EDUC 422_EX - Technology Tools for Teaching and Learning
CRN 30091, 6-10:30 PM, Mon/Wed, UNIV 271, Jul 8 ~ Aug 14, 2010

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Office Hours: before & after class or by appointment
The class Cougar Course (Moodle) site: Access from https://cc.csusm.edu/

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 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).*

COURSE DESCRIPTION
This course focuses on knowledge and skills necessary to apply education-oriented productivity tools, graphic organizers, database and spreadsheets, presentation tools, school-appropriate multimedia tools, and communication tools. *The course meets the technology prerequisite skill requirement for entering the credential program.*

This course is designed for teacher candidates who have met the campus-wide Computer Competency Requirement (CCR) or have pre-requisite skills equal to the CCR and anticipate entrance into the teacher preparation program. 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 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.

Course Objectives
Teacher candidates will demonstrate competency in:
- Meeting the National Educational Technology Standards for Teachers (NETS•T) outlined below at a basic level of proficiency;
- Using a variety of educational technology tools that are applied in teaching and learning within the credential program and used in public school settings; and
- Setting up an electronic portfolio using Taskstream and demonstrating proficiencies in all five areas of NETS•T.

Prerequisites
The prerequisite for this course is completion of the campus-wide computer competency requirement (CCR) or having successfully completed a computer course within the last 12 months with a grade B or above. The prerequisite 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 with a grade B or higher in the last 12 months.

Required Supplies

There is no required text for this course. Instead, you will need the following:

- Taskstream membership: http://www.taskstream.com ($25 semester; $42 one year; $69 two years). Register by 2nd class.
- One mass storage device, e.g., USB flash drive (1 Gig of larger)
- Use of a digital video camera for the video project. A personal camera may be used, OR check-out is available from Kellogg library on 2nd floor.
- One mini-DV cassette per group for the digital video camera.

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

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•T: see below)
Secondary Emphasis:
    TPE 4 - Making Content Accessible (NETS•T I and II)
    TPE 5 - Student Engagement (NETS•T I and II)
    TPE 6 - Developmentally Appropriate Teaching Practices (NETS•T I, and II)
    TPE 7 - Teaching English Language Learners (NETS•T II and IV)
    TPE 12 - Professional, legal and ethical (NETS•T IV)
    TPE 13 - Professional Growth (NETS•T V)

ISTE National Educational Technology Standards (NETS•T) and Performance Indicators for Teachers

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

I. Facilitate and Inspire Student Learning and Creativity

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, 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 reveal and clarify students' conceptual understanding and thinking, planning, and creative processes
  d. model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

II. Design and Develop Digital-Age Learning Experiences and Assessments

Teachers design, develop, and evaluate 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 that incorporate digital tools and resources to promote student learning and creativity
b. develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress
c. customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using 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

III. Model Digital-Age Work and Learning
Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. Teachers:
a. demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations
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

IV. Promote and Model 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, intellectual property, and the appropriate documentation of sources
b. address the diverse needs of all learners by using learner-centered strategies and providing equitable access to appropriate digital tools and resources
c. promote and model 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

V. Engage in Professional Growth and Leadership
Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their 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 demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology 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, vitality, and self-renewal of the teaching profession and of their school and community

ISTE (International Society for Technology in Education), 2008
http://www.iste.org/Content/NavigationMenu/NETS/ForTeachers/2008Standards/NETS_for_Teachers_2008.htm

CSUSM AND COE POLICIES

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 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).

If more than two class sessions are missed or there is excessive tardiness (or leave early) for more than four sessions, the teacher candidate cannot receive higher than a C+. Five points may be deducted from the attendance/participation for a missed class. If extraordinary circumstances occur, please communicate with the instructor.

In addition to attending course sessions, each student will be required to complete lab assignments each week. Some of these assignments require students use campus resources. All students must plan times they can work in labs on campus. Students are required to check campus resources and availability of labs. Mac computers are available in ACD 202, ACD 211, UH 271, and SCI2 306 in addition to other locations such as the library 2nd floor. Students are required to use campus issued-email accounts and check email and the class Cougar Course (Moodle) site at least two times per week to communicate with instructor and peers.

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.

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.

CSUSM 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, organization, grammar, spelling, and format.

If needed, it is suggested that you make an appointment with the Writing Center (http://www.csusm.edu/writing_center/) to seek help with writing skills before submitting your written assignments.

ASSIGNMENTS, GRADING, AND SCHEDULE

Assignments
The following is a list of course assignments with a brief description of each.

