

TEC-940: Virtual Field Trips: Taking and Making

Independent Study Online Course Syllabus

Instructor: Linda Jacobsen**Phone:** (559) 907-2494**Email:** linda.jacobsen@fresno.edu**Number of Graduate Semester Units:** 3 units**Target Audience:** K - 14th grade teachers**Course Access:** <https://connect.fresno.edu>

Course Description

Field trips are a wonderful way to see and learn about the world around us. Field trips enhance learning by motivating and engaging students in a way that makes the subject matter come alive. However, field trips can be difficult to organize, can be expensive, usually involve travel, and are often impractical. With the advent of the World Wide Web, virtual field trips have become possible. With just a computer with an Internet connection, teachers and students can travel together around the world seeing and learning many new things, plus interacting with the people and objects in the places they visit.

Note: There is no required book for this course.

Required Texts and Course Materials

Book: There is no required textbook for this course. All course materials, e.g., web pages, videos, audio recordings and PowerPoint presentations are readily available on the Internet free of charge.

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

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 Research Council (NRC) Framework for K-12 Science Education
<https://www.nap.edu/catalog/13165/a-framework-for-k-12-science-education-practices-crosscuttingconcepts>

The Virtual Field Trips activities relate to the practices endorsed by the National Research Council. National Research Council's Framework for K-12 Science Education identifies 8 practices of science and engineering that are essential for all students to learn. These are:

1. Asking questions (for science) and defining problems (for engineering)
2. Developing and using models
3. Planning and carrying out investigations
4. Analyzing and interpreting data
5. Using mathematics and computational thinking
6. Constructing explanations (for science) and designing solutions (for engineering)
7. Engaging in argument from evidence
8. Obtaining, evaluating, and communicating information

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 Virtual Field trips 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

Continuing Education Student Learning Outcomes (CE-SLO)

CE-SLO 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-SLO 2	Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
CE-SLO 3	Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.
CE-SLO 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-SLO 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-SLO 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.

Course Student Learning Outcomes (C-SLO)

Student Learning Outcomes for This Course By the end of this course student will be able to:	National Standards Addressed*	CE-SLO Addressed**
1. Demonstrate an understanding of the history and current use of virtual reality experiences in education	NETS 1, 2, 6 NRC 8 NBPTS 2, 4	CE 2, 3, 5
2. Recognize and describe the different types virtual field trips that are suitable for educational purposes.	NETS 1, 7 NRC 1, 3, 7 NBPTS 1, 2	CE 2, 6
3. Create a resource of potential virtual field trips for classroom use.	NETS 2, 5 NRC 1, 3 NBPTS 1,	CE 2, 6
4. Describe the components of a virtual field trips.	NETS 1, 5, 7 NRC 6 NBPTS 2	CE 1, 2, 6
5. Create lesson plans centered around a virtual field trips that meets specific subject matter standards and/or frameworks.	NETS 2, 3 NRC 2 NBPTS 1, 2, 3	CE 4, 5
6. Develop a virtual field trip and have it posted on Moodle	NETS 4, 5 NRC 2, 3 NBPTS 5	CE 1, 2, 4
7. Identify, evaluate, and use resources for further study in the area of virtual field trips.	NETS 1, 3, 7 NRC 1, 4 NBPTS 2,	CE 2, 4, 6

8. Use the Internet in ways that make teaching and learning more efficient, exciting, and educational.	NETS 2, 5 NRC 8 NBPTS 1, 2	CE 3, 4, 5
9. Identify, select, and use hardware and software technology resources specially designed for use by K-12 students to meet specific teaching and learning objectives.	NETS 2, 6, 7 NRC 2, 3 NBPTS 2, 3	CE 2, 4
10. Plan and teach student-centered learning activities and lessons in which students apply technology tools and resources.	NETS 2, 5, 6, 7 NRC 8 NBPTS 1	CE 2, 4, 6
11. Guide collaborative learning activities in which students use technology resources to solve problems in the subject area(s).	NETS 2, 4, 6 NRC 2 NBPTS 3	CE 2

