Instructor: Denise Hogan
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EDUC 422 (07) CRN 30279: 3 units
Tues/Thurs 6-9:50, meeting the first half of the term
Class Location: UH 272
Office hours: after class or by appointment

EDUC 422: Technology Tools for Teaching and Learning

College of Education Mission Statement

The mission of the College of Education community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and ongoing service. Our practices demonstrate a commitment to students centered education, diversity, collaboration, professionalism, and shared governance.
(Adopted by the COE Governance Community October 1997).

COURSE DESCRIPTION:

This three-unit course partially fulfills the technology competencies as identified by the California Commission on Teacher Credentialing (CCTC) and the College of Education's Teacher Performance Expectation (TPEs) in technology, and is being considered for satisfying the Computer Integration Requirement (CIR) for the Liberal Studies Program. This course is designed for teacher candidates who have met the campus-wide computer competency requirement (CCR) and anticipate entrance into the teacher preparation program.

This course focuses on the knowledge and skills necessary to apply education-oriented productivity tools, graphic organizers, database and spreadsheets, presentation tools, school-appropriate multimedia tools, and communication tools. This 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, College 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.

STANDARD ALIGNMENT:

The following program standard is addressed in this class:

Standard 9 – Using Technology in the Classroom

Teacher Performance Expectation (TPE) Competencies:

This course is designed to help teachers seeking the Multiple and Single Subjects Credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing an 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. The following TPE's are addressed in this course:

> **Primary Emphasis**
> TPE 14 CSUSM– Educational Technology
>
> **Secondary Emphasis:**
> TPE 4 – Making Content Accessible
> TPE 5 – Student Engagement
> TPE 6 – Developmentally Appropriate Teaching Practices
> TPE 7 – Teaching English Language Learners
> TPE 12 – Professional, legal and ethical
> TPE 13 – Professional Growth

National Educational Technology Standards for Teachers

I. TECHNOLOGY OPERATIONS AND CONCEPTS.

> Teachers demonstrate a sound understanding of technology operations and concepts. Teachers:
> A. demonstrate introductory knowledge, skills, and understanding of concepts related to technology (as described in the ISTE National Education Technology Standards for Students)
> B. demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies

IV. PRODUCTIVITY AND PROFESSIONAL PRACTICE.

> Teachers use technology to enhance their productivity and professional practice. Teachers:
> A. use technology resources to engage in ongoing professional development and lifelong learning.
> B. continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.
> C. apply technology to increase productivity.
> D. use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.

V. SOCIAL, ETHICAL, LEGAL, AND HUMAN ISSUES.

Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice. Teachers:
A. model and teach legal and ethical practice related to technology use.
B. apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.
C. identify and use technology resources that affirm diversity
D. promote safe and healthy use of technology resources
E. facilitate equitable access to technology resources for all students.

COURSE OBJECTIVES:

Teacher candidates will demonstrate competency in using a set of educational technology tools that are applied in teaching and learning within the credential program and used in public school settings.

PREREQUISITE

The prerequisite for this course is completion of the campus-wide Computer Competency Requirement. This requirement can be fulfilled by successful completion of one of the following:

- Taking the CSUSM CCR assessment or equivalent course
- Completion of an approved computer literacy course at the community college level.

REQUIRED TEXT AND MATERIALS

- *Teachers Discovering Computers: Integrating Technology in the Classroom* (Shelly & Cashman) & Web site: www.scsite.com/tdc2/. This is a resources text that contains skill building information in the context of how a teacher can use the skills in teaching. There is a very information-rich, publisher-provided Web site associated with the text that provides additional practice and links to other resources.
- Flash disk or thumb drive hat is dual platform (HIGHLY recommended) OR Zip Disk (PC formatted) - Label with your name, class # and time
- Several CD-RWs (rewrite-able CD)
- Pay for Print Card: May be purchased in Academic Hall 202

Optional Resources

- Connecting Curriculum and Technology (ISTE) This is a volume produced by the professional association that contains the educational technology standards for students at all levels as well as sample lessons on how that standards can be implemented in teaching content. This book will be referred to in other CSUSM-COE courses. Supporting Web site www.iste.org.

ASSESSMENT

In order to successfully complete this course, the assignments must be completed with at least at an acceptable level noted on assignment rubrics. In addition to the assignments described below, performance assessment on the teacher candidate's ability to perform tasks using the software will be assessed. Because the content of this course contributes to passage of multiple TPEs, successful completion is imperative. Failure to successfully complete this course will prohibit a teacher candidate from continuing in the program beyond the first semester. The percentage of weight of each assignment is noted next the description of the topic

COURSE CONTENT

The following themes will be address in the process of the course. Assignments relating to demonstrating competency in operating each of the educational tools will be assessed. Descriptions of the assignments will be available on the course Web site.

Theme One: <u>Portfolio</u> 30%
Saving, naming and managing files
Ethics and Copyright, Safety
Linking to web and between documents
Using Help functions
Reflections
ISTE standards/Teacher Performance Expectations
Homework: Because of the interactive nature of the class, students will be expected to have their assignments completed and turned in on time. Late assignments will only be accepted if there are extenuating circumstances approved by the instructor.

Theme Two: <u>Education Specific Software</u> 30%
May include the following software titles:

Multimedia: PowerPoint
Inspiration
Kidspiration
Kid Pix
Timeliner
Variety of other software
Homework: Because of the interactive nature of the class, students will be expected to have their assignments completed and turned in on time. Late assignments will only be accepted if there are extenuating circumstances approved by the instructor.

Theme Three: <u>Productivity & Prof Practice</u> 30%
Internet: Searching
Email
Word: Formatting
Excel
Database

Powerpoint
WebCT
Homework: Because of the interactive nature of the class, students will be expected to have their assignments completed and turned in on time. Late assignments will only be accepted if there are extenuating circumstances approved by the instructor.

Class Investment (Attendance, participation and disposition) 10%
Your investment in this class is demonstrated through regular, prompt class attendance and participation; through active, constructive and creative contributions (both online and in class); and through participation in cooperative collaborative learning.

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		

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 and instructor to participate in learning activities. Attendance 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 instructor and peers. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible.

Plagiarism and Cheating

Please be sure to read and understand the university policy on plagiarism and cheating, as it will be strictly enforced. Academic dishonestly will not be tolerated and will result in a failing grade for this course and will be reported to the University.

Authorization to Teach English Language Learner

The CSUSM 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. Students successfully completing this program receive a credential with authorization to teach English learners. (Approved by CCTC in SB2042 Program Standards, August 2002)

Students with Disabilities Requiring Reasonable Accommodations.

Students are approved for services through the Disabled Student Services Office (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TDD (760) 750-4909. Students 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.

Teaching Performance Expectations

TPE 14: Technology in Teaching and Learning
Candidates for the teaching credential meeting the National Educational Technology standards for Teachers.

  I.   Technology Operations and Concepts --- Candidates demonstrate a sound understanding of technology operations and concepts.
 II.   Planning and Designing Learning Environments and Experiences --- Candidates plan and design effective learning environments and experiences supported by technology.
III.   Teaching, Learning and the Curriculum. --- Candidates implement curriculum plans, that include methods and strategies for applying technology to maximize student learning.
 IV.   Assessment and Evaluation. --- Candidates apply technology to facilitate a variety of effective assessment and evaluation strategies.
  V.   Productivity and Professional Practice. --- Candidates use technology to enhance their productivity and professional practice.
 VI.   Social, Ethical, Legal and Human Issues. ---Candidates understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice.

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