

Course Number	EDUC 422, Section 2
Course Title	TECHNOLOGY TOOLS FOR TEACHING & LEARNING
CRN	40608
Course Days & Time	Thursdays, 5:30PM – 8:15PM
Location	University Hall 271
Semester / Year	Fall 2015
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Hours	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

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COURSE DESCRIPTION

Catalog: 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.

Instructor: This course is designed to help students who are seeking to enter to the Multiple and Single Subjects Credential Program to develop the skills, knowledge, and attitudes necessary to effectively integrate technology into classroom teaching and learning. The successful teacher candidate will be able to merge technology, pedagogy, and subject matter to meet the needs of students with diverse backgrounds. Moving beyond procedural knowledge of the steps involved using a piece of technology, this course will help teacher candidates develop problem solving, strategic thinking, critical thinking, communication, and collaboration skills around various technology tools.

Prerequisite:

The prerequisite for this course is basic computer knowledge and skills such as turning a computer on and off; opening, saving, and deleting a file; creating and deleting a folder; using e-mail and web browsers (i.e. Internet Explorer, Safari, Firefox, Google Chrome). Students may demonstrate their basic knowledge and skills by completing the campus-wide computer competency requirement (CCR) or a computer course within the last 12 months with a grade B or above.

COURSE OBJECTIVES

In the end of this course, teacher candidates will demonstrate competence in:

- (a) using a variety of educational technology tools that are applied in teaching and learning within the credential program and used in public school settings, and
- (b) meeting the International Society for Technology in Education (ISTE) **Teacher Standards** as an evidence of meeting Teacher Professional Expectation (TPE) 14.

COURSE MATERIALS & RESOURCES

1. Google Drive:

This is an online file storage service provided by Google. It allows users to create, share, and collaboratively edit files stored in the cloud. Students should have access to Google Drive through their CSUSM e-mail. If you do not have access to Google Drive, you can create an account at drive.google.com. Directions on how to create an account are available at: <https://support.google.com/drive/answer/2424384?hl=en>

2. Additional File Storage:

While you can create, upload, and store files using Google Drive, you may need to use an additional secondary cloud file storage service such as Dropbox (You can create an account at www.dropbox.com) and/or purchase a USB stick (8GB or larger) to store large files.

3. Cougar Course:

Course materials, assignment instructions, and grades will be available on Cougar Course site. Available at: <http://cc.csusm.edu/>. Be sure to set your preferred email in your profile settings of Cougar Courses so that you receive important announcements and communications. It is your responsibility to check the course site regularly and bring any issues immediately to the instructor's attention.

4. Campus Resources:

In addition to attending class meetings, 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.

5. Backing Up Work:

Many technology platforms you will be using in this course are online and require a username and password. However, for some assignments you will need to take a screenshot or copy/paste your work into a word file, therefore it is important that you backup your work.

6. Username & Password:

You will be using a variety of online platforms. Avoid creating a new username and password for each platform, instead, use the same username and password for all platforms for you to easily remember.

UNIVERSITY AND SCHOOL OF EDUCATION POLICIES

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, teacher 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.

Professional Dispositions:

The California State University San Marcos School of Education fosters the development of the following professional dispositions among teacher candidates:

- *Social Justice and Equity:* Candidates appreciate the languages, communities, and experiences learners bring to the classroom. Candidates advocate for and support marginalized communities and individuals.
- *Collaboration:* Candidates learn and practice the skills of collaboration in their coursework and use them in their professional interactions with students, colleagues, parents, caregivers and those in the wider community.
- *Critical Thinking:* Candidates analyze various professional contexts, resulting in more informed decision-making about professional practice.
- *Professional Ethics:* Candidates learn to make and act on well-reasoned, principled judgments.
- *Reflective Teaching and Learning:* Candidates critically review their professional practice and the impact it has on student success.
- *Life-Long Learning:* Candidates are committed to actively seeking new knowledge, skills and experiences throughout their career.

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.

Writing Requirement:

The CSUSM writing requirement of 2500 words is met through the completion of course assignments. Therefore, all assignments 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.

Because it is important for teachers to be able to effectively communicate their ideas to students, parents, colleagues, and administrators, writing that is original, clear and error-free is a priority for the School of Education.

