Cal State
San Marcos

College of Education

Course number and title	**EDUC 422A** **Technology and Learning** **Educational Technology Basics**
CRN	42811
Instructor	Dr. Joan Hanor
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Office	UH 220
Classroom	UH 271
Office Hours	Before and after class
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Fall 2003 Meeting dates	Fri. Oct. 10, 2003 6:00pm to 9:50 pm Sat. Oct. 11, 2003 8:00am to 3:40pm Course continues online in WebCT until Mon. Nov. 17.

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 494 in addition to successful completion of this course or provide evidence through the waiver process posted on the College of Education web site.

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 (See http://www.iste.org)/for detailed information). This course focuses on ISTE NETS I, V, and VI:

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).
        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.

Course Objectives

Teacher candidates will demonstrate competency in:

    A. Meeting the ISTE standards I, V, and VI outlined above;

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.

Required Texts

    A. One zip disk or a key-drive
    B. At least two CD-R or CD-RW
    C. Shelley & Cashman . 2002. *Teachers Discovering Computers: Integrating Technology into the Classroom (2nd edition)* Boston, MA: Course Technology.
    This is a resource text that contains skill building information in the context of how a teacher can use the skills in teaching. There is a very information-rich, publisher-provided Web site associated with the text that provides additional practice and links to other resources. Supporting Web site: http://www.scsite.com/tdc2/-D. ISTE, *Connecting Curriculum and Technology*

This volume is produced by the International Society for Technology in Education. It 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-/

In order to successfully complete this course, the assignments must be completed at an acceptable level noted on assignment 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.

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. 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. Individual instructors may adopt more stringent attendance

requirements. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible.

A good student is one who adheres to standards of dependability and promptness. If more than thirty minutes of class sessions are missed or there is tardiness (or leave early) the teacher candidate cannot receive an A. If more than two hours are missed the grade earned cannot exceed a C. Late assignments will be penalized by a 10% deduction in points for each weekday 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.

Plagiarism and Cheating

Please be sure to read and understand the university policy on plagiarism and cheating, as it will be strictly enforced. Academic dishonestly will not be tolerated and will result in a failing grade for this course and will be reported to the University.

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.

EDUC 422A Course Assignments and Weight for Course Grades

Assignment	Description	Due Date	Percent of Grade
Database	Students will use a database tool to input and organize information. A report will be generated to document skills with this tool.	10/10	5
Backflip	This web-based resource/tool allows the user to organize and manage online resources for projects and courses. This tool will allow teacher candidates to continue to organize resources throughout their program experiences.	10/11	5
CTAP	This assessment provides teacher candidates with a look at their skills at the beginning of the course and a comparison of the growth in technology skills at the	10/15	5

	end of the course. Charts available following the assessment will be submitted.		
Intro Letter	The purpose of this assignment is for students to introduce themselves and demonstrate the ability to use a word processor including a variety of formatting.	10/15	5
Internet	This assignment provides an opportunity for students to explore educational web sites and resources and complete tasks offering investigations with available resources and information. Students will complete a word processing document with responses to activities. Students will also explore search techniques and web-based email.	10/22	5
Newsletter	Create an appealing, newsworthy, and interesting newsletter for parents with information about your classroom. Use of graphics, content and layout will be considered and assessed. Teacher candidates will use a rubric to provide feedback to classmates during a class meeting.	10/22	15
Quiz	An assessment of skills and knowledge from readings and class activities following the first half of the session.	10/29	10
PowerPoint	Students will create a three slides project using special features of the program and content related to a topic from the CA content standards.	10/29	10
Spreadsheet	This activity provides an opportunity for students to use a spreadsheet in a variety of ways to organize and present information. Various tasks provide an opportunity for teacher candidates to reflect on educational appropriate uses of a spreadsheet tool and differentiate between various tools for organizing information.	11/5	10
Copyright	Includes copyright quiz and submitting reflections to WebCT Copyright Forum. The purpose of this assignment is to become familiar with fair use and copyright laws. Students will share their learning after becoming knowledgeable about various issues related to ISTE NETS for Teachers, Standard VI.	11/12	10
Journal	Students reflect on course readings and activities from the textbook website that supports concepts related to the ISTE standards. Entries are made to the journal weekly throughout the course and are submitted at midcourse and at the end of the course.	11/17	10
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 must check the calendar and assignment sections regularly for updates.

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		