

**COLLEGE OF EDUCATION
SCHOOL OF TEACHING AND LEARNING
EME 5405: USING THE INTERNET IN EDUCATION**

1. Course Number: EME 5405

2. Title of Course: Using the Internet in Education

3. Course Credit Hours: 3 credit hours

4. Instructor Contact Information

Name: Melissa McCallister

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Course Designer

Name: Kara Dawson, PhD

Email: dawson@coe.ufl.edu

5. Class Meeting Times and Office Hours

This is an online class. Office hours will be scheduled for each semester in which the course is offered using Skype, Hangout, telephone or another technology proposed by students.

6. Course Description

This course focuses on how educators can leverage the Internet as a tool to simultaneously support curriculum standards and the goal of helping students become impactful digital citizens. Students will have a chance to explore strategies, tools and concepts that enable digital citizenship to become an integral part of any curriculum. The course is primarily designed for K-12 educators and teacher educators but educators from all contexts will benefit from thinking about how they can integrate digital citizenship in their curriculum. Students will have an opportunity to use a variety of Internet-based tools, engage in online community and develop plans for applying content learned to their own unique professional contexts.

7. Course and Student Learning Objectives

By the end of the course students should be able to:

1. Critically analyze popular digital citizenship curriculum resources
2. Identify and use a variety of Internet-based tools to support teaching, learning and digital citizenship
3. Plan ways the Internet can be used to enable students to make contributions that matter while meeting curriculum standards
4. Recognize and develop ways to support effective online discourse
5. Identify networking resources to support professional learning
6. Recognize and develop ways to support online information literacy
7. Participate in an online community via discussions, peer review and other forms of communication
8. Use a variety of Internet-based tools that support teaching and learning

9. Required Textbook and Resources

Required books and readings

Mattson, K. (2017). *Digital citizenship in action: Empowering students to engage in online communities*. Eugene, OR: International Society for Technology in Education. This book is available as an e-book from the <http://iste.org> or as a hardcopy via the same site or through other sites such as Amazon.

Other readings will be provided within the course shell.

Hardware and Software requirements:

- A computer with a headset (microphone and headphones) connected to the Internet
- A web browser (a recent version of Firefox, Chrome, Internet Explorer etc.)

9. Course and University Policies

Our class sessions may be audio and/or visually recorded for students in the class to refer back and for enrolled students who are unable to attend live, primarily due to health-related concerns. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

9a. Class attendance, make-up assignments and other work

Attendance is expected and excessive absences though not anticipated in a graduate level course, will adversely influence final grades. Attendance in online courses can be inferred from the number of times students access the course and the amount of time spent within the course. It can also be inferred by the level of interactivity within the course and from attendance at required synchronous sessions. Acceptable reasons for absences include illness, serious family emergencies, special curricular requirements, military obligation, severe weather conditions, religious holidays, and participation in official University activities. Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) are also excused. Please communicate with the instructor about excused absences in advance whenever possible. "Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

<http://gradcatalog.ufl.edu/content.php?catoid=12&navoid=2750#attendance>

Late work is not accepted except in extremely unusual circumstances. Extremely unusual circumstances must be discussed with the instructor PRIOR to due dates. *Incomplete grades are not given.* Please plan accordingly and finish all work during the scope of this course.

All assignments will be graded within one week of the due date; please check your feedback regularly. It is unlikely assignments submitted early will be graded early. Late assignments will not be graded except in extremely unusual circumstances. Extremely unusual circumstances must be discussed with the instructor PRIOR to due dates.

Assignments should be presented in a neat and concise manner. Consider what you expect in terms of quality from individuals that you are teaching, coaching or supervising.

9b. Accommodations for Students with Disabilities

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

9c. UF Student Honor Code

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

The UF Student Honor Code and Student Conduct Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor.

9d. Online Course Evaluation Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

9e. Campus Resources

Health and Wellness

U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352-392-1575 so that a team member can reach out to the student.

