California State University
SAN MARCOS | School of Education

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**EDUC 422 Section 5**
**Technology Tools for Teaching and Learning**
**CRN #50515**
**Tuesdays**
**6:00 – 8:45 pm**
**University Hall 271**
**Fall 2014**

*Conceptual Framework Theme: Engaging diverse communities through leading and learning for social justice.*

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|---|---|
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## School of Education Mission & Vision Statement
*(Adopted by SOE Governance Community, January 2013)*

*Vision*
To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

*Mission*
The mission of the School of Education community is to collaboratively transform education.   We:
- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the School, College, University, and Community

## Basic Tenets of our Conceptual Framework

- Student centered education
- Research and theory specific to the program field inform practice
- Connections and links between coursework and application
- Strong engagement between faculty and candidates
- Co-teaching clinical practice
- Culturally responsive pedagogy and socially just outcomes

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## COURSE DESCRIPTION

Focuses on knowledge and skills necessary to apply education oriented productivity tools, graphic organizers, database and spreadsheets, presentation tools, school-appropriate multimedia tools, and communication tools. *The course meets the technology prerequisite skill requirement for entering the credential program.*

### Course Prerequisites

The prerequisite for this course is completion of the campus-wide computer competency requirement (CCR) or having successfully completed a computer course within the last 12 months with a grade B or above. The prerequisite 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 with a grade B or higher in the last 12 months.

### Course Objectives

Teacher candidates will demonstrate competency in:

- Meeting the National Educational Technology Standards for Teachers (NETS•T) outlined below at a basic level of proficiency;
- Using a variety of educational technology tools that are applied in teaching and learning within the credential program and used in public school settings.

## Required Supplies

There is NO required text for this course. Instead, you will need the following:

- TaskStream online student membership costs $25 per semester.  Must be purchased by the 2nd class meeting.  Available at www.taskstream.com Directions on how to enroll are available at http://www.csusm.edu/education/eportfolio/taskstreamdirections.html
- Google Drive Account. Available at https://accounts.google.com. Must be established by the 2nd class meeting.
- Wordpress Account. Available at https://wordpress.com. Must be established by the 2nd class meeting.
- One mass storage device, e.g., USB flash drive (1 Gig or larger)
- Access to a digital video camera for taping a video project.  A personal camera may be used OR checkout is available from Kellogg library on the 2$^{nd}$ floor.

**OPTIONAL:** ISTE online student membership costs $45. Available at http://www.iste.org

It is not necessary to purchase the educational software, as many of the specific software titles are available on the Web in demo-version and/or available on campus.


## STUDENT LEARNING OUTCOMES

### Teacher Performance Expectation (TPE) Competencies

The course objectives, assignments, and assessments have been aligned with the CTC standards for Multiple Subject and Single Subject Credentials.  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•T: see below)

### ISTE National Educational Technology Standards (NETS•T) and Performance Indicators for Teachers

Effective teachers model and apply the National Educational Technology Standards for Students (NETS•S) as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community. All teachers should meet the following standards and performance indicators. Teachers:

**I. Facilitate and Inspire Student Learning and Creativity**
  Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, 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 reveal and clarify students' conceptual understanding and thinking, planning, and creative processes
  **d.** model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

**II. Design and Develop Digital-Age Learning Experiences and Assessments**
Teachers design, develop, and evaluate 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 that incorporate digital tools and resources to
   promote student learning and creativity
   **b.** develop technology-enriched learning environments that enable all students to pursue their
   individual curiosities and become active participants in setting their own educational goals,
   managing their own learning, and assessing their own progress
   **c.** customize and personalize learning activities to address students' diverse learning styles, working
   strategies, and abilities using 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
**III. Model Digital-Age Work and Learning**
Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in
a global and digital society. Teachers:
   **a.** demonstrate fluency in technology systems and the transfer of current knowledge to new
   technologies and situations
   **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

**IV. Promote and Model 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, intellectual property, and the appropriate documentation of
   sources
   **b.** address the diverse needs of all learners by using learner-centered strategies and providing
   equitable access to appropriate digital tools and resources
   **c.** promote and model 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

