# Course Description

This course serves two purposes: 1) to teach emerging Internet technologies including Web 2.0 and Web 3.0 tools, and 2) to teach students how to use the vast resources on the Internet for research. Students will learn how to discern the quality of information on the Internet of scholarly and nonscholarly sources, portals, general web directories, specialized directories, search engines, plagiarism, copyright laws, APA format, Safe Assign, and evaluating good presentation design of online tutorials.

**University Learning Outcomes (ULO)**

* **ULO1:** Knowledge of Human Cultures and the Physical and Natural World
* **ULO2:** Intellectual and Practical Skills
* **ULO3:** Personal and Social Responsibility
* **ULO4:** Integrative and Applied Learning­
* **ULO5:** Immersed in the Critical Concerns of the Sisters of Mercy of the Americas

# Program Learning Outcomes (PLO)

* **PLO1**: Express an appreciation and understanding of a variety of aesthetic, literary, cultural and ideological traditions.(ULO 2, 3)
* **PLO2**: Engage meaningfully in a community of scholarship through inquiry, research and the communication of ideas. (ULO 2, 4)
* **PLO3**: Evaluate historical, political, economic and scientific data while recognizing the interrelatedness of events and processes. (ULO 1, 2, 3, 4)
* **PLO5**: Reflect upon the relationship of the Divine to the human experience. (ULO 2, 3, 4)
* **PLO6**: Examine and understand the dynamics of individual and group behavior. (ULO 2, 4)
* **PLO7**: Demonstrate an understanding of quantitative reasoning. (ULO 1, 2, 4)
* **PLO8**: Engage in constructive activities of service to the community in light of the Gospel tradition as experienced through the Mercy charism that shapes the College. (ULO 2, 3, 4)

# Course Learning Outcomes (CLO)

* **CLO1:** Determine the application of a variety of Internet technologies and resources to the workplace or educational setting.
* **CLO2:** Use the research process to develop an academic presentation.
* **CLO3:** Analyze ethical issues in publishing and utilizing online resources.

**Student Expectations**

Students are expected to do the following:

* Ask probing and insightful questions related to course content.
* Make meaningful and relevant connections and application to their own learning process.
* Be productive and contributing members of class discussions.

# Required Course Materials

Hock, R. (2013). *The extreme searcher’s Internet handbook: A guide for the serious searcher* (4th ed.). Medford, NJ: Information Today. ISBN: 978-1937290023.

This course uses several web tools external to Blackboard. You are required to use your GMercyU email address when you sign up to use these tools:

* [Google Drive](https://www.google.com/drive/)
* [Timeline](http://www.readwritethink.org/files/resources/interactives/timeline_2/)
* [Popplet](http://popplet.com/)

# Suggested Point Values

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Assessment** | **Point Value** | **Due** |
| **Week 1** | |  |  |
|  | Discussion: Leaps and Cycles in Internet Technology | 4 |  |
|  | Discussion: Safe Assign Report | 4 |  |
|  | HTML Quiz | 5 |  |
|  | Letter to Elected Official | 4 |  |
|  | Final Presentation: Initial Topic Selection | 5 |  |
| **Week 2** | |  |  |
|  | Discussion: Wikipedia | 4 |  |
|  | Discussion: Anatomy of a Filter Bubble | 5 |  |
|  | Learning Team Activity #1: Narrowing The Research Question | 5 |  |
|  | Final Presentation: Research Question and Research Process | 5 |  |
| **Week 3** | |  |  |
|  | Learning Team Activity #2: Adobe Connect Synchronous Session (Test Run) | 1 |  |
|  | Discussion: Internet Access on the Margins of Society | 4 |  |
|  | The Internet of Things Timeline | 5 |  |
|  | Final Presentation: Research Question and Annotated Bibliography | 5 |  |
| **Week 4** | |  |  |
|  | Discussion: Online Contacts and Connections | 4 |  |
|  | Discussion: Assistive Technologies | 4 |  |
|  | Learning Team Activity #3: Effective Presentations | 5 |  |
|  | Final Presentation | 5 |  |
| **Week 5** | |  |  |
|  | Discussion: Unplugging | 4 |  |
|  | Discussion: What To Do If Your Account Is Compromised | 4 |  |
|  | Effective Tutorials | 4 |  |
|  | Adobe Connect Synchronous Session for Live Presentations | 10 |  |
|  | Final Reflection | 4 |  |
| **Total Points** | | **100** |  |

# Course Schedule

|  |  |  |
| --- | --- | --- |
| **Week** | **Start** | **End** |
| One | <insert start date> | <insert end date> |
| Two |  |  |
| Three |  |  |
| Four |  |  |
| Five |  |  |

