

CALIFORNIA STATE UNIVERSITY, SAN MARCOS **SCHOOL OF EDUCATION**

EDST 637

California Supplementary Authorization in Computer Concepts and Applications
Instructional Technology Planning and Management

Online Course
Summer 2012

Professor: Dr. Laura Spencer
Phone: 619-249-6683
E-Mail: lspencer@csusm.edu
Office: n/a
Office Hours: as needed

School of Education Mission Statement

The mission of the School 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).

Computer Concepts and Applications Supplementary Authorization

This course is one of the four courses that have been approved to satisfy the California Supplementary Authorization (CSA) in Computer Concepts and Applications requirement. All four courses are offered completely online! Regardless of where you live in the state, you may now fulfill CSA requirements by completing four, three-unit, graduate-level courses in Computer Concepts and Applications. Contact Dr. Hayden for more information.

Graduate Credit

This is a graduate level course, and successful completion can be applied toward elective requirements for some Masters Programs including the Masters in Education General Option. Note that students must receive an A or B in order to use the course as one of their masters program courses.

Course Description

This course prepares educators to plan, manage and assess technology infused classroom environments. Development of a technology-rich instructional unit utilizing technology, conducting a pilot lesson and developing rubrics to assess the quality of both the content and technology components will be important elements of the course assignments in addition to video production and audio file creation (podcast).

Course Objectives

- Analyze and evaluate emerging technologies for use in the classroom
- Assess technology infused classroom environments
- Effectively plan and manage technology usage within the core curriculum
- Develop a technology rich instructional unit for classroom use
- Conduct a pilot lesson from the instructional unit created in class
- Create a multimedia presentation using video production

Optional Text

- Grabe, M., & Grabe, C. (2006). **Integrating Technology for Meaningful Learning**. Boston: Houghton Mifflin.

Material required

- Microsoft Office Suite (Word, PowerPoint, Excel)
- Up-to-date computer and operating system that has the ability and speed to use Cougar Course and participate in activities such as multimedia production, use online survey and rubric tools, and create, edit and post a Web page), as well as play sound files and movie clips.
- Access to a digital camera, digital video camera and USB microphone.
- Access to video editing software such as iMovie (Mac), Pinnacle (PC) or ability to install MovieMaker.

Plagiarism and Cheating

All work submitted for this course should reflect students' efforts. When relying on supporting documents authored by others, cite them clearly and completely using American Psychological Association (APA) manual, 5th edition. Failure to do so may result in failure of the course. Please be sure to read and understand the university policy on plagiarism and cheating, as it will be strictly enforced. Academic dishonesty will not be tolerated and will result in a failing grade for this course and will be reported to the University.

Attendance Policy

In this online course, it is expected that all students will have an active presence in the online community, or you cannot receive a grade of A or A-; if you are inactive for one week or more, you cannot receive a grade of B+ or B. If you have extenuating circumstances, you should contact the instructor as soon as possible. Organize each week so that you **visit the Cougar Course shell every 2-3 days**. This will provide you the opportunity to stay in touch with the module assignments and discussions. You will need to use an up-to-date computer and operating system that has the ability and speed to use Cougar Course and participate in activities, as well as play sound files and movie clips. **It is your responsibility to check these capabilities out as soon as you begin the course** and have a plan for completing and accessing these resources regularly. Note that assignment documents must be completed in Microsoft Office (Word, PowerPoint and/or Excel). There is a Browser Check on Cougar Course that can be used to test your browser and access (see link in Cougar Course). *Modules begin on Tuesday each week and end on Monday the following week. Initial posts in each module are due on Friday after the module start date.*

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.

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.

Grading Policy

It is expected that all required work will be submitted on time, and that students will proofread and edit their assignments prior to submission. Students will ensure that all text is error-free (grammar, spelling), and ideas are logically and concisely presented. Each assignment grade will be negatively affected as a result of proof reading oversight. Each written assignment will be graded approximately 80% on content and context (detail, logic, synthesis of information, depth of analysis, etc.), and 20% on mechanics (grammar, syntax, spelling, format, uniformity of citation, etc.). All citations, where appropriate, will use American Psychological Association (APA) format. Consult American Psychological Association (APA) Manual, 5th edition for citation guidance.

Late Assignments:

Assignments are due by midnight on the date specified. Late assignments will receive a penalty of 5% per day. Students must submit all assignments at an acceptable level to pass the course.

