

UNIVERSITY FACULTY SENATE FORMS

Academic Program Approval

This form is a routing document for the approval of new and revised academic programs. Proposing department should complete this form. For more information, call the Faculty Senate Office at 831-2921.

Submitted by: Barry Joyce phone number 2860

Department: History email bjoyce@udel.edu

Action: Add a one-credit course (HIST492) to History Education program requirements

(Example: add major/minor/concentration, delete major/minor/concentration, revise major/minor/concentration, academic unit name change, request for permanent status, policy change, etc.)

Effective term 07F
(use format 04F, 05W)

Current degree BA
(Example: BA, BACH, BACJ, HBA, EDD, MA, MBA, etc.)

Proposed change leads to the degree of: No change
(Example: BA, BACH, BACJ, HBA, EDD, MA, MBA, etc.)

Proposed name: HIST492 Integrating Instructional Technology into Social Studies Teaching

Proposed new name for revised or new major / minor / concentration / academic unit (if applicable)

Revising or Deleting:

Undergraduate major / Concentration: DNA
(Example: Applied Music – Instrumental degree BMAS)

Undergraduate minor: DNA
(Example: African Studies, Business Administration, English, Leadership, etc.)

Graduate Program Policy statement change: DNA
(Must attach your Graduate Program Policy Statement)

Graduate Program of Study: DNA
(Example: Animal Science: MS Animal Science: PHD Economics: MA Economics: PHD)

Graduate minor / concentration: DNA

Note: all graduate studies proposals must include an electronic copy of the Graduate Program Policy Document, highlighting the changes made to the original policy document.

List new courses required for the new or revised curriculum. How do they support the overall program objectives of the major/minor/concentrations)?

We are proposing that *Integrating Instructional Technology into Social Studies Teaching (HIST492)* become a required one-credit course for all History Education students accepted into student teaching.

Included with the hard copy of this form are the following attachments:

- Letter of approval from the University Council for Teacher Education (UCTE)
- Letter of support from Dr. Pat Sine, director of the Office of Educational Technology (OET)
- Course syllabus and materials from current HIST467 course
- Current catalog description of History Education Program
- Revised catalog description of History Education Program

Integrating Instructional Technology into Social Studies Teaching is a one-credit course for History Education majors to be taken concurrently with HIST491 during the fall semester of their senior year. It is designed as a four-week course, consisting of four 3-hour evening classes. This course provides future history teachers with the technology skills that they need in order to become more effective teachers. This course enables students to meld sound instructional technology skills with the academic content and instructional methods acquired during the course of their academic career at the University of Delaware. Topics include creating websites and webquests, copyright and fair use laws, plagiarism and internet professionalism, accessing knowledge and instructional materials on the internet, using software and hardware to enhance classroom instruction, and assessment tools.

Explain, when appropriate, how this new/revised curriculum supports the 10 goals of undergraduate education:

Making *Integrating Instructional Technology into Social Studies Teaching* a required course supports the 10 goals of undergraduate education in many ways. It specifically supports **Goal # 1** by teaching students the skills to apply information technology and quantitative reasoning as social studies secondary education teachers. For instance students learn to use technology to collect and present assessment data in a way that facilitates quantitative reasoning. This course also engages students with questions of ethics (**Goal #4**) and the internet, addressing issues such as copyright and fair use, plagiarism, and internet professionalism. **Goals #5, #6 and #7** are directly addressed by training students to become literate in technology skills, thus assisting them in their search for knowledge (**#5**), encouraging intellectual curiosity, confidence, and engagement that will lead to lifelong learning (**#6**), and develop the ability to integrate academic knowledge with experiences that extend the boundaries of the classroom (**#7**).

Identify other units affected by the proposed changes:

(Attach permission from the affected units. If no other unit is affected, enter "None")

None

Describe the rationale for the proposed program change(s):

(Explain your reasons for creating, revising, or deleting the curriculum or program.)

Integrating Instructional Technology into Social Studies Teaching (HIST467) was created and piloted for over four years in conjunction with the History Department, the College of Arts and Sciences and the Office of Educational Technology. A survey conducted in 2000-01 by the History Education program coordinator indicated that students were deficient in essential technology skills, as well as the ability to effectively implement such skills in a social studies classroom. We identified the areas where students were deficient and designed a course to meet those needs. We found that the best place to teach student these skills was in the fall of their senior year, concurrent with their Social Studies Methods course, and just before their spring student teaching practicum. The History Education Program has been offering multiple sections of HIST467 each fall since 2003.

On the program level, a permanent course enables the History Education program to meet and surpass National Education Technology Standards (NETS), National Council for the Social Studies (NCSS), and National Council for the Accreditation of Teacher Education (NCATE) requirements for providing future teachers with the training needed to integrate instructional technology into classroom instruction. Our goal is to maintain our status as a national model program as designated by the National Council of Social Studies (NCSS).

**To view current syllabus for HIST467, go to
<http://www.udel.edu/socialstudiesed/467/syllabus.html>**


Program Requirements:

(Show the new or revised curriculum as it should appear in the Course Catalog. If this is a revision, be sure to indicate the changes being made to the current curriculum and **include a side-by-side comparison** of the credit distribution before and after the proposed change.)

