Independent Study Online Course Syllabus

Course Number: EDU 910
Course Title: Geocaching

X Online

Instructor: Marvin Harms
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Web Page: http://www.hands-on-experiments.com

Units: 3
Grade Level: K-12

Course Description:

This online methods course is designed to explore how the study of Geocaching can be used to enrich the Social Studies program. Geocaching is a tool that integrates all curriculum areas so that no subject is taught in isolation. It makes learning seem like an adventure. You will learn about communication satellites and how they are used in everyday rescue and communication systems all over the world. Teachers will have a better understanding of Geography by taking this course. The participants are required to complete and evaluate a planned series of Labs and/or experiences with their students. This course is in alignment with the California State and National Geography, Science and Technology Standards. Common Core State Standards for Literacy in History/Social Studies, Science, and Technical Subjects are included in lesson plans and assignments. All of these labs and/or experiences may be used with children in the classroom, home, and/or neighborhood. This course is offered as a regular distance learning class.

Each lesson in the Educaching curriculum before you guides the teacher, whether beginner or experienced, through the process of using GPS technology. Every lesson plan spells out in detail the objectives covered, the materials needed, and step-by-step procedures to follow. These lessons are varied from beginner to advanced levels. You will be able to use this material in Math, Science, Language Arts, and technology to solve real life problems.

Course Dates

Self-paced; students may enroll at any time and take up to one year to complete assignments.

Center for Professional Development
1717 S. Chestnut Ave.
Fresno, CA 93702-4709
(800) 372-5505
http://ce.fresno.edu
You have up to one year from the date of registration, and no less than three weeks (one week per credit), to complete the course.

**Course Materials**

- Educaching *textbook*.

**Technology Requirements:**

Please remember that the instructor is not able to offer technical support. In the event that you need technical support, please contact your Internet Service Provider.

**Moodle Site:**

Students will be required to work in the Moodle environment. For those students who do not have access to a Moodle site on a school or district server, free options are provided.

- **Online Resources** - Relevant online resources that support course content and encourage further investigation are embedded in this class.

**Moodle:**

This course will be delivered totally online. Moodle is a learning management system that provides students access to online resources, documents, graded assignments, quizzes, discussion forums, etc. with an easy to learn and use interface. To learn more about Moodle go to: [http://docs.moodle.org/en/Student_tutorials](http://docs.moodle.org/en/Student_tutorials). There are some student tutorials on the Center for Online Learning website at Fresno Pacific University – [http://col.fresno.edu/student](http://col.fresno.edu/student).

**Moodle Site Login and passwords – (or other online course access information)**

Students will need to have internet access to log onto [http://ce-connect.fresno.edu](http://ce-connect.fresno.edu). The username and password numbers for Moodle access will be sent to you by the university using the email address you submitted at the time of registration. The instructor will then contact you with a welcome letter and login instructions. If you need help with the username and password recovery please contact the Center for Professional Development at (800)372-5505, or (559)453-2000 during regular office hours - Mon-Fri 8:00 am to 5:00 pm.

**Getting Help with Moodle:**

If you need help with Moodle, please contact the Center for Online Learning (COL), by telephone 1-559-453-3460. Help by phone is available Mon-Thurs 8:00 am to 8:00pm and on Fridays from 8:00 am to 5:00 pm, or by filling out a “Request Services” form at [http://col.fresno.edu/contact/request-services](http://col.fresno.edu/contact/request-services). Please identify that you are with the Continuing Education/Independent Studies department.
Course Requirements

1. The teacher is to do 15 Lessons and/or experiences with his/her class or on their own. Forums are included for the teacher to make an evaluation of the material presented in each Lesson.
2. The place to make these posts are located under each lesson.
3. The teacher may write Lessons of her/his own. There is a place to post these lessons at the bottom of the assignments in the Forums following the Lessons.
4. The teacher is to list the State and/or National Standards that were met teaching each Lesson where requested in the Forum section.
5. Post a one page report describing how this class enhanced your curriculum in the Forum section at the top of the front page.

