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

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Office Hours: Before and after class or arranged
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CRN: 40073   Tuesday: 5:30pm – 8:15pm

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). Although the CCR is a requested competency, it is no longer required.
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 ISTE standards I – V outlined above at a basic level of proficiency.
B.   Using a variety of educational technology tools applied within teaching and learning for the
        credential program and for use 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.
- Teacher assessment tool during 1st class meeting.

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 6 - Developmentally Appropriate Teaching Practices (NETS I, and II)
TPE 13 - Professional Growth (NETS V)

National Educational Technology Standards for Teachers (NETS-T)
ISTE embarked on a collaborative three-year process to update NETS for Students, Teachers, and Administrators. We will be using a draft of the NETS-T document that will be released at the NECC Conference in San Antonio, TX this summer.

Refreshed ISTE NETS for Teachers (2008)

Digital-age teachers perform and model the National Educational Technology Standards for Students (NETS•S) as they design, implement, and assess learning experiences to improve student learning and engagement; enrich professional practice; and provide positive models for students, colleagues, and the community. 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 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 (there is also an online-only subscription that is around $39). Subscription must be purchased by the beginning of the second week of class.

B. Membership to **Task Stream** (http://www.taskstream.com). (The cost is approximate, but may change $25 one semester and up to $39 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://www.csusm.edu/coe/eportfolio/eportfolio.html
C. USB storage-drive (512MB or greater). Highly Recommended!!
D. One mini DV Cassette for Digital Video Camera (may also use flash-based cameras from library)
E. Use of campus email account and WebCT for course communication (provided free**). All course messages and important correspondence should be communicated through Moodle 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 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 two 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 2nd floor. **Students are required to use campus issued-email accounts and check email and Moodle 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.

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 assignments. Moodle will have the due dates. 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.

Assignment/Task	Points	
Gmail/Google Accounts	**Intro Letter**	**3pts**
ISTE & Task Stream registration	**Peer Comments**–Post intro letter on blog & comment on	
Intro Letter posted on Blog	peer blogs	**2pts**
EdTechProfile	**EdTech**	**4pts**
Newsletter	**Newsletter**	**5pts**
Scan(self-portrait for newsletter & Blog)	**Scan**	**3pts**
Delicious	**Delicious.com**	**5pts**

PowerPoint/Prezi/Google Presentation	Presentation	5pts
Wiki	Wiki	5pts
TaskStream Intro/NETS I narrative	TaskStream Intro	1pts
Journal Articles 1-10	NETS-I narrative	4pts
	Journals 1-10	16pts
Presentation Rubric	Presentation Rubric	5pts
Inspiration	Inspiration	5pts
Copyright/Internet Safety (collaborative)	Copyright/Internet Safety	5pts
Excel Spreadsheet Crossword	Spreadsheet	5pts
Creating your Personal Learning Network (PLN)	Creating Your PLN	5pts
iMovie/Software Proficiency (individual)	iMovie Software Review	5pts
Social Justice Movie (collaborative)	Collaborative Movie	5pts
TaskStream Narrative Discussion		
Google Docs & Spreadsheets	Google Docs & Spreadsheets	5pts
TaskStream Narratives/Portfolio	TaskStream	12pts
Emerging Tech/Blog Postings	Emerging Tech	5pts
Attendance and Participation		10pts
Total Points		120pts

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-	76 - 79 = C+	60 - 69 = D
87 - 89 = B+	74 - 75 = 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.