# Weekly Learning Modules

|  |  |  |  |
| --- | --- | --- | --- |
| Week One: Overview of the Internet; Ethics in Online Research | |  | |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Identify significant events in the history of the Internet. | | CLO1 | |
| * 1. Explain the basic technical aspects of how the Internet works. | | CLO1 | |
| * 1. Describe considerations with regard to accessing and using the Internet for research. | | CLO3 | |
| ***Required Learning Resources and Activities****: Students must complete any resources and activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** the following sections in *The Extreme Searcher’s Internet Handbook*:   * Ch. 1 (Pay special attention to pp. 26–28.) * Ch. 7 (Read pp. 187–200 only.)   **Review** the following articles and videos about the history and function of the Internet:   * “[A Brief History of the Internet](http://www.walthowe.com/navnet/history.html)” * “[World Wide Web](http://info.cern.ch/hypertext/WWW/TheProject.html)” * “[Moore’s Law](http://www.mooreslaw.org/)” * “[Tim Berners-Lee: The Next Web of Open, Linked Data](https://www.youtube.com/watch?v=OM6XIICm_qo)” (16:51) * “[Did You Know 4.0](https://www.youtube.com/watch?v=6ILQrUrEWe8)” (4:30) * “[How TCP/IP Works](https://www.youtube.com/watch?v=HOaIqQAeaik&feature=youtu.be)” (13:00) * “[DNS Explained](https://www.youtube.com/watch?v=72snZctFFtA&feature=youtu.be)” (6:03)   **Read** the following articles about net neutrality:   * “[Net Neutrality in a Nutshell](http://www.scientificamerican.com/article/net-neutrality-in-a-nutshell/)” * “[How Net Neutrality Violates the First Amendment (According to One ISP)](http://arstechnica.com/tech-policy/2015/10/net-neutrality-violates-the-first-amendment-according-to-one-isp/)” * “[Net Neutrality Supporters Optimistic After Court Arguments](http://arstechnica.com/tech-policy/2015/12/net-neutrality-supporters-optimistic-after-court-arguments/)”   **Read** the following articles about ethical use of online resources:   * “[Copyright Basics](http://www.copyright.com/learn/media-download/copyright-basics/)” (6:19) * “[GMercyU’s Copyright Policy and Fair Use Guidelines](http://www.gmercyu.edu/about-gmercyu/policies" \l "Copyright%20Infringement/Peer-to-Peer%20File%20Sharing%20Policies)” * “[Creative Commons: About the Licenses](https://creativecommons.org/licenses/)” (article and video 3:00) * “[Ten Commandments of Computer Ethics](http://www.computerethicsinstitute.org/images/TheTenCommandmentsOfComputerEthics.pdf)”   **Post** any questions or comments in the Week 1 Resources discussion forum. | | 1.1, 1.2, 1.3 | Discussion = **1 hour** |
| **HTML Activities and Quiz Yourself**  **Complete** the following activities about HTML:   * “[HTML(5) Tutorial](http://www.w3schools.com/html/)” (Complete **HTML Introduction** and **HTML Editors**.) * “[HTML Quiz](http://www.w3schools.com/html/html_quiz.asp)”   **Post** any questions or comments in the HTML Activities and Quiz discussion forum. | | 1.2 | Discussion = **.5 hour** |
| **Final Presentation (Overview and Preparation)**  This course includes one final presentation due for grading in Week 4. Although you will develop this presentation as an individual project, there are several learning team activities designed to help you as you progress through some of the more complex steps. In Week 5, you will deliver your final presentation to your learning team members during a required synchronous online session using Adobe Connect.  **Overview**:  Imagine your manager has asked you to develop a presentation for your colleagues to help them learn about emerging technologies in your current or desired field or industry. Your presentation should help your colleagues understand the types of technologies that may be most useful or influential on the job, how your industry may evolve because of or in reaction to the emerging technologies, and any disadvantages or complications that the technologies may introduce.  **Preparation:**  **Review** the weekly milestones below, and post any questions or comments in the Final Presentation discussion forum.  **Week 1: Initial Topic Selection**   * Identify your audience, and select several potential topics.   **Week 2: Research Question and Research Process**   * Learning Team Activity #1: Narrowing The Research Question * Develop an initial research question, and begin conducting your research.   **Week 3: Research Question and Annotated Bibliography**   * Learning Team Activity #2: Adobe Connect Synchronous Session (Test Run) * Submit your final research question and an annotated bibliography.   **Week 4: Final Presentation**   * Learning Team Activity #3: Effective Presentations * Submit your final presentation for grading and feedback.   **Week 5: Adobe Connect Synchronous Session for Live Presentations**   * Deliver your presentation to your learning team during a synchronous online session. | | 2.1, 3.3, 3.4, 4.4 | Discussion = **.5 hour** |
| **Learning Team Introductions**  **See** the Announcements forum for team assignments.  In your team forum, take this week to get to know your team members, and share your contact information and availability. Begin scheduling the required Adobe Connect synchronous sessions in Weeks 3 (test run) and 5 (live presentations). If you are unable to find a meeting time for all team members, contact your instructor. | | N/A | Team Discussion = **.5 hour** |
| **Total** |  |  | **2.5 hours** |
| ***Supplemental Learning Resources and Activities****: These resources and activities provide further exploration of content, supplemental information, and skill building. Students may complete items in this section on their own or as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Adobe Connect Live Discussion: Course Introduction**  **Review** [Adobe Connect Resources](https://sites.gmercyu.edu/student-resources/adobe-connect-resources/).  **See** the Announcements forum for a link to the Course Introduction Questions and Comments document in Google Drive.  **Submit** at least one question or comment related to this week’s content using the Course Introduction Questions and Comments document.  **Participate** in the scheduled live session with the course instructor. This session will provide an overview of the course, discuss the major assignments, and address any questions.  *Note:* A recorded lecture will be made available to those who are unable to attend the live session. | | 1.1, 1.2, 1.3 | Live Discussion: lecture and discussion = **1 hour** |