See attachments

Making ***Integrating Instructional Technology into Social Studies Teaching*** a required course would increase the Professional Studies requirement for History Education majors from 26 Units to 27 Units.

ROUTING AND AUTHORIZATION: (Please do not remove supporting documentation.)

Department Chairperson  Date 10/15/06
Dean of College _____ Date _____
Chairperson, College Curriculum Committee _____ Date _____
Chairperson, Senate Com. on UG or GR Studies _____ Date _____
Chairperson, Senate Coordinating Com. _____ Date _____
Secretary, Faculty Senate _____ Date _____
Date of Senate Resolution _____ Date to be Effective _____
Registrar _____ Program Code _____ Date _____
Vice Provost for Academic Programs & Planning _____ Date _____

Provost _____ Date _____

Board of Trustee Notification _____ Date _____

Revised 5/02/06 /khs



September 19, 2006

COLLEGE OF HUMAN SERVICES, EDUCATION & PUBLIC POLICY

OFFICE OF
EDUCATIONAL TECHNOLOGY

Pearson Hall
University of Delaware
Newark, Delaware 19716-1128
Ph: 302/831-8162
Fax: 302/831-2089

Barry Joyce, Ph.D.
Program Director of Social Studies Education
University of Delaware
215 Munroe Hall
Newark, DE 19716

Dear Dr. Joyce,

I am writing in support of your request for permanent status for HIST467: Integrating Instructional Technology into Social Studies Instruction. This course will enable pre-service educators to learn about and master skills and strategies essential to meeting the NETS*T (National Educational Technology Standards for Teachers) as required for NCATE accreditation.

In addition, successful completion of this course will enable graduates to enter their professional life equipped to help students meet the technology literacy requirements specified in the "No Child Left Behind" legislation. The skills and strategies covered in this class are key to helping teachers help students master and use 21st Century Skills in attaining the Social Studies national and state standards.

The Office of Educational Technology has offered a Summer Institute in Educational and Assistive Technologies for over 25 years. (www.udel.edu/sieat) We will be happy to offer our expertise in attracting and evaluating teachers for this course in future years. We are also available to consult on the syllabus to keep it current with the ever-changing applicable technologies.

Sincerely,

A handwritten signature in blue ink, appearing to read "Pat Sine".

Pat Sine
Director

Proposal

Integrating Instructional Technology into Social Studies Teaching (HIST492)

Included with the hard copy of this form are the following attachments:

- Letter of approval from the University Council for Teacher Education (UCTE)
- Letter of support from Dr. Pat Sine, director of the Office of Educational Technology (OET)
- Course syllabus and materials from current HIST467 course
- Current catalog description of History Education Program
- Revised catalog description of History Education Program

Subject: Message from Carol Vukelich about Revisions to the History Education Major

From: "Feldman, Kathleen" <kfeldman@UDel.Edu>

Date: Mon, 25 Sep 2006 11:30:57 -0400

To: <chaber@UDel.Edu>

CC: <bjoyce@UDel.Edu>, "Vukelich, Carol" <vukelich@UDel.Edu>

Carol Vukelich wrote:

At its September meeting, the University Council on Teacher Education unanimously approved the two requested revisions to the History Education Program. The Council agrees that history education majors should be able to select from among the same specializations as other history majors. Secondly, the Council supports the official addition of the requirement for the technology course that has been offered as an experimental number.

Please include notification of this approval with the program materials as they go forward.

HIST467 - Planning A Course of Instruction Lab - Fall 2005 Course Syllabus

Email Kathy DeFoe at kldefoe@udel.edu.

Syllabus | Assignments | [Class 1](#) | [Class 2](#) | [Class 3](#) | [Class 4](#) | [Websites](#) | [Resources](#)

Course HIST467 - Plan Course of Instruction Lab
1 credit

Online Resources This represents a beginning list of online resources. We will continue to expand the list with resources located by course participants.

Description This course is taught in conjunction with HIST 491. You must be enrolled in both courses. It is our hope to introduce you to different methods of instructional technology. Some technologies may be useful in your classroom, some may not be possible. But for this semester and during your student teaching, take advantage of the wealth of technology resources available to you. Ask lots of questions, don't be afraid to try and if I don't know the answer, I'll find it for you. Welcome!

Class Times & Location

Class meeting place is 007 Pearson Hall (Newark campus). An online [campus map](#) is available. Course meets on the following dates/times:

- **Section 10**:Thursdays, Aug. 31 - Sept. 21, 4 - 7pm in 007 Pearson Hall
- **Section 11**:Thursdays, Sept. 28 - Oct. 19, 4 - 7pm in 007 Pearson Hall

[More course details.](#)

Text & Resources

No text for this course. We'll use online resources and handouts given in class.

Course Requirements

Performance requirements for this course include:

- Online and classroom participation
- One educational technology article
- Your website ([view classmates' websites](#))
- Excel Project
- PowerPoint lesson

For more details, see [assignments](#).

