

**Department of Teaching and Learning**  
**Inquire. Educate. Innovate.**

**Course Information**

<b>Prefix &amp; Number</b>	CIT 609
<b>Title</b>	Internet for Learning
<b>Credits</b>	3
<b>Semester</b>	
<b>Instructor</b>	
<b>Office/Phone/Email</b>	
<b>Class Location</b>	
<b>Office Hours</b>	
<b>Prerequisites</b>	N/A
<b>Course Description (Course Introduction)</b>	CIT 609: Internet for Learning: Examines the potential of the Internet to impact education and learning. Explores a wide range of online resources and how they can be integrated into instruction.
<b>SPA Standards Addressed: Standard Domain Areas Addressed in this Course</b>	The learning outcomes for this course align with the following International Society for Technology in Education (ISTE) Technology Standards for Teachers (ISTE Standards-T) 2008: <a href="http://www.iste.org/standards/standards-for-teacher">http://www.iste.org/standards/standards-for-teacher</a> and the Technology Standards for Coaches (ISTE Standards-C) 2011: <a href="http://www.iste.org/standards/standards-for-coaches">http://www.iste.org/standards/standards-for-coaches</a>
<b>INTASC Principles Addressed in this Course (please insert three subcomponents to them (performance, essential knowledge, and critical dispositions)</b>	The ISTE Standards-T addressed in this course: (1d, 2a, 3a, c, d, 4c and 5a, c). The ISTE Standards-C addressed in this course: (1c, 2a, d, e, 3a, b, c, 5b, c, and 6a). InTASC Standards <a href="http://www.ccsso.org/Documents/2011/InTASC_Model_Core_Teaching_Standards_2011.pdf">http://www.ccsso.org/Documents/2011/InTASC_Model_Core_Teaching_Standards_2011.pdf</a> addressed in this course include: (2g, j, 3a,b, c, g, h, i, j, k, l, m, 4f, g, 5c, k, l, s, 6b, i, r, 7a, b, k, 8g, n-r, 9d, f, 10e, g, n)

### ***Learning Outcomes: Results***

The students understanding of the concepts introduced in the course and their ability to demonstrate them will be measured through a combination of assessments. These include hands-on exercises and assignments related to course topics and content area studies. The discussion dialogue will reflect dispositional goals of the course.

### ***Course Resources***

#### **Required Books and Materials**

There is no required textbook for this course. All reading material is available electronically via the online course.

Required: Regular access to reliable high speed Internet access on a computer. Some parts of the course can be conveniently accessed with mobile devices. However, some parts are better served with regular access to a laptop or desktop computer with high speed Internet access.

#### **Supplemental Texts And/Or Materials**

Additional links and resources and links are posted in Moodle.

### ***Course Structure***

Because this is an online course, students are expected to log on to Moodle at least 4-5 times weekly.

This course will employ an approach known as scheduled asynchronous in which participants can take advantage of the flexibility of asynchronous communication (i.e., not in real time together), but do so as a group in a prescribed sequence of learning activities. Thus, while our discussions will allow you to participate at any hour and from wherever you like, the course is designed for students to keep up with the readings, discussions and learning activities on a weekly basis. Assignments, activities, and discussion/reading topics will be posted, and it is expected that they will be completed and submitted as outlined by the course schedule.

□ Assistance is also available through the University's Student Computing Support Center - Phone: 702-895-0777 Location: SU 231 Website: <http://oit.unlv.edu/help> E-mail: [StudentHelp@unlv.edu](mailto:StudentHelp@unlv.edu)

### ***Assignments***

All assignment descriptions, directions, objectives, and due dates are found online via the course website: <https://schrader.expertlearning.net/>

### ***Performance Assessment Projects***

A performance and feedback loop provides the principal learning mechanism for this course. This is achieved over the semester via five major performance assessment projects. Each project is evaluated via the course rubric, which applies a Mastery Learning model. This rubric is listed in the grading policy section.

Project 1. Who Are You? – Blog assignment

Project 2. Visual Bookmarking assignment

Project 3. Search Engines assignment

Project 4. Auras and Aurasma Triggers

Project 5 (final). Web-based Project (Augmented Reality)

Class Participation. Class participation factors into your final grade. Participation comes in the form of essays, forums, discussions, and other assignments designed to prepare you to complete the performance assessment projects. Each opportunity for participation is also evaluated using a Mastery scale, but counts as an aggregate to your final grade.

### ***Mastery Learning and Assessment***

Although delivered and structured in a Scheduled Asynchronous format, the assignment follows a

Mastery Learning approach. A Mastery Learning approach assumes that all students are motivated and able to achieve mastery. Revisions of ALL assignments are encouraged and allowed. All assignments must be evaluated to a level of at least “Approaching Target.”

### ***General Mastery Learning Rubric: Skill and Knowledge***

Unacceptable/Not Submitted (0)	Assignment may be missing, incomplete, or in an unacceptable format. Alternatively, the assignment may be lacking in substance, thought, or merit.
Off Target (1)	Student demonstrates inadequate or unrelated knowledge of subject matter and/or skills associated with the assignment. Student has not appropriately linked not linked the content/skills with theory and practice.
Approaching Target (2)	Performance is not yet at target standard, but student demonstrates some proficiency in skill and/or knowledge. Specifically, student is knowledgeable in the subject matter and/or skill set associated with the assignment. Student demonstrates understanding through an appropriate product and makes thoughtful connections among the content/skills, theory, and practice.
Target (3)	Student demonstrates in-depth knowledge of the subject matter and/or skills relevant to the assignment. Understanding is conveyed through a highly developed product as well as critical, insightful, and relevant connections among the content/skills, theory, and practice.

