EDUC 422 TECH TOOLS TEACH&LEARN – CRN 35647
University 272, MW 6:00 – 10:30 PM
Summer 2013

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Office Hours: **5:00 – 6:00 Monday - Wednesday**

School of Education Vision & Mission Statement
(Adopted by SOE Governance Community, January 2013)

Vision:
To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

Mission:
- Create community through parnterships
- Promote and foster social justice and educational equity
- Advance innovate, student centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the School, College, University, and Community

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 School 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.

The EDUC 422 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, School 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 Prerequisites

Students need to have basic computing knowledge and skills such as word processing, file and folder organization and storage, and e-mail and the Internet, It is recommended that students complete a fundamental

computer literacy course with a grade B or higher in the last 12 months.

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.

Required Supplies

There is no required text for this course. Instead, you will need the following:
- ISTE online student membership.
- Taskstream membership: http://www.taskstream.com.
- One mass storage device, e.g., USB flash drive (8 GB or 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.

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

This course is designed to help teachers seeking a California teaching credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing effective programs 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. You will be required to formally address TPE 14: CSUSM Educational Technology- within TPE 14 there are 5 areas:

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

The following TPEs are also addressed in this course:
- 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)

The course also addresses Special Education Standards by California Commission on Teacher Credentialing:
- Multiple and Single Subject Program Standard 13: Preparation to Teach Special Populations (Students with Special Needs) in the General Education Classroom
- Preliminary Education Specialist Program Design Standard 6: Using Educational and Assistive Technology

CSUSM AND SOE POLICIES:

School of Education Attendance Policy
Due to the dynamic and interactive nature of courses in the School 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).

Accordingly, if more than two class sessions (in summer a session is defined as 4.5 hours of class meeting or an online module) are missed or there is excessive tardiness (or leave early) for more than four sessions, the teacher candidate cannot receive higher than a C+. Ten points may be deducted from the attendance/participation for a missed session. Notifying the instructor does not constitute an excuse. All assignments must be turned in on due date even in case of an absence. If extraordinary circumstances occur, please communicate with the instructor.

In addition to attending course sessions, students may need to use campus resources for some assignments. 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, UH 273, 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.

Professional Dispositions
The California State University San Marcos School of Education fosters the development of the following professional dispositions among our students:
- *Social Justice and Equity*: Candidates appreciate the languages, communities, and experiences learners bring to the classroom. Candidates advocate for and support marginalized communities and individuals.
- *Collaboration*: Candidates learn and practice the skills of collaboration in their coursework and use them in their professional interactions with students, colleagues, parents, caregivers and those in the wider community.
- *Critical Thinking*: Candidates analyze various professional contexts, resulting in more informed decision-making about professional practice.
- *Professional Ethics*: Candidates learn to make and act on well-reasoned, principled judgments.
- *Reflective Teaching and Learning*: Candidates critically review their professional practice and the impact it has on student success.
- *Life-Long Learning*: Candidates are committed to actively seeking new knowledge, skills and experiences throughout their career.
(adopted by the COE Governance Community on January 19, 2007)

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 4300, 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.

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Course Requirements

Completion of all assignments listed in the course agenda/schedule according to the instructions

All University Writing Requirement

The university writing requirement of 2500 words will be fulfilled through the taskstream and journal writing assignments

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 School 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 point value of each assignment is noted

Assignment	Description Note: All assignments must be submitted to receive a passing grade.	Pts	
Professional Dispostions	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	On Going
Discussion Introduction	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.	3	Mon 7/8
ISTE – Taskstream sign up	Proof that the students have signed up for the class requirements	2	Mon 7/8
File Organization Print Screen	The purpose of this assignment is for the candidates to demonstrate minimal level of expertise in saving and organizing files.	2	Mon 7/8
Google Bookmark – Interactive Web Tour	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.	5	Mon 7/8
Statement of Your Own Work	The purpose of this assignment is to learn how to scan and to upload a file stating that all the work in their portfolio is their own work.	2	Wed 7/10
Classroom Newsletter	Through the use of Microsoft word students created a classroom newsletter written to parents. The newsletter will include high level word processing skills, such as table layout, bullet formatting and graphic alignment.	5	Wed 7/10
Data Organization	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	Wed 7/10
Electronic Grading	Students use an electronic grading program to create a professional looking report on an individual student.	5	Mon 7/15
Digital Citizenship	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. throughout the course and are submitted near the end of the course for credit.	5	Mon 7/15
Teacher-Class Website	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 Websites related to (a) content standard(s) will be hosted on a remote server for	5	Mon 7/15

	sharing with other educators.		
Taskstream #1	Students will start their use of the on-line portfolio and ask for feedback from the instructor through this interface.	2	Wed 7/17
Presentation Project	Use PowerPoint to create a multimedia lesson related to a California State Educational Standard. The presentation will include music, video and effects.	10	Wed 7/17
Presentation Project Reflection	After viewing other students PowerPoint Presentations student will reflect on what they learned and how they plan to use PowerPoint in their classroom.	2	Mon 7/22
Graphic Organizer	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.	5	Mon 7/22
Internet Treasure Hunt	Students will create an online interactive activity that will lead their students through a learning activity related to a California State Educational Standard	5	Mon 7/22
Curriculum Web Site Review	This project involves the review of curriculum educational websites. The purpose of the project is to demonstrate understanding of the website in terms of student academic content standards and reflecting on the user interface and characteristics of the website for educational purposes.	5	Mon 7/22
Google Earth Tour	Students will create a customized tour using Google earth. The tour will be created around a California State Educational Standard	5	Wed 7/24
Video Group Project	Students will work in groups to complete a digital video of how to teach a concept they know well. The video will be uploaded to Youtube for viewing	10	7/24 7/29 and 7/31
Journals 1-5	Students reflect on course readings and activities from journals selected by the instruction. This activity is done in Google Drive and shared with other students and the instructor through Google Drive.	5	On Going
Artifact Tracking Sheet	Download the Tracking Sheet from Electronic Portfolio page of School of Education web site begin to fill it in. Put in all your artifacts to date.	2	8/5
Taskstream Portolio	Students will use tools in Taskstream including Rubrics and upload artifacts from this course into an online portfolio that will be used throughout their credentialing program	25	8/5 and 8/7
	Total	125	

Course Grades

Final grades are calculated on the standard of:
A: 93% - 100%   A-: 90% - 92%   B+: 87% - 89%   B: 83% - 86%
B-: 80% - 82%   C+: 77% - 79%   C: 73% - 76%   C-: 70% - 72%
D: 60% - 69%   F: below 60
Failure to complete this course with a grade of C+ or higher will prohibit a teacher candidate from entering a teaching credential program.

I do accept late work at a penalty