EDUC 6673 Integrating Literacy and Technology
Across the Curriculum
Fairleigh Dickinson University
School of Education

Course Description

Techniques are examined which promote the integration of literacy and technology across the curriculum. Teachers explore the definition of literacy based on state standards and develop examples of effective technology integration literacy lessons. An emphasis is placed on using the Internet to explore and share specific instructional strategies resulting in a curriculum project presented as part of the teacher’s Web folio site.

This course will examine various techniques that promote literacy and technology across the curriculum. Various categories will be examined based upon the New Jersey Core Curriculum Content Standards (NJCCCS) which will include reading (comprehension strategies, word-study strategies), writing, speaking, listening and visual literacy. Emphasis will be on how technology can be integrated into each of these categories. Specific instructional strategies will be examined, and examples of effective technology integration into literacy lessons will be discussed and presented. Teachers will develop visual tools to reinforce the concepts presented during the course and will be required to share their ideas on the literacy Website that has been developed for the School of Education.

This course, Integrating Literacy and Technology, is offered as a distance learning course which students will take using the internet. Students will communicate with the professor and other students through e-mail and electronic discussion forums, and all assignments will be handed in through e-mail, as well. The course focuses around activities and assignments that students will complete as they go through this course. Each module has a number of activities that students must do in order to complete the module. The course will examine various techniques that promote literacy and technology across the curriculum. The definition of literacy will be explored based upon the New Jersey Core Curriculum Content Standards (NJCCCS). Emphasis will be on how technology can be integrated into a literacy program. Teachers will use the internet to explore and share ideas on how literacy can be promoted in the classroom.

Course Objectives

Upon completion of this course, while learning how to learn, integrating technology, demonstrating global awareness and incorporating culturally responsive pedagogy, the successful candidate will be able to:
1. Define literacy in a broader context according to the New Jersey Core Curriculum Content Standards (NJCCCS) and International Reading Association Standards (IRA) incorporating information literacy in the definition;

2. Utilize teaching techniques that promote literacy across the curriculum in five discipline in the NJCCCS while integrating the use of technology;

3. Illustrate competence in visual literacy;

4. Incorporate a variety of teaching strategies to advance writing in a classroom of diverse learners.

5. Organize and design an e-portfolio to showcase Artifacts of Achievement;

6. Create, organize, and develop a unit of study delivered via a problem-based Webquest addressing higher order levels of inquiry and exploration of a global problem.

7. Demonstrate Professional Dispositions.

Standards

A. New Jersey Professional Standards for Teachers (NJPST)

Standards met are dependent on candidates’ selection of topic/problem.

1. Subject Matter Knowledge 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9.
2. Human Growth and Development 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9
3. Diverse Learners 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.10
4. Instructional Planning/Strategies 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12.
5. Assessment 5.1, 5.3, 5.4, 5.5, 5.6, 5.7
8. Communication 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.8
10. Professional Development 10.1, 10.2, 10.3, 10.4, 10.5, 10.6, 10.7

http://www.state.nj.us/njded/profdev/profstand/standards.pdf

B. New Jersey Core Curriculum Content Standards (NJCCCS)

http://www.state.nj.us/njded/cccs/

1. Literacy 3.1, 3.2, 3.3, 3.4, 3.5
2. Mathematics 4.5
3. **Technology** 8.1, 8.2

C. **International Reading Association Standards (IRA)**

1. Foundational Knowledge 1.4
2. Instructional Strategies and Curriculum Materials 2.1, 2.2, 2.3
3. Assessment, Diagnosis, and Evaluation 3.1, 3.2, 3.3, 3.4
4. Create a Learning Environment 4.1, 4.2, 4.3, 4.4
5. Professional Development 5.1, 5.2, 5.3

[http://www.reading.org](http://www.reading.org) - InternationalReadingAssociation:StandardsforReadingProfessional

### Course Outline Summer – 6 weeks

<table>
<thead>
<tr>
<th>Session/Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment/Performance Task Dates</th>
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</thead>
<tbody>
<tr>
<td>1. May 23 - May 29</td>
<td>Introduction and Course Outline</td>
<td>Read Module 1</td>
<td>Set up FDU webmail. Submit Task 1</td>
</tr>
<tr>
<td>2. May 30 - June 5</td>
<td>Literacy-Constructivist Theory</td>
<td>Read Module 2</td>
<td>Submit Task 2</td>
</tr>
<tr>
<td>3. June 6 - June 12</td>
<td>Technology WebQuests</td>
<td>Read Module 3</td>
<td>Submit Task 3</td>
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<td>4. June 13 - June 19</td>
<td>WebQuests</td>
<td>Read Module 4</td>
<td>Submit Task 4</td>
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<tr>
<td>5. June 20 - June 28</td>
<td>Literacy and Technology</td>
<td>Read Module 5</td>
<td>Submit Task 5 Submit Task 6</td>
</tr>
<tr>
<td>6. June 28</td>
<td>Conclusion</td>
<td></td>
<td>Evaluation of the Course</td>
</tr>
</tbody>
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### Assignments and Tasks Points

**Task 1** - Module 1 Literacy  
100 Points total from 5 Parts

- Part 1 - 20 Points
- Part 2 - 20 Points
- Part 3 - 20 Points
- Part 4 - 20 Points
- Part 5 - 20 Points

