California State University
SAN MARCOS

SCHOOL OF EDUCATION

Engaging diverse communities through leading and learning for social justice.

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Course Number	**EDUC 422, Section 1**
Course Title	**Technology Tools for Teaching and Learning**
CRN	**#40602**
Days	**Tues.**
Time	**7:30-10:15 am**
Course Location	**UH 273**
Semester / Year	**Fall 2015**
Instructor	**Nancy Moser-Hayashi**
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Office	**UH464**
Hours	**After class and 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

COURSE DESCRIPTION

Focuses on knowledge and skills necessary to apply education oriented productivity tools, graphic organizers, database and spreadsheets, presentation tools, school-appropriate multimedia tools, and communication tools. *The course meets the technology prerequisite skill requirement for entering the credential program*

Course Prerequisites

The prerequisite for this course is completion of the campus-wide computer competency requirement (CCR) or having successfully completed a computer course within the last 12 months with a grade B or above. The prerequisite 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 with a grade B or higher in the last 12 months.

Course Objectives

Teacher candidates will demonstrate competency in:
- Meeting the ISTE International Society or Technology in Education standards 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.

Credit Hour Policy Statement

Courses with face-to-face instruction (including activity and laboratory modes of instruction) students are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning. For each unit of credit corresponds to two or three 'hours' of class-time, and two hours of student learning outside of class.

REQUIRED TEXTS, MATERIALS AND ACCOUNTS

- No Text Book Required.
- Access to a digital recording device for taping a video project. A personal camera, smart phone, or tablet may be used OR checkout is available from Kellogg library on the 2nd floor.

- **TaskStream Account:** This is a requirement to upload supporting evidence (artifacts) for TPE standard 14. Online student membership costs $25 per semester. Must be purchased by the 3rd class meeting. Available at www.taskstream.com Directions on how to enroll are available at http://www.csusm.edu/education/eportfolio/taskstreamdirections.html

Course Material Available

- **Cougar Courses:** resources: syllabus, articles and other resources for students. Students will need to utilize additional online resources in addition to the ones provided.
- It is not necessary to purchase the educational software, as many of the specific software titles are available on the Web in demo-version and/or available on campus.

COURSE LEARNING OUTCOMES

Upon successful completion of this course, students will (be able to):
- Demonstrate basic proficiency in use of technology to meet all 5 ISTE Standards.
- Apply a variety of Ed-tech strategies in a classroom (K-12) setting.
- Continue professional development through interactions with their Professional Learning Networks
- Complete upload of evidence of TPE 14 onto TaskStream

Teacher Performance Expectation (TPE) Competencies

The course objectives, assignments, and assessments have been aligned with the CTC standards for (Single Subject, Multiple Subject, Special Education, etc.) Credential. This course is designed to help teachers seeking a California teaching credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing effective programs 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. You will be required to formally address the following TPEs in this course:

You will be required to formally address **TPE 14: CSUSM Educational Technology** based on ISTE Standards listed:

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.

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.
- **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

Teacher Performance Assessment

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved Teacher Performance Assessment (TPA), as part of the credential program of preparation. During the 2015-16 academic year the CSUSM credential programs will use either the CalTPA (California Teacher Performance Assessment) or the edTPA (Educative Teacher Performance Assessment).

Check with your program coordinator to determine which assessment is used for your credential program.

CalTPA

To assist with your successful completion of the CalTPA, a series of informational seminars are offered over the course of the program. TPA related questions and logistical concerns are to be addressed during the seminars. Your attendance to TPA seminars will greatly contribute to your success on the assessment. The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials may be found on the SOE website:
http://www.csusm.edu/education/CalTPA/ProgramMaterialsTPA.html

edTPA

Beginning in fall 2015, for newly entering initial candidates, the CSUSM assessment system is the edTPA. To assist with your successful completion of the edTPA, a capstone class is part of your curriculum. In this class edTPA related questions and logistical concerns are addressed. Additional support materials are available on the edTPA website:
http://www.edtpa.com/PageView.aspx?f=GEN_Candidates.html

Additionally, to support your success in your credential program and with TPA, SOE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs).

