California State University San Marcos
College of Education

EDUC 422B – Technology and Learning
Educational Technology Basics (one unit course)
Syllabus Spring 2009

Instructor: Joan Hanor
Classroom: Academic Hall 211
Office Hours: Before or after class or by appointment.
Email: jhanor@csusm.edu
CRN: 20702
Meeting Days: meets Friday, March 20, 2009 (5:00- 8:50 PM) & Saturday, March 21, 2009 (8:00 - 5:50 PM)
Course continues online until April 13
Late assignments will not be accepted after **April 13, 2009**. Due dates will be posted in WebCT.

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)

Description

This one-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. 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 course sets the stage for addressing the standards in the credential program through exploration of Technology Operations and Concepts, Productivity and Professional Practice and Social Ethical, Legal and Human Issues. 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. **Students are required to complete the additional two one-unit technology components of 422 (a and c) in addition to successful completion of this course or provide evidence through the waiver process posted on the College of Education web site.**

COURSE 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 1st class meeting.

COURSE OBJECTIVES

Teacher candidates will demonstrate competency in:
A. Approaching and/or 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.

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)

California Teacher Performance Assessment (CalTPA)

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved system of teacher performance assessment (TPA), to be embedded in the credential program of preparation. At CSUSM this assessment system is called the CalTPA or the TPA for short.

To assist your successful completion of the TPA a series of informational seminars are offered over the course of the program. TPA related questions and logistical concerns are to be addressed during the seminars. Your attendance to TPA seminars will greatly contribute to your success on the assessment.

Additionally, COE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs) in order to support and ensure your success on the TPA and more importantly in your credential program.

The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials can be found on the COE website provided at the website provided:
http://www.csusm.edu/coe/CalTPA/ProgramMaterialsTPA.html

NATIONAL EDUCATIONAL TECHNOLOGY STANDARDS
FOR TEACHERS (NETS-T) AND STUDENTS (NETS-S)

The International Society for Technology in Education (ISTE) embarked on a collaborative three-year process to update the national technology standards for students, teachers, and administrators. These are known as NETS-S, NETS-T and NETS-A. We will be using both NETS-T and NETS-S as our framework.

NETS-T

ISTE's National Educational Technology Standards (NETS) serve as a guide for improved teaching and learning by educators. These standards help to measure proficiency and set goals for the knowledge, skills, and attitudes needed to succeed in today's Digital Age. All teachers should be prepared to meet the following standards and performance indicators.

Teachers:
1. Facilitate and Inspire Student Learning and Creativity
Teachers use their knowledge of teaching, learning, and technology to facilitate learning experiences that advance student creativity and innovation in both face-to-face and virtual environments. Teachers:
  a. promote, support, and model creative and innovative thinking and inventiveness
  b. engage students in exploring real-world issues and solving authentic problems using digital tools and resources
  c. promote student reflection using collaborative tools to illuminate their own thinking, planning, and creative processes
  d. model knowledge construction and creative thinking by engaging in face-to-face and virtual learning with students, colleagues, and others

2. Design Digital-Age Learning Experiences and Assessments
Teachers plan and design authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S. Teachers:
  a. design or adapt relevant learning experiences to incorporate digital tools and resources that promote student learning and creativity
  b. develop technology-enriched learning environments that enable students to become active participants in setting their own educational goals, managing their own learning, and assessing their own progress
  c. customize and personalize student learning activities to address a variety of learning styles, working strategies, and abilities through the use of digital tools and resources
  d. provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

3. Model Digital-Age Work and Learning
Teachers exhibit knowledge, skills, and work processes that are representative of an innovative professional in a global and digital society. Teachers:
  a. demonstrate fluency in the application of technology systems and the transfer of current knowledge to learning of new technologies
  b. collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation
  c. communicate relevant information and ideas effectively to students, parents, and peers

using a variety of digital-age media and formats
    d. model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning

4. Promote Digital Citizenship and Responsibility
Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. Teachers:
    a. advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright and the appropriate documentation of sources
    b. address the diverse needs of all learners by using learner-centered strategies and providing access to appropriate digital tools and resources
    c. promote digital etiquette and responsible social interactions related to the use of technology and information
    d. develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital age communication and collaboration tools

5. Engage in Professional Growth and Leadership
Teachers continuously improve their professional practice and exhibit leadership in their classroom, school, and professional community by promoting and demonstrating the effective use of digital tools and resources. Teachers:
    a. participate in local and global learning communities to explore creative applications of technology to improve student learning
    b. exhibit leadership by embracing a vision of technology infusion, participating in shared decision-making and community building, and developing the leadership skills of others
    c. evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning
    d. contribute to the effectiveness, vibrancy, and self-renewal of the teaching profession and of their school and community

Required Supplies

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. Students are responsible for saving backup copies of all assignments. All word-processed documents must be saved in Microsoft Word format, available on all campus computers.
A. ISTE Student Membership: (www.iste.org) ($54.00). **Must** be purchased first week of class. This is used in place of a textbook. Proof of membership is required to pass the course.
B. Taskstream Account: www.taskstream.com ($25 for one semester, or may be purchased for longer as this will be used in the CSUSM credential programs).
B. USB key-drive (256MB or more)
C. Use of campus email account and WebCT for course communication (provided free).
D. Print Card: Purchase on Campus.

