



# Cal State San Marcos

## CALIFORNIA STATE UNIVERSITY, SAN MARCOS 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 student-centered education, diversity, collaboration, professionalism, and shared governance.

### **CRN 21713 EDST 631 Impact of Technology on Teaching and Learning**

3 Graduate Semester Units

Spring 2007

5:30-8:00 Wednesdays

Markstein Hall 104

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Office Hours: Before and after class

Other times are also available by appointment so please feel free to call or e-mail me to set up a convenient time to meet.

### **Course Description**

This course applies videoconferencing and online course communication systems to engage participants in a critical analysis of how technology contributes to learning, teaching and educational reform. Through videoconferencing, students at CSUSM will link with remote educators including CSU Monterey Bay, Orange County Office of Education, Columbiana County Educational Service Center, the CA Parks System, and distance-learning specialists. The goal is to support learners' ability to design effective lessons for delivery through distance learning technologies. This is a project-based course in which learning teams will collaboratively design and prepare lessons for distance delivery through their own engagement in meaningful and authentic distance learning experiences. The videoconferencing collaborations will offer unique opportunities for participants to work within a globally interdependent environment and become interculturally proficient by working with educators who come from a diversity of educational settings and represent a diversity of educational skills, viewpoints, and backgrounds. Topics covered include the pedagogy of distance and distributed learning, virtual field trips, community based and project-based learning. Special emphasis is placed on how technology influences various communities of learners

### **Course Goals**

- explore the viability of online mediums as a mode of instruction
- prepare participants to design online learning opportunities
- promote quality online teaching and learning
- collaborate with other educators at various stages of readiness to prepare online learning opportunities

## **Course Prerequisites**

Enrollment in the Master's in Education Program and/or hold credential.

## **Course Objectives**

Participants will

- Analyze and illustrate various ways in which technologies may contribute to learning, teaching and educational reform.
- Investigate educational research that supports videoconference technology in the core curriculum areas.
- Relate educational applications of technology to contemporary theories and practice in education.
- Demonstrate skill in the use of technology including videoconferencing for teaching and learning.
- Synthesize information related to the impact of technology on learning, teaching and various communities of learners to formulate a convincing and articulate position to inform your role as educator.

## **Required Texts and Course Materials**

EDST631 will use WebCT6 for class communications and course content.

Computer Access – This course requires regular use of computers. If you do not have access to a computer at home or school, you must make arrangements for access as some class sessions and most planning sessions are held electronically.

Classroom Access – If you are not currently teaching, you must arrange to consult with a teacher to plan, teach, and assess appropriate standards based lessons for online delivery. If you are having difficulty making these arrangements, please see the instructor by the second-class session.

## **Required reading**

Wiggins, G. & McTighe, J. (2005). *Understanding by Design*. Alexandria, VA: Association for Supervision and Curriculum Development.

Cole, C., Ray, K., & Zanetis, J. (2004). *Videoconferencing for K-12 Classrooms*. Eugene, OR: International Society for Technology in Education.

Online Readings will be provided through WebCT.

## **Recommended reading**

Curtis, M., Kopera, J., Norris, C., & Soloway, E. (2004). *Palm OS Handhelds in the Elementary Classroom*. Eugene, OR: International Society for Technology in Education.

## **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. 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 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 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.

## **Modes of instruction**

Students will participate in online collaborative groups, multipoint videoconferencing, desktop videoconferencing via iChat, do hands-on activities including the use of Palm OS Handhelds, design instructional materials, access web sites, and read and discuss required reading covering current research and instructional theory. Students will be asked to make thoughtful choices, work through

instructional design and decision making with their teams, assume responsibility for implementing videoconferences, and maintain collaborative connections with their partners and their groups. Teams will use a variety of pedagogical and technological strategies to design well organized and effective distance lessons based on CA content standards.

