CALIFORNIA STATE UNIVERSITY, SAN MARCOS
COLLEGE OF EDUCATION

EDST 632 Using Emerging Technologies to Customize Instruction
Spring 2008
Meeting Time: Online

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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 online course helps educators develop skills to use emerging technologies and multi-media applications to customize learning and instruction. It includes the study of principles, pedagogical concepts and instructional strategies as they pertain to the development of instructional delivery systems. Students work in teams to develop instructional projects for classroom implementation. This course is designed to specifically accommodate different learning styles by involving a variety of components including text, photos, video clips, online resources, online discussion boards, chat, choices for a final project and use of online tools such as Gliffy, Blogs, Podcasts, Google Docs, Audacity, and del.icio.us. The course is a graduate level three-credit course that on campus would require three hours of in-class work and maybe about three hours outside of class on reading, study and related online activities each week over a 16-week semester. Students taking the course online should plan on spending up to the same six hours a week on the course.

Course Objectives

Students will
1) Examine, analyze, and assess emerging technologies for use in teaching and learning.
2) Design instructional interventions that make use of technology to accommodate various learning styles and needs of diverse student populations.
3) Contribute to the development of an online collection of learning objects including teaching strategies, lessons and resources for professional use.

Required Texts

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

Online Readings will be provided through WebCT.
It is expected that assigned readings for each session will be completed before the posted time for discussion.

Unique Course Recommendations

Computer Access: Because this course is offered completely online, students must have regular access to an up-to-date computer and operating system that has the ability and speed to use WebCT. You will be uploading assignments, participating in chats and will need to play sound and movie clips. It is your responsibility to confirm these capabilities ahead of time. If your off-campus computer does not meet these standards, then plan to come to campus or another facility for consistent access to these course-required technical capabilities. These components must be verified within the first week of class. Should a student have extenuating circumstances, contact the instructor as soon as possible to discuss possible options.

Note that all assignment documents must be completed in Microsoft Office (Word and/or Excel) and named and saved using course-recommended procedures.

Begin by verifying each of the following.

PDF files can be viewed on a wide variety of platforms -- both as a browser plug-in or a stand-alone application -- with **Adobe's free Acrobat Reader®** program. For installation instructions click here on the Adobe icon.

The videos for class viewing require that you have the **QuickTime Player** installed on your computer. Although most of the video and audio material will play reasonably well on older versions of QuickTime, we strongly recommend that you have QuickTime version 5.0.2 or later installed on your computer for an optimal viewing/listening experience. If you need help determining whether or not you have the appropriate version of QuickTime installed (and that it is installed properly), check out Apple's Installation Check Web page. To find answers to support questions often asked by QuickTime users, visit Apple's QuickTime Support Web page. To download QuickTime, click on the link provided below.
To download a free version of the **Microsoft® PowerPoint Viewer®**, visit Microsoft's Download Center at the link provided below.

Access to an iPod, iChat, Handheld Computer (PALM OS) are desirable.

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 contact the instructor by the second week of the semester.

How to navigate the course

This course begins Tuesday, January 22, 2008 and ends Tuesday, May 6, 2008. It is divided into six easily identified themed modules. Each module is self-contained and while students may progress at their own speed, work for each module must be submitted within the given timeframes as listed within the module.

I suggest you read through the syllabus to understand course expectations. Then, just as you would with any written text, log on to Module Zero and peruse the whole site. Note anything that may be confusing or for which you need additional information. For technical help, contact IITS, as explained in the WebCT shell. For help understanding content or directions, post your question under WebCT General Discussion board where others may benefit from, and contribute to, our community knowledge base.

We all know that students learn differently. One of the advantages of the course's online format is that students may approach the course in ways that suit their personal learning styles and preferences. The materials for this course are laid out in advance and students can self determine their own order and pacing within given guidelines. Since you are probably used to expectations established within a classroom environment and may not be used to designing your own learning strategy to apply online, it might take a little time to do that and to figure out a comfortable routine. To better understand your own learning style and how you might approach the course, try completing a learning style inventory. Use the information given to develop your own learning strategy for this class. Some online tools that will assist you are the Keirsey Temperament Questionnaire and the Keirsey Character Questionnaire. They are free and can be accessed at http://www.keirsey.com/
Then be sure to go to the following site for suggestions on how to best apply your learning style to successfully complete this class.
http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/keirsey2.htm
We will be revisiting those tools in one of our modules.