Grading & Evaluation

The success of all students in this course depends on the participation of all students. Details on assignments will follow in the course detail sections. All activities must be performed satisfactorily to receive a passing grade in the course.

Assignment	Due Date	Points
Online and classroom participation		25
Website	12/11	50
Online review of ed tech article	Class 2	25
Excel Project	12/11	50
PowerPoint Lesson (w/Final Portfolio)	12/11	50
Total Points:		200

The instructor reserves the right to modify course requirements due to any unexpected increase or decrease in class size, individual student hardships, or other extenuating circumstances.

Instructor

Kathy DeFoe
 Phone: (302) 831-4207 (work)
 Fax: (302) 831-1625
 Email: kldefoe@udel.edu
 Office Hours: None (call or e-mail, or make appt.)

**Course
Details****(subject to
change per
instructor)****Class 1**

- Course Introduction
- What is a webquest?
- Creating Websites - Intro to Dreamweaver
- Assignment: Prepare brief 'best practice' presentation for next class; begin collecting materials for your webpages

Class 2

- Copyright & Fair Use
- Searching the Web
- Using Online Databases
- Best practices of technology in the classroom.
- Post your article review and link on your website.
- Due: Article reviews presented in class.
- Assignment: Bring an image, map, graph, etc. to digitize in next class

Class 3

- Intro to PowerPoint
- Scanning, Digital Audio and Video
- Due: Brought an image, map, graph, etc. to digitize
- Assignment: Bring project questions to class.

Class 4

- Intro to Excel
- Excel and graphs/charts

PowerPoint lesson (on CD), included in Final Portfolio is due to Dr. Joyce by Monday, December 11th. Dr. Joyce will evaluate your content, I will evaluate your use of technology.

All other assignments must be submitted to Ms. DeFoe no later than Monday, December 11th by noon.

Excel project: Hard copy to instructor by Monday, December 11th (105D Willard Hall) by noon.

Webpage: Must send website URL to kldefoe@udel.edu

by **Monday, December 11th by noon.**

[Syllabus](#) | [Assignments](#) | [Class 1](#) | [Class 2](#) | [Class 3](#) | [Class 4](#) | [Websites](#) | [Resources](#)

HIST467 - Plan Course of Instruction Lab - Fall 2006 Course Assignments

Email Kathy DeFoe at kldefoe@udel.edu.

Introductions

Tell the class a little about yourself.....where you're from, your interests and for me, your level of comfort with things technical!!

Class Attendance

I will take attendance at the beginning of each class. More than **1 class absences/tardy** will result in your final grade being lowered for each subsequent absence or tardy.

Your website (50 points out of 200)

Using the UD policies for creating and publishing student webpages, create a website. Be sure your pages include:

- title
- text
- image(s)
- a list (ordered or unordered)
- an email link
- a link to an URL
- your best practice article/website/cool tool
- 6-8 links to educational sites that might be useful in your social studies studies
- two webpages linked together, including a homepage and another connected back to the homepage.

Include headings, graphics, etc. that are appropriate and assist in making the pages visually appealing and suitable for showing.

Due Date: Monday, December 11th via email by noon. View your classmates' websites.

Article Review (25 points)

Locate an article discussing a cool tool, website, software or some other application of technology in the Social Studies classroom. On your webpage describe the

out of 200)

article's main points clearly in 5 - 10 bullets. We'll have you share your article with the class in 5 minutes or so.

Due Date: Present to class in Class 2. Post on website (due by Monday, December 11th).

Powerpoint Lesson (50 points out of 200)

Using PowerPoint, create a presentation of a lesson you will be teaching in your classroom. Your pages should be colorful, attractive, contain graphics and represent a fine example of a multimedia presentation. The following items are required as part of your presentation:

- There should be at least **eight pages/slides** in your presentation.
- One page should show a **graph** (possibly the pie chart of the letter grade distribution that you completed earlier), **image, audio file or video**.
- Animations and slide transitions to your slide to make a professional presentation.
- Footer on every page except for the title page with the date
- Hand in your presentation via an attachment to an e-mail (kldefoe@udel.edu) to the instructor by **Monday, December 11th** by noon. Make the subject of your e-mail "HIST467"

Dr. Joyce's Class: Due December 11th to HIST 491. You must submit your powerpoint lesson on a CD. Be sure it works before you turn it in with your Final Portfolio. Dr. Joyce will evaluate the content, I will evaluate your use of technology.

Excel Project (50 points out of 200)

Use Microsoft Excel to create a gradebook based on a spreadsheet.

- Copy the **students' names** from a student list into a spreadsheet or generate 8-10 names of your own.
- Use **one column for the name** and **three columns for test scores**.
- Add another column for an **average based on the test scores**. Each column should have a label at the top.

- Include another row above the column labels or below the last student that contains the **total points or weight** to be used for calculating the course average. Your formula for the course average should use absolute references to the weights. Changing the value of one of the weights should automatically change the computations of the course averages for each student.
- Working with the grade book spreadsheet you created in class, add cells that display the **average (mean)** for each of the quizzes, hour exams, the final exam, and the course average.
- **Create a graph/chart** to display the **distribution of letter grades** and a graph/chart to display the **change of the class average for the two quizzes and/or exams and the final**. Include the charts in your file either on a separate sheet or with the data. If turning in hard copies, print the two charts and hand in both on paper to your instructor.

