

**CALIFORNIA STATE UNIVERSITY, SAN MARCOS**  
**COLLEGE OF EDUCATION**  
Summer 2008 Online Courses

**EDST 636 (CRN 30117) – Software and Web Site Evaluation and Tools**  
**EDST 636\_EX-01 (CRN 30100) – Software and Web Site Evaluation and Tools**

**Professor:** Sharon Sutton, Ed.D.  
**Phone:** Cell 310.592.4199  
**E-Mail:** [ssutton@csusm.edu](mailto:ssutton@csusm.edu)  
**Lab:** Students must have access to up-to-date computer and Internet  
**Office Hours:** Online or phone by appointment

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**College of Education Mission Statement**

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research and on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance.

(Adopted by COE Governance Community, October, 1997).

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**COURSE DESCRIPTION**

*Description:* This course prepares educators to critically examine education-specific software for classroom use and to evaluate educational Web sites and activities. Course assignments will include development of a teacher Web page, use of online web evaluation tools, and threaded discussions and blogs.

**Computer Concepts and Applications Supplementary Authorization:** this course is one of the four courses that have been approved to satisfy the California Supplementary Authorization (CSA) in Computer Concepts and Applications requirement. All four courses are offered completely online! Regardless of where you live in the state, you may now fulfill CSA requirements by completing four, three-unit, graduate-level courses in Computer Concepts and Applications, offered collaboratively by the CSUSM College of Education and Extended Studies. Contact Extended Studies for more information: Catherine Boyle at (760) 750-8713 or [cboyle@csusm.edu](mailto:cboyle@csusm.edu).

**Graduate Credit:** this is a graduate level course, and successful completion can be applied toward elective requirements for some Masters Programs including the Masters in Education option in Science, Mathematics, and Educational Technology through the College of Education at Cal State San Marcos. Note that students must receive an A or B in order to use the course as one of their electives.

**Required Course Materials and Texts**

1. ISTE Student Membership: <http://www.iste.org> (\$54) including the Learning and Leading with Technology (L&L) Professional Journal. ISTE registration must be completed by beginning of week 2 of course).

2. Richardson, Will. (2006). Blogs, Wikis, Podcasts and Other Powerful Web Tools for Classrooms. ISBN: 1-4129-2767-6. Corwin Press.
3. Storage device: Flash Drive recommended (1 GB) Note: to **back up** all work.
4. Email Account – You are provided a campus email account automatically after you are registered for the semester. The log in for WebCT and your email account are the same.
5. \*Computer Access –you must have a computer available throughout the course with ability to **install and preview software**, preview online audio clips and videos.
6. You must have a web page editing software program, and identify an online **host to post your personal professional web page**.
7. Please review the following page for plug-ins:  
[http://courses.csusm.edu/studemio/tutorials/tips\\_tricks/plugins.htm](http://courses.csusm.edu/studemio/tutorials/tips_tricks/plugins.htm)

### **Course Goals: Learner Outcomes**

By the end of this class, students will

1. *Be knowledgeable of important elements to consider for evaluating software for classroom use.*
2. *Create a rubric and use it for evaluation of education specific software.*
3. *Be knowledgeable of important elements to consider for evaluating web site activities for educational settings.*
4. *Learn about online web evaluation tools for evaluation of educational web sites.*
5. *Use a current form of electronic communication such as threaded discussions and blogs to collaborate with educators on topics related to education.*
6. *Create and post a professional education web site using appropriate development and editing tools.*

### **COE Attendance Policy**

Due to the dynamic and interactive nature of courses in the College of Education, all students are expected to attend all classes and participate actively. At a minimum, students 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 student have extenuating circumstances, s/he should contact the instructor as soon as possible. *In this online course, the instructor has adopted this policy: you must be active in online coursework including email, discussions and activities regularly (at least twice weekly and/or at least every 3 days), or you cannot receive a grade of A or A-; if you are inactive for one week or more, you cannot receive a grade of B+ or B. If you have extenuating circumstances, you should contact the instructor as soon as possible. **Modules begin on Tuesday each week and end on Monday of the following week (see online schedule of modules).***

### **Accommodations for Students with Disabilities**

Students with disabilities who require academic accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (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 accommodations should meet with me during my office hours or, in order to ensure confidentiality, in a more private setting.