### ***Final Grade Guidelines and Policy***

As indicated, the class will focus on the four project designs and a final class project. Your final grade will depend on the degree to which you have mastered all of the material. The rubric below is used to gauge your mastery of the content. Note that the final project will be considered twice with regard to your final grade using the rubric below. Class participation is factored as indicated. Although a grade lower than B does not qualify for credit by the graduate college, the rubric has been extended to include B-.

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To receive a grade of B- or higher...

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- All assignments have been submitted, including participation assignments
- All assignments have been evaluated at “Approaching Target” or “Target” level

Grade	Project Standards	Participation Standards	Notes
A	6 Target Grades on Projects (all projects)	All class participation assignments were completed and refined to the level of Target.	A grade of A indicates that the course was completed and mastered.
A-	6 Target Grades on Projects (all projects)	The majority of class participation activities have been completed thoughtfully and completely. Some may have been completed at an “Approaching Target” level.	A grade of A- indicates that the course was completed and nearly mastered.
B+	5 Target Grades on Projects, 1 Approaching Target	The majority of class participation activities have been completed thoughtfully and completely. Some may have been completed at an “Approaching Target” level.	A grade of B+ indicates thoughtful participation and course competence.
B	4 Target Grades on Projects, 2 Approaching Target	The majority of class participation activities have been completed thoughtfully and completely. Some may have been completed at an “Approaching Target” level.	A grade of B indicates course competence.
B-	3 Target Grades on Projects, 3 Approaching Target	Some of class participation activities have been completed thoughtfully and completely. Several may have been completed at an “Approaching Target” level.	A grade of B- indicates some competence in areas with areas for improvement.

F A grade of F indicates that any combination of the following is true:

- The majority of projects and activities were not attempted
- The majority of projects and activities were not completed to appropriate standards;
- Adequate progress was not maintained.

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I If a student has maintained adequate progress throughout the course but requires more time to master material, a course incomplete<sup>1</sup> may be awarded.

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### ***Course Participation***

This involves completing all readings and videos, participating in class discussions and other activities planned throughout the course. Plan to log-in 3-5 times weekly. You are encouraged to post questions or comments. The course schedule will detail the deadlines for each reading and subsequent discussion.

### ***Technology Integration Program Requirements***

The following information pertains to participants who are in the M.Ed. Technology Integration program.

1. Technology and Learning –Emphasis Concentration in Technology Integration
  - I. Every student in the Technology Integration or Leadership program is required to complete a culminating experience at the conclusion of his or her program. This will require an E-Portfolio. You will want to keep all of the projects you complete in this course and others for possible inclusion in your portfolio.  
<http://tl.unlv.edu/content/technology/culminating>

### ***Due Dates and Late Policy***

All course due dates are identified in the Moodle. Deadlines are based on Pacific time; if you are in a different time zone, please adjust your submittal times accordingly. The instructor reserves the right to change dates accordingly as the semester progresses. All changes will be communicated in an appropriate manner.

When following a Mastery Learning approach, it is necessary that students adhere to the schedule as

a minimum. Completed work ahead of schedule is permissible, but late or incomplete assignments disrupt the learning progression of the course. The instructor reserves the right to determine whether or not late assignments will be accepted. If accepted, such assignments are not guaranteed to be evaluated in a timeline manner.

### **Date, time, and location of final examination**

The course will culminate with a final web-based project. The project due date can be found on the course schedule/Moodle.

### **Feedback and Grades**

I will make every effort to provide feedback and grades within one calendar week (seven days) of submission. To keep track of your performance in the course, refer to the gradebook in Moodle.

### ***SPECIAL NOTES***

#### **Academic Misconduct**

Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>.

## **Copyright**

The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

## **Disability Resource Center (DRC)**

The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

## **Religious Holidays Policy**

Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

## **Transparency in Learning and Teaching**

The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:

<https://www.unlv.edu/provost/teachingandlearning>

<https://www.unlv.edu/provost/transparency>

## **Incomplete Grades**

The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student's control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate

students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

### **Tutoring and Coaching**

The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call [702-895-3177](tel:702-895-3177). The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

### **UNLV Writing Center**

One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student’s Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.

### **Rebelmail**

By policy, faculty and staff should e-mail students’ Rebelmail accounts only. Rebelmail is UNLV’s official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students’ e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. Emailing within WebCampus is acceptable.

### **Final Examinations**

The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.

### **Library Resource**

Students may consult with a librarian on research needs. For this class, the Subject Librarian is ([https://www.library.unlv.edu/contact/librarians\\_by\\_subject](https://www.library.unlv.edu/contact/librarians_by_subject)). UNLV Libraries provides resources to support students’ access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.

**Any other class specific information**

(e.g., absences, make-up exams, status reporting, extra credit policies, plagiarism/cheating consequences, policy on electronic devices, specialized department or college tutoring programs, bringing children to class, policy on recording classroom lectures, etc.)