

Azusa Pacific University
School of Education
Department of Innovative Education Technology (IET)
and Physical Education
Masters of Arts in Educational Technology and Learning
Masters of Arts in Education: Digital Teaching and Learning



EDUC 520

Creating Web Media

Spring 1 2010, 3 units

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Azusa Pacific University is an evangelical Christian community of disciples and scholars who seek to advance the work of God in the world through academic excellence in liberal arts and professional programs of higher education that encourage students to develop a Christian perspective of truth and life.

About EDUC 520

This course explores the use of Web-based technologies in an educational context. The class focuses on the implementation of these technologies successfully in the classroom. Attention is in the areas of audio and video podcasting as well as developing strong collaboration between students using Web 2.0 technologies.

Student Outcomes and Expected Competencies

The student will have the opportunity to:

- First. Develop a strong online personal brand.
- Second. Authentically interact online with other teaching professionals to facilitate the growth of a personal learning network (PLN).
- Third. Design an interactive technology-driven teaching unit as an online resource for teachers in your field.
- Fourth. Acquire advanced audio and video production techniques.

Fifth. Reflect upon how missionary organizations can reach out to communities using web-based media.

ISTE NETS

This course focuses on the following ISTE National Educational Technology Standards for Teachers: 2A, 2B, 3A, 3B, 3C, 3D, 4D, 5A, 5B, 5C, and 5D. Visit <http://snipurl.com/istenets> for a detailed listing of these standards.

Required Textbook & Resources

Textbook:

Crush It!

By Gary Vaynerchuk

ISBN-10: 0061914177

Available on Amazon.com at <http://snipurl.com/520book>

Available on iTunes at <http://snipurl.com/520audiobook>

Software & Social Networks:

Aviary

<http://aviary.com/register>

iTunes 9.0.3 (or later)

<http://www.apple.com/itunes/download>

Diigo

<http://www.diigo.com/sign-up>

Skype

<http://www.skype.com/download>

DimDim

<http://www.dimdim.com>

Twitter

<https://twitter.com/signup>

Flickr

<http://www.flickr.com/signup>

Viddler

<http://www.viddler.com/>

Google account

<http://www.google.com/accounts>

Prezi

<http://www.prezi.com/>

uStream

<http://www.ustream.tv>

TubeMogul

<http://www.tubemogul.com>

BigHugeLabs

<http://www.bighugelabs.com>

YouTube EDU

<http://www.youtube.com/edu>

Jing

<http://www.jingproject.com/pro/>

BlueHost (web hosting)

<http://www.bluehost.com/>

Software:

Jing Pro: \$15 at <http://www.jingproject.com/pro/>
Hosted website: \$7 per month at <http://www.bluehost.com/>

Hardware:

Digital camera
Camera with video, webcam, microphone
(Recommended: Blue Microphone's Eyeball Webcam with Microphone, \$99 at <http://snipurl.com/515camera> or Flip UltraHD camera, \$200 at <http://snipurl.com/videoflip>)

Recommended Course Resources

Software:

GarageBand (Mac)
Audacity (PC)
Adobe Photoshop CS4
iMovie (Mac)
MovieMaker (PC)
Final Cut Express

Podcasting:

Producing Video Podcasts: A Guide for Media Professionals
By Richard Harrington, Focal Press 2008.
ISBN: 0-2408-1029-5
Available on Amazon.com at <http://snipurl.com/515book3>

Don't Make Me Think: A Common Sense Approach to Web Usability (2nd Edition)
by Steve Krug, New Riders Press 2005.
ISBN-10: 0-3213-4475-8
Available on Amazon.com at <http://snipurl.com/515book4>

Before You Shoot: A Guide to Low-Budget Film and Video Production
by Helen Garvy, Shire Press, 2007.
ISBN-10: 0-9188-2821-X
Available on Amazon.com at <http://snipurl.com/wdbook5>

California State Standards: www.cde.ca.gov/standards

ISTE Technology Standards: www.iste.org

Course Calendar/Schedule:

