EDST 648: Using Cloud-Based Technologies for Teaching and Learning **One Unit: Online Course**

Mission Statement of the School of Education, CSUSM 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 ongoing service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance.

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Wikis, Widgets, and Web 2.0 Certificate Program
This course is designed as part of the **Wikis, Widgets, and Web 2.0 Certificate Program** at CSUSM.

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.

Graduate Writing Requirements
The California State University maintains a Graduation Writing Assessment Requirement (GWAR) for master's candidates. This requirement must be achieved prior to Advancement to Candidacy. A master's candidate will satisfy the graduate writing requirement by receiving a passing score on a written product as assessed with the GWAR rubric. Toward the goal of providing opportunity for graduate students in the College of Education to satisfy the writing requirement, all papers in all graduate classes must adhere to the writing and format style guidelines detailed in the sixth edition of the Publication Manual of the American Psychological Association. This manual is a required textbook for all CSUSM College of Education graduate-level courses.

Course Description
This course engages learners in the critical analysis of how Cloud Computing technologies contributes to learning, teaching and applies educational reform. Topics include instructional design and effective pedagogy empowered through the use of distributed learning; using collaborative technologies for user-generated content; tapping into students' social and learning needs through the use of mobile technology tools such as GoogleDocs, DropBox, etc; ePortfolio assessment and community based/project-based learning. Special emphasis is placed on how technology influences various communities of learners. EDST 648 will utilize an online format using Moodle (LMS), collaborative teamwork, critical reflection, and analysis of practice.

This one unit course will prepare students through Research, exploration and theory to identifying emerging cloud-based tools and their implementation in the K-12 classroom in support of 21st century learning.

Learner Outcomes
1. Explore and define Cloud Computing for k-12 classrooms
2. Analyze and illustrate various ways in which cloud-based technologies contribute to learning, teaching and educational reform.
3. Develop classroom integration activities utilizing cloud-based technologies.
4. Demonstrate skill in the use of technology including management and instructional design for teaching and learning.
5. Understand implications and issues affecting use of Cloud Computing application tools which enable shared productivity, file sharing, social networking
6. Synthesize information related to the impact of technology on learning, teaching and various communities of learners to formulate a convincing and articulate position to inform your role as educator.

Required Text

Warschauer, Mark. (2011). Learning in the Cloud: How (and Why) to Transform Schools with Digital Media. Teachers College Press. ISBN: 0807752495

Note: A digital copy for this book is preferred and can be purchased from Amazon.com to be read with the e-reader.

Materials required

- 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.
- Internal or external microphone
- Access to the Internet

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 dishonestly 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.

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, 6th 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 (or through a Web Blog) 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. Peers will also be asked to review how others conform to this aspect of the course discussions.

Assignment Questions

There is a **Questions** topic section in the discussion area of Cougar Course. 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 are also encouraged to 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 (Subject the Changed): 100pts

(Forum posting) Reflection on learning and personal use of cloud application	10
Presentation of Cloud Computing using cloud application Zoho or Google Doc	25
Peer review of two classmates presentation with quality feedback	10
Student Agreement Producers	25
Student Collaborative Lesson integrating a cloud service	25
Participation & interaction in course	5

(Significant Graded components (projects, weekly assignments, quizzes, etc.) and anticipated weight/number of 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 & Module Dates

This course is structured into 5 Modules of content. Content will be opened every Sunday night at 11:59pm. Be sure to arrange your schedule knowing that your school break may be a different week.
NOTE: CSUSM Spring break is April 1th – 5th: No content will be delivered for that week.

With each Module, you will be introduced to 3 to 4 APPS to support the Module Topic and/or interaction. Detailed information will be found on the Cougar Course ~ EDST648 and is subject to change based on instructor discretion.

Module 0
Welcome
 	
March 11th to 17th
(1-week)
	Learning Objective: Introduction to course format, expectations and participation.
	
	Participants will prepare their learning space on the Cougar Course for *EDST: Cloud-Based Technologies for Teaching and Learning*
	
	Assignments:
	    Join the online learning environment
	    Obtain the resources needed for this course

Module 1
Learning What Cloud Computing for Teaching and Learning
 	
March 18th to March 31st
(2-weeks)
	Learning Objective: Defining and recognizing the concept of "Cloud Computing" (CC) and the impact is has on the K-12 environment.
	
	Participant will:
	    Investigate the movement of Cloud Computing in society
	    Learning the benefits and disadvantages of the technology
	    Reflect on how the changing technologies align with the changing culture of 21st learner
	
	Assignments:
	• Assigned Readings (textbook, articles and online videos)
	• Create a presentation on Cloud Computing using cloud-based tools

Module 2 **Teaching in the Cloud** April 8th to April 14th (2-weeks)	**Learning Objectives:** Demonstrate understanding and skills needed to integrate cloud-based technologies for use in teaching and/or instruction. Participant will identify, investigate, and evaluate cloud-based technologies which support they teaching style with focus on communication and parent connection. Learn from other teachers who have implemented cloud-based technology tools in their classrooms (Guest Speakers and/or audio podcast interviews) Learning how to evaluate cloud-based tools for Personal, Professional, Instructional uses Interact with tools which support instructional integration Explore how schools are implementing cloud-based tools for classroom use; policies and procedures that must be in place prior to student integration **Assignments:** • Assigned Readings (textbook, articles and online videos) • Create a toolbox of cloud-based tools • Participate in discussion of how best to implement cloud-based technologies used in the classroom (discussion forum)
Module 3 **Learning in the Cloud** April 22th to May 5 (2-weeks)	**Learning Outcomes:** Demonstrate understanding and skill to integration of cloud-based technology including management and instructional design for teaching and learning with an emphasis on student creation. Participants will identify, investigate, and evaluate appropriate cloud-based tools which support learning in participant's subject area based upon Bloom's taxonomy of learning.

	Explore policies and procedures that must be in place prior to student integration

Participants will identify and design one academic activity which implements best practices of cloud-based technology.

Exploring how student engagement and demonstration of learning changes with cloud-based technology

Assignment:
- Assigned Readings (textbook, articles and online videos**)**
- Identify and design 1 interactive which lessons utilizing cloud-based tool in classroom for teaching
- Create Classroom Management Policy for student sharing and feedback |
| **Module 4**

GROWING A PROFESSIONAL CONNECTION

May 6th to May 12th
(1- week) | **Learning Outcomes:** Identify and select resources to support continued use, integration and understanding of cloud-based technology for teaching and learning.

Participants will collaborative construct a directory of learning resources;

Assignments:
- Assigned Readings (textbook, articles and online videos**)**
- Share best practices for professional integration (discussion forum)
- Contribute to the Class directory
- Create a tutorial lesson for a personal, professional, and instructional cloud-based tool and share with class |
| **Module 5**

BRIDGING THE GAP

May 13th to May 19th
(1-week)

Final Grades Posted
5/22/2013 | **Learning Outcomes:** Synthesize information related to the impact of technology on learning, teaching and various communities of learners to formulate a convincing and articulate position to inform your role as educator.

Participants begin the shift to student use and learning by developing classroom norms for use of mobile devices; shared directory of professional cloud-based tools as well as curriculum tools.

Learning how schools are managing the purchase of APPS for classroom use; policies and procedures that must be in place prior to student integration

Assignments:
- Assigned Readings (textbook, articles and online videos**)**
- Develop a survey (Google Docs) to administer to student in first week of school.
- Contribute to the Class tool directory
- Present a tutorial lesson for a personal, professional, and instructional cloud-based tool and share with class |