EDUC 500

Summer 2002

California State University San Marcos

College of Education

Dennis C. Masur

 EDUC 500 (): 3 units

EDUC 500 Computer-Based Technology in Education

 Class Location: ACD 211

 Class time: MWR 1600-1745/TWR 1800-1945

 Office hours: after class or by appointment

COURSE DESCRIPTION:

In December of 1998, the CTC adopted a new technology standard for Multiple and

Single Subject Teaching Credential candidates. The new technology standard

requires credential candidates to 1) demonstrate their effective use of

technology at a "basic" level (Level 1) prior to issuance of a preliminary

credential; and 2) demonstrate their effective use of technology at an

"advanced" level (Level II) prior to issuance of a professional clear

credential. The purpose of this class is to prepare credential candidates to

meet this new technology standard.

 Standard 20.5 - Use of Computer-Based Technology in the Classroom

 Candidates are able to use appropriate computer-based technology to

 facilitate the teaching and learning process.

This class emphasizes the curricular implications of computer-based technologies

in education. 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 a preliminary teaching credential. 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 already teaching in the classroom you will

be encouraged to apply what you are learning in educational settings.

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.

REQUIRED TEXT AND MATERIALS

 • Teachers Discovering Computers: Integrating Technology in the Classroom

 (Shelly & Cashman)

 • Five Disks 1.40 MB PC or Mac Format (Label with your name) OR ZIP Disk

 • Pay for Print Card: May be purchased in Academic Hall 202

 RECOMMENDED TEXT

 NETS for Students: Connecting Curriculum & Technology. (2000). International

 Society for Technology in Education (ISTE). ISBN 1-56484-150-2

 Optional Resources

 • 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.

 National Educational Technology Standards for Teachers: NETS Book

 COE 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 the democratic principles of

 educational equity and social justice for all learners, exemplified

 through reflective teachers, learning and service. We value diversity,

 collaboration, professionalism and shared governance.

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 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. Demonstrate

knowledge of basic operations, terminology, and capabilities of computer-based

technology and the use of computer hardware, software, and system components.

(3) Appropriate to the subject area and grade level, demonstrate a basic

understanding of and ability to use representative programs from each of the

following categories:

 (a) computer applications and electronic tools, such as word processing,

 data bases, graphics, spreadsheets, telecommunications (including email),

 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 record

 keeping, gradebook, lesson planning, generating instructional materials, and

 managing instruction.

(4) Demonstrate the application and use of computer-based technologies as tools

to enable the development of problem-solving skills, critical thinking skills,

and creative processes. Examples of such skills and processes are: gathering and

analyzing data, generating and testing hypotheses, classifying, comparing and

contrasting, inferring, evaluating and composing and designing.

ADMINISTRATIVE REQUIREMENTS OF STUDENTS

This class will utilize distributed learning instructional strategies. Students

must keep up with class assignments from week to week and will complete the lab

assignments in both on-campus or off-campus locations. Plan to spend up to seven

hours out of class each week to complete required readings, communicate with

email, complete or expand lab assignments and to gain familiarity with

educational technology applications.

Students are required to keep a copy of all work and are expected to submit

examples of best practice for their portfolio evaluation. All proof of work

accomplished is the responsibility of the student. Students will construct a

notebook, portfolio, including disk(s) of the work done over the semester to

serve as a professional portfolio and sampling of technology accomplishments. In

some 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 and instructor 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

readings. 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.

 Assignment Evaluation

Total points for an assignment (may be 15, 10, or 5 points) will be given when:

all components of the assignment have been completed to the fullest extent and

submitted on time, no grammar or spelling errors are evident, and student has

shown understanding of the course concepts addressed in the assignment. Points

are deducted for late, incomplete or when the quality of the work does not

reflect a graduate level.

• Final Project

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 covered in this class. You are required to create a portfolio of

appropriate 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 your portfolio samples, select two that are most meaningful to

you. Using a word processor, compose a critical reflection describing (a) why

you selected these two to write about,

(b) what did you enjoy about completing them? (c) what challenges did they

present? (d) how did you overcame any obstacles? (e) what did you learn from

those assignments? And, most importantly…(f) how would you change your work now

that you have had time to reflect? (These reflections equal three pages double

spaced, 12 point Times Font - submitted with portfolio).

Synthesis: From the items in your portfolio, select one application that you

would like to investigate further. Develop a student project beyond what the

original assignment required. Expand and demonstrate your skills in the

application to a higher degree (instructor approval required). 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. (Final Project).

This project will be presented to the class prior to the week of finals.

Application: Using the Lesson Plan Template specified, create a lesson utilizing

technology to teach a particular content or skill (developed in the final

project). Describe the target population (including age), curriculum standards,

instructional 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 feedback before you present. This lesson plan

will coincide with the Synthesis (Final Project). (use ASSURE lesson plan format

from your textbook).