In order to successfully complete this course, **all assignments** must be completed at an acceptable level noted on assignment rubrics and the student must earn a C+ or better in the course. In addition to the assignments described below, performance assessment on the teacher candidate's ability to perform tasks using the software will be assessed. 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 description of the topic.

COE 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 both in class and online. 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. In 422B, it is essential that students attend all class face-to-face sessions. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. Students must also log into WEbCT every 3 days at a minimum during the time the course is in progress. Announcements and communication in WebCT is critical to success.

A good student is one who adheres to standards of dependability and promptness. If more than two hours of class sessions are missed or there is tardiness (or leave early) the teacher candidate cannot receive an A.

Policy on Late Work

Late assignments will be penalized by a deduction in points for each weekday late. After one week, late assignments receive no credit. If extraordinary circumstances occur, communicate immediately 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 the course assignments require students to use campus resources. All students must plan time they can work in labs on campus at least twice a week in addition to class time. Students are required to check campus resources and availability of labs. Mac computers are located in UH 271, ACD 211, and Kellogg Library (2nd floor). Students are required to use campus issued-email accounts and check email and WebCT at least three 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.

Authorization to Teach English Language Learners

The CSUSM 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 SB2042 Program Standards, August 2002)

Disabled Student Services

Students with disabilities who require academic accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 5205 and can be contacted by phone at (760)750-4905, or TDD (760)750-4909. Students authorized by DSS to receive accommodations should meet with the instructor during office hours or by appointment.

Writing Requirement

The CSUSM writing requirement of 2500 words is met through the completion of course assignments. Therefore, all writing will be looked at for content, grammar, spelling and format.

Assignments and Assessment

In order to successfully complete this course, the assignments must be completed at an acceptable level noted on assignment requirements and project rubrics. In addition to the assignments described below, performance assessment on the teacher candidate's ability to perform tasks using the software will be assessed. 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 description of the topic below.

EDUC 422B Course Assignments and Weight for Course Grades

Assignment	Description Note: All assignments must be submitted to receive a passing grade.	Percent of Grade
NETS	Students will demonstrate understanding of NETS-S and NETS-T and will become familiar with technology proficiency for the grade range for which they wish to teach.	5
Concept Map Web 2.0 or **Inspiration**	This project involves the use of concept-mapping software for brainstorming an educational topic using text and graphics. The activity will provide an opportunity to consider this application for support of writing with students in K-12 classrooms.	10
Digital Citizenship Collaborative with Google Docs	The purpose of this assignment is to become familiar with digital citizenship and copyright laws. Students will establish a Google account and collaborate in creating a document that addresses digital citizenship and how they will relate to their future classrooms	15
Taskstream	Students will become familiar with TaskStream as a portfolio tool, They will post their Statement of Own Work and begin a narrative indicating skills acquired in relation to NETS-T.	10
Journal 6-10	On a self-created blog, students reflect on journal readings from Learning and Leading with Technology. The articles are downloaded from the ISTE Web site using student membership account. This activity supports concepts related to the NETS standards (TPE 14). Several entries are made to the journal and the document is submitted near the end of the course for credit	20
Software Reviews	This project involves reviewing two educational software applications.	10
Web 2.0 Tools	Students will become familiar with Web2.0 tools, select one to learn in depth, create a sample lesson, activity or project with it, and create a presentation to demonstrate its usefulness.	20
Attendance & Participation	Teacher candidates are expected to have a positive disposition toward teaching and learning. They should help each other and create a positive classroom environment for everyone. This means having a positive attitude in class, being on time and actively engaged in discussions and activities both in class and online.	10
	Total	100%
All assignments, requirements, due dates and scoring rubrics will be available through WebCT. Students are required to check assignment details in WebCT. Students must plan lab time on campus for using special programs and be able to access the Internet regularly to complete course assignments either on campus or another location.		

Grading Procedures for Assignments

Grading is calculated on the standard of

94 - 100 = A	90 - 93 = A-	87 - 89 = B+
84 - 86 = B	80 - 83 = B-	77 - 79 = C+
74 - 76 = C	70 - 73 = C-	60 - 69 = D
below 60 = F		

Schedule (Agendas for Class Meetings)

Friday 5:00-8:50   March 20
Overview of course, WebCT, ISTE, Task Stream
Syllabus
Updating of personal profile in WebCT, enable HTML in settings,
Safari settings: unblock Pop-up Window
NETS
Concept Map/ Inspiration
Software Reviews

Saturday 8:00 am - 5:50   March 21
Digital Citizen collaborative with Google Docs
Web 2.0 Tools-select and prepare
Journal/ Blog
TaskStream

DUE DATES (all assignments are due by 11:00pm on the date indicated)

Sat. March 21 (afternoon)
Web 2.0 Tools presentation

Tues. March 24
NETS
Concept map/inspiration

Tuesday April 7
Software Reviews
Digital Citizen collaborative with Google Docs

Friday April 10
Journal/ Blog
TaskStream