

PRDV 70017

Using Web 2.0 Tools to Motivate and Manage Students

Framingham State University

1 Semester Hour

Dates (4 weeks)

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Course Description:

Learn how to use a variety of simple, yet powerful, web 2.0 tools that will help you manage student behavior as well as motivate students, focus their attention on learning, and do it in fun and engaging ways! Many resources discussed in this course integrate with Google Apps for Education and/or Chrome.

Session 1:

You will learn how to use the free online tool called Padlet as well as QR Codes to create virtual dipsticks, tickets to leave, for collaborative notetaking, activators and other curriculum related 'walls.' QR codes will help your students become more independent learners in the classroom.

Session 2:

You will learn how to use ClassDoJo to help manage student behavior and activity in your classroom. You will add your own students, learn how to award progress, how to see results/data, and finally, learn how to use this tool for a wide variety of purposes in the classroom.

In this session we will use a backchannel to share ideas of how you plan to use ClassDoJo in your classroom. This quick and simple conversation tool helps keep students stay focused while listening to a speaker or watching a video.. and more.

Session 3:

You will learn about a few apps and tools that let you poll kids for ideas and help in making decisions. You will learn how to use Plickers as a student response system .. no need for voting devices or 1:1 access ! Decide Now and Stick Pick are great apps that help you randomly (or not!) select students for responses or make decisions in the classroom.

Session 4:

Learn about Socrative, Formative, Quizizz and Kahoot! as a more formal formative assessment and student response tool.

Standards:

This course supports the following national standards (on which MA standards are based):

NETS (National Educational Technology Standards) - Educational Technology Standards for All Students:

<http://www.iste.org/standards/nets-for-students.aspx#Anchor-NETS-49575>

1. Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

- a. Apply existing knowledge to generate new ideas, products, or processes
- b. Create original works as a means of personal or group expression

2. Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

- a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
- b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats

Course Information: Semester:

Location: Online One graduate credit

Course Objectives: Upon completion of this course, participants will be able to:

1. Utilize technology tools to build a rich classroom community
2. Utilize technology to motivate all learners in a variety of modalities
3. Utilize technology to help assess and manage student understanding

Course Expectations:

Participants are expected to complete all readings and assignments as well as post reflections in the weekly online discussions. Postings should be made early in each Module to foster deep and ongoing conversation. Rubrics for the Discussion forums and the final project are provided. You must have access to the Internet and/or chosen application(s) for the final project lesson plan and must complete assignments by their due dates. Final project is due within one week after the final class session. Grading is outlined below.

Course materials are available on the course site:

Prerequisite Skills:

Participants are expected to have a basic knowledge of how to use a Web browser (Safari, Chrome, for example), navigate a computer system (saving files, attaching files), and a fundamental knowledge of basic applications such as word processing.

Course Content/Outline:

Pertinent Materials: Syllabus

Online Discussion Rubric

Course Requirements:

It is expected that you comply with the Course Expectations and Rubrics. You must participate and complete activities as outlined in each module and as outlined in the course rubrics.

Grading will be based on the projects and activities completed, active and timely participation in classroom discussions and activities, and demonstration understanding of class material.

Grading as follows:

Welcome/Introductions Forum 10%

Discussion Forum Contributions 50%

◇ Reflection/comprehension of readings

◇ Original contributions

◇ Responses to others

Quiz Creation 40%

Academic Honesty Policy:

“Integrity is essential to academic life. Consequently, students who enroll at Framingham State University agree to maintain high standards of academic honesty and scholarly practice. They shall be responsible for familiarizing themselves with the published policies and procedures regarding academic honesty. Academic honesty requires but is not limited to the following practices: appropriately citing all published and unpublished sources, whether quoted, paraphrased, or otherwise expressed, in all of the student’s oral and written, technical and artistic work.”

<i>Category</i>	<i>Exceeding</i>	<i>Meeting</i>	<i>Approaching</i>	<i>Not Meeting</i>
Participation in Discussion	Consistently responds to postings early in the session; demonstrates good self initiative	Responds to most postings midway through session; requires occasional prompting to post	Responds to most postings toward the end of the session, after initial discussion; limited initiative	Does not respond to most postings; rarely participates freely
Relevance of Post	Consistently posts topics related to discussion topic; cites additional references related to topic	Frequently posts topics that are related to discussion content; prompts further discussion of topic	Occasionally posts off topic; most posts are short in length and offer no further insight into the topic	Posts topics which do not relate to the discussion content; makes short or irrelevant remarks
Contribution to the Learning Community	Aware of need of community; frequently attempts to motivate the group discussion; presents creative approaches to topic	Frequently attempts to direct the discussion and to present relevant viewpoints for consideration by group; interacts freely	Occasionally makes meaningful reflection on group’s efforts; marginal effort to become involved with group	Does not make effort to participate in learning community as it develops; seems indifferent