• 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

50% - labs & assignments

30% - quizzes, portfolio and final project

20% - class investment (attendance and participation)

 GRADING PROCEDURES AND ASSIGNMENTS

 Grading is calculated on the standard of

 94 - 100 = A80 - 83 = B-70 - 73 = C-

 90 - 93 = A-77 - 79 = C+60 - 69 = D

 87 - 89 = B+74 - 76 = Cbelow 60 = F

 84 - 86 = B

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

 Statement of CLAD Emphasis

 In 1992, the College of Education voted to infuse Crosscultural, Language

 and Academic Development (CLAD) competencies across the curriculum. The

 CLAD competencies are attached to this syllabus and the competencies

 covered are highlighted.

 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.

SCHEDULE:

EDUC500EDUC500 Computer Based Technology in Education

 Dennis C. Masur: dmasur@csusm.edu

 Summer 2002 Calendar: MWT: 1600 -1745 and TWR 1800 -1945

 DateGoal/ObjCTCTopicOutcome

 June 17/18

 June 19

 12

 3a

 3cBasic computer skills

 Standards for technology

 Cashman Reading Schedule

 http://cnets.iste.org/sfors.htm

 Word ProcessingIntro to Basic Mac Skills

 Teacher State Standards

 Student Tech. Standards

 Word Processing

 Write an introductory letter using a word processor. (adjust margins,

 header, footer, font, styles)

 Due June 20

 Students self-assess technology competencies using CTAP Print out chart

 for Portfolio Due June 20

 June 20

 2

 1c

 2

 3aInternet

 Issues of access to technologyIntro to Internet

 Issues of Internet use and access: class discussion

 Backflip

 Searching the InternetWeb Activity: Due June 24/25

 Students learn to use the web to access information: 7 Steps Activity: Due

 June 26

 June 24/25

 June 26

 3

 3aEmail/WebCT

 Professional JournalsEmail: intro and attachments

 Web CT: threaded discussionStudents use email to collaborate: copy to

 teacher: Due Tonight!

 Threaded discussions on Readings: Due July 1/2

 June 28

 4

 3a

 3cThreaded discussions

 Desktop publishing

 Inspiration DemoNewsletter: Class News

 Click on the link to obtain the rubric for this exercise

 http://rubistar.4teachers.org/view\_rubric.php3?id=301403Students use

 desktop publishing to explore technology in the classroom to communicate

 with parents. Due July 3

 DateGoal/ObjCTCTopicOutcome

 July 1/2

 July 3

 5

 3a

 3cSpreadsheets

 Data Base

 Organizing Information: DatabasesStudents explore uses of spreadsheets to

 organize, compare, analyze and present data:

 Due July 15/16

 July 8/9

 July 10

 6

 2

 3aaMultimedia

 PowerpointInteractive Multimedia

 Click here for PowerPoint rubricDue by July 22/23

 Virtual

 July 11

 71b

 3Copyright Issues

 Ethical Use Issues

 Best Practices: Professional journals and researchCopyright and Ethics

 OnCUE and Learning and Leading with Technology JournalsStudents reflect on

 issues in education related to Copyright and ethical use: Due July 18

 Post and respond to Journal articles.

 Due July 24

 July 15/16

 July 17

 8

 1a

 3c

 Evaluating Web Resources/

 Filamentality/Class web pages\*\*Midterm

 Students evaluate web resources on threaded discussion

 Filamentality/teacher web due

 Aug 1

 Students demonstrate skills: test

 July 18

 9

 2

 3a

 Professional Reading

 Web Project Evaluation

 IntroSelecting appropriate software for learning.

 Students read and reflect on a journal article based on best practice and

 research findings: WebCT posting: Due July 29/30

 DateGoal/ObjCTCTopicOutcome

 July 22/23

 July 24

 10

 1a

 1b

 3a

 3b

 Software Evaluation

 Select appropriate

 Software for learningStudents use program to explore software for

 stimulating problem solving and higher level thinking skills: Due July

 29/30

 Students are aware of resources for technology in the classroom.

 Reflection July 25

 July 25

 111c

 3c

 4Instructional Technology

 Web Project Evaluation

 Lesson PlansLesson Plans

 Filamentality

 Lesson Plan Format: See Chapter 7 Students consider effective learning

 environments and management of technology. Students expand their skills in

 the use of a software program.

 July 29/30

 July 31

 122

 3a

 4Effective use and application of technology in curriculum

 Management of technologyWork on Portfolio

 Work on Final Projects

 Lesson plan CLRN

 Classroom Management

 Students self-assess technology competencies using CTAP.

 Students reflect on growth in Proficiencies as they put together a Journal

 & portfolio Due Aug.5/6

 Project Lesson Plan Due Aug. 5/6

 Aug 1

 No Meeting

 13 Work on Portfolio

 Work on Final Projects

 Aug. 5/6

 Aug. 7

 14

 2

 3a

 4Effective use and application of technology in curriculumPresent Final

 ProjectsStudents participate in peer evaluation of student projects and

 share their learning experiences. . Students submit a portfolio reflecting

 on their work and learning.

 Aug. 8

 15

 2

 3a

 4Effective use and application of technology in curriculumPresent Final

 ProjectsStudents participate in peer evaluation of student projects and

 share their learning experiences.