**Task 2** - Module 2 Constructivist Methodology  
100 Points

**Task 3** - Module 3 Technology & E-Portfolio  
100 Points

**Task 4** - Module 4 Literacy and Technology  
100 Points
 Grades

A  = 500 to 425 points
A- = 424 to 400 points
B+ = 399 to 375 points
B  = 374 to 325 points
B- = 324 to 300 points
C+ = 299 to 275 points
C  = 274 to 225 points
C- = 224 to 200 points
D+ = 199 to 195 points

I.  FDU, School of Education, and Instructor policies

A.  Attendance (required)

  1. Students are required to attend class, arrive on time and participate in all courses for which they are enrolled. Class attendance and participation are essential to academic progress. Individual instructors may include class participation in the determination of the final grade. Each instructor will announce his or her grading policies at the beginning of the semester in each course, making clear the weight to be given to participation in grade determination. (FDU policy)

  Professor's Note: For the online course EDUC 6673 weekly attendance is required unless the Professor is notified via email or phone of extended absences. Attendance is considered submitting tasks to review, visiting and participating in online discussion boards, or posting a email to the professor saying hello, I'm here message.

  2. The School of Education’s Policy Committee met and suggested the following for graduate classes which meet for 15 sessions:

     a.  Attendance is required in all our classes
     b.  3 absences, grade drops by a half a grade
     c.  4 absences, grade drops by one full grade
     d.  5 absences, the student fails or withdraws from the course.

  Professor's Note: EDUC 6673 is a summer online class so this SOE policy does not apply.
B. FDU Academic Integrity Policy (required)

Students enrolled at Fairleigh Dickinson University are expected to maintain the highest standards of academic honesty. Students have the responsibility to each other to make known the existence of academic dishonesty to their course instructor, and then, if necessary, the department chairperson or the academic dean of their College. Course instructors have the added responsibility to state in advance in their syllabi any special policies and procedures concerning examinations and other academic exercises specific to their courses. Students should request this information if not distributed by the instructor.

Academic dishonesty includes, but is not necessarily limited to, the following:

1. **Cheating**—Giving or receiving unauthorized assistance in any academic exercise or examination. Using or attempting to use any unauthorized materials, information or study aids in an examination or academic exercise.
2. **Plagiarism**—Representing the ideas or language of others as one’s own.
3. **Falsification**—Falsifying or inventing any information, data or citation in an academic exercise.
4. **Multiple Submission**—Submitting substantial portions of any academic exercise more than once for credit without the prior authorization and approval of the current instructor.
5. **Complicity**—Facilitating any of the above actions or performing work that another student then presents as his or her assignment.
6. **Interference**—Interfering with the ability of a student to perform his or her assignments.

**Sanctions:** Any student found guilty of academic dishonesty will, for the first offense, receive one or a combination of the following penalties:

1. **No Credit (0) or Failure for the academic exercise.**
2. **Reduced grade for the course.**
3. **A Failure in the course** that is identified on the student’s permanent record card as permanent and cannot be removed.
4. **Recommendation for academic probation** to the Dean’s Office. In cases of interference and complicity, when the student is not registered in the affected course, the incident may be recorded on the student’s permanent record card. In any case, the incident and penalty will be recorded in the student’s file maintained in the campus Office of Enrollment Services. For a second offense of academic dishonesty, a student will be subject to any combination of the above sanctions and, with concurrence of the academic dean, one of the following:
   1. **Suspension** from the University for one year. Readmission will be contingent upon the approval of the academic dean.
   2. **Dismissal** from the University.


C. Graduate Programs – Grading and similar policies

The instructor should specify his or her grading scale to equate points/percentages into letter grades.

As an example (based on a draft presented to the SEPC by Dean Al Schielke on 10/15/03)
1. Grades:
   a. Weighted grades: A, A-, B+, B, B-, C+, C, C-, and F. (Grades of C- or D are not acceptable grades in graduate programs.) The minimum passing grade for the graduate programs is a C.
   b. Incompletes (not a grade but a temporary status): STUDENTS HAVE THE RESPONSIBILITY TO COMPLETE ALL WORK IN A COURSE IN THE PRESCRIBED TERM. A student has the added responsibility to notify the course instructor of circumstances that will prevent the student from completing the required coursework on time. An incomplete should be given only in exceptional or emergency circumstances at the discretion of, and after consultation with, the instructor. The students will have through the third week of the next full semester (fall or spring) to complete the requirement for the course or the incomplete automatically will change to a failure. If appropriate, the instructor can request an extension of the incomplete, which requires the approval of the school director and the college dean.
   c. Change of Letter Grades: “No instructor shall change a grade from one letter grade to another based upon submission by the student of additional work unless the same opportunity has been made to all other students in the class.” A change of grade is always legitimate and appropriate when the recorded grade is the result of an error by any university employee.