The following National Educational Technology Standards for Students are addressed in this class:

1. Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

Students:
  a. apply existing knowledge to generate new ideas, products, or processes.
  b. create original works as a means of personal or group expression.
  c. use models and simulations to explore complex systems and issues.
  d. identify trends and forecast possibilities.

2. Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

Students:
  a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
  b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.
  c. develop cultural understanding and global awareness by engaging with learners of other cultures.
  d. contribute to project teams to produce original works or solve problems.

3. Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information.
Students:
  a. plan strategies to guide inquiry.
  b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
  c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
  d. process data and report results.

4. Critical Thinking, Problem Solving, and Decision Making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Students:
  a. identify and define authentic problems and significant questions for investigation.
  b. plan and manage activities to develop a solution or complete a project.
  c. collect and analyze data to identify solutions and/or make informed decisions.
  d. use multiple processes and diverse perspectives to explore alternative solutions.

5. Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

Students:
  a. advocate and practice safe, legal, and responsible use of information and technology.
  b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
  c. demonstrate personal responsibility for lifelong learning.
  d. exhibit leadership for digital citizenship.

6. Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations.

Students:
  a. understand and use technology systems.
  b. select and use applications effectively and productively.
  c. troubleshoot systems and applications.
  d. transfer current knowledge to learning of new technologies.

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Download Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects. Go to pages 60 – 66 to see the Common Core Standards for this Class

**Learning Objectives/Outcomes**

1. Teachers who take this course to articulate Geocaching relative to their daily life. You will learn about Longitude and Latitude. Ns. K-8.1, K-4.2, K-8.5, 6a, 6b and 6c
2. Teachers will identify how to effectively present the study of Geocaching in a variety of situations, including: Geology, Geography, Math, Language Arts, plus other areas of science instruction. NSS-G.K-12.6, 4a, 4b
3. Teachers will be able to articulate how the State and/or National Standards were met using this material. The Social Studies and Geography Standards are met taking this class. 3a, 6c
4. Teachers will be able to see a process on how to teach this material effectively as they learn about other cultures. 2b, 2c 3b
5. Teachers will design, conduct, evaluate and communicate Geocaching investigations by performing a set of lessons and creating other on their own. 1b, 2d
6. Teachers will describe how the knowledge of Geocaching and technological developments impact society in their travel, knowledge of other countries and understanding of their own neighborhood. 2a, 2b
7. Teachers will be able to write summaries about satellites, where geocaching got its start and show students how to take learning with them on their family trips.
8. All responses are to be posted in a Forum. Either under the lesson, or where the teacher can find a place to post the information he/she has collected.

**CONTINUING EDUCATION PROGRAM STUDENT LEARNING OUTCOMES:**

| CE 1. | Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use. |
| CE 2. | Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts. |
| CE 3. | Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement. |
| CE 4. | Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting. |
| CE 5. | Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field. |
| CE 6. | Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information. |
Schedule of Topics and Assignments

Take a look at the curriculum required by your district. Perform the lessons that are appropriate to meet the needs of your district. By doing the lessons, you will be able to become more proficient in your ability to communicate with your students, parents, fellow teachers and administration. Assignments are designed with the busy life of a teacher in mind. The lessons are designed to give you a basic format from which to develop the concepts. The Forums are designed so that you may evaluate your teaching strategy.

1. On-track students – (Teachers with students) choose 15 Lessons from the materials included with this course and present them to your class or a group of students. Complete 15 Forums based on the Experiments taught. Check the complete assignment list on the Grading Rubric.
2. Off-track students - (Teachers without students) review 30 Lessons using the Forum prompt for that particular Experiment. You do not need to actually present these Lessons to students. Check the complete assignment list on the Grading Rubric.
3. Upon completion of your Forum assignments, your instructor will contact you via phone or e-mail to discuss your work. Responses will be made by the Instructor each day that posts are made.

Evidence of Learning

Instructor will assess student’s learning based on evaluation of work submitted by students based on class participation, reflective writing, and criteria established for each assignment and/or experiment or experience. I will read the Forums that you post. The Forums will be responded to within 24 hours. This will be a way of communication with you about your progress.

Grading and Rubrics.