Week	Topics	Reading	Assignments
1 Feb. 9	Website in a night: domain, WordPress, FTP, blogging	Ch. 1 & 2	Join 520 sites Subscribe to six podcasts
2 Feb. 16	Twitter #apu520, Jing Pro, YouTube EDU, Embed, WordPress dashboard, bookmarklets	Ch. 3 & 4	Weekly Blog
3 Feb. 23	Create tutorials, Custom graphics, BigHugeLabs, Create a personal brand: logo, color theory, purpose, authenticity, social media	Ch.5 & 6 http://bit.ly/dfwCNg http://bit.ly/2rWDHU	Weekly Blog & Comments Tutorial #1 due
4 Mar. 2	Advanced audio production techniques, TubeMogul, Upload media, Podcasting, WordPress plugins, API	Ch. 7 & 8 http://bit.ly/av3fsP	Weekly Blog & Comments
5 Mar. 9	Advanced video production techniques and tutorials, Screencasts, uStream, Online interactive teaching unit, Viddler	Ch. 9 -11 http://bit.ly/czuB7B	Weekly Blog & Comments Tutorial #2 due
6 Mar. 16	Real-time online collaboration, Diigo groups, Students as clients, Virtual guest speaker, Geotagging information, LinkedIn	Ch. 12 & 13 http://is.gd/7Lem9	Weekly Blog & Comments Tutorial #3 due
7 Mar. 23	Web apps, Prezi, Aviary, Voicethread, Google Wave, Voki, TTS	Google Reader http://bit.ly/aDUyRr http://bit.ly/bz6l4t	Weekly Blog & Comments Ed tech website due
8 Mar. 30	Interview Virtual guest speakers, HTML5, iPhone app design, iPad: the future of the classroom	Google Reader http://bit.ly/9QqoYO	Weekly Blog & Comments Virtual guest speaker due
9 Apr. 6	Present online interactive teaching unit, Future web-based media trends	Google Reader http://bit.ly/cXeXxH	Presentations due

Course schedule, topics, evaluation, and assignments may be changed at the instructor's discretion. Check <http://www.billselak.com/educ520> regularly for current schedule, assignments, and resources.

Assignments

Weekly Blog

30 pts. Due weekly (by Sun.10pm)

Create a web site with a media-rich educational technology blog.

- The intended audience is K-12 teachers.
- Blog about relevant ed tech insights.
- Embed video from other ed tech sites to enrich your own site.
- Embed your tutorials on the blog.
- Post a video to YouTube and blog about it.
- Post a video to TeacherTube and blog about it.
- Add licensed photographs to enhance meaning and aesthetics.
- Publish weekly posts from February 9 through March 30.

Web Media Commentary

30 pts. Due weekly (by Sun.10pm)

Create a strong web presence and build your online community through blog comments.

- Comment on at least five educational technology blogs each week.
- Bookmark the website you commented on at Diigo.com.
- Share that website's link on Twitter with the tag #apu520.
- Comment weekly on others' posts from February 16 through March 30.

Educational Technology Website

65 pts. Due Mar. 23 (week 7)

Create a WordPress-powered educational technology website.

- The intended audience is K-12 teachers.
- Link to your final online interactive teaching unit.
- Create a personal brand.
- Customize your WordPress theme (color scheme, logo, favicon, slogan, etc.).
- Host your educational technology blog on the website.
- Create an About Me page.
- Add social media links (to your Twitter, YouTube, uStream, Flickr, and Viddler accounts, etc.) on the sidebar to encourage a "Call to Action" on your site.
- Add at least 10 ed tech links on the sidebar.

Tutorial Series

15 pts. Due Feb. 23 (week 3)

15 pts. Due Mar. 2 (week 5)

15 pts. Due Mar. 16 (week 6)

Create and post 3 instructional screencasts using Jing Pro.

- The intended audience is K-12 teachers.
- Focus on a specific website or software application to provide online professional development.

- Upload the video to your blog (as your weekly blog post).
- Create a YouTube channel that includes the tutorial series.

