

California State University San Marcos: College of Education

EDUC 422 (04) - Technology Tools for Teaching and Learning

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Meeting Days: June 2, 2008 – July 3, 2008 (June 30 and July 2nd are virtual classes)

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 student-centered education, diversity, collaboration, professionalism, and shared governance. (Adopted by the COE Governance Community October, 1997)

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 Expectations (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 applications including productivity tools, graphic organizers, databases, 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.

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 districts in implementing an effective program 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 TPEs are addressed in this course:

Primary Emphasis

TPE 14 CSUSM Educational Technology (Based on ISTE NETS: see below)

Secondary Emphasis:

TPE 4 - Making Content Accessible (NETS I and II)

TPE 5 - Student Engagement (NETS I and II)

TPE 6 - Developmentally Appropriate Teaching Practices (NETS I, and II)

TPE 7 - Teaching English Language Learners (NETS II and IV)

TPE 12 - Professional, legal and ethical (NETS IV)

TPE 13 - Professional Growth (NETS V)

National Educational Technology Standards for Teachers (NETS-T)

ISTE embarked on a collaborative three-year process to update NETS for Students, Teachers, and Administrators. We will be using a draft of the NETS-T document that will be released at the NECC Conference in San Antonio, TX this summer.

Draft of Refreshed ISTE NETS for Teachers (February 14, 2008)

Digital-age teachers perform and model the National Educational Technology Standards for Students (NETS•S) as they design, implement, and assess learning experiences to improve student learning and engagement; enrich professional practice; and provide positive models for students, colleagues, and the community. All teachers should be prepared to meet the following standards and performance indicators. Teachers:

1. Facilitate and Inspire Student Learning and Creativity

Teachers use their knowledge of teaching, learning, and technology to facilitate learning experiences that advance student creativity and innovation in both face-to-face and virtual environments.

Teachers:

- a. promote, support, and model creative and innovative thinking and inventiveness
- b. engage students in exploring real-world issues and solving authentic problems using digital tools and resources
- c. promote student reflection using collaborative tools to illuminate their own thinking, planning, and creative processes
- d. model knowledge construction and creative thinking by engaging in face-to-face and virtual learning with students, colleagues, and others

2. Design Digital-Age Learning Experiences and Assessments

Teachers plan and design authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S. Teachers:

- a. design or adapt relevant learning experiences to incorporate digital tools and resources that promote student learning and creativity
- b. develop technology-enriched learning environments that enable students to become active participants in setting their own educational goals, managing their own learning, and assessing their own progress
- c. customize and personalize student learning activities to address a variety of learning styles, working strategies, and abilities through the use of digital tools and resources
- d. provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

3. Model Digital-Age Work and Learning

Teachers exhibit knowledge, skills, and work processes that are representative of an innovative professional in a global and digital society. Teachers:

- a. demonstrate fluency in the application of technology systems and the transfer of current knowledge to learning of new technologies
- b. collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation
- c. communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats
- d. model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning

4. Promote Digital Citizenship and Responsibility

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. Teachers:

- a. advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright and the appropriate documentation of sources
- b. address the diverse needs of all learners by using learner-centered strategies and providing access to appropriate digital tools and resources
- c. promote digital etiquette and responsible social interactions related to the use of technology and information
- d. develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital age communication and collaboration tools

5. Engage in Professional Growth and Leadership

Teachers continuously improve their professional practice and exhibit leadership in their classroom, school, and professional community by promoting and demonstrating the effective use of digital tools and resources. Teachers:

- a. participate in local and global learning communities to explore creative applications of technology to improve student learning
- b. exhibit leadership by embracing a vision of technology infusion, participating in shared decision-making and community building, and developing the leadership skills of others
- c. evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning

- d. contribute to the effectiveness, vibrancy, and self-renewal of the teaching profession and of their school and community

Course Objectives

Teacher candidates will demonstrate competency in:

- A. Meeting the ISTE standards I – V outlined above at a basic level of proficiency.
- B. Using a variety of educational technology tools applied within teaching and learning for the credential program and for use in public school settings; and
- C. Setting up an electronic portfolio for completion in the CSUSM teacher-credentialing program.

Prerequisites

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

- Taking the CSUSM CCR assessment or equivalent course OR
- Completion of an approved computer literacy course at the community college level OR
- Assessment available on first class meeting.

Required Supplies

NOTE: It is not necessary to purchase the educational software, as much of the specific software titles are available on the Web in demo-version and/or available on campus.

