CALIFORNIA STATE UNIVERSITY, SAN MARCOS
SCHOOL OF EDUCATION
EDUC 422 Technology Tools for Teaching and Learning

Syllabus: Spring 2013
January 22- May 14 2013
CRN 25439 EDUC422 Meets 7:30 – 10:15 UH 271

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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 ongoing service. Our practices demonstrate a commitment to student centered education, diversity, collaboration, professionalism, and shared governance.

COURSE DESCRIPTION

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 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.

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, 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:

- 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.

Prerequisites

The prerequisite for this course is completion of the campus-wide computer competency requirement (CCR) or having successfully completed a computer course within the last 12 months with a grade B or above. The prerequisite 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 with a grade B or higher in the last 12 months.

Required Supplies

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

- ISTE online student membership. Must be purchased by the 2nd class meeting.
- TaskStream on line student membership. Must be purchased prior to Week 4.
- One mass storage device, e.g., USB flash drive (1 Gig or larger)

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

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•T: see below)

Secondary Emphasis:

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)

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:

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

CSUSM AND SOE POLICIES

Sollege 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 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).

In addition to attending course sessions, students may need to use campus resources for some assignments. **It is the student's responsibility to make arrangements to have the technology resources available in order to complete scheduled assignments and due dates**. 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, 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.

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.

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.

Grading Procedures And Assignments

Grading is calculated on the standard of

94 - 100 = A	80 - 83 = B-	70 - 73 = C-
90 - 93 = A-	77 - 79 = C+	60 - 69 = D
87 - 89 = B+	74 - 76 = C	below 60 = F
84 - 86 = B		

Detailed information about each assignment is provided on the class Cougar Course site. Please note that modifications may occur at the discretion of the instructor. Any changes to assignments will be clearly labeled and students will be notified.

In addition to the assignments described below, Participation/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.

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 11:55 pm on the due date.

Late assignments will be penalized by a deduction in points.
ASSIGNMENTS TURNED IN AFTER THE DUE DATE WILL BE REDUCED BY 5 POINTS PER DAY LATE.
After one week from the assigned due date, late assignments will receive NO CREDIT. If extraordinary circumstances occur which delay the completion of an assignment, please promptly contact the instructor.

	NARRATIVE DESCRIPTION OF NOTE: Modifications to assignments	ASSIGNMENTS FOR EDUC 422: may occur at the discretion of the instructor.
	422 Activities and Assignments	**Candidates will be able to**
1	Participation in class and Gmail, ISTE and Taskstream Signups	Participate in class discussions, class cooperative assignments, on-line submission of assignments to the course Moodle. Candidates sign-up and pay for subscription to ISTE and TaskStream.
2	Letter Assignment	Compose a letter of introduction to the course instructor following the assignment format and requirements.
3	Forum Assignment	Post an introduction of themselves to their classmates following the assignment format and requirements *and* each candidate responds to three students post with appropriate comments.
4	Copy Right Presentation	Create a presentation explaining the rules and reason for fair use and copyright laws, and use of appropriate citations. Students will share their learning after becoming knowledgeable about various issues related to digital citizenship in the ISTE standards for Teachers and Students
5	Journal Blog Assignment	Reflect on course readings and activities from the ISTE website that supports topics related to the ISTE standards. Entries are made to the journal weekly *and* each candidate responds to three students post with appropriate comments.
6	Internet *Thinkfinity* Assignment	Review a wide range of interactive educational Internet resources found on the *THINKFINITY* website. Candidates select 15 activities, web sites, lesson plans or interactive resources to review by noting the relationship to the ISTE NETS and reflect on the why the resource is an excellent learning tool and why it is powerful for student learning.
7	Software review (Web 2.0)	Web-based resources/tools are explored and reflections written on how they can be used for student learning.
8	Rubric Assignment	Practice creating a rubric for the Treasure Hunt Assignment in order to understand the how to make rubrics and use them to assess student work.
9	Internet Treasure Hunt Assignment	Demonstrate knowledge and understanding of appropriate use of technology for information collection, analysis and management by select a grade level and Content standard area and then research five to eight Internet resources The candidate creates an opening prompt to engage the student learners in researching ten questions that can be answered by investigating the websites provided by the teacher candidate.

10	Classroom Website Assignment	Use Google Sites to create a classroom teacher webpage
11	Tracking Sheet Assignments	Plan and organize a document to prepare electronic portfolio. Files are matched to the NETS under TPE 14 and documentation of file naming and organizing is required.
12	Taskstream Electronic Portfolio- TPE 14 Narrative & Artifacts for *National Education Technology Standards for Teachers 1- 5*	Assignment utilizes an electronic portfolio to set up and organize electronic files, selecting evidence through analysis of individual work related to proficiencies and completing narratives as evidence of meeting the **TPE 14.**
13	Spread sheet A and B Assignments	Use Excel or Google Forms to create Spread Sheet A-Chart data from in-class survey. Create Spread sheet B from data generated by a survey made using Google Forms. Collect responses. Create tables, charts or graphs from data and write a reflection on the outcomes.
14	Electronic Grade-book Assignment	Explore a free on-line grade-book resource to learn about how electronic grade-book keeping works. This assignment represents the ways a teacher can collect and record student performance data and use this information to communicate with students and their parents about student progress.
15	Scratch Assignment	Visit the MIT SCRATCH website to become familiar with this interactive creative sequenced lesson format.
16	iVIE Awards activity	Investigate the San Diego County Office of Education iVIE Awards web site to see samples of student made informational videos. Review five iVIE movies.
17	*iMovie Project* : Story board Produce and edit video Individual Reflection iMovie Peer Reviews	Select a California Content Standard, create a storyboard, use a video camera to shoot footage. Candidates create a polished educational videot by using audio and video editing, creating titles and transitions and upload the finished video to a video sharing website. Candidates write a reflection on the process of creating their video and participate in Peer Reviews of their class mate's video projects.

Complete descriptions, directions and DUE DATES for each assignment are provided by the Instructor in course sessions and are posted on the Cougar Course site for this course. Modifications to assignments may occur at the discretion of the instructor based on course need.