Continuing Education
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TEC-942: WebQuests: Implementing Technology Integration

Independent Study Online Course Syllabus

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Course Description

The course is designed to assist participants in learning about, using, and creating the increasingly popular WebQuest. Individuals will work independently on a number of online assignments designed to familiarize them with the philosophy and theory behind the WebQuest model. The culminating project will be the creation of one's own unique WebQuest, which incorporates national content and technology standards into one of their curricular units. The course focus will provide teachers with strategies, steps, guidelines, tools and resources for developing standards-based WebQuests that require critical and creative thinking skills. The course is suitable for teachers of all grade-levels and subjects. Participants will need access to the Internet.

Note: There is no required book for this course.

Required Texts and Course Materials

Online Resources: Relevant online resources that support the course content and encourage further investigation will be available throughout the course assignments. Active hyperlinks are utilized throughout the course and will link to the appropriate information when clicked. These include videos, podcasts, worksheets, online activities, journal articles and other resources.

Canvas: This course will be delivered totally online. Canvas is a web-based learning management system (LMS) that provides students access to online resources, documents, videos, assignments, quizzes, forums, etc. Canvas is easy to learn and has a user-friendly interface.

Course Dates

Self-paced; students may enroll at any time and take up to one year, from the date of registration, to complete assignments. Students may complete assignments in no less than three weeks for a 3-unit course (one week per unit).

National Standards Addressed in This Course

Standards set the expectations for what students should know and be able to do.

ISTE National Educational Technology Standards (NETS)

https://www.iste.org/standards/for-educators

The projects contained in this course for teachers are closely aligned to the ISTE National Educational Technology Standards (NETS). Numbers in parentheses following each learning outcome above refer to the National Educational Technology Standards category to which the outcome is linked. The categories are:

1. Learner
2. Leader.
3. Communicator
4. Collaborator
5. Designer
6. Facilitator
7. Analyst

Several of the course projects ask participants to identify specific national, state or district standards for their curriculum that will be applied to the lessons presented.

National Board for Professional Teaching Standards (NBPTS) http://www.nbpts.org/

The National Board for Professional Teaching Standards was founded in 1987 to advance the quality of teaching and learning by maintaining high and rigorous standards for what accomplished teachers should know and be able to do. the Five Core Propositions are held in common by teachers of all grade levels and disciplines and underscore the accomplished teacher's commitment to advancing student learning and achievement.

The WebQuest course presents Student Learning Outcomes that address all the NBPTS Five Core Propositions.

The NBPTS Five Core Propositions:

1. Teachers are committed to students and their learning
2. Teachers know the subject they teach and how to teach those subjects to students
3. Teachers are responsible for managing and monitoring student learning
4. Teachers think systematically about their practice and learn from experience
5. Teachers are members of learning communities

Common Core Standards

The Common Core State Standards Initiative is a state-led effort coordinated by the national Governors Association Center for Best practices (NGA Center) and the Council of Chief State School Officers (CCSSO). The standards were developed in collaboration with teachers, school administrators, and experts, to provide a clear and consistent framework to prepare children for college and the workforce.

The standards are informed by the highest, most effective models from states across the country and countries around the world and provide teachers and parents with a common understanding of

what students are expected to learn. Consistent standards will provide appropriate benchmarks for all students, regardless of where they live.

For WebQuest students whose Culminating Project is in the content areas of English Language Arts or Mathematics, the required accompanying WebQuest lesson plan should address the Common Core Standards. See http://www.corestandards.org.

Continuing Education Program Student Learning Outcomes

CE 1	Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use.
CE 2	Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
CE 3	Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.
CE 4	Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting.
CE 5	Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field.
CE 6	Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.

Student Learning Outcomes (SLOs) for This Course

Student Learning Outcomes for This Course By the end of this course student will be able to:	**National Standards Addressed in This Course***	**Continuing Education Program Student Learning Outcomes Addressed****
1. Present an overview of WebQuests	NETS 1, 7 NBPTS 1	CE 1, 6
2. List and describe the Components of a Webquest	NETS 3 NBPTS 1	CE 2
3. Evaluate WebQuests	NETS 2, 4 NBPTS 1	CE 3
4. Locate resources that will help create a WebQuest.	NETS 5, 7 NBPTS 3	CE 6
5. Design and create a WebQuest relating to a particular curriculum.	NETS 2, 5 NBPTS 2	CE 2, 4, 5
6. Identify standards addressed by specific WebQuests.	NETS 1, 3 NBPTS 2, 3, 5	CE 2, 4, 5
7. Design a WebQuest Rubric.	NETS 5, 7 NBPTS 3	CE 4
8. Use technology to locate, evaluate, and collect information from a variety of sources.	NETS 3, 4 NBPTS 3, 5	CE 2, 6

