California State University San Marcos: College of Education
EDUC 422 - Technology Tools for Teaching and Learning – Fall08
(Full Term - From 25-AUG-08 To 13-DEC-08)

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Courses:
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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)

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, 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.

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 OR
- Assessment available on first class meeting.

COURSE OBJECTIVES

Teacher candidates will demonstrate competency in:

A. Meeting the ISTE standards I, V, and VI outlined above and meet standards II, III and IV at an approaching 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.

MATERIALS AND TEXTS

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) **($54.00)**: **Must be purchased by 2nd class.**
B. Task Stream Registration: http://www.taskstream.com **($20 - $65)**: **Register by 2nd class.**
C. USB key-drive (128MB or more with extension cable): **Due Week 2 for class**
D. At least one CD-R or CD-RW per group (1x-8x speed): **Due Week of Video Project**
E. One Video tape per group for video project: **Due Week of Video Project**
F. Use of campus email account and WebCT for course communication (**provided free**)

In order to successfully complete this course, __all the 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. **Late assignments or assignments missing required elements receive reduced points. All assignments must be completed to pass the course.**

AUTHORIZATION TO TEACH ENGLISH LEARNERS (CREDENTIAL COURSES ONLY)

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)*

STUDENT LEARNING OUTCOMES

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)

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.

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ISTE NETS for Teachers (February 14, 2008)

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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:

1. 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

2. 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

3. 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

4. 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 address the diverse needs of all learners by using learner-centered strategies and providing equitable access to appropriate digital tools and resources

    b. promote and model digital etiquette and responsible social interactions related to the use of technology and information

    c. develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using

    d. digital-age communication and collaboration tools

5. 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

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 Credit** 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 hours of class sessions are missed or there is tardiness (or leave early) the teacher candidate cannot receive an A**. Late assignments will be penalized by a 5% 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.

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 once per 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 two times per week to communicate with instructor and peers.

STUDENTS WITH DISABILITIES REQUIRING REASONABLE ACCOMMODATIONS

Students 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 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.

ALL UNIVERSITY 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.

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.

USE OF TECHNOLOGY:
Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, WebCT6, 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.

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. 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 College 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.

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 422 Course Requirements and Weight for Course Grades

Note: All assignments must be submitted to receive a passing grade.

Assignment	Description	Pts
Intro Letter	Submit a Word-Processed Letter using a variety of formats.	10
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.	10
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
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.	10
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.	10
Journals/ Blog	Students reflect on course readings and. Entries are made to the journal blog weekly. – Please use http://www.blogger.com I will be posting questions for the blog each week. Please respond with your answers to these questions individually. Word count has to be minimum 250 words. I will post other the class blog addresses for you to review. You may add something of substance to the discussion —this would consist of new ideas, your perspectives, pointed follow-up questions, etc.	30
Rubric	This activity provides an opportunity for students to create rubrics. A rubric is a scoring tool for subjective assessments. It is a set of criteria and standards linked to learning objectives that is used to assess a student's performance on a paper, project, essay, or other assignment. Rubrics allow for standardized evaluation according to specified criteria, making grading simpler and more transparent.	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.	10
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	10

	rubric to provide feedback to classmates during a class meeting. Must include a scanned image.	
PowerPoint	Students will develop a PowerPoint presentation with at least 5 slides taking 1 lesson and explaining how you would teach it and address 3 (of the 6) "intelligences". Make sure you explain how you will diagnose and address diversity.	10
Database	Students will use a database tool to input and organize information. A report will be generated to document understanding of the use of this tool. Students will also understand how online databases provide opportunities to search for information related to an educational topic.	10
Midterm	An assessment of skills and knowledge from readings and class activities following the first half of the course.	30
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.	10
Video 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.	20
Draft 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.	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 end of the course. Charts available following the assessment will be submitted.	5
TPE 14 submission in Taskstream Portfolio	This assignment is an introduction to the electronic portfolio that will be used throughout the CSUSM teacher preparation program. The assignment requires setting up an **artifact tracking sheet** and organizing all course files, selecting evidence through analysis of individual work related to proficiencies and completing narratives as evidence of meeting the Teaching Performance Expectation (TPE 14). 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 all TPEs.	35
Wiki Assignment	This project involves working in groups of 3 or 4 to create a collaborative website that users can easily modify via the web, typically without restriction. A wiki allows anyone, using a web browser, to edit, delete or modify content that has been placed on the site, including the work of other authors. This has been found to work surprisingly well since contributors tend to be more numerous and persistent than vandals and old versions of pages are always available.	10
Artifact Tracking Sheet	Download the Tracking Sheet from Electronic Portfolio page of College of Education web site begin to fill it in. Put in all your artifacts to date. (1st half – 2 points, 2nd half – 3 points)	5

Attendance, disposition & Participation during class, and online	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	250

All assignments, requirements, due dates and scoring rubrics will be available through WebCT. Students will check email and assignment sections regularly for updates. (Assignments, Timelines, agendas Subject to Change pending "Teachable" Moments)

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.

Grading Procedures and Assignments

Grading is calculated on the following standard:

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		

SB 2042 - AUTHORIZATION TO TEACH ENGLISH LEARNERS COMPETENCIES

PART 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT	PART 2: METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION	PART 3: CULTURE AND CULTURAL DIVERSITY
I. Language Structure and Use: Universals and Differences (including the structure of English)	**I. Theories and Methods of Bilingual Education**	**I. The Nature of Culture**
A. The sound systems of language (phonology)	**A.** Foundations	**A.** Definitions of culture
B. Word formation (morphology)	**B.** Organizational models: What works for whom?	**B.** Perceptions of culture
C. Syntax	**C.** Instructional strategies	**C.** Intra-group differences (e.g., ethnicity, race, generations, and micro-cultures)
D. Word meaning (semantics)	**II. Theories and Methods for Instruction In and Through English**	**D.** Physical geography and its effects on culture
E. Language in context	**A.** Teacher delivery for <u>both</u> English language development <u>and</u> content instruction	**E.** Cultural congruence
F. Written discourse	**B.** Approaches with a focus on English language development	**II. Manifestations of Culture: Learning About Students**
G. Oral discourse	**C.** Approaches with a focus on content area instruction (specially designed academic instruction delivered in English)	**A.** What teachers should learn about their students
H. Nonverbal communication	**D.** Working with paraprofessionals	**B.** How teachers can learn about their students
I. Language Change		**C.** How teachers can use what they learn about their students (culturally responsive pedagogy)
II. Theories and Factors in First- and Second-Language Development	**III. Language and Content Area Assessment**	**III. Cultural Contact**
A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	**A.** Purpose	**A.** Concepts of cultural contact
B. Psychological factors affecting first- and second-language development	**B.** Methods	**B.** Stages of individual cultural contact
C. Socio-cultural factors affecting first- and second-language development	**C.** State mandates	**C.** The dynamics of prejudice
D. Pedagogical factors affecting first- and second-language development	**D.** Limitations of assessment	**D.** Strategies for conflict resolution
E. Political factors affecting first- and second-language development	**E.** Technical concepts	**IV. Cultural Diversity in U.S. and CA**
		A. Historical perspectives
		B. Demography
		C. Migration and immigration