**V. Engage in Professional Growth and Leadership**
Teachers continuously improve their professional practice, model lifelong learning, and exhibit
leadership in their 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 demonstrating a vision of technology infusion, participating in shared
   decision making and community building, and developing the leadership and technology 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, vitality, and self-renewal of the teaching profession and of their
   school and community
*ISTE (International Society for Technology in Education), 2008*
http://www.iste.org/Content/NavigationMenu/NETS/ForTeachers/2008Standards/NETS_for_Teachers_20
08.htm

# CSUSM AND SOE POLICIES

## School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates are expected to attend all classes and participate actively.  At a minimum, candidates 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.  Individual instructors may adopt more stringent attendance requirements. Should the candidate have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

**This course:** In addition to attending course sessions, students may need to use campus resources for some assignments. **It is the student's responsibility to make arrangements to have the technology resources available in order to complete scheduled assignments and due dates**.  All students must plan times they can work in labs on campus.  Students are required to check campus resources and availability of labs. Mac computers are available in ACD 202, ACD 211, UH 271, and SCI2 306 in addition to other locations such as the library 2nd floor. Students are required to use campus issued-email accounts and check email and the class Cougar Course (Moodle) site at least two times per week to communicate with instructor and peers.

## Assessment of Professional Dispositions

Assessing a candidate's dispositions within a professional preparation program is recognition that teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but positive attitudes about multiple dimensions of the profession.  The School of Education has identified six dispositions – social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning—and developed an assessment rubric.  For each dispositional element, there are three levels of performance - *unacceptable*, *initial target*, and *advanced target*. The description and rubric for the three levels of performance offer measurable behaviors and examples.

The assessment is designed to provide candidates with ongoing feedback for their growth in professional dispositions and includes a self-assessment by the candidate.  The dispositions and rubric are presented, explained and assessed in one or more designated courses in each program as well as in clinical practice.  Based upon assessment feedback candidates will compose a reflection that becomes part of the candidate's Teaching Performance Expectation portfolio.  Candidates are expected to meet the level of *initial target* during the program.

## 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 School 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 email the instructor when you are unable to attend class or when you will be late
- Advance preparation of readings and timely submission of assignments.
- Solution Finding that uses carefully considered and culturally aware approaches.
- Supportive assistance to classmates with technical and/or content issues.
- Respectful participation in all settings (e.g. whole group, small group, Moodle Forums 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 flash drive and save all your files in this folder
  - Save a backup of all files on your home computer or

- o   Email files to yourself for further backup
- o   Save important email communications for the course in a folder on your flash drive in addition to your email account
- 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 Moodle forum teammates) to ensure that you receive information and handouts if you must miss a class. Arrange an online check in time with your buddy, for prompting and reminders.

## Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. **NOTE**: Be sure to set your preferred email in your profile settings of Moodle so that you receive important announcements and communications.

It is my intention to respond to all received e-mails in a timely manner.  Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.
Things to consider:
- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

## 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 candidate 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**
Candidates with disabilities who require reasonable accommodations 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 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909.  Candidates 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**
The CSUSM writing requirement of 2500 words is met through the completion of course assignments. Therefore, all writing assignments for blog reflections, NETS Narratives, and websites, and other coursework will be looked at for content, organization, grammar, spelling, and format.

If needed, it is suggested that you make an appointment with the Writing Center (http://www.csusm.edu/writing_center/) to seek help with writing skills before submitting your written assignments.

**Use of Technology**
Candidates are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Moodle, use of the Internet, and/or multimedia presentations).  Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio.  All assignments will be submitted online, and some will be submitted in hard copy as well.  Details will be given in class.

**Course Requirements and Grading Standards**
All students are expected to participate in class activities and demonstrate reflective learning. It is important that students are well prepared for course sessions by completing the readings and assignments scheduled before the class meeting. Students who wish to revise an assignment must negotiate the requirements of the revision with the instructor. It is expected that work will be turned in on time. Please discuss individual issues with the instructor promptly if extraordinary circumstances prohibit you from turning in assignments on time. **Points will be deducted if assignments are submitted late (10% penalty per day late; no credit will be awarded if the assignment is one week late).**

| | |
|---|---|
| 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 |

Failure to complete this course with a grade of C+ or better will prohibit a teacher candidate from entering a teaching credential program.

Detailed information about each assignment is provided by on the class Cougar Course site. Please note that modifications may occur at the discretion of the instructor. Any changes to assignments will be clearly labeled and students will be notified.

