# COURSE SYLLABUS

**Course:** Using Web 2.0 in Teaching and Instruction

**Presenters:** Bill Ferriter and Adam Garry

**Hours:** 45

**Required eBook:** *Teaching the iGeneration: 5 Easy Ways to Introduce Essential Skills with Web 2.0 Tools*, William M. Ferriter and Adam Garry, Solution Tree Press, 2010.

## Course Overview

Note: All handouts referenced in this course may be accessed by clicking on the Resources button. Additional handouts may be found on Bill Ferriter's "Teaching the iGeneration" wiki: http://plugusin.pbworks.com/w/page/21228408/FrontPage

## Presenters' Bios

**William M. Ferriter** – @plugusin on Twitter – is a sixth-grade language arts and social studies teacher in a professional learning community (PLC) near Raleigh, North Carolina.  A National Board Certified Teacher, Bill has designed professional development courses for educators nationwide. His trainings include how to use blogs, wikis, and podcasts in the classroom; the role of iTunes in teaching and learning; and the power of digital moviemaking. Bill has also developed schoolwide technology rubrics and surveys that identify student and staff digital proficiency at the building level. He is a founding member and senior fellow of the Teacher Leaders Network and has served as teacher in residence at the Center for Teaching Quality.

An advocate for PLCs, improved teacher working conditions, and teacher leadership, Bill has represented educators on Capitol Hill and presented in state and national conferences. He is among the first one hundred teachers in North Carolina and the first one thousand in the United States to earn certification from the National Board of Professional Teaching Standards. He has been a Regional Teacher of the Year in North Carolina, and his blog, the Temper Radical, earned Best Teacher Blog of 2008 from Edublogs.

Bill has had articles published in the *Journal of Staff Development*, *Educational Leadership*, and *Threshold Magazine*. A contributing author to two assessment anthologies, *The Teacher as Assessment Leader* and *The Principal as Assessment Leader*, he is also coauthor of *Building a Professional Learning Community at Work*.™

Bill earned a bachelor of science and master of science in education from the University of New York at Geneseo.

**Adam Garry** is a former elementary school teacher. He is currently the manager of Dell's global professional learning organization. He has presented and keynoted at technology conferences around the world, including Alan November's conferences and National Education Computing Conferences. He has published many articles on technology integration for several education magazines and authors his own

blog. Since 2001, he has consulted in school districts across the country on school change, professional development, 21<sup>st</sup> century skills, technology integration, curriculum and instruction, and leadership. He is also a facilitator for the Partnership for 21<sup>st</sup> Century Skills' Professional Development Affiliate program and the International Society for Technology in Education's School 2.0 workshops. Adam received a BA in elementary education, a master's in teaching and learning with a technology emphasis, and a certificate in administration and supervision from Johns Hopkins University.

## Unit 1: Introduction

As presenters Bill Ferriter and Adam Garry say in the introduction to their book, the purpose of this course "is not to introduce you to new gadgets and gizmos. Instead, our goal is to help to find ways in which today's tools can support the kinds of experiences that encourage students to learn."

Thought-provoking, lively, and current, Bill Ferriter helps us see the world as our students see it. Through teacher workshops and middle-school classroom demonstrations, he provides practical suggestions for using new technology to teach "old-school" skills. Co-presenter Adam Garry provides the background information that weaves the course together.

**Course Objectives**

After completing this course, educators will know:

- The role of technology in iGeners' lives
- Ways digital tools can facilitate authentic, student-centered experiences for learning "enduring" skills
- How to use social interactions in digital spaces to create educational experiences
- Principles of well-told stories
- Basic principles of digital authorship and attribution, including Creative Commons licenses and sources for copyright-free material

**Student Learning Objectives**

After completing this course, educators will apply the following skills:

- Identify skills that provide endurance, leverage, and readiness
- Use a tool like the Google's "Related Search" to subcategorize topics and focus research efforts, and direct students in its use
- Use a rubric to rate the reliability of a website, and direct students in its use
- Teach specifics of collaborative vs. competitive dialogue
- Develop students' abilities to participate in respectful discussions
- Develop students' abilities to use statistics, star statements, and stories to craft persuasive arguments
- Teach students the following techniques for organizing media: cluster slides, use catchphrases as transitions, and establish content rhythm

**eBook: The iGeneration**

Participants read "Introduction: The iGeneration" in the eBook of *Teaching the iGeneration: 5 Easy Ways to Introduce Essential Skills with Web 2.0 Tools,* and respond to the questions that follow.

