

<b>Course Number</b>	<b>EDUC 422 B</b>
<b>Course Title</b>	<b>Technology Tools for Teaching and Learning</b>
<b>CRN Number</b>	<b>40604</b>
<b>Days</b>	<b>Friday, Oct. 9 and Saturday, Oct. 10</b>
<b>Time</b>	<b>Fri. 5:00 to 9:50 pm, Sat. 8:00 am to 5:50 pm</b>
<b>Course Location</b>	<b>University Hall 273</b>
<b>Semester / Year</b>	<b>Fall 2015</b>
<b>Instructor</b>	
	<b>Matthew Evans</b>
<b>Phone</b>	(619) 677-5563 (Google Voice)
<b>E-Mail</b>	<a href="mailto:mevans@csusm.edu">mevans@csusm.edu</a>
<b>Office</b>	UH 273 (before or after class) or location by agreement
<b>Hours</b>	Before/After class or 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 .....	3
Course Prerequisites.....	3
Course Objectives .....	3
Credit Hour Policy Statement.....	3
REQUIRED TEXTS, MATERIALS AND ACCOUNTS.....	4
COURSE LEARNING OUTCOMES .....	5
Teacher Performance Expectation (TPE) Competencies .....	5
Teacher Performance Assessment.....	7
CaITPA .....	7
edTPA.....	7
Assessment of Professional Dispositions .....	7
GENERAL CONSIDERATIONS .....	7
School of Education Attendance Policy .....	7
CSUSM Academic Honesty Policy .....	8
Plagiarism.....	8
Students with Disabilities Requiring Reasonable Accommodations.....	8
All University Writing Requirement .....	8
Course Format .....	8
Necessary Technical Competency Required of Students .....	8
Contact Information for Technical Support Assistance.....	9
Use of Technology .....	9
Electronic Communication Protocol.....	9
COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS.....	9
Grading Standards .....	10
Final Exam Statement.....	10
Policy on Late/Missed Work.....	10
SCHEDULE/COURSE OUTLINE .....	11
Assignments .....	11
SCHEDULE/COURSE OUTLINE .....	12

## COURSE DESCRIPTION

**Catalog:** Equivalent to the second third of EDUC 422. Focuses on using technology in the classroom through examination of educational software and familiarization with specific software titles supported in the College of Education credential program. *May not be taken for credit by students who have received credit for EDUC 422 and E494K.*

**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.

### Course Prerequisites

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 (See the list of standards here: [http://www.iste.org/docs/pdfs/20-14\\_ISTE\\_Standards-T\\_PDF.pdf](http://www.iste.org/docs/pdfs/20-14_ISTE_Standards-T_PDF.pdf)).

### Credit Hour Policy Statement

Per the University Credit Hour Policy:

- Courses with face-to-face instruction (including activity and laboratory modes of instruction) must include a statement to the effect that students are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning. (Note that for courses with a "lecture" mode of instruction over an entire semester, each unit of credit corresponds to an 'hour' of class-time and two hours of student learning outside of class. For activity and laboratory modes of instruction, depending on the particular instructional mode, each unit of credit corresponds to two or three 'hours' of class-time, and two hours of student learning outside of class.)
- Courses that are entirely on-line must describe the activities that the student will be required to complete as part of the course and indicate the expected minimum time (at least 45 hours for each unit of credit) that students will need to devote to each of these.
- Hybrid courses must describe to students how the combination of face-to-face time, out-of-class time associated with the face-to-face sessions, and on-line work will total at least 45 hours per unit of credit.

Due to the nature of this course being a Hybrid course, face-to-face instruction as well as out-of-class time, please remember that on-line work equates to 45 hours per unit of credit.

## REQUIRED TEXTS, MATERIALS AND ACCOUNTS

1. There is NO required text for this course.
2. **TaskStream:** All students must purchase a membership for TaskStream. The cost of student membership is \$25 per semester. Available at [www.taskstream.com](http://www.taskstream.com). Students will use TaskStream for their Online Portfolio assignment. Membership must be purchased before class on Friday. Directions on how to enroll are available at <http://www.csusm.edu/education/eportfolio/taskstreamdirections.html>. Task Stream ENROLLMENT CODE: **6SG3BA**
3. **Digital Video Camera:** All students must bring a digital camera to class on Saturday for the Instructional Video Project assignment. Phones and tablets that have a camera are also acceptable. If you do not have access to a digital camera or a phone or a tablet that has camera, you can check out digital camera from Kellogg Library on the 2<sup>nd</sup> floor. Bring the USB cable or other cables that will allow you to retrieve the recording from your camera to class on Saturday.
4. **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](http://drive.google.com). Directions on how to create an account are available at: <https://support.google.com/drive/answer/2424384?hl=en>
5. **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](http://www.dropbox.com)) and/or purchase a USB stick (8GB or larger) to store large files.
6. **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.
7. **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 2<sup>nd</sup> floor.
8. **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. Suggested procedures for backing up your work include:
  - a. Make an EDUC 422 folder on your campus flash drive and save all your files in this folder
  - b. Save a backup of all files on your home computer or
  - c. Email files to yourself for further backup
  - d. Save important email communications for the course in a folder on your flash drive in addition to your email account

**OPTIONAL:** ISTE online student membership costs \$45. Available at <http://www.iste.org>

## COURSE LEARNING OUTCOMES

The Course Learning Outcomes (CLOs) are intended to communicate to the students what they are able to do upon completion of the course. These are often stated in a greater level of detail than Program Student Learning Outcomes. CLOs should be presented using the following construction:

Upon successful completion of this course, students will (be able to):  
[List of Course Learning Outcomes follows.]