Email your completed spreadsheet to kldefoe@udel.edu. Or if you'd like to turn in the hard copy, also choose Tools|Options to display formulas and print the spreadsheet with the formulas displayed. Hand in both on paper to your instructor. Save your work for use in later assignments.

Please note: Gridlines and Column and Row headers should be displayed. Name, etc. should be printed and in the upper left corner. Print in landscape orientation.

Due Date: Hard copy or email to instructor by Monday, December 11th by noon (105D Willard Hall).

[Syllabus](#) | [Assignments](#) | [Class 1](#) | [Class 2](#) | [Class 3](#) | [Class 4](#) | [Websites](#) | [Resources](#)

Educ 467 - Class 1 Notes

Email Kathy DeFoe at kldefoe@udel.edu.

Syllabus | Assignments | [Class 1](#) | [Class 2](#) | [Class 3](#) | [Class 4](#) | [Websites](#) | [Resources](#)

- Email accounts must be activated and if you wish, forward to your personal email account. www.udel.edu/network
Help resources at UD - www.udel.edu/help
- Review of course requirements and assignments - syllabus
www.udel.edu/socialstudiesed/467/syllabus.html
- Computer Skills Growth Chart - www.dcet.k12.de.us

"Best Practices" article review - Due Class 2

- The Chronicle of Higher Education - (<http://chronicle.com/help/about.htm>)
Technology and Learning - (<http://www.techlearning.com>)
Education World - (http://www.educationworld.com/a_tech/)
Education Week - (<http://www.edweek.org/>)
MagPort - (<http://www.magportal.com/c/edu/tech/>)
- **Email me more sites!**

WebQuests

"A WebQuest is an inquiry-oriented activity in which most or all of the information used by learners is drawn from the Web. WebQuests are designed to use learners' time well, to focus on using information rather than looking for it and to support learners' thinking at the levels of analysis, synthesis and evaluation." (Bernie Dodge, creator of webquests)

Components of a WebQuest:

An **introduction** that sets the stage and provides some background information.

A **task** that is doable and interesting.

A set of **information sources** needed to complete the task. Many (though not necessarily all) of the resources are embedded in the WebQuest document itself as anchors pointing to information on the World Wide Web. Information sources might include web documents, experts available via e-mail or realtime conferencing, searchable databases on the net, and books and other documents physically available in the learner's setting. Because pointers to resources are included, the learner is not left to wander through webspace completely adrift.

A **description of the process** the learners should go through in accomplishing the task. The process should be broken out into clearly described steps.

Some **guidance on how to organize the information** acquired. This can take the form of guiding questions, or directions to complete organizational frameworks such as timelines, concept maps, or cause-and-effect diagrams.

A **conclusion** that brings closure to the quest, reminds the learners about what they've learned, and perhaps encourages them to extend the experience into other domains.

- **Handouts:**
 - "Building & Using WebQuests"

- Bernie Dodge's [WebQuest page](#) - go to portal page, select "top" examples of webquests and browse
- [Some Thoughts about WebQuests](#)
- [WebQuest Taskonomy: A Taxonomy of Tasks](#)
- [WebQuests 101](#)
- [EdHelper.com: WebQuests](#)
- [A Rubric for Evaluating WebQuests](#)
- [A WebQuest Template](#)

Web Page Design

- **Design and publish your webpage using Macromedia Dreamweaver & Fireworks**
 - Begin collecting materials for your webpage**
 - **Why a Website?**
 - **Step 1** - Establish goals
Ask yourself 2 key questions: Who will visit your Website? How can your Web site visitors help you do your job?
 - **Step 2** - What information is needed?

Identify the info that will cause your web visitors to behave in a way that will help your school or classroom succeed.

- **Step 3** - Getting your message across
Some tips:

- Use Images Deliberately
- Use White Space as a design tool
- Text in short paragraphs
- Design for Scanning

- **Step 4** - Choosing your best options
Using free space vs. school space

Building Webpages to Support Students (www.udel.edu/sine/building/index.html)

Creating a Curriculum-based Webpage (www.udel.edu/sine/currweb/index.html)

Some examples:

Mr. Lettieri's page (www.k12.de.us/science/lettieri/)

Mr. Voegeli's page (<http://jarviscomputer.com/voegeli/>)

Mr. Donn's page (<http://members.aol.com/donnandlee/index.html>)

Teacher Web pages

(<http://www.mcps.k12.md.us/schools/wjhs/depts/socialst/teachers.html>)

o **Web Design**

- UD Web Developer Idea Center (www.udel.edu/ideacenter/)
- UD IT Help Center (www.udel.edu/help/)
- UD Tutorial on "Web Publishing on Netscape" (www.udel.edu/topics/learning/tutorial/index.html)
- University of Delaware: Responsible Computing: A Student Manual.
- Here is the command you need to set up your public_html directory and give permissions:
source /www/htdocs/learn/usered/html-setup
Copy it and paste it in at the prompt once you have connected to Copland
- Possible errors and how to correct them
- PDF step-by-step Web page creation

