

EDIT 797 – Web-Based Learning Spring 2004

I. Course Description

This three-credit course is designed to assist students in exploring and developing expertise with the various aspects of web-based learning, and to model the ways in which these tools can be integrated into the teaching/learning process. Assignments, online discussions, and web-based projects will be utilized in order to help students develop a working knowledge of incorporating web-based learning structures into their teaching. The course is taught online using the Blackboard Course Software (<http://blackboard.gmu.edu>).

II. Objectives

As a result of this course, participants will be able to:

1. describe multiple different web-based learning activity structures;
2. adapt existing web-based projects for use in their teaching;
3. create original web-based projects for use in their teaching;
4. interact using various online media (virtual classroom environments, asynchronous threaded discussion sites, interactive presentation media, etc.);
5. choose web-based learning materials wisely.

III. Meeting Times

This course is entirely online. Assignments will be completed using both synchronous and asynchronous methods. Students will be divided into groups, each having an online mentor/facilitator. Synchronous meeting times and dates will be announced and/or determined by the groups.

This course will operate on a Monday to Sunday week, meaning that weekly assignments will be posted on Monday each week and will be due the following Sunday. Other assignments will be long term, the due dates for which will be posted. Assignments will be posted in the "assignments" section three weeks in advance.

Online mentors will be available via email which is easily accessed in the "communication" section of Blackboard or via regular email. (Email sent via Blackboard is sent to the recipient's regular email address.)

IV. Course Materials

A variety of online articles and web sites will be used as the "texts" for this course. The URLs for these materials can be found in the "assignments" section.

V. Course Requirements

Participation in weekly assignments (discussions, readings, etc.) is mandatory, as they are essential to the course. The schedule can be found in the "assignments" section.

Students will be expected to access this site (<http://blackboard.gmu.edu>) **regularly** to obtain the necessary instructions for assignments. All course information will be stored in and available through this web site; however, some activities may require the use of other online course media.

Students will be expected to complete all projects as described in the "Projects" section.

VI. Course Assignments

1. Portfolio: Students will be expected to add a new section in their portfolios related to this course. The portfolio section will contain reflections, products of activities, representative web sites, and other information that the student feels is appropriate. Additions to the portfolio will be made at 5 points during the semester. This portfolio should be completed by the end of the course.
2. Lesson Designs: During the course of the semester, students will design three web-based learning projects to try in their classrooms. More information about this project will be posted in the "assignments" section. These lesson ideas can be done individually or with one other person in the group.
3. Design Project: As the culminating project for this course, students will design a web-based learning activity using one of the activity structures explored. Students will post their basic project idea to their group discussion board, and then form collaborative groups as appropriate. Students will interact with online mentors during weeks 12-15 for input/feedback. The final project will be submitted to the online mentor for posting to the entire group during the final week of the course. This project is to be a web-based learning project design only, **not** to include actual creation or implementation.

The Design project description should include:

- title, target grade level/subject, learning goals, ties to curriculum, and other information useful to teachers who might use your project

- map or written description of the different web pages/sections and how they link/relate to each other
- sketches or detailed descriptions of important graphics/tables/charts/etc.
- plan for managing the project (i.e. enrolling participants, providing feedback, or whatever tasks would be required of your project idea)

VII. Evaluation

Since this is a graduate level course, high quality work is expected on all assignments and in class. Points for all graded assignments (see section 6) will be based on the scope, quality, and creativity of the assignments. All assignments are due at the beginning of class. Late assignments will not be accepted without making arrangements with the instructor.

Points will be assigned to all graded assignments using a rubric process. Both class participants and the course instructor will be involved in assessment of graded assignments. Prior to the due date for any assignment, the class will participate in the development of an assessment rubric. This rubric will result from a discussion of applicable course objectives and an elaboration of qualities and components associated with excellence in completion of the assignment.

When assignments are presented on the designated due date, class participants and the instructor will complete an assessment of the assignment using the rubric created in class. Class participants' ratings on the rubric will be averaged. Then the class participants' average will be averaged with the instructor's ratings on the rubric to compute a final point value for assignments. In this way, the development of the rubric will inform the final completion of the assignments as well as serve as the instrument for assessment and determination of points awarded.