In addition to the assignments described below, Participation/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.

You are responsible to track your grades and progress in the course. In order to successfully complete this course, *all assignments must be completed* at an acceptable level noted on assignment directions and rubrics. **All assignments are due by 11:55 pm on the due date.**

**Assignment Descriptions and Due Dates**

| Assignment # | Assignment (s) | Description | Pts | Due Date |
|---|---|---|---|---|
| 1 | **Registration for Online Resources:** Google, Wordpress, & TaskStream | Capture a screen shot with your name for each proof of registration for Google Drive, TaskStream, & Wordpress and upload them to Cougar Course. | 15 | September 3 |
| 2 | **Forum Post**: Introduce Yourself | (A) Write a self-introduction and post to Cougar Course Forum. (15 points)<br><br>(B) You will respond to at least 2 other peers' postings. (10 points) | 25 | **Aug.30:** Initial Post Due<br><br>**Sept.1:** 2 Peer Responses Due |
|  | **Forum Post**: NETS 1 & 2 Narrative Drafts | A) Write NETS 1 & 2 Narrative and post to Cougar Course Forum. (15 points)<br><br>(B) You will respond and give feedback to at least 2 other peers' postings. (10 points) | 25 | **Sept.27:** Initial Post Due<br><br>**Sept.29:** 2 Peer Responses Due |
|  | **Forum Post**: Reading Reflections either on "Online Gradebook" OR "Assistive Technology" articles | (A) Write a paragraph responding to prompts provided by the instructor on Cougar Course Forum. (15 points)<br><br>(B) You will respond to at least 2 other peers' postings on the topic that you did not read and ask questions that facilitate an online discussion. (10 points) | 25 | **Oct.18:** Initial Post Due<br><br>**Oct.20:** 2 Peer Responses Due |
|  | **Forum Post**: Problem-based Learning | (A) Write a paragraph responding to prompts provided by the instructor on Cougar Course Forum. (15 points)<br><br>(B) You will respond to at least 2 other peers' postings. (10 points) | 25 | **Nov.1:** Initial Post Due<br><br>**Nov.3:** 2 Peer Responses Due |
|  | **Forum Post**: Compare/contrast Video Games, Digital Storytelling, & Videos | (A) Write a paragraph responding to prompts provided by the instructor on Cougar Course Forum. (15 points)<br><br>(B) You will respond to at least 2 other peers' postings. (10 points) | 25 | **Nov.15:** Initial Post Due<br><br>**Nov.17:** 2 Peer Responses Due |

| Assignment # | Assignment (s) | Description | Pts | Due Date |
|---|---|---|---|---|
| | | | | |
| 3 | **Technology Tools Review** | **(**A) Find an app that can be used in the classroom and identify the strengths & weakness the app with respect to meeting learning needs of diverse students in a blog post on Wordpress. (25 points)<br><br>(B) You will post the link to your blog to the Cougar Course Forum.<br><br>(C) You will respond to at least 4 other peers' blog posts. (20 points) | 45 | <u>**Sept.8:**</u> Initial Post Due<br><br><u>**Sept.10:**</u> 4 Peer Responses Due |
| 4 | **Copyright Challenge:** Copyright Laws | Take the Copyright Quiz at: http://www.copyrightkids.org/quizframes.htm . Take a screenshot of the certificate, and upload it to Cougar Course. | 10 | September 13 |
| 5 | **Digital Citizenship Poster:** Cybersafety, & Copyright | Create a digital citizenship poster that informs parents and students about cybersafety, and copyright using web 1.0 and 2.0 technologies (e.g. MS Word Template, Glogster). | 45 | September 17 |
| 6 | **Statement of My Own Work** | Sign and return the statement of own work in class. | 10 | September 18 |
| 7 | **Portfolio Tracking Spreadsheet** | Plan and organize documents to prepare an electronic portfolio. Files are matched to the NETS under TPE 14 and documentation of file naming and organizing is required. Use Google Spreadsheet, and share the link to your Spreadsheet on Cougar Course (make sure to make the document 'public' for the instructor to review.) | 15 | September 24 |

