EDUC 422Course Home page

EDUC 422 - Spring 2003

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Class Location: UH 360

Office hours: after class or by appointment

EDUC 422: Technology Tools for Teaching and Learning

Course Objectives Required Text & Materials Attendance Policy

Course Content

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 students centered education, diversity,

collaboration, professionalism, and shared governance.

(Adopted by the COE Governance Community October 1997).

COURSE DESCRIPTION:

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 Expectation (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 focuses on the knowledge and skills necessary to apply

education-oriented productivity tools, graphic organizers, database and

spreadsheets, presentation tools, school-appropriate multimedia tools, and

communication tools. 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.

STANDARD ALIGNMENT:

The following program standard is addressed in this class:

Standard 9 – Using Technology in the Classroom

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 district in implementing an 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. The following Type’s are addressed in this course:

Primary Emphasis

TPE 14 CSUSM– Educational Technology

Secondary Emphasis:

TPE 4 – Making Content Accessible

TPE 5 – Student Engagement

TPE 6 – Developmentally Appropriate Teaching Practices

TPE 7 – Teaching English Language Learners

TPE 12 – Professional, legal and ethical

TPE 13 – Professional Growth

National Educational Technology Standards for Teachers

I. TECHNOLOGY OPERATIONS AND CONCEPTS.

Teachers demonstrate a sound understanding of technology operations and

concepts. Teachers:

A. demonstrate introductory knowledge, skills, and understanding of concepts

related to technology (as described in the ISTE National Education

Technology Standards for Students)

B. demonstrate continual growth in technology knowledge and skills to stay

abreast of current and emerging technologies

IV. PRODUCTIVITY AND PROFESSIONAL PRACTICE.

Teachers use technology to enhance their productivity and professional

practice. Teachers:

A. use technology resources to engage in ongoing professional development

and lifelong learning.

B. continually evaluate and reflect on professional practice to make

informed decisions regarding the use of technology in support of student

learning.

C. apply technology to increase productivity.

D. use technology to communicate and collaborate with peers, parents, and

the larger community in order to nurture student learning.

V. SOCIAL, ETHICAL, LEGAL, AND HUMAN ISSUES.

Teachers understand the social, ethical, legal, and human issues surrounding

the use of technology in PK-12 schools and apply those principles in practice.

Teachers:

A. model and teach legal and ethical practice related to technology use.

B. apply technology resources to enable and empower learners with diverse

backgrounds, characteristics, and abilities.

C. identify and use technology resources that affirm diversity

D. promote safe and healthy use of technology resources.

E. facilitate equitable access to technology resources for all students.

COURSE OBJECTIVES:

Teacher candidates will demonstrate competency in using a set of educational

technology tools that are applied in teaching and learning within the

credential program and used in public school settings.

PREREQUISITE

The prerequisite for this course is completion of the campus-wide Computer

Competency Requirement. This requirement can be fulfilled by successful

completion of one of the following:

• Taking the CSUSM CCR assessment or equivalent course

• Completion of an approved computer literacy course at the community

college level.

REQUIRED TEXT AND MATERIALS

• Teachers Discovering Computers: Integrating Technology in the Classroom

(Shelly & Cashman) & Web site: www.scsite.com/tdc2/ This is a resources

text that contains skill building information in the context of how a

teacher can use the skills in teaching. There is a very information-rich,

publisher-provided Web site associated with the text that provides

additional practice and links to other resources.

• Zip Disk (PC formatted) - Label with your name, class # and time

• Several CD-RWs (rewrite-able CD)

• Pay for Print Card: May be purchased in Academic Hall 202

Optional Resources

Connecting Curriculum and Technology (ISTE) This is a volume produced by

the professional association that contains the educational technology

standards for students at all levels as well as sample lessons on how that

standards can be implemented in teaching content. This book will be

referred to in other CSUSM-COE courses. Supporting Web site www.iste.org

Flash disk (optional)

ASSESSMENT

In order to successfully complete this course, the assignments must be

completed with at least at an acceptable level noted on assignment 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 the description of the topic.

COURSE CONTENT

The following themes will be address in the process of the course. Assignments

relating to demonstrating competency in operating each of the educational

tools will be assessed. Descriptions of the assignments will be available on

the course Web site.

Theme One: Portfolio 30%

Saving, naming and managing files

Ethics and Copyright, Safety

Linking to web and between documents

Using Help functions

Reflections

ISTE standards/Teacher Performance Expectations

Homework: Because of the interactive nature of the class, students will be

expected to have their assignments completed and turned in on time. Late

assignments will only be accepted if there are extenuating circumstances

approved by the instructor.

Theme Two: Education Specific Software 30%

Multimedia: PowerPoint

Inspiration

Kidspiration

Hyperstudio

Kid Pix

Timeliner

Variety of other software

Homework: Because of the interactive nature of the class, students will be

expected to have their assignments completed and turned in on time. Late

assignments will only be accepted if there are extenuating circumstances

approved by the instructor.

Theme Three: Productivity & Prof Practice 30%

Internet: Searching

Email

Word: Formatting

Excel

Database

Powerpoint

WebCT

Homework: Because of the interactive nature of the class, students will be

expected to have their assignments completed and turned in on time. Late

assignments will only be accepted if there are extenuating circumstances

approved by the instructor.

Class Investment (Attendance, participation and attitude) 10% Your

investment in this class is demonstrated through regular, prompt class

attendance and participation; through active, constructive and creative

contributions (both online and in class); and through participation in

cooperative collaborative learning.

Grading is calculated on the standard of

94 - 100 = A80 - 83 = B-70 - 73 = C-

90 - 93 = A-77 - 79 = C+60 - 69 = D

87 - 89 = B+74 - 76 = Cbelow 60 = F

84 - 86 = B

Attendance Policy

Due to the dynamic and interactive nature of this course, all students are

expected to attend specifically designated classes and communicate regularly

with email study groups and instructor to participate in learning activities.

Attendance is measured by the degree of active participation both online and

in class, the quality of lab work assignments, and the degree of investment as

evidenced by positive interaction with instructor and peers. Should the

student have extenuating circumstances, s/he should contact the instructor as

soon as possible.

Plagiarism and Cheating

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.

Authorization to Teach English Language Learner

The CSUSM 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 SB2042 Program Standards, August 2002)

Students with Disabilities Requiring Reasonable Accommodations.

Students are approved for services through the Disabled Student Services

Office (DSS). This office is located in Craven Hall 5205, and can be contacted

by phone at (760) 750-4905, or TDD (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.