

CALIFORNIA STATE UNIVERSITY SAN MARCOS
COLLEGE OF EDUCATION

EDUC 422A CRN 40476 Technology Tools for Teaching and Learning – Part A

5:00 to 9:50 Friday, Sept 14 and 8:00 to 5:50 Saturday, Sept 15, 2010

Location: University Hall 271 and online

Instructor: Joan Hanor, Ph.D.

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Office Hours: before & after class or by appointment

The class Cougar Course (Moodle) site: Access from <http://cc.csusm.edu/>

School of Education Mission Statement

The mission of the School 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 on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance. (*Adopted by COE Governance Community, October, 1997*).

COURSE DESCRIPTION

This course is equivalent to the first third of EDUC 422. It includes the productivity and professional practice skills and concepts in using technology in the classroom. Topics include educational uses of word processing, databases, and spreadsheets. *This course may not be taken for credit by students who have received credit for EDU 422 and E494J.*

The EDUC 422 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, School 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:

- 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 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 Membership: (1.800.336.5191) (7:00 am to 4:30 pm) (\$39.00) or join online at <http://www.iste.org/> **Show evidence to instructor by second class.**
- B. Membership to **Task Stream** <http://www.taskstream.com/> (The cost is approximate, but may change \$25 one semester and up to \$65 for year). You will need a credit card for the charge. See directions at: <http://www.csusm.edu/education/eportfolio/eportfolio.html> **Show evidence to instructor by second class.**
- C. One mass storage device - USB key-drive (1 GB or greater) **Use for storing & backing up all files.**

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•T: see below)

Secondary Emphasis:

TPE 4 - Making Content Accessible (NETS•T I and II)

TPE 5 - Student Engagement (NETS•T I and II)

TPE 6 - Developmentally Appropriate Teaching Practices (NETS•T I, and II)

TPE 7 - Teaching English Language Learners (NETS•T II and IV)

TPE 12 - Professional, legal and ethical (NETS•T IV)

TPE 13 - Professional Growth (NETS•T V)

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_2008.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 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. Individual instructors may adopt more stringent attendance requirements (see below). Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. (Adopted by the COE Governance Community, December, 1997).

In addition to attending course sessions, students may need to use campus resources for some assignments. 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 regularly check campus issued-email accounts and the class Cougar Course (Moodle) to update and maintain successful communications 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.

Digital Citizenship

While we are meeting in a computer lab, it is expected that you will use the technology for class-related activity. Save checking emails or other personal use for time outside of class. This includes use of cell phones as well. Putting them on mute, not accepting incoming calls, not placing calls, and not engaging in texting or instant messaging are all signs of good digital citizenship.

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 4300, 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.

CSUSM 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, 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.

ASSIGNMENTS, GRADING, AND SCHEDULE

Assignments and Requirements

The following is a list of course assignments with a brief description of each.

No	Assignment	Description	Pts	Due
1	Professional Memberships: ISTE & TaskStream	ISTE: International Society for Technology in Education (ISTE) is a nonprofit professional organization for educators that provides valuable resources to improve teaching and learning through effective use of technology. Students will join the professional organization ISTE at http://www.iste.org/	5	First Class 9/14

		Task Stream Students establish a membership with Task Stream to begin their work on ePortfolio. https://www.taskstream.com/pub/default.asp Use the self-enrollment code 6SG3BA		
2	Newsletter	Students demonstrate the ability to use functions of desktop publishing (text, graphics, layout, and appropriate content) to communicate with parents, students, or other educators by creating a class newsletter.	15	9/24
2	Blog/Journal	Students will create and maintain a blog and work collaboratively with peers to read and respond to class materials. The assigned readings provide an important foundation for your increasing understanding of how to effectively apply technology to your teaching, learning, and professional use. To give you a focus for your reading, aid you in remembering the content, and assist you with meaningful class participation, you will be asked to respond to prompts provided with each selection. You will be required to demonstrate the ability to apply APA format and citations to these examples of professional writing.	30	Entries & Comments 1 st - 9/19 2 nd - 9/24 3 rd - 9/28
3	NETS -T Discussion Board	Students will demonstrate understanding of National Educational Technology Standards for Teachers (NETS-T) through examples, resources and thoughtful contributions to an online discussion.	15	9/17
4	Social Bookmarks	Through use of a web-based resource/tool, students will organize and manage online resources. This tool will allow teacher candidates to continue to organize and share resources throughout the SOE program. The assignment requires evaluation and review of educational web sites and reflection on classroom use.	15	9/21
5	Spreadsheets & Tracking Sheet	Students maintain a list of assignments in relationship to the NETS in order to prepare for completing the Electronic Portfolio assignment in 422B and 422C. Students use spreadsheets and charts in a variety of ways to organize and present information. Students reflect on educationally appropriate uses of a spreadsheet tool and differentiate between various tools for organizing information.	10	9/28
6	Attendance, disposition & participation during class, and online	Students are expected to have a positive disposition toward teaching and learning. This is evidenced through the display of positive attitudes, offers of assistance to peers in class and online, being on time, active engagement in discussions and activities in class and online and helping to create a positive classroom environment for everyone.	10	9/14 through 9/28
Total Points			100	

ASSIGNMENTS TURNED IN AFTER 11:00 PM ON 9/28/12 WILL NOT BE ACCEPTED

Detailed information is provided on the class Moodle site. Please note that modifications may occur at the discretion of the instructor. In addition to the assignments described below, 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.

All assignments, requirements, due dates and scoring rubrics will be available through the class Moodle and/or blog. 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 11pm on the due date. Late assignments will be

penalized by a deduction in points. After one week, late assignments receive no credit. If extraordinary circumstances occur, please contact the instructor.

Criteria for Grading Assignments

- **90-100%:** Outstanding work on assignment, excellent syntheses of information and experiences, great insight and application, and excellent writing.
- **80-89%:** Completion of assignment in good form with good syntheses and application of information and experiences; writing is good.
- **70-79%:** Completion of assignment, adequate effort, adequate synthesis of information and application of information and experiences, writing is adequate.
- **60-69%:** Incomplete assignment, inadequate effort and synthesis of information, writing is less than adequate.

Final grades are calculated on the standard of:

A = 94% - 100% A- = 90% - 93% B+ = 87% - 89% B = 84% - 86%
 B- = 80% - 83% C+ = 77% - 79% C = 74% - 76% D = 60% - 69%
 F = below 60

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

Tentative Schedule

Please note that modifications may occur at the discretion of the instructor.

9/14	9/15
<ul style="list-style-type: none"> • Course intro, norms & expectations • Syllabus • Overview of California TPE and TPA • Mac introduction • Class Moodle tour • Professional Memberships • Newsletter • Blogs 	<ul style="list-style-type: none"> • Blogs • NETS overview • Social bookmarks • Google Forms and Spreadsheets