| **Obtaining Permission for Reusing Published Content**  **Go** to [MIT Technology Review](http://www.technologyreview.com/), and read an article of interest. At the bottom of the article, click **Permissions**, and answer the prompts beginning with *I would like to…*for the following scenarios:   * An author who would like to use an excerpt of this article in a book * A student who wants to use this article in a research paper * A member of the general public who wants to use an excerpt of this article on Facebook * Another appropriate way the article might be used   **Request** a quick price estimate for one of the scenarios, and note what the cost would be to use the content.  **Repeat** the quick price estimate process until you get one combination that is $0.00, one combination that costs something, and one combination that indicates that a quick price is not available or that a special order would be required.  **Consider** the following questions:   * Why is there a charge for some use scenarios and not for others? * What are you legally permitted to do with this article as your intended use changes? * What are possible consequences of not obtaining permission from the copyright holder?   **Post** your thoughts in the Obtaining Permission for Reusing Published Content discussion forum. | | 1.3 | Discussion = **1 hour** |
| **Total** |  |  | **2 hours** |
| ***Assignments****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion: Leaps and Cycles in Internet Technology**  **Review** “[Did You Know 4.0](https://www.youtube.com/watch?v=6ILQrUrEWe8)” (4:30).  **Pos**t a clear and logical response in 150 to 200 words to the following questions, providing specific examples to support your answers.   * Consider the introduction of the web browser in the mid-1990s and the introduction of mobile smartphones and tablets in the late 2000s. What recent or new technology development do you think is as significant as one of those? In what way is it significant? * What has changed since the “Did You Know 4.0” video was published in 2009? What do you think is still enduring? * What do you predict or hope will never go away but be improved or further developed with technology advancements?   *Note*: Initial answers to the questions are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least threestudents in a manner that is thought provoking and appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 1.1 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Safe Assign Report**  Below are screenshots of what an instructor sees when reviewing a student’s research paper to ascertain whether it contains plagiarized content.  **Sample 1:** The red arrow pointing at 100% indicates that the entire body of the paper appears on two published websites: wires.wiley.com and diva-portal.org.    **Sample 2:** The red arrow pointing at 34% indicates that 34% of the text appears in another student’s paper or in several published sources.      **Pos**t a clear and logical response in 150 to 200 words to the following questions, providing specific examples to support your answers.   * Is it plagiarism to take a paper that you have written for one course and reuse it for an assignment in another course? Why or why not? If you do not consider this to be plagiarism, do you consider it ethical? * Is it plagiarism to use some or all of a paper written by a fellow student for an assignment in your course? Why or why not? If you do not consider this to be plagiarism, do you consider it ethical? * What would you do if you discovered that your paper has been plagiarized by another student? * What do you think about technology such as Safe Assign?   *Note*: Initial answers to the questions are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least threestudents in a manner that is thought provoking and appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 1.3 | Discussion: one post and replies to three other posts = **1 hour** |
| **HTML Quiz**  **Complete** the HTML Quiz.  *Note:* You have 30 minutes to answer 15 multiple-choice and true-or-false questions. You have only one attempt to take the quiz, and you must complete it in one sitting. | | 1.1, 1.2 | Review Instructor’s Feedback = **.5 hour** |
| **Letter to Elected Official**  **Review** the following two articles about Net Neutrality:   * “[How Net Neutrality Violates the First Amendment (According to One ISP)](http://arstechnica.com/tech-policy/2015/10/net-neutrality-violates-the-first-amendment-according-to-one-isp/)” * “[Net Neutrality Supporters Optimistic After Court Arguments](http://arstechnica.com/tech-policy/2015/12/net-neutrality-supporters-optimistic-after-court-arguments/)”   **Write** a ½-page letter or email to an elected official in which you express your support or rejection of Net Neutrality laws and ask the official to support or reject it.  *Note:* You are not expected to submit the letter to the elected official.  **Submit** your letter through Blackboard. | | 1.3 | Review Instructor’s Feedback = **.5 hour** |
| **Final Presentation: Initial Topic Selection**  **See** the Announcements forum for a link to the Topic Selection document in Google Drive.  **Use** the Topic Selection document to describe your audience.  **Submit** at least three potential topics for your final project. Your instructor will provide feedback and guidance to help you select the best topic for your final presentation. | | 2.1, 4.4 | Review Instructor’s Feedback = **.5 hour** |
| **Total** |  |  | **8 hours** |