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.

GENERAL CONSIDERATIONS

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates (course participants) are expected to attend all classes and participate actively. At a minimum, candidates (course participants) 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 (course participants) have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

According to the above policy and conditions, students missing more than one class session (including online modules) cannot earn an A or A-. Students missing more than two class sessions cannot earn a B or B+. Students missing more than three classes cannot earn a C+. Arriving late or leaving early by more than 20 minutes counts as an absence. **Notifying the instructor does not constitute an excuse**. All assignments must be turned in on due date even in case of an absence. If extraordinary circumstances occur, please communicate with the instructor.

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.

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

Statement on how the All-University Writing Requirement (850 words for a 1-unit course, 1700 words for a 2-unit course, and 2500 words for courses of 3 or more units) is satisfied in the course. Written blogs, reflections and completion of written report demonstrating evidence of meeting TPE 14.

Course Format

Majority of the course will be face-to-face with a combination of direct instruction and lab time to complete assignments. Additionally, there will be several online meetings. Refer to schedule to see specific dates.

Necessary Technical Competency Required of Students

This course: In addition to attending course sessions, students may need to use campus resources for some assignments. It is the student's responsibility to make arrangements to have the technology resources available in order to complete scheduled assignments and due dates. 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 use campus issued-email accounts and check email and the class Cougar Course (Moodle) site at least two times per week to communicate with instructor and peers.

Contact Information for Technical Support Assistance

It is the students' responsibility to trouble shoot problems or seek help (CSUSM Help Desk.)

Use of Technology

Candidates (Course participants) 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). 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 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.

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

All students are expected to participate in class activities and demonstrate reflective learning. It is important that students are well prepared for course sessions by completing the readings and assignments scheduled before the class meeting. Students who wish to revise an assignment must negotiate the requirements of the revision with the instructor. Failure to complete this course with a grade of C+ or better will prohibit a teacher candidate from entering a teaching credential program.

Final Exam Statement

The TPE 14 TaskStream upload is our course final. It must be completed on or prior to our last class meeting.

Grading Standards

All assignments carry a points value. Please refer to course calendar and assignment descriptors for more information.

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

Policy on Late/Missed Work

It is expected that work will be turned in on time. Please discuss individual issues with the instructor promptly if extraordinary circumstances prohibit you from turning in assignments on time. Points will be deducted if assignments are submitted late. -1 point penalty per each day late; NO CREDIT will be awarded if the assignment is one week late.

Student Collaboration Policy

This course requires students to work in a variety of collaborative models that are present in K-12 school settings. It is at the professor's discretion on how to apply, design, and create expectations for collaborative work within this classroom.

