

FYS 100 Section U:

Pioneering Web 2.0 Learning Tools in the Classroom---and Beyond.

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I'm excited at the opportunity to explore, learn with and from, and teach first-year Carroll students "21rst century" learning tools such as blogs, wikis, podcasts, social networks, and Youtube.™ The idea for this course emerged from the year I spent writing an educational community blog "Curious David" for the online version of the *Milwaukee Journal-Sentinel* (<http://www.jsonline.com/index/index.aspx?id=10>). That year of writing was transformative for me as I learned from elementary and secondary school teachers, high school students, virtual school advocates, and retired faculty about the challenges they faced promoting learning.

In this first-year seminar we shall focus on some of the 25 free learning tools described by educator Jane Hart, founder of the Centre for Learning & Performance Technologies (C4LPT):

<http://www.c4lpt.co.uk/25Tools/index.html>.

To what degree can these web tools truly enhance student learning? To what degree are they just "cool" tools? Could they be used to develop critical thinking? Do they improve or degrade communication skills? Might they be applied to fostering cross-cultural or international understanding? Might they strengthen or weaken writing skills? What are their weaknesses or dangers? Should they complement or replace 20th century learning skills/tools? How can one evaluate their effectiveness?

I look forward to your pioneering with me preliminary answers to these questions and to your assisting me in communicating our findings to a wider community. This course will involve an extensive amount of reading, writing, discussing, and presenting in addition to much supervised, hands-on use of Web 2.0 learning tools. I also think it will be a lot of fun!

Required Readings (3):

Doctorow, C. (2008). *Little Brother*. New York: Tom Doherty Associates. See also

<http://video.google.com/videoplay?docid=-715862862672743260>

And

<http://www.youtube.com/watch?v=QT7p231Cfxk>

Hacker, D. (2008) 6th edition. *Rules for Writers*. Boston: Bedford/St. Martins. See <http://dianahacker.com/rules>

Stefanic, S. (2007). *dispatches from blogistan*. Berkeley: New Riders. See <http://www.dispatchesfromblogistan.com/hotlinks/>

Important urls (Be sure and visit them.):

<http://dispatchesfromblogistan.com>

<http://www.dispatchesfromblogistan.com/interview-with-cory-doctorow/>

<http://www.jsonline.com/story/index.aspx?id=758451>

<http://craphound.com/>

<http://www.Instructables.com/id/Go-Online-without-Getting-Snooped-Tor-The-Onion-/>

Additional Resources from Which I Shall Draw:

Baron, N. (2008). *Always On: Language in an Online and Mobile World*. New York: Oxford University Press.

Bauerlein, M. (2008). *The Dumbest Generation: How the Digital Age Stupefies Young Americans and Jeopardizes Our Future [Or, Don't Trust Anyone Under 30]*. New York: Penguin

Burrows, T. (2007). *Blogs, Wikis, MySpace and More: Everything You Want to Know About Using Web 2.0 but Are Afraid to Ask*. Chicago: Chicago Review Press.

Frauenfelder, M. (2007). *Rule the Web: How to Do Anything on the Internet---Better, Faster, Easier*. New York: St. Martin's Griffin.

My Goals for this Course:

My intent is to assist you in the transition from high school to college/university---and to investigate with you Web 2.0 learning tools which might be useful across classes and in the workplace. I want to involve you in educational experiences that will develop and enhance your abilities in reading, writing, reflecting, presenting, thinking, and producing.

We shall read, reflect upon, write about, and discuss two books---a work of fiction (or IS it fiction?) and a work of nonfiction. Writing exercises will include short in-class and out-of-class reaction papers, journals, blogs/wikis, and exams. Presentations will be both formal and informal; individual and in small groups. Collaboration will be both with fellow students and with me, a jolly good fellow and a student:~)!

Course Grades:

Grades will be determined using the following scaled based on 600 points (two 100-point exams, one 100 point Web 2.0 learning tool presentation, one 100- point Web 2.0 learning tool “product” (e.g. wiki, blog), one 100-point collaborative Web 2.0 learning tool project with me and fellow students, and one 100 point Final Exam.

