California State University | School of
SAN MARCOS | Education

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Education 422 Section 2
Teaching Learning & Technology
CRN #20474
Monday
5:30 – 8:15 PM
Science Hall 2 Room 306
Spring / 2015

Conceptual Framework Theme: Engaging diverse communities through leading and learning for social justice.

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Hours:	4:30 – 5:15 Monday

School of Education Mission & Vision Statement
(Adopted by SOE Governance Community, January 2013)

Vision
To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

Mission
The mission of the School of Education community is to collaboratively transform education.   We:
- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the School, College, University, and Community

Basic Tenets of our Conceptual Framework

- Student centered education
- Research and theory specific to the program field inform practice
- Connections and links between coursework and application
- Strong engagement between faculty and candidates
- Co-teaching clinical practice
- Culturally responsive pedagogy and socially just outcomes

COURSE DESCRIPTION

This course focuses on knowledge and skills necessary to apply education-oriented productivity tools, graphic organizers, database and spreadsheets, presentation tools, school-appropriate multimedia tools, and communication tools. *The course meets the technology prerequisite skill requirement for entering the credential program.*

This three-unit course fulfills the technology competencies as identified by the California Commission on Teacher Credentialing (CCTC) and the School of Education's Teacher Performance Expectations (TPEs) in technology.

The EDUC 422 course prepares teacher candidates to apply specific educational technology-based applications in methods courses for implementation in teaching and learning with students as well as to their own professional growth. When entering the teacher education program, School of Education faculty assume teacher candidates have competency in the applications covered in this course, and, therefore, will make assignments requiring teacher candidates to apply these skills.

Course Prerequisites

Students need to have basic computing knowledge and skills such as word processing, file and folder organization and storage, and e-mail and the Internet, It is recommended that students complete a fundamental computer literacy course with a grade B or higher in the last 12 months.

Course Objectives

Teacher candidates will demonstrate competency in:
- Meeting the National Educational Technology Standards for Teachers (NETS•T) outlined below at a basic level of proficiency;
- Using a variety of educational technology tools that are applied in teaching and learning within the credential program and used in public school settings; and
- Setting up an electronic portfolio using Taskstream and demonstrating proficiencies in all five areas of NETS•T.

Completing the class with a B- to allow entrance into the Teacher Credentialing program

Required Texts

There is no required text for this course. Instead, you will need the following:
- ISTE online student membership $49
- Taskstream membership: http://www.taskstream.com.

Authorization to Teach English Learners

This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Candidates successfully completing this program receive a credential with authorization to teach English learners.

(Approved by CCTC in SB 2042 Program Standards, August 02)

STUDENT LEARNING OUTCOMES

Teacher Performance Expectation (TPE) Competencies

The course objectives, assignments, and assessments have been aligned with the CTC standards for Credential. This course is designed to help teachers seeking a California teaching credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing effective programs for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. You will be required to formally address the following TPEs in this course:

- TPE 14: CSUSM Educational Technology- within TPE 14 there are 5 areas:

    I. Facilitate and Inspire Student Learning and Creativity

    II. Design and Develop Digital-Age Learning Experiences and Assessments

    III. Model Digital-Age Work and Learning

    IV. Promote and Model Digital Citizenship and Responsibility

    V. Engage in Professional Growth and Leadership

California Teacher Performance Assessment (CalTPA)

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved system of teacher performance assessment (TPA), to be embedded in the credential program of preparation. At CSUSM this assessment system is called the CalTPA or the TPA for short.

To assist your successful completion of the TPA, a series of informational seminars are offered over the course of the program. TPA related questions and logistical concerns are to be addressed during the seminars. Your attendance to TPA seminars will greatly contribute to your success on the assessment.

Additionally, SOE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs) in order to support and ensure your success on the TPA and more importantly in your credential program.

The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials can be found on the SOE website: http://www.csusm.edu/education/CalTPA/ProgramMaterialsTPA.html

GENERAL CONSIDERATIONS

Assessment of Professional Dispositions

Assessing a candidate's dispositions within a professional preparation program is recognition that teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions – social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning—and developed an assessment rubric. For each dispositional element, there are three levels of performance - *unacceptable*, *initial target*, and *advanced target*. The description and rubric for the three levels of performance offer measurable behaviors and examples.

The assessment is designed to provide candidates with ongoing feedback for their growth in professional dispositions and includes a self-assessment by the candidate. The dispositions and rubric are presented, explained and assessed in one or more designated courses in each program as well as in clinical practice. Based upon assessment feedback candidates will compose a reflection that becomes part of the candidate's Teaching Performance Expectation portfolio. Candidates are expected to meet the level of *initial target* during the program.

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates are expected to attend all classes and participate actively. At a minimum, candidates must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the candidate have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

Students with Disabilities Requiring Reasonable Accommodations

Candidates with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Candidates authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

All University Writing Requirement

The CSUSM writing requirement of 2500 words is met through the completion of course assignments. Therefore, all writing will be looked at for content, organization, grammar, spelling, and format. The university writing requirement of 2500 words will be fulfilled through the taskstream and journal writing assignments

CSUSM Academic Honesty Policy

"Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole."

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Plagiarism:

As an educator, it is expected that each candidate will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website http://library.csusm.edu/plagiarism/index.html. If there are questions about academic honesty, please consult the University catalog.

Use of Technology

Candidates are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Moodle, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. All assignments will be submitted online, and some will be submitted in hard copy as well. Details will be given in class.

