California State University SAN MARCOS

SCHOOL OF EDUCATION

Engaging diverse communities through leading and learning for social justice.

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Course Number	**EDST 636-01**
Title	**Software and Web Site Evaluation and Tools**
CRN Number	**42458**
Days	**Aug 31 – Dec 12, 2015**
Time	
Course Location	**Online at Cougar Courses**
Semester / Year	**Fall 2015**
Professor	**Dr. Joan Hanor**
Phone	**760.750.4300**
E-Mail	**jhanor@csusm.edu**
Office	**Office online through Cougar Courses**
Hours	**Online or phone by appointment**

SCHOOL OF EDUCATION MISSION & VISION STATEMENT
(Adopted by SOE Governance Community, January 2013)

Vision
To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

Mission
The mission of the School of Education community is to collaboratively transform education.   We:
- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the School, College, University, and Community

BASIC TENETS OF OUR CONCEPTUAL FRAMEWORK
- Student centered education
- Research and theory specific to the program field inform practice
- Connections and links between coursework and application
- Strong engagement between faculty and candidates
- Co-teaching clinical practice
- Culturally responsive pedagogy and socially just outcomes

TABLE OF CONTENTS

COURSE DESCRIPTION

Description: This course prepares educators to critically examine education-specific software for classroom use and to evaluate educational Web sites and activities. Course assignments will include development of a teacher Web page, accessibility issues, and use of online survey tools and blogs.

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 School of Education and Extended Learning. Contact Extended Learning for more information: Allyson Randall at (760) 750-8713 or arandall@csusm.edu.

Graduate Credit: This is a graduate level course, and successful completion can be applied toward elective requirements for some Masters Programs including the Masters of Arts in Education option in Science, Mathematics, and Educational Technology through the School 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 Prerequisites

Teaching Credential and classroom experience required. Students who are near completion of their credential may take the course with instructor approval.

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 School 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.

Credit Hour Policy Statement

Per the University Credit Hour Policy, EDST636 students are expected to complete all class activities within the required University Credit Hour Policy of 45 hours for each unit (3 units =135 hours)
This online course is divided into 14 modules each taking about one week to complete. You are required to visit the Cougar Course shell every 2-3 days. This will provide you the opportunity to stay in touch with the class assignments and discussions. Activities each week will take approximately 6 - 10 hours to complete.

Course Learning Outcomes

By the end of this class, students will
1. Be knowledgeable of important elements to consider for evaluating software for classroom use.
2. Create a rubric and use it for evaluation of education specific software.
3. Be knowledgeable of important elements to consider for evaluating Web site activities for educational settings.
4. Learn about online survey tools and implement a survey for evaluation of educational web sites.
5. Use current forms of electronic communication such as threaded discussions and blogs to collaborate with educators on topics related to education.
6. Create and post a professional education web site using appropriate development and editing tools.

Course Format

This course is offered online through Cougar Courses and may be accessed using your campus log-in at http://cc.csusm.edu

REQUIRED TEXTS, MATERIALS AND ACCOUNTS

1. Email Account – You are provided a campus email account automatically after you are registered for the course. The log in is the same as Moodle. You must check this regularly or have it forwarded to an account you regularly check.
2. Computer Access –you must have a computer available throughout the course with ability to **install and preview software**, preview online audio clips and videos.
3. You must have a web page editing software program on your computer or Web based, and identify an online **host to post your personal professional Web page.**
4. 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

GENERAL CONSIDERATIONS

Assessment of Professional Dispositions

Assessing a candidate's dispositions within a professional preparation program is recognition that teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions – social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning—and developed an assessment rubric. For each dispositional element, there are three levels of performance - *unacceptable*, *initial target*, and *advanced target*. The description and rubric for the three levels of performance offer measurable behaviors and examples.