| Assignment # | Assignment (s) | Description | Pts | Due Date |
|---|---|---|---|---|
| 8 | **Database Assignment:** | Use Google, Internet Explorer, and other web browsers and engage in an iterative process of searching THREE teacher resources using different keywords in each search cycle. Take a screenshot of at least THREE cycles of search, and write a reflection on your process of finding, evaluating, and choosing THREE teacher resources. Submit all the artifacts on Cougar Course. | 30 | September 27 |
| 9 | **Treasure Hunt Assignment:** | Design a treasure hunt for your future students using a CA Common Core Standard, 5 websites, and 10 questions that will help your students to be motivated and engaged in digital learning. | 40 | October 1 |
| 10 | **Assessment Assignment:** Create a Google Survey | (A) Create a survey using Google Forms to measure students' prior experiences and knowledge of a topic. The survey must include True/False, Multiple-choice, and Open-ended questions. Make sure to have a section on the survey for students' names (15 points)<br><br>(B) Distribute the survey to your classmates (who will be acting as students in your classroom) and collect responses. Generate two graphs that represent the information you collected. (10 points) (10 points) | 25 | October 5 |
| | **Assessment Assignment:** Develop a Rubric | Develop a rubric to evaluate students' responses. You can develop the rubric from scratch or use Rubistar (http://rubistar.4teachers.org) | 25 | October 8 |
| | **Assessment Assignment:** Use Online Gradebook | Use an online grade book tool to set up grade book options for students and input data from the survey. | 15 | October 15 |
| 11 | **Video games Assignment:** | Play through one of the three video games: Pandemic, FoldIt, and iCivics "The People's Pie" using an impact guide, and write your reflection as a blog post on Wordpress. | 40 | October 22 |

| Assignment # | Assignment (s) | Description | Pts | Due Date |
|---|---|---|---|---|
| 12 | **Scratch Assignment:** | Model "If You Give a Mouse a Cookie" story in Scratch, or create your own game, digital story, or animation using Scratch programing language. | 40 | October 29 |
| 13 | **Google Earth Virtual Tour** | Create a virtual tour using Google Earth that addresses a Language Arts, Science, or Social Studies Common Core Standard. | 30 | November 5 |
| 14 | **Online Portfolio:** Taskstream Draft Narratives | Create a draft narrative using persuasive writing to document your proficiencies related to all five ISTE NETS (National Educational Technology Standards for Teachers). Post your narrative for each standard (2 paragraphs per standard) on TaskStream, receive feedback from the instructor, and revise your narrative before final submission. Assignment involves organizing electronic files, selecting evidence through analysis of individual work, and completing narratives as evidence of meeting the TPE 14. Failure to respond to instructor's feedback will result in point deduction. | 50 | **NETS 1-2 DUE:** Oct. 11

**NETS 3 DUE:** Nov. 8

**NETS 4 DUE:** Nov. 22

**NETS 5 DUE:** Dec. 7 |
| 15 | **Video Project:** | Produce an instructional video in support of classroom instruction. Using common core standards, a digital camera, and editing software, students will prepare a project for sharing electronically. Video footage will be produced in groups of 3 or 4. However, final editing will be completed individually in order to ensure each student has learned the process. | 50 | **"Pitch" DUE**: November 12

**"Storyboard" DUE:** November 19

**FINAL Video DUE:** Dec. 3 |
| 16 | **Teacher Website** | Create an appealing, newsworthy, and interesting teacher web site for students and parents to support learning. Graphics, content, and layout will be considered and assessed. Must address copyright. You can use Wordpress or other applications such as Google Sites and Weebly to create your website. | 40 | Dec.5 |
| 17 | **Attendance, Disposition & Participation during class and online** | Teacher candidates are expected to have a positive disposition. They should help each other and create a constructive classroom environment for everyone. This means having a positive attitude in class, being on time, and actively engaging in discussions, presentations and activities both in class and online. | 30 | Ongoing |
| | **TOTAL POINTS** | | 68 0 | |