Grades will be assigned based on points earned during the course. Grades will be given on the following basis: A=99-110 points, B=88-98 points. For a credit grade you must have at least 88 points. Check the Grading Rubric for points given.

Final Course Grade and Transcripts

When all work for the course has been completed, students will need to logon to the Center for Professional Development website (http://ce.fresno.edu/cpd) to “Submit Grade Form”. Once the instructor fills out the grade form online, students may log back in to request their Grade Report as well as order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information see the Independent Studies Policies and Procedures that were sent to you when you received your course materials, or in your online course. They are available, also at http://ce.fresno.edu/cpd - under General Information > CPD Policies.
Instructor/Student Contact

Built into the course requirements, are several contacts between the course instructor and the student. Questions are addressed and assistance is offered through these contacts between the instructor and student. These contacts are confirmed when the Student goes online and posts their assignments. If I cannot reach the student by email, I will give them a telephone call and discuss their work. I will contact the student as many times as is necessary. The minimum will be at least three contacts.

Online Courses

Throughout the course students will be communicating with the instructor on a regular basis through the use of Forums. In addition, students are encouraged to email the instructor at any time. Students will also receive feedback on the required assignments as they are resubmitted. I will contact the student within twenty four hours after they have posted an assignment.

Common Core

To help English language learners attain the competencies stipulated in the Common Core State Standards (CCSS), educators need to both plan and deliver rigorous instruction both in the content areas and in promoting English language proficiency. Effective instruction in content areas involves recognizing the challenge, and teaching effectively, including implementing and evaluating sheltered instruction, and incorporating the teaching of academic language. Academic language should of course be incorporated into ELD instruction. Other practices to promote English language proficiency include daily language instruction, structured student talk, grouping, encouragement of verbal interactions, and sufficient duration of services. Moreover, school and district factors, such as "coherent school-wide goals, ongoing assessment of student learning, strong leadership, and ongoing professional development linked to goals and assessments" play a positive role in English language learners' achievement.

Plagiarism and Academic Honesty

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled according to the procedures set forth in the Fresno Pacific University Catalogue. URL http://www.fresno.edu.

Graduate level course work reflects Fresno Pacific University's Desired Student Learning Outcomes as it applies to professional development to demonstrate the following:

FRESNO PACIFIC UNIVERSITY STUDENT LEARNING OUTCOMES

| **Student Learning Outcomes Oral Communication:** | Students will *exhibit* clear, engaging, and confident oral communication – in both individual and group settings – and will critically evaluate content and delivery components. |

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Course Number and Title: EDU 910 Geocaching
Instructor: Marvin Harms
Date of Revision 12/11/14

To register for courses go to [http://ce.fresno.edu/cpd](http://ce.fresno.edu/cpd) and log in
**Written Communication:** Students will *demonstrate* proficient written communication by *articulating* a clear focus, *synthesizing* arguments, and utilizing standard formats in order to *inform* and *persuade* others.

**Content Knowledge:** Students will *demonstrate* comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.

**Reflection:** Students will *reflect* on their personal and professional growth and *provide evidence* of how such reflection is utilized to manage personal and vocational improvement.

**Critical Thinking:** Students will *apply* critical thinking competencies by *generating* probing questions, *recognizing* underlying assumptions, *interpreting* and *evaluating* relevant information, and *applying* their understandings to new situations.

**Moral Reasoning:** Students will *identify* and *apply* moral reasoning and ethical decision-making skills, and *articulate* the norms and principles underlying a Christian world-view.

**Service:** Students will *demonstrate* service and reconciliation as a way of leadership.

**Cultural and Global Perspective:** Students will *identify* personal, cultural, and global perspectives and will employ these perspectives to *evaluate* complex systems.

**Quantitative Reasoning:** Students will accurately *compute* calculations and symbolic operations and *explain* their use in a field of study.

**Information Literacy:** Students will *identify* information needed in order to fully understand a topic or task, *explain* how that information is organized, *identify* the best sources of information for a given enquiry, *locate* and critically *evaluate* sources, and accurately and effectively *share* that information.

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CE 2. Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.

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CE 4. Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting.

CE 5. Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field.

CE 6. Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.