The assessment is designed to provide candidates with ongoing feedback for their growth in professional dispositions and includes a self-assessment by the candidate. The dispositions and rubric are presented, explained and assessed in one or more designated courses in each program as well as in clinical practice. Based upon assessment feedback candidates will compose a reflection that becomes part of the candidate's Teaching Performance Expectation portfolio. Candidates are expected to meet the level of *initial target* during the program.

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates are expected to attend all classes and participate actively. At a minimum, candidates must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the candidate have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

 In this online course, the instructor has adopted this policy: you must be active in online coursework including email, discussions and activities regularly (at least twice weekly and/or at least every 3 days), or you cannot receive a grade of A or A-; if you are inactive for one week or more, you cannot receive a grade of B+ or B. If you have extenuating circumstances, you should contact the instructor as soon as possible. *Modules begin on Tuesday each week and end on Monday of the following week (see online schedule* It is expected that all EDST636 students will have an active presence in the online class community. Active presence is measured not only by the number of times you log on (minimum every 2-3 days) but also by the promptness, quantity, and quality of your postings, contributions to class discussions, messages you initiate to peers and instructor, assignments completed successfully and on time, and your responsiveness to questions posted by classmates. Organize each week so that you visit the Cougar Course shell every 2-3 days. This will provide you the opportunity to stay in touch with the class assignments and discussions.

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 Disabled 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.

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.

Graduate Writing Requirements

The California State University maintains a Graduation Writing Assessment Requirement (GWAR) for master's candidates. This requirement must be achieved prior to Advancement to Candidacy. A master's candidate will satisfy the graduate writing requirement by receiving a passing score on a written product as assessed with the GWAR rubric. Toward the goal of providing opportunity for graduate students in the College of Education to satisfy the writing requirement, all papers in all graduate classes must adhere to the writing and format style guidelines detailed in the sixth edition of the Publication Manual of the American Psychological Association. This manual is a required textbook for all CSUSM College of Education graduate-level courses.

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 assignments must be original work, clear and error-free. All ideas/material 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 accordingly.

Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero 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.

Refer to the full Academic Honesty Policy at:
http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html

Plagiarism

As an educator, it is expected that each candidate (course participant) 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.

Necessary Technical Competency Required of Students

Candidates are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Moodle, use of the Internet, and/or multimedia presentations). You will need to use an up-to-date computer and operating system that has the ability and speed to use Cougar Courses effectively. You will be required to participate in activities (such as review of education specific software, use of online survey and rubric tools, AND create, edit, and post a professional web page), as well as play sound files and movie clips. It is your responsibility to check these capabilities out as soon as you begin the course and have a plan for completing and accessing these resources regularly. Note that assignment documents must be completed in Microsoft Office (Word and/or Excel) and a web page editing software will be required for the course. There is a tune up tool on Cougar Courses to use to test your browser and access (see link in CC at bottom of Course Content page).

Cougar Courses Help

For help, contact the CSUSM help desk. Their location and hours are listed on the web: Email cchelp@csusm.edu for Cougar Courses issues or call 760-750-6505.
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 Cougar Courses environment such as posting, submitting assignments, accessing materials. They cannot answer questions about the assignment requirements. Be sure to use the Help Desk, there are very supportive of your success.

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 School 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.

Forum Posting (Value Added Model)

When replying to a posting in the Forum area (or through a Web Blog) by another student, instructor, or guest, you must **refer to the person by name and refer to their comments** within your posting. **To Add Value**, your response must do one of the following: **give an example** of what the prior post described; **provide a different perspective** of the topic posted; **pose a question**, such as "have you considered…" 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. Peers will also be asked to review how others conform to this aspect of the course discussions.

<div align="center">**COURSE REQUIREMENTS**</div>

- Assignments are due when noted in the module and/or assignment link.

- **Contact instructor in advance** of any extended absence to accessing and contributing to module activities. If you contact the instructor about an absence, suggest a timeline for how you will make up missed sessions, contribute to group work, and if there is a need for an alternative assignment.

- **Grading of coursework** will be based on adherence to the assignment guidelines, evidence of application of course readings and resources, and clear evidence of specified revisions, clarity, and coherence, in revised work. Points are deducted for spelling and/or grammar errors.