Portals for finding educational stuff on the web:

- LoTi - Levels of Technology Implementation - <http://www.loticonnection.com/>
- Marco Polo - <http://www.marcopolo-education.org/>
- Blue Web'n Resources for Teachers - <http://www.kn.pacbell.com/wired/bluwebn/>
- Classroom Connect - <http://corporate.classroom.com/>

Teacher Ed websites:

- EdHelperNet - <http://www.edhelpernet.com/>
- Pat Sine's pages - <http://www.udel.edu/sine/>

Finding Educational Software for your Classroom:

- Children's Software Review - <http://www.childrensoftware.com/>
- Kid's Domain - <http://www.kidsdomain.com/>
- SuperKids - <http://www.superkids.com/>
- School House Reviews - <http://www.worldvillage.com/wv/school/html/scholrev.htm>
- Social Studies Education Website (www.udel.edu/socialstudied)
- Technology and Learning series of articles - "Web Literacy and Critical Thinking: A Teacher's Tool Kit" - 5-part article (http://www.techlearning.com/db_area/archives/TL/2003/03/toolkit.html)
- The first steps to creating a website
 - University of Delaware: Responsible Computing: A Student Manual.
 - Here is the command you need to set up your public_html directory and give permissions:
source /www/htdocs/learn/usered/html-setup
Copy it and paste it in at the prompt once you have connected to Copland

How to 'FTP' your files onto the server

Session properties:

- Profile name: (you make up a name)
 Host Name/Address: copland.udel.edu
 Host Type: Automatic detect
 User ID & Password: (your UD userid and password)

Dreamweaver Software for webpage creation

Dreamweaver software - www.macromedia.com
 Free 30-day Trial Download - <http://www.macromedia.com/downloads/>
 UD Present (<http://www.udel.edu/present/>) - site includes many training tools
 Dreamweaver online instructions (<http://www.udel.edu/learn/dreamweaver/>)
 OET (Office of Ed Tech) online instructions
 (<http://www.udel.edu/oet/support/documents.html>)

Dreamweaver 'Site Set-up' Instructions

- Click on 'Site' – 'Manage'
 - Click on 'New' – 'Site'
 - Give your site a name – if you work on more than one website, you'll be able to tell them apart on your dreamweaver by the names you given them, i.e. personal site, school site, etc.
 - 'No, I do not want a server technology' (Next)
 - Click on the folder icon and find the folder on your computer that you'll store your files. (Next)
 - Click down arrow and choose 'FTP' – fill in fields as follows:
 - Hostname: copland.udel.edu
 - Folder: public_html
 - Complete with your email username and password.....try the 'test connection' button to see if it connects
 - Then continue through remaining screens, finishing with 'done'
 - Click done on window to exit
 - On the Dreamweaver screen, click the 'connect' icon in the right-hand window to connect with your server and view your files.

[Syllabus](#) | [Assignments](#) | [Class 1](#) | [Class 2](#) | [Class 3](#) | [Class 4](#) | [Websites](#) | [Resources](#)

Kathy DeFoe
University of Delaware
Office: 105D Willard Hall
(302) 831-4207
kldefoe@udel.edu

Educ 467
Thursdays, 4-7pm
007 Pearson Hall

Educ 467 - Class 2 Notes

Email Kathy DeFoe at kldefoe@udel.edu.

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Copyright, Plagiarism & Internet Safety

Copyright

[Copyright Resources](http://www.udel.edu/codeoftheweb/) - (<http://www.udel.edu/codeoftheweb/>)

[Copyright Bay](http://www.stfrancis.edu/cid/copyrightbay/) - (<http://www.stfrancis.edu/cid/copyrightbay/>)

[Copyright Website](http://www.benedict.com/) - (<http://www.benedict.com/>)

[Teaching Treasures](http://teachingtreasures.com.au/Danger%20zone/personal_safety.htm) (http://teachingtreasures.com.au/Danger%20zone/personal_safety.htm)

[UD Internet Resources for Copyright](http://www2.lib.udel.edu/subj/copyright/int) - (<http://www2.lib.udel.edu/subj/copyright/int>)
Article and [Quiz](#) for students -

http://www.techlearning.com/db_area/archives/TL/2002/10/copyright.html

Plagiarism

[Avoiding Plagiarism](http://sja.ucdavis.edu/avoid.htm) - (<http://sja.ucdavis.edu/avoid.htm>)

[UD Present](http://www.udel.edu/present/index.html) - (<http://www.udel.edu/present/index.html>)

[Plagiarism.org](http://www.plagiarism.org/) - (<http://www.plagiarism.org/>)

[Turn it in](http://www.turnitin.com) - (<http://www.turnitin.com>)

[Cheathouse.com](http://www.cheathouse.com/) - (<http://www.cheathouse.com/>)

[Plagiarized.com](http://www.plagiarized.com/) - (<http://www.plagiarized.com/>)

[Eve 2](http://www.canexus.com/eve/index.shtml) - (<http://www.canexus.com/eve/index.shtml>)

