

CALIFORNIA STATE UNIVERSITY, SAN MARCOS  
COLLEGE OF EDUCATION

EDST 630 CRN 41833  
**Current Issues and Research in Educational Technology**  
Fall 2009 – Online Course

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Computer: Students must have access to up-to-date computer and Internet.

College of Education Mission Statement .....	2
Course Description .....	2
Computer Concepts and Applications Supplementary Authorization .....	2
Pre-Requisite .....	2
Graduate Credit .....	2
Course Objectives: Learner Outcomes.....	2
Required Course Materials and Texts .....	3
Important Information about the Impact of the Mandated Faculty and Staff Furlough at CSUSM College of Education .....	
Attendance Policy .....	4
Students with Disabilities Requiring Reasonable Accommodations .....	4
CSUSM Academic Honesty Policy .....	5
Plagiarism .....	5
Postings Policy (Value Added Model).....	5
Participation .....	5
Assignment Questions.....	6
Announcements .....	6
WebCT Help .....	6
National Board for Professional Teaching Standards (NBPTS) .....	6
Grading Standards.....	7
All University Writing Requirement .....	7
Course Requirements.....	9

## College of Education Mission Statement

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators 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 prepares educators to critically examine major issues, current research, and future trends in educational technology. Course assignments will include an analysis of the impact of emerging technologies on learning and teaching through implementation of lessons with students; strategies for using emerging technologies for conducting research; and opportunities to make informed decisions on critical issues of equity, ethics, and copyright.

## Computer Concepts and Applications Supplementary Authorization

This course is one of the four courses that have been approved to satisfy the California Supplementary Authorization (CSA) in Computer Concepts and Applications requirement. All four courses are offered completely online! Regardless of where you live in the state, you may now fulfill CSA requirements by completing four, three-unit, graduate-level courses in Computer Concepts and Applications, offered collaboratively by the CSUSM College of Education and Extended Studies. Contact Extended Studies for more information: Allyson Randall at Phone: 760-750-8713

Fax: 760-750-3138, Email: [arandall@csusm.edu](mailto:arandall@csusm.edu)

## Pre-Requisite

Teaching Credential and classroom experience required. Students who are near completion of their credential may take the course with instructor approval. All students will be asked to implement lessons with students in classrooms, in small groups, or in another setting approved by the instructor (guest teacher in another teacher's classroom is an option).

## Graduate Credit

This is a graduate level course, and successful completion can be applied toward elective requirements for some Masters Programs including the Masters in Education General option through the College of Education at Cal State San Marcos. Note that students must receive an A or B in order to use the course as one of their electives.

## Course Objectives: Learner Outcomes

By the end of this class, students will

1. *Demonstrate knowledge of the National Educational Technology Standards (NETS) for teachers, students, and administrators.*
2. *Be knowledgeable about issues of change, digital divide, equity, and challenges of implementation of technology in the curriculum.*
3. *Uses technological resources to create and assess technology-enhanced lessons aligned with the adopted curriculum.*
4. *Identify key features of various electronic communication forums and be able to apply their use for purposes of professional growth, research, and instruction.*
5. *Design, adapt, and use lessons that address students' needs to develop information literacy and problem solving skills as tools for lifelong learning.*

6. Uses computer applications for a variety of educational purposes including manipulating and analyzing data for assessing students learning and for providing feedback.
7. Demonstrates competence in evaluating the authenticity, reliability and bias of data gathered, determining outcomes, and evaluating the success or effectiveness, monitoring and reflecting upon the results of using technology in instruction.