* 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
Welcome Module	• Introduction video • Course Syllabus • Introduce Yourself Forum	
Module 1 – Virtual Field Trips Pedagogical Value	• Study the Module Resources • 1.1 Pedagogical Value Paper • 1.2 Pedagogical Value Forum	100 pts 15 pts
Module 2 – Virtual Field Trip Reviews	• Study the Module Resources • 2.1 Virtual Field Trip Reviews • 2.2 Virtual Field Trip Reviews Forum	100 pts 15 pts
Module 3 – Virtual Field Trips Research and Resources	• Study the Module Resources • 3.1 Annotated List of Resources • 3.2 Resources Forum	100 pts 15 pts
Module 4 – Virtual Field Trips Deconstruction	• Study the Module Resources • 4.1 A Virtual Field Trip Deconstruction • 4.2 Virtual Field Trip Deconstruction Forum	100 pts 15 pts
Module 5 – Virtual Field Trip Lesson Planning	• Study the Module Resources • 5.1 Virtual Field Trip Lesson Plan • 5.2 Virtual Field Trip Lesson Plan Forum	100 pts 15 pts
Module 6 – Flowcharting 101	• Study the Module Resources • 6.1 Create a Simple Flowchart • 6.2 Flowchart Forum	100 pts 15 pts
Module 7 – Comprehensive Virtual Field Trip Design	• Study the Module Resources • 7.1 Present Detailed Virtual Field Trip Design • 7.2 Virtual Field Trip Design Forum	100 pts 15 pts
Module 8 – Build Your Virtual Field Trip	• Study the Module Resources • 8.1 Present your Completed Virtual Field Trip • 8.2 Culminating Project Forum	180 pts 15 pts

Module Title	Module Assignments and Activities	Points Possible
Module 9 – Alternate Project of Your Own Design	9.1 Alternate Project 9.2 Alternate Project Forum	
Course Wrap-up – Grading and Evaluation	- Final Reflection Forum - Course Evaluation - Course Completion Checklist - Grade Request / Transcript Request	
	TOTAL POINTS	1,000 pts

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 <i>exhibit</i> clear, engaging, and confident oral communication – in both individual and group settings – and will critically <i>evaluate</i> content and delivery components.
FPU-SLO 2	Written Communication: Students will <i>demonstrate</i> proficient written communication by <i>articulating</i> a clear focus, <i>synthesizing</i> arguments, and utilizing standard formats in order to <i>inform</i> and <i>persuade</i> others.
FPU-SLO 3	Content Knowledge: Students will <i>demonstrate</i> comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
FPU-SLO 4	Reflection: Students will <i>reflect</i> on their personal and professional growth and <i>provide evidence</i> of how such reflection is utilized to manage personal and vocational improvement.

FPU-SLO 5	Critical Thinking: Students will <i>apply</i> critical thinking competencies by <i>generating</i> probing questions, <i>recognizing</i> underlying assumptions, <i>interpreting</i> and <i>evaluating</i> relevant information, and <i>applying</i> their understandings to new situations.
FPU-SLO 6	Moral Reasoning: Students will <i>identify</i> and <i>apply</i> moral reasoning and ethical decision-making skills, and <i>articulate</i> the norms and principles underlying a Christian worldview.
FPU-SLO 7	Service: Students will <i>demonstrate</i> service and reconciliation as a way of leadership.
FPU-SLO 8	Cultural and Global Perspective: Students will <i>identify</i> personal, cultural, and global perspectives and will employ these perspectives to <i>evaluate</i> complex systems.
FPU-SLO 9	Quantitative Reasoning: Students will accurately <i>compute</i> calculations and symbolic operations and <i>explain</i> their use in a field of study.
FPU-SLO 10	Information Literacy: Students will <i>identify</i> information needed in order to fully understand a topic or task, <i>explain</i> how that information is organized, <i>identify</i> the best sources of information for a given enquiry, <i>locate</i> and critically <i>evaluate</i> sources, and accurately and effectively <i>share</i> that information.