



**EDUC 422 Section 4**  
**Technology Tools for Teaching and Learning**  
**CRN #21651**  
**Thursdays**  
**5:30 pm-- 8:15pm**  
**Science Hall II 306**  
**Spring 2015**

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*Conceptual Framework Theme: Engaging diverse communities through leading and learning for social justice.*

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Hours: Before/After class or by Appointment

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**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
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**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

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 National Educational Technology Standards for Teachers (NETS•T) 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.

### Required Supplies

There is NO required text for this course. Instead, you will need the following:

- TaskStream online student membership costs \$25 per semester. Must be purchased by the 3rd class meeting. Available at [www.taskstream.com](http://www.taskstream.com) Directions on how to enroll are available at <http://www.csusm.edu/education/eportfolio/taskstreamdirections.html>
- 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 2<sup>nd</sup> floor.

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.

## STUDENT LEARNING OUTCOMES

### Teacher Performance Expectation (TPE) Competencies

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 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)

## 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*).

**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.**

**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 2<sup>nd</sup> 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.

### 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 Disable 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. Candidates 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 blog reflections, NETS Narratives, and websites, and other coursework 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/](http://www.csusm.edu/writing_center/)) to seek help with writing skills before submitting your written assignments.

### **CSUSM Academic Honesty Policy**

“Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor’s attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.”

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

#### **Plagiarism:**

As an educator, it is expected that each candidate 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.

### **Use of Technology**

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). 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. **NOTE:** Be sure to set your preferred email in your profile settings of Moodle so that you receive important announcements and communications.

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.

## Professional and Administrative Requirements

Teacher education is a professional preparation program. It is expected that students will come to class prepared to discuss the readings, submit required assignments, and participate in class activities. Students are expected to adhere to academic honesty and integrity, standards of dependability, confidentiality, and writing achievement. 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.

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 or Google Drive account 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.

## Course Requirements and 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. 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. **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).**

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.

Detailed information about each assignment is provided 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.

In addition to the assignments described below, Participation/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.

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 are due by 11:55 pm on the due date unless otherwise noted.**

## ASSIGNMENT DESCRIPTIONS & DUE DATES

Assignment (s)	Description	Pts	Due Date <b>All assignments due at 11:55pm unless otherwise noted!</b>
<b>Community Forum:</b> Introduce Yourself	A) Write a self-introduction post on our Cougar Course Forum to the Instructor & your peers to build a community of learners. (1 points) B) You will respond to at least 2 other peers' postings. (2 points)	3	<b>January 24:</b> Initial Post Due  <b>January 27:</b> 2 Peer Responses Due
<b>Registration for Online Portfolio:</b> TaskStream	Capture a screen shot with your name for proof of registration for TaskStream that you post to Cougar Courses.	2	February 4
<b>Digital Citizenship:</b> Copyright & Ethics	Become familiar with fair use and copyright laws, and use of appropriate citations. Share your learning after becoming knowledgeable about various issues related to digital citizenship in the ISTE standards for Teachers and Students. A) Copyright Poster & Quiz Certificate (2 Points) B) Cyber Safety Assignment (2 Points)	4	February 7
<b>Surveys &amp; Spreadsheets:</b> Teacher Tools	A) Create a survey on the topic of technology using Google Forms. (2 points) B) Collect responses and write a reflection based on the outcomes. (2 points)	4	<b>Google Survey:</b> February 11  <b>Google Spreadsheet &amp; Reflection:</b> February 24
<b>Professional Learning #1:</b> Reading Reflection Forum on "Digital Citizenship"	A) Reflect on course readings and activities from the ISTE website that support topics related to the ISTE standards. (2 points) B) Each candidate responds to 2 students' posts with appropriate comments. (2 points)	4	<b>#1 February 13:</b> Initial Post Due  <b>February 17:</b> 2 Peer Responses Due
<b>Personal Learning Network</b>	Students use Web 2.0 tools to build a Personal Learning Network and engage in collaborative learning and professional growth.	6	February 17
<b>Lesson Planning:</b> Treasure Hunt Activity	Design a treasure hunt for your future students using a CA Common Core Standard, websites, and questions that will help your students to be motivated and engaged in digital learning.	4	February 24
<b>Electronic Grading:</b> Organize data using a grade book tool	Use an online grade book tool to set up grade book options for students and input data.	4	February 24
<b>Spreadsheet:</b> TaskStream Portfolio TPE Tracking Sheet	Plan and organize documents to prepare an electronic portfolio. Files are matched to the NETS under TPE 14 and documentation of file naming and organizing is required.	4	March 3
<b>Portfolio:</b> TaskStream Draft Narratives	Create a draft narrative using persuasive writing to document your proficiencies related to the 5 ISTE NETS (National Educational Technology Standards) for Teachers. Upload or link artifacts that support your narrative. Post your narrative on TaskStream.