## **Course Requirements**

### **Participation**

EDST 631 is a hybrid course that meets face-to-face through videoconferencing and online. Students are required to login to WebCT at least twice weekly. The suggested schedule will include the following components:

**Prepare:** Complete all reading assignments and respond online through WebCT discussion board.

**Collaborate:** Meet online with team members to collaboratively plan, reflect, and discuss class readings, experiences, and learning.

**Practice:** Explore the resources for effective use of videoconference technology and use of handheld computing.

**Apply:** Design and apply learning experiences. Make use of the WebCT discussion area for feedback and review. Give feedback to teams and group members.

**Reflect:** What learning experiences contributed to your understanding, interest, and excellence in performance? What do you consider evidence of your understanding?

### **All University Writing Requirement**

In keeping with the All-University Writing Requirement, this course includes a writing component of at least 2,500 words (approximately 10 pages). This is administered in a variety of ways including formal writing requiring use of APA, informal, and electronic online discussions.

### **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 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."

### **TENTATIVE Schedule/Course Outline – See Attached**

\* This class is dependent on collaborative connections with remote sites. Please note that changes may occur at the discretion of the instructors. Student's cooperation and flexibility in response to modifications will be noted as part of the participation assessment. To supplement time spent in class, arrange time to confer with your study group to

- prepare for your videoconference
- become more familiar with the technologies
- gather information on your topic area

Also plan independent time to read and respond to class readings, communicate using WebCT6, and to explore and gather resources for your videoconferences.

## **Course Assignments**

\*Please note that changes may occur at the discretion of the instructors. Student's cooperation and flexibility in response to modifications will be noted as part of the participation assessment.

Topic	Assignment	PTS
1. Online Readings & Responses	Includes the following Introduction - Post to WebCT DBd entitled <i>Introductions</i> . Videoconferencing for Learning <a href="http://www.kn.pacbell.com/wired/vidconf/vidconf.html">http://www.kn.pacbell.com/wired/vidconf/vidconf.html</a> Copyright Issues	10
2. <i>Understanding by Design</i>	<u>Step One/Read &amp; Share.</u> Post to the WebCT DBd 4 Pts for each chapter you summarize (5 x 4) <u>Step Two/Respond &amp; Expand.</u> Respond to your teammates. Post to the WebCT DBd (5 x 4)	40
3. VC Plan #1 Collaboratively Plan	<u>Step One/Plan</u> Each team posts to WebCT DBd one copy of their team's VC Plan #1. (This must be done within time frame to receive full credit) <u>Step Two/ Respond and Revise</u> Each person responds to each team's written VC Plan by posting comments and suggestions to WebCT DBd.	10
4. VC Plan #1 Design Assessment	Research/Design of Rubric, checklist, or assessment instrument <u>Step One</u> Each team researches, designs, and submits one VC scoring rubric to WebCT DBd / "Rubrics" <u>Step Two</u> Within WebCT DBd / "Rubrics", each student responds to each teams' rubric. <u>Step Three</u> In light of further readings, discussions, and experiences, each team reviews the rubrics posted and selects one for use with participants. Each team brings multiple paper copies of their selected rubric to class for use during their team's videoconference.	5
6. VC Plan #1 Implement, Edit, and Submit	<u>Step One</u> Implement VC <u>Step Two</u> Based on feedback from remote site during and after lesson and online discussions, each student submits their own individual edited plan under WebCT assignments.	10
7. VC Plan #1 Assessment by Response group	After VC#1, each student in the response group prepares a written summary and assessment of the VC. (Max/ 2 pages, min/ 1 page) and submits under "Assignments" in WebCt for grading.	5
8. Research	Research and participate in distance learning projects for yourself or your class. Document your research and activities through WebCT online discussion group.	10
9. Class Participation	Self and group assessment	10
<b>Total</b>		<b>100</b>
TIME PERMITTING		
10. VC Plan #2		30
<b>Total</b>		<b>130</b>

**Assessment:**

In order to successfully complete this course, all assignments must be completed with at least an acceptable level. Late assignments will loose credit points for each day late and will not be accepted after seven days tardy. In addition to the assignments, performance assessment will be on student’s cooperation and flexibility in response to challenges and student’s ability to perform tasks using a variety of technology tools.