- A. **ISTE Student Membership: ([ww.iste.org](http://www.iste.org)) (\$54.00). Must be purchased by 2nd class. **Print confirmation for ISTE membership from screen when you register and submit to instructor.****
- B. **Task Stream Registration: <http://www.taskstream.com> (\$25-semester; \$39-one year) Register by 2nd class.**
- C. **USB key-drive (1 Gig): Due on Day 2.**
- D. Use of Digital Video Camera for taping video project. Due Week 3 (personal camera may be used OR check out is available from Kellogg library on 2nd floor)
- E. Use of campus email account and WebCT for course communication (provided free)

NOTE: The primary communication tool for the course is WebCT mail. In order to attach or post in WebCT, settings must be completed and tested during week 1 of the course. If you need to email instructor outside WebCT, put EDUC 422 in the subject line of the email. (Use campus account or professional email marked clearly with your name).

In order to successfully complete this course, ALL assignments must be completed at an acceptable level noted on assignment directions and rubrics. In addition to the assignments described below, performance assessment on the teacher candidate's ability to perform tasks using the equipment and software will be assessed during class meetings. Because the content of this course contributes to passage of multiple TPEs, successful completion is imperative. Failure

to successfully complete this course with a grade of C+ or higher will prohibit a teacher candidate from entering the program. The percentage of weight for each assignment is noted next to the description of the topic. **Late assignments or assignments missing required elements receive reduced points. All assignments must be completed to pass the course.**

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 (see below). Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

Policy on Late Work

A good student is one who adheres to standards of dependability and promptness. If more than one class session is missed or there is tardiness (or leave early) for more than two sessions, the teacher candidate cannot receive an A. If more than two class sessions are missed, the grade earned cannot exceed a C.

In addition to attending course sessions, each student will be required to complete lab assignments each week. **Some assignments require students use campus resources.** All students must plan times they can work in labs on campus at least once per week. Students are required to check campus resources and availability of labs. Mac computers are available in UH 271 and in Kellogg Library (2nd floor) in addition to other locations. Students are required to use campus issued-email accounts and **check email and WebCT at least two times per week outside of class meetings** to communicate with instructor and peers and read announcements.

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 student 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.

Authorization to Teach English Language Learners

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 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 5205, and can be contacted by phone at (760) 750-4905, or TTY (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.

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, grammar, spelling and format.

Assignments

EDUC 422 Course Requirements and Weight for Course Grades

Note: All assignments must be submitted to receive a passing grade.

No.	Assignment	Description	Pts
A	Intro Letter	Submit a Word-Processed Letter using a variety of formats.	5
1	Internet Assignment	Using a web-based resource/tool the user will organize and manage online resources for projects and share with others. This tool will allow teacher candidates to continue to organize and share resources throughout program experiences. The assignment requires evaluation and review of educational web sites and reflection on classroom use.	10
2	Graphic Organizer	This project involves the use of concept-mapping software for brainstorming an educational topic using text and graphics. The	5

		activity will provide an opportunity to consider this application for support of writing with students in K-12 classrooms.	
3	Web Page	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. An introduction and directions for a student activity using Web sites related to (a) content standard(s) will be hosted on a remote server for sharing with other educators.	10
4	Digital Citizenship	The purpose of this assignment is to become familiar with fair use and copyright laws, and use of appropriate APA format and citations. Students will share their learning after becoming knowledgeable about various issues related to ISTE NETS for Teachers, Digital Citizenship standard.	10
5	Blog/Journal	Students reflect on course readings and activities from the ISTE website that supports topics related to the NETS standards. Entries are made to the journal weekly. The journal is submitted twice during the course for credit.	10
6	Spreadsheet	This activity provides an opportunity for students to use a spreadsheet in a variety of ways to organize and present information. Various tasks provide an opportunity for teacher candidates to reflect on educational appropriate uses of a spreadsheet tool and differentiate between various tools for organizing information.	5
7	Newsletter	Create an appealing, newsworthy, and interesting newsletter for parents with information about your classroom. Use of graphics, content and layout will be considered and assessed. Teacher candidates will use a rubric to provide feedback to classmates during a class meeting. Must include a scanned image.	5
8	PowerPoint	Students will create a four-slide project using special features of the program and content related to a topic from the CA content standards. Articles from ISTE Learning and Leading with Technology will guide the content of the project. This assignment provides students with an opportunity to use skills in researching, referencing and presentation to learn and share a topic related to educational technology issues. APA must be followed for three or more resources used in the project.	5
9	Database	Students will use a database tool to input and organize information. A report will be generated to document understanding of the use of this tool. Students will also understand how online databases provide opportunities to search for information related to an educational topic.	5
10	EdTechProfile	This assessment provides teacher candidates with a look at their skills. Charts available following the assessment will be submitted.	5
11	Software Reviews	The purpose of the project is to demonstrate understanding of how to assess educational specific software in terms of student academic content standards, learning needs and strengths and	20

