

**Independent Study Course Syllabus**

**Course Number: TEC 940**  
**Course Title: Virtual Field Trips: Taking and Making**

Online       Distance Learning

<b>Instructor:</b> Linda Jacobsen <b>Phone number:</b> 559-434-1142 <b>Email:</b> <a href="mailto:kljacobsen@sbcglobal.net">kljacobsen@sbcglobal.net</a>	<b>Units: 3</b> <b>Grade Level: K-12</b>
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**Course Description**

Field trips are a wonderful way to see and learn about the world around us. Field trips enhance learning by motivating and engaging students in a way that makes the subject matter come alive. However, field trips can be difficult to organize, can be expensive, usually involve travel, and are often impractical. With the advent of the World Wide Web, virtual field trips have become possible. With just a computer with an Internet connection, teachers and students can travel together around the world seeing and learning many new things, and interacting with the people and objects in the places they visit.

Using a project based approach, students will learn about the taking and making of virtual field trips using the Internet World Wide Web. Each project is directly tied to specific ISTE (International Society for Technology in Education) National Educational Technology Standards. The National Board for Professional Teaching Standards (NBPTS) propositions and standards are also addressed. The course will provide participants with a survey of what types of virtual field trips are possible. Then, using computer and Internet technology, students will develop meaningful lessons centered around virtual field trips that also meet subject matter standards and framework requirements. Finally, participants will create their own unique virtual field trip with accompanying lesson plans for its use.

**Course Dates**

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

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**

Information and instruction binder included in course packet.

## **Course Requirements**

To receive credit for this course, you must complete 8 projects as follows:

### **☐ Background Projects: (total of 4)**

1. Virtual field trip pedagogical value paper. (10 points)
2. Virtual field trip reviews. (10 points)
3. Research and develop an annotated list of helpful resources. (10 points)
4. Flow chart for an existing (on the Internet) virtual field trip. (10 points)

### **☐ Creative Projects: (total of 4)**

5. Create a lesson plan for an existing virtual field trip that addresses specific curriculum standards. (10 points)
6. Create a simple flow chart diagram for a potential virtual field trip visit to a familiar place. (10 points)
7. Create a flow chart for the final project: the virtual field trip you will create. (10 points)
8. Final Project: Create a virtual field trip with a lesson plan that addresses specific curriculum standards. (30 points)

### **☐ Optional Substitute Project:**

*(May be substituted for one of the other eight with approval of instructor)*

9. Virtual field trip related project of your own design. (10 or 30 points)

## **National Content**

The projects contained in this course for teachers are closely aligned to the ISTE National Educational Technology Standards (NETS). Numbers in parentheses following each learning outcome above refer to the National Educational Technology Standards category to which the outcome is linked. The categories are:

- I. Technology operations and concepts.
- II. Planning and designing learning environments and experiences.
- III. Teaching, learning, and the curriculum.
- IV. Assessment and evaluation.
- V. Productivity and professional practice.
- VI. Social, ethical, legal, and human issues.

Several of the course projects ask participants to identify specific national, state or district standards for their curriculum that will be applied to the lessons presented.

## **National Standards for the Teaching Profession**

The National Board for Professional Teaching Standards (NBPTS) has established high and rigorous standards for what accomplished teachers should know and be able to do. These standards represent a professional consensus on the aspects of practice that distinguish accomplished teachers. Cast in terms of actions that teachers take to advance student achievement, these standards also incorporate the essential knowledge, skills, dispositions and

commitments that allow teachers to practice at a high level. These standards are grounded philosophically in five core propositions.

The Virtual Field Trips course contributes to each of the core propositions and addresses many of the NBPTS Standards as follows:

### **NBPTS Core Propositions**

For more information and full text of the *What Teachers Should Know and Be Able to Do*. Go to [www.nbpts.org/UserFiles/File/what\\_teachers.pdf](http://www.nbpts.org/UserFiles/File/what_teachers.pdf)

1. Teachers are committed to students and their learning. Field trips motivate students to participate in the learning experience. Field trips provide unique opportunities to develop respect for individual, cultural, religious and other differences.
2. Teachers know the subjects they teach and how to teach those subjects to students. Field trips add to the instructional repertoire allowing teachers to create multiple paths to learning the subjects they teach.
3. Teachers are responsible for managing and monitoring student learning. Field trips allow teachers to create, maintain and alter instructional settings to capture and sustain the interest of their students, while making effective use of instructional time.
4. Teachers think systematically about their practice and learn from experience. Field trips create settings that enable teachers to demonstrate capacities that are prerequisites for intellectual growth – the ability to reason, take multiple perspectives, be creative and take risks, and experiment and solve problems.
5. Teachers are members of learning communities. Field trips assist teachers in finding ways to work collaboratively and creatively with world, national and local community members, as well as parents, engaging them productively in the scope of a field trip.

