Fall 2000
California State University San Marcos
http://powayusd.sdcoe.k12.ca.us/dlopez/

EDUC 500 Computer-Based Technology in Education

INSTRUCTOR: Dan Lopez
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Class: Wednesday 6:00 – 8:45
Office hours: by appointment

Mission of the College of Education at CSUSM

The mission of the College of Education Community is to transform public education by preparing thoughtful educators and advancing professional practices. We are committed to the democratic principals of educational equity and social justice for all learners, exemplified through reflective teaching, learning, and service. We value diversity, collaboration, professionalism and shared governance.

Statement of CLAD Infusion

In 1992, the College of Education voted to infuse Cross-cultural, Language and Academic Development (CLAD) competencies across the curriculum. The CLAD competencies are attached to the syllabus found at http://www.csusm.edu/COE/courses/Ed500 and the competencies covered in this course are highlighted.

COURSE DESCRIPTION:

The purpose of this class is to become proficient in using computers for teaching and learning. It has been designed to work in tandem with other courses in the Teacher Education Program in meeting the California State requirement for computer education course work to obtain the preliminary multiple or single subject teaching credential. This class emphasizes the curricular implications of computer-based technologies in education. If you are entering the teacher education program, you will be challenged to use what you have experienced in educational settings, EDUC 350, and what you know about teaching children. If you are an experienced teacher clearing your credential or just have completed a teacher education program, you will be relying heavily on your teaching experiences.

PREREQUISITE

Successful completion of the CSUSM Computer Literacy requirement or approval of instructor. This course is designed to enable decision making regarding the use of computers to an educational setting. It does not cover instruction of basic computer competencies.

COURSE OBJECTIVES:

This class will help you to
- gain proficiency in the use of computers
- make informed and critically reflective decisions regarding the choice, use and creation of educational technology applications

The following required competencies for all California teachers have been established by the legislation. Commencing January 1, 2000, the minimum requirements for the preliminary multiple or single subject credential include demonstration of the ability to do the following:

(1) Identify issues involved in the access to, use of, and control of computer-based technologies, including, but not limited to:

(A) The impact of technology upon the learning process.

(B) The moral, legal, and ethical implications, including copyright infringement.

(C) The economic and social implications of that access, use, and control, including the need to provide equitable access to technology.

(2) Demonstrate, within appropriate subject areas and grade levels, the application and use of computer-based technology as a tool to enhance the development of problem solving skills, critical thinking skills, or creative processes through course-based projects and demonstration lessons, including knowledge of basic operations, terminology, and capabilities of computer-based technology and the use of computer hardware, software, and system components for their various functions.

(3) Appropriate to the subject area and grade level, demonstrate a basic understanding of and an ability to use representative programs from each of the following categories:

(A) Computer applications and electronic tools, such as work processing, data bases, graphics, spreadsheets, telecommunications, including e-mail, portfolio management, page-layout, networking, reference, and authoring software.

(B) Technology-based activities, such as simulations, demonstrations, tutorials, drill and practice, and interactive software.

(C) Utility programs for classroom administration, such as those for recordkeeping, gradebook, lesson planning, generating instructional materials, and managing instruction.

REQUIRED TEXT AND MATERIALS

- Sharp, Vicki. (1999). Computer Education for Teachers. Boston: McGraw-Hill.
- EDUC 500 Customized Reader, includes articles and handouts. Available in the campus bookstore.
- Five Disks 1.40 MB Double Sided / High Density
- Optional - SuperDisk or Zip disk for heavier duty storage of Multi-media "stacks"
- Pay-for-print-card - Can be obtained at CSUSM library or in ACD 202.