### Required Course Materials and Texts

1. ISTE Student Membership: <http://www.iste.org> (\$34) including either *Journal on Research on Technology in Education (JRTE)* OR *Learning and Leading with Technology (L&L)*. ISTE registration must be complete by end of first week of class).
2. Subscription to **Task Stream** ([www.taskstream.com](http://www.taskstream.com)). Indicate you are from California State University System: San Marcos. (1 semester: \$25).
3. Publication Manual of the American Psychological Association (APA manual: 6th edition) **Publication Manual of the American Psychological Association, Sixth Edition** is available for purchase: <http://books.apa.org/books.cfm?id=4200066> (\$28.95) The Library has one copy behind the Research Help Desk, but if you'd like to purchase your own, it's cheaper to buy from Amazon (\$15.92): [http://www.amazon.com/Publication-Manual-American-Psychological-Association/dp/1433805618/ref=sr\\_1\\_10?ie=UTF8&s=books&qid=1250625925&sr=1-10](http://www.amazon.com/Publication-Manual-American-Psychological-Association/dp/1433805618/ref=sr_1_10?ie=UTF8&s=books&qid=1250625925&sr=1-10)
4. Storage device: Flash Drive recommended (1 Gig minimum)
5. Email Account – You are provided a campus email account automatically after you are registered for the class. To activate, contact Help Desk.
6. \*Computer Access – If you do not have access to a computer at home or school, you must identify a location with access appropriate to use course resources including online videos, audio and access to this Web site: <http://www.tappedin.org>
7. \*Classroom Access – If you are not currently teaching, you must arrange to plan, teach, and assess two – three technology-rich lessons in a classroom. If you are having difficulty making these arrangements, please contact the instructor by the end of the second week of the course to discuss ways to arrange to meet the requirement.

### Important Information about the Impact of the Mandated Faculty and Staff Furlough at CSUSM

The devastating California state budget cuts prohibit faculty and staff at CSUSM from working on eighteen furlough days during the 2009/10 academic year. I have been furloughed nine days each semester of this academic year, representing a 9.23% reduction in both workload and compensation. A furlough is an unpaid day off on a faculty member's regularly scheduled workday. In order to satisfy legal and ethical requirements of the California Labor Code, I am required to submit formal certification that I will not work on my furlough days. I am prohibited from teaching, conducting scholarly research, consulting with students, responding to email or voicemail, providing assignment feedback, or participating in any CSU work-related activities on my furlough days. Furlough dates vary by professor; my Fall Semester furlough dates are listed in the syllabus below.

The CSU faculty agreed to take furlough days in order to preserve jobs for as many CSU employees as possible, and to serve as many students as possible, in the current budget crisis. The agreement that governs faculty furloughs acknowledges that "cuts of this magnitude will

naturally have consequences for the quality of education that we can provide." Within the furlough context, I will make every effort to support your educational experience at CSUSM.

Visit CSUSM Budget Central [<http://www.csusm.edu/budgetcentral/>] to learn about the state budget crisis and how it impacts your educational opportunities. To avoid the continued loss of higher education availability in California, exercise your right to voice an opinion. Contact information for state legislators and the governor are provided at Budget Central.

Furlough plans may be altered after the beginning of the semester as a result of administrative actions or other emergencies, thus subsequent revisions to this syllabus may occur. At the posting of this syllabus, my furlough days were identified as Tues. Sept 29, Thurs. Oct 1, Fri. Oct 30, Mon. Nov.2, Tues. Nov 3, Tues. Nov 24, Weds. Nov 25, Tues. Dec. 1 and Weds. Dec 2.

Due to state budget reductions & mandated furloughs, the College of Education Administrative and Student Service Center offices will be closed the following days:  
2009: Aug 7 & 21, Sept. 4 & 18, Oct. 2 & 16, Nov 6, 20, 25 & 30, Dec.18 & 31

### **College of Education Attendance Policy**

The COE attendance policy states that "students are expected to attend all classes and participate actively". As you set your schedule for time you will devote to your online class, it is advisable to choose one consistent time to "attend" class. This course is asynchronous. You are learning on your own time, yet have obligations to the course timeline and to other students within the class. Please see the breakdown of time online expectations. Your participation score is derived from online time log, which is recorded every time you log into class.

EDST 630 is a 3-credit, graded, fully online course. It is a graduate class offered by the College of Education at CSUSM. It carries the same responsibilities for graduate level work as any campus-based class. Candidates for the M.A. in Ed. and Level II Education Specialist credential are expected to attend class at least 3 hours per week. The time commitment for preparation at the graduate school level is typically calculated at @ 2-3 hours of study time for each hour of credit each week. That translates to about 6-9 hours of preparation time for a 3-credit-hour course. In other words, this course will require a *minimum* of 135 hours. Please do not neglect this and be disappointed with your final grade as a result.

"Please call or email the instructor when you are unable to attend class or when you will be late"—*for this online class, this may apply to your small group meetings with colleagues*. It is the policy of the CSUSM College of Education that any student who does not sign into the course for 80% or more of class time may not receive a passing grade for a course. All online time is recorded, including articles and assignments read, conversations on discussion board and chat room, plus course mail and assignment submission time.