### **NBPTS Professional Teaching Standards**

The National Board of Professional Teaching Standards (NBPTS) has identified certain commonalities that characterize the accomplished practice of teachers. These professional characteristics of accomplished teachers are reflected in the NBPTS Standards. The Virtual Field Trips course addresses many of these standards as follows:

- Knowledge of students – Virtual Field Trips students will create field trips that demonstrate their knowledge of students' abilities, interests, aspirations and values.
- Knowledge of content and curriculum – Virtual Field Trips students will draw on their knowledge of subject matter and curriculum development in deciding what is important and appropriate to learn in fashioning their virtual field trips and lesson assignments.
- Learning environment – Virtual Field Trips students will create field trips that establish a caring, inclusive, stimulating and safe educational experience.
- Respect for diversity – Virtual Field Trips students will create a field trip that fosters respect and appreciation for individual differences.

- Instructional resources – Virtual Field Trips students will create and assess a rich and varied collection of virtual field trip resources.
- Meaningful applications of knowledge – Virtual Field Trips students will produce a virtual field trip and lesson plan that helps their students understand how the subjects they study can be used to explore important issues in their lives and the world around them.
- Family involvement – Virtual Field Trips students will make it possible for parents to participate in their virtual field trip creations.
- Contributions to the profession – Virtual Field Trips students will make it possible for other educators to access their virtual field trip creation for feedback and/or classroom use.

### **Learning Objectives / Outcomes**

At the completion of this course students will be able to:

1. List the various types of virtual field trips available on the Internet. (I)
2. Create a resource of potential field trips. (I, II)
3. Discuss the classroom use of virtual field trips. (II, III, V)
4. Describe the components of a virtual field trip. (II, III)
5. Develop flow charts for virtual field trip Web sites. (I, II)
6. Create lesson plans centered around a virtual field trip that meets specific subject matter standards and/or frameworks. (II, III, IV, V)
7. Develop a virtual field trip with lessons plans and have it posted on the Internet (or a CD-ROM or computer disk). (I, II, III, IV, V)
8. Guide students in the creation of virtual field trip projects. (II, III)
9. Identify, evaluate and use resources for further study in the area of virtual field trips. (II, IV, V, VI)
10. Use the Internet in ways that make teaching and learning more efficient, exciting, and educational. (II, III)
11. Identify, select, and use hardware and software technology resources specially designed for use by K-12 students to meet specific teaching and learning objectives. (I, II)
12. Plan and teach student-centered learning activities and lessons in which students apply technology tools and resources. (II, III)
13. Guide collaborative learning activities in which students use technology resources to solve problems in the subject area(s). (III)
14. Facilitate students' use of technology that addresses their social needs and cultural identity

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and promotes their interaction with the global community. (III, VI)

### **Schedule of Topics and Assignments**

It is recommended that students complete the background projects (beginning with Project 1) before attempting the Creative Projects. The Final Project is built upon the other assignments should be the concluding project.

### **Evidence of Learning**

Satisfactory completion of the four background projects and the first three creative projects will demonstrate both mastery and application of course content and will provide the knowledge and skill to complete the final project. A grading rubric is provided for each individual projects as well as the final project.

### **Grading Policies and Rubrics**

The final grade is based on points accumulated from the four course requirements as follows:

90-100 points (90-100%) = letter grade A  
80-89 points (80-89%) = letter grade B

To earn a grade of “Credit” a minimum of 80 points (80%) must be earned. Course work falling short of 80 total points will not receive credit. The assignment of project points is at the discretion of the instructor based on the quality of each project submitted. Grading rubrics for each project are included with the course packet.

The discernment between an A or a B is at the discretion of the instructor based on the quality of work submitted (see assignment rubrics).

Coursework falling short of a quality equaling a B or a Credit grade will be returned with further instructions.

All assignments must be completed in order to receive a grade. In addition, all assignments are expected to reflect the quality that teacher-training institutions require of professional educators. If completed assignments do not meet this standard, students will be notified with further instructions from the instructor.

### **Grading Options**

Course participants have the option of requesting a letter grade or a credit/no credit when submitting the online grade form. Students will submit grade form when coursework has been completed. (Instructions will be provided for online grading by the instructor.)

### **Instructor/Student Contact**

The variety and comprehensive nature of the course projects provides ample opportunity for student-teacher interaction as well as instructor feedback. Course instructor, Linda Jacobsen is readily available and may be reached by phone or email.