2. Repeat Courses: If a graduate student repeats a course, both grades remain on the transcript and are averaged in the cumulative grade-point-ratio (GPA). The student will earn credit for one course. Degree Requirements and Academic Probation
   a. The School of Education requires a minimum grade-point-ratio of 2.75 (3.25 for the MA in Learning Disabilities) for graduation.
   b. Students who receive two or more grades of C in graduate coursework will be warned, and if they do not demonstrate improvement in their academic performance they will be asked to withdraw.
   c. Retention in the MAT program is contingent on maintaining a minimum grade-point-ratio of 3.00 (3.25 for the MA in Learning Disabilities).
   d. A graduate program of study must be completed within a period of five years from the time the student first registers for graduate study.

D. Undergraduate Programs – Grading and similar policies

   1. Grades
      a. Weighted grades: A, A-, B+, B, B-, C+, C, C-, D, and F. The minimum passing grade for the undergraduate programs is a D.
b. Incompletes (not a grade but a temporary status): STUDENTS HAVE THE RESPONSIBILITY TO COMPLETE ALL WORK IN A COURSE IN THE PRESCRIBED TERM. A student has the added responsibility to notify the course instructor of circumstances that will prevent the student from completing the required coursework on time. An incomplete should be given only in exceptional or emergency circumstances at the discretion of, and after consultation with, the instructor. The students will have through the third week of the next full semester (fall or spring) to complete the requirement for the course or the incomplete automatically will change to a failure. If appropriate, the instructor can request an extension of the incomplete, which requires the approval of the school director and the college dean.

c. Change of Letter Grades: “No instructor shall change a grade from one letter grade to another based upon submission by the student of additional work unless the same opportunity has been made to all other students in the class.” A change of grade is always legitimate and appropriate when the recorded grade is the result of an error by any university employee.

2. Repeated Courses: If an undergraduate student repeats a course, both grades remain on the transcript but only the last earned grade will be computed in the cumulative grade-point ratio. The student will earn the credit associated with the grade received in the last repeated course.

3. Degree Requirements and Academic Probation:
   a. In general, a student must earn a minimum 2.00 GPR (GPA) for graduation. The School of Education, however, requires a minimum undergraduate grade-point-ratio of 3.00 for acceptance and retention in the QUEST program. If a full-time student’s semester GPR (or part-time student in blocks of twelve credits) is between 2.75 and 3.00, the student will be continued in the QUEST program for one additional semester. Students will not be retained in the QUEST program if their CGPR falls below 2.75.
   b. QUEST students who receive two or more grades of C in MAT courses will be placed on probation. If they do not demonstrate improvement in their MAT coursework they will be removed from the program.
   c. An undergraduate program of study must be completed within a period of ten years.

II. Student Academic Services

A. The University attempts to meet the needs of all students with special needs. The Office of the Dean of Students coordinates, through appropriate campus offices, services that would provide reasonable accommodations for students with special needs.

B. If special accommodations are required, contact the dean of students as early in the semester as possible to that appropriate arrangements can be made.

III. Policy on course completion
A. In order to maintain matriculation status, students must register consecutively for the fall and spring semesters. If consecutive registration is not maintained, students must reapply to the Admissions Office.

B. A leave of absence allows students to interrupt their graduate studies if necessary. Please see the Student Handbook for specific details.

IV. Student responsibilities regarding fulfilling course requirements

The following represents the MAT committee’s policy regarding student responsibility in fulfilling course requirements:

It is expected that students enrolled in courses and programs in the FDU SOE take a proactive stance in assuring that they meet the requirements to fulfill all courses necessary for certification and/or their respective program in the correct sequence and in a timely fashion. This means that it is the student’s responsibility to meet regularly with his or her advisor, to line up a sequence of courses and a time frame for completion, to make sure that all check sheets are updated regularly and are current, and to make sure that all documentation such as resumes, transcripts, and Praxis reports are on file. While the SOE faculty will make every effort to smooth the path for the student and to keep accurate records, it is ultimately the responsibility of the student to ensure that he or she has completed the necessary paperwork and courses for certification and/or graduation.

V. Picking up graded papers

Students are requested to pick up all of their papers from their professors (or the Quest office in Madison) within the first 3 weeks of the new semester. All work not retrieved by the end of these 3 weeks will be discarded.

Professor’s Note: No hard copies of tasks will be kept.

VI. Instructor-specific policies

Students absent due to unexcused reasons are responsible for gather all missed materials and notes from peers.

Assignments may be resubmitted or revised. The assignments when resubmitted will be reassessed using the same criteria but no more than half the original points may be added to the score and only if there are significant improvements. Resubmitted assignments must be provided to the professor with the original assignment no later than the last class before the exam. No additional feedback will be provided only additional points will be considered on resubmitted assignments.

VII. Disclaimer

This syllabus is subject to change as the need arises. Students will be given notice of any changes in assignments and due dates and accommodations will be provided to complete assignments.

TASKS

TASK 1 - MODULE 1 - PART 1, 2, 3, 4, 5
**TASK 1 - Module 1**

**LITERACY: A NEW DEFINITION**

Essential Question: Given the New Jersey Core Curriculum Standards, how will teachers redefine literacy while still developing Higher Order Thinking Skills: analysis, synthesis, and evaluation?

This module guides you through a definition of literacy. You will examine how the Core Curriculum Content Standards (NJCCCS) divide literacy into five areas: reading, writing, listening, speaking, and visual literacy. Use the Discussion Board to post your responses or email the professor.

