

NYS Online Teachers Academy

Course Syllabus

Instructor: Kristina A. Holzweiss

Creating Digital Textbooks for the 21st Learner

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Dates of Course: TBD

Course Description:

According to <http://www.internetworldstats.com>, there are 1,596,270,108 Internet users around the world (March 31, 2009). In addition, according to the April 2009 survey performed by Netcraft, there are approximately 231,510,169 Web sites. So, how can we harness the power of the Internet in our classrooms without having our students driving aimlessly down the information highway?

Participants in this course will create a digital, dynamic textbook for a specific curriculum. They will create a course outline of objectives, and find reputable, educationally sound Web sites to fulfill each objective. In the end, the participants will have a digital textbook that they can post online free through TrackStar. This digital textbook would encourage your students to become active participants in the learning process. This is useful for differentiating instruction, as well as encouraging students to learn and review at home. Perhaps one day your students will create their own digital textbooks!

This course is appropriate for online delivery because it allows the participants to locate appropriate sites for their digital textbook at their own pace. It is also appropriate because the final product will be in an online, digital form.

Course Goals and Objectives:

- **Outcome/Goal 1:** Create a common base of understanding the strengths of digital textbooks versus print textbooks.
Objective 1: The participants will be able to reflect on the proposed future obsolescence of print media.
Objective 2: The participants will be able to analyze the current literature about digital media.
Objective 3: The participants will be able to determine the essential parts of a digital textbook.
- **Outcome/Goal 2:** Learn how to navigate the TrackStar environment.

- Objective 1:** The participants will be able to demonstrate their ability to navigate a Track.
- Objective 2:** The participants will be able to evaluate the effectiveness of a Track.
- **Outcome/Goal 3:** Define a focus for your Track, and determine the student outcomes.
Objective 1: The participants will develop a focus for their Track.
Objective 2: The participants will be able to determine the objectives for their Track.
Objective 3: The participants will be able to determine the objectives for their Track.
 - **Outcome/Goal 4:** Find reputable sites related to the topic of focus.
Objective 1: The participants will be able to find resources for minimal understanding of the topic of focus.
Objective 2: The participants will be able to find resources for average understanding of the topic of focus.
Objective 3: The participants will be able to find resources for above average understanding of the topic of focus.
Objective 4: The participants will be able to use TrackStar to create their digital textbooks.
 - **Outcome/Goal 5:** Create worksheets to complete this TrackStar unit.
Objective 1: The participants will be able to assess their students' prior knowledge before using the digital textbook.
Objective 2: The participants will be able to provide support for their students.
Objective 3: The participants will be able to assess what their students have learned from the Track.
 - **Outcome/Goal 6:** Show how a digital textbook supports student learning.
Objective 1: The participants will be able to demonstrate the validity of their digital textbook.
Objective 2: The participants will be able to demonstrate the validity of their digital textbook.
Objective 3: The participants will be able to demonstrate the validity of their digital textbook.
 - **Outcome/Goal 7:** Create a digital textbook that satisfies the requirements of the course.
Objective 1: The participants will be able to evaluate their own work.
Objective 2: The participants will be able to use feedback from others.
Objective 3: The participants will be able to submit a completed digital textbook.

New York State Standards Addressed:

- **ELA Standard 1:**
Language for Information and Understanding
Students will read, write, listen, and speak for information and understanding.
- **ELA Standard 2:**
Language for Literary Response and Expression
Students will read, write, listen, and speak for literary response and expression.
- **ELA Standard 3:**
Language for Critical Analysis and Evaluation
Students will read, write, listen, and speak for critical analysis and evaluation.
- **ELA Standard 4:**
Language for Social Interaction
Students will read, write, listen, and speak for social interaction.
- **Information Literacy Standards for the 21st Century Learner Standard 1:**
Inquire, think critically, and gain knowledge.
- **Information Literacy Standards for the 21st Century Learner Standard 2:**
Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.
- **Information Literacy Standards for the 21st Century Learner Standard 3:**
Share knowledge and participate ethically and productively as members of our democratic society.
- **Information Literacy Standards for the 21st Century Learner Standard 4:**
Pursue personal and aesthetic growth.
- **MST Standard 5:**
Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs.

Target Audience: Teachers of all grade levels and disciplines.

Prerequisite Skills/Requirements:

- Students should know how to use Microsoft Word.
- Students should be able to create, attach, and download documents.
- Students should be able to access the Internet and use e-mail.

Credit Recommendation Determination:

Recommendations will be made for 15-hours (1 in-service credit), upon the successful completion of all assignments and postings in the course.

Instructor Biography:

I am currently employed in my sixth year as a school library media specialist. Previously, I taught seventh-grade English for nine years.

I received both a BA and an MA in English. In addition, I completed the Educational Computing Certificate from SUNY Stony Brook, and received my MLS in Library Studies from CW Post. I have taught several in-service classes through Copiague Schools and SCOPE, and am a certified Thinkfinity trainer. My presentations include the Long Island Language Arts Council Conference, the Western Suffolk BOCES Annual School Library System Conference, and New York Library Association. I have also been invited to present for the Suffolk School Library Media Association and Long Island School Media Association.