RECOMMENDED

- Desberg, P. and Fisher. F. (1997) <u>Teaching With Technology.</u> Boston: Allyn and Bacon.
- Bowers, C.A. 1988. *The Cultural Dimensions of Educational Computing*. Teachers College: New York, NY.
- Cummins, Jim & Sayers, Dennis. 1995 *Brave New Schools: Challenging cultural literacy through global learning networks*. St. Martin's Press: NY.
- **Lynch, George and Helen. (1996).** <u>**ClarisWorks Step-By-Step**</u>**. Gilroy: Computer Literacy Press.**

ADMINISTRATIVE REQUIREMENTS OF STUDENTS

This class will utilize distributed learning instructional strategies. Students must keep up with class assignments from week to week and may complete the lab assignments in a variety of on-campus or off-campus locations. Plan to spend about four hours out of class each week to complete required readings, communicate with email study group, complete or expand lab assignments and to gain familiarity with educational technology applications.

Students are <u>required</u> to keep a copy of <u>all</u> work and are expected to submit examples of best practice to their portfolio evaluation. All proof of work accomplished is the responsibility of the student. Students are advised to construct a notebook, portfolio, or disk(s) of the work done over the semester to serve as a professional portfolio and sampling of technology accomplishments. In many cases assignments may be completed within the allotted class time.

Please be sure to read and understand the CSUSM policy on plagiarism and cheating as it will be strictly enforced. Academic dishonesty including plagiarism or copyright infringement will be reported to the University and will result in a course grade of F.

Attendance Policy

Due to the dynamic and interactive nature of this course, all students are expected to attend specifically designated classes and communicate regularly with email study groups to participate in distributed learning activities. Attendance for Ed500 is measured by the degree of active participation both online and in class, the quality of lab work assignments, and the degree of investment as evidenced by positive interaction with professor and peers. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible.

REQUIREMENTS AND EVALUATION:

California State University San Marcos has adopted an all-university writing requirement. In each course, students are required to write at least 2500 words in essays, exercises, papers and examinations.

• **Quizzes, Labs and Assignments**

Quizzes will cover any material taught during class lessons or assigned as homework. Labs will reflect work done at the computers. Assignments will be made to reinforce concepts covered in class and to provide adequate practice. Dependability and promptness are expected. Late assignments will receive reduced points. If you find you cannot be in class, please make sure another class member delivers your assignment. All assignments should be prepared in a digitized format and **printed out free of spelling and/or grammar mistakes**. Back up your work regularly.

• **Portfolio Assessment**

Critical Analysis: This class requires that you engage in self-reflection to assess the degree to which you have comprehended and are able to apply the concepts taught in this class. You are asked to create a portfolio of samples from your class assignments that you believe best reflect your progress and growth. These may include, but not be limited to the following: sample of a word-processed document, database or spreadsheet projects, PowerPoint or HyperStudio Stacks, telecommunication assignments.

Reflection: From these samples, select two that are most meaningful to you. Using a word processor, compose a critical reflection describing why you selected these two to write about. What did you enjoy about them? What challenges did they present? How did you overcome any obstacles? What did you learn from those assignments? And, most importantly…How would you change your work now that you have had time to reflect? (Two to three pages)

Synthesis: From the items in your portfolio, select one that you would like to work on further. Develop that project beyond what the original assignment required. In some way modify, expand and improve your project. The goal of this assignment is to demonstrate your ability to identify, act on, and achieve goals for self-learning with educational applications of technology.

Application: Using the Lesson Plan Template from our Home Page, create a lesson utilizing technology to teach a particular content or skill. Describe the target population (including age), student goals, objectives, instructional plan for implementation, and methods of evaluation. If you have not previously taught in the classroom, take your plan to a classroom teacher and get some feedback before you submit this.

• **Class Investment**

Your investment in this class is demonstrated through regular class attendance and participation, through active, constructive and creative contributions - both online and in class, and through participation in cooperative collaborative learning. The past experience, teaching and computer expertise of class members will benefit everyone and provide a valuable resource for the class

60% - quizzes, labs & assignments
20% - portfolio
20% - class investment

GRADING PROCEDURES AND ASSIGNMENTS

Grading is calculated on the standard of

94 - 100 = A	80 - 83 = B-	70 - 73 = C-
90 - 93 = A-	77 - 79 = C+	60 - 69 = D
87 - 89 = B+	74 - 76 = C	below 60 = F
84 - 86 = B		

You must maintain a B average in your teacher education courses.