At their own discretion, instructors may choose additionally to indicate how the CLOs are addressed in the course and how students will be expected to achieve them.

### **Teacher Performance Expectation (TPE) Competencies**

The course objectives, assignments, and assessments have been aligned with the CTC standards for Multiple Subject and Single Subject Credentials. This course is designed to help teachers seeking the Multiple and Single Subjects Credential to develop the skills, knowledge, and attitudes necessary to assist schools and districts in implementing an effective program for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. The following TPEs are addressed in this course:

#### **Primary Emphasis:**

TPE 14 CSUSM Educational Technology (based on ISTE NETS•T: see below)

The following TPEs are also addressed in this course:

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

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

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

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

TPE 12 - Professional, Legal, and Ethical Obligations (NETS•T IV)

TPE 13 - Professional Growth (NETS•T V)

The course also addresses Special Education Standards by California Commission on Teacher Credentialing:

Multiple and Single Subject Program Standard 13: Preparation to Teach Special Populations (Students with Special Needs) in the General Education Classroom

Preliminary Education Specialist Program Design Standard 6: Using Educational and Assistive Technology

### **ISTE National Educational Technology Standards (NETS•T) and Performance Indicators for Teachers**

Effective teachers model and apply the National Educational Technology Standards for Students (NETS•S) as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community. All teachers should meet the following standards and performance indicators. Teachers:

#### **I. Facilitate and Inspire Student Learning and Creativity**

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. Teachers:

- a. promote, support, and model creative and innovative thinking and inventiveness
- b. engage students in exploring real-world issues and solving authentic problems using digital tools and resources
- c. promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes
- d. model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

## **II. Design and Develop Digital-Age Learning Experiences and Assessments**

Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S. Teachers:

- a. design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
- b. develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress
- c. customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources
- d. provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

## **III. Model Digital-Age Work and Learning**

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. Teachers:

- a. demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations
- b. collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation
- c. communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats
- d. model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning

## **IV. Promote and Model Digital Citizenship and Responsibility**

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. Teachers:

- a. advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources
- b. address the diverse needs of all learners by using learner-centered strategies and providing equitable access to appropriate digital tools and resources
- c. promote and model digital etiquette and responsible social interactions related to the use of technology and information
- d. develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools

## **V. Engage in Professional Growth and Leadership**

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

- a. participate in local and global learning communities to explore creative applications of technology to improve student learning
- b. exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others
- c. evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning
- d. contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community

*ISTE (International Society for Technology in Education), 2008*

[http://www.iste.org/Content/NavigationMenu/NETS/ForTeachers/2008Standards/NETS\\_for\\_Teachers\\_2008.htm](http://www.iste.org/Content/NavigationMenu/NETS/ForTeachers/2008Standards/NETS_for_Teachers_2008.htm)

## **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](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*).

- Any special attendance requirements, such as attendance at outside events or Service Learning activities must be listed.
- In accordance with the Administrative Course Drop policy, if there are any dates for which attendance is required to avoid being administratively dropped, these must be specified.
- Hybrid courses with specific on-campus meeting requirements (e.g., for exams) must state those requirements.

### **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](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**

The CSUSM writing requirement of 2500 words is met through the completion of course assignments. Therefore, all writing assignments for forum posts and replies, blog reflections, NETS Narratives, and websites, and other coursework will be looked at for content, organization, grammar, spelling, and format.

### **Course Format**

Students are expected to attend each class to obtain the necessary information and guidance to utilize what is learned during the class session. This course will be a hybrid course with face-to-face meetings and online assignments.

### **Necessary Technical Competency Required of Students**

Students need to have access to a computer for online assignments.

## **Contact Information for Technical Support Assistance**

[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**

Professional demeanor is expected of all students enrolled in EDUC422. This may be evidenced by:

- On time arrival to all class sessions, both face-to-face and online. Please email the instructor when you are unable to attend class or when you will be late
- Advance preparation of readings and timely submission of assignments.
- Solution Finding that uses carefully considered and culturally aware approaches.
- Supportive assistance to classmates with technical and/or content issues.
- Respectful participation in all settings (e.g. whole group, small group, Moodle Forums and study groups) with demonstration of positive interpersonal skills with classmates and guests.
- Backing up copies of all work. You will want these copies for your records and use in professional portfolio entries. Suggested procedures include:
  - Make an EDUC 422 folder on your campus flash drive and save all your files in this folder
  - Save a backup of all files on your home computer or
  - Email files to yourself for further backup
  - Save important email communications for the course in a folder on your flash drive in addition to your email account
- Productive interaction with peers. 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.