Task (Total of 100 points - 5 Parts total, next sections for additional parts of TASK 1)

Submit the Professor via email for individual response and review:
Part 1. After visiting the NJDOE on the web, [http://www.state.nj.us/njded/aps/cccs](http://www.state.nj.us/njded/aps/cccs), write a response how you would use one of the Literacy Framework activities in your classroom. Email your response to the professor, go to Communication, click Send Email. Next screen, click Instructor. I recommend to cut/paste your response rather than typing it directly in the space. Write your response. Go to Blackboard email cell. In the tool bar directly above the cell, select the small icon that looks like a package and will show the word Paste when you hold your cursor on top of it. The step should allow your document to show. Try this method. (20 points)

**PART 2. Visit the National Council of Teachers of English**, [http://www.ncte.org](http://www.ncte.org), e-mail the professor *comments* on how they compare to the NJCCCS. What are 2 problems in trying to meet these standards? (20 points)

Submit to the Discussion Board for all to view:
**PART 3A. DISCUSSION Board: Post a short biography and your personality type.**

Go to the Discussion Board. Click directly on the word Biography to open. Click Add Thread to add your individual biographical thread.

Write a brief biography, include your teaching background, where you currently work (or study), your personal interests, and any personal information you would like share.

**PART 3B Take the quick True Color quiz on the site listed below. Revisit your biography on the Discussion Board and answer the questions below about your primary personality characteristics so your peers understand how you learn and**
interact with others.

Think about your personality type and how it is reflected in your classroom and your teaching. Give one specific example.

Identify 3 ways to accommodate different personality types in the class.

True Colors is a program that has divided personalities into 4 colors: Gold, Blue, Green, and Blue types. All personality types are effective with their own constraints. Appreciate all personality types, be broader, accept differences, appreciate diversity. This exercise is to open your mind to the differences in personality in this course and learn how to work in cyberspace with people with whom you do not see. Knowing this information effectively is a part of expanding your professional disposition.

http://www.truecolorsaustralia.com/quiz.asp

PART 3C Within the next week, reenter the Biography section, and Respond to at least 2 other postings of peers that have not had responses and add comments, reactions or questions. (20 points)

Submit to the class via email under Communication:
PART 4. Find examples of "pages" on the web that require visual literacy to fully comprehend the message. E-mail everyone in the class 2 webpage URL’s that require visual literacy skills to fully appreciate. To email all including the professor, go to Communication button, scroll down to Send Email, next screen click all Users. Type or Cut and Paste the URL addresses for two excellent sites and a brief one liner about why the site represents the best example of visual literacy. For help in e-mailing a webpage, ask your buddy first and then the Professor. (20 points)

Submit on Discussion Board for all to read and respond:
PART 5. DISCUSSION BOARD: Technology and Literacy

In the Discussion Board, select the second topic Technology and Literacy. Post a New Thread for each of you. Write your message on your understanding and impression about technology and literacy. How does technology promote literacy? There is much discussion that technology is detrimental to young children. Is it detrimental? What should we be doing as teachers? Respond to at least 2 other messages within the next week. (20 points)

TASK 2 - Module 2 Parts 1 - 3

TASK 2 Module 2

Part 1 - Go to External Links - Visit the tech version of a Word Wall and find the
refrigerator with the colorful magnetic letters. Read the message that someone else has already left. Either respond or create your own by moving theirs. Press 'save this message' and later email me that you have TRIED the magnetic word wall.

Note: If you were to press on the top left corner of the lower door on the refrig it would take you to the commercial site, Free Flash Toys. There are many other fun toys on that site but there is one word on the site's opening screen that is not educational, so make your own decision about visiting the site. (10 points)

**Part 2A Visual Literacy Expanded**

Go to **Course Documents** to view 2 examples of Decorative Art - You do not need to do anything other than view these examples. Decorative Arts are not the same level as images to be considered for analysis in Visual Literacy.

Visual Literacy is READING an image. Now that you have begun studying Visual Literacy, this next task asks you to apply what you are going to learn in this section about assessing the quality of images.

Knowing the structural elements of a image allows the viewer to appreciate and assess the qualities of a work. Not every image is of equal quality in the same way that not every text is of high quality. This task will provide you with the unique opportunity to demonstrate you ability to examine a picture and show some essential elements of visual quality.

Just because something is a picture, film, painting, icon, drawing, photograph, television show, or other image does NOT mean that it is a high quality visual image. Most scholars would not consider a Hallmark card verse to be great poetry, just like an art critic would not consider a coloring book picture to be art, yet they are by definition poetry and visuals. A television commercial of the local car dealer promoting his latest sale is not considered the same quality as a Super Bowl half time car dealer commercial. That is obvious. Visual Literacy is about helping you and your students differentiate the quality of visual images. Learning how to assess the qualifying elements of a high quality image is a valuable exercise.

The structural elements of images are not random and completely subjective, they have parallel structures to literature. No two books are alike, there are common structural elements. Visuals is no different. Good visuals have symbol systems that are unique to each creator but they transcend to a language that communicates and evokes response. Visuals communicate but how they do that is more being a pretty picture. Visuals that are part of literacy connect ideas, images, information, thoughts, forms and spaces. It is not a substitute for text, it is an alternative to text. It can stand alone, it requires study. It should be provocative, profound, engaging, and thought-provoking.