		weaknesses of the software. Students will review software and share their learning through reflections.	
12	Video Project	This project involves working in groups of 3 or 4 to produce a video presentation related to classroom use. Students will learn how to use digital video cameras, how to edit and prepare a project for sharing electronically. Final editing of a movie clip and posting online will be completed individually in order to ensure each student has learned the process.	15
13a	Tracking Sheet	Planning and organizing sheet to prepare for electronic portfolio. Files are matched to the NETS under TPE 14 and documentation of file naming and organizing is required.	5
13b	Draft Narrative In Task Stream	Students create a draft narrative using persuasive writing to document their proficiencies related to the ISTE standards. Instructor provides feedback in preparation for completing digital portfolio requirements.	5
13c	TPE 14 submission in Taskstream Portfolio	This assignment is an introduction to the electronic portfolio that will be used throughout the CSUSM teacher preparation program. The assignment requires setting up an artifact tracking sheet and organizing all course files, selecting evidence through analysis of individual work related to proficiencies and completing narratives as evidence of meeting the Teaching Performance Expectation (TPE 14). It is anticipated that teacher candidates will build on the work begun in EDUC 422 so that the portfolio submitted at the conclusion of the program accurately verifies meeting all TPEs.	10
	Attendance, disposition & Participation during class, and online	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.	10
		Total Points	140
All assignments, requirements, due dates and scoring rubrics will be available through WebCT. Students will check email and assignment sections regularly for updates. (Assignments, Timelines, agendas Subject to Change pending “Teachable” Moments)			

Grading Procedures And Assignments

Grading is calculated on the following percentages of total points:

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		

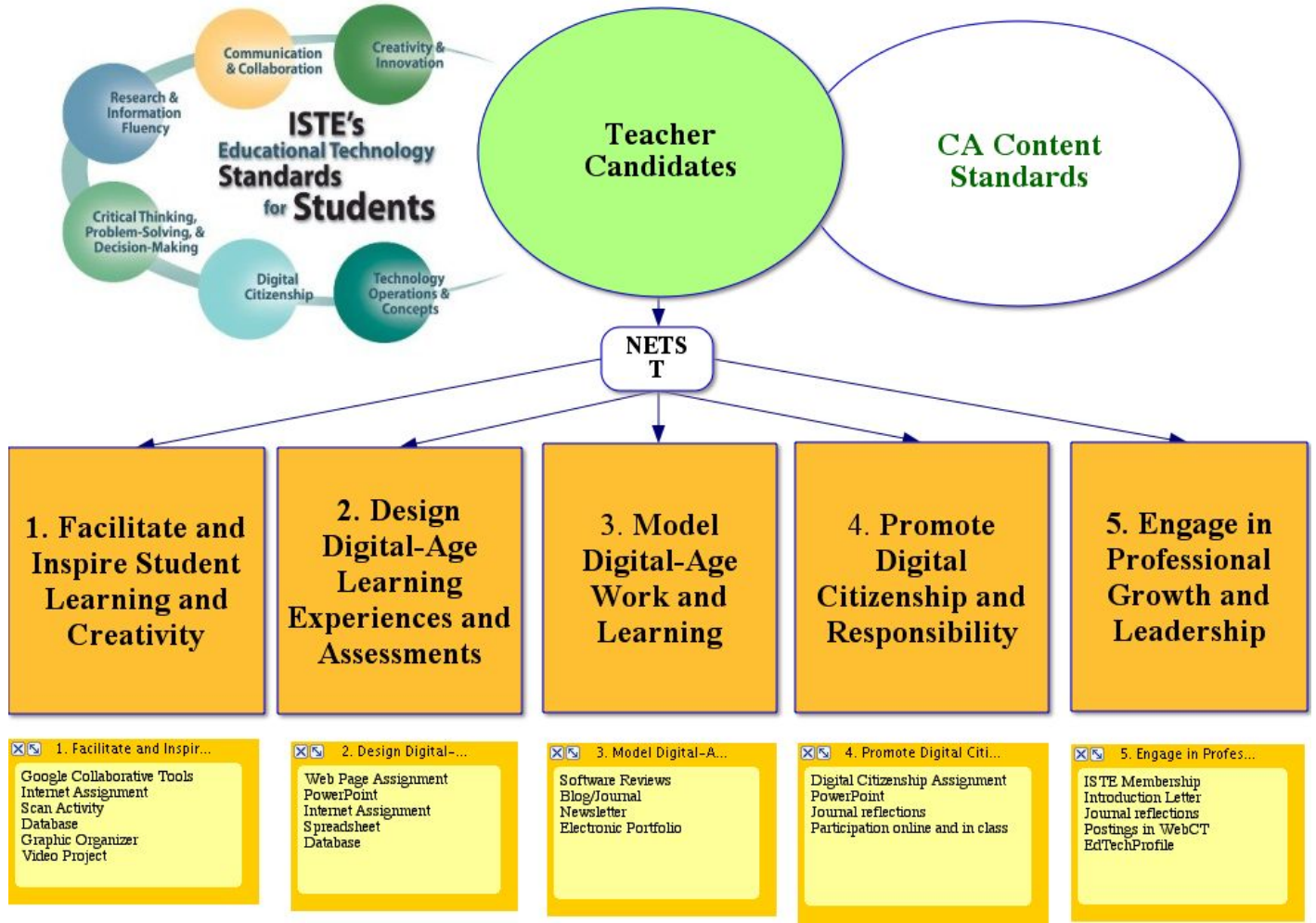
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NOTE: All assignments are due by 11pm on Due Date.