Students with Disabilities Requiring Reasonable Accommodations

Students are approved for services through the Disabled Student Services Office (DSS), which is located within Craven Hall in Suite 5205. The DSS staff are available for both walk-in and scheduled appointments Monday through Friday from 8:00 a.m. to 5:00 p.m. Individuals wishing to call DSS can do so by dialing (760)

750-4905 or (760) 750-4909 (TTY). Their fax number is (760) 750-3445. Email inquiries can be sent to dss@csusm.edu. Students authorized by DSS to receive reasonable accommodations should meet with their instructor within the first week of the semester.

All University Writing Requirement

This course meets the university requirements of 2500 words. Students are expected to write at the graduate studies level. Specific required writing assignments are explained in the course assignments section.

Person-First Language

Use "person-first" language in all written and oral assignments and discussions (e.g., "student with autism" rather than "autistic student").

CSUSM Academic Honesty Policy

Students are expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All work for this class must be of your own design. When relying on supporting documents authored or created by others, cite them clearly and completely using American Psychological Association (APA), 5th Edition style format (APAStyle.org). Any quoted material should give credit to the source and be punctuated with quotation marks. Failure to credit others and create original work of your own may result in a failing grade. 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. 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.

Attendance Policy of the College of Education

Due to the dynamic and interactive nature of this online course, attendance is measured by timely contributions to discussions, prompt completion of assignments, and exemplary demonstrations of initiative and leadership. It is expected that all students will have an active presence in the online community. Organize your week so that you **visit the WebCT shell at least every 2-3 days.** Think in terms of logging in each week for three to five short periods rather that the one or two sessions you may previously attended in your on-campus courses. This will provide you the opportunity to stay in touch with the module assignments and discussions. Your study group may schedule synchronous meetings via the WebCT chat function to facilitate communications and timely completion of assignments.

Contact instructor in advance of any absence to a synchronous meeting or weekly module activity and provide a timeline for how you will make up missed sessions with alternative assignments.

Course Requirements

Regular and active participation is an essential aspect of this online course. The expectation of the instructor is that students will fully participate *on a weekly basis*. It is critical that you read all of the text and online assignment materials as well as the class online discussion materials. Students are expected to do all of the assigned work, submit assignments promptly, and notify the instructor when emergencies arise.

In terms of quality, my expectations are that students will submit assignments that are well written (including spell check) that clearly address the issues being discussed. When contributing to online discussions, I anticipate students will use the same scholarly language as would occur in a traditional graduate level classroom idea exchange and that participants will express interest and respect for others' ideas by adding value to the discussion. This may include asking questions, paraphrasing to add clarity or to check for understanding, making connections to other readings or information, adding information, offering alternatives, summarizing or extending the thinking.

This course consists of six modules, each of which will take approximately one to three weeks to complete. Assignments are described in the modules and are to be uploaded under the Assignments Listing in WebCT or posted to the WebCT Discussion Board. Assignments may be submitted before or on the due date, but will lose points if submitted after the posted due date. Assignments will not be accepted more than 7 days late. Readings are listed on the WebCT Course Menu and are expected to be completed prior to the dates in which they are posted for discussion.

The suggested schedule will include the following components:

Prepare: Complete and respond to the reading assignments.
Collaborate: (Requires login to WebCT at least 2-3 times weekly) Meet online with team members to collaboratively plan, reflect, and discuss readings, experiences, and learning.
Practice: Explore the resources for effective use of emerging technologies.
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?

Modes of instruction

Students will participate in online discussions, collaborative study groups, podcasting, Blogs, wikis, will design instructional materials, access web sites, and read and discuss required reading on current research and instructional theory. Students will use a variety of pedagogical and technology strategies to design well-organized and effective instruction based on CA content standards.