Visual Literacy does NOT deal with decorative art. Decorative art has an entirely different purpose. Separate the two.

**Part 2B.** Go to **Course Information** There are 3 pictures, select one, READ the picture. IF YOUR COMPUTER DOES NOT UPLOAD THE PICTURES, DO NOT PANIC JUST LET ME KNOW via email and I will work with you on an alternative method for this portion of the task.

The technology allows you to DRAW directly on the picture and demonstrate your
knowledge of the following structural elements.

The first and second picture by Rivera show his paintings with powerful visual elements that illustrate center of interest, directionality, and tension points. There are other contextual elements that add meaning and impact to the viewer as a high quality painting that prompts the viewer to think.

An image does not need to be pleasing to the eye to be a good example of a high quality image. It should be engaging, provocative, profound, worth examining more closely just like a great book may have disquieting content but be powerful and moving.

Look at the first 2 Rivera painting examples so that you know how to TRY and to play with the technology and save your drawing on top of the painting. (I think that this is the coolest use of technology. I personally figured out how to adapt this flash toy for learning new content, this is one of the new things that I designed this summer.

Identify the following structural elements:

Visual Literacy = Textual Literacy

Picture = Text

1. Center of Interest = Theme

2. Directionality = Flow

3. Tension = Climax

Other elements that are essential to understanding an image are that you do NOT have to show in this task:

Proportionality and Scale; Colors and Textures; Context.

Part 2C Email me a brief paragraph of your READ of the image. You may make statements about your interpretation of the meaning. You may pose questions that you want to ponder about the image. You may project the social and historical context of the image, if that is relevant. Put the title and brief description of the image.

(40 points)

Part 3

Create an e-portfolio

Using the website provided by the School of Education and following the template for inclusion of Artifacts of Achievement deposit evidence of tasks from this course and other courses that represent your competence in each of the New Jersey Professional Standards for Teachers.

(50 points)

TASK 3 Mod 3 Part 1
Task 3 Part 1

Essential Questions - Read the following narrative about the value of leading a unit of study with an Essential Question for your future WebQuest. Write 8 varied Essential Questions as preparation for selecting 1 Essential Question to begin your WebQuest, your final task for this semester. Submit all 8 Essential Questions as a New Thread on the Discussion Board. Revisit the Discussion Board and respond to 4 of your peers and rank their top 4 Essential Questions to help them select the best one to begin their WebQuest.

80 points

Task 3 Part 2

View the following websites on Visual Literacy so that you are ready to prepare your future WebQuest and the visual appearance of your design. One website has descriptions about the elements of visual literacy, spend about 20 minutes reading and viewing the site. There are links that may of interest to you.

The second site asks you to proceed through a series of woodprints and asks you to take a quiz. Take the quiz, it should take about 15 minutes.

Send me an email confirming that you have visited and taken the quiz and note in the email a few important points that you have learned by viewing these two sites.

http://www.csuohio.edu/history/exercise/vlehome.html

http://www.pomona.edu/Academics/courserelated/classprojects/Visual-lit/intro/intro.html

20 points

Note: You may wish to begin to search the internet for examples and definitions of WebQuest. There are a huge variety of WebQuests available, be careful, many are not of a high quality or they may not be a Constructivist model. I advise you not to proceed with your final WebQuest until you have an Essential Question that will lead you to a high quality unit of study. Your WebQuest will be geared to the grade level that you are teaching or want to be teaching.

My Essential Question for you for this WebQuest is:

How will you as a teacher engage your students in constructing concepts in your discipline that are student directed an open-ended and divergent use of technology and the internet.

(The key word in the question is 'construct' concepts. What does 'constructing' knowledge mean, what does ‘constructing’ a concept look like? How will you set up the WebQuest environment to promote inquiry and mental messiness for your students without directing them to the solution you have already planned. A Constructivist model is very different from Direct Instruction or Guided Discovery. Be very cautious that you are not giving students answers or directing their search to construct knowledge. You are setting the stage, asking the Essential Question, allowing students to struggle mentally and to be perplexed in order
for them to unravel the mystery of the challenge or problem. You are a facilitator, coach, assistant, not a director or owner of all knowledge.

Once you are able to release the fear that the students will not be curious enough to explore and once you release the misconception that you as the teacher are the deliverer of information, you will understand how amazing the newer methodology is to advance the intellectual higher order thinking of ALL students. This is where you have to try new methods for this course, some of you have already done this work and can verify the advantages. Contact either of them for testimonials of the success of the methodology.

**TASK 4 Mod 4 Part 1**

We will be creating a [WEBQUEST](#), an inquiry-oriented activity in which some or all of the information that learners interact with comes from resources on the Internet. A WebQuest has various components: (1) **An Introduction** that sets the stage and provides some background information...should raise interest in the learner. (2) **Goals** should be short and long term goals. At the end of short term goal, the learner will have grappled with a significant amount of information and made sense of it. The long term goal challenges students to extend and refine the information and demonstrate understanding of the material by creating..... The emphasis is on the thinking and information skills...compare, classify, induce, deduce, analyze, construct......include Essential Question. (3) **A Task** that is doable and interesting.... [Problem-Based Learning (PBL)](#) focused, experiential learning (minds-on, hands-on) organized around the investigation and resolution of messy, real-world problems...authentic experiences...engaged in problem solving. (4) **Resources** or webpages of high quality information and up to date resources needed to complete the task. (5) **Evaluation** includes how you will measure results (i.e. various types of rubrics and performance sheets) (6) **Conclusion** that brings closure to the quest, reminding the learners about what they have learned

Now that you are so familiar with the qualities of [Visual Literacy](#) please make your WebQuest visually dramatic and significant to the learning process. You are not to focus on decorative art rather include graphics, images, photos, paintings that are to be 'read' by students that enhance and advance the thinking of your WebQuest.

