

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.

SUBMITTED BY:

[Redacted signature area]

[Redacted signature area]

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	<input type="checkbox"/>	NO	<input checked="" type="checkbox"/>
-----	--------------------------	----	-------------------------------------

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

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 that may be earned for this course?

CREDITS

13. GRADING SYSTEM: Specify only one.

LETTER: PASS/FAIL:

RESTRICTIONS ON ENROLLMENT (if any)

~~None~~ ~~Approval by the Master of Education program or permission of instructor~~

These will be required before the student is allowed to enroll in the course.

15. SPECIAL RESTRICTIONS, CONDITIONS

None

21. POSITIVE AND NEGATIVE IMPACTS

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

[The page contains a large area of horizontal lines, which are either scan artifacts or a redacted section of text.]

With the new concentration the School of Education will be able to offer a web based, asynchronous

Revised 11/23/11

ED 431; Web 2.0 Fundamentals

3 Credits

Skip Via, instructor: wwvia@alaska.edu | Instructor Page | Course Site

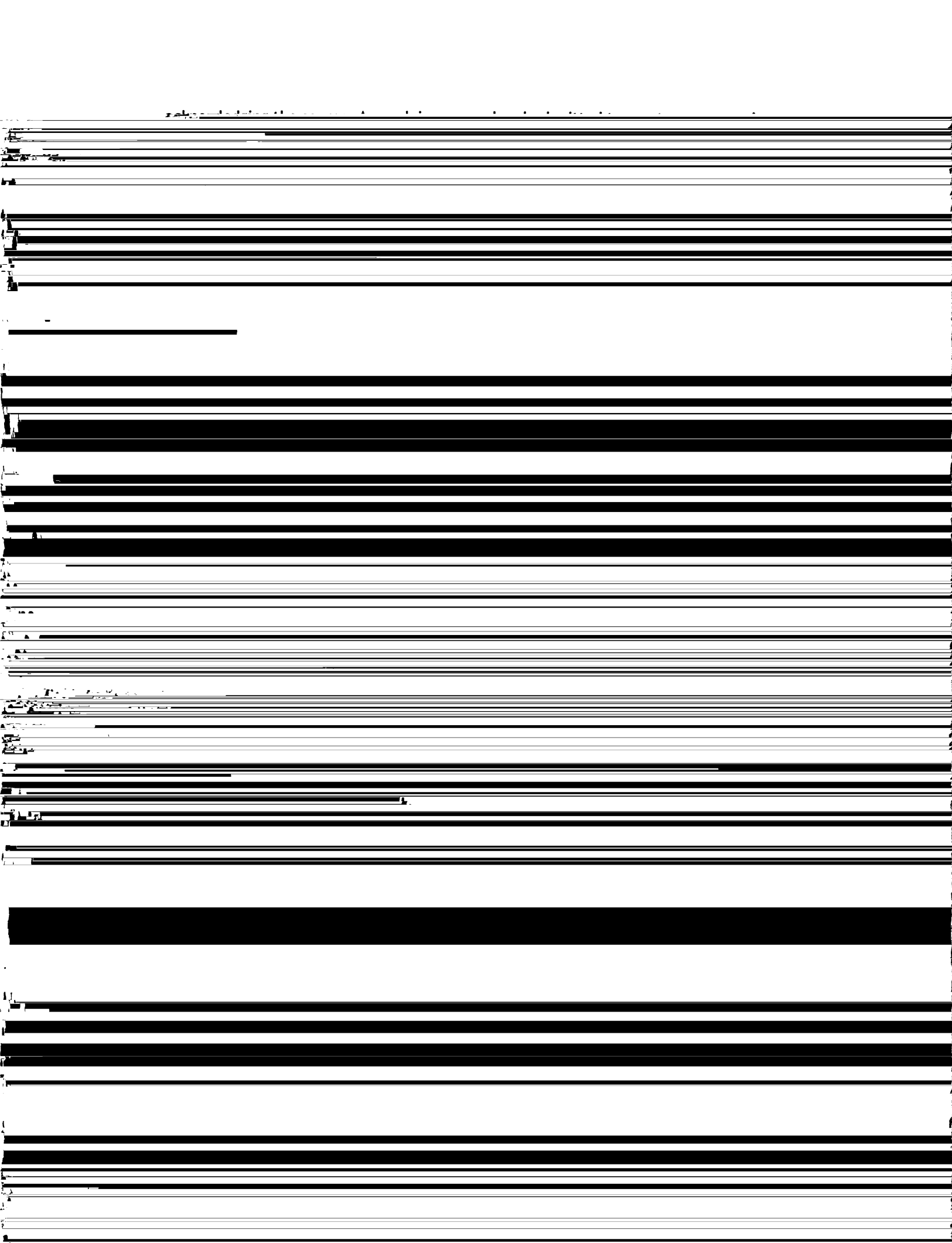
Contacts: Office Phone 907 474 5761 | Skype: [skinvia](#) | Twitter [@skinvia](#) | Goodlet

Office Hours: by appointment

Catalog Description

1) Examining 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. Instructional Technology Innovation (MITI). This course is a prerequisite for subsequent work toward the MITI and should be taken before or concurrently with ED



Required Texts/Software

Book 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

~~Book C (2010) *Cognitive surplus: Creativity and cooperation in a connected age*. New York:~~

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

Course Units/Learning Outcomes

Unit: Personal Learning Networks (PLN)

Time to complete this unit: 15 hrs.

Twitter hash tag for this assignment: #mitipln

Diigo tag: mitipln

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 MITI 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 MITI 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 MITI 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

- Subscribe to your cohort's personal blogs, Diigo RSS feeds, and shared Google

Reader MITI folders using Google Reader.

Create a representation of your PLN in your portfolio on a page titled "Personal Learning Network." Include the software, tools, or services that are of most utility to

On this page, reflect on the value and utility of your PLN and composition of it.

Unit: Web Presence

Time to complete this unit: 20 hrs.

In this assignment, you are going to explore the concept of web presence as it applies to your

career path and personal life.

1. Read three articles from the instructor's Dingo bookmarks on web presence (approximately 20

Reflect on the data that you collect by summarizing your findings and creating charts that

“Google Docs Survey.” Once your reflection has been reviewed and revised, publish it in your portfolio on a page titled “Google Docs Survey.”

Unit: Mobile Tools

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.

Twitter hashtag: #mitipr

Diigo tag: mitipr

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 MITI portfolio. Reviews should be thoughtful, respectful, and constructive and not simply general comments about the 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.