No	Assignment	Description	Pts
0	TaskStream Account	Students are required to obtain a TaskStream account for their electronic portfolio and TPA tasks.	NA
1	Blog	Students post blog entries focused on issues in education, society, and technology. Students contribute to online discussions and apply Netiquette in the process.	10
2	Reading Journals	Students reflect on course readings and activities related to NETS and current issues in educational technology. Entries are made to the journal weekly.	16
3	Newsletter	Students demonstrate the ability to use functions of desktop publishing (text, graphics, layout, and appropriate content) to communicate with parents, students, or other educators by creating a class newsletter.	6
4	Software/ Website Review	Students demonstrate understanding of how to assess educational software in terms of K-12 academic content standards, students' learning needs, and strengths and weaknesses of the software.	6
5	Web 2.0 of choice & PPT	Students explore one of Web 2.0 tools and reflect on its affordances and limitations when applied to K-12 classrooms. Students share their learning by means of PowerPoint presentations featuring visual design principles.	6
6	Wiki	Students collaborate in creating, editing, and maintaining a wiki site on a specific curricular topic.	6
7	Graphic Organizer	Students use concept-mapping software involving text and graphics to develop an appropriate educational theme. The activity provides an opportunity to consider this application for support of specific curriculum topics as well as writing with students in K-12 classrooms.	6
8	Video Project	Working in collaborative groups of 3 or 4, students produce a video for classroom use. Students will learn how to use digital video cameras, edit video clips, and prepare a project for sharing electronically. Final editing will be completed individually in order to ensure each student has learned the process.	15
9	Spreadsheets	Students use spreadsheets and charts in a variety of ways to organize and present information. Students reflect on educationally appropriate uses of a spreadsheet tool and differentiate between various tools for organizing information.	6
10	Google Earth Tour	Using Google Earth, students create a customized tour of a K-12 curricular topic.	4
11	Copyright	Students explore fair use and copyright laws. They will become knowledgeable about various issues related to digital citizenship featured in NETS•T Standard IV.	6
12	NETS reflection & TPE 14 submission in Taskstream	Students organize course activities and assignments. Students reflect on NETS and select course artifacts to show evidence for meeting TPE 14, which is based on NETS•T.	3
13	Attendance, disposition & participation during class, and online	Students 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	100

Detailed information is provided on the class Moodle site. Please note that modifications may occur at the discretion of the instructor. In addition to the assignments described below, performance assessment will be on student's cooperation and flexibility in response to unforeseen challenges and student's ability to perform tasks using a variety of technology tools.

All assignments, requirements, due dates and scoring rubrics will be available through the class Moodle and/or blog. You are responsible to track your grades and progress in the course. In order to successfully complete this course, all assignments must be completed at an acceptable level noted on assignment directions and rubrics. All assignments are due by 11pm on the due date. Late assignments may be penalized by a deduction in points. After one week, late assignments may receive no credit. If extraordinary circumstances occur, please contact the instructor.

Criteria for Grading Assignments
- **90-100%:** Outstanding work on assignment, excellent syntheses of information and experiences, great insight and application, and excellent writing.
- **80-89%:** Completion of assignment in good form with good syntheses and application of information and experiences; writing is good.
- **70-79%:** Completion of assignment, adequate effort, adequate synthesis of information and application of information and experiences, writing is adequate.
- **60-69%:** Incomplete assignment, inadequate effort and synthesis of information, writing is less than adequate.

Final grades are calculated on the standard of:

A = 94% - 100%	A- = 90% - 93%	B+ = 87% - 89%	B = 84% - 86%
B- = 80% - 83%	C+ = 77% - 79%	C = 74% - 76%	D = 60% - 69%
F = below 60			

Failure to successfully complete this course with a grade of C+ or higher will prohibit a teacher candidate from entering a teaching credential program.

Tentative Schedule
Please note that modifications may occur at the discretion of the instructor. The Instructor will write a weekly entry on the class blog to keep everyone updated on the weekly assignments. Due dates will be posted on the class Moodle site. As part of the Attendance/Participation, you are expected to make weekly comments on the blog to ensure you are up-to-date with course progression.

Session	Topics	Tasks/**Assignments due on Friday 11 PM**
7/12 & 7/14	• Course intro, norms & expectations, critical info sheet • TPE, TPA,Taskstream overview • Mac introduction • Class Moodle tour • Newsletter • Web 2.0: Blogs & wikis • Software review	• Purchase supplies • Obtain Yahoo & Google accounts • **Register Taskstream & submit screen capture** • **Post self-introduction on your blog (entry #1)** • **Read articles 1&2 and submit reading journals 1&2**
7/19 & 7/21	• Inspiration • Unpacking NETS • Google tools • Visual design principles and PowerPoint • Educational use of video • Video project: Planning • Newsletter gallery walk	• Study NETS-S and SETS-T • Work on storyboard for the video project • **Post blog entry #2; read minimum of 3 blogs and give comments** • **Read articles 3&4 and submit reading journals 3&4** • **Submit newsletter assignment** • **Submit software review assignment**
7/26	• Software showcase	• Prepare props for filming (camcorder, tripod, tape, etc.)

& 7/28	• Video project: Filming • iMovie (bring headset)	• **Post blog entry #3; read minimum of 3 blogs and give comments** • **Read articles 5&6 and submit reading journals 5&6** • **Submit PowerPoint assignment** • **Submit graphic organizer assignment**
8/2 & 8/4	• Group PPT presentations • Video project: Editing (bring headset) • Copyright & digital citizenship • Google Forms and Spreadsheets	• Edit video • **Post blog entry #4; read minimum of 3 blogs and give comments** • **Read article 7 and submit reading journal 7** • **Submit wiki assignment** • **Submit video assignment**
8/9 & 8/11	• TPEs and Taskstream • Video showcase • Web 2.0—Podcasts • Critical literacy	• **Read minimum of 3 blogs and give comments** • **Read article 8 and submit reading journal 8** • **Submit spreadsheet assignment** • **Submit Google Earth Tour** • **Submit copyright assignment** • **Reflect on NETS and TPE 14 and upload artifacts to TaskStream**