### 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 of 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 and Cheating

As an educator, it is expected that each student will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstance. 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.

### Important Course Requirements and Considerations

#### Discussion Posting (Value Added Model)

When replying to a posting in the discussion area (or through a Web Blog) by another student, instructor, or guest, you must **refer to the person by name and refer to their comments** within your posting. **To Add Value**, your response must do one of the following: **give an example** of what the prior post had described; **provide a different perspective** of the topic posted; OR **expand upon the idea** posted in the message by including more detail and depth. The instructor will provide feedback in the first few modules to support understanding of this concept. Peers will also be asked to review how others conform to this aspect of the course discussions.

**Participation:** It is expected that all students will have an active presence in the online community (see attendance policy). Organize each week so that you **visit the WebCT shell every 2-3 days**. This will provide you the opportunity to stay in touch with the module assignments and discussions. You will need to use an up-to-date computer and operating system that has the ability and speed to use WebCT and participate in activities (such as review of education specific software, use of online survey and rubric tools, AND create, edit, and post a professional web page), as well as play sound files and movie clips. **It is your responsibility to check these capabilities out as soon as you begin the course** and have a plan for completing and accessing these resources regularly. Note that assignment documents must be completed in Microsoft Office (Word and/or Excel) and a web page editing software will be required for the course. There is a tune up tool on WebCT to use to test your browser and access (see link in WebCT at bottom of Course Content page).

**Assignment Questions:** There is a **Questions** topic section in the discussion area of WebCT. This section is included to allow everyone the benefit of having access to instructor responses to questions about the course, activities, and/or assignments. Please review the posted questions before posting your question(s). Instructor will respond to posts within 48 hours. If you do not have a response by 48 hours, please contact the instructor directly by email or phone. Students may also respond to questions when they have information that will help other students.

**WebCT Help:** Contact the CSUSM help desk. Their location and hours are listed on the web: <http://www.csusm.edu/iits/sth/> Be sure to leave a phone number and/or email if you leave a message at the help desk regarding a problem you are having. They can help with all technical aspects of the WebCT environment including problems with accessing files, uploading assignments, and using WebCT tools. **If you write to the instructor about a problem with WebCT**, please confirm that you have communicated with the Help Desk first and refer to who replied to your question.

**Important Considerations:**

- Assignments are due when noted on the assignment page.
- **All assignments should be based on thoughtful reflection** at a masters level, and submitted only after final edits, proof-read and word-processed. The university has a **2500-word writing requirement** for each course that is met through the course reflections, assignments and discussions. Use Microsoft Word for any Word Processed documents.
- **Contact instructor in advance** of any **extended absence** to accessing and contributing to module activities. If you contact the instructor about an absence, suggest a timeline for how you will make up missed sessions, contribute to group work, and if there is a need for an alternative assignment.
- **Grading of coursework** will be based on adherence to the assignment guidelines, evidence of application of course readings and resources, and clear evidence of specified revisions, clarity, and coherence, in revised work. Points are deducted for spelling and/or grammar errors.
- **Remember to cite** all information obtained from others completely in APA 5<sup>th</sup> Edition format. References are required.

No	Assignment	Description	Points
1	CA EdTechProfile Self Assessment	Students take a proficiency self-assessment, at the beginning and end of the course, based upon rubrics established in alignment with the California Commission on Teacher Credentialing (CTC) technology standard for a California K-12 teaching credential to reflect on their growth in the areas identified as important by the CA Department of Education. Students submit results provided by the EdTechProfile site along with their reflections.	5
2	Goal 1: Evaluation of Software	Students will read about educational software evaluation and consider the important elements to consider. They will reflect and share through a threaded discussion using Value Added Comments (see course definition of value added). Points are based on quality of postings and contributions.	10
3	Goal 2A: Rubric	Students will use a free online rubric tool to create a rubric for educational software evaluation	5
4	Goal 2B: Software Evaluation	Students will download two education specific software programs, thoroughly review each and evaluate based on a group rubric.	10 10
5	Goal 3: Web Site Activity Evaluation	Students will participate in a Web Clinic to evaluate Internet-based activities and report on their perceptions based on a role assigned to them.	10
6	Goal 4: Review of Web Evaluation Tools	Students will become knowledgeable about free online web evaluation tools and assess web sites for educational settings.	10
7	Goal 6: Web Site	Students will design a web page for an educational purpose and post it on a server so that it can be accessed through the web. A web blog will be used to discuss important elements and resources.	20
8	Goal 5: Communication and Participation	Students are active participants in course discussions and activities online. The use of electronic communication in WebCT and through a Web <b>blog</b> are required for class activities. Attendance (through online presence), participation, and timely access to online activities are critical to success in this course. Value Added postings are required.	20
		<b>TOTAL POINTS</b>	100
<b>All assignments, requirements, due dates and scoring rubrics will be available through WebCT. Students should check the course schedule and assignment sections regularly for updates.</b>			