Select one or two class "buddies" (e.g., study group members or Moodle forum teammates) to ensure that you receive information and handouts if you must miss a class. Arrange an online check in time with your buddy, for prompting and reminders.

## **Grading Standards**

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. It is vital to attend each class session as new materials are discussed and demonstrated.

Each assignment and Forums are scored using points. All completed work in the course equals 1000 points. Final grade will be determined by accumulated points throughout the semester.

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

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

Detailed information about each assignment is provided by on the class Cougar Course site. Please note that modifications may occur at the discretion of the instructor. Any changes to assignments will be clearly labeled and students will be notified.

You are responsible to track your grades and progress in the course. In order to successfully complete this course, ***all assignments must be completed*** at an acceptable level noted on assignment directions and rubrics. **All assignments will be due by 11:55 pm on the due date, depending on the assignment.**

## **Final Exam Statement**

There is no Final Exam for the course. Attendance at last class session is mandatory to share your digital portfolio and final video project.

## **Policy on Late/Missed Work**

Points will be deducted if assignments are submitted late (10% penalty per day late; no credit will be awarded if the assignment is one week late).

For Forums, if you do not post by the requested date, you will not receive credit as it then limits others' ability to respond.

Students who wish to revise an assignment must negotiate the requirements of the revision with the instructor. 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.

## **Student Collaboration Policy**

Students will be required to work together on various assignments such as reading and responding to each other's blog posts. Each course participant should complete all work in an equitable manner.

## SCHEDULE/COURSE OUTLINE

### Assignments

Assignment	Description	Pts	Due
Statement of Work	Students to printout and sign Statement of Work	5	10/10
Reading Reflections & Comments	Reflect on course readings related to NETS and current issues in educational technology; maintain professional blogs, contribute to online discussions, and apply Netiquette in the process. <b>Flipped Classroom</b>	20	Initial Post 10/14 Peer Response 10/18
Internet Resource Evaluation	Students review a wide range of interactive educational Internet resources found on the Thinkfinity website. Students select and review 10 activities, websites, lesson plans, or interactive resources, noting NETS-S and opportunities for student learning.	25	10/18
Reading Reflections & Comments	Reflect on course readings related to NETS and current issues in educational technology; maintain professional blogs, contribute to online discussions, and apply Netiquette in the process. <b>Coding in the classroom</b>	20	Initial Post 10/14 Peer Response 10/18
Computational Thinking & Coding	Students explore computational thinking and use Scratch to create an inspiring educational project to facilitate student learning.	25	10/25
Personal Learning Network	Students use Web 2.0 tools to build a personal learning network and engage in collaborative learning and professional growth.	20	10/25
Video Games	The goal of this assignment to get you familiar with educational video games, and how video games can support academic content learning, and the development of 21st century skills such as systems thinking.	25	10/25
Teacher Website	Students create a website to facilitate student learning and collaboration with students and parents.	30	11/1
Google Earth Tour	Students to create a "mock" assignment for your future students that will require them to create a Google Earth tour of at least 5 places on Earth. Students will need to cover a <a href="#">Common Core</a> or <a href="#">California Content Standard</a> in the assignment.	20	11/1
Attendance & Professional Dispositions	Teacher candidates are expected to have a positive disposition toward teaching and learning. They should help each other and create a positive classroom environment for everyone. This means having a positive attitude in class, being on time and actively engaged in discussions and activities both in class and online.	10	NA

**TOTAL POINTS POSSIBLE = 200**

Detailed information is provided on Cougar Courses. Please note that modifications may occur at the discretion of the instructor. In addition to the assignments described above, performance assessment will be on student's cooperation and flexibility in response to unforeseen challenges and student's ability to perform tasks using a variety of technology tools.

## SCHEDULE/COURSE OUTLINE

	<b>Topic</b>	<b>Assignments</b>
	<ul style="list-style-type: none"> <li>• Course intro, community building, &amp; norms</li> <li>• Overview of NETS and California TPE &amp; TPA</li> <li>• Google Apps for Education discussion and training</li> <li>• Statement of Work</li> <li>• Flipped Classroom with Forum Discussion</li> <li>• Rethinking learning &amp; schooling</li> <li>• Internet Resource Evaluation</li> <li>• Computational Thinking with Forum Discussion</li> <li>• Web 2.0 Tools</li> </ul>	<p>a) Statement of Own Work: DUE 10/10</p>
	<ul style="list-style-type: none"> <li>• Google Apps for Education training</li> <li>• Personal Learning Network Discussion</li> <li>• Review of teacher websites</li> <li>• Begin creating teacher website</li> <li>• Video Games Assignment</li> <li>• Google Earth Tour Project</li> </ul>	<p>b) Discussion Forum: Flipped Classroom DUE 10/14; Peer Responses DUE 10/18</p> <p>c) Discussion Forum: Coding in the Classroom DUE 10/14; Peer Responses DUE 10/18</p> <p>d) Internet Resource Evaluation DUE 10/18</p> <p>e) Personal Learning Network DUE 10/25</p> <p>f) Video Games Assignment DUE 10/25</p> <p>g) Google Earth Assignment DUE 11/1</p> <p>h) Teacher Website: DUE 11/1</p>