***Modules begin on Tuesday each week and end on Monday of the following week.***

### **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.

## 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.

## Postings Policy (Value Added Model)

When replying to a posting by another student, instructor, or guest in the Discussion area of WebCT, your reply **MUST** begin with the name of the person who posted the previous message. Your response **MUST** address one of the following: **give an example** of what the prior post had described; **provide a different perspective** of the topic posted; OR **expand upon the idea** posted in the message by including more detail and depth. The instructor will provide feedback in the first few modules to support understanding of this concept. You will be asked to measure this model later in the course.

## Participation

To be successful in this class, you will need to use an up-to-date computer and operating system that has the ability and speed to use WebCT, play sound files and movie clips. It is **your responsibility to check these capabilities out ahead of time** and have a plan to identify a facility or location where you have access to allow these technical capabilities during the course (CSUSM provides access on campus computers). There is a tune up tool on WebCT to use to test your browser and access. Note that all assignment documents **MUST** be able to be opened in Microsoft Office (Word in .doc format or Excel in .xls format). Files may be created using Web 2.0 tools and downloaded in Word format for submission (ex: Google Docs).

For EDST 630 online, keep in mind that all online activity is automatically logged and recorded. This is absolute data, which will result in a score based upon specific activity in the course. Leaving your computer logged on to 630 overnight will record in the course (and be flagged) as inactive, non-participatory hours. The following guidelines will apply: you must be active in online coursework including email, discussions and activities at least twice weekly, or you cannot receive a grade of A or A-; if you are inactive for one week or more, you cannot receive a grade higher than B-. If you have extenuating circumstances, you should contact the instructor as soon as possible.

## Assignment Questions

There is a Question section in the Discussion area of WebCT. This section is included to allow everyone the benefit of having access to instructor responses and for learners to support each other as a community in responding to help requested by someone in the class. Please review the posted questions and replies before posting your question(s) or contacting the instructor about a problem. Instructor will generally respond to posts within 48 hours with the exception of furlough days when communications by faculty are not permitted.

## Announcements

The instructor posts announcements in WebCT periodically to update students with important information, communication about assignments and reminders about dates or tasks. These announcements will appear when you login to WebCT. You can review the announcements by clicking on the Announcement link on the menu of WebCT. Notice of a new module release is posted on the Course Content (menu) page of WebCT each week.

## WebCT Help

Call the CSUSM help desk. Their location and hours are listed on the web:

<http://www.csusm.edu/iits/sth/> Be sure to leave a phone number and/or email if you leave a message regarding a problem you are having. They can help with all technical aspects of the WebCT environment such as posting, submitting assignments, accessing materials. They cannot answer questions about the assignment requirements. Be sure to use the Help Desk, they are very supportive of your success. \* Note: There will be days this semester when the Help Desk will not be available due to imposed furlough days. Sept. 4 & 18, Oct. 2 & 16, Nov 6, 20, 25 & 30, Dec.18 & 31

## National Board for Professional Teaching Standards (NBPTS)

All courses within the CSUSM masters program are intended to provide a comprehensive professional development experience. Teachers pursuing National Board Certification will find the COE assessment process, including requirements for portfolio completion, particularly helpful. Regardless of whether or not National Board Certification is sought and achieved, by the time teachers complete the program they will have made and documented significant accomplishments, which will be reflected in their practice.

The National Board for Professional Teaching Standards' (NBPTS) five core propositions that are reflected in some courses of the COE masters program. The concepts in the five propositions are the heart of the National Board's perspective on what teachers should know and be able to do. They help frame the core experiences and activities that enable teachers to demonstrate a high level of knowledge, skills, dispositions, and commitments described by these propositions. They provide the foundation for all standards and assessment. These propositions are: 1) Teachers are committed to students and their learning; 2) Teachers know the subjects they teach and how to teach those subjects to students; 3) Teachers are responsible for managing and monitoring student learning; 4) Teachers think systematically about their practice and learn from experience; and 5) Teachers are members of learning communities.

CSUSM masters students will be exposed to elements required for National Board's high and rigorous standards through the completion of assignments in this course and through their portfolios that provides evidence of teaching practice, student product samples, and through

written commentaries that document and reflect their actions. These sources of evidence serve as a lens for what teachers do and think about their practice.

