



## Independent Study Online Course Syllabus

**Course Number : TEC 968**  
**Course Title: Expand Your Classroom with You Tube Expand Your Classroom with You Tube**

Online       Distance Learning

**Instructor:** Brad Robb  
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**Email:** [bradrobb@att.net](mailto:bradrobb@att.net)  
**Website:** [wowmath.org/fpucourse.html](http://wowmath.org/fpucourse.html)

**Units: 3**  
**Grade Level: K-14**

### Course Description

This course is for any teacher who desires a way to help, as well as communicate, with students, their parents, and other teachers after school hours. The participant will be given the guidance and opportunity to develop helpful or instructional videos that anyone can access online. They will unveil the power that YouTube, other free video hosting sites like TeacherTube, and screen recorder programs like Screencast-O-Matic have to offer. Even though YouTube is blocked by some schools, be aware that it is only the means for students to access the videos outside of school. Any video a participant finds on YouTube can be downloaded so it can then be shown in class, if so desired.

This course is designed to fit teachers of any grade level, especially those of online courses, as well as administrators who want a useful way to communicate with staff and parents (Administrators will need to contact the instructor for different instructions to some assignments). In order to be successful, the participant should be an intermediate level user of technology. Be aware that the teaching style will have more of a guided inductive discovery approach to learning. Along the way, the participant will discover legal issues that might arise, as well as develop goals for what type of videos will best fit their demographic of students. Once the participant has completed this course, they will have created resources that their students have already been using and will hopefully continue to use. Remember that this course is only the beginning of a journey into the powerful tool of utilizing videos to complement and expand the classroom. Check out the course website at [wowmath.org/fpucourse.html](http://wowmath.org/fpucourse.html).

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### **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.

### **Technology Requirements**

In order to successfully complete the course requirements, course participants will need Internet access, be able to send and receive email, know how to manage simple files in a word processing program, and have basic understanding of the Internet.

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:***

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>.

### ***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>. 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>. Please identify that you are with the Continuing Education/Independent Studies department.

### **Course Materials**

- In order to make videos, the participant might need access to a web-cam (\$20-\$100) or they can use a smartphone. It might also be necessary to purchase some hardware to help setup the video recording station (lamp and something to hang the webcam on). A

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document camera, digital video camera, digital camera, or any other device that can record video with audio could also be used. If the cable on a webcam is too short, then it might also be necessary to have a USB extension cable.

- The participant should have a computer with a fair amount of processor speed and RAM, a USB port, and plenty of available memory on the hard drive. It might be nice to have an external hard drive or a laptop, to easily move videos between home and school.
- The participant should have access to a high speed Internet connection. Uploading and watching videos on YouTube with a slow Internet connection will be cumbersome.
- The participant might desire to have access to a projector so that they can record videos as they teach during class, as well as show videos to the entire class at times.
- The participant will need to create a free accounts on programs like YouTube in addition to being able to download and instal free programs found on the internet.
- No books or computer software will need to be purchased.

### **Course Requirements**

For a more detailed explanation of the assignments, refer to the section Schedule of Topics and Assignments.

- It is not necessary to access YouTube from school, but it will be nice at times. Many schools have a filter that does not allow students access to the site, but sometimes teachers have privileges to get past the filter. Participant will learn ways to still show their videos, as well as videos they found on YouTube, to their students at school. Remember that the main objective of this course is to expand the classroom by creating resources that students can use outside of the regular school hour.
- In order to be successful in this course, the participant must have at least an intermediate skill level with technology. This course has more of a free flowing guided discovery approach to learning, than a traditional step by step academic approach. The instructor will provide many instructional videos to assist the participant along the way.
- Throughout the course, the participant will write a variety of papers and posts on forums. Many of the forum posts should have links to websites and videos that might be useful to other participants in the course. At times, it will be required to comment on other participants' forum posts.
- The participant is required to create a variety of videos. It is necessary for the participant to be able to learn, on their own, how to use their particular video recording device since the instructor might not be familiar with their particular one.
- The participant will become very familiar with all the features of YouTube. They will also spend time working with Jing/Camstudio and other free video hosting sites like TeacherTube.
- The final product of this course is the thorough and acceptable completion of their YouTube Channel. The YouTube Channel is like a small website for their videos.

### **National Standards**

*NETS (National Educational Technology Standards)*

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1. Facilitate and Inspire Student Learning and Creativity
2. Design and Develop Digital-Age Learning Experiences and Assessments
3. Model Digital-Age Work and Learning
4. Promote and Model Digital Citizenship and Responsibility
5. Engage in Professional Growth and Leadership

*NBPTS (National Board for Professional Teaching Standards)*

Proposition 1: Teachers are Committed to Students and Their Learning

Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.

Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning.

Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience.

Proposition 5: Teachers are Members of Learning Communities.

