The Read/Write Web

EDU 653
Fall 2016
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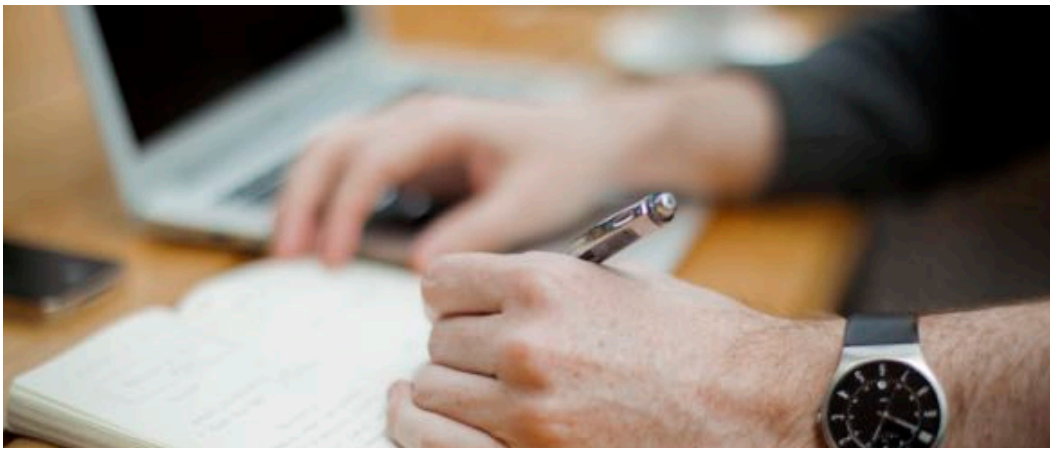

"The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn."

Alvin Toffler, futurist

"Web 1.0 was all about connecting people. It was an interactive space, and I think Web 2.0 is, of course, a piece of jargon, nobody even knows what it means. If Web 2.0 for you is blogs and wikis, then that is people to people… I think that blogs and wikis are two things which are fun. I think they've taken off partly because they do a lot of the management of the navigation for you and allow you to add content yourself. But I think there will be a whole lot more things like that to come -- different sorts of ways in which people will be able to work together." ~ Tim Berners-Lee, originator of the world wide web, 2006

First coined in 2003 as the name of a blog covering the tech beat, the idea of the "read/write" web continually evolves, often on a daily basis, as new frameworks for teaching and learning emerge, more technologies are developed, and teachers innovate in their own unique contexts.

Through course readings, asynchronous discussions, and examination of various case studies and technologies, students will gain a fuller understanding of the pedagogical, social, and technical decisions to be made when designing learning experiences for their students and colleagues when utilizing the web.

Each week, rather than trying to read, view, and participate in "everything" related to any particular topic related to the read/write web, we will explore and discuss one article/chapter and one video/webinar deeply, then move to examine the questions and ideas that emerge from that reading/viewing experience in light of your own teaching context.

Also, each week you will use a web-based tool to examine the topic as students might in your own classroom. By engaging in a "rapid prototyping" process with each of the web-based tools, you will have an opportunity to consider its affordances and constraints, as well as the possibilities for your own classroom.

As a culminating project, you will partner up to design a Personal Digital Inquiry. The goal of the PDI is to plan series of lessons and experiences for your students/colleagues (but not, at this moment, to fully integrate, teach, and assess the project).

Finally, you will participate in a variety of ed tech activities such as Twitter chats, webinars, reading and responding to blogs, or other related tasks. Taken in sum, your PDI will help you chart a roadmap for continued professional learning.