**TENTATIVE COURSE SCHEDULE**

| Week | Date | Topics | Reading and Assignments Due |
|------|------|--------|------------------------------|
| Week 1 | Aug. 28 | • Welcome, Sign-in, & Name Cards<br>• Introductions & Class Norms<br>• Review Syllabus, Cougar Courses Webpage & Resources<br>• Review ISTE NETS for Teachers<br>• How to Capture Screen Shots<br>• Register for Google Drive, WordPress, & TaskStream<br>• Discuss "Introduce Yourself" Assignment | **Download** or print a copy of the syllabus & bring it to class<br><br>**Forum Post:** Introduce Yourself:<br>•Initial Post DUE August 30<br>•Peer Posts DUE September 1<br><br>**Sign-ups** for Google Drive, Wordpress & TaskStream DUE September 3<br><br>**Read for Next Class:**<br>O'Reilly (2007) |
| Week 2 | Sept. 4 | • *Revisit Teacher NETS 1 & 2= Facilitate and Inspire Student Learning and Creativity; Design and Develop Digital-Age Learning Experiences & Assessments*<br>• Discuss Web 2.0 Technologies<br>• Discuss & Begin Technology Tool Review Assignment<br>• Divide up into Debate Teams around the readings for next class | **Technology Tools Review:**<br>•Initial Post DUE September 8<br>•4 Peer Posts DUE September 10<br><br>**Read for Next Class**:<br>•Ribble, Bailey, & Ross (2004)<br>•Ohler & Malmstrom (2012) |
| Week 3 | Sept. 11 | • *Revisit Teacher NETS 2 & 4= Develop Digital-Age Learning Experiences & Assessments; Promote & Model Digital Citizenship and Responsibility*<br>• **Debate:** "Should We Teach Digital Citizenship?"<br>• Take the Copyright Challenge<br>• Review Cybersafety & Copyright Laws<br>• Discuss & Begin Digital Citizenship Poster Assignment | **Copyright Challenge** DUE September 13<br><br>**Digital Citizenship Poster:** Poster DUE September 17 |
| Week 4 | Sept. 18 | • Revisit Teacher NETS 3 & 5= Model Digital Age Work and Learning; Engage in Professional Growth and Leadership<br>• Review Electronic Portfolio Assignment<br>• A Look at TaskStream: Getting Registered!<br>• Portfolio Tracking Sheet<br>• Writing the Narrative for NETS 1: Look at Samples<br>• Statement of My Own Work<br>• Discuss Teacher Website Assignment<br>• Review Sample Sites for Teacher Website Assignment | **Statement of My Own Work:** DUE September 18<br><br>**Portfolio Tracking Spreadsheet:** DUE September 24<br><br>**Forum Post:** NETS 1 & 2 Narrative Draft<br>•Initial Post DUE September 27<br>•2 Peer Feedback Posts DUE September 29 |

| Week | Date | Topics | Reading and Assignments Due |
|------|------|--------|------------------------------|
| Week 5 | Sept. 25 | **No face-to-face meeting.**<br>• *Revisit Teacher NETS 1 & 2= Facilitate and Inspire Student Learning and Creativity; Develop Digital-Age Learning Experiences & Assessments*<br>• Review Databases & Search Engines<br>• Start & Complete Database Assignment<br>• Start & Complete Treasure Hunt Assignment | **Database Assignment:** DUE September 27<br><br>**Treasure Hunt Assignment:** DUE October 1<br><br>**Read for Next Class**: "Assessment Measurements" |
| Week 6 | Oct. 2 | • Revisit Teacher NETS 2 & 3= *Develop Digital-Age Learning Experiences & Assessments;* Model Digital-Age Work & Learning<br>• Discuss Developing Assessment<br>• Look at Sample Google Quizzes & Surveys<br>• Discuss & Practice Generating Graphs & Charts<br>• Discuss Assessment Assignment<br>• Begin Creating Google Survey & Develop a Rubric | **Assessment Assignment:**<br>•*Create a Google Survey* DUE October 5<br><br>•*Develop a Rubric* DUE October 8 |
| Week 7 | Oct. 9 | **No face-to-face meeting.**<br>• *Revisit Teacher NETS 2 & 3= Develop Digital-Age Learning Experiences & Assessments; Model Digital-Age Work & Learning*<br>• Look at Online Gradebooks: Sample!<br>• Begin & Complete Online Gradebook portion of the Assessment Assignment<br>• Post NETS 1 & 2 Draft in TaskStream | **Online Portfolio:** TaskStream NETS 1 & 2 Draft Narratives DUE October 11<br><br>**Assessment Assignment:**<br>•*Use Online Gradebook* DUE October 15<br><br>**Read for Next Class**: Barab, Gresalfi, & Arici (2009) |
| Week 8 | Oct. 16 | • *Revisit Teacher NETS 1 & 2= Facilitate and Inspire Student Learning and Creativity; Develop Digital-Age Learning Experiences & Assessments*<br>• What are 21$^{st}$ century skills?<br>• What is systems thinking? Why is it important for students to develop systems thinking?<br>• Start working on Video games Assignment | **Forum Post:** Reading Reflections either on "Online Gradebook" OR "Assistive Technology" articles<br><br>•Initial Post DUE October 18<br>•2 Peer Posts DUE October 20<br><br>**Video games Assignment:** DUE October 22 |