Definitions

The following definitions are applied from SEC. 2. Section 44259.3 in the Education Code:

(1) "Educational technology" means the use of computer-based technology in instruction.

(2) "Computer-based technology" means technologies based on the computer, such as telecommunications, interactive video, and compact disks.

(3) "System components" means hardware and includes, but is not limited to, printers, monitors, modems, disk drives, scanners, video capture devices, video projection devices, compact disk-read only memory (CD-ROM), and other peripherals that work together in a system.

(4) "Telecommunications" means the use of computers, modems, and telephone lines to move voice, video information, and data over distances.

(5) "Networking" means terminals or computers, or both, linked for the purpose of moving information and data over distances.

(6) "Course-based project" means an end of course or challenge requirement for the purpose of demonstrating technology competency, especially computer centered subject area expertise.

(7) "Authoring software" means text, graphics, photos, pictures, video, and sound are typically sewn together into a project using authoring software. These software tools are designed to manage multimedia elements and provide user interaction.

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Date	Special Notes	Topic	Due today	Assignment for next week
8/24/00	Need to get class materials • Email address (username) & password • Texts (bookstore) • Pay for print card (ACD 202 or Library) • Disks	**Introductions, Email & Telecommunications** • **Syllabus** • **Computer Basics** • **Internet/Searching Tips**	**Student Survey**	1) Write Letter of Introduction – send in email message to instructor. 2) READ TEXT • Beginners read Chapter 2 • Advanced read Chapter 1 Telecommunications/Internet/WWW All Read: Chapters 11 & 12 pg. 267-326
8/31/00	Bring class materials. • Check email 2x weekly minimum Resource Site: http://www.csusm.edu/COE/courses/Ed500	**Internet Resource Evaluations** **Word Processing**	Letter of Introduction Internet Scavenger Hunt	READ TEXT Claris Help Workbook pg. 39
9/7/00	Textbook Customized Reader	**Clip Art & Claris Tools**	Internet/WP Assignment	READ TEXT Databases Chapter 5 pg. 97-121
9/14/00	Textbook Customized Reader	**Copyrights/Ethics** **Database & Mail Merge**	Integrated Art Lesson	READ TEXT Spreadsheets Chapter 6 pg. 123-148
9/21/00	Textbook Customized Reader	**Spreadsheets & Graphs** **Electronic Gradebook**	Database Assignment	READ TEXT Word Processing and Desktop Publishing Chapter 3 & 4: 41-94

Date	Special notes	Topic	Due Today	Assignment for next week
9/28/00	Textbook Customized Reader Newsletter Articles	**Desktop Publishing**	SS/DB Lesson	Multimedia Chapter 10 pg. 233-265
10/5/00	Textbook Customized Reader	**Introduction to HyperStudio**	Article Critique #1	1) READ TEXT Using the Computer in All Curriculum Areas Chapter 8 pg. 175-208
10/12/00	Resource Site: http://www.hyperstudio.com	**Advanced HyperStudio**	Newsletter	
10/19/00		**HyperStudio Cont. HS Presentations**	Autobiography Stack Group Stack	Read Section on PowerPoint in Class Reader
10/26/00	Class Rules and Grading Policy	**PowerPoint Basics**		
11/2/00	Virtual Class – no face-to-face meeting	**Work day**		Software Integration and Evaluation, Chapter 7 pg. 149-174
11/9/00	Resource Sites: http://projects.edtech.sandi.net/projects/	**Online Curriculum**	Article Critique #2	Ethics Chapter 16: pg. 409-415 Customized Reader pg. 61-70
11/16/00	Resource Sites: http://www.microsoft.com/education/k12/classroom/tutorial.htm	**Power Point II**	Class Rules PPP Internet Curriculum Review	
1123/00	No Class	**Thanksgiving**		
11/30/00	Lesson Plan Ideas	**Power Point II cont.**		
12/7/00		**Power Point Presentations**	Copy of Lesson Plan	
12/14/00	FINAL EXAM WEEK SDCOE Traveling Technology Van Art Smith/Teacher	**Software Evaluation Course Evaluation**		