**CRITERIA FOR GRADING ASSIGNMENTS**

- A 90-100%: Outstanding work on assignment, excellent syntheses of information and experiences, great insight and application, and excellent writing.
- B 80-89%: Completion of assignment in good form with good syntheses and application of information and experiences; writing is good.
- C 70-79%: Completion of assignment, adequate effort, adequate synthesis of information, and application of information and experiences, writing is adequate.
- D 60-69%: Incomplete assignment, inadequate effort and synthesis of information, writing is less than adequate.

Grades will be determined by points earned:

A = 93-100	C+ = 77-79
A- = 90-92	C = 73-76
B+ = 87-89	C- = 70-72
B = 83-86	D = 60-69
B- = 80-82	F = 0-59

**Grading Policy**

*An “A” student is one who:*

- completes all assignments on time and demonstrates the ability to summarize, analyze, and/or reflect at high levels.
- varies sources of information for assignments, demonstrating high degree of effort in pursuing varied perspectives around important educational issues.
- completes all the reading assignments and develops thoughtful and thorough responses.
- produces work that reveals a strong commitment to self-discovery and learning.
- produces work at a high professional level in terms of both writing and content.
- develops a high quality presentation, demonstrating significant learning around a contemporary issue.
- presents confidently and intelligently, demonstrating effective teaching skills.
- completes assignments in/out of class with a focus on learning and exploration, pushing him/herself to better understand the profession through quality work.
- attends almost every class meeting and is fully engaged during class.
- pushes him/herself to new understandings by participating in discussions, sharing his/her opinions, and valuing others’ perspectives.
- contributes to the positive environment of the class by respecting all members.

*A “B” student is one who:*

- completes all or almost all assignments, all or most on time, and demonstrates the ability to summarize, analyze, and/or reflect at fairly high levels, showing consistent improvement over time.
- varies sources of information for assignments, demonstrating high degree of effort in pursuing varied perspectives around important educational issues.
- completes all or most of the reading assignments and develops thoughtful and fairly thorough responses.
- produces work that reveals a commitment to self-discovery and learning.
- produces work that is close to professional level in terms of both content and writing, working to develop a strong command of writing, speaking, planning and presenting.

- develops presentations, demonstrating significant learning
- presents confidently and intelligently, demonstrating effective teaching skills.
- completes assignments in/out of class with a focus on learning and exploration, pushing him/herself to better understand the profession through quality work.
- attends almost every class meeting and is regularly engaged during class.
- pushes him/herself to new understandings by participating in discussions, sharing his/her opinions, and valuing others' perspectives.
- contributes to the positive environment of the class by respecting all members.
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A "C" student is one who:

- completes or attempts most of the assignments, mostly on time, and demonstrates the ability to do some quality summarizing, analysis, and reflection, showing improvement over time.
- varies sources of information for assignments, demonstrating effort in pursuing varied perspectives around important educational issues.
- completes most of the reading assignments and develops thoughtful and sometimes thorough responses.
- produces work that reveals a commitment to some self-discovery and learning.
- produces work that is not yet at a professional level in terms of both writing and content.
- develops a quality presentation, demonstrating learning around a contemporary issue.
- presents confidently and intelligently, demonstrating some effective teaching skills.
- completes assignments in/out of class with a focus on learning and exploration, pushing him/herself a little to better understand the profession.
- attends most class meetings and is often engaged during class.
- pushes him/herself to some new understandings by participating to a moderate degree in discussions, sharing his/her opinions, and valuing others' perspectives.
- contributes to the positive environment of the class by respecting all members.
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A "D" student is one who doesn't meet all of the minimal standards of a "C" student; "F" is earned by someone who hasn't completed significant portions of the required work and fails to meet the "C" student standards.

