California State University San Marcos: College of Education

EDUC 422 - Technology Tools for Teaching and Learning

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College of Education Mission Statement

The mission of the College of Education community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and ongoing service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance.
(Adopted by the COE Governance Community October, 1997)

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, 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 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. 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.

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 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;
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 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.

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 and/or available on campus.

A. ISTE Student Membership: (ww.iste.org) ($40.00) Provide Instructor name, student contact information and payment information.
B.   Task Stream Registration: http://www.taskstream.com ($20 - $65)

C. At least one CD-R or CD-RW (`1x-8x speed`)
D. Two zip disks (100-200MB) or a USB key-drive (128MB or more with extension cable)
E. Use of campus email account and WebCT for course communication (provided free)
F. Optional: 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

NOTE: Due to the risk from viruses sent through email accounts, the instructor will respond only to messages sent through campus email and designated as course specific.

In order to successfully complete this course, the assignments must be completed at an acceptable level noted on assignment directions and 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. Late assignments or assignments missing required elements receive reduced points. All assignments must be completed to pass the course.

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 two class sessions are missed or there is tardiness (or leave early) for more than three sessions, the teacher candidate cannot receive an A. If more than three class sessions are missed the grade earned cannot exceed a C. Late assignments will be penalized by a 5% deduction in points for each weekday late. All assignments are due by midnight on the day specified in WebCT. After two weeks, late assignments 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, UH 271, UH 360 and Kellogg Library (2nd floor) in addition to other locations. 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.

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 422 Course Assignments and Weight for Course Grades

No.	Assignment	Description	Points
1	Backflip/ Internet Assignment	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 and share resources throughout program experiences. The assignment requires evaluation and review of educational web sites and reflection on classroom use.	5
2	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.	5
3	Filamentality	This project uses a template/tool on the web to create an activity for students to explore concepts related to standards and specific curriculum topics. These projects are explained and linked on a web page uploaded to a remote server for sharing with other educators.	5
4	Copyright	The purpose of this assignment is to become familiar with fair use and copyright laws, and use of appropriate APA format and citations. Students will share their learning after becoming knowledgeable about various issues related to ISTE NETS for Teachers, Standard VI.	5
5	Journal	Students reflect on course readings and activities from the ISTE website that supports topics related to the ISTE standards. Entries are made to the journal weekly. The journal is submitted at midterm and near the end of the course for credit.	10
6	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.	5
7	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. Must include a scanned image.	5
8	PowerPoint	Students will create a four-slide project using special features of the program and content related to a topic from the CA content standards. Articles from ISTE Learning and Leading with Technology will guide the content of the project. This assignment provides students with an opportunity to use skills in researching, referencing and presentation to learn and share a topic related to educational technology issues. APA must be followed for three or more resources used in the project.	5

9	Database	Students will use a database tool to input and organize information. A report will be generated to document skills with this tool. Students will also understand how online databases provide opportunities to search for information related to an educational topic.	5
10	Quiz	An assessment of skills and knowledge from readings and class activities following the first half of the course.	10
11	Software Review	The purpose of the project is to demonstrate understanding of how to assess educational specific software in terms of student academic content standards, learning needs and strengths and weaknesses of the software. Students will share their learning through reflection online.	5
12	Video Project Final Project	This project involves working in groups of 3 or 4 to produce a video presentation focusing related to classroom use. Students will learn how to use digital video cameras, how to edit and prepare a project for sharing electronically.	10
13	Narrative In Task Stream	Students create a draft narrative using persuasive writing to document their proficiencies related to the ISTE standards. Instructor provides feedback in preparation for completing digital portfolio requirements.	X
14	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 end of the course. Charts available following the assessment will be submitted.	5
15	Portfolio In Task Stream	This assignment is the introduction to the electronic portfolio that will be used throughout the CSUSM teacher preparation program. The assignment requires setting up the artifact tracking sheet and using the portfolio template to respond to the Teaching Performance Expectations (TPEs) that are part of this course. It is anticipated that teacher candidates will build on the work begun in EDUC 422 so that the portfolio submitted at the conclusion of the program accurately verifies meeting the standards for completion of the credential.	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 Points	100

All assignments, requirements, due dates and scoring rubrics will be available through WebCT. Students will check email 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		