Discussion Posting (Value Added Model)

When replying to a posting in the discussion area by another student, instructor, or guest, you must **refer to the person by name and refer to their comments** within your posting. **To Add Value**, your response must do one of the following: **give an example** of what the prior post described; **provide a different perspective** of the topic posted; OR **expand upon the idea** posted in the message by including more detail and depth. The instructor will provide feedback in the first few modules to support understanding of this concept.

Assignment Questions: There is a **Questions** topic section in the discussion area. This section is included to allow everyone the benefit of having access to instructor responses to questions about the course, activities, and/or assignments. Please review the posted questions before posting your question(s). Instructor will respond to posts within 48 hours. If you do not have a response by 48 hours, please contact the instructor directly by email or phone. Students may also respond to questions when they have information that will help other students.

Cougar Course Help: Contact the CSUSM help desk. Their location and hours are listed on the web: <http://www.csusm.edu/iits/sth/> Be sure to leave a phone number and/or email if you leave a message at the help desk regarding a problem you are having. They can help with all technical aspects of the Cougar Course environment including problems with accessing files, uploading assignments, and using Cougar Course tools. **If you write to the instructor about a problem with Cougar Course**, please confirm that you have communicated with the Help Desk first and refer to who replied to your question.

Important Considerations:

- Assignments are due when noted in the module and/or assignment link.
- **All assignments should be based on thoughtful reflection**, and submitted only after final edits, proof-read and word-processed. The university has a 2500-word writing requirement for each course that is met through the course reflections, assignments and discussions. Use Microsoft Word for any Word Processed documents, but post directly to discussion instead of posting a file.
- **Contact instructor in advance** of any extended absence to accessing and contributing to module activities. If you contact the instructor about an absence, suggest a timeline for how you will make up missed sessions, contribute to group work, and if there is a need for an alternative assignment.
- **Grading of coursework** will be based on adherence to the assignment guidelines, evidence of application of course readings and resources, and clear evidence of specified revisions, clarity, and coherence, in revised work. Points are deducted for spelling and/or grammar errors.
- **Remember to cite** all information obtained from others completely in APA 5th Edition format. References are required.

Course Assignments Discussion

Boards (Participation)	55 points
Cyberhunt Activity	15 points
Video production Project	25 points
Web Lesson	20 points
Management Plan	15 points
Pilot Lesson Reflection	15 points
Podcast	15 points
Technology - Self Assessment	15 points
Readings and Quizzes	25 points
Total	200 points

Grading Scale

A = 93-100	A - = 90-92	B+ = 86-89	B = 83-86
B- = 80-82	C+ = 77-79	C = 73-76	C- = 70-72
D = 60-69	F = 59 or lower		

Course Outline

Date	Module	Topic	Assignment
Week 1	Module 0	Welcome Course Overview WebCT tools	Post photo Discussion Board – Community Building Order Book and materials
	Module 1	Assessing Educational Technology ISTE-NETS	Cyberhunt Discussion Board
Week 2	Module 2	Integrating Multimedia into the Classroom Using Tools to Enhance Your Project Based Learning Activity	Multimedia Video production: I Movie/Movie Maker Discussion Board Spreadsheets PowerPoint Rubrics Readings Journal DUE
	Module 3	Planning A Project Based Learning Activity Components of Your Project Based Learning Activity	Web Quest Development Discussion Board Rubrics Technology - Self Assessment Quiz
Week 3	Module 4	Assessing Your Classroom Managing Your Project Based Learning Activity	Management Plan (Interview) Discussion Board
Week 4	Module 5	Implementing Your Project Based Learning Activity	Pilot Lesson Reflection Discussion Board Podcast
Week 5	Module 6	Managing Technology in the Classroom	Management Plan (Classroom) Quiz 2
	Module 7	What the future holds	Readings Journal DUE Video production in your Classroom Discussion Board - Reflection

Assignments Details

Discussion Boards

Learner Objectives: To gain a broader perspective on discussion topics from peers. Help students better contemplate, organize, and understand readings and to be better prepared for thoughtful discussion

Assessment: Participation in the discussion board forums. You will receive 3 points for your initial post, and 1 point each for 2 value-added responses, for a total of 5 points per discussion thread.