## **National Board for Professional Teaching Standards FAQ Sheet**

*How does this course relate to the National Board for Professional Teaching Standards (NBPTS)?*

All courses within the CSUSM masters program are intended to provide a comprehensive professional development experience. Teachers pursuing National Board Certification will find the COE assessment process, including requirements for portfolio completion, particularly helpful. Regardless of whether or not National Board Certification is sought and achieved, by the time teachers complete the program they will have made and documented significant accomplishments, which will be reflected in their practice.

The National Board for Professional Teaching Standards' (NBPTS) five core propositions are reflected in the COE masters program course syllabi. The concepts in the five propositions are the heart of the National Board's perspective on what teachers should know and be able to do. They help frame the core experiences and activities that enable teachers to demonstrate a high level of knowledge, skills, dispositions, and commitments described by these propositions. They provide the foundation for all standards and assessment. These propositions are: 1) Teachers are committed to students and their learning; 2) Teachers know the subjects they teach and how to teach those subjects to students; 3) Teachers are responsible for managing and monitoring student learning; 4) Teachers think systematically about their practice and learn from experience; and 5) Teachers are members of learning communities.

Students will be supported in meeting the National Board's high and rigorous standards through the completion of their school-site portfolio that provides evidence of teaching practice through student work, videotapes of classroom interaction, and written commentaries that document and reflect their actions. These sources of evidence serve as a lens to what teachers do and how they think about their practice.

The EDST 631 course activities focus on content knowledge as well as age-appropriate and content-appropriate strategies that teachers may use for teaching subject matter with technology tools. Students will demonstrate their knowledge by responding to topics and readings which address critical issues of change. Course objectives that align with (NBPTS) indicate that all students will show evidence of the following:

- A commitment to students and their learning.
- Knowledge of the subjects they teach and how to teach them.
- The demonstration of management and monitoring of student learning.
- Thinking systematically about their practice and learning from experience.
- Involvement as members of learning communities.

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**COLLEGE OF EDUCATION**  
**EDST 631 Impact of Technology on Teaching and Learning CRN 21713**  
**ABBREVIATED /TENTATIVE COURSE SCHEDULE**

Spring 2007

NOTE\* Due to the interactive nature of this course, dates, resources and connections are established on a tentative basis and may change.

Updates will be provided under announcements in WebCT6.

<b>Jan. 24</b>	<p>Introductions, goals, expectations, assignments, timeline.  WebCT6 Login and Introduction  Grouping of students into Study Teams.  Introduction of text Wiggins &amp; McTighe</p>
<b>Jan. 31</b>	<p>Connect with Joseph G. Marley  Yukon-Koyukuk School District  57818 Rush Creek Road  Ferryville, WI 54628  608-675-3122  <a href="http://yksd.com/distancedcourses">http://yksd.com/distancedcourses</a>  jmarley@yksd.com  Specializing in Alternative Science Delivery Methods  Joseph Marley uses methods of distance learning to connect with his HS Science students. He works with the Inuit population in Alaska</p>
<b>Feb. 7</b>	<p>Connect with Katrina Dieringer  Columbiana ESC Distance Learning Consultant  kdieringer@ccesc.k12.oh.us  216.346.2651  Katrina Dieringer for the last three years has worked as the Distance Learning Education Consultant for Columbiana County Educational Service Center. Before joining the Columbiana County team Katrina worked as the Distance Learning Coordinator for Healthspace Cleveland (previously The Health Museum of Cleveland). Katrina's experience includes developing and teaching videoconferencing programs, equipment support and training, and working to help teachers find distance learning resources and opportunities. In addition, Katrina works in collaboration with various distance learning consortiums around the state of Ohio as well nationwide providing K12 videoconferencing and support.</p>
<b>Feb. 14</b>	<p>Connect with Michael Guerena  Educational Technology  Orange County Department of Education  Email: <a href="mailto:mguerena@ocde.us">mguerena@ocde.us</a>  Phone: 714-966-4087  Web: <a href="http://edtech.ocde.us">http://edtech.ocde.us</a>   <a href="http://vc.ocde.us">http://vc.ocde.us</a>   <a href="http://animation.ocde.us">http://animation.ocde.us</a>  Blog: <a href="http://edtechzen.blogspot.com">http://edtechzen.blogspot.com</a>  Podcasts: <a href="http://feeds.feedburner.com/ocdedigitalaliens">http://feeds.feedburner.com/ocdedigitalaliens</a></p>
<b>Feb. 21</b>	<p>Yvonne Andres  <a href="http://www.yvonneandres.com/">http://www.yvonneandres.com/</a>  <a href="http://www.gsn.org/about/founders.html">http://www.gsn.org/about/founders.html</a>    Dr. Yvonne Marie Andres is the President, CEO and co-founder of the Global SchoolNet Foundation. An educator for nearly two decades, Dr. Andres has taught pre-school through university and is dedicated to discovering, demonstrating, and documenting the power of "Internet style learning." Ms. Andres' activities include promoting and facilitating exciting and innovative Internet learning projects, including International CyberFair.</p>
<b>Feb. 28</b>	<p>Connect with John C Ittelson  CSU Monterey Bay</p>