The EDST 630 course activities focus on content knowledge as well as age-appropriate and content-appropriate strategies that teachers may use for teaching subject matter using technology tools. Students will demonstrate their knowledge by responding to topics and readings that address critical issues of change and by completing a culminating digital portfolio of their work. Course objectives that align with (NBPTS) indicate that all students will show evidence of the following:

- A commitment to students and their learning.
- Knowledge of the subjects they teach and how to teach them.
- The demonstration of management and monitoring of student learning.
- Thinking systematically about their practice and learning from experience.
- Involvement as members of learning communities.
- Reflection on practice through completion of a digital portfolio addressing standards.

### Grading Standards

In order to successfully complete this course, assignments must be completed with at least an acceptable level noted on assignment rubrics. In addition to the assignments described below, performance assessment will be on student's ability to perform tasks using a variety of software.

Assignments are due when noted on the Calendar of WebCT and/or under the Assignment link. Points will be deducted for late entries. After one week assignments will not be accepted.

All assignments should be based on thoughtful reflection and at a graduate level, and submitted only after proof reading and final editing (use spell and grammar check to assist you).

Contact instructor in advance of any extended absence online or for a synchronous class or group meeting or if you become behind in the weekly module activities. You should suggest a timeline for how you will make up missed sessions or alternative assignments when appropriate.

Grading of written assignments will be based on adherence to the assignment, evidence of revision, clarity, coherence, and legibility in edited text. Points are deducted for spelling and/or grammar errors and/or missing elements, depth or accuracy.

Remember to cite all information obtained from others completely in APA (6<sup>th</sup> Edition)\*\*NOTE NEW EDITION\*\*. References are also required.

### All University Writing Requirement

California State University San Marcos has adopted an all-university writing requirement. In each course, students are required to **write at least 2500 words** in essays, exercises, papers and examinations. The portfolio is a large part of this writing assessment. Effective feedback on analytical, professional and creative writing can catalyze incremental leaps in the development of written communication skills. It can also help you cultivate the level of writing appropriate to graduate-level work and written communications within the teaching profession. I am able to provide only very limited feedback this AY because of state cuts to education funding. In a normal semester, I would point out your challenges with grammar or spelling, offer examples of how to revise, and volunteer my time to help you understand and practice common punctuation marks. This academic year, I will be unable to do this. To better prepare you for the job market through the preparation of a professionally constructed portfolio, before you submit any

assignment to me, please carefully read and edit all written work to check grammar, punctuation, sentence structure, and readability. I advise you to take the initiative to go to the CSUSM Writing Center and/or select a peer to review and edit your work on a regular basis. Working together with a team of peer editors will both strengthen your writing as well as establish a support system that may be transferred to alternative workplaces.



## Course Requirements

No	Assignment	Description	Points
1	Site Inventory	Student completes an Inventory of technology at their site and within their district or campus community.	100
2	Teaching a Tech Skill using a handout	Students create a handout for a tech activity using screen captures and step-by-step instructions. Topics are selected from a <b>list</b> including such skills as: use of technology to analyze data, use of rubrics, and other ways to assess student learning using technology. A handout is created and distributed to all students in the class via posting.	100
3	<b>Part I:</b> Facilitation of Topic Discussion: A Presentation in Discussion Bd. <b>Issue in Ed Tech</b>  <b>Part II:</b> Annotated Bibliography based on Presentation	This assignment provides the opportunity for students to select an issue in educational technology, research the issue and present findings <b>to the class</b> . An annotated bibliography of readings from research is submitted. Findings are presented using WebCT Discussion Board. <b>Group participation and reflection is required as part of this assignment.</b>	100 100
4	<b>Lesson #1:</b> Information Literacy Lesson ( <b>Taught with Students</b> )	Students explore lessons and resources to support information literacy skills for students, adapt or modify a lesson for their classroom, teach the lesson, and reflect on outcomes. ( <a href="http://www.kn.sbc.com">http://www.kn.sbc.com</a> (21 <sup>st</sup> Century Literacy Lessons).	100
5	<b>Lesson #2:</b> Technology Lesson including a Rubric (Final Project) - ( <b>Taught with Students</b> )	Students design a <b>technology-enhanced lesson (separate from the Information Literacy Lesson)</b> using an online tool in TaskStream. Based on course experiences, they incorporate effective strategies and applications appropriate for grade level and subject area. They <b>design a rubric</b> for the lesson and work in groups to exchange feedback to modify and strengthen the lesson.	150
6	Digital Portfolio  <b>Taskstream</b>	Students create an electronic portfolio to demonstrate they have met course goals. The online portal (TaskStream) will be used for reflections and artifacts that provide evidence related to each course goal. This experience prepares teachers in the area of digital portfolios encouraged by the National Board and provides reflection and evidence related to meeting course objectives and goals.	150
7	Attendance and Participation	Students are active participants <b>Weekly</b> in course discussions and group activities online. The use of electronic communication in WebCT and email are required for class activities. Attendance (through online presence), participation, and timely access to online activities are critical to success in the class.	200
		<b>TOTAL POINTS</b>	1000

All assignments, requirements, due dates and scoring rubrics will be available through WebCT. Students will check the **calendar, announcements and assignment sections** regularly for updates.

