



Follow CSUSM School of Education on Facebook at

<https://www.facebook.com/pages/CSU-San-Marcos-School-of-Education/181933581854332>

EDUC 422A: TECHNOLOGY TOOLS FOR TEACHING & LEARNING
Part A (Section 2047)
Spring 2015

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

Class Meetings:

Friday, February 6th: 5:00PM – 9:50PM
Saturday, February 7th: 8:00AM – 5:50PM
University Hall 273

Instructor: Dr. Sinem Siyahhan

Phone: (760) 750-8590

E-Mail: ssiyahhan@csusm.edu

Office Location: University Hall 426

Office Hours: By Appointment

This course is a prerequisite course for entering the teacher credential program.

Join the Facebook Group: <https://www.facebook.com/groups/edtechcalstatesanmarcos/>

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 is designed to help students who are seeking to enter to the Multiple and Single Subjects Credential Program to develop the skills, knowledge, and attitudes necessary to effectively integrate technology into classroom teaching and learning. The successful teacher candidate will be able to merge technology, pedagogy, and subject matter to meet the needs of students with diverse backgrounds. Moving beyond procedural knowledge of the steps involved using a piece of technology, this course will help teacher candidates develop problem solving, strategic thinking, critical thinking, communication, and collaboration skills around various technology tools.

Prerequisite

The prerequisite for this course is basic computer knowledge and skills such as turning a computer on and off; opening, saving, and deleting a file; creating and deleting a folder; using e-mail and web browsers (i.e. Internet Explorer, Safari, Firefox, Google Chrome). Students may demonstrate their basic knowledge and skills by completing the campus-wide computer competency requirement (CCR) or a computer course within the last 12 months with a grade B or above.

Course Objectives

In the end of this course, teacher candidates will demonstrate competence in:

- (a) 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
- (b) meeting the International Society for Technology in Education (ISTE) Teacher Standards (See the list of standards here: http://www.iste.org/docs/pdfs/20-14_ISTE_Standards-T_PDF.pdf).

Course Materials & Resources

1. **Google Drive:** This is an online file storage service provided by Google. It allows users to create, share, and collaboratively edit files stored in the cloud. Students should have access to Google Drive through their CSUSM e-mail. If you do not have access to Google Drive, you can create an account at drive.google.com. Directions on how to create an account are available at: <https://support.google.com/drive/answer/2424384?hl=en>
2. **Additional File Storage:** While you can create, upload, and store files using Google Drive, you may need to use an additional secondary cloud file storage service such as Dropbox (You can create an account at www.dropbox.com) and/or purchase a USB stick (8GB or larger) to store large files.
3. **Cougar Course:** Course materials, assignment instructions, and grades will be available on Cougar Course site. Available at: <http://cc.csusm.edu/>. Be sure to set your preferred email in your profile settings of Cougar Courses so that you receive important announcements and communications. It is your responsibility to check the course site regularly and bring any issues immediately to the instructor's attention.
4. **Campus Resources:** In addition to attending class meetings, students may need to use campus resources for some assignments. It is the student's responsibility to make arrangements to have the technology resources available in order to complete scheduled assignments and due dates. All students must plan times they can work in labs on campus. Students are required to check campus resources and availability of labs. Mac computers are available in ACD 202, ACD 211, UH 271, and SCI2 306 in addition to other locations such as the library 2nd floor.
5. **Backing Up Work:** Many technology platforms you will be using in this course are online and require a username and password. However, for some assignments you will need to take a screenshot or copy/paste your work into a word file, therefore it is important that you backup your work. Suggested procedures for backing up your work include:
 - a. Make an EDUC 422 folder on your campus flash drive and save all your files in this folder
 - b. Save a backup of all files on your home computer or
 - c. Email files to yourself for further backup

- d. Save important email communications for the course in a folder on your flash drive in addition to your email account
6. **Username & Password:** You will be using a variety of online platforms. Avoid creating a new username and password for each platform, instead, use the same username and password for all platforms for you to easily remember.

UNIVERSITY AND SCHOOL OF EDUCATION POLICIES

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, teacher 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.

Professional Dispositions

The California State University San Marcos School of Education fosters the development of the following professional dispositions among teacher candidates:

- *Social Justice and Equity:* Candidates appreciate the languages, communities, and experiences learners bring to the classroom. Candidates advocate for and support marginalized communities and individuals.
- *Collaboration:* Candidates learn and practice the skills of collaboration in their coursework and use them in their professional interactions with students, colleagues, parents, caregivers and those in the wider community.
- *Critical Thinking:* Candidates analyze various professional contexts, resulting in more informed decision-making about professional practice.
- *Professional Ethics:* Candidates learn to make and act on well-reasoned, principled judgments.
- *Reflective Teaching and Learning:* Candidates critically review their professional practice and the impact it has on student success.
- *Life-Long Learning:* Candidates are committed to actively seeking new knowledge, skills and experiences throughout their career.

Academic Honesty Policy

Students are 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 including resources found online. 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.

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.

Writing Requirement

The CSUSM writing requirement of 2500 words is met through the completion of course assignments. Therefore, all assignments will be looked at for content, organization, grammar, spelling, and format. If needed, it is suggested that you make an appointment with the Writing Center (http://www.csusm.edu/writing_center/) to seek help with writing skills before submitting your written assignments.

Because it is important for teachers to be able to effectively communicate their ideas to students, parents, colleagues, and administrators, writing that is original, clear and error-free is a priority for the School of Education.

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.