	<p>john@csumb.edu  jittelson@mac.com  cell 831-915-1333</p> <p>Director Idea Lab, California State University-Monterey Bay  John is a professor of Telecommunications, MultiMedia, &amp; Applied Computing at California State University, Monterey Bay (CSUMB). Dr. Ittelson serves as the Director of The Interactive Design &amp; Educational Applications (IDEA) Lab. Since 1999, he has served as the principal investigator for a three-year "CalStateTEACH Technology Enhancement Project" grant from the US Department of Education. This project provides technical support to the CSU system wide CalStateTEACH program, which allows intern teachers to acquire Multiple Subject Teaching Credentials. Dr. Ittelson was also selected by Educause to be one of two National Learning Infrastructure Initiative (NLII) Fellows during the year 2000. Additionally, Dr. Ittelson has been selected as an Apple Distinguished Educator during the past two years. He earned his Ph.D. from Northwestern University in Educational Psychology and Instructional Design. Prior to being a founding faculty member at CSUMB, Dr. Ittelson developed and coordinated the Master's of Science in Technology program at CSU Chico.</p>
<b>March 7</b>	<p>Connect with Brad Krey  Program Coordinator  Southern California  (619) 228-6785  bkrey@parks.ca.gov  http://www.ports.parks.ca.gov/  PORTS  Parks Online Resources for Teachers and Students  California State Parks PORTS program provides teachers and students with online lesson plans and live videoconferences. They provide free units of study which are listed online. The units include lessons to prepare your students for the videoconference, supporting materials, and links to further resources.</p>
<b>March 14</b>	<p>Meeting Online: Connect online with your study team through WebCT  Research and design the rubric/scoring system your team will use for your videoconference. Submit to WebCT DBd for feedback from classmates.</p>
<b>March 21</b>	<p>Meeting Online: Connect online with your study team through WebCT  Design and prepare your first videoconference. Submit a plan to the DBd using the class VC Template. Begin preparing handouts, resources and materials</p>
<b>March 28 Spring Break</b>	
<b>April 4</b>	<p>Meeting Online: Connect online with your study team through WebCT  Work online and in small study teams to refine your first videoconference, based on feedback received online from other groups. Complete the preparation of all handouts, resources and materials.</p>
<b>April 11</b>	<p>Teams begin to do their (10 minute) VIDEOCONFERENCES  Teams each coordinate a 10 min VC  Responding Groups each lead a 10 min feedback and prepare a written summary assessment to later submit to WebCT  Discussion led by remote contact Katrina Dieringer  Columbiana ESC Distance Learning Consultant  kdieringer@ccesc.k12.oh.us  216.346.2651</p>
<b>April 18</b>	<p>Continue videoconferences.</p>
<b>April 25</b>	<p>Continue videoconferences.</p>
<b>May 2</b>	<p>Sharing of classroom projects.</p>
<b>May 9</b>	<p>Meeting Online: Connect online with your study team through WebCT  Final Class - Hand in assessments</p>