# Faculty Notes

**Google Drive:** The Course Introduction template and Topic Selection template are located in Faculty Resources.

* Download the documents from Faculty Resources, and modify if needed.
* Upload both documents to your own Google account.
* Post a link to each document in the Announcements forum.

Tutorial for how to create a Google doc:

* [Google Drive Tutorial 2015 - Quick Start](https://www.youtube.com/watch?v=6NLYbzXVJaY) [23:02]
* [Google Drive Collaboration and More](https://vimeo.com/synergiseducation/review/121043572/ddf07630a4) [8:49]

**Adobe Connect:** Students should post any questions or comments they have to the Course Introduction document in Google Drive. The instructor can then utilize those questions that come up in the first part of the week to tailor the live Adobe Connect class session that would be scheduled toward the later part of the week. That 1-hour synchronous session will allow students the opportunity to go over any questions they had with the homework and clarify any misconceptions they have about the course content. All Adobe Connect sessions should be recorded and a link to the recording be posted to the course page so any student who misses the session can review it later in the week.

*Note:* It is the instructor’s choice as to what day they will schedule the Adobe Connect Live Session, but it is recommended that they schedule this session for Wednesday of the week so students have plenty of time to review their homework prior to the deadline on Sunday.

**Learning Teams:** Assign students into small groups using the Groups feature in Blackboard. See [Create Groups](https://en-us.help.blackboard.com/Learn/9.1_2014_04/Instructor/080_Collaboration/050_Course_Groups/030_Create_Groups) and **Related Content** for instructions.

* Faculty are encouraged to assign students to learning teams based on similarities in their topic selections.
* Post an announcement in the Announcements forum communicating learning team members. If necessary, send groups an additional message introducing team members to each other.

**Discussion: Leaps and Cycles in Internet Technology:** Consider providing the follow-up questions below to elicit additional discussion:

Technologies can be cyclical in their appearance or prevalence in the mainstream. For example, in the 1990s, pen computing was a hot topic. Now, 25 years later, Apple has introduced the Apple Pencil for use with its tablet devices.

* Why do you think Internet technologies can appear, disappear, and resurge in waves?
* Who do you think benefits most from the introduction and reintroduction of technologies at different points in time?

**Letter to Elected Official:** The purpose of this assignment is to present opposing views on an issue relating to Internet access. Students must form their own opinion and begin to build a case to defend their position. Faculty may choose articles on another topic, such as broadband access in rural areas, digital technology in schools, or another appropriate topic that is current at the time this course is taught.