COURSE EXPECTATIONS

Professional Demeanor

It is expected that students will conduct themselves as professional adults who show respect to others, bring a positive attitude, and demonstrate productive engagement with people, process, and tasks to be completed. Professional demeanor includes, but not limited to, meeting the following expectations:

1. Arriving all class meetings **on time**. Emailing the instructor when you are unable to attend class or when you will be late.
2. Submitting required assignments **on time**. E-mailing the instructor when you are unable to complete an assignment and need more time. Explaining the reasons for requesting extension, and providing a projected timeline for successful completion of the assignment.
3. Approaching problems with a disposition to find solutions rather than feeling helplessness or hopelessness when facing a challenge or difficulty.
4. Working respectfully and productively with peers and the instructor in all settings (e.g. whole group, small group, Moodle Forums, one-on-one meetings, study groups, e-mail correspondence) at all times.
5. Contributing to and being part of a supportive environment. This includes providing assistance to classmates with technical and/or content issues, interacting with your peers, selecting one or two class "buddies" to ensure that you receive information and handouts if you miss a class, and help you keep track of the course assignments, upcoming tasks, and deadlines.

Electronic Communication

Electronic correspondence and communication is a part of your professional interactions. If you need to contact me, you have couple of options depending on what you need and how soon you need it:

- (1) E-mail me at ssiyahhan@csusm.edu. This option works great if you have questions about an assignment, want to bring something to my attention, schedule an appointment, etc. It is my intention to respond to all received e-mails in a timely manner. Please remember that I have to go into my mailbox to view incoming e-mails on my computer and on my phone. Therefore, there might be a time gap between the time you send the e-mail and the time I see the e-mail depending on my schedule in any given day.
- (2) If you have a Gmail account, add ssiyahhan@gmail.com to your contacts. This allows us to expand our communication channels to include online chat and video conferencing. In the past, students sent me messages using Gmail chat asking questions about assignments, course schedule, etc. Because my phone has push notification capabilities, I see your chat message immediately on my phone screen and can respond to you "on the go". I have held virtual office hours via video conferencing, and helped students with technical difficulties when they needed.

- (3) If you have a Facebook account, find me and add me as a friend to send me chat messages via Facebook. I generally use Facebook to follow news, groups, and pages related to my profession. Again, with the push notification capabilities on my phone, I see chat messages sent on Facebook immediately on my phone screen and can respond to you “on the go”. This is also a good option if you want to stay connected beyond this course. You can always “unfriend” me upon course completion if you prefer.

Please keep in mind 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. Be aware that messages sent within an online context may be open to misinterpretation. When concerned, meanings should be verified to clarify sender’s intent.

COURSE ASSIGNMENTS

Social Bookmarking

Teachers need to be lifelong learners, have life-long learning tools, and strategies to effectively support student learning. An important aspect of being a lifelong learner is to find resources, engage in collaboration with other teachers and students, and share information with others. For this assignment, you will find, explore, read, and annotate educational online resources using a social bookmarking tool called Delicious (www.delicious.com). You will share your public profile with your peers.

Technology Review

To be able to integrate technology into the classroom, teachers must develop the skills to successfully evaluate different technologies that exist, and choose the appropriate technology that best meets the needs of their students. For this assignment, you will search, find, test, and write a blog post about a piece of technology that teachers, parents, and students can use to enhance academic content learning. You will create your own blog in Kidblog (www.kidblog.org), publish your blog post, and comment on other blogs created by your peers.

Digital Citizenship Poster

Web 2.0 technologies such as social networking sites have changed the way we learn, share, connect, and communicate. To be able to support appropriate uses of technology in-and-out of their classrooms, teachers must address new rules, norms, and responsibilities with respect to privacy, identity, ownership and authorship, credibility, and participation that come with the use of these technologies. For this assignment, you will create a poster that informs students and parents about the issues of digital citizenship. You will create your poster using one of the following web 2.0 technologies: Prezi, Glogster, and Google Draw (accessed through Google Drive).

GRADING

All students are expected to participate in class activities and demonstrate reflective learning. It is important that students are well prepared for course sessions by completing the readings and assignments scheduled before the class meeting. Students who wish to revise an assignment must negotiate the requirements of the revision with the instructor. It is expected that work will be turned in on time. Please discuss individual issues with the instructor promptly if extraordinary circumstances prohibit you from turning in assignments on time. Points will be deducted if assignments are submitted late (10% penalty per day late). No credit will be awarded if the assignment is 1 week late.

94 – 100 A
87 – 89 B+
80 – 83 B-
74 – 76 C
60 – 69 D

90 – 93 A-
84 – 86 B
77 – 79 C+
70 – 73 C-
Below 60 F

Failure to complete this course with a grade of C+ or better will prohibit a teacher candidate from entering a teaching credential program. You are responsible to track your grades and progress in the course.

COURSE SCHEDULE

Please note that modifications may occur at the discretion of the instructor. Any changes to assignments will be announced in class OR students will be notified via e-mail.

In order to successfully complete this course, ***all assignments must be completed*** at an acceptable level noted on assignment directions. **All assignments are due by 11:55 pm on the due date.**

Assignments	Points	Due Dates
Forum Post (Cougar Course)	25	<u>Wednesday, February 11:</u> Initial Post Due <u>Friday, February 13:</u> 2 Peer Responses Due
Social Bookmarking (Delicious)	45	Sunday, February 15
Technology Review (Kidblog)	45	<u>Wednesday, February 18:</u> Initial Post Due <u>Saturday, February 21:</u> 2 Peer Responses Due
Forum Post (Cougar Course)	25	<u>Wednesday, February 25:</u> Initial Post Due <u>Saturday, February 28:</u> 2 Peer Responses Due
Digital Citizenship Poster (Prezi, Glogster, or Google Draw)	45	Sunday, March 1
Total:	185	