit plan to use Google Earth in one of your current units. Explain fully how you will utilize Google Earth into your lesson plans for the unit, specifically pointing out how this will increase student understanding and retention.

Week 4 – Teach with Blendspace

Analysis and Discussion (9 points):

- Create a teacher account, check out the site, explore gallery of canvases - due by Wednesday night.
- Select a unit from your curriculum, create a canvas which includes at least 1 website, image, video clip, quiz and document and post the url to your canvas on the discussion page – due by Wednesday night.
- Explore the canvases of your classmates and post at least 2 reflections on the discussion board – due Sunday night.

Unit Plan (50 points):

- Write a unit plan that includes the utilization of your canvas – due by Sunday night. Include a 1-2 page paper reflecting on your experience using canvas, as well as anticipating the impact on student learning.

Week 5 – Reflective Paper (100 points)

- Reflect on the web tools of the previous 4 weeks. Using APA format, complete a 3-5 page evaluation on technology use in the classroom. Include your thoughts on the importance of teaching an online code of ethics as well as teaching digital literacy given the consideration that our future students will do much of their learning on a screen. Due by

Sunday night.

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.

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.