Resource(s):	Title and necessary information:
Internet Site(s)	Course Website: http://cc2012.csusm.edu/

Task Guidelines

Critical, engaged discussion will make this a richer class for all of us. In preparation for this kind of thoughtful discourse, you will be responsible for reading and responding to a variety of prompts in a variety of ways. If your responses cease to function in these ways and seem to be “busy work” then you need to adjust what you’re doing. Seek alternative ways of responding in order to meet the goal—it is your responsibility to make the work worthwhile. Each student is responsible for **one** main post and **two** sub-posts each week at a minimum. Students should try to post early in the week to give peers an opportunity to respond. **Discussions must do one of three things to “Add Value”:** 1). give an example of something that was presented, 2). expand on the idea that was presented, or 3). take a new position or perspective from what was presented.

Cyberhunt

Learner Objectives: To familiarize yourself with the variety of technology available for classroom use

Assessment: Completed evaluation forms

Resources	Title and necessary information:
Textbook/chapters	Integrating Technology for Meaningful Learning – Chapters 8 and 9
Internet Site(s)	www.google.com : Search engine http://www.altavista.com/ : Search engine http://www.mamma.com/ : Search engine http://www.dogpile.com/info.dogpl/ : Search engine

Task Guidelines

Technology is constantly changing. Some innovations are around for a long time while others come and go almost instantly. This is your opportunity to discover what is out there and how, if the world was perfect and you had an infinite budget, you could use it to enhance learning in your classroom. Get ready for your Cyberhunt.

First: Search on the Internet, using any search engine you choose, to find two technological innovations that you would like to have in your classroom. Remember the sky is the limit and your students are worth the effort.

Possible Innovations:

- Smart Phones
- Ebook readers/tablets
- Interactive WhiteBoards
- GPS /RFID tracking devices
- Videoconferencing/Skype
- iPod Touches
- 3D technology
- Digital Video (Podcasts)

Second: Answer the four questions below for each innovation chosen

1. Name of Item
2. URL where information was located
3. Description of item and how it works
4. Explanation of how it could be used in your classroom

Video Production Project

Learner Objectives: Create a multimedia presentation using video production

Assessment: Completed project and reflection

Resources	Title and necessary information:
Textbook/chapters	Integrating Technology for Meaningful Learning – Chapter 7
Internet Site(s)	http://windows.microsoft.com/en-US/windows-live/movie-maker-get-started http://www.apple.com/findouthow/movies/

Task Guidelines

Here is your chance to be a star...or a director...or just a really “cool,” effective and engaging teacher. Whichever the motivation, this is the opportunity. For this assignment, you will create a multimedia video project. Its components will consist of:

Digital video
Still photographs
Audio
Transitions
Titles

Interactive Web-Based Lesson

Learner Objectives: Develop an interactive web lesson for classroom use based on the WebQuest model.

Assessment: Lesson will have all components required and will be posted on the internet.

Resource(s):	Title and necessary information:
Textbook/pages	Integrating Technology for Meaningful Learning – Chapter 6
Internet Site(s)	http://webquest.sdsu.edu/ : Bernie Dodge’s WebQuest website http://teacherweb.com/WQIndexSrch2.htm : Sample WebQuest on Teacher Web www.teacherweb.com : Free month web posting http://teacherweb.com/TWQuest.htm : WebQuest - Get Started

Task Guidelines

Welcome to the interactive web! A WebQuest is a web based inquiry-oriented activity in which most or all of the information used by learners is drawn from the Web. WebQuests are designed to maximize the time on task by focusing on using information rather than looking for it, and to support learners' thinking at the levels of analysis, synthesis and evaluation. WebQuest was developed in early 1995 at San Diego State University by Bernie Dodge and Tom March. It has since become a model for project based instruction with many variations and examples available.

Interactive web lessons consist of specific components which help ensure a complete interactive activity if designed properly. These components MUST be present in your interactive web lesson in order to receive full credit for the assignment. You will be able to see examples and get all the information you need at:

<http://webquest.sdsu.edu/>.

For this assignment, you can work individually or in pairs. The assignment consists of developing an interactive learning web-based assignment. You will need to design an activity that you can use in your classroom immediately as the second part of this assignment is to pilot your creation with students.

Required components outside of Web Lesson requirements which must be embedded:

- PowerPoint
- Spreadsheet
- Rubric

There are several options when it comes to publishing your web lesson. If you or your district/school has a web site, that would be the best option. Another option is to use the free one-month trial of www.teacherweb.com, which allows you to publish free for a month. After that, you have to pay \$2.50/month if you would like to keep it live. If you would like to see the capabilities of Teacher Web, visit: <http://teacherweb.com/WQIndexSrch2.htm> and see some examples. Finally, Geocities offers free web hosting. To get started go to: <http://www.webtechu.com/tutorial/geojoin1.php> for a tutorial on how to access a free Geocities account.