SCHEDULE/COURSE OUTLINE: CHECK MOODLE WEEKLY FOR ADDITIONAL READINGS AND RESOURCES RELATED TO TOPICS

Date	Topic	Assignment (if any)
Session 1 9/1	**Creating Our Community:** Introductions Purpose of Ed Tech ISTE Standards	• Write an introduction on Cougar Courses to build a community of learners (1 pts.) • Respond to at least two other students (2 pts.) • Establish a Twitter Account (1 pt.) **(4pts.)**
Session 2 9/8	**Get Connected: Social Media in Edu** Establishing Personal/Professional Learning Networks: PLN Blogging ISTE 5	• Create a blog and add blog link onto Moodle (5 pts.) • Respond to group blogs (2 pts.) • Explore and find an EDU Blog or Twitter to share out on class blog (2 pts.) **(9pts.)** **Assignments Due By 9/14 10:00pm**
Session 3 9/15	**Legalize It:Fair and Safe Practices** Cyber Safety, Copyright, Digital Citizenship, Issues ISTE 4	• Create a poster for upper elementary to high school illustrating a lesson from today's lecture using Glogster or other tool. (3 pts.) • Blog update: Digital Citizenship (2 pts.) **(5pts.)** **Assignments Due By 9/20 10:00pm**
Session 4 9/21	**Right Tool for the Right Job: Web 2.0** Common Tools for the Classroom Organizing Information ISTE 1 & 2	• Blog reflection on tools and (2 pts) • Team Symbaloo/Live Binder Project Organization/Teacher Approval (2pts) **(4pts.)** **Team Project Due 10/6**
Session 5 9/28	**Playground: Teacher Resources** Videos and Learning Tools Common Core and Ed-tech ISTE 1,2,4	• Explore, reflect and analyze common teacher resources on blog (2 pts.) • Add resources to team Symbaloo/Live binder project (5pts.) **(7pts.)** **Team Project Due 10/6**
Session 6 10/6	**Googlization of Education:** Inside a Google Classroom/Google for Edu Forms, Docs. And More Online Assessments ISTE 1 & 3	• Use Google Forms to develop a short assessment from Symbaloo/Live Binder projects (2 pts) • Collect responses and write a blog reflection based on the outcome (3 Pts) **(5pts.)** **Symbaloo/Live Binder DUE Google Form and Reflection Due 10/12 10:00pm**
Session 7 10/13	**Now Presenting:** Presentation Tools Project Pitch and Approval for video	• Use a presentation tool (other than Google Slides, Power Point or Prezi) to teach a lesson to support Symbaloo/Live Binder Project (5 pts.) **(5pts.)** **Presentations Due11/30**

Date	Topic	Assignment (if any)
Session 8 10/20	**3, 2, 1…ACTION: Video Taping** Hints to successful instruction Flipped Classrooms Materials and plan for instructional video.	• Using Common Core Standards, create an informative video (may support Symbaloo/Live Binder content) (10 pts.) • Blog Reaction to Flipped Classrooms (2pts.) **(12 pts.)** Video Due 11/3
Session 9 10/27	**Online Session Editing Videos**	Video Due 11/3 Provide link on blog prior to class.
Session 10 11/3	*Film Festival and Unit Share Out*	VIDEOS/PRESENTATIONS/SYMBALOO/LIVE BINDERS DUE
Session 11 11/10	**Who Are You: Personal Web Site** Features of a Teacher Website	• Create a Class Web Site with Accessablity Features • Parent Letter • Links to websites **(10 pts.)** Due 11/16
Session 12 11/17	**Empowering Learners:** Case Study of Diverse Learners Learning Styles Motivation Equity Accessiblity Homework Gap	• Take Personal Learning Style Quiz (1pt.) • Work in a team to develop an ed-tech enhancement to promote student achievement and share in class. (5pt.) • Blog: How does ed-tech help aid relate to student achievement? (2pt.) **(8pts.)** Assignments Due 11/23 10:00pm
Session 13 11/24	ONLINE SESSION: Rough Drafting of TPE Portfolio	Remember to Submit Work PRIOR to Finals Week for Feedback from Professor.
Session 14 12/1	**Playground:** Video Games and Coding in the Classroom ISTE 1, 2, 4	• Review of Game Using a Rubric (2pts.) • Blog a game/coding find (2pts.) **(4pts.)** Assignments Due 12/7 10:00pm
Session 15 12/8	**Trending Now: Current Events in Ed-Tech** Future Ready Schools Speak-Up Survey, EdCamps, Innovative Models in Ed-Tech ISTE 1,2,3,4,5	• Instructor Evaluations—Lucky Me! • **Submittal of TPE Portfolio for Instructor Approval!!!!! (5pts.)** • Final blog reflection on Trending Now (2pts) **(7pts.)** Assignments Due 12/14 10:00pm
Final Exam 12/15	TPE 14 submittal on TaskStream Portfolio	**Final Submittal to the TPE Portfolio on Taskstream (10 pts.) 12/15 10:00AM**