**Learning Objectives / Outcomes**

After completion of this course, participants will be able to:

1. Develop meaningful videos to assist and motivate a diverse range of students of today's generation. NBPTS 1,2,4 and NETS 1-5
2. Demonstrate a working knowledge of YouTube demonstrated through the creation of a YouTube Channel. NBPTS 1,2 and NETS 1,2,3,5
3. Identify legal issues that might arise. NETS 4
4. Evaluate how beneficial teacher or student made videos can be for their students, their students' parents, other teachers, and the entire world. NBPTS 1-5 and NETS 5
5. Identify how they can use what they have created or learned during the course and apply it to future professional growth as a teacher. NBPTS 1-5 and NETS 1,2,5

**Schedule of Topics and Assignments**

1. Participant will write out what they expect to learn/create during the course. (20 pts)
2. Participant will research copyright and fair use laws about making videos and then putting them on the Internet. (30 pts)
3. Participant will research what benefits there are to expanding the classroom with YouTube. (50 pts)
4. Participant will respond to other participants' forum posts. (20 pts)
5. Participant will find educational videos on YouTube and other sites that will help their students, their parents, or other teachers. (20 pts)
6. Participant will learn how to download videos off of YouTube so that they can show videos in class if it is blocked at their school. (20 pts)
7. Participant will set goals, based on their demographic of students, that will guide their choices throughout the course. (20 pts)
8. Participant will setup and become familiar with a basic recording station. (20 pts)
9. Participant will record videos with their recording station. (20 pts)
10. Participant will record videos with a screen recorder program. (20 pts)
11. Participant will familiarize themselves with all the help resources that YouTube offers in the

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- Help Center. (20 pts)
12. Participant will upload their videos and then tinker with the Video section of YouTube. (20 pts)
  13. Participant will learn and adjust the settings of their YouTube account. (10 pts)
  14. Participant will respond to messages and comments that YouTube viewers left on their videos or Channel. (10 pts)
  15. Participant will analyze the plethora of data available in the Insight section of YouTube. (20 pts)
  16. Participant will begin to setup their YouTube Channel (Sort of like a mini webpage). (20 pts)
  17. Participant will find another video hosting site and compare it to YouTube. (30 pts)
  18. Participant will develop ways to motivate their students, parents, other teachers, and the rest of the world to watch their videos or just to know what is possible with YouTube. (20 pts)
  19. Participant will create a video to help other participants of this course. (20 pts)
  20. Participant will finish up their YouTube Channel. (100 pts)
  21. Participant will evaluate how what they have now done and learned will enhance education. (20 pts)
  23. Participant will think ahead to where their journey might take them now that they have seen what expanding their classroom with YouTube looks like. (20 pts)

### **Evidence of Learning**

- Participant demonstrated an ability to create a variety of useful quality videos that will help their students, students' parents, other teachers, and the entire world.
- Participant demonstrated their own personal educational growth via research and discovery, through written papers, journals, reflections, and forum posts.
- Participant demonstrated an understanding of YouTube through the completion of their final YouTube Channel. Their Channel should, by itself, demonstrate a thorough understanding of YouTube.
- Participant demonstrated a desire to help other participants via forum posts of useful links to websites and videos.
- Instructor observed that participant has created useful videos, altered themes, responded to comments, reorganized channel, set up a profile, organize videos in playlists, and much more to demonstrate the participant has a complete understanding of YouTube.
- Instructor observed that participant has discovered the enormous possible potential that creating videos to expand the classroom has on benefiting their students.
- Instructor observed that participant has thoughtfully and completely responded to forums with a noticeable desire to help others taking the course.

### **Grading Policies and Rubrics**

A or credit = 90% - 100%

B or credit = 80% - 90%

No credit < 80%

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Participants who take for credit/no credit must earn above an 80%.

### **Instructor/Student Contact**

Participants will be able to communicate with the instructor through email or by creating videos of their questions. The instructor will communicate with the participant through commenting on their assignments, as well as possible individual personal responses to participants questions through videos and emails. Be aware that the instructor has been doing this for several years, and his experience will be a valuable asset. His YouTube Channel is WOWmath.org.

### **References**

How to evaluate websites:

- <http://www.library.cornell.edu/olinuris/ref/research/webeval.html>

YouTube Copyright School:

- <http://www.google.com/support/youtube/bin/static.py?page=guide.cs&guide=25903>

Possible links of how or why to use YouTube to expand the classroom:

- [http://www.educationworld.com/a\\_tech/columnists/dyck/dyck016.shtml](http://www.educationworld.com/a_tech/columnists/dyck/dyck016.shtml)
- <http://www.edutopia.org/teachers-tour-you-tube>
- <http://www.edutopia.org/technology-global-classroom>
- <http://www.edutopia.org/youtube-educational-videos-classroom>

### **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>.

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## 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.
<b>Moral Reasoning:</b> Students will <i>identify</i> and <i>apply</i> moral reasoning and ethical decision-making skills, and <i>articulate</i> the norms and principles underlying a Christian world-view.
<b>Service:</b> Students will <i>demonstrate</i> service and reconciliation as a way of leadership.
<b>Cultural and Global Perspective:</b> Students will <i>identify</i> personal, cultural, and global perspectives and will employ these perspectives to <i>evaluate</i> complex systems.
<b>Quantitative Reasoning:</b> Students will accurately <i>compute</i> calculations and symbolic operations and <i>explain</i> their use in a field of study.
<b>Information Literacy:</b> Students will <i>identify</i> information needed in order to fully understand a topic or task, <i>explain</i> how that information is organized, <i>identify</i> 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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