CALIFORNIA STATE UNIVERSITY, SAN MARCOS
COLLEGE OF EDUCATION

EDUC 422B – Technology and Learning
Technology Tools for Learning (one unit course)
Summer 2007

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Office Hours:	**12pm-1pm Monday and Wednesday**
Days/Time	**422B meets Friday, July 13 (4-10:50 PM) & Saturday, July 14 (8AM-3:50 PM)**

Course continues online until August 1, 2007
All assignments must be turned in on or before August 1, 2007 including final portfolio

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)

COURSE DESCRIPTION

This one-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 sets the stage for addressing the standards in the credential program through exploration of a variety of software tools used in teaching and learning. 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. **Students are required to complete the additional two one-unit technology components of 422 (a and c) in addition to successful completion of this course or provide evidence through the waiver process posted on the College of Education web site.**

COURSE 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.
- 422 A

COURSE OBJECTIVES

Teacher candidates will demonstrate competency in:

A. Meeting the ISTE standards I, V, and VI outlined above;
B. Approaching the ISTE standards II, III, and IV above.

MATERIALS AND TEXTS

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. Students are responsible for saving backup copies of all assignments. All word-processed documents must be saved in Microsoft Word format, available on all campus computers. 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) ($54.00). **Must** be purchased first day of class.
B. Taskstream Account: www.taskstream.com ($25 for one semester, may be purchased for longer as this will be used in the CSUSM credential programs).
C. USB key-drive (256MB or more)
D. Use of campus email account and WebCT for course communication (provided free)
E. Print Card: Purchase on Campus

In order to successfully complete this course, the assignments must be completed 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 with a C+ or better grade will prohibit a teacher candidate from meeting the pre-requisite requirement for the credential program. The percentage of weight of each assignment is noted next to the description of the topic.

AUTHORIZATION TO TEACH ENGLISH LEARNERS (CREDENTIAL COURSES ONLY)

This 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 SB 2042 Program Standards, August 02)*

STUDENT LEARNING OUTCOMES

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
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 (NETS-T)

Teaching Performance Expectation (TPE 14) is based on ISTE NETS (See cnets.iste.org) for detailed information). This course focuses primarily on ISTE NETS I, V, and VI and secondary emphasis on ISTE NETS II, III and IV.

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.

II. PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES.
Teachers plan and design effective learning environments and experiences supported by technology. Teachers:

A. design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to **support the diverse needs of learners**.
B. **apply current research on teaching and learning with technology when planning learning environments and experiences**.
C. **identify and locate technology resources and evaluate them** for accuracy and suitability.
D. plan for **the management of technology resources** within the context of learning activities.
E. plan strategies to **manage student learning** in a technology-enhanced environment.

III. TEACHING, LEARNING, AND THE CURRICULUM.
Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning. Teachers:

A. **facilitate technology-enhanced experiences that address content standards** and student technology standards.
B. use technology to **support learner-centered strategies** that address the diverse needs of students.
C. apply technology to **develop students' higher order skills** and creativity.
D. **manage student learning activities** in a technology-enhanced environment.

IV. ASSESSMENT AND EVALUATION.
Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies. Teachers:

A. **apply technology in assessing** student learning of subject matter using a variety of assessment techniques.
B. use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.
C. apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity.

V. 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.

VI. 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.

COLLEGE OF EDUCATION 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 Credit** 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.*

A good student is one who adheres to standards of dependability and promptness. If more than two hours of class sessions are missed or there is tardiness (or leave early) the teacher candidate cannot receive an A**. Late assignments will be penalized by a 5% deduction in points for each weekday late.** After one week, late assignments receive no credit. If extraordinary circumstances occur, please make an appointment with the instructor. Remember that communication is the key to success.

In addition to attending course sessions, each student will be required to complete lab assignments each week. Some of the course assignments require students to use campus resources. All students must plan time they can work in labs on campus at least once per week in addition to class time. Students are required to check campus resources and availability of labs. Mac computers are located in UH 271, ACD 211, and Kellogg Library (2nd floor). Students are required to use campus issued-email accounts and check email and WebCT at least two times per week to communicate with instructor and peers.

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.

ALL UNIVERSITY 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.

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.

USE OF TECHNOLOGY:

Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, WebCT6, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. All assignments will be submitted online, and some will be submitted in hard copy as well. Details will be given in class.

ELECTRONIC COMMUNICATION PROTOCOL:

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded 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 College 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.

Assignments and Assessment

In order to successfully complete this course, the assignments must be completed at an acceptable level noted on assignment requirements and project 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 to the description of the topic below.

EDUC 422B Course Assignments and Weight for Course Grades

Assignment	Description Note: All assignments must be submitted to receive a passing grade.	Percent of Grade
Inspiration	This project involves the use of concept-mapping software for brainstorming an educational topic using text and graphics. The activity will provide an opportunity to consider this application for support of writing with students in K-12 classrooms.	10
Filamentality	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. These projects include an introduction and activities linked on a web page uploaded to a remote server for sharing with other educators.	10
Copyright	The purpose of this assignment is to become familiar with software copyright laws. Students will share their learning after becoming knowledgeable about various issues related to ISTE NETS for Teachers, Standard VI.	10
Taskstream	Students will use tools in Taskstream including Rubrics and upload artifacts from this course into an online portfolio.	10
Database	Students explore the use of a database for organizing and presenting information in a classroom setting. This emulates real world applications to assist students in the information age.	10
Journal	Students reflect on course readings and activities from the textbook website that supports concepts related to the ISTE standards. Entries are made to the journal throughout the course and are submitted near the end of the course for credit.	20
Software Project	This project involves working in groups of 3 or 4 to review educational software. The purpose of the project is to demonstrate understanding of the software in terms of student academic content standards and reflecting on the user interface and characteristics of the software for educational purposes.	15
Attendance & Participation	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.	15
	Total	100%
All assignments, requirements, due dates and scoring rubrics will be available through WebCT. Students are required to check assignment details in WebCT. Students must plan lab time on campus for using special programs and be able to access the Internet regularly to complete course assignments either on campus or another location.		

GRADING PROCEDURES

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		

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