EDUC 422Course Home page

EDUC 422 - Spring 2003

 Denise Hogan

 Mailbox: University Hall, 4th floor

 Email: dhogan@csusm.eduEDUC 422 CRN 22565: 3 units Wednesdays 6:60-9:15

 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.