Please share ideas with one another....don't forget to create the webpage design with a motivating question and advanced organizers! The webpage design does not have to be developed for this course, you just need to show in a Word document what you would be entering into the webpage if and when you have one. The best way to learn about WebQuests is to look at a few examples...check out [http://www.ideportal.com](http://www.ideportal.com)...a lot out there. As you look through the WebQuests examples, note that most are likely to be group activities....the learners often have a role to play and the WebQuests are often interdisciplinary. Enjoy!

The Educational Leadership/December 2003 / January 2004 magazine (ASCD) has an article, The Learning Power of WebQuests by Tom March...Good article to read. **Write a brief Constructivist Lesson Plan Outline** in your discipline and related to literacy.

A Constructivist Lesson must have an open-ended, divergent approach to the construction of the question (task) that you are setting up for the students to do. As a Constructivist, you do not define the results, you set the parameters and challenge the students to seek knowledge by constructing it for themselves. The lesson MAY NOT be a GUIDED DISCOVERY lesson where you are staging the event so that students will just follow along and all students reach the conclusion that you already knew that they would. This is truly the hardest part of this course. It will cause you some 'cognitive dissonance' as you work to find the best task, question that will set this search in motion. Many of us are accustomed to
thinking that we own the knowledge and it is our job to convey our knowledge on to those unprepared students so they will know more. You may feel that if you GIVE KNOWLEDGE to them, they will have it. They will not have nearly as much new knowledge as you have been lead to believe. A Constructivist methodology puts forth challenging questions and provides an enriched learning environment for students to explore how to solve the problem. There must be multiple valid solutions, some of which you as the teacher may be unaware. It does not mean that it is a free for all, anything goes. Knowledge that lasts and acts as the foundational baseline for advanced thinking and intellectual development must be internalized by the student, they must own it, not rent it for a test.

Constructivist methodology is a performance based approach to demonstrating what a student knows how to do because they have internalized it and most importantly can adapt to new and unique situations. Constructivist methodology flies in the face of teaching to the test. It requires that all students know how to show what they know because you are seeing to find out what they have mentally constructed.

Mental construction is what education is all about. A good assessment tool can unravel what students do not really understand in a unique situation. My best personal experience is when I took my physic course in college, I passed it with a good grade but have no idea what I was to learn and could not apply it to anything later. I rented the info for the test, I did not construct my own understanding of content.

Constructivist methodology takes longer to have students to perform but it also lasts longer, like a life time. As a teacher, you save time because concepts do not have to be retaught. It is a great trade off, I have been a Constructivist for over a decade and a half, it is a powerful teaching methodology that is based on the theories of Jean Piaget.

So here is my best method to help you shift to understanding Constructivism. As a teacher you start with an interesting motivation about the topic: a story, a video, a field trip. You need something that will prompt a question or problem to solve in multiple ways by the students.

1. Learning Objectives that permits and encourages open-ended, divergent exploration.

2. Standards that apply. NJCCCS

3. Motivation - what are you going to set up to excite the students to prompt them to be excited about wanting to investigate and learn.

4. Content - include the question or problem that the students are expected to explore and resolve. What do you want the students to learn. Be cautious not to be as focused on the specific details rather focus on the CONCEPTS that they will be learning.

5. Process - This is what you NOT going to be doing, rather it is what the students will be doing to CONSTRUCT new knowledge. It is the TIME to investigate and CONSTRUCT knowledge. It is hard to write this section since it about what you are not going to do, you are to be quiet and be a helicopter teacher during this time. So describe what you anticipate the students to be doing during this time. Are they brainstorming, are they investigating on the internet or library, are they working as teams to produce a debate. What do you plan to set up for the students to have the freedom to learn.

6. Product - What evidence will you expect the students to produce to demonstrate their new knowledge and deeper understanding of the CONCEPT. The difficulty for you is write about a product that allows differentiation and open-ended interpretation by the students. It
does not matter if one group of students produce a play while another groups draws pictures. So you need to set up for a product that focuses on the CONCEPTS learned.

7. Assessment - How are you know that indeed all students have learned the CONCEPTS you intended? What criteria are you going to use? What structure is important to know that CONCEPT is learned but is still open-ended and differentiated?

An example - One simple question - How could we find the height of the tree outside our classroom window? That is the entire basis for the lesson. What is the CONCEPT I want them to know, how do expect to allow them freedom to resolve this problem?

This brief lesson plan should be approximately 1-2 pages. Send your draft lesson plan to your group, so plan ahead with the due date. You are in no jeopardy with your grade if you miss the due date.

