

**CALIFORNIA STATE UNIVERSITY SAN MARCOS
COLLEGE OF EDUCATION**

EDUC 422 - Technology Tools for Teaching and Learning
CRN 30048, 12:00-16:10 Mon/Wed, UNIV 271, Summer 2009

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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 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 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 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:

- A. Meeting the ISTE standards I – V outlined below 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.

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.

California Teacher Performance Assessment (CalTPA)

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved system of teacher performance assessment (TPA), to be embedded in the credential program of preparation. At CSUSM this assessment system is called the CalTPA or the TPA for short.

To assist your successful completion of the TPA a series of informational seminars are offered over the

course of the program. TPA related questions and logistical concerns are to be addressed during the seminars. Your attendance to TPA seminars will greatly contribute to your success on the assessment.

Additionally, COE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs) in order to support and ensure your success on the TPA and more importantly in your credential program.

The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials can be found on the COE website: <http://www.csusm.edu/coe/CalTPA/ProgramMaterialsTPA.html>

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)

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:

1. 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

2. 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

3. 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

4. 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

5. 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

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)

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).

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 & 211, UH 271 & UH 360, 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 WebCT 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.

Required Supplies

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

- A. ISTE student online membership: (www.iste.org) (\$39.00). Must be purchased by 2nd class. Print confirmation for ISTE membership from screen when you register and submit to instructor.

- B. Taskstream registration: <http://www.taskstream.com> (\$25-semester; \$39-one year). Register by 2nd class.
- C. USB storage device (1 Gig of larger) or other storage solution
- D. Use of digital video camera for taping video project. 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)

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.

Assignments

The following is a list of course assignments with a brief description of each. Detailed information is provided on the class WebCT. Please note that modifications may occur at the discretion of the instructor.

No	Assignment	Description	Pts
A	Professional Memberships	Join ISTE (International Society for Technology in Education) and access resources for teaching and learning through effective use of technology.	NA
1	Introductions	The purpose of this assignment is for students to introduce themselves, to demonstrate the ability to contribute to online discussion boards, and to apply Netiquette in the process.	5
2	Internet Assignment (social bookmarks)	Through use of a web-based resource/tool, students will organize and manage online resources for projects and share with others. This tool will allow students to continue to organize and share resources throughout COE program experiences. The assignment requires evaluation and review of educational web sites and reflection on classroom use.	10
3	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.	5
4	Web Page (Wiki)	Students use 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
5	Digital Citizenship & Newsletter	The purpose of this assignment is for students to become familiar with fair use and copyright laws. Students will share their knowledge about digital citizenship and NETS-T through the collaborative creation of a newsletter. Students will demonstrate the ability to use functions of desktop publishing (text, graphics, layout, and appropriate content) to communicate with parents, students, or other educators. Students select and use a rubric to provide feedback to classmates.	10
6	Journal/Blog	Students reflect on course readings and activities related to NETS-S, NETS-T, and current issues in educational technology. Entries are made to the journal weekly. The journal is created and maintained online as a Blog, and the URL is submitted for review of journal entries and credit. Use of appropriate APA format and citations must be followed for listing all resources.	16
7	Spreadsheets	Students use a spreadsheet 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.	5
8	Web 2.0 Reflection &	This purpose of this assignment is for students to reflect on and report the benefits and limitations of Web 2.0 applications. It encourages the	10

	PowerPoint Presentation	development of collaborative online skills to locate, research, reference, and present information regarding the use of educational technology tools. It entails the development of a PowerPoint presentation, which makes explicit connections with NETS-S, NETS-T, and/or CA content standards. Students will use a rubric to provide feedback to classmates.	
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 students with a look at their skills. Charts available following the assessment will be submitted.	4
11	Software Reviews	Students demonstrate understanding of how to assess educational software in terms of student academic content standards, learning needs, and strengths and weaknesses of the software.	10
12	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 of a movie clip and posting online to Teacher Tube will be completed individually in order to ensure each student has learned the process. Students select and use a rubric to provide feedback to classmates.	15
13	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
14	NETS reflection & TPE 14 submission in Taskstream	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
15	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.	15
		Total Points	135

All assignments, requirements, due dates and scoring rubrics will be available through WebCT or the class 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.

In addition to the assignments described above, 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.

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

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. WebCT will have the due dates. 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
6/1 & 6/3	<ul style="list-style-type: none"> • Course intro, norms & expectations • TPE, TPA, Taskstream overview • Mac introduction • Self introductions • EdTEchProfile: Pre test • Web 2.0: Blogs, wikis, & social bookmarks (Delicious) • Critical info sheet 	<ul style="list-style-type: none"> • Purchase supplies • Obtain Yahoo & Google accounts • Do the reading and write journals in Blogger • Register ISTE & Taskstream; submit screen capture • Post self-introduction on your blog; read 3 other introductions and give feedback to the authors. • Submit EdTechProfile – pre test
6/8 & 6/10	<ul style="list-style-type: none"> • Unpacking NETS • Web 2.0—Podcasts • Google tools • PowerPoint • Spreadsheets 	<ul style="list-style-type: none"> • Study NETS-S and SETS-T • Update tracking sheet • Submit Internet assignment (social bookmarks) • Submit web page/wiki assignment • Submit journals/blogs 1-2
6/15 & 6/17	<ul style="list-style-type: none"> • Inspiration/kidspiration • Digital citizenship • Newsletter • Educational use of video • Video project: Planning 	<ul style="list-style-type: none"> • Work on storyboard for the video project • Update tracking sheet • Submit Web2.0 reflection & PowerPoint • Submit journals/blogs 3-4 • Submit spreadsheet assignment
6/22 & 6/24	<ul style="list-style-type: none"> • Software reviews • TPEs discussion • Newsletter showcase • Databases • Video project: Filming 	<ul style="list-style-type: none"> • Review software • Complete storyboard and film the story • Update tracking sheet • Do the reading and write journals in Blogger • Submit Inspiration/kidspiration concept map • Submit digital citizenship & newsletter • Submit journals/blogs 5-6
6/29 & 7/1	<ul style="list-style-type: none"> • Video project: Editing (bring headset) • iMovie • Educational video resources 	<ul style="list-style-type: none"> • Edit video • Update tracking sheet • Submit database assignment • Submit software review • Submit journals/blogs 7-8
7/6	<ul style="list-style-type: none"> • Video project showcase • TPEs and Taskstream • EdTEchProfile: post test • Course evaluation 	<ul style="list-style-type: none"> • Re-take and submit EdTechProfile (post test) • Submit video project • Submit tracking sheet • Submit NETS reflection & TPE 14 assignment