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## **Resources**

### **□ National Standards by Curriculum Area**

Didax Educational Standards:

[www.didaxinc.com/standards.html](http://www.didaxinc.com/standards.html)

McRel

[www.mcrel.org/compendium/browse.asp](http://www.mcrel.org/compendium/browse.asp)

[www.mcrel.org/standards-benchmarks/](http://www.mcrel.org/standards-benchmarks/)

Educational World: National Education Standards

[www.education-world.com/standards/national/index.shtml](http://www.education-world.com/standards/national/index.shtml)

National Educational Technology Standards (NETS)

[www.iste.org/](http://www.iste.org/)

National Science Education Standards (NSES)

[www.nap.edu/readingroom/books/nses/html/](http://www.nap.edu/readingroom/books/nses/html/)

American Association for the Advancement of Science (AAAS)

Benchmarks for Science Literacy

[www.project2061.org/](http://www.project2061.org/)

[www.project2061.org/tools/benchol/bolframe.htm](http://www.project2061.org/tools/benchol/bolframe.htm)

National Council of Teachers of Mathematics – Principles and Standards

[www.nctm.org/standards/](http://www.nctm.org/standards/)

Standards by State

[www.academicbenchmarks.com/search/](http://www.academicbenchmarks.com/search/)

[www.wdcrobcolp01.ed.gov/Programs/EROD/org\\_list.cfm?category\\_cd=SEA](http://www.wdcrobcolp01.ed.gov/Programs/EROD/org_list.cfm?category_cd=SEA)

[www.mcrel.org/standards-benchmarks/](http://www.mcrel.org/standards-benchmarks/)

[www.education-world.com/standards/national/index.shtml](http://www.education-world.com/standards/national/index.shtml)

National Standards for the Teaching Profession

[www.nbpts.org/the\\_standards](http://www.nbpts.org/the_standards)

### **□ Curriculum Standards by Individual States**

Developing Educational Standards Resources for Individual State Standards in many areas of the curriculum

[www.edStandards.org/Standards.html](http://www.edStandards.org/Standards.html)

Education World: State Education Standards

[www.education-world.com/standards/state/index.shtml](http://www.education-world.com/standards/state/index.shtml)

California State Content Standards

[www.cde.ca.gov/be/st/ss/index.asp](http://www.cde.ca.gov/be/st/ss/index.asp)

California Standards for the Teaching Profession

[www.ctc.ca.gov/educator-prep/standards/CSTP-2009.pdf](http://www.ctc.ca.gov/educator-prep/standards/CSTP-2009.pdf)

### **□ Email Resources**

[www.gmail.com](http://www.gmail.com)

[www.hotmail.com](http://www.hotmail.com)

[www.yahoo.com](http://www.yahoo.com)

[www.inbox.com](http://www.inbox.com)

[www.fastmail.fm](http://www.fastmail.fm)

□ **Web Server Space**

[www.netcolony.com/](http://www.netcolony.com/)  
[www.freeservers.com/](http://www.freeservers.com/)  
[www.angelfire.lycos.com/](http://www.angelfire.lycos.com/)  
[www.scalix.com/](http://www.scalix.com/)  
[www.geocities.yahoo.com](http://www.geocities.yahoo.com)  
[www.thefreesite.com](http://www.thefreesite.com)  
[www.tripod.lycos.com/planet/membership/signup/](http://www.tripod.lycos.com/planet/membership/signup/)

□ **Web Page Creation Tutorials**

[www.htmliseasy.com](http://www.htmliseasy.com)  
[www.pagetutor.com](http://www.pagetutor.com)  
[www.davesite.com/webstation/html](http://www.davesite.com/webstation/html)

**Required Computer Capabilities**

**Minimum Computer Capabilities Necessary for Course:**

1. Use of and familiarity with a computer that has Internet access.
2. Ability to “surf” the World Wide Web.
3. Ability to navigate to a specific Internet Web site.
4. Access to and ability to send and receive e-mail. If you do not have an e-mail account, please see the Appendix for information on where to obtain a free e-mail account.

**Additional Recommended Computer Capabilities:**

These Recommended Computer Capabilities are not required for success in the course but will prove useful.

1. Ability to send e-mail attachments.
2. Ability to create web pages. Location of free Web based tutorials provided.
3. Ability to incorporate graphics into web pages.
4. Space on an Internet Web server. Location of free Web space provided.
5. Ability to upload web pages to a server.

**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.

## **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>.

## **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.

## **FRESNO PACIFIC UNIVERSITY STUDENT LEARNING OUTCOMES**

<b>Student Learning Outcomes Oral Communication:</b> Students will <i>exhibit</i> clear, engaging, and confident oral communication – in both individual and group settings – and will critically <i>evaluate</i> content and delivery components.
<b>Written Communication:</b> Students will <i>demonstrate</i> proficient written communication by <i>articulating</i> a clear focus, <i>synthesizing</i> arguments, and utilizing standard formats in order to <i>inform</i> and <i>persuade</i> others.
<b>Content Knowledge:</b> Students will <i>demonstrate</i> comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
<b>Reflection:</b> Students will <i>reflect</i> on their personal and professional growth and <i>provide evidence</i> of how such reflection is utilized to manage personal and vocational improvement.
<b>Critical Thinking:</b> Students will <i>apply</i> critical thinking competencies by <i>generating</i> probing questions, <i>recognizing</i> underlying assumptions, <i>interpreting</i> and <i>evaluating</i> relevant information, and <i>applying</i> their understandings to new situations.

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**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.