Professional Dispositions

**ESSENTIAL QUESTIONS: How does a teacher conduct himself or herself as a professional? What professional dispositions must a teacher demonstrate to be considered a highly-qualified teacher?**

The New Jersey Professional Standards for Teachers, NJPST, identifies many dispositions for highly-qualified teachers. Each candidate for a Master of Education for Certified Teachers will demonstrate professional dispositions during all class-related activities: before, during, and after. Professional dispositions will be evident in discussions, presentations, class work, and teamwork in the classroom and outside of the classroom in conversations and communiqués with peers and the Professor. Class Participation requires that a candidate attend online discussions, be prepared to discuss the assigned topics by having read the assigned text and articles and reflect on the relationship to education. The candidate must remain confidential concerning information and data obtained about specific children and school districts.

The successful candidate must exhibit all Professional Dispositions listed below at a level of **D**, developing competence:

- **I** = Introductory Competency (Candidate is knowledgeable of the disposition but does not demonstrate competency.)
- **D** = Developed Competency (Candidate demonstrates dispositions.)
- **P** = Proficient Competency (Candidate extends dispositions to include and lead peers to exhibit professional dispositions.)

Any categories designated with an **I**, Introductory Competency, will have 2 points deducted from the Total 10 points on this Task. The Professor will assess the student’s entire class participation and professional dispositions as a complete entity to determine the total number of points.
The successful M.A. candidate demonstrates **caring and competence** when he or she:

___ **Appreciates, Respects, and Cares** about multiple perspectives of others;
___ **Tolerates** diverse learning styles of others in this course;
___ **Accepts** working with diverse personality types of others in this course;
___ **Displays** patience when exploring tasks in this course;
___ **Demonstrates** persistence on all tasks in this course without criticism or complaint;
___ **Accepts** educational risk taking as an opportunity to grow professionally;
___ **Exhibits** eagerness to explore new ideas;
___ **Shows** flexibility of thought;
___ **Disagrees** agreeably;
___ **Advocates** appropriately to the proper person or people;
___ **Engages** actively and enthusiastically in all lessons and activities;
___ **Attends** all classes and appointments;
___ **Submits** all assignments in accord with the course policies;
___ **Demonstrations** ability to be self-reflective to grow professionally; and
___ **Remains** confidential about information related to specific children and schools.

### CLASS RULES

1. Each student will work with a partner or a triad. You will e-mail your partner(s) and work on projects together. You are there to help each other during the duration of the class. Online classes work best if they are a collaborative effort. If you have a question, the rule is you ask your partner(s) first, and then your professor. Email the professor at [__] first. You must visit the site at least once a week, either to submit new assignments, read Discussion Boards, read any new missives from the professor, or just to say hello. If you are having tech problems, or are going to be away for any amount of time, please notify the professor.

2. Each student will be expected to demonstrate a Professional Code of Conduct appropriate for a teacher. This Professional Code includes but is not limited to the following points: remain confidential about school names, children’s names, and administrator and faculty names when writing on Blackboard; reject opinions and comments that are biased, unsubstantiated, derogatory, and/or pejorative; Be a proactive participant reaching to understand the ultimate purpose of the learning with an open mind and willingness to learn new content in new methods; Assist partners and peers to be proactive; Be a positive advocate for conflict resolution.

3. Work by the schedule that is laid out for this course, as much as possible. Going ahead of the schedule can cause snags in the learning process to work with a partner(s). If you try to go faster, you could be overwhelmed and miss the support and scaffolding of the professor and your peers. The amount of work has been adjusted for this time schedule. If you are going too slow, the work could pile up all at the end and limit the time for the professor to offer feedback and provide you with an opportunity to resubmit your assignments for reconsideration.
4. The schedule of due dates are for your convenience and pacing and the professor's time frame to read, review, and provide feedback and points toward a grade. There is no jeopardy to your grade if the assignments are submitted late except that your partner(s) and peers will be less likely to read and respond to your responses. That will limit what you gain from this course since reflection is essential to you full mastery of the content. The professor will also be less likely to have time to provide feedback and will likely only provide a point grade with few or no remarks. If you miss a due date, it is your obligation to meet all aspects of the assignment and be willing to make the accommodations and take responsibility for the changes with no jeopardy to the professor or your opinion of the course.

5. There is a Discussion Forum for each of the 5 modules. Each student, partners and new team members will be assigned to monitor 1 of the Discussion Forums. The professor will monitor the discussion for Module 1 and then the students will do the others. Please pay close attention to the first Discussion Forum in Module 1 as the professor will model what is expected. You and your team will read ALL entries and be responsible for monitoring the discussion, responding when appropriate, adding new comments, and directing the discussion into reflective and appropriate territory. The team will need to record that each member has submitted responses, answered all of the questions posed in the list of questions, and that each member has responded to at least 2 other entries. (The book keeping aspect of online discussion can be daunting so designing a simple system for your team is important.) The team will submit a BRIEF summary of the Discussion Board. The professor will assist with this process if necessary. This aspect of the task is to advance responses and postings that are in depth reflections rather than causal comments. Just like you want your students to demonstrate intellectual insights, this course and professor expects the same high quality of dialogue. These responses to the module questions are more significant than quick answers that represent that the student did it and got it done. It is the effort of the monitors and peers to elevate the discussion. If the responses become weak, posing new questions to the writer within the reaction posting is one way to expand the thinking. Advancing the quality of thinking is the online strength, use it well. This task for the team will be worth 100 points.