**Unit 2: Using New Technologies to Teach Old-school Skills**

In this unit, Garry and Ferriter explore the disconnect between the way kids use technology inside the classroom and out in the world. They describe the urgency "around the notion that if we're going to engage this generation of learners in the environments that we have today, we really have to think differently about the way they learn." But it's not about embracing the latest program or app. It's about using a few well-chosen tools to teach skills that have endurance and leverage, and get kids ready for whatever's coming next.

**Unit Objectives**

After completing this unit, educators will know:

- The role of technology in iGeners' lives
- Ways digital tools can facilitate authentic, student-centered experiences for learning "enduring" skills

**Student Learning Outcomes**

After completing this unit, educators will apply the following skills:

- Identify skills that provide endurance, leverage, and readiness

**Unit 3: Exploring Information Management**

Bill Ferriter begins this unit by describing school research projects in the good old days – waiting for your parents to drive you to the public library, combing through the card catalogue, and tracking down the four available books on the topic, which may or may not have been useful. Contrast this with the array of resources at today's kids' fingertips. Are today's kids better off? Here, Ferriter demonstrates the use of Google's "Related Search" feature, shows how to teach kids if a website's reliable, explains the use of social bookmarking (with Diigo as the example), and walks participants through the use of feed readers – all with the goal of helping students manage information effectively and efficiently.

**Unit Objectives**

After completing this unit, educators will know:

- How to use social bookmarking and shared annotation tools

- How to judge quality websites

**Student Learning Outcomes**

After completing this unit, educators will apply the following skills:

- Use a tool like the Google's "Related Search" to subcategorize topics and focus research efforts, and direct students in its use
- Use a rubric to rate the reliability of a website, and direct students in its use
- Use a content aggregator to create resource collections for students, monitor student contributions to collaborative content, and follow the thoughts and ideas of teaching professionals

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### eBook: Managing Information in the 21st Century

Participants read "Chapter 1: Managing Information in the 21st Century" in the eBook of *Teaching the iGeneration: 5 Easy Ways to Introduce Essential Skills with Web 2.0 Tools,* and respond to the questions that follow.

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### Unit 4: Exploring Collaborative Dialogue

In this unit, Ferriter and Garry make the case for collaborative dialogue as a set of skills needed far beyond the reach of the classroom. Ferriter introduces students to competitive dialogue – the opposite of collaboration – as evidenced in a presidential debate. Students contrast this interchange with the collaborative dialogue found on a VoiceThread conversation created by Ferriter's students. Workshop participants discuss the advantages of asynchronous conversations, and how to use VoiceThread to facilitate collaboration.

**Unit Objectives**

After completing this unit, educators will know:

- How to use social interactions in digital spaces to create educational experiences
- How to leverage characteristics of digital spaces to provide opportunities for typically disenfranchised students
- What to look for in selecting a service for hosting both asynchronous and synchronous digital conversations

**Student Learning Outcomes**

After completing this unit, educators will apply the following skills:

- Teach specifics of collaborative vs. competitive dialogue

**eBook: Studying Challenging Topics Together**

Participants read "Chapter 4: Studying Challenging Topics Together" in the eBook of *Teaching the iGeneration: 5 Easy Ways to Introduce Essential Skills with Web 2.0 Tools*, and respond to the questions that follow.

**Unit 5: Exploring Verbal Persuasion**

In this unit, Bill Ferriter shares a compelling video, "Poverty's Real," created by two of his middle-school students to raise money for the school Kiva Club. (10,000 views and counting!) The video launches a lesson on using statistics, stories, and star statements as persuasive tools, and additional video examples are provided. Ferriter discusses the use of a classroom blog (such as those found on WordPress or Google's Blogger) to practice students' persuasive writing skills.