Students with Disabilities Requiring Reasonable Accommodations

Candidates 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.

Credit Hour Policy Statement

Per the University Credit Hour Policy:

- 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.

COURSE EXPECTATIONS

Professional Demeanor:

It is expected that students will conduct themselves as professional adults who show respect to others, bring a positive attitude, and demonstrate productive engagement with people, process, and tasks to be completed. Professional demeanor includes, but not limited to, meeting the following expectations:

1. Arriving all class meetings **on time**. Emailing the instructor when you are unable to attend class or when you will be late.
2. Submitting required assignments **on time**. E-mailing the instructor when you are unable to complete an assignment and need more time. Explaining the reasons for requesting extension, and providing a projected timeline for successful completion of the assignment.
3. Approaching problems with a disposition to find solutions rather than feeling helplessness or hopelessness when facing a challenge or difficulty.
4. Working respectfully and productively with peers and the instructor in all settings (e.g. whole group, small group, Moodle Forums, one-on-one meetings, study groups, e-mail correspondence) at all times.
5. Contributing to and being part of a supportive environment. This includes providing assistance to classmates with technical and/or content issues, interacting with your peers, selecting one or two class "buddies" to ensure that you receive information and handouts if you miss a class, and help you keep track of the course assignments, upcoming tasks, and deadlines.

Electronic Communication:

Electronic correspondence is a part of professional interactions and the primarily means of communication with the instructor in this course. I check my e-mails twice a day, around NOON and later around 4PM Monday through Friday. If you send me e-mail after 4PM, please do not expect a response until the next day around NOON. I do not check e-mails in the evenings during the week and on Saturdays. On Sundays, I check e-mails around 4PM. If you send me e-mail after 4PM on Sunday, you will receive a response on Monday around noon.

Online Etiquette:

Please keep in mind 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 with no title or greetings, 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. Be aware that messages sent within an online context may be open to misinterpretation. When concerned, meanings should be verified to clarify sender's intent.

LIST OF COURSE ASSIGNMENTS

Social Bookmarking:

Teachers need to be lifelong learners, have life-long learning tools, and strategies to effectively support student learning. An important aspect of being a lifelong learner is to find resources, engage in collaboration with other teachers and students, and share information with others. For this assignment, you will find, explore, read, and annotate educational online resources using a social bookmarking tool called Delicious (www.delicious.com). You will share your public profile with your peers.

Digital Citizenship Poster:

Web 2.0 technologies such as social networking sites have changed the way we learn, share, connect, and communicate. To be able to support appropriate uses of technology in-and-out of their classrooms, teachers must address new rules, norms, and responsibilities with respect to privacy, identity, ownership and authorship, credibility, and participation that come with the use of these technologies. For this assignment, you will create a poster that informs students and parents about the issues of digital citizenship. You will create your poster using one of the following web 2.0 technologies: Prezi, Glogster, and Google Draw (accessed through Google Drive).

Video Games:

Today, we live in a world of constant change where social practices are evolving around new computing and digital technologies that allow people to connect, communicate, learn, play, and work in ways that are different than the previous century. Children need to develop a broader set of competencies that cut across disciplinary boundaries to solve new and complex problems facing the world. One highly engaging technology that provides opportunities for both content learning and the development of these skills is video games. In this assignment, you will develop an in-depth understanding of video games by playing a game, analyzing a game, and writing a reflective blog post on the game you played.

Web Quest:

There are multiple ways to integrate technology into classroom instruction. Critical and creative thinking skills are two important skills teachers need to develop to be able to identify appropriate technology tools to support students' learning process. For this assignment, you will create a classroom activity utilizing web quests. Drawing upon an inquiry-based and problem-based pedagogy of learning, a web quest facilitates the process of students developing an in-depth understanding of a topic through exploring the web. You will create your web quest in Google Docs, and share it with others in this class, and with the instructor in Cougar Course.