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

COURSE REQUIREMENTS

Assignment	Description Note: All assignments must be submitted to receive a passing grade.	Pts	
Professional Dispositions	Teacher candidates are expected to have a positive disposition toward teaching and learning. They should help each other and create a positive classroom environment for everyone. This means having a positive attitude in class, being on time and actively engaged in discussions and activities both in class and online.	5	On Going
Discussion Introduction	The purpose of this assignment is for students to introduce themselves, to demonstrate the ability to contribute to online discussion boards, and to apply Netiquette in the process.	2	
ISTE – Taskstream sign up	Proof that the students have signed up for the class requirements	2	
File Organization Print Screen	The purpose of this assignment is for the candidates to demonstrate minimal level of expertise in saving and organizing files in folders set up on their Google drive account	2	
Interactive Tour	Through use of a web-based resource/tool, students will organize and manage online resources for projects and share with others. This tool will allow students to continue to organize and share resources throughout COE program experiences. The assignment requires evaluation and review of educational web sites and reflection on classroom use.	4	
Statement of Your Own Work	The purpose of this assignment is to learn how to scan and to upload a file stating that all the work in their portfolio is their own work.	2	
Classroom Newsletter	Through the use of Microsoft word students created a classroom newsletter written to parents. The newsletter will include high-level word processing skills, such as table layout, bullet formatting and graphic alignment.	5	
Data Organization	Students use a spreadsheet in a variety of ways to organize and present information. Students reflect on educationally appropriate uses of a spreadsheet tool and differentiate between various tools for organizing information.	4	

Assignment	Description	Pts	
	Note: All assignments must be submitted to receive a passing grade.		
Electronic Grading	Students use an electronic grading program to create a professional looking report on an individual student.	3	
Digital Citizenship	The purpose of this assignment is to become familiar with software copyright laws. Students will share their learning after becoming knowledgeable about various issues related to ISTE NETS for Teachers, Standard VI. throughout the course and are submitted near the end of the course for credit.	4	
Teacher-Class Website	This project uses a template/tool on the web to create an activity for students to explore concepts related to standards and specific curriculum topics.	5	
Taskstream #1	Students will start their use of the on-line portfolio and ask for feedback from the instructor through this interface.	2	
Presentation Project	Use presentation software to create a multimedia lesson related to a California State Educational Standard. The presentation will include narration, video and effects and will be accessible to all students through a class website.	10	
Presentation Project Reflection	After viewing other students presentations student will reflect on what they learned and how they plan to use presentations in their classroom.	2	
Graphic Organizer	This project involves the use of concept-mapping software for brainstorming an educational topic using text and graphics. The activity will provide an opportunity to consider this application for support of writing with students in K-12 classrooms.	4	
Internet Treasure Hunt	Students will create an online interactive activity that will lead their students through a learning activity related to a California State Educational Standard accessible to all through a class website	4	
Curriculum Web Site Review	This project involves the review of curriculum educational websites. The purpose of the project is to demonstrate understanding of the website terms of student academic content standards and reflecting on the use interface and characteristics of the website for educational purposes.	4	
Google Earth Tour	Students will create a customized tour using Google earth. The tour will be created around a California State Educational Standard	4	
Video Project	Students will work in groups to complete a digital video of how to teach a concept they know well. The video will be uploaded to Google Drive for viewing	10	
Journals 1-10	Students reflect on course readings and activities from journals selected by the instructor. This activity is done in Google Drive and shared with other students and the instructor through Google Drive. Journals will cover a variety of topics including Universal Design in Education, Adaptive Technologies, Data Driven curriculum design and many others.	10	
Artifact Tracking Sheet	Download the Tracking Sheet from Electronic Portfolio page of School of Education web site begin to fill it in. Put in all your artifacts to date.	2	
Taskstream Portfolio	Students will use tools in Taskstream including Rubrics and upload artifacts from this course into an online portfolio that will be used throughout their credentialing program	25	
	Total	115	

Grading Standards
Final grades are calculated on the standard of:
A: 93% - 100% | A-: 90% - 92.9% | B+: 87% - 89.9% | B: 83% - 86.9% | B-: 80% - 82.9% | C+: 77% - 79.9% | C: 73% - 76.9% | C-: 70% - 72.9% | D: 60% - 69.9% | F: below 60
Failure to complete this course with a grade of C+ or higher will prohibit a teacher candidate from entering a teaching credential program.

I **do** accept late work at a 1 point penalty

SCHEDULE/COURSE OUTLINE

Date	Topic	Assignment (if any)
Session 1 1/26	Introduction	• Professional Disposition • Introduction Forum • ISTE-Taskstream Registration • File Organization Google Drive • Internet Tour
Session 2 2/2	Desktop Publishing	• Statement of Your Own Work • Classroom Newsletter
Session 3 2/9	Spreadsheet/Database	• **Data Organization** • **Electronic Grading**
Session 4 2/16	Digital Citizenship	• **Digital Citizenship** • **Curriculum Website Review**
Session 5 2/23	Presentation Software	• **Taskstream Submission #1** • **Presentation Project**
Session 6 3/2	Catch Up Night	• **Journals 1-5**
Session 7 3/9	Online Classroom Tools	• Presentation Reflection • Teacher Class Website
Session 8 3/16	Online Classroom Tools Continued	• Internet Treasure Hunt Activity
Session 9 3/23	Graphic Organizer	• Graphic Organizer
Session 10 4/6	Virtual Mapping and 3d rendering	• Google Earth
Session 11 4/13	Digital Storytelling	• Video Project
Session 12 4/20	Digital Storytelling	• Video Project
Session 13 4/27	Portfolio	• Artifact Tracking Sheet
Session 14 5/4	Portfolio	• Taskstream Portfolio
Session 15 5/11	Portfolio	• Taskstream Portfolio
Final Exam	Portfolio/Finish all Assignments	