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| Week Two: Directories, Portals, Search Engines, and Searching Techniques | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Develop a research question to guide the research process. | | CLO2 | |
| * 1. Compare the results from different online search techniques and sources. | | CLO1, CLO2 | |
| * 1. Analyze how filtering content affects online search results. | | CLO1, CLO2, CLO3 | |
| ***Required Learning Resources and Activities****: Students must complete any resources and activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** Ch. 2–4 of*The Extreme Searcher’s Internet Handbook*.  **Review** the following resources about researching and research questions:   * “[Formulating A Research Question](http://guides.library.duke.edu/c.php?g=289688&p=1930772)” (3:50) * “[Formulating Your Research Question](http://vanderbilt.edu/writing/manage/wp-content/uploads/2013/06/Formulating%20Your%20Research%20Question.pdf)” * “[What Makes a Good Research Question?](http://twp.duke.edu/uploads/media_items/research-questions.original.pdf)” * “[Writing Research Questions](https://researchrundowns.wordpress.com/intro/writing-research-questions/)”     **Review** the following resources about Google, Google bombs, and filter bubbles:   * “[How to be a Google Power User](http://imgur.com/gallery/rNlQJuT)” * “[Get More Out of Google](http://i.kinja-img.com/gawker-media/image/upload/s--ryIDjyFD--/18ix9ibv9xsotgif.gif)” * “[10 Google Bombs That Will Live In Infamy](http://mashable.com/2012/04/19/google-bombs/)” * “[Beware Online 'Filter Bubbles'](https://www.ted.com/talks/eli_pariser_beware_online_filter_bubbles?language=en)” (9:04)   **Review** the following resources about evaluating articles and websites:   * “[GMercyU Libguide: Library Resource Tutorials](http://gmercyu.libguides.com/content.php?pid=492367)” * “[Understanding Research Database Articles](http://www.screencast.com/t/LrtavGyJL)” (4:24) * “[Website Evaluation Checklist](http://gmercyu.libguides.com/loader.php?type=d&id=116158)”   **Post** any questions or comments in the Week 2 Resources discussion forum. | | 2.1, 2.2, 2.3 | Discussion = **1 hour** |
| **Final Presentation: Topic Selection**  **Review** your instructor’s feedback on your initial topic choices, and finalize your topic selection. | | 2.1, 4.4 | Review Instructor’s Feedback = **.5 hour** |
| **Total** |  |  | **1.5 hour** |
| ***Supplemental Learning Resources and Activities****: These resources and activities provide further exploration of content, supplemental information, and skill building. Students may complete items in this section on their own or as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Additional Internet Resources**  **Review** the following websites:   * Customizing web content    + [Flipboard.com](https://flipboard.com/)   + [Stumbleupon.com](https://www.stumbleupon.com/) * Automatically monitoring web content    + [Google Alerts](https://www.google.com/alerts)   + [Watch That Page](http://www.watchthatpage.com/)   **Consider** the following questions after reviewing the above resources:   * Which of these resources do you think you would use? Why? * Do you know of other websites or mobile apps that achieve the same results?   **Post** your thoughts in the Additional Internet Resources discussion forum. | | 2.2, 2.3 | Discussion = **1 hour** |
| **Total** |  |  | **1 hour** |
| ***Assignments****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion: Wikipedia**  **Review** ["Understanding Research Database Articles"](http://www.screencast.com/t/LrtavGyJL) (4:24) and ["Website Evaluation Checklist"](http://gmercyu.libguides.com/loader.php?type=d&id=116158).  **Pos**t a clear and logical response in 150 to 200 words to the following question, providing specific examples to support your answer.   * What are the strongest arguments and evidence you can provide to convince your instructor to accept Wikipedia as a valid source for your research? Refer to the Website Evaluation Checklist as you formulate your answer.   *Note*: Initial answers to the question are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least threestudents in a manner that is thought provoking and appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 2.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Anatomy of a Filter Bubble**  **See** the Announcements forum for a link to the Filter Bubble Google folder.  **Review** ["Beware Online 'Filter Bubbles'"](https://www.ted.com/talks/eli_pariser_beware_online_filter_bubbles?language=en) (9:04) and “[10 Google Bombs That Will Live In Infamy](http://mashable.com/2012/04/19/google-bombs/).”  **Part I**  **Conduct** three Internet searches by entering the following keywords into Google, one at a time. If you feel uncomfortable with your results, consider turning on Google’s [Safe Search](https://support.google.com/websearch/answer/510?source=gsearch&hl=en) prior to your inquiry, or contact your instructor.   1. *“Refugee”* 2. *“Space Flight”* 3. *“Mobile”*   **Take** a screenshot of your first page of results for each keyword search, and add your name to the file name, as in *Amy\_refugee.doc*.  **Navigate** to your instructor’s Google folder, and upload your screenshots to the appropriate subfolder.  **Review** your classmates’ screenshots.  **Part II**  **Pos**t a clear and logical response in 150 to 200 words to the following questions, providing specific examples to support your answers.   * Look closely at the screenshots. What kinds of differences do you see, if any, across your classmates’ search results? Are there differences in links, the order of the links listed, advertising, or other areas? * How can your wording or phrasing affect your search results? * How might filter bubbles affect your academic research? What can you do to be sure you are getting the most current, accurate, and unbiased information?   *Note*: Initial answers to the questions are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least three students in a manner that is thought provoking and appropriately challenges or elevates the discussion. | | 2.2, 2.3 | Discussion: one post and reply to three other posts = **2 hours** |
| **Learning Team Activity #1: Narrowing the Research Question**  **Review** ["Formulating A Research Question"](http://guides.library.duke.edu/c.php?g=289688&p=1930772) (3:50).  **Discuss** the following with your learning team members in the assigned team forum.   * Share your target audience, topic, and initial research question with your team. * Collaborate with one another to improve your research questions. Revise and suggest edits to help fine-tune and focus your questions. * Identify any potential challenges or concerns.   *Note:* You will be graded on your participation and contribution to the discussion. | | 2.1, 2.2, 2.3 | Team Discussion = **2 hours** |
| **Final Presentation: Research Question and Research Process**  **Complete** the Research Question and Research Process worksheet.  **Submit** your completed worksheet through Blackboard. | | 2.1, 2.2, 2.3 | Review Instructor’s Feedback = **.5 hour** |
| **Total** |  |  | **8 hours** |

# Faculty Notes

**Discussion: Anatomy of a Filter Bubble**

* Create a Filter Bubbles folder in your Google Drive, and create three subfolders for students to upload their screenshots. Share the folder with your students using their GMercyU email address. Post a link to the folder in the Announcements forum.
* Faculty are encouraged to select three topics that are current at the time this course is offered. Consider selecting topics in science, politics, medicine, or other topics that are likely to demonstrate the filter bubble effect.

**Learning Team Activity #1: Narrowing the Research Question:** Teams do not submit anything for grading. Instructors should review the team forums to ensure that all students participate and contribute. Add clarification, guidance, and feedback as necessary.

**Final Presentation: Research Question and Research Process:** Faculty should provide timely and sufficient feedback to help students develop an annotated bibliography for Week 3.

