



# 2022-2023 Three-Credit Hour Course: Using the Web for Classroom Instruction

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

**Description:** With an abundance of information easily available on the Internet, teaching students to be critical locators, assessors, readers, and contributors of online content helps students develop 21st century skills. Integrating high-quality Internet resources in the classroom is an important part of teaching these skills. While many rich resources are available, they are only useful if educators can find them. Today, a search engine is only part of the toolset; Web 2.0 tools like blogs, microblogs, and social bookmarking enable us to find the best resources from other people. Participants in this course will explore the range of educational materials available on the Internet and develop a varied approach that uses both computer and human networks to find these resources. This approach not only allows educators to find better and more diverse resources, but also saves time. As a context for integrating these resources more effectively, participants will explore several teaching strategies for better digital media literacy. Participants will leave the course with an emerging personal learning network (PLN) that they may continue to nurture and a collection of web resources appropriate for classroom use.

## Course Goals:

- ▶ Choose a unit of study based on their WV Standards.
- ▶ Integrate web-based resources to promote digital media literacy.
- ▶ Learn about tagging to organize web information.
- ▶ Select a social bookmarking tool to curate a collection of web resources for their classroom,
- ▶ Set up and use an RSS reader account.
- ▶ Set up and use a Twitter account.
- ▶ Practice searching with Google and set up a Google Alert.
- ▶ Locate web-based infographics, timelines and videos that align with a unit of study.
- ▶ Explore how visual search tools can support the Universal Design for Learning framework (UDL).
- ▶ Search for images on Google Image, Flickr, and the deep web that align with a unit of study.
- ▶ Use Web 2.0 tools to locate web-based resources that align with a unit of study.
- ▶ Create an outstanding list of ten (10) exceptional web-based resources that align with the WV Standards and a unit of study to use in their classroom.



## Session Overviews

### ▶ **Session 1 – Promoting Digital Media Literacy**

*Integrating web-based resources into your classroom helps students develop better digital media literacy. In this session, you will read an overview of the research around media literacy and learn about strategies for teaching media literacy skills. Throughout the course, you will identify web-based resources\* you would like to use with your students. To make it easier to find, collect, and organize these resources, you will learn how to use web-based tools to help you curate the web. You will share how you currently find and use web-based resources and reflect on how you might expand and deepen your approach to using these resources with your students.*

*Note: Resources to be included in your Course Project are to represent ten (10) separate and specific web-based resources. Avoid resources that are websites directing you to multiple resources. Resources are not to require passwords and/ or logins, require a sign-up, charge a fee, need to be downloaded, or display as an app.*

### ▶ **Session 2 - Using Your Personal Learning Network (PLN)**

*During this session, you learn about personal learning networks (PLNs) so that information is coming to you, and you are learning about educational resources from other people. You will learn about Real Simple Syndication (RSS) and how to use a feed aggregator to collect this information in one place. You will explore blogs and “tweets” from numerous sources with the goal of finding and subscribing to the best sources of information.*

### ▶ **Session 3 - Better Searching with Google**

*While there are many options, Google is the most used search engine on the Internet, handling billions of searches each day. In this session, you will learn advanced strategies for using Google to search more effectively. You will read through several lesson plans for teaching students how to search for information and practice advanced searching strategies to find resources for a particular lesson or unit you teach. You will learn how to set up a Google Alert so that Google contacts you with new search results for your topic of interest.*

### ▶ **Session 4 – Visually Exploring Information**

*Text heavy search results, such as what Google provides, may not always be ideal. An increasing number of organizations are now working to develop visual search engines, where results are presented graphically. Information graphics or infographics are graphic visual representations of information, data, or knowledge intended to present complex information quickly and clearly. In this session, you will read some of the Universal Design for Learning framework to understand the importance of providing students with multiple means of representation. You will also explore its relevance to the functionality provided by visual search engines. Finally, you will practice using several of these tools and assess which might work best in your classroom.*

### ▶ **Session 5 – Finding and Teaching with Digital Images**

*Using digital images with students, both still and moving, can increase their engagement and even improve their critical thinking and language skills across content areas. In this session, you will explore the Visual Thinking Strategies curriculum and a variety of lesson plans to gain instructional strategies for incorporating visual literacy in your classroom. You will learn about the image collections that reside on the “Deep Web”, the parts of the Internet that are not indexed by*



*popular search engines and discover how to use various databases to find images with no copyright restrictions. During your exploration, you will find images that support a lesson or unit you teach and then share one of these images in the reflection along with a summary of your implementation plan.*

▶ **Session 6 – Web 2.0 Tools for Creating and Sharing Knowledge on the Web**

*Throughout this course, you have discovered the wealth of content that can be found online. You will leave with a curated collection of resources to utilize in your classroom. In this last session, you will learn how you can use Web 2.0 tools to create your own content to share with students and how to help students use Web 2.0 tools to demonstrate their own understandings that can be easily shared with you and their peers.*

### **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.