[Plagiarism article](http://chronicle.com/free/v48/i36/36a03701.htm) - (<http://chronicle.com/free/v48/i36/36a03701.htm>)

Internet Safety

[SafeKids.com](http://www.safekids.com/) - (<http://www.safekids.com/>)

[Yahooligans Parent Guide](http://yahooligans.yahoo.com/parents/) - (<http://yahooligans.yahoo.com/parents/>)

Website Validity

[Fact or Fiction](#) -

(<http://www.edina.k12.mn.us/edinahigh/departments/media/classprojects/sitevalik>)

• Scavenger Hunts

- [Spartanburg School District 3](http://www.spa3.k12.sc.us/Scavenger.html) - <http://www.spa3.k12.sc.us/Scavenger.html>
- [Internet Hunt Activities](http://homepage.mac.com/cohora/ext/internet Hunts.html) - <http://homepage.mac.com/cohora/ext/internet Hunts.html>
- [Internet Scavenger Hunts/WebQuests](http://www.thecoo.edu/~apeter/scavenger) - <http://www.thecoo.edu/~apeter/scavenger>
- [Scavenger Hunts](http://www.oswego.org/staff/cchamber/webdesign/scavenger) - <http://www.oswego.org/staff/cchamber/webdesign/scavenger>
- [Geography Scavenger Hunts](http://members.aol.com/bowermanb/scavenger.html) - <http://members.aol.com/bowermanb/scavenger.html>

- o High School Scavenger Hunts - <http://webtech.kennesaw.edu/highschool/scavhu>

Best Practices of Technology in the Classroom Presentat

• (example)

"Bringing the World into the Classroom with Online Global Newspapers" by David Hick Thomas Ewing, *Social Studies*, 67 n(3), pp. 134-139.

"The Internet, as a societal force, might prove to be surpassed in its sig for the learning process only by the invention of a written language...M: the Internet and its resources can greatly enhance the quality of learnin experiences in social studies classrooms."

Online Newspapers as an Instructional Tool

- o inexpensive, timely and convenient
- o facilitates the introduction of "multiple, global perspectives into the classroom anc
- o Africa - <http://allafrica.com/>
- o London - <http://www.timesonline.co.uk/>
- o Moscow - <http://www.themoscowtimes.com/indexes/01.html>
- Another example - "Promoting Social Science Inquiry with Database Technology"

Best Practices & Cool Tools

- **United Streaming** - www.unitedstreaming.com - free 30-day trial membership - collect videos
- **Stupid Videos** - <http://stupidvideos.com/>
- **American Memory** - <http://www.loc.gov/> - videos, The Learning Page
- **US National Archives & Records Administration** - <http://archives.gov/>
- **Teaching with Documents** - <http://www.ourdocuments.gov>
- **History Alive** - <http://www.historyalive.com>
- **Cspan** - <http://www.cspan.org/>
- **Teach-nology.com: Web Portal for Educators** - <http://teach-nology.com/>
- **ISTE NETS: National Educational Technology Standards (NETS)** - <http://cnets.iste>.
- **IrFanView** - free program for editing images - <http://www.irfanview.com/>

Online Databases

UDLib/SEARCH

- Online Encyclopedias, Magazines & Journals for Delaware S
access on any school computer at <http://udlibsearch.lib.udel.edu/>

- To access from home using public library bar code and password: <http://www.lib.de.us>

UD Databases - <http://www.lib.udel.edu/resources/>

PBS Video Database - handout of index

- Compile a list of 5 or more URL's that relate to the lesson you've chosen to present on or for your resources listed on your website.

For information on your case study topics, see the [Resources page](#) for this class and for the American History grant.

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Introduction to Powerpoint

- **Handouts:**

UD's Office of Educational Technology's "[Using PowerPoint: An Introduction](http://www.udel.edu/oet/seminars/documents/powerpoint.pdf)" - <http://www.udel.edu/oet/seminars/documents/powerpoint.pdf>

University of Washington's "[Get Started with PowerPoint XP](http://catalyst.washington.edu/how-to/)" ("How to Use PowerPoint" and other useful tools- <http://catalyst.washington.edu/how-to/>)

- **PowerPoint Websites:**

[Using PowerPoint in the Classroom](http://www.techconnections.net/schools/workshops/Interactiveppt.pdf) -

<http://www.techconnections.net/schools/workshops/Interactiveppt.pdf>

[Acadia's PowerPoint How-to Page](http://aitt.acadiau.ca/resources/ppt/howto.htm) - <http://aitt.acadiau.ca/resources/ppt/howto.htm>

[Microsoft Articles on PowerPoint](http://www.computertim.com/howto/category.php?topic=powerpoint) -

<http://www.computertim.com/howto/category.php?topic=powerpoint>

[Creating your own Design Templates](http://office.microsoft.com/en-us/assistance/HP011474521033.aspx) - <http://office.microsoft.com/en-us/assistance/HP011474521033.aspx>

Audio Files

[AltaVista Audio search](http://www.altavista.com/audio/default) - <http://www.altavista.com/audio/default>