Are you ready to begin? <http://teacherweb.com/TWQuest.htm>

Note: In order to receive full credit, you MUST publish your Web Lesson. When you are ready to submit, just copy and paste the url where you upload your assignments.

Management Plan/Interview

Learner Objectives: Create a plan to utilize your web lesson on the class level

Assessment: Written plan completed based on information received from interview

Resource(s):	Title and necessary information:
Textbook/pages	Integrating Technology for Meaningful Learning – Chapter 1

Task Guidelines

The Interview:

As you can imagine, there are many ways to handle web based projects in a classroom. Your job for this assignment is to contact someone at an educational institution and interview them. Your goal is to find out how they manage their web based activities. Some questions you could ask:

- What are the first things you consider when planning to use technology with students?
- How do students know what is expected?
- What type of preparation takes place prior to implementation?
- How are students trained or prepared to use technology?
- What are the challenges to using technology with students?
- What works well?
- How do the students like the experience?

After your interview, write up a summary (1-2 paragraphs) about the way they manage technology with their students.

Possible interviewees:

- Email or call an instructor at a local college who is listed in a course schedule as teaching an online course.
- Contact a K-12 school district office and ask to speak to the instructional technology coordinator.

The Management Plan:

Now that you have interviewed someone who uses technology with their students and have some ideas of how you might manage your own classroom, you are ready to create your own plan. You have created your web lesson and piloted it with some students...you have learned a lot. Now it is time to figure out how to implement the web lesson on a large scale. Your task is to create a management plan for your class specifically related to teaching your web lesson. There are many things to consider to ensure that it will run smoothly and to guarantee that all students are engaged and on task. What steps do you need to take?

Plan should consist of but not be limited to:

- Instructions for students
- Computer usage rules
- Daily plan
- Timeline/rotation schedule
- Deadlines/checklist

Pilot Lesson Reflection

Learner Outcomes: Use reflective practices to improve instruction

Assessment: Written reflection on the experience of piloting the WebQuest

Resource(s):	Title and necessary information:
Textbook/pages	Integrating Technology for Meaningful Learning – Chapter 9 pages 358-368

Task Guidelines

The web lesson created in the class is to be piloted in your classroom. Whether it is a full scale implementation or a selected few, you will be expected to evaluate your work and its effectiveness with students. You may find it helpful to solicit feedback from your students and embed the feedback into your reflection.

Requirements:

1-2 page written reflection responding to, but not limited to the following:

1. What worked?
2. How did the students respond?
3. What did you learn?
4. What would you change?

Podcast

Learner Objectives: To communicate through a new technology

Assessment: Post an audio file online

Resources	Title and necessary information:
Internet Site(s)	Tutorials online

Task Guidelines

Create an audio file using Audacity, GarageBand, or another software to communicate with others

Technology - Self Assessment

Learner Objectives: To establish minimal standards for technology in the classroom and to evaluate own space.

Assessment: Completed rubric and narrative.

Resources	Title and necessary information:
Textbook/chapters	
Internet Site(s)	Education World (Article) - http://www.educationworld.com/a_curr/curr248.shtml Landmark Project - http://landmark-project.com/classweb/tools/rubric_builder.php Rubistar - http://rubistar.4teachers.org/index.php TeAchnology - http://www.teach-nology.com/web_tools/rubrics/ Rubrics for Teachers - http://www.rubrics4teachers.com/

Task Guidelines

Read article on Education World website on rubrics, then check out some of the other sites and find one that will work for you for this assignment. Keep it in mind as you follow the steps below.

First: Create a rubric for what an “ideal” classroom would look like in regards to educational technology – software and hardware.

Second: Once the rubric is completed, evaluate your classroom using the rubric. Where is your class based on the standards you created? What steps can you take to improve it?

Third: Write a brief narrative describing your classroom with its pros and cons. Attach to completed rubric.

Readings and Quizzes

Two quizzes will be given periodically in the course on major points from the readings.

Reading: The text provides background information and resources. You will take notes in an outline form as you read in each module activities. Your notes will be helpful for review and will also be submitted in Module 3 and 7 of the course for points.

Due Dates

Due dates are listed under assignments in Cougar Course. Follow the checklist at the end of each module to be sure you have completed each task.

Note: For detailed instructions for each assignment, see the appropriate module.

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.

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.