2022-2023 Three-Credit Hour Course: Designing a Virtual Field Trip

- ▶ **Audience:** *West Virginia Teachers and Administrators*
- ▶ **Type:** *Self-Paced with Rolling Enrollment*
- ▶ **Enrollment:** *September 1, 2022 - April 14, 2023*
- ▶ **Duration:** *September 1, 2022 - May 19, 2023*

Description: This course will enable participants to use Internet resources to design a "virtual field trip" for their students. Participants will become familiar with the strategies and resources that educators use to design these field trips as well as tips and tricks to ensure their success. By the end of this course, participants will have designed an effective and engaging virtual field trip that is aligned to the West Virginia College- and Career-Readiness Standards.

Course Goals:

- ▶ *Understand what a virtual field trip is and some of the advantages they have over traditional on-site field trips.*
- ▶ *Know how virtual field trips can be integrated into classroom instruction.*
- ▶ *Know where to locate resources and web sites to learn more about virtual field trips.*
- ▶ *Recognize the components to be addressed when planning a virtual field trip.*
- ▶ *Demonstrate how virtual field trips reflect the West Virginia College and Career Readiness Standards, the West Virginia Technology and Computer Science Standards, and the ISTE Educational Technology Standards for Students.*
- ▶ *Understand the formats that are possible for the development of a virtual field trip.*
- ▶ *Know how to correctly identify and properly select multi-media resources to be considered for a virtual field trip.*
- ▶ *Understand the value of the assessment of student assignments and/ or work products completed for a virtual field trip.*
- ▶ *Understand the planning, design, and development required to create a multi-media virtual field trip.*
- ▶ *Demonstrate their understanding of virtual field trip design and development by completing an evaluation of a field trip they have implemented with their students.*
- ▶ *Understand the role self-assessment and reflection play in the revision process.*
- ▶ *Determine the degree to which higher-order thinking skills are present in their field trip.*
- ▶ *Understand that student learning may be assessed through the activities generated from implementation of a virtual field trip.*
- ▶ *Identify revisions, edits, and additions to be made to their virtual field trip.*
- ▶ *Determine the best method to use to publish their virtual field trip.*
- ▶ *Analyze the process by which they created their trip.*
- ▶ *Evaluate the tool they selected to develop their trip.*
- ▶ *Reflect on how they will present and share their virtual field trip with their students.*
- ▶ *Consider potential problems in implementing their virtual field trip.*

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Session Overviews

▸ **Session 1 – Virtual Field Trips - Extending and Enhancing Classroom Instruction**
This session will serve as an introduction to the virtual field trip. You will explore links to available virtual field trips and locate trips that align to your curriculum and content standards and objectives.

▸ **Session 2 - Planning the Trip**
In this session you will (NETS•S), ISTE's Educational Technology Standards for Students, West Virginia Standards for the subjects you teach and the West Virginia Technology and Computer Science Standards. Next, you will decide where you would like to go on your Virtual Quest for Adventure. You will utilize your Field Trip Planner and provide the introductory activity, title, welcome, state and national standards/ objectives, topic with subtopics, student work products, and assessment(s) for your field trip. By the end of this session, you will select a format for your field trip. You will implement the virtual field trip you chose during Session 1.

▸ **Session 3 - Empowering Students: Setting Goals**
Adding multi-media resources to your virtual field trip can enhance the learning experience and bring the trip to life. One of the most appealing features of an online adventure is the breadth and wealth of available electronic resources. As students assume the role of researchers on an online adventure, they are able to explore and investigate these resources at their own pace. This student engagement heightens their learning experience. As you explore the technology tools in this session, think about how you might work them into your virtual field trip to create a media-rich learning opportunity. You will also reflect upon the assessment of the virtual field trip you implemented during Session 2.

▸ **Session 4 – Creating the Trip**
Your planning is complete, and you are now ready to design your virtual field trip with the assistance of several tutorials provided throughout this session. You will wrap up your previous field trip implementation with your students as you complete the "Is the Tour Better in Person" virtual field trip evaluation. This will be a very rewarding session!

▸ **Session 5 – Assessing the Trip**
In this session you will also focus on the evaluation of student learning during and after a virtual field trip. You will read about self-assessment practices and review the revised Bloom's taxonomy to help assess whether or not your virtual field trip targets higher-order thinking skills.

▸ **Session 6 – Sharing the Trip**
In the final session of the course, you will reflect on how you will implement and share your virtual field trip with your students. The readings and tasks for this session will assist you with the publication/ sharing of your trip. The session reflection will focus on your evaluation of the process and the tools you used to construct your project. Finally, you will consider initiating a global field trip as a future instructional activity.

Course Grades

All grades in the course gradebook must be a checkmark for successful course completion. A checkmark indicates that all work has been completed and the work meets the expectations for that assignment. Quiz scores must meet the minimum expectations as stated in the course.

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