

California State University, San Marcos: College of Education  
**EDUC 422 - Technology Tools for Teaching and Learning**

Professor: Jeffery Heil

Phone: 619-944-7599 (cell)

Email: [jheil@csusm.edu](mailto:jheil@csusm.edu) (for Course Correspondence, use webCT email)

Lab: ACD 211

Office Hours: Before and after class or arranged

Spring 2008

CRN: 22696

6:00 - 8:45 T

### 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 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 (TPE 14), and is being considered for satisfying the Computer Integration Requirement (CIR) for the Liberal Studies Program. **This course is designed for teacher candidates who have met the campus-wide Computer Competency Requirement (CCR)** and anticipate entrance into the teacher preparation program (if you have received your BA from another institution, this may not apply to you. **Even if you are admitted to this course and receive a passing grade, you are still required to pass the CCR. It cannot be waived!**

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 (ISTE) including primary: I, V, and VI (outlined below); secondary: II, III, IV.
- 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.

### Prerequisites

The prerequisite for this course is completion of the campus-wide computer competency requirement. This can be fulfilled by successful completion of one of the following:

- Taking the CSUSM CCR assessment or equivalent course OR

- Completion of an approved computer literacy course at the community college level.
- Teacher assessment tool during 1<sup>st</sup> class meeting. Again, even if you are admitted to the course, you will still have to pass the CCR; it is a university requirement.

### **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: see below)

#### Secondary Emphasis:

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 I-VI (See [www.iste.org](http://www.iste.org)) for detailed information). This course focuses on ISTE NETS-T standards I, V, and VI and will introduce standards II, III and IV:

#### **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 Technology Standards for Students NETS-S**).
- B. Demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.

#### **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 Online Registration: ( <http://www.iste.org> ) \$54.00. Subscription must be purchased by the beginning of the second week of class.
- B. Membership to **Task Stream** ([www.taskstream.com](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. Subscription must be purchased by the beginning of the second week of class.  
See directions at:  
<http://lynx.csusm.edu/coe/eportfolio/index.asp>
- C. USB storage-drive (256MB or greater). Highly Recommended!!
- D. One mini DV Cassette for Digital Video Camera (only one required per group at start of project)
- E. Use of campus email account and WebCT for course communication (provided free). **All course messages and important correspondence should be communicated through webCT email.**
- F. Print Card from ACD 202 or CSUSM library (not required)

**\*\*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 [www.iste.org](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. 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).*

**If more than three class sessions are missed the teacher candidate cannot receive higher than a C+. Four points will be deducted from the attendance/participation for a missed class.** Excessive tardiness will also result in loss of attendance/participation points. Late assignments may be penalized by a deduction in points. After one week, late assignments may receive no credit. If extraordinary circumstances occur, please make an appointment with the instructor. Remember that communication is the key to success.

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 & 211, UH 271 & UH 360 (and SCI2 306!) in addition to other locations such as the library 2<sup>nd</sup> floor. **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 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 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.

### **TENTATIVE Schedule/Course Outline**

**\*Please note that modifications may occur at the discretion of the instructors. Most modifications are made for the benefit of the class as a whole. Student’s cooperation and flexibility in response to changes will be noted as part of the participation assessment.**

**Instructor will write a weekly entry on the Class Blog to keep everyone updated on the weekly happenings/changes. As part of the Attendance/Participation, you are expected to make weekly comments on the blog to ensure you are up-to-date with course progression.**