9. Properly cite Internet resources.	NETS 1, 3 NBPTS 4	CE 6
10. Display positive attitudes toward teaching with technology.	NETS 2, 3 NBPTS 1, 5	CE 5

* Please refer to the section on **National Standards Addressed in This Course**
** Please refer to the section on **Continuing Education Program Student Learning Outcomes**

Topics, Assignments, and Activities

Module Title	Module Assignments and Activities	Points Possible for Each Assignment
Welcome	• Welcome and Instructions letter • Introduction to Course Website • Course Syllabus • Grading Rubric	
Module1 – WebQuest Preview	• 1.1 Reflection and Goals	70 pts
Module 1 – WebQuest Introduction	• 2.1 The WebQuest Introduction Assignment • 22 WebQuest Introduction Forum Post	70 pts 25 pts
Module 2 – WebQuest Task	• 3.1 The WebQuest Task Assignment • 3.2 WebQuest Task Blog Post	70 pts 25 pts
Module 3 – WebQuest Process	• 4.1 The WebQuest Process Assignment • 4.2 WebQuest Process Forum Post	70 pts 25 pts
Module 4 – WebQuest Resources	• 5.1 The WebQuest Resources Assignment • 5.2 WebQuest Resources Forum Post	70 pts 25 pts
Module 5 – WebQuest Assessment	• 6.1 The WebQuest Assessment Assignment • 6.2 WebQuest Assessment Forum Post	70 pts 25 pts
Module 6 – WebQuest Conclusion	• 7.1 The WebQuest Conclusion • 7.2 WebQuest Conclusion Forum Post	70 pts 25 pts
Module 7 – WebQuest Additional Components	• 8.1 The WebQuest Additional Components • 8.2 WebQuest Additional Components Forum Post	70 pts 25 pts
Module 8 – WebQuest Culminating Project	• 9.1 Your WebQuest Planning • 9.2 Creating and Delivering Your WebQuest • 9.3 Your WebQuest Lesson Plan • 9.2 Your WebQuest Forum	70 pts 85 pts 85 pts 25 pts
Course Wrap-up – Grading and Evaluation	• Course Evaluation • Course Completion Checklist • Grade Request / Transcript Request	
	TOTAL POINTS	**1000 points**

Grading Policies, Rubrics, and Requirements for Assignments

Grading Policies

- Assignments will be graded per criteria presented in the course rubrics.
- A = 90-100% and B = 80-89%, (anything below 80% will not receive credit.)
- The discernment between an A or a B letter grade is at the discretion of the instructor based on the quality of work submitted (see course rubrics).
- Coursework falling below a B grade will be returned with further instructions.
- All assignments must be completed to receive a grade and are expected to reflect the quality that teacher-training institutions require of professional educators. If completed assignments do not meet this standard, students will be notified with further instructions from the instructor.

Grading Rubrics

Grade	Percent	Description	Rubric
A	90-100%	Excellent	Meets all course / assignment requirements with significant evidence of subject mastery and demonstration of excellent graduate level professional development scholarship.
B	80-89%	Very Good	Adequately meets criteria for all course/assignment requirements - demonstrates subject competency with very good graduate level professional development scholarship.
NC	Below 80%	Unacceptable	Does not meet the minimum criteria for all course/assignment requirements and demonstrated little, if any, evidence of acceptable graduate level professional development scholarship.

Writing Requirements

- **Superior:** Writing is clear, succinct, and reflects graduate level expectations. Clearly addresses all parts of the writing task. Maintains a consistent point of view and organizational structure. Includes relevant facts, details, and explanations.
- **Standard:** Writing is acceptable with very few mistakes in grammar and spelling. Addresses most parts of the writing task. Maintains a mostly consistent point of view and organizational structure. Includes mostly relevant facts, details, and explanations.
- **Sub-standard:** Writing contains noticeable mistakes in grammar and spelling. Does not address all parts of the writing task. Lacks a consistent point of view and organizational structure. May include marginally relevant facts, details, and explanations.

- **Lesson Plan Requirements**

- **Superior:** Instructional goals and objectives clearly stated. Instructional strategies appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is clearly delineated and authentic. All materials necessary for student and teacher to complete lesson clearly listed.
- **Standard:** Instructional goals and objectives are stated but are not easy to understand. Some instructional strategies are appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is present. Most materials necessary for student and teacher to complete lesson are listed.
- **Sub-standard:** Instructional goals and objectives are not stated. Learners cannot tell what is expected of them. Instructional strategies are missing or strategies used are inappropriate.

Method for assessing student learning and evaluating instruction is missing. Materials necessary for student and teacher to complete lesson are missing.

