California State University, San Marcos: College of Education

EDUC 422 - Technology Tools for Teaching and Learning

CRN #21936 – TR – 0900-1015 – ACD 211
CRN #21609 – TR – 1030-1145 – ACD 211
Spring 2008

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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 ongoing service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance. *(Adopted by the COE Governance Community October, 1997)*

Course Description

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 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 Expectations (TPEs) in technology, and is being considered for satisfying the Computer Integration Requirement (CIR) for the Liberal Studies Program.

Prerequisites

The prerequisite for this course is completion of the campus-wide computer competency requirement. See **Computer Competency Requirements/CCR**. 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.

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 in educational settings. 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.

Course Objectives

Teacher candidates will demonstrate competency in:
A. Meeting the International Standards for Technology in Education as outlined by ISTE (NETS•T)
B. Using a set of educational technology tools that are applied in teaching and learning within the credential program and used in public school settings; and
C. Setting up an electronic portfolio using Task Stream for completion in the CSUSM teacher-credentialing program.

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:

<u>Primary Emphasis</u>
TPE 14 CSUSM Educational Technology (Based on ISTE/NETS•T: see below)

<u>Secondary Emphasis:</u>
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 (NETS-T)

Teaching Performance Expectation (TPE 14) is based on ISTE NETS standards. <u>www.iste.org)</u>

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 <u>Technology Standards for Students</u>)
B. demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.

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.

IV. ASSESSMENT AND EVALUATION.
Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies. Teachers:
A. apply technology in assessing student learning of subject matter using a variety of assessment techniques.
B. use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.
C. apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning,communication,and productivity.

V. 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.

VI. 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.

Required Texts and Supplies

There is NO required textbook. 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 Student Membership: (1.800.336.5191) (7:00 am to 4:30 pm) ($54.00) Provide Instructor name, student contact information and payment information.
    Or join online at http://www.iste.org/
B. Membership to **Task Stream** http://www.taskstream.com/(The cost is approximate, but may change $25 one semester and up to $65 for year) You will need a credit card for the charge.
    See directions at: http://lynx.csusm.edu/coe/eportfolio/index.asp
C. One mass storage device - USB key-drive (256MB or greater) Buy ASAP!
D. One CD-R or CD-RW (1x-8x speed)
E. One mini DV Digital Video Cassette for Digital Video Camera (* note – there may be a potential need for AA batteries for remote microphone so be prepared)
F. Use of campus email account and WebCT for course communication (provided free)
G. Print Card from ACD 202 or CSUSM library

**Optional: BOOK from ISTE, *Connecting Curriculum and Technology*
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 http://www.iste.org/

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)

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. A good student is one who adheres to standards of dependability and promptness 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).

In addition to attending course sessions, each student will be required to complete lab assignments each week. Some of these assignments require students use campus resources. All students must plan times they can work in labs on campus at least once per week. Students are required to check campus resources and availability of labs. Mac computers are available in ACD 202, UH 271 and UH 360 in addition to other locations such as the library 2nd floor. PC labs are also readily available for your use. Students are required to use campus issued-email accounts and check email and WebCT 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 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 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.

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. Therefore, all writing will be looked at for content, grammar, spelling and format.

Professional and Administrative Requirements

Teacher education is a professional preparation program. It is expected that students will come to class prepared to discuss the readings, submit required assignments, and participate in class activities. Students are expected to adhere to academic honesty and integrity, standards of dependability, confidentiality, and writing achievement. Because it is important for teachers to be able to effectively communicate their ideas to students, parents, colleagues, and administrators, writing that is original, clear and error-free is a priority for the College of education.

Professional demeanor is expected of all students enrolled in EDUC422. This may be evidenced by:

- On time arrival to all class sessions, both face-to-face and online. Please WebCT/email the instructor when you are unable to attend class or when you will be late. It is the policy of the CSUSM College of Education that any student who misses 20% or more of class time, class sessions, or on-line discussion time may not receive a passing grade for a course.
- Advance preparation of readings and timely submission of assignments.
- Carefully considered, culturally aware approaches to solution finding.
- Supportive assistance to classmates with technical and/or content issues.
- Respectful participation in all settings (e.g. whole group, small group, WebCT discussions and study groups) with demonstration of positive interpersonal skills with classmates and guests.
- Backing up copies of all work. You will want these copies for your records and use in professional portfolio entries. Suggested procedures include:
  - Make an EDUC 422 folder on your campus hard drive and save all your files in this folder
  - Save a back up of all files on your flash drive
  - Email files to yourself for further backup
  - Save backups on alternate or home computer
- Productive interaction with peers. Be aware that messages sent within an online context may be open to misinterpretation. When concerned, meanings should be verified to clarify sender's intent.
- Select one or two class "buddies" (e.g., study group members or WebCT Discussion teammates) to ensure that you receive information and handouts if you must miss a class. Record your Buddies' names, e-mail, home phone and cell phone.

Assignments

Following is a list of course assignments with a brief description of each. Full details are listed online within the course modules. Please note that modifications may occur at the discretion of the instructors. Student's cooperation and flexibility in response to changes will be noted as part of the participation assessment.

