CALIFORNIA STATE UNIVERSITY, SAN MARCOS
COLLEGE OF EDUCATION
EDUC E422A Technology and Learning
Educational Technology Basics (one unit course)
Syllabus for Summer 2009

Professor:	**Joan Hanor**
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CRN:	**30062**
Phone:	**760-750-4305**
E-Mail:	**Use WebCT Email for this class**
Office Hours:	**Before and after class and by appointment**
Days/Time:	**EDUC422A meets face-to-face Fri. June 12, 2009 (5:00- 9:50 PM)**
	& Sat. June 13, 2009 (8:00AM- 5:50 PM)
	Course continues online until 11:00 PM Weds. June 24, 2009.
	Assignment Due dates will be posted in WebCT.
	Late assignments will NOT be accepted after 11:00 PM Weds. June 24.

TABLE OF CONTENTS

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 Technology Operations and Concepts, Productivity and Professional Practice and Social Ethical, Legal and Human Issues. 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 (b 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 (see details at http://www.csusm.edu/iits/support/ccr/index.html)
  OR
- Completion of an approved computer literacy course at the community college level.
- Teacher assessment tool during 1st class meeting.

COURSE OBJECTIVES

Teacher candidates will demonstrate competency in:
A. Meeting the ISTE standards I, V, and VI as outlined in syllabus.
B. Approaching the ISTE standards II, III, and IV outlined in syllabus.

MATERIALS AND TEXTS/REQUIRED SUPPLIES

A.   ISTE Student Membership: (ww.iste.org) ($54.00). **Must** be purchased at beginning of class. This is used in place of a textbook. Proof of membership is required to pass the course.
B. Taskstream Account: www.taskstream.com ($25 for one semester, or may be purchased for longer as this will be used in the CSUSM credential programs).
C. Use of campus email account and WebCT for course communication (provided free).
D. Print Card: Purchase on Campus. See details at http://www.csusm.edu/iits/support/printing/payforprint.html

E.   USB (Thumb Drive) 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.

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)

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

National Educational Technology Standards for Teachers (NETS-T) and Students(NETS-S)

The International Society for Technology in Education (ISTE) embarked on a collaborative three-year process to update the national technology standards for students, teachers, and administrators. These are known as NETS-S, NETS-T and NETS-A. We will be using both NETS-T and NETS-S as our framework.

NETS-T

ISTE's National Educational Technology Standards (NETS) serve as a guide for improved teaching and learning by educators. These standards help to measure proficiency and set aspirational goals for the knowledge, skills, and attitudes needed to succeed in today's Digital Age. All teachers should be prepared to meet the following standards and performance indicators.

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

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 deduction in points for each day 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 outside of class. 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. Please use the e-mail that is within the WebCT Class shell to communicate with me. 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?
- Am I sending this electronic message to avoid a face-to-face conversation?
- Have I carefully checked for spelling and grammar?
- Does this message represent my highest self?

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.

When replying to a posting by another student, instructor, or guest in the Discussion area of WebCT, your reply MUST begin with the name of the person to whom you are responding. Your response MUST address one of the following: **give an example** of what the prior post had described; **provide a different perspective** of the topic posted; OR **expand upon the idea** posted in the message by including more depth and detail.

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 422A Course Assignments and Weight for Course Grades

Assignment	Description All assignments are due on or before 11:00 pm on the due date listed in WebCT	Percent of Grade
Introductions Due first class	1. Students write an introduction, post to the class DBD, respond to at least three classmates. 2. Post picture on WebCT Class Roster	10
Ed Tech Profile Due first class	After taking the EdTechProfile assessment, students will submit a file under WebCT assignments containing a chart and reflection based on their proficiencies.	5
Task Stream Startup Due second class	Students join Task Stream. Post their signed scanned Statement of Own Work under Home in Task Stream and go to Step 4 to request feedback.	10
Newsletter	Create an appealing, newsworthy, and interesting newsletter for parents with information about technology and learning in the classroom. Use of graphics, content and layout will be considered and assessed. Must be completed in Word.	10
Social Bookmarking	Students will learn how to use social bookmarks using Delicious	15
PowerPoint	Students will create a five-slide project using special features of the program and content related to a NETS-S student performance indicator.	10
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.	10
Journal/Blog	On a self-created blog, students reflect on journal readings from Learning and Leading with Technology. The articles are downloaded from the ISTE Web site using student membership account. This activity supports concepts related to the NETS standards (TPE 14). Several entries (see assignment in WebCT) are made to the journal and the document is submitted near the end of the course for credit. Exemplary entries are characterized by: • Completeness of the reflections. • Explanation of how the article relates to NETS-T or NETS-S. • Integration of coursework (readings + discussions) into the analysis. • Correct grammar, syntax, and spelling. • Correct APA.	15

Attendance & Participation	Factors contributing to these points include
	   1) Prompt and complete submission of final class reflection.
	   2) Active participation and positive disposition. 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	90 - 93 = A-	87 - 89 = B+
84 - 86 = B	80 - 83 = B-	77 - 79 = C+
74 - 76 = C	70 - 73 = C-	60 - 69 = D
below 60 = F		

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)*