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| --- | --- | --- | --- |
| Week Three: Evolution of Web 2.0 and Web 3.0; The Annotated Bibliography | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Trace the ongoing evolution of the Internet. | | CLO1 | |
| * 1. Describe the different features and uses of Web 2.0 and Web 3.0 technology tools. | | CLO1 | |
| * 1. Cite a variety of sources using APA format. | | CLO2, CLO3 | |
| * 1. Develop an annotated bibliography. | | CLO2, CLO3 | |
| ***Required Learning Resources and Activities****: Students must complete any resources and activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** Ch. 8 of*The Extreme Searcher’s Internet Handbook*.  **Review** the following resources about Web 2.0 and Web 3.0:   * [“What is Web 3.0 Technology?”](https://www.youtube.com/watch?v=F_nbUizGeEY) (4:30) * “Web 2.0 vs. Web 3.0 – What Really is the Difference?”   **Review** the following resources about APAformatting:     * “[APA Format for Papers](https://my.gmercyu.edu/c/document_library/get_file?p_l_id=1307611&folderId=1314366&name=DLFE-13841.pdf)” * “[APA Style Guide to Electronic Resources](http://libproxy.gmercyu.edu/loggedin/APA_Style_Guide.pdf)” * “[Documenting Sources: Overview](https://owl.english.purdue.edu/owl/resource/584/1/)” (Review section on **Documenting Electronic Sources**) * “[APA Style Part Two: Citing Sources](https://gwynedd-mercycollege.adobeconnect.com/_a1013930896/p1tzjk8hluj/?launcher=false&fcsContent=true&pbMode=normal)” (9:44) * “[APA Style Part Three: References](https://gwynedd-mercycollege.adobeconnect.com/_a1013930896/p1w44c1ik7f/?launcher=false&fcsContent=true&pbMode=normal)” (19:26)   **Review** the following resources about annotated bibliographies:   * “[Annotated Bibliographies](https://owl.english.purdue.edu/owl/resource/614/1/)” * “[Annotated Bibliographies: An Illustrated Guide](https://www.youtube.com/watch?v=-LpgXJvQnEc)” (3:11)   **Post** any questions or comments in the Week 3 Resources discussion forum. | | 3.1, 3.2, 3.3, 3.4 | Discussion = **1 hour** |
| **Learning Team Activity #2: Adobe Connect Synchronous Session (Test Run)**    Your team must hold a synchronous online session in Week 5 in which you each deliver your final presentation live to your team members. This week, you hold a test run to ensure that all team members can see and hear each other and understand how to conduct a remote presentation. Your instructor will create an Adobe Connect meeting room for your learning team to use.  **Using Adobe Connect**  **Coordinate** with your team members to choose a time and date for your test run.    **Include** your instructor in the invitation and scheduling process.  **Ensure** that your computer is ready to participate in the online session. It is your responsibility to download any required software, set your permissions and popup blocker, and ensure that you are able to participate. Contact your instructor with any questions.  Once all team members have joined the Adobe Connect Synchronous Session, consider using the time to discuss your progress on the annotated bibliography. | | 3.3, 3.4, 4.4 | Team Discussion = **1.5 hours** |
| **Total** |  |  | **3 hours** |
| ***Supplemental Learning Resources and Activities****: These resources and activities provide further exploration of content, supplemental information, and skill building. Students may complete items in this section on their own or as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Adobe Connect Live Discussion: Checkpoint**  **See** the Announcements forum for a link to the Checkpoint document in Google Drive.  **Submit** at least one question or comment related to your learning team’s Adobe Connect Synchronous Session (Test Run).  **Participate** in the scheduled live session with the course instructor. This session will provide an overview of the class, discuss the major assignments in the course, and address any questions.  *Note:* A recorded lecture will be made available to those who are unable to attend the live session. | | Weeks 1–3 | Live Discussion: lecture and discussion = **1 hour** |
| **Additional Internet Resources**  **Review** the following websites:   * Some emerging technology news sources    + [Techcrunch](http://techcrunch.com/)   + [Engadget](http://www.engadget.com/)   + [Near Future Laboratory](http://nearfuturelaboratory.com/) * Tools for collecting and organizing resources    + [Zotero](https://www.zotero.org/)   + [Evernote](https://evernote.com/?var=2) * Mobile apps for research and study    + [Mobile Apps for Research and Study](http://libguides.rutgers.edu/apps/) * Professional organizations in CIS    + Keiss Library LibGuide: [Professional Organizations in CIS](http://gmercyu.libguides.com/content.php?pid=542227&sid=4460069)   **Consider** the following questions after reviewing the above resources:   * Which of these resources do you think you would use? Why? * Do you know of other websites or mobile apps that achieve the same results?   **Post** your thoughts in the Additional Internet Resources discussion forum. | | 3.1, 3.2, 3.3, 3.4 | Discussion = **1 hour** |
| **Total** |  |  | **2 hours** |
| ***Assignments****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion: Internet Access on the Margins of Society**  **Review** the following videos:   * “[Did You Know 4.0](https://www.youtube.com/watch?v=6ILQrUrEWe8)” (4:30) * “[The Story of Electronics (2010)](https://www.youtube.com/watch?v=sW_7i6T_H78)” (7:46)   **Navigate** to the following websites, and review their information, purpose, or goals:   * [Miniature Earth](http://www.miniature-earth.com/) * [EveryoneOn.org](http://everyoneon.org/about/) * [One.org](http://www.one.org/us/) (Read “[The Connectivity Declaration: Demanding Internet Access for All and Implementation of the Global Goals](http://www.one.org/us/2015/09/26/the-connectivity-declaration-demanding-internet-access-for-all-and-implementation-of-the-global-goals/).”) * [One.laptop.org](http://one.laptop.org/)   **Pos**t a clear and logical response in 150 to 200 words to the following questions, providing specific examples to support your answers.   * What percentage of the world’s population has Internet access? What do you notice about the relative availability and accessibility of digital technology in different regions of the world? * What aspects of the spread of Internet access to remote parts of the world do you find most interesting? For example, do all countries follow the same path of Internet and technology growth as we in the United States have traced, or are some countries advancing toward connectivity in different ways? * How could you make a difference in addressing the problems of digital access?   *Note*: Initial answers to the questions are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least threestudents in a manner that is thought provoking and appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 1.3, 3.2 | Discussion: one post and replies to three other posts = **2 hours** |
| **The Internet of Things Timeline**  **Choose** a topic: education, shopping, communication, dating, traveling, or another topic with instructor approval.  **Develop** a timeline containing a minimum of five examples that illustrate how this topic or activity has changed with the creation and evolution of the Internet. It is recommended that you use [Timeline](http://www.readwritethink.org/files/resources/interactives/timeline_2/), but you may create and present your timeline in any appropriate format.  **Address** the following in your timeline:   * How has the topic or activity changed from the past to the present? * What are some specific companies, industries, technologies, mobile apps, or other tools that demonstrate the changing function or attitudes toward the topic or activity? * How has the topic or activity itself changed as a result of the Internet and other online or digital technologies? * What do you predict or hope for the future of this topic or activity?   **Illustrate** your timeline with images and concise descriptions or explanations.  **Submit** a final document or a link to your timeline through Blackboard. | | 3.1, 3.2 | Review Instructor’s Feedback = **1 hour** |
| **Final Presentation: Research Question and Annotated Bibliography**  **Review** your instructor’s feedback on your Research Question and Research Process worksheet.  **Finalize** your research question.  **Conduct** additional research on your topic and research question. You must select the following resources, at a minimum:   * Four scholarly articles from peer-reviewed academic or professional organization research journals * Four nonscholarly articles, essays, or other text-based content from a reputable source * Two relevant nontraditional resources (e.g., podcast, blog, or video)   **Create** a 3- to 5-page annotated bibliography. For each resource, address the following:   * Provide APA citations. * Briefly summarize the content. * How does each resource align to your research question? How will each support your final presentation? * How do you think each resource, or its author or publication, will be perceived by your audience?   **Submit** your final research question and annotated bibliography through Blackboard.  Note: This assignment is graded according to the Research Question and Annotated Bibliography Rubric. | | 2.1, 3.3, 3.4, 4.4 | Review Instructor’s Feedback = **1 hour** |
| **Total** |  |  | **9 hours** |