6. Please try not to e-mail the professor with questions. The purpose of this course is to foster a more self-reliant, self-sufficient teacher and a collaborative cohort group. The best policy is to e-mail your peers or post it under the Discussion Forum for General Questions. Each of you should enter the Discussion Forum for General Questions at least once a week and assist any other peer with answers or post any questions that would assist you. If there is a need to e-mail the professor, please do not hesitate to do so. Please email the professor at ecamp123@aol.com first for the quickest response.

7. The professor will attempt to respond to e-mails and questions within 48 hours, excluding weekends. When a paper is e-mailed to the professor, the professor will reply within 48 hours that it was received, excluding weekends. The professor will give feedback on the paper and points toward the grade. Late assignments are accepted without lowering the grade or jeopardy but the feedback will be limited to the professor's available time and usually only the points will be provided. Late assignments can limit
the knowledge gained from the course and can negatively influence your opinion of what you learned. It is however completely understandable given the hectic schedules students and teachers have, so be professional in your comments both ways.

8. When papers are handed in, please include name, module number, and activity number and date that it is being turned in. Please hand all papers in using Word or in RTF file format. All papers should be e-mailed as an attachment. Papers that are part of an e-mail will not be accepted, unless absolutely necessary. If technology problems arise, please notify the professor first by email if possible and then by phone at 908-832-7094 to make arrangements and accommodations. Don't panic and don't become angry at the computer, it doesn't help much! In order to help remedy a tech problem, please be able to provide detailed information about where you are at on the screen and what you have tried to do before contacting the professor or tech support services at FDU.

9. When you e-mail the attachment to . . . ., please use part of your last name as part of the file name, Modular number, Assignment number and date submitted and use the following format: .doc If that does not work you may submit attachments to . . . . Remember that some assignments may be more difficult to send, such as PowerPoints, if you use that option. Accommodations will be made if tech problems persist, remember your Professional Conduct Code. Being a Professional means to conduct yourself so even when no one is listening - no profanity, complaints, or tears. Using technology is an opportunity to practice professionalism, that could be part of the Hidden Curriculum of Technology!

Read First - FYI for this Online Course

Frequently Asked Questions

1. Books for this class?

There are NO external required textbooks for this course. All content is included in the course Modules accessed in Course Content button. You can access the supplemental material via the Internet. Make sure that the computer you are using has complete internet access, some school districts computers have blocks to certain sites or block sending emails, etc.

2. What does my computer need to be able to perform?

You need to have internet access preferably high speed. You need to have email capabilities. You need to have a virus-free system so please update and run your anti-virus program during the first day. You will need to have file space large enough to produce a WebQuest Unit complete with pictures and graphics.

3. How do I learn how to use Blackboard?

Under Tools button, scroll to the bottom of the screen, select Manual. Read the manual sections for which you have questions. Further questions, first ask your group members. Be proactive to train yourself.
Then email me with specific details about what you have already done and the exact place you are stuck in the process, example reference what the screen looks like when you cannot make something happen.

4. Where can I contact someone if I am having technical problems with Blackboard?

FDU does have some technical service at Educational Tech which you can call or email by calling the main number for each campus and asking for the Ed Tech office. They are only able to answer questions about Blackboard.

5. What do I do if I have computer technical problems?

Since there are so many different types of computers, you are responsible to secure your own technical support according to your individual contracts with the provider of your system. Some computers offer tech support telephone numbers but they can be expensive but it can be worth having your system fixed.

6. Where can I get help with tutoring assistance with this course?

First, contact me if you are having concerns about writing or tasks in this course. If I cannot assist you, the University offers assistance.

7. How do I send assignments and emails?

When communicating with me or others in the class via email, ALWAYS put your name and course number in the heading: campbell6673. When you are submitting a task put the name, number, and task number: campbell6673task2.

ALWAYS put your name inside of all communications and on every task. Without your name it delays your assessment, feedback and is huge inconvenience for me so I consider it unprofessional.

All documents submitted must be submitted in a Microsoft word document format .doc or Rich Text Format, .rtf. Please make sure that you are able to do that on your computer or know how to convert it. Any other file format will not be accepted.

The Communication button has an other button Send Email. The next screen will ask you to select those groups that you wish to send emails. The following screen will also give you options to use. Always remember to scroll to the bottom and click Send.

8. Can you view how many times I visit this site?

YES, Blackboard does have a tracking device that allows me to see the days and times that you visit each section. I do check to see that you have at least visited each site at least once. And yes, I do occasionally go to view if you have been
into the site lately but I do not use this information as part of my assessment for this course.

9. What links can I use for this course?

I have used some commercial links for this course. The ticking course clock and the magnetic refrigerator have links to sites with content that is not educationally appropriate. Since this is a graduate course and you are a teacher, be selective in what you view and use your professional judgment. If you access sites that are not appropriate, avoid them.

Note: This course is an online class with one optional face-to-face meeting. The directions, tasks, and communiqués are informal and conversational to be more personal in cyberspace.