Counseling and Wellness Center: <https://counseling.ufl.edu/>, 392-1575

Sexual Assault Recovery Services (SARS): Student Health Care Center, 392-1161.

University Police Department: 392-1111 (or 9-1-1 for emergencies). <http://www.police.ufl.edu/>

Academic Resources

E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. <https://lss.at.ufl.edu/help.shtml>

Career Connections Center, Reitz Union, 392-1601. Career assistance and counseling. <https://career.ufl.edu/>

Library Support, <http://cms.uflib.ufl.edu/ask> Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. <http://teachingcenter.ufl.edu/>

Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>

Student Complaints On-Campus: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>

On-Line Students Complaints: <https://distance.ufl.edu/student-complaint-process/>

10. Methods of Student Evaluation

10a. Course Requirements

The following course requirements are discussed briefly below and in more detail within the course shell: (1) Online content and participation, (2) Plan for contributions that matter, (3) Professionalism.

Online Content and Participation (65%).

You will be expected to complete weekly assignments. These activities are aligned to the course objectives and detailed in our course shell. The assignments include readings, contributing to discussions, participating in collaborative projects and completing other assignments related to course content. Each assignment will be assessed based on how well criteria outlined in the assignment are met.

Plan for contributions that matter (25%).

The required book discusses ways that educators can design Internet-based activities that meet curriculum standards, engage students as digital citizens and enable students to make contributions to society. You will develop a plan for such an activity that you could implement within your context. You receive feedback on the first draft of your activity plan from your peers during Week 6 of the course. Your final activity plan will be due the last week of class. More details can be found in our course shell.

Professionalism (10%)

This is a “catch all” category for things such as attendance, participation, completion of weekly assignments and professional demeanor, etc. Attendance and participation can be inferred from the log files related to time spent in course and participation in forums and other collaborative activities such as synchronous sessions. Professional demeanor can be inferred from the content and quality of forum postings and other online interactions as well as in personal interactions with the instructor.

10b: Grading Scale

Incomplete grades are not given.

- A 93-100%
- A- 90-92%
- B+ 87-89%
- B 83-86%
- B- 80-82%
- C+ 77-79%
- C 73-76%
- C- 70-72%
- D+ 67-69%
- D 63-66%
- D- 60-62%
- E 59% and below

11. Tentative Schedule of Topics and Assignments

Please consult our Canvas shell for the most up-to-date information

| Week /Topic | Reading(s) | Assignments due Sunday each week unless specified otherwise |
|------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| Week 1: Introduction | NetSmartz (https://www.netsmartz.org/Home) Common Sense Media (https://www.commonsense.org/education/digital-citizenship) | Digital introductions Analysis of digital citizenship curricula |
| Week 2: Creating space for digital citizenship | Chapter 1 (Creating space for digital citizenship) | Discussion post: Screencast and SWOT analysis of a tool to support online community |
| Week 3: Helping students make contributions that matter | Chapter 2 (Acknowledging student voice in digital spaces) Chapter 3 (Helping students understand their role in digital communities) Chapter 6 (Making contributions that matter) | Discussion post for "Plan for contributions that matter" Identify salient quote FlipGrid practice |
| Week 4: Effective discourse online | Chapter 4 (Participating through respectful discourse) | Discussion of salient quotes Contribute to class wiki-Internet-based resources to support empathy (Due Week 5) |
| Week 5: Networking in digital spaces | Chapter 5 (Networking to make meaningful connections) | Identifying networking resources |
| Week 6: Information literacy | Colglazier, W. (2017). Real Teaching in an Era of Fake News. <i>American Educator</i> , 41(3), 10-11. | Presentation guide First draft of "Plan for contributions that matter" |
| Week 7: Revisiting digital citizenship curricula | | Peer review: "Plan for contributions that matter" Re-analysis of digital citizenship curricula |
| Week 8: Wrap-up | | Plan for contributions that matter Course evaluations Professionalism (optional) |