[Library of Congress](http://search.loc.gov:8765/) - <http://search.loc.gov:8765/> - search online catalogues at <http://www.loc.gov/>

[History and Politics Out Loud](http://www.hpol.org/) - <http://www.hpol.org/>

[National Gallery of the Spoken Word](http://www.ngsw.org/) - <http://www.ngsw.org/>

[BBC Oral History](http://www.bbc.co.uk/history/multimedia_zone/audio_video/audio/) - http://www.bbc.co.uk/history/multimedia_zone/audio_video/audio/

[The History Buff](http://www.historybuff.com/index.html) - <http://www.historybuff.com/index.html>

[Sound Portraits](http://soundportraits.org/) - <http://soundportraits.org/>

Free Audio Clips - <http://www.freeaudioclips.com/>

Charles Lindbergh Audio Clips - <http://www.charleslindbergh.com/audio/index.asp>

Civil War Songs - <http://www.fortunecity.com/tinpan/parton/2/civil.html>

Harry Potter clips - <http://www.fronskiefeint.com/audioclips.html>

Video to Digital files

- **Dazzle Software - Transferring video to digital files**

Dazzle Software at Pinnacle - [http://www.pinnaclesys.com/videoediting.asp?](http://www.pinnaclesys.com/videoediting.asp?Family=24)

Family=24

(Listed on website at \$99, but others have found for \$49 by searching locations like Circuit City)

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Introduction to Excel

- **Excel websites:**
- Office of Educational Technology [training documents](#) - 'Using Excel'
- 'To Excel is Elementary' - <http://www.forsyth.k12.ga.us/kadkins/spreadsheet.htm>
- Fusion - <http://www.willard.k12.mo.us/co/tech/excel.htm>
- I4C - http://www.internet4classrooms.com/on-line_excel.htm
- Everything You Ever Wanted to Know About Spreadsheets - <http://www.manassas.k12.va.us/round/classweb/volz/excelweb/sslplan.htm>

Projects:

- [Due Dates and Specifics](#)
- **Work on projects.....**

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Online Resources for Social Studies

Email Kathy DeFoe at kldefoe@udel.edu.

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- **Best of History Websites** (<http://www.besthistorysites.net/index.shtml>)
- **UD Teaching American History Resources**
(<http://www.udel.edu/teachushistory/resources/index.html>)
- **TechLearning** - <http://www.techlearning.com/>
- **Multimedia Archive** - <http://accuweather.ap.org/cgi-bin/aplaunch.pl>
- **American Memory** - <http://memory.loc.gov/>
- **National Archives Digital Classroom** - <http://www.archives.gov/>
- **National Geographic** - <http://www.nationalgeographic.com/>
- **The Avalon Project** - <http://www.yale.edu/lawweb/avalon/avalon.htm>
- **Delaware Public Archives** - <http://www.state.de.us/sos/dpa/>
- **Digital History** - <http://www.digitalhistory.uh.edu/>
- **The Emergence of Advertising in America: 1850-1920** - <http://scriptorium.lib.duke.edu/>
- **The Ad* Access Project: 20th Century Advertisements** -
<http://scriptorium.lib.duke.edu/adaccess/>
- **Powers of Persuasion: Poster Art from World War II** -
http://www.archives.gov/exhibit_hall/powers_of_persuasion/powers_of_persu
- **National Archives featuring US History documents and lesson plans** -
<http://www.ourdocuments.gov/>
- **Mapping My Spot in History** - helps students become proficient in observing & interpreting
<http://lcweb2.loc.gov/ammem/ndlpedu/lessons/01/map/>
- **Nature's Fury** - invites students to read personal accounts of natural disasters in
late 1800's & early 1900's -
<http://memory.loc.gov/ammem/ndlpedu/lessons/00/nature/index.html>
- **On the Homefront** - features posters & images illustrating some of the ways America
contributed to war efforts overseas -
<http://memory.loc.gov/learn/features/homefront/index.html>
- **Reporting America at War** - explores the role of journalists in covering America's
<http://www.pbs.org/weta/reportingamericaatwar/>
- **Seventeen Moments in Soviet History** - begins with the Bolshevik seizure of power
with the dissolution of the Soviet Union in 1991 - <http://www.soviethistory.org/>
- **St. Louis Virtual City Project** - explores the history of the city & region known as the
Gateway to the West - <http://www.umsl.edu/~virtualstl/phase2/>
- **Tell about the South: Voices in Black & White** - provides a study guide to accompany
the story of modern Southern literature - <http://www.ageefilms.org/tats.html>
- **The People...Native Americans** - offers more than 30 collections of photos, essays
& other resources for learning about Native Americans -
http://memory.loc.gov/learn/community/cc_nativeamerican.php
- **There She Is: A History of Miss America** - accompanies a film that tracks the contest
from its
inception in 1921 as an exuberant local seaside pageant -
<http://www.pbs.org/wgbh/amex/missamerica/>