Virtual Guest Speaker

30 pts.

Due Mar. 30

(week 8)

Interview an educational technology or social media expert in our class.

- Length of interview should be 2-7 minutes.
- If possible, rehearse the interview, and check A/V components beforehand.
- Interviews may be live in class via Skype, or pre-recorded and edited.
- Interview questions must be typed and submitted prior to interview.
- The expert should recommend a social media networking or PLN strategy in the course of the interview.

In week one, begin building a relationship with an expert in a field you follow (blog, podcast, twitter, etc.). After six weeks of relationship-building, convince your expert to join our class for five minutes to share their wisdom.

Online Interactive Teaching Unit

100 pts.

Due Apr. 6

(week 9)

Create a separate website (additional WordPress installation) focusing on one month-long online teaching unit.

- The intended audience is K-12 students. Choose one grade level.
- Use a similar WordPress theme for the layout.
- Create a title, logo, background, and slogan for the unit.
- Create at least four original lessons that you teach on the website. Do not simply write lesson plans—actually teach the lessons on your site.
- Make interactive components to the lessons, so students must seek out answers (or respond/perform) in order to meet the learning objective.
- Create a podcast for the unit, and submit the feed to iTunes.
- Include at least one PDF (instructions, TE, assessments, or additional print resources) in the podcast.
- Include at least one video podcast (screencast, video, etc.) as part of the unit.
- Include at least one audio podcast as part of the unit.
- Add at least five links to the sidebar to extend lessons.

Any teacher (or substitute teacher) should be able to navigate to your website, click on a lesson, and have their entire classroom meet the learning objective by following the directions on the website.

Present your unit to our class. Focus on your researched unit, and address the state standards in your presentation. Include necessary videos, links to a blog site, and other applications to enhance your message. Presentations should be six to ten minutes in length.

Evaluation/Assessment Rationale for Grade Determination

Course grades will be compiled by the completion of the following assignments:

Weekly Blog	30
Web Media Commentary.....	30
Educational Technology Website.....	65
Tutorial #1	15
Tutorial #2	15
Tutorial #3	15
Virtual Guest Speaker.....	30
Online Interactive Teaching Unit.....	100
Total: 300 points	

Grading Scale:

285-300 pts.	A
276-284 pts.	A-
267-275 pts.	B+
252-266 pts.	B
243-251 pts.	B-
219-242 pts.	C

A

Superior knowledge regarding details, assumptions, implications, history; superior thinking with information relevant to application, critique and relationship to other information.

B

More than adequate knowledge regarding technical terms, distinctions, and possesses an ability to use information.

C

Basic knowledge needed to function and carry on learning regarding major principles, central terms, major figures, also possesses an awareness of field or discipline. Note that a grade of C- may not be eligible for transfer and in most programs does not constitute a passing grade. Please consult and refer to the Graduate Catalog, Graduate Center Policies, and specific program catalogs and guidelines for further information.

D

Credit not given for the grade of D.

F

Graduate credit not given for the grade of F.

Course Policies

Regular attendance and participation is expected of all students. Please contact me as soon as possible if there is an emergency situation that keeps you from attending. Students missing more than two class meetings will not receive credit for the class.

All assignments for the course are to be completed and submitted on time in order to receive full credit. Late assignments will be penalized 10% of the total points available per assignment for each week late, or portion thereof. Permission for late work is granted only by special request. Incompletes are rare and are available only in “special or unusual circumstances” as negotiated with the instructor prior to the end of the term. See Student Handbook for policies regarding Withdrawals and grade record permanence.

Students interested in proposing other means of demonstrating their comprehension, inquiry, and skill relative to the purposes of this course may do so upon the instructor’s discretionary consent. Proposals for projects that support APU’s Four Cornerstones (Christ, Scholarship, Community, Service) are *encouraged*.

Make up work and extra credit work is not accepted.

Plagiarism/copying violate APU’s Standards of Student Conduct. Students are expected to produce work that reflects graduate-level standards. An automatic failure of the course will result if a student violates this code of conduct.