### Grading Procedures

Grading is calculated based the following percentages:

94 - 97 = A	90 - 93 = A-	87 - 89 = B+
84 - 86 = B	80 - 83 = B-	77 - 79 = C+
74 - 76 = C	70 - 73 = C-	69 - 60 = D

**Late assignments will be penalized by a deduction in points for each weekday late.** All assignments are due by 11pm on the day specified in WebCT. After one week, late assignments receive no credit. If extraordinary circumstances occur, please make an appointment with the instructor. Remember to communicate with instructor immediately about issues or problems.

### Web Site Resources:

CSUSM Library: <http://library.csusm.edu/>

WebCT: <http://webct6.csusm.edu>

TaskStream: <http://www.taskstream.com>

International Society for Technology in Education: <http://www.iste.org>

Center for Applied Research in Educational Technology: <http://caret.iste.org>

Tapped In: <http://tappedin.org>

Video Classroom <http://www.videoclassroom.org>

Apple Learning Interchange: <http://www.ali.apple.com>

21<sup>st</sup> Century Literacies: <http://www.kn.pacbell.com/wired/21stcent/>

NETS Standards: <http://cnets.iste.org>

National Board for Professional Teaching Standards: <http://www.nbpts.org/>

**Proposed Schedule (may be modified)**  
Weeks with synchronous meetings TBD

<u>Module Start day</u>	<u>Topic</u>	<u>Assignment</u>	<u>(WebCT Calendar and Assignments) For exact DUE DATES</u>
0 Sept 1	Introductions WebCT	Class Overview and Intro Tools, settings & design	Campus ID WebCT access
1 Sept 1	NETS Standards ISTE Site Inventory (1)	NETS standards ISTE web Inventory of site tech	ISTE Registration
2 Sept 8	File Naming  <b>Teaching a Tech Skill Using a Handout (2)</b> <b>Introduce Chat</b>	Saving and Storing Files  Tech skills – how to make a help sheet  Practice with Chat	
3 Sept 15	<b>Identifying issues (4)</b> Current research	Issues in Ed Tech: National EdTech Plan CARET Use Bookmarks to locate sites in three categories: technology lessons, articles Identify Issues	Site Inventory (1)
4 Sept 22	Library Searching for Research	Library Searches – find articles on technology issues	
5 Sept 29 9/29 & 10/1 Instructor Furlough days	Intro and Resources Taskstream  Lessons and Issues	Search ISTE articles	Taskstream Reg. Use self enrollment code SMTMA
6 Oct 6	<b>Information Literacy (5)</b>	<b>21<sup>st</sup> century lesson</b>	<b>Transcripts (3)</b>  Tech Skills Sheets (2)
7 Oct 13	Show Case Tech Skills		
8 Oct 20	Meet in groups Virtual Communication		<b>Information Literacy Lesson reviews and reflections (5)</b>
9 Oct 27 10/30 & 11/2 Instructor Furlough days	Identify Readings	<b>Annotated Bibliography (4)</b>	

10 11/3 Instructor Furlough day	<b>Design Technology Lesson (6)</b>	Taskstream Lesson Template & Rubric Wizard	
11 Nov 10	<b>Taskstream Portfolio</b>	Narratives and Artifacts Organize files by Course Outcomes	
12 Nov 17		Share Technology Lessons  Facilitation of Topic Discussion: Issues Presentations:	<b>Technology Lesson and Rubric (6)</b>  <b>Issues Presentation In chat group (4)</b>
Week of Nov 24 11/24 Instructor Furlough Day	Thanksgiving Nov 26		
13 Dec 1 12/1 & 12/2 Instructor Furlough Days		Facilitation of Topic Discussion: Issues Presentations:	<b>Annotated Bib (4)</b>
14 & 15 Dec 8		<b>Digital Portfolio final submission</b>	<b>Taskstream digital Portfolio (7)</b>