A	558 through 600
AB	540 through 557
B	498 through 539
BC	480 through 497
C	420 through 479
D	360 through 419
F	Below 360

Your Responsibilities:

- 1) Attend class attentive, prepared and on time. I consider it rude and inappropriate behavior in my classroom to be doing another class’s homework, using a laptop for purposes unrelated to my course, or sleeping in my class:~)!
- 2) Take all honestly exams and hand in assignments on time. Please contact me (in advance when possible) if there may be extenuating circumstances for failing to meet these responsibilities.
- 3) Participate in making this course successful for all. We can learn **from each other**. I am particularly interested in what you learn from other

classes that might be useful in improving **this** course---or in how tools learned in this course might be useful Carroll-wide.

- 4) Do what I ask you to do when I ask you to do it ---e.g. assignments--- or see me to explain why you are unable to do so.
- 5) Come see me if you are having difficulty in this class.

Here are the urls to the six “Curious David” blogs I asked you to read this summer:

- 1) <http://blogs.jsonline.com/simpson/archive/2007/10/01/just-what-does-a-college-professor-do.aspx>
- 2) <http://blogs.jsonline.com/simpson/archive/2007/10/09/the-3-r-s-revisited-what-is-the-right-stuff.aspx>
- 3) <http://blogs.jsonline.com/simpson/archive/2007/11/04/i-think-i-m-engaged.aspx>
- 4) <http://blogs.jsonline.com/simpson/archive/2007/12/21/how-is-college-different.aspx>
- 5) <http://blogs.jsonline.com/simpson/archive/2008/02/09/ten-resolutions-for-2008.aspx>
- 6) <http://blogs.jsonline.com/simpson/archive/2008/05/14/the-three-quot-rs-quot-of-summer.aspx>

Carroll Policy Statements

Statement on Academic Integrity – The Carroll Academic Integrity Policy is located in your student handbook . I encourage you to familiarize yourself with it. If a student violates this policy in any way, I reserve the right to impose a sanction of failure on the assignment/assessment or failure in the course. If you have questions about appropriate citations, please ask.

Accommodation for Disabilities – Any requests for accommodation must be made through Carroll’s Disability Services Office. I will make appropriate accommodations once I receive notification from that office and meet with you privately.

Modifications to the syllabus: The instructor and Carroll reserve the right to modify, amend, or change the syllabus (schedule, course requirements, grading policy, etc.) as the curriculum and/or program require(s).

Tentative Working Schedule of Topics, Deadlines, Exams

Week of	Topic	Read or be prepared for:
September 02	<p>Introductions to each other, to me, to Carroll, to the course and to Web 2.0 learning tools.</p> <p>What can you do now? What would you like to learn?</p> <p>Read and be prepared to discuss Nicolas Carr's "Is Google Making Us Stupid?" http://www.theatlantic.com/doc/200807/google</p>	<p>Summer Assignments</p> <p>Library and ITS sessions</p>
September 08	<p>Introduction to Web 2.0 Learning Tools:</p> <p>Tools: Facebook, Firefox, gMail, Virtual Worlds</p>	
Friday September 12:	Class discussion of <i>Little Brother</i> Chapters 1-7	
September 15	Tools: Delicious, Google Reader and Twitter	
Monday, September 22:	Class discussion of remaining chapters of <i>Little Brother</i>	
September 22	Tools: Google, WordPress, and Nvu	
Exam 1 (<i>Little Brother</i>) :	100 points Friday, September 26 (100 points)	
September 29	Tools: PBwiki, Flickr, and Slideshare	
Friday Oct. 03	Library IV	
October 06	Tools: PollDaddy, and Yugma	
Friday, October 10:	Class Discussion of <i>dispatches from blogistan</i>	
October 13	Tools: Ustream and Ning	
Exam 2 (<i>dispatches from blogistan</i>)	Friday, October 17 (100 points)	

October 20 **Tools:** Google Calendar, Google Docs, and Freemind

October 27 **Tools:** YouTube, VoiceThread, and Audacity

November 03 Preliminary Presentations

November 10 Preliminary Products

Monday Nov. 17 Library V

November 24 Preliminary Collaborations

December 01 Developing the Carroll-Must-Use Web 2.0 Tools List

December 08 What can you now do?
What learning are you willing to continue?
Reflection and Review of your First Year Seminar.

Final Exam (**100 points**) Friday, December 12 1:00 - 4:00