**Unit Objectives**

After completing this unit, educators will know:

- Characteristics of convincing evidence
- How to structure a classroom blogging project

**Student Learning Outcomes**

After completing this unit, educators will apply the following skills:

- Develop students' abilities to participate in respectful discussions
- Develop students' abilities to use statistics, star statements, and stories to craft persuasive arguments
- Direct the creation of a classroom blogging project, including the following:
    - Create a classroom blog
    - Encourage students to read and respond to others' blogs

**eBook: Writing Open Letters to World Leaders**

Participants read "Chapter 2: Writing Open Letters to World Leaders" in the eBook of *Teaching the iGeneration: 5 Easy Ways to Introduce Essential Skills with Web 2.0 Tools,* and respond to the questions that follow.

**Unit 6: Exploring Visual Persuasion**

In this unit, Ferriter shows students and workshop participants how to create visual messages that are simple, emotional and unexpected. Examples of memorable videos include "Putting on the Pounds," a PSA warning of the effects of drinking too much soda, and "Will It Blend?" a whimsical look at the power

of a good blender.

Ferriter shares tips that help kids produce thoughtful, engaging products in a classroom session or two. The focus is on content rather than mechanics: Creative Commons licensing so students can access online images without violating creators' copyrights, digital kits so students spend less time searching and more time creating, and Animoto, an online tool that allows users to turn PowerPoint slides into video.

**Unit Objectives**

After completing this unit, educators will know:

- Principles of well-told stories
- Basic principles of digital authorship and attribution, including Creative Commons licenses and sources for copyright-free material

**Student Learning Outcomes**

After completing this unit, educators will apply the following skills:

- Help students create messages organized around still images, including choice of images, catchphrases, text, and layout
- Create a toolkit of images, sounds, and narratives from which students can assemble stories
- Teach students the following techniques for organizing media: cluster slides, use catchphrases as transitions, and establish content rhythm

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**eBook: Telling Powerful Visual Stories**

Participants read "Chapter 3: Telling Powerful Visual Stories" in the eBook of *Teaching the iGeneration: 5 Easy Ways to Introduce Essential Skills with Web 2.0 Tools,* and respond to the questions that follow.

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**eBook: Collaborating to Solve Problems**

Participants read "Chapter 5: Collaborating to Solve Problems" in the eBook of *Teaching the iGeneration: 5 Easy Ways to Introduce Essential Skills with Web 2.0 Tools,* and respond to the questions that follow.

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**Unit 7: Final Thoughts**

Finally, Garry, Ferriter, teachers, administrators, and kids advise on first steps to make technology a part of every classroom.

**Methods of Instruction**

- Videos (presentations consisting of lecture, interviews, and classroom footage)

- eBook (chapters from *Teaching the iGeneration: 5 Easy Ways to Introduce Essential Skills with Web 2.0 Tools* and follow-up reflection questions)
- Reflection questions (open-ended questions at intervals throughout the video presentations where participants are asked to reflect on the course content, their own practice, and their intentions for their practice)
- Quizzes (selected-response quizzes to assess understanding of the video presentations and eBook content)

**Plagiarism Policy**

KDS recognizes plagiarism as a serious academic offense. Plagiarism is the passing off of someone else's work as one's own and includes failing to cite sources for others' ideas, copying material from books or the Internet (including lesson plans and rubrics), and handing in work written by someone other than the participant. Plagiarism will result in a failing grade and may have additional consequences. For more information about plagiarism and guidelines for appropriate citation, consult plagiarism.org.

**Passing Requirements:**

In order to complete the requirements of the course, the participant must complete all course work (e.g., reflections, quizzes, and any midterm and/or final), including watching all videos and participating in all discussion forums. We do not award partial credit.

- Quizzes                            40% of total grade
- Reflection Questions               60% of total grade

**KDS Self-Assessment Rubric:**

| | **Distinguished** | **Proficient** | **Basic** | **Unsatisfactory** |
|---|---|---|---|---|
| **Quizzes** | 100% Correct | 80% Correct | 60% Correct | 0-40% Correct |

| | **Distinguished** | **Proficient** | **Basic** | **Unsatisfactory** |
|---|---|---|---|---|
| **Reflection Questions** | Participant provides rich detail from the content of the course in his or her responses Participant makes his or her responses to the questions personally meaningful | Participant includes appropriate content from the course in his or her responses Participant makes thoughtful comments in direct response to the questions | Participant includes some content from the course, usually appropriate, in his or her responses Participant answers the questions directly, not always fully | Participant includes no content from the course in his or her responses Participant does not address the questions posed |