



# DESIGN YOUR OWN VIRTUAL FIELD TRIP

A Surfaquarium Online Course

Learn a practical format for developing dynamic short-term learning experiences which immerse your students in real-world experiences!

This fast-paced five week course offers the structure, resources and guidance to develop your own original Virtual Field Trip (VFT)  
~ ready to use in the classroom!

## Overview

With the introduction of the Internet into schools, teachers and students were no longer limited to the four walls of the classroom. Resources which were once weeks away by regular mail and experts who were only available based on their physical proximity to your town were now just a click away online. And you can forget about the bagged lunches and school buses – virtual field trips make the world as close as your nearest connection to the Internet! Virtual Field Trips (VFTs) capture these affordances of the Web and make them work for you in the classroom.

Like all good instruction, VFTs need to be properly planned for in order to be effective. This includes identification of instructional objectives, a harvesting of Web resources, carefully crafted student performance tasks and a practical plan of assessment. Once you have the format down for creating an effective VFT, you will find yourself using it again and again in different areas of your curriculum.

Most importantly, VFTs free teachers from the traditional conception of a field trip – VFTs are not just for Social Studies! Imagine a VFT inside an atom, to interview Arthur Miller, or to understand the true meaning of the Pythagorean theorem. The only limit to the potential of this dynamic teaching tool is your imagination! Come join us for a fast-paced 5 week immersion into the proper design and implementation of Virtual Field Trips!



## **Course Text**

There is no required text. The course will use Web-based resources and online and offline experiences to provide an experiential approach to designing your own Virtual Field Trip (VFT). All content and resources are contained within the course itself; no additional materials are required.



## **Recommended Reading**

Cooper, Gail and Cooper Garry. Virtual Field Trips. Portsmouth, NH: Libraries Unlimited, 1997.

Cooper, Gail and Cooper Garry. More Virtual Field Trips. Portsmouth, NH: Libraries Unlimited, 1999.

Cooper, Gail and Cooper Garry. New Virtual Field Trips. Portsmouth, NH: Libraries Unlimited, 2001.

Foley, Kim. The Big Pocket Guide to Using & Creating Virtual Field Trips. Boston: Persistent Vision, 2001.

Harris, Judi. Virtual Architecture: Designing and Directing Curriculum-Based Telecomputing. Eugene, Oregon: ISTE, 1998.

Gardner, Howard. The Disciplined Mind: Beyond Facts and Standardized Tests, the K-12 Education That Every Child Deserves. New York: Simon & Schuster, 2000. ISBN 0-14029-624-7.

Mandel, Scott. Virtual Field Trips in the Cyberspace. Arlington Heights, Illinois: 1999.

McKenzie, Walter. Multiple Intelligences and Instructional Technology: A Manual for Every Mind. Eugene, Oregon: ISTE, 2002.  
<http://surfaquarium.com/MI/book1.htm>

McKenzie, Walter. Standards-based Lessons for Tech-Savvy Students: A Multiple Intelligences Approach. Worthington, Ohio: Linworth, 2004.



## Communication

Learning in an online environment is different from learning in a face-to-face classroom. Student interaction will occur through online discussion and electronic mail with classmates and the course facilitator. Participation in these discussions is critical in successfully completing the course.



## Syllabus

### **Week 1 – Virtual Field Trips: An Overview**

Objectives:

Learners will

1. explore existing virtual field trips online
2. identify the components of a virtual field trip
3. examine the virtual field trip format

### **Week 2 – A Strong Foundation for Learning**

Objectives:

Learners will

1. state the instructional objectives for their VFT
2. identify the destination for their VFT
3. create an annotated hotlist of the web sites for their VFT



### **Week 3 – High-Interest, Student-Centered Experiences**

Objectives:

Learners will

1. develop a procedure for their VFT
2. identify souvenirs to be acquired through the VFT
3. craft student performance tasks for their VFT



## Week 4 – Measuring Student Learning

Objectives:

Learners will

1. identify criteria for assessing student performance tasks
2. devise a rating scale for measuring each criterion
3. compose exemplars which describe each level of success on the rating scale



## Week 5 – Making Your Field Trip Virtual

Objectives:

Learners will

1. consider various formats for creating their VFT
2. format their VFT for posting online
3. post their VFT online



## Project

Your Project will be built each week of the course, culminating in an original VFT.

Your VFT will include:

- Instructional objectives
- Destination
- Procedure
- Performance Tasks
- Assessment Strategy



The course project is due one week after the conclusion of Week 5 of the course. It will be evaluated based on the standards established in the course rubric (below).

## Assessment

### Participation

	Unsatisfactory	Satisfactory	Exemplary
<b>Quality</b>	Learner offers cursory responses which do not satisfactorily address the discussion questions posed.	Learner offers substantive responses which evidence an understanding of the course content.  Learner responses to ideas and feedback add to the quality of the course experience.	Learner offers substantive responses which build on previous understandings and make connections to personal experiences which enrich understanding of course content.  Learner responses to ideas and feedback add to the quality of the course experience.
<b>Completion</b>	Learner completes fewer than 80% of the course discussions and assignments.	Learner completes at least 80% of the course discussions and assignments.	Learner completes more than 90% of the course discussions and assignments.



## Project

	<b>Unsatisfactory</b>	<b>Satisfactory</b>	<b>Exemplary</b>
<b>Instructional Objectives</b>	Project contains two or less instructional objectives.	Project at least three instructional objectives.	Project contains more than three instructional objectives.
<b>Destination</b>	Destination is not tied to instructional objectives and/or has less than three web sites associated with it.	Destination is tied to instructional objectives and has at least three web sites associated with it.	Destination is tied to instructional objectives and has more than three web sites associated with it which provide a rich context for learning.
<b>Procedure</b>	The procedure is not evident or does not explain the process of the VFT in a coherent manner.	The procedure explains the process of the VFT clearly and coherently.	The procedure explains the process of the VFT clearly and coherently, including objectives, the sequence of sites to visit, performance tasks and criteria.
<b>Performance Tasks</b>	There is not a student performance task for every web site visited on the VFT.	There is a student performance task for every web site visited on the VFT.	There is a student performance task for every web site visited on the VFT, each building towards one culminating VFT task.
<b>Assessment</b>	The plan for assessment is not evident or does not correspond to the culminating VFT task.	The plan for assessment corresponds to the culminating VFT task.	The plan for assessment corresponds to the VFT's procedure and performance tasks.





## **Registration**

CoP registration is reasonably priced for educators at \$100.00 for an entire year, allowing you to take as many CoPs as you would like during that time.. Upon successful completion of the CoP each participant will receive a certificate for 40 seat hours of classwork. This course does not offer graduate credits.

To register, complete the online form at  
<http://surfaquarium.com/CoP/register.htm>  
You may by credit card online or mail your payment to:

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