Assignments submitted late will lose points.

Weekly readings are due on Friday each week (bring articles and journal reflections EVERY day on your flash drive).

This is a tentative schedule: Assignment due dates may be modified by instructor.



DAY	ASSIGNMENTS	DUE
1	INTRO LETTER, JOURNAL (BLOG), GOOGLE, BOOKMARKING	ISTE-TASKSTREAM REGISTRATIONS
2	SCAN, NEWSLETTER, POWERPOINT, INTERNET	BLOG JOURNAL WEEK 1 (FRI)
3	SPREADSHEET, DATABASE, SOFTWARE REVIEWS	INTRO LETTER
4	TASKSTREAM, SOFTWARE REVIEWS	INTERNET (BLOG DUE FRI)
5	GRAPHIC ORGANIZER, WEB 2.0 SOFTWARE REVIEWS	POWERPOIN, INTERNET, NEWSLETTER
6	WEB PAGE, DRAFT NARRATIVES	POWERPOINT, JOURNAL DUE FRIDAY
7	IMOVIE, COPYRIGHT, PLANNING MOVIES	SPREADSHEET, DATABASE
8	TASKSTREAM, DIGITAL CITIZENSHIP	SOFTWARE REVIEWS 1, TASKSTREAM DRAFT NARRATIVE, VIDEO STORYBOARD, TRACKING SHEET
9 VIRTUAL	VIDEO, PORTFOLIO, COURSE EVALUATION, COPYRIGHT	WEB 2.0 REVIEWS, COPYRIGHT, GRAPHIC ORGANIZER, CITIZENSHIP,
10 VIRTUAL	VIDEO, PORTFOLIO, EDTECHPROFILE ASSESSMENT	JOURNAL/BLOG, PORTFOLIO, VIDEO PROJECT, COPYRIGHT, DIGITAL WEB PAGE EDTECHPROFILE, VIDEO REFLECTION

SB 2042 - AUTHORIZATION TO TEACH ENGLISH LEARNERS COMPETENCIES

PART 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT	PART 2: METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION	PART 3: CULTURE AND CULTURAL DIVERSITY
I. Language Structure and Use: Universals and Differences (including the structure of English)	I. Theories and Methods of Bilingual Education	I. The Nature of Culture
A. The sound systems of language (phonology)	A. Foundations	A. Definitions of culture
B. Word formation (morphology)	B. Organizational models: What works for whom?	B. Perceptions of culture
C. Syntax	C. Instructional strategies	C. Intra-group differences (e.g., ethnicity, race, generations, and micro-cultures)
D. Word meaning (semantics)	II. Theories and Methods for Instruction In and Through English	D. Physical geography and its effects on culture
E. Language in context	A. Teacher delivery for <u>both</u> English language development <u>and</u> content instruction	E. Cultural congruence
F. Written discourse	B. Approaches with a focus on English language development	II. Manifestations of Culture: Learning About Students
G. Oral discourse	C. Approaches with a focus on content area instruction (specially designed academic instruction delivered in English)	A. What teachers should learn about their students
H. Nonverbal communication	D. Working with paraprofessionals	B. How teachers can learn about their students
I. Language Change		C. How teachers can use what they learn about their students (culturally responsive pedagogy)
II. Theories and Factors in First- and Second-Language Development	III. Language and Content Area Assessment	III. Cultural Contact
A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	A. Purpose	A. Concepts of cultural contact
B. Psychological factors affecting first- and second-language development	B. Methods	B. Stages of individual cultural contact
C. Socio-cultural factors affecting first- and second-language development	C. State mandates	C. The dynamics of prejudice
D. Pedagogical factors affecting first- and second-language development	D. Limitations of assessment	D. Strategies for conflict resolution
E. Political factors affecting first- and second- language development	E. Technical concepts	IV. Cultural Diversity in U.S. and CA.
		A. Historical perspectives
		B. Demography
		C. Migration and immigration