For Questions Regarding Assignments

For questions regarding the class or class assignments, refer to the Discussion Area of WebCT where you will find a section temporarily called "General". It will be renamed as determined by class participants. This "General" Section is intended to encourage all participants to contribute responses as well as to allow everyone the benefit of having access to instructor responses. Please review the posted questions and replies before posting your question. Instructor will usually respond to posts within three business days.

For Questions Regarding WebCT

Call the CSUSM help desk. 760.750.6505
Location: Kellogg Library, Room 2013
Mon – Thurs   8am - 10pm
Fri   8am - 7pm
Sat   9am - 5pm
Sun   1pm - 9pm
Their hours can be confirmed on the web: http://www.csusm.edu/iits/sth/
Be sure to leave a phone number and/or email if you leave a message regarding a problem you are having. They can help with all technical aspects of the WebCT environment.

An important note on technology

I have tried to create an online environment that is fun, empowering, full of choices, and a place to learn some very cool tools to use with your students. Remember, the nature of technology is that it is forever changing. Thus if we run into technology "glitches" this semester, your patience, good humor, flexibility, and understanding will contribute greatly to your grade. If your computer system is contributing to the problem, you may be required to drive to campus to use reliable computer labs that are available to CSUSM students seven days a week.

Tentative Schedule/Course Outline

The Tentative Course Schedule will be posted in WebCT on the first class night.

Module	Topic
Module Zero	Overview and Introductions
Module One	The Impact of Technology on Teaching and Learning
Module Two	ABC: Assessment, Blogging and Customizing
Module Three	Identifying and Addressing Learning Styles
Module Four	Differentiated Instruction
Module Five	Final Project, Reflections, and Self-Assessment

Assessment

To successfully complete this course, all assignments must provide evidence of professional high quality work, be carefully edited, and submitted before or on the due date. Late assignments will loose credit points for each day late and will not be accepted after seven days tardy. In addition to the listed assignments listed with each module, performance assessment will be on student's cooperation and flexibility in response to challenges, student's ability to perform tasks using a variety of technology tools, and student's cooperative, constructive, collaborative participation. Grading of written assignments will be based on adherence to the assignment, organization, innovation, quality of information, quality and quantity of references, clarity, coherence, and carefully edited text. Points are deducted for spelling and/or grammar errors. Work will not be accepted if more than 7 days late.

Grading Procedures

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		

Criteria for Grading Assignments

A   **Outstanding** work on assignment, excellent syntheses of information and experiences, great insight and application, and excellent writing.

B   Completion of assignment in **good** form with good syntheses and application of information and experiences; writing is good.

C   Completion of assignment, **adequate** effort, adequate synthesis of information and application of information and experiences, writing is adequate.

D   Incomplete assignment, **inadequate** effort and synthesis of information, writing is less than adequate.

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.

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.

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.

A partial listing of EDST632 Web Site Resources

WebCT: http://courses.csusm.edu
WebCt FAQ: http://courses.csusm.edu/resources/webctStuFAQ.htm
CSUSM Library: http://library.csusm.edu/
National Board for Professional Teaching Standards: http://www.nbpts.org/

1. How does this course relate to the National Educational Technology Standards for Teachers (NETS-T)?

This course meets Standards II and III of the National Educational Technology Standards for Teachers (NETS-T)

II. PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES.
Teachers plan and design effective learning environments and experiences supported by technology. Teachers:

   A. design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.

   B. apply current research on teaching and learning with technology when planning learning environments and experiences.

   C. identify and locate technology resources and evaluate them for accuracy and suitability.

   D. plan for the management of technology resources within the context of learning activities.

   E. plan strategies to manage student learning in a technology-enhanced environment.

III. TEACHING, LEARNING, AND THE CURRICULUM.
Teachers implement curriculum plans, that include methods and strategies for applying technology to maximize student learning. Teachers:

   A. facilitate technology-enhanced experiences that address content standards and student technology standards.

   B. use technology to support learner-centered strategies that address the diverse needs of students.

   C. apply technology to develop students' higher order skills and creativity.

   D. manage student learning activities in a technology-enhanced environment.

2. 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 632** 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.