Assessment Tools:

Technology offers a variety of tools that can be used in the classroom to track student progress and assess their learning. It can also be used to facilitate communication between the teacher and the students as well as parents about student growth and development. Using technology tools for assessment allows teachers to be more efficient and productive as they can document and analyze student data in a virtual space. For this assignment, you will engage in the authentic practices of teachers by designing assessment items, measuring student learning, analyzing student learning, and communicating student learning to students and parents using a variety of technology tools.

Mobilism Proposal:

Technology can be expensive and beyond the means of many schools. How does a school district, a school, or a classroom teacher find a way to integrate technology that can improve student learning? The answer is: external grants. But, grants require writing a grant proposal that justifies the need for funding. For this assignment, you will write a grant proposal in pairs to integrate mobile technology into your classroom. One person should create a Google Doc and share it with the other person, and the pair should work collaboratively on the grant together.

Technology Review:

To be able to integrate technology into the classroom, teachers must develop the skills to successfully evaluate different technologies that exist, and choose the appropriate technology that best meets the needs of their students. For this assignment, you will search, find, test, and write a blog post about a piece of technology that teachers, parents, and students can use to enhance academic content learning. You will create your own blog in Kidblog (www.kidblog.org), and publish your blog post, and comment on other blogs created by your peers.

Instructional Video Project:

Students will work in pairs or individually (your choice) to create an instructional video (3-5 minutes) for classroom use. Students will identify the content standards that are met with the instructional video, and the grade level. Students will create storyboard, use digital camera, edit video files, and upload their video and publically share it on YouTube or Vimeo.

Online Teacher Portfolio:

Students will reflect on ISTE Teacher Standards (1-5) and select artifacts from the course to show evidence for meeting TPE14. The portfolio must include a narrative that describes and provides evidence for how the artifacts meet each standard. Throughout the course, students will work on writing their reflections, and will submit the complete online teacher portfolio as their final project.

All assignments are due by 23:55 pm on the due date. More information on each assignment can be found on Cougar Course Site.

FORUM POSTS

In addition to completing assignments, students are expected to engage with the assigned readings and participate in an online discussion forum each week. Each student is responsible for posting an initial post to response to the discussion questions related to the assigned reading(s). Additionally, each student will respond to two peer posts. No credit will be awarded if you miss the deadline for posting on discussion forums. **Forum posts are due by 23:55 pm on the due date. More information on forum posts can be found on Cougar Course Site.**

GRADING

It is expected that work will be turned in on time and course expectations will be met. Please discuss individual issues with the instructor promptly if extraordinary circumstances prohibit you from turning in assignments on time or participate in course activities. Points will be deducted if assignments are submitted late (10% penalty per day late). No credit will be awarded if the assignment is 1 week late. No credit will be awarded if you miss the deadline for posting on discussion forums. Students who wish to revise an assignment must negotiate the requirements of the revision with the instructor. You are responsible for tracking your grades and progress in the course by logging in Cougar Course.

94 – 100 A
87 – 89 B+
80 – 83 B-
74 – 76 C
60 – 69 D

90 – 93 A-
84 – 86 B
77 – 79 C+
70 – 73 C-
Below 60 F

Failure to complete this course with a grade of C+ or better will prohibit a teacher candidate from entering a teaching credential program. You are responsible to track your grades and progress in the course. Attendance will be taken each class. 10 points will be deducted from your overall grade beyond the 80% attendance policy, which means you can only miss the class without penalty only 3 times during the semester.

Assignments	Points	Assignments	Points
Social Bookmarking	40	Instructional Video Project: Pitch&Storyboarding (20 pt.) Final Submission (80 pt.)	100
Digital Citizenship Poster	40		
Video Games	40		
Web Quest	40		
Assessment Tools Google Form (10 pt.) Chart (10 pt.) Rubric (10 pt.) Online Gradebook (10pt.)	40	Online Teacher Portfolio: ISTE T-Standards 1&2 (20 pt.) ISTE T-Standards 3&4 (20 pt.) Final Submission (80 pt.)	120
Mobilism Proposal	40		
Technology Review	40		
Forum Posts	Points		
25 points x 11: Initial Post (15 pt.) Peer Post (10 pt. x 2)	275		
Total:		775	

Final Exam Statement

There will be no final exam.