Map Sites

- **Map History/ History of Cartography** - <http://www.maphistory.info/collections.h>
- **Oddens' Fascinating World of Maps and Mapping** - <http://oddens.geog.uu.nl/inde>
- **Country Reports** - <http://www.countryreports.org/>
- **Aztec, Olmec, and Mesoamerican Maps** -
http://www.historylink101.com/1/aztec/aztec_maps.htm
- **Historical, Cultural, Political Maps (Native Americans)** -
<http://www.kstrom.net/isk/maps/historical.html>
- **Railroad maps, 1828-1900** - <http://memory.loc.gov/ammem/gmdhtml/rrhtml/ri>
- **Mathematics of Cartography** - <http://math.rice.edu/~lanius/pres/map/>
- **National Geographic Maps** - <http://www.nationalgeographic.com/maps/>
- **Mapmaker, Mapmaker, make me a map** - <http://pr.utk.edu/ut2kids/maps/map.h>
- **The Great Globe Gallery** - <http://hum.amu.edu.pl/~zbzw/glob/glob1.htm>
- **Mapping History: The Darkwing Atlas Project** - <http://darkwing.uoregon.edu/~at>
- **US Regional Map/Quiz Printouts** -
<http://www.enchantedlearning.com/usa/statesbw/regions.shtml>
- **Historical Atlas of the Twentieth Century** - <http://users.erols.com/mwhite28/20c>

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DEGREE: BACHELOR OF ARTS

MAJOR: HISTORY EDUCATION

485-495.D

CREDITS

See page 205 for University and College requirements.

MAJOR REQUIREMENTS

HIST 101 Western Civilization to 1648 3
HIST 102 Western Civilization: 1648 to the Present. 3
HIST 103 World History I 3
HIST 104 World History II 3
HIST 168 Seminar. 3
Depending on its emphasis, this seminar course can count as three of the required credits in European, American, or Global history. The total number of credits Literature: RUSS 401 (Introduction to Russian Literature I) required in the major is 36.

History courses on the history of Europe 6
History courses on the history of the United States 12

History courses on the history of Asia, Africa, Latin America, or Middle East . . . 6
Courses must include a three credit History seminar at or above the 400 level (including HIST 491, 493, and independent study), twelve additional credits at or above the 300 level, and six credits at any level.
ECON 111 Introduction to Microeconomics 3

ECON 112 Introduction to Macroeconomics 3
POL 101 The American Political System 3
GEO 110 World Regional Geography 3

Additional credits as follows: 15
6 credits in Economics, 6 credits in Political Science, 6 credits in Geography

EDUC 410 Adolescent Development and Educational Psychology 4
EDUC 414 Teaching Exceptional Adolescents. 3
EDUC 416 Literacy in Secondary Education 3
HIST 490 Planning a Course of Instruction (fall semester only)
(minimum grade C-) 3
EDUC 490 Seminar: Problems in Teaching History and
Social Sciences (spring semester only) 3
EDUC 411 Reading in the Content Areas 1
EDUC 418 Student Teaching (spring semester only). 9

Courses C- or better required in all required HIST, major related, and EDUC courses.

In order to be eligible to student teach, History Education students must have a GPA of 3.0 in the major and an overall GPA of 2.75. They must also pass teacher competency tests as established by the University Council on Teacher Education and complete a learning portfolio. Students must consult with the teacher education program coordinator (see list on p. 205) to obtain the student teaching application and other information concerning student teaching policies.

CREDITS TO TOTAL A MINIMUM OF. 124

DEGREE: BACHELOR OF ARTS

MAJOR: HISTORY EDUCATION

REQUIREMENTS CREDITS

See page 204 for University and College requirements.

MAJOR REQUIREMENTS

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 HIST 102 Western Civilization: 1648 to the Present. 3
 HIST 103 World History I 3
 HIST 104 World History II 3
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 Depending on its emphasis, this seminar course can count as three of the required credits in European, American, or Global history. The total number of credits Literature: RUSS (Introduction to Russian Literature I) required in the major is 36.

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EDUC 101 Introduction to Microeconomics 3
 EDUC 102 Introduction to Macroeconomics 3
 EDUC 103 The American Political System 3
 EDUC 104 World Regional Geography 3

Additional credits as follows: 15
 6 credits in Economics, 6 credits in Political Science, 6 credits in Geography

EDUC 401 Adolescent Development and Educational Psychology 4
 EDUC 402 Teaching Exceptional Adolescents. 3
 EDUC 403 Diversity in Secondary Education 3
 EDUC 404 Planning a Course of Instruction (fall semester only)
 (minimum grade C-) 3
 EDUC 405 Seminar: Problems in Teaching History and
 Social Studies (spring semester only) 3

EDUC 406 Seminar in the Content Areas 1
HIST 492 Integrating Instructional Technology into Social Studies Teaching 1
 EDUC 407 Student Teaching (spring semester only). 9
 EDUC 408 Letter petter required in all required HIST, major related, and EDUC courses.

In order to be able to student teach, History Education students must have a GPA of 3.0 in their major and an overall GPA of 2.75. They must also pass teacher competency tests as established by the University Council on Teacher Education and complete a learning portfolio. Students must consult with the teacher education program coordinator (see list on p. 205) to obtain the student teaching application and other information concerning student teaching policies.

CREDITS TO TOTAL A MINIMUM OF. 124