### Assessment

In order to successfully complete this course, assignments must be completed with at least an acceptable level noted on assignment rubrics. In addition to the assignments described above, performance assessment will be on student's ability to perform tasks using a variety of software. 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.**

## Grading Procedures And Assignments

Grading is calculated based the following percentages:

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		

### EDST 636 Proposed Schedule: **Subject to Change**

<b>Module Three Modules Per Week</b>	<b>Topic</b>	<b>Assignment</b>	<b>Approx. Due Dates: See Assignment in WebCT for details</b>
Mod 0 Week 1	WebCT	Review Class Tools	<u>Week of July 8<sup>th</sup></u> Campus ID  WebCT access  ISTE Membership
	Introductions	Post Introduction	
	Course Materials	Review Syllabus	
	EdTechProfile –	EdTechProfile (1)	
Mod 1 Week 1	Software Evaluation	Discussion of Software Evaluation (2) <ul style="list-style-type: none"> <li>▪ Read ISTE Articles</li> <li>▪ Review Rubrics</li> <li>▪ Post Reply:</li> </ul>	EdTechProfile (1a)
	ISTE		
Mod 2 Week 1	Software Eval: Online Rubric Tools	Create Rubric (3)	Postings on Software Eval. (2)  Rubric (3) <u>Due July 14th</u>
Mod 3 Week 2	Software Eval: Identify demos	Select Software for Eval.  Select Web Page Software	<u>Week of July 15<sup>th</sup></u>
Mod 4 Week 2	Software Evaluation	Software Eval #1: (4) Download, install and review one software	
Mod 5 Week 2	Powerful Web 2.0 Tools	Web 2.0 Applications  Wikis, Blogs and Social Bookmarking	Software Eval. #1 (4) <u>Due July 21<sup>st</sup></u>

Mod 6 Week 3	Evaluation Web Site Activities	Eval: Web Clinic Activity (5)	<u>Week of July 22<sup>nd</sup></u> Web Clinic Activity Evaluation (5)
Mod 7 Week 3	Evaluation Web Sites	Online/ISTE Readings Web 2.0 Applications (Software Eval. #2) Blog Discussion (8)	Software Eval. #2 (Web 2.0 Tool Review and Summary in Blog Topic) (4)
Mod 8 Week 3	Online Survey Tools	Review of Surveys on Web Eval. (6)	Survey on Web Evaluation (6) <u>Due July 28<sup>th</sup></u>
Mod 9 Week 4	Designing Web Pages	Software, Design, Hosts	<u>Week of July 29<sup>th</sup></u>
Mod 10 Week 4	Designing Web Pages	Layout Web Page (7)	
Mod 11 Week 4	Designing Web Pages	Content Web Page (7)	Blog Discussion (8) <u>Due August 4<sup>th</sup></u>
Mod 12 Week 5	Resources on Web Page Development	Web Page Draft (7) ISTE Articles	<u>Week of August 5<sup>th</sup></u> **Complete Course Evaluation start of week
Mod 13 Week 5	Share Web Page	Peer Review (8) Feedback/Edits	Draft Web Page (Due Fri., Aug. 8 <sup>th</sup> )
Mod 14 Week 5	Final Posting	Final Review of Web Pages	Final Web Page (7) EdTechProfile (1b) Due August 11 <sup>th</sup>