# Faculty Notes

**Google Drive:** The Checkpoint template is located in Faculty Resources.

* Download the document from Faculty Resources, and modify if needed.
* Upload the document to your own Google account.
* Post a link to the document in the Announcements forum.

**Learning Team Activity #2: Adobe Connect Synchronous Session (Test Run):** Instructors should set up the Adobe Connect meeting rooms for each team, and send a message or post an announcement communicating assignments.

**The Internet of Things Timeline:** [Timeline](http://www.readwritethink.org/files/resources/interactives/timeline_2/) is recommended because students are not required to login or download anything. Faculty are encouraged to search for and suggest additional timeline generators.

**Final Presentation: Research Question and Annotated Bibliography:** Faculty may modify the number or type of required resources at their discretion.

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| Week Four: Your Online Presence | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Describe various approaches to publishing content online, including technical, social, professional, and ethical considerations. | | CLO1, CLO2, CLO3 | |
| * 1. Identify strategies and tools to increase accessibility of content published online. | | CLO1, CLO3 | |
| * 1. Analyze characteristics of effective online presentations. | | CLO1, CLO2 | |
| * 1. Create a professional or academic presentation for an identified audience. | | CLO1, CLO2 | |
| ***Required Learning Resources and Activities****: Students must complete any resources and activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** Ch. 10 of*The extreme searcher’s Internet handbook*.  **Read** the following resources about assistive technology:   * “[Understanding Assistive Technology](https://www.youtube.com/watch?v=43RnHgcCOGA)” (7:12) * “[The Accessibility and Mobile Apps Story](http://www.abledata.com/publications/accessibility-and-mobile-apps-story)” (Download the PDF)   **Read** the following resources about social networking:   * “[Are Social Networking Sites Good for Our Society?](http://socialnetworking.procon.org/)” * “[Advice: Texting Manners](http://emilypost.com/advice/texting-manners/)” * “[Advice: Smart Use of Smartphones and Tablets](http://emilypost.com/advice/smart-use-of-smartphones-and-tablets/)”   **Review** the following resources about effective online presentations:   * “[Delivering a Good Presentation – Identify the Good Techniques](https://www.youtube.com/watch?v=5utoLhjUuAI)” (6:59) * “[Delivering a Bad Presentation – Spot the Mistakes](https://www.youtube.com/watch?v=ATfY8dvbuFg)” (4:50) * “[Some Bad Prezis](https://prezi.com/x7gjmhdpi52t/some-bad-prezis/)” * [Prezijedi.com](http://prezijedi.com/) (Review this website for many examples of effective Prezi presentations.)   **Post** any questions or comments in the Week 4 Resources discussion forum. | | 4.1, 4.2, 4.3, 4.4 | Discussion = **1 hour** |
| **Popplet**  **Go** to [Popplet.com](http://popplet.com/), and click **try it out**.  **Review** the tutorial.  **Sign up** to use Popplet for an activity this week. You are required to use your GMercyU email address.  **Post** any questions in the Popplet discussion forum. | | N/A | Discussion = **.5 hour** |
| **Total** |  |  | **1.5 hour** |
| ***Supplemental Learning Resources and Activities****: These resources and activities provide further exploration of content, supplemental information, and skill building. Students may complete items in this section on their own or as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Additional Internet Resources**  **Review**  the following resources:   * Keyboard shortcuts:   + [Shortcutworld.com](http://www.shortcutworld.com/)   + ["10 Amazing Windows Shortcuts You Aren’t Using"](https://www.youtube.com/watch?v=yZGjhA0B_Ws) (4:14) * Branding yourself:    + ["5 Steps to Empowering the Brand You](http://www.forbes.com/sites/meghanbiro/2013/02/24/5-steps-to-empowering-the-brand-you/)” (You may need to search for this article by title.)   + ["Introduction to Personal Branding](http://www.slideshare.net/milenaregos/personal-branding-17822864)”   **Consider** the following questions after reviewing the above resources:   * Which of the keyboard shortcuts do you think you would use? Why? * Do you like any other useful shortcuts? * What do you think of the importance of branding yourself online? * What are some other ways that you can polish and manage your online presence?   **Post** your thoughts in the Additional Internet Resources discussion forum. | | 4.2 | Discussion = **1 hour** |
| **Total** |  |  | **1 hour** |
| ***Assignments****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion: Online Contacts and Connections**  **Review** the following resources:   * “[Advice: Texting Manners](http://emilypost.com/advice/texting-manners/)” * “[Advice: Smart Use of Smartphones and Tablets](http://emilypost.com/advice/smart-use-of-smartphones-and-tablets/)”   **Post** a clear and logical response in 150 to 200 words to the following questions, providing specific examples to support your answers.   * Imagine you are conducting a survey to support your research. Is it appropriate to recruit survey respondents from your Facebook friends, your LinkedIn connections, and your other personal and professional networks? * When is it inappropriate to approach people in your contacts databases or social network lists for research participation? * What are the etiquette and protocols for connecting with others in various professional, academic, and social situations? Share any additional resources that you may know about with your classmates.   *Note*: Initial answers to the questions are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least threestudents in a manner that is thought provoking and appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 4.1 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Assistive Technologies**  **Part I**  **See** the Announcements forum for a link to collaborate in your instructor’s Assistive Technologies Popplet at [Popplet.com](http://popplet.com/).  **Research** “*assistive technologies,”* and select one to describe for your classmates.  **Add** a brief description to the Assistive Technologies popplet. Include the following:   * A brief description of the technology and its benefits to its intended audience * An image * A link to the website   **Review** the technologies compiled by your classmates in the popplet.  **Part II**  **Pos**t a clear and logical response in 150 to 200 words to the following questions, providing specific examples to support your answers.   * Do you anticipate any problems or misuse of these assistive technologies? * Do you have any ethical concerns? * What do you think about using the popplet as part of this discussion?   *Note*: Initial answers to the questions are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least threestudents in a manner that is thought provoking and appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 4.2 | Discussion = **2 hours** |
| **Learning Team Activity #3: Effective Presentations**  **Review** the following resources about effective online presentations:   * ["Delivering a Good Presentation – Identify the Good Techniques"](https://www.youtube.com/watch?v=5utoLhjUuAI) (6:59) * ["Delivering a Bad Presentation – Spot the Mistakes"](https://www.youtube.com/watch?v=ATfY8dvbuFg) (4:50) * “[Some Bad Prezis](https://prezi.com/x7gjmhdpi52t/some-bad-prezis/)” * [Prezijedi.com](http://prezijedi.com/) (Review this website for many examples of effective Prezi presentations.)   **Discuss** the following with your learning team members in the assigned team forum.   * What do you think are the most important presentation problems to avoid? * What effect do you think these bad presentation choices have on an audience? * What other techniques and approaches do you think should be included in a good presentation?   Note: You will be graded on your participation and contribution to the discussion. | | 4.3 | Team Discussion = **1.5 hour** |
| **Final Presentation**  **Develop** a 10-minute presentation in which you explain to your audience how some emerging technologies can be used in your workplace or industry.  **Use** a presentation tool of your choice, such as PowerPoint, [Prezi](https://prezi.com/), [YouTube](https://www.youtube.com/), [Glogster](https://www.glogster.com/), or another digital tool with instructor approval. Your presentation must include the following elements:   * Research question * Overview of the need for the emerging technologies in your workplace or industry * How the technologies function, and how they may solve problems or facilitate work issues * Illustrate your presentation with appropriate images, links, or videos * Include a full transcript (or captions) for ADA compliance * Title and APA formatted reference list   **Submit** your presentation or a link to your instructor for grading and feedback.  Note: This assignment is graded according to the Presentation: Content Rubric. | | 2.1, 3.3, 3.4, 4.4 | Review Instructor’s Feedback = **1 hour** |
| **Total** |  |  | **8 hours** |