Assignment	Description
Introductions	The purpose of this assignment is for students to introduce themselves and to demonstrate the ability to contribute to online discussion boards.
Internet Bookmarks	Through use of a web-based resource/tool, students will organize and manage online resources for projects and courses. This tool will allow teacher candidates 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.
Inspiration	This project involves the use of concept-mapping software for brainstorming an educational topic using text and graphics. The activity provides an opportunity to consider this application for support of writing with students in K-12 classrooms.
Creating a Web Page	Students design and create a webpage for students to explore concepts related to standards and specific curriculum topics. Activities and resources are explained and linked on a web page uploaded to a remote server for sharing with others.
Copyright	The purpose of this assignment is to become familiar with fair use and copyright laws as addressed in NETS-T, Standard VI.
Journal	Students reflect on course readings related to the NETS•T and NETS•S standards. This is done by responding to prompts on the Discussion boards in WebCt or thru the establishment of a BLOG.
Spreadsheet	Students use a spreadsheet in a variety of ways to organize and present information. Students reflect on educational appropriate uses of a spreadsheet tool and differentiate between various tools for organizing information.
Brochure	Students demonstrate the ability to use functions of desktop publishing (graphics, text, layout and appropriate content) to communicate with parents, students, or other educators. Students select and use a rubric to provide feedback to classmates.
PowerPoint	This assignment provides students with an opportunity to use skills in researching; referencing and presentation to learn and share a topic related to educational technology issues. Teacher candidates will use a rubric to provide feedback to classmates during a class meeting.
Software Evaluation	Students demonstrate understanding of how to assess educational specific software in terms of student academic content standards, learning needs, and strengths and weaknesses of the software.
Database	Students apply skills for using a database tool to search, input, and organize information. Students understand efficient uses of online databases.
Video Project	Working collaboratively, students produce a short video (2 minutes max). Students will learn how to use digital video cameras, how to edit and prepare a project for sharing electronically.
Portfolio submission in Task Stream	This introduces the online portfolio that will be used throughout the CSUSM teacher preparation program. Students set up the artifact-tracking sheet and use the Task Stream template to respond to the Teaching Performance Expectations (TPE 14) that are part of this course. Teacher candidates will build on the work begun in EDUC 422 so that the portfolio submitted at the conclusion of the program accurately verifies meeting the standards for completion of all TPEs.
Attendance & Enthusiastic Participation	Teacher candidates are expected to have a positive disposition toward teaching and learning. Students 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. This includes 1 point each for prompt confirmation of membership to ISTE & Task Stream (by second class) and Self- assessment submitted at the end of each module.

Policy for Submitting Assignments

It is expected that all work will be turned in prior to, or on, the due date. Late assignments will be penalized by a deduction in points for each day late. After one week, late assignments receive no credit. If extraordinary circumstances occur, please make an appointment with the instructor. Remember that communication is the key to success.

Grading Procedures And Assessment

Grading is calculated on the standard of

98 - 100 = A+	94 - 97 = A	90 - 93 = A-
87 - 89 = B+	84 - 86 = B	80 - 83 = B-
77 - 79 = C+	74 - 76 = C	70 - 73 = C-

In order to successfully complete this course, all assignments must be completed at an acceptable level noted on assignment directions and rubrics. Late assignments will loose credit points for each day late and will not be accepted after seven days tardy. 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.

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 descriptions. Late assignments or assignments missing required elements receive reduced points.

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.

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 both in class, online, and in study groups.
- 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.

PART 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT	PART 2: METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION	PART 3: CULTURE AND CULTURAL DIVERSITY
I. Language Structure and Use: Universals and Differences (including the structure of English)	**I. Theories and Methods of Bilingual Education**	**I. The Nature of Culture**
A. The sound systems of language (phonology)	**A.** Foundations	**A.** Definitions of culture
B. Word formation (morphology)	**B.** Organizational models: What works for whom?	**B.** Perceptions of culture
C. Syntax	**C.** Instructional strategies	**C.** Intra-group differences (e.g., ethnicity, race, generations, and micro-cultures)
D. Word meaning (semantics)	**II. Theories and Methods for Instruction In and Through English**	**D.** Physical geography and its effects on culture
E. Language in context	**A.** Teacher delivery for both English language development and content instruction	**E.** Cultural congruence
F. Written discourse	**B.** Approaches with a focus on English language development	**II. Manifestations of Culture: Learning About Students**
G. Oral discourse	**C.** Approaches with a focus on content area instruction (specially designed academic instruction delivered in English)	**A.** What teachers should learn about their students
H. Nonverbal communication	**D.** Working with paraprofessionals	**B.** How teachers can learn about their students
I. Language Change		**C.** How teachers can use what they learn about their students (culturally responsive pedagogy)
II. Theories and Factors in First- and Second-Language Development	**III. Language and Content Area Assessment**	**III. Cultural Contact**
A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	**A.** Purpose	**A.** Concepts of cultural contact
B. Psychological factors affecting first- and second-language development	**B.** Methods	**B.** Stages of individual cultural contact
C. Socio-cultural factors affecting first- and second-language development	**C.** State mandates	**C.** The dynamics of prejudice
D. Pedagogical factors affecting first- and second-language development	**D.** Limitations of assessment	**D.** Strategies for conflict resolution
E. Political factors affecting first- and second-language development	**E.** Technical concepts	**IV. Cultural Diversity in U.S. and CA.**
		A. Historical perspectives
		B. Demography
		C. Migration and immigration