- **Remember to cite** all information obtained from others completely in APA 6th Edition format. References are required.

Grading Policy

IT is expected that all required work will be submitted on time, and that students will proofread and edit their assignments prior to submission. Students will ensure that all text is error-free (grammar, spelling), and ideas are logically and concisely presented. Each assignment grade will be negatively affected as a result of proof reading oversight. Each written assignment will be graded approximately 80% on content and context (detail, logic, synthesis of information, depth of analysis, etc.), and 20% on mechanics (grammar, syntax, spelling, format, uniformity of citation, etc.). All citations, where appropriate, will use American Psychological Association (APA) format. Consult American Psychological Association (APA) Manual, 6th edition for citation guidance.
Students may track their progress in terms of final assessment by regularly checking instructor feedback and grades posted in the assignments section of Cougar Courses.

Grading Standards

Assignments, discussions, points awarded, and due dates are kept up to date on Cougar Courses. Students may check their accumulated points towards completion at any time by navigating to the grading section.

Policy on Late Work

Assignments are due by midnight on the date specified**. Late assignments will be penalized by a 10% deduction in points for each day late.** After one week, late assignments receive no credit. If extraordinary circumstances occur, communicate immediately with the instructor. Remember that communication is the key to success.

EDST636 FALL 2015 SCHEDULE/COURSE OUTLINE

(subject to modification by Instructor)

Date	Topic	Assignment	Pts
Session 0 Sept 1-7	Orientation & Getting Started	Forum MO Introductions Journal: Course Syllabus	5 5
Session 1 Sept 8-14	Discussion Software Evaluation Discussion with Software developers	Forum M1 Tech4Learning & CSUSM Students Open Discussion Forum M1 Software Evaluation Journal Notes: Software Eval	5 5 5
Session 2 Sept 15-21	Developing & Adapting Tools for Software Evaluation	Software Evaluation tool Forum M2 Software title selection Forum M2 Open Source	5 5 5
Session 3 Sept 22-28	Software Evaluation	Software Evaluation #1	15
Session 4 Sept 29-	Exploring Web Tools for Classrooms	Forum M4 Blogging Forum M4 Content Curation Forum M4 Selection of Wen page Tool	5 5 5
Session 5 Oct 6-12	Web Quest Activity	Forum M5 Web Quest reflection	5 5
Session 6 Oct 13-19	Website Evaluation & Issues of Accessibility	Forum M6 Web Tool Selection Forum M6 Web Evaluation Tools Journal: Issues of Web Site Accessibility	5 5 5
Session 7 Oct 20-26	Web Site Evaluations & Prep for SDCUE Tech Fair	Forum M7 Criteria for Teacher Websites Forum M7 SDCUE Tech Fair Ideas	5 5
Session 8 Oct 27-	Effective Classroom Web Pages	Forum M8 Forum M8 Evaluation WebTools Forum M8 Exemplary Teacher Websites	5 5 5
Session 9 Nov 3-9	WebSite proposal	Website proposal	15
Session 10 Nov 10-16	WebSite Concept Planning	Forum M10 Concept Map of Web Site Forum M10 SDCUE Tech Fair Reflection	5 5
Session 11 Nov 17-23	Web Content	Forum M11 Article Summary on Web Site Resources Forum M11 Share Web Page Resources	5 5
Session 12 Nov 24-30 Thanksgiving week	Website Peer Feedback	Forum M12 Feedback on Web Page Projects	5
Session 13 Dec 1 -7	Putting all the pieces together	Web page Completion	20
Session 14 Dec 8-11	Final Class	Class Evaluation	
Final Exam NONE		Attendance & Participation (20 pts)	20
		total	**200**

NATIONAL EDUCATIONAL TECHNOLOGY STANDARDS FOR TEACHERS (NETS-T)

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.

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.

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. Modelcollaborativeknowledgeconstructionby 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 Standards•S.

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.

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.

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 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

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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, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

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