COURSE SCHEDULE

Please note that modifications may occur at the discretion of the instructor. Any changes to assignments will be announced in class OR students will be notified via e-mail. In order to successfully complete this course, ***all assignments must be completed*** at an acceptable level noted on assignment directions. **All assignments and forum posts are due by 23:55 pm on the due date.**

Week	Date	Topics	Due Dates
1	Sept. 3	Introductions & Course Overview	<p>Forum Post: <u>Sunday, September 6:</u> Initial Post Due <u>Tuesday, September 8:</u> 2 Peer Responses Due</p>
2	Sept. 10	Web 2.0 Technologies & Social Media	<p>Forum Post: <u>Sunday, September 13:</u> Initial Post Due <u>Tuesday, September 15:</u> 2 Peer Responses Due</p> <p>Assignment: Social Bookmarking <u>Wednesday, September 16</u></p>
3	Sept. 17	Digital Citizenship	<p>Forum Post: <u>Sunday, September 20:</u> Initial Post Due <u>Tuesday, September 22:</u> 2 Peer Responses Due</p> <p>Assignment: Digital Citizenship Poster <u>Wednesday, September 23</u></p>
4	Sept. 24	Game-based Learning	<p>Forum Post: <u>Sunday, September 27:</u> Initial Post Due <u>Tuesday, September 29:</u> 2 Peer Responses Due</p> <p>Assignment: Video Games <u>Wednesday, September 30</u></p>
5	Oct. 1	Online Teacher Portfolio & Course Reflections	<p>Forum Post: <u>Sunday, October 4:</u> Initial Post Due <u>Tuesday, October 6:</u> 2 Peer Responses Due</p> <p>Assignment: Online Teacher Portfolio (ISTE T-Standards 1&2) <u>Wednesday, October 7</u></p>

Week	Date	Topics	Due Dates
6	Oct. 8	Problem-based Learning	<p>Forum Post: <u>Sunday, October 11:</u> Initial Post Due <u>Tuesday, October 13:</u> 2 Peer Responses Due</p> <p>Assignment: Web Quest <u>Wednesday, October 14</u></p>
7	Oct. 15	Using Technology for Assessment	<p>Forum Post: <u>Sunday, October 18:</u> Initial Post Due <u>Tuesday, October 20:</u> 2 Peer Responses Due</p> <p>Assignment: Assessment Tools <u>Wednesday, October 21</u></p>
8	Oct. 22	Mobile Learning	<p>Forum Post: <u>Sunday, October 25:</u> Initial Post Due <u>Tuesday, October 27:</u> 2 Peer Responses Due</p> <p>Assignment: Mobilism Proposal <u>Wednesday, October 28</u></p>
9	Oct. 29	Evaluating Educational Technology	<p>Forum Post: <u>Sunday, November 1:</u> Initial Post Due <u>Tuesday, November 3:</u> 2 Peer Responses Due</p> <p>Assignment: Technology Review <u>Wednesday, November 4</u> Main Blog Post <u>Friday, November 6</u> 2 Peer Comments</p>
10	Nov. 5	Professional Online Communities & Course Reflections	<p>Forum Post: <u>Sunday, November 8:</u> Initial Post Due <u>Tuesday, November 10:</u> 2 Peer Responses Due</p> <p>Assignment: Online Teacher Portfolio (ISTE T-Standards 3&4) <u>Wednesday, November 11</u></p>

Week	Date	Topics	Due Dates
11	Nov. 12	Flipped Classroom	<p>Forum Post: <u>Sunday, November 15:</u> Initial Post Due <u>Tuesday, November 17:</u> 2 Peer Responses Due</p> <p>Assignment: Instructional Video (Pitch & Storyboarding) <u>Wednesday, November 18</u></p>
12	Nov. 19	Instructional Video Project	Students work on recording and editing their video project in class
13	Nov. 26	Thanksgiving. No class meeting.	
14	Dec. 3	Online Teacher Portfolio & Course Reflections	<p>Assignment: Instructional Video (Final Submission) <u>Wednesday, December 2</u></p>
15	Dec. 10	Online Teacher Portfolio	<p>Last day of class</p> <p>Assignment: Online Teacher Portfolio (Final Submission) <u>Wednesday, December 14</u></p>