Cycle of weekly work in EDU 653

- **Sunday – Monday**: Initial reactions and questions on shared reading documents and videos; individual exploration of web-based tools
- **Tuesday – Thursday**: Responses to classmates' initial posts to deepen the conversation; begin rapid prototyping of web-based tools
- **Friday – Saturday**: Summary and reflection on reading and viewing; sharing your sample of student work with web-based tool

Course Outline

- Pre-Class Work: ISTE NETS
- Sign up for Vialogues and Kami

Week 1 (10/24-10/29)

- Digital Literacies (Belshaw)
- Initial posts (S/M); peer responses (T/W/Th); reflections and sample of student work (F/S)

Week 2 (10/30-11/6)

- Triple E Framework (Kolb)
- Initial posts (S/M); peer responses (T/W/Th); reflections and sample of student work (F/S)

Week 3 (11/6-11/12)

- New Literacies (Leu et al)
- Initial posts (S/M); peer responses (T/W/Th); reflections and sample of student work (F/S)

Week 4 (11/13-11/19)

- Information Literacy (Head)
- Initial posts (S/M); peer responses (T/W/Th); reflections and sample of student work (F/S)

Week 5 (11/20-11/26)

- Connected Learning (Ito et al)
- Initial posts (S/M); peer responses (T/W/Th); reflections and sample of student work (F/S)

Week 6 (11/27-12/3)

- Media Literacy (Hobbs)
- Initial posts (S/M); peer responses (T/W/Th); reflections and sample of student work (F/S)

Week 7 (12/4-12/10)

- Connected Reading (Turner & Hicks)
- Initial posts (S/M); peer responses (T/W/Th); reflections and sample of student work (F/S)

Week 8 (12/11-12/16)

- Open Education Resources
- Initial posts (S/M); peer responses (T/W/Th); no summary/reflection required; sample of student work
    - Personalized Digital Inquiry

"Your assumptions are your windows on the world. Scrub them off every once in a while, or the light won't come in." — Isaac Asimov

Cycle of Discussion, Response, and Reflection

Each week, we will engage in a recursive process of discussing an article/chapter about a read/write web framework as well as a video or webinar related to that framework.

As with all graduate course work, I expect that you will engage substantively with the content as well as with your colleagues.

1. Initial Ideas and Questions

During the first part of the week (Sunday and Monday), you will login to our shared documents on Kami and Vialogues to offer your own initial ideas and questions related to the text and video. Your goal here is to demonstrate depth of thought about issues related to teaching and learning with web-based tools. While there are no minimum word counts or exact number of responses that you are required to contribute, you will be evaluated on your overall participation (criteria below).

For a good list of prompts that are applicable across grade levels and contexts, see Terry Heick's post on TeachThought: http://www.teachthought.com/pedagogy/literacy/19-reading-response-questions-self-guided-response/

Deepening the Conversation

Then, on Tuesday, Wednesday, and Thursday of each week, you will respond to your classmates' initial posts and deepen the conversation. Again, there are no minimum number of replies expected, nor a length to those replies. Instead, the goal is to push the conversation forward in a critical, yet respectful manner.

A good source for "probing questions" is the National School Reform Faculty (page 2 in PDF): http://www.nsrfharmony.org/system/files/protocols/probing_questions_guide.pdf

During this time of the week, you will also create a "rapid prototype" with one of the selected ed tech tools. The goal here is not for anything close to perfection. Instead, you should

aim to explore the tool deeply, noting its affordances and constraints.

The way in which I approach my own exploration of ed tech tools is to ask myself two questions:

- What does this tool assume about teachers and teaching?
- What does this tool assume about students and learning?

You'll share your attempt on Bb.

Summary and Reflection

As we move to the end of each week, you will summarize and reflect on what you have read, viewed, and experienced over the course of the week. You will post your summary/reflection in Bb by noon on the Sunday after the week. For instance, the end of week 1 is Saturday, October 29 and your post is due by 12:00 EST on Sunday, October 30.

Rapid Prototyping of an Educational Technology

Each week, you will be introduced to a different type of web-based tool. Each week, you will create a "rapid prototype" of a sample student project. The sample does not need to be perfect, but will demonstrate that you have examined the tool.

