CALIFORNIA STATE UNIVERSITY, SAN MARCOS
School of Education

EDUC 422 TECH TOOLS TEACH & LEARN –
University Hall, TH 5:30 – 8:15
Spring 2012

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Office Hours:	**Before and after class prearranged with instructor**

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).*

COURSE DESCRIPTION

This three-unit course partially fulfills the technology competencies as identified by the California Commission on Teacher Credentialing (CCTC) and the School 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. 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 applications including productivity tools, graphic organizers, databases, 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, School 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 Prerequisites The prerequisite for this course is completion of the campus-wide computer competency requirement. This 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 OR
- Assessment available on first class meeting with instructor approval

Course Objectives

Teacher candidates will demonstrate competency in:
A. Meeting the ISTE Teacher National Education Technology Standards I - V
B. Using a variety of educational technology tools applied within teaching and learning for the credential program and for use in public school settings; and
C. Setting up an electronic portfolio for completion in the CSUSM teacher-credentialing program.

Required Supplies

NOTE: It is not necessary to purchase the educational software, as much of the specific software titles are available on the Web in demo-version and/or available on campus.

A. ISTE Online Student Membership: ($39.00). Must be purchased by 2nd class meeting.
B. Task Stream Registration: http://www.taskstream.com ($25 - $129) Register by 2nd class.
C. USB storage device (4 gig or larger) or other storage solution: Due beginning of Week 2.
D. Use of campus email account and Cougar Course for course communication (provided free)
E. Usb headset with microphone

Authorization to Teach English Learners

This 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 SB 2042 Program Standards, August 02)

STUDENT LEARNING OUTCOMES

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:

- CSUSM Local TPE 14 – Technology (Educational Technology): This is based on ISTE NETS: see below

Teaching Performance Expectation (TPE 14) is based on ISTE NETS for teachers 2008 (See Nets for Teachers for detailed information).

1. Facilitate and Inspire Student Learning and Creativity
2. Design and Develop Digital-Age Learning Experiences and Assessments
3. Model Digital-Age Work and Learning
4. Promote and Model Digital Citizenship and Responsibility
5. Engage in Professional Growth and Leadership

California Commission on Teacher Credentialing
- Multiple and Single Subject Program Standard 13: Preparation to Teach Special Populations (Students with Special Needs) in the General Education Classroom
- Preliminary Education Specialist Program Design Standard 6: Using Educational and Assistive Technology

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School 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. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

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.

Course Requirements

Completion of all assignments listed in the course agenda/schedule according to the instructions

Grading Standards

Grades are calculated in Moodle. You will be able to track what your grade is at any particular time in the class. The total amount of points possible for the class is approximately 100. So the point value assignment to each assignment corresponds to the percent of the grade it is worth in the class. For example the Final Taskstream assignment is worth 25 points, thus 25% of the overall class grade. Late work is accepted but penalized.

All University Writing Requirement

The university writing requirement of 2500 words will be fulfilled through the taskstream and journal writing assignments

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.

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.

Assignments and Assessment

In order to successfully complete this course, the assignments must be completed at an acceptable level noted on assignment requirements and project 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 to the description of the topic below.

Assignment	Description Note: All assignments must be submitted to receive a passing grade.	Points
Attendance and Participation	Teacher candidates are expected to have a positive disposition toward teaching and learning. They should help each other and create a positive classroom environment for everyone. This means having a positive attitude in class, being on time and actively engaged in discussions and activities both in class and online.	7
Discussion Introduction	The purpose of this assignment is for students to introduce themselves, to demonstrate the ability to contribute to online discussion boards, and to apply Netiquette in the process.	3
ISTE – Taskstream sign up	Proof that the students have signed up for the class requirements	2
Pre Edtech Survery	Students compare growth on proficiencies for CA teachers.	2
Copyright	The purpose of this assignment is to become familiar with software copyright laws. Students will share their learning after becoming knowledgeable about various issues related to ISTE NETS for Teachers, Standard VI. throughout the course and are submitted near the end of the course for credit.	3
File Organization image	This project involves the review of educational software. The purpose of the project is to demonstrate understanding of the software in terms of student academic content standards and reflecting on the user interface and characteristics of the software for educational purposes.	2
Google Bookmark – Internet Assignment	Through use of a web-based resource/tool, students will organize and manage online resources for projects and share with others. This tool will allow students to continue to organize and share resources throughout SOE program experiences. The assignment requires evaluation and review of educational web sites and reflection on classroom use.	4
Classroom Newsletter	Through the use of Microsoft word students created a classroom newsletter written to parents. The newsletter will include high level word processing skills, such as table layout, bullet formatting and graphic alignment.	4
Statement of Your Own Work	The purpose of this assignment is to learn how to scan and to upload a file stating that all the work in their portfolio is their own work.	2
Making the Grade	Students use an electronic grading program to create a professional looking report on an individual student.	3
Spreadsheet	Students use a spreadsheet in a variety of ways to organize and present information. Students reflect on educationally appropriate uses of a spreadsheet tool and differentiate between various tools for organizing information.	4

Taskstream #1	Students will start their use of the on-line portfolio and ask for feedback from the instructor through this interface.	3
PowerPoint Standards Lesson	Use PowerPoint to create a multimedia lesson related to a California State Educational Standard. The presentation will include music, video and effects.	6
Journals 1-5	Students reflect on course readings and activities from the textbook website that supports concepts related to the ISTE standards. Entries are made to the journal	5
PowerPoint Reflection	After viewing other students PowerPoint Presentations student will reflect on what they learned and how they plan to use PowerPoint in their classroom.	2
Graphic Organizer	This project involves the use of concept-mapping software for brainstorming an educational topic using text and graphics. The activity will provide an opportunity to consider this application for support of writing with students in K-12 classrooms.	3
Teacher-Class Web Site	This project uses a template/tool on the web to create an activity for students to explore concepts related to standards and specific curriculum topics. An introduction and directions for a student activity using Web sites related to (a) content standard(s) will be hosted on a remote server for sharing with other educators.	3
Internet Treasure Hunt	Students will create an online interactive activity that will lead their students through a learning activity related to a California State Educational Standard	3
Google Earth Tour	Students will create a customized tour using Google earth. The tour will be created around a California State Educational Standard	4
Artifact Tracking Sheet	Download the Tracking Sheet from Electronic Portfolio page of School of Education web site begin to fill it in. Put in all your artifacts to date.	2
Video Group Project	Students will work in groups to complete a digital video of how to teach a concept they know well. The video will be uploaded to Youtube for viewing	6
Post EdTech Survey	Students compare growth on proficiencies for CA teachers.	2
Taskstream Portolio	Students will use tools in Taskstream including Rubrics and upload artifacts from this course into an online portfolio that will be used throughout their credentialing program	25
	Total	100