

California State University San Marcos
College of Education

EDUC 422A – Technology and Learning A
Educational Technology Basics (one unit course)

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CRN: 20049

Spring 2011 Meeting Days: Meets on February 4 (5 - 9:00 pm) February 5 (8:30 am – 5:00 pm). Late assignments will not be accepted after March 5, 2011. Due dates are posted at the end of this syllabus and on the Cougar Courses page for this course.

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 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 course is equivalent to the first third of EDUC 422. It includes the productivity and professional practice skills and concepts in using technology in the classroom. Topics include educational uses of word processing, databases, and spreadsheets. *This course may not be taken for credit by students who have received credit for EDU 422 and E494J.*

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.
- 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 COE POLICIES

College 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. 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		

ASSIGNMENTS and DUE DATES

Due Date	Assignment	Description	Points
Feb 4	Forum Assignment	Respond to the Introduction Forum Prompt.	3
February 5	Professional Memberships	Join ISTE and access resources for teaching and learning through effective use of technology.	N/A
Feb 11:	Letter Assignment	Students write a business style letter of introduction using Microsoft Word. Must include a graphic.	15
Feb 11	1st Blog posting	Reflect on assigned Computational Thinking article and relate the article to the NETS student standards. Entries are made to the journal as assigned.	3
Feb 18:	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 COE program experiences. The assignment requires evaluation and review of educational web sites and reflection on classroom use.	15
Feb 18	2nd blog posting		3
Feb 25:	Copyright & Ethics Power-point	Students will create a five slide project using special features of the program based on copyright and Ethics content articles..	15
Feb 25	3rd Blog posting		3
March 4:	Excel Spread Sheet Assignment	Students use spreadsheets and charts 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.	15
Mar 4	News letter Assignment	Students create an appealing, newsworthy, and interesting newsletter for parents with information about technology and learning in the classroom. Use of graphics, content and layout will be considered and assessed. Must be completed in Word.	15
Mar 4	Journal Blog and 4 th Blog posting	Students maintain professional blogs, demonstrate the ability to contribute to online discussions by posting and responding to other's postings, and apply Netiquette in the process.	8
Feb 4 through Mar 4	Attendance, disposition & participation during class, and online	Students 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.	10
		Total Points	100

ASSIGNMENTS TURNED IN AFTER 11:59 PM ON MARCH 4, 2011 WILL RECEIVE A REDUCED GRADE

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. In addition to the assignments described above, 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 11:59 pm on the due date. Late assignments may be penalized by a deduction in points. After one week, late assignments may receive no credit. If extraordinary circumstances occur, please contact the instructor.

***ASSIGNMENTS TURNED IN AFTER THE DUE DATE
WILL BE REDUCED BY 2.5 POINTS PER DAY LATE***

After one week, late assignments WILL receive no credit.

If extraordinary circumstances occur, please promptly contact the instructor.

DAILY AGENDA

FRIDAY, FEBRUARY 4, 2011		5:00 PM -9:30 PM
	Overview: Syllabus and course	5-5:30
	Moodle Intro (Forum Post)	5:30-6:00
	ISTE NETS for students	6-6:30
	<u>Set up a Blog</u>	6:30-7:15pm
	Break	7:15-7:45
	<u>Letter Assignment:</u> (Word processing setting margins, inserting picture)	7:45-8:45
	<u>ISTE membership</u> and overview	8:45-9:15
	Wrap up and prepare for Saturday:	9:15-9:30

(Bring coffee and lunch for Saturday – no food or drink in lab except covered water bottle (put outside door)

SATURDAY, FEBRUARY 5, 2011		8:30 am -5:00 pm PM
	Internet assignment (Thinkfinity activity):	8:30-9:30
	<u>Internet Assignment:</u>	9:30-10:30
	<u>Excel Spread sheet Assignment:</u>	10:30 – 11:30
	Lunch	11:30-12:45
	<u>News Letter Assignment</u>	12:45 –1:30
	Copyright and Ethics <u>PowerPoint Assignment</u>	1:30-2:30
	<u>Journal/Blog Assignment</u>	2:30-3:30
	Wrap up and review assignments and due dates	3:30- 4:30