| <b>Week of</b>   | <b>Topics</b>                                      | <b>Assignment</b>   | <b>Due / Points</b>  |
|------------------|--|---|--|
| <b>1 – 1/21</b>  | Syllabus<br>Web CT6<br>Task Stream                 | Introduction<br>ISTE & Task Stream registration<br>Review Web CT6<br><b>Intro Letter posted on Blog</b>                 | <b>Intro Letter</b> 2pts<br><b>Peer Comments</b> –Post intro letter on blog & comment on peer blogs 2pts |
| <b>2 – 1/28</b>  | Internet-Bookmarks<br>EdTechProfile Pre-assessment | <b>Internet/Social Bookmarks Del.icio.us</b><br><b>Journal/Blog/Intro EdTechProfile</b><br>Save files on Portable Drive | Have all Supplies!<br>ISTE subscription #<br>Task Stream<br>Registration                                 |
| <b>3 – 2/4</b>   | MS Word<br>Scanning                                | <b>Newsletter</b><br>Save files using extensions  | <b>EdTechProfile-Pre</b> 2pts<br><b>Internet/Del.icio.us</b> 5pts  |
| <b>4 – 2/11</b>  | Task Stream<br>PowerPoint<br>GoogleDocs            | NETS-S & NETS-T Summaries<br>Request Feedback/Instructor<br><b>PowerPoint</b>   | <b>Newsletter</b> 5pts   |
| <b>5 – 2/18</b>  | Copyright/Ethics                                   | <b>Copyright Assignment</b>   | <b>TPE14NETS_Sum</b> 3pts  |
| <b>6 – 2/25</b>  | Rubrics<br>Inspiration                             | Creating Rubrics<br><b>Inspiration/Kidspiration</b>   | <b>PowerPoint</b> 5pts<br><b>Copyright</b> 5pts  |
| <b>7 – 3/3</b>   | Wiki   | <b>Collaborative Wiki</b>   | <b>PPt Rubric</b> 5pts<br><b>Inspiration</b> 5pts  |
| <b>8 – 3/10</b>  | Task Stream<br>Scanning - SooW                     | <b>Begin Narratives – TPE 14 (NETS-T)</b>   | <b>Journal 1</b> 8pts<br><b>Wiki</b> 5pts  |
| <b>9 – 3/17</b>  | Photoshop<br>Web 2.0/Software Eval                 | <b>Photoshop Assignment</b><br><b>Web 2.0/Software Evaluation</b>   | <b>Scan</b> 2pts   |
| <b>10 – 3/24</b> | Video in the Classroom                             | iMovie Proficiency Practice<br>Groups/Topics - Social Justice Movie   | <b>Photoshop</b> 5pts  |
| <b>11 - 3/31</b> | <b>Spring Break – Yahoo!!</b>                      |   |  |
| <b>12 – 4/7</b>  | Video – Group Filming                              | <b>Film for group projects</b>  | <b>Web 2.0 Eval</b> 5pts   |
| <b>13 – 4/14</b> | Video editing                                      | <b>Edit Group Projects</b><br><b>EdTechProfile Post</b><br>Upload all Assignments to Task Stream                        | <b>EdTechProfile-Post Assesment</b> 3pts<br><b>iMovie Proficiency</b> 5pts                               |
| <b>14 – 4/21</b> | Spreadsheet<br>Database                            | <b>Spreadsheets</b><br><b>Database</b>  | <b>Video Project</b> 15pts<br><b>Journal 2</b> 8pts  |
| <b>15 – 4/28</b> | Task Stream  | <b>Finish Narratives/Task Stream</b><br><b>View Group Films</b>   | <b>Spreadsheet</b> 5pts<br><b>Database</b> 5pts  |
| <b>16 – 5/05</b> |  |   | <b>Portfolio</b> 15pts   |
| <b>17 – 5/12</b> | <b>Finals week</b>                                 |   |  |
|                  |  | <b>Attendance and Participation</b>   | <b>15pts</b>   |
|                  |  | <b>Total Points</b>   | <b>135 pts</b>   |

### Assessment

In order to successfully complete this course, all assignments must be completed at an acceptable level noted on assignment directions and rubrics. Late assignments may lose credit points and may 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.

### 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  |              |              |

### 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.

**Note:** *Students taking EDUC 422 as a prerequisite for teacher credential and graduate programs are reminded that the College of Education requires completion of this course with a grade of C+ or higher.*

### All University Writing Requirement

Every course at the university must have a writing requirement of at least 2500 words. This will be met through written reactions and reflections related to assigned readings.

## SB 2042 - Authorization to Teach English Learners Competencies

| PART 1:<br>LANGUAGE STRUCTURE AND<br>FIRST- AND SECOND-LANGUAGE<br>DEVELOPMENT   | PART 2:<br>METHODOLOGY OF BILINGUAL,<br>ENGLISH LANGUAGE DEVELOPMENT,<br>AND CONTENT INSTRUCTION | PART 3:<br>CULTURE AND CULTURAL DIVERSITY   |
|--|--|---|
| <b>I. Language Structure and Use:<br/>Universals and Differences<br/>(including the structure of English)</b>                          | <b>I. Theories and Methods of<br/>Bilingual Education</b>  | <b>I. The Nature of Culture</b>   |
| 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  |
| D. Word meaning (semantics)  | <b>II. Theories and Methods for<br/>Instruction In and Through English</b>                       | D. Physical geography and its effects on culture  |
| E. Language in context   | A. Teacher delivery for <u>both</u> English language development <u>and</u> content instruction  | E. Cultural congruence  |
| F. Written discourse   | B. Approaches with a focus on English language development                                       | <b>II. Manifestations of Culture:<br/>Learning About Students</b>                             |
| G. Oral discourse  | C. Approaches with a focus on content area instruction (SDAIE)                                   | 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) |
| <b>II. Theories and Factors in First- and<br/>Second-Language Development</b>  | <b>III. Language and Content Area<br/>Assessment</b>   | <b>III. Cultural Contact</b>  |
| 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  | <b>IV. Cultural Diversity in U.S. and CA.</b>   |
|  |  | A. Historical perspectives  |
|  |  | B. Demography   |
|  |  | C. Migration and immigration  |

**NOTES:**