Instructor/Student Contact Information

Throughout the course participants will be communicating with the instructor and their classmates on a regular basis using asynchronous discussion forums. Students are provided with instructor contact information in the event they want to make email or phone contact. In addition, students are encouraged to email or phone the instructor at any time. Students will also receive feedback on the required assignments as they are submitted.

Forums

Participation is an important expectation of this course and all online courses. Online discussions promote reflection and analysis while allowing students to appreciate and evaluate positions that others express. While students may not be engaging with the same students throughout this course, they will be expected to offer comments, questions, and replies to the discussion question whenever possible. The faculty role in the discussion forum is that of an observer and facilitator.

Coursework Hours

Based on the Carnegie Unit standard, a unit of graduate credit measures academic credit based on the number of hours the student is engaged in learning. This includes all time spent on the course: reading the textbook, watching videos, listening to audio lessons, researching topics, writing papers, creating projects, developing lesson plans, posting to discussion boards, etc. Coursework offered for FPU Continuing Education graduate credit adheres to 45 hours per semester unit for the 900-level courses. Therefore, a student will spend approximately 135 hours on a typical 3-unit course.

Services for Students with Disabilities

Students with disabilities are eligible for reasonable accommodations in their academic work in all classes. In order to receive assistance, the student with a disability must provide the Academic Support Center with documentation, which describes the specific disability. The documentation must be from a qualified professional in the area of the disability (i.e. psychologist, physician or educational diagnostician). Once documentation is on file, arrangements for reasonable accommodations can be made. For more information and for downloadable forms, please go to https://www.fresno.edu/departments/disability-access-education.

Plagiarism and Academic Honesty

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled per the procedures set forth in the Fresno Pacific University Catalogue and Handbook - https://handbook.fresno.edu/graduate/academic-policies

Technology Requirements

To successfully complete the course requirements, course participants will need Internet access, can send and receive email, know how to manage simple files in a word processing program, and have a basic understanding of the Internet. Please remember that the instructor is not able to offer technical support. If you need technical support, please contact your Internet Service Provider.

Getting Help with Canvas: If you need help with Canvas, please contact the FPU Help Desk by phone: (559) 453-3410 or email: helpdesk@fresno.edu. Help is available Mon-Fri 8:00 am to 7:00 pm.

Final Course Grade and Transcripts

When all work for the course has been completed, students will need to request their final grade by accessing the form at ce.fresno.edu/grade-request. Once the instructor receives the request and posts their final grade, students will receive an email communication from the University. Please allow at least two weeks for the final grade to be posted before you order your transcripts online.

University Policies and Procedures

Students are responsible for becoming familiar with the information presented in the Academic Catalog and for knowing and observing all policies and procedures related to their participation in the university community. A summary of university policies may be found on the university website at https://www.fresno.edu/departments/registrars-office/academic-catalogs.

Fresno Pacific University Student Learning Outcomes (FPU-SLO)

FPU-SLO 1	**Student Learning Outcomes Oral Communication:** Students will *exhibit* clear, engaging, and confident oral communication – in both individual and group settings – and will critically *evaluate* content and delivery components.
FPU-SLO 2	**Written Communication:** Students will *demonstrate* proficient written communication by *articulating* a clear focus, *synthesizing* arguments, and utilizing standard formats in order to *inform* and *persuade* others.
FPU-SLO 3	**Content Knowledge:** Students will *demonstrate* comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
FPU-SLO 4	**Reflection**: Students will *reflect* on their personal and professional growth and *provide evidence* of how such reflection is utilized to manage personal and vocational improvement.
FPU-SLO 5	**Critical Thinking:** Students will *apply* critical thinking competencies by *generating* probing questions, *recognizing* underlying assumptions, *interpreting* and *evaluating* relevant information, and *applying* their understandings to new situations.
FPU-SLO 6	**Moral Reasoning:** Students will *identify* and *apply* moral reasoning and ethical decision-making skills, and *articulate* the norms and principles underlying a Christian worldview.

FPU-SLO 7	**Service**: Students will *demonstrate* service and reconciliation as a way of leadership.
FPU-SLO 8	**Cultural and Global Perspective:** Students will *identify* personal, cultural, and global perspectives and will employ these perspectives to *evaluate* complex systems.
FPU-SLO 9	**Quantitative Reasoning**: Students will accurately *compute* calculations and symbolic operations and *explain* their use in a field of study.
FPU-SLO 10	**Information Literacy:** Students will *identify* information needed in order to fully understand a topic or task, *explain* how that information is organized, *identify* the best sources of information for a given enquiry, *locate* and critically *evaluate* sources, and accurately and effectively *share* that information.