Evaluation of Weekly Participation

75 points per week x 8 weeks = 600 points total

Full 75 points for participation – develop and post your own insightful responses and questions; respond thoroughly and thoughtfully to classmates; reflect and summarize key ideas; share a substantive attempt to rapidly prototype a sample student project.

60 points for participation – adequately meets criteria for participation

50 points – minimally meets criteria for participation

Scaled at less than 50 points – does not meet criteria for participation

Personal Digital Inquiry (PDI) Project (400 points)

Over the 8 weeks of the course, you will work with a partner (who we will identify in the first week of class) to develop a Personal Digital Inquiry (PDI) project. In essence, this is a project plan that you will design… not a project that you need to design, implement, and assess in just two months. A template for the plan will be provided.

Regular Meetings

As a way to synthesize the major ideas from the course with a classmate and engage in thoughtful planning, you will schedule at least four phone/video conversations of 30-60 minutes with your partner.

You and your partner will also schedule at least two conversations of 30-60 minutes with Dr. Hicks.

Additional Requirements

In order to complete the PDI project, you will engage in 8 additional hours of professional learning (apx one hour per week). Activities could include:

- Participating in a live Twitter chat
- Participating in a live webinar
- Reading and responding to other educators' blogs
- Or other ed tech related tasks that you find pertinent

Global Campus Library Services (GCLS)

CMU offers you a full suite of library services through its Global Campus Library Services (GCLS) department. Reference librarians will assist you in using research tools and locating information related to your research topic. The library's Documents on Demand office will help you obtain copies of the books and journal articles you need. Check out the GCLS website at http://gcls.cmich.edu for more information.

Reference librarian contact information:

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2. By email: gclsref@cmich.edu
3. By online form: http://www.cmich.edu/library/gcls/Pages/Ask-a-Librarian-Request-Form.aspx

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The CMU Writing Center is a free online service for all CMU students, providing help with grammar, citations, bibliographies, drafts, and editing of academic papers. Suggestions and feedback are typically provided within two business days. For additional information and to submit work, visit http://global.cmich.edu/student/writing-center.aspx

Mathematics Assistance Center

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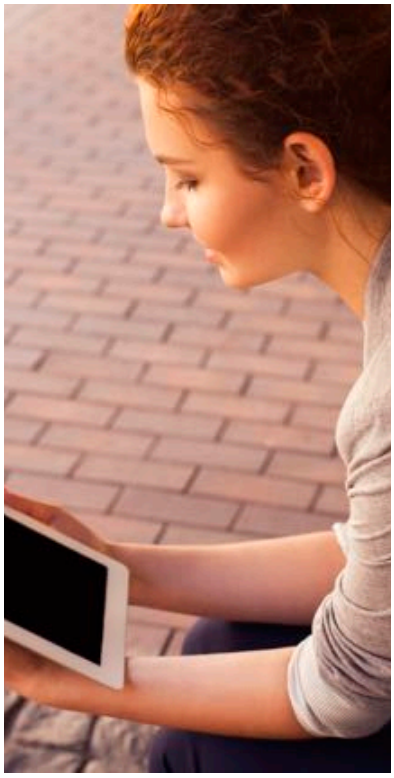
Academic Integrity

Because academic integrity is a cornerstone of the University's commitment to the principles of free inquiry, students are responsible for learning and upholding professional standards of research, writing, assessment, and ethics in their areas of study. Written or other work which students submit must be the product of their own efforts and must be consistent with appropriate standards of professional ethics. Academic dishonesty, which includes cheating, plagiarism and other forms of dishonest or unethical behavior, is prohibited. A breakdown of behaviors that constitute academic dishonesty is presented in the CMU Bulletin (https://bulletins.cmich.edu/).



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As guides for individual and group actions within this community, the University affirms the general principles of conduct described in the Code of Student Rights, Responsibilities and Disciplinary Procedures at https://www.cmich.edu/ess/studentaffairs/Pages/Code-of-Student-Rights.aspx.