| Week | Date | Topics | Reading and Assignments Due |
|------|------|--------|------------------------------|
| Week 9 | Oct. 23 | • Revisit Teacher NETS 2 & 3 = Model Digital Age Work & Learning; Develop Digital-Age Learning Experiences & Assessments<br>• What is computational thinking? Why is it important for students to develop computational thinking?<br>• A context for learning computational thinking: Digital Storytelling<br>• Explore Scratch & Practice with "If You Give a Mouse a Cookie"<br>• Discuss Scratch Assignment | **Scratch Assignment:** DUE October 29 |
| Week 10 | Oct. 30 | **No face-to-face meeting.**<br>• Revisit Teacher NETS 2 & 3= Model Digital-Age Work & Learning; Develop Digital-Age Learning Experiences & Assessments<br>• Review Edutopia Video Series on Project-based Learning<br>• Discuss Problem-based learning on Online Forum<br>• Start & Complete Google Earth Virtual Tour Project | **Forum Post:** Problem-based Learning<br>•Initial Post DUE November 1<br>•Peer Posts DUE November 3<br><br>**Google Earth Virtual Tour Assignment** DUE November 5 |
| Week 11 | Nov. 6 | • Revisit Teacher NETS 2= Develop Digital-Age Learning Experiences & Assessments<br>• Review Flipped Classroom<br>• Innovative Videos in Education Website (iVIE)<br>• Review iVIE videos in small groups<br>• Review Video Project Guidelines & Tools<br>• Get into groups & write your "Pitch" on Google Docs<br>• Review Storyboarding | **Online Portfolio:** TaskStream NETS 3 Draft Narrative DUE November 8<br><br>**Video Project** "Pitch" for each group DUE November 12 |
| Week 12 | Nov. 13 | **No face-to-face meeting.**<br>• Revisit Teacher NETS 2= Develop Digital-Age Learning Experiences & Assessments<br>• Groups create a Storyboard<br>• Practice editing using iMovie or WeVideo<br>• *Bring script, props, and a device to FILM Video Project next week* | **Video Project: "**Storyboard" for each group DUE November 19<br><br>**Forum Post:** Compare/contrast Video Games, Digital Story, & Videos<br>•Initial Post DUE November 15<br>•Peer Posts DUE November 17 |
| Week 13 | Nov. 20 | • Revisit Teacher NETS 2= Develop Digital-Age Learning Experiences & Assessments<br>• Work on Film project in groups and upload artifacts in Google Drive or use Dropbox (https://www.dropbox.com) to share files<br>• Begin independent editing | **Online Portfolio:** TaskStream NETS 4 Draft Narrative DUE November 22 |

| Week | Date | Topics | Reading and Assignments Due |
|------|------|--------|------------------------------|
| Week 14 | Nov. 27 | **No face-to-face meeting.**<br>• Continue Independent Editing of Video Projects<br>• Continue revising and editing NETS 1-5 on TaskStream | **Video Project** "Final" DUE December 3 |
| Week 15 | Dec. 4 | • Video Project Assignment: Viewing Party!<br>• Make NETS 1-5 final edits/revisions as needed<br>• Instructor Evaluations | **Portfolio:** TaskStream NETS 5 Draft Narrative DUE December 7<br><br>**Teacher Website:** DUE December 5 |
| Week 16 | Dec. 8-13 | **FINALS WEEK:** | Revise NETS 1-5 between **Dec.8 and 12. You MUST receive a final Feedback Comment from me by December 12 stating,** "Your NETS are all done for EDUC 422" before you can stop revising. |