# Faculty Notes

**Discussion: Assistive Technologies:** This assignment makes use of the collaborative online tool, Popplet. Instructors may choose another web tool at their discretion.

* Navigate to [Popplet.com](http://popplet.com/), and create a user ID and password.
* Click . Give it a name, and click .
* Click  to make the popplet accessible to students. Invite students to be collaborators using their GMercyU email address. Post the link to the popplet in the Announcements forum.
* Instructors can add a few items to organize the popplet or help students get started, or you can allow students to create all of the content according to the assignment instructions.

**Learning Team Activity #3: Effective Presentations:** Teams do not submit anything for grading. Instructors should review the team forums to ensure that all students participate and contribute. Add clarification, guidance, and feedback as necessary.

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| Week Five: Potential Pitfalls on the Web | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Describe the personal benefits of unplugging. | | CLO1 | |
| * 1. Explain how to avoid or prevent some of the prominent pitfalls of online technology. | | CLO1 | |
| * 1. Analyze characteristics of effective online tutorials. | | CLO1 | |
| ***Required Learning Resources and Activities****: Students must complete any resources and activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| No readings assigned from *The Extreme Searcher’s Internet Handbook*.  **Review** the following resources about unplugging:   * ["Study Finds Quitting Facebook Makes You Happier and Less Stressed"](http://www.huhmagazine.co.uk/10779/study-finds-quitting-facebook-makes-you-happier-and-less-stressed) * ["If This Video…"](https://www.youtube.com/watch?v=AY4uWLOLKzU) (1:31) * [NationalDayOfUnplugging.org](http://www.nationaldayofunplugging.org)   **Review** the following resources about the future of the web:   * ["Tim Berners-Lee in 2014 - A Magna Carta for the Web"](https://www.ted.com/talks/tim_berners_lee_a_magna_carta_for_the_web) (6:43)   **Review** the following resources about how to protect yourself online:   * [“Stop. Think. Connect.”](http://www.dhs.gov/stopthinkconnect) * [“National Cyber Security Awareness Month”](https://www.staysafeonline.org/ncsam/) * ["3 Simple Ways Two-Factor Authentication Can Protect You When No One Else Will"](http://www.pcworld.com/article/2824789/3-ways-you-can-use-two-factor-authentication-to-protect-you-when-no-one-else-will.html)   **Post** any questions or comments in the Week 5 Resources discussion forum. | | 5.1, 5.2, 5.3 | Discussion = **1 hour** |
| **Total** |  |  | **1 hour** |
| ***Supplemental Learning Resources and Activities****: These resources and activities provide further exploration of content, supplemental information, and skill building. Students may complete items in this section on their own or as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Adobe Connect Live Discussion: Course Closing**  **See** the Announcements forum for a link to the Course Closing document in Google Drive.  **Submit** at least one question or comment related to this week’s content using the Course Closing document.  **Participate** in the scheduled live session with the course instructor. This session will provide an overview of the class, discuss the major assignments in the course, and address any questions.  Note: A recorded lecture will be made available to those who are unable to attend the live session. | | All Course Objectives | Live Discussion: lecture and discussion = **1 hour** |
| **Additional Internet Resources**  **Review**  the following resources:   * Cloud computing:   + “[What is Cloud Computing?](http://www.ibm.com/cloud-computing/what-is-cloud-computing.html)” * Cognitive computing and artificial intelligence:   + “[Cognitive Computing](http://www.research.ibm.com/cognitive-computing/#fbid=G0Bg4QOg_Kv)” * Deep web or dark web:   + ["What is the Deep Web and How Do You Access It?"](https://www.quora.com/What-is-the-deep-web-and-how-do-you-access-it)   + [Deep Web](http://www.deepwebthemovie.com/#land) (Review the [Trailer](http://www.deepwebthemovie.com/#trailer).) * Cyberforensics:   + [Security Intelligence](https://securityintelligence.com/) (Read “[Demystifying the Dark Art of Cyber Forensics](https://securityintelligence.com/demystifying-the-dark-art-of-cyber-forensics/).”)   **Consider** the following questions after reviewing the above resources:   * How do these resources make you think differently about the Internet as it exists today and in the future? * Is the world a better or worse place because of the ever more complex and evolving Internet? Why?   **Post** your thoughts in the Additional Internet Resources discussion forum. | | 5.1, 5.2 | Discussion = **1 hour** |
| **Total** |  |  | **2 hours** |
| ***Assignments****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion: Unplugging**  **Pos**t a clear and logical response in 150 to 200 words to the following questions, providing specific examples to support your answers.   * What do you think about taking a day off from being connected to the Internet? Do you ever make time to unplug, or are you connected to the Internet 24/7/365? * If you observe a day off either occasionally or on a more regular basis, what are some tips you can give others for making the unplugging experience more valuable?   *Note*: Initial answers to the questions are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least two students in a manner that is thought provoking and appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 5.1 | Discussion: one post and replies to two other posts = **1 hour** |
| **Discussion: What To Do If Your Account Is Compromised**  **Pos**t a clear and logical response in 150 to 200 words to the following questions, providing specific examples to support your answers.  What would you do if…   * Your email suddenly fills with junk messages, perhaps in a foreign language, and you start getting emails, phone calls, and texts from friends and colleagues telling you to please stop sending them unwanted messages. * Your bank account or credit card balance suddenly increases or decreases, and unauthorized purchases or debits appear on your account statement.   **Share** some of your personal best practices and experience with online security and tools that you may use to protect yourself, such as credit monitoring or [LifeLock](https://www.lifelock.com/).    *Note*: Initial answers to the questions are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least two students in a manner that is thought provoking and appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 5.2 | Discussion: one post and replies to two other posts = **1 hour** |
| **Effective Tutorials**  **Find** a short online tutorial related to any topic of interest, such as cooking, dancing, or car repair. The tutorial may be a video, text-based, or in any other format.  **Write** a ½-page assessment of the tutorial in which you address the following:   * Why did you choose this tutorial over others to evaluate? * What about this tutorial was most or least useful? What recommendations would you make to the creator of the tutorial to make it more effective or engaging? * How does this type of tutorial compare to delivering a presentation to a live or online audience?   **Submit** your assessment through Blackboard. | | 5.3 | Review Instructor’s Feedback = **1 hour** |
| **Adobe Connect Synchronous Session for Live Presentations**  **Review** your instructor’s comments on your presentation and revise as needed. Your instructor will attend the Adobe Connect Synchronous session.  *Note:* Your session may be recorded.  **Deliver** your presentation during the synchronous session to your learning team, and discuss the quality and effectiveness of each presentation.  *Note:* You will be graded according to the Presentation: Delivery Rubric. | | 4.4 | Team Discussion = **2 hours** |
| **Final Reflection**  **Write** a ½- to 1-page final reflection in which you address the following:   * How did your research question guide your research process? * How did developing the annotated bibliography help you evaluate and choose resources? * How did the learning team interactions help you develop your final presentation? * If you were going to turn your work in this course into a formal, academic research paper, what would you do next?   **Submit** your Final Reflection through Blackboard. | | Whole Course | Review Instructor’s Feedback = **1 hour** |
| **Total** |  |  | **9 hours** |

# Faculty Notes

**Future of the Web:** Instructors should note that Week 1 includes Tim Berners-Lee’s TED talk from 2009 (“[Tim Berners-Lee: The Next Web of Open, Linked Data](https://www.youtube.com/watch?v=OM6XIICm_qo)”), and the more recent TED talk (["Tim Berners-Lee in 2014 - A Magna Carta for the Web"](https://www.ted.com/talks/tim_berners_lee_a_magna_carta_for_the_web)) is used to wrap up the course in Week 5. Time permitting, instructors are encouraged to review and compare the two videos.

**Worst Case Scenario:**

If a student states that they cannot attend the Learning Team Adobe Connect Synchronous Session, instructors are encouraged to do one of the following:

* The instructor could set up their own Adobe Connect live session and allow the student to deliver their presentation to the instructor only.
* Advise the student to add voiceover audio narration to the presentation and turn it in to the team for feedback.

# Breakdown of Academic Instructional Equivalencies

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| --- | --- | --- |
|  |  |  |
| **Week 1** |  |  |
| Required |  | 6 |
| Supplemental |  | 2 |
|  |  |  |
| **Week 2** |  |  |
| Required |  | 7 |
| Supplemental |  | 1 |
|  |  |  |
| **Week 3** |  |  |
| Required |  | 7 |
| Supplemental |  | 2 |
|  |  |  |
| **Week 4** |  |  |
| Required |  | 7 |
| Supplemental |  | 1 |
|  |  |  |
| **Week 5** |  |  |
| Required |  | 7 |
| Supplemental |  | 2 |
|  |  |  |
|  |  |  |
| **Total Required Hours** |  | 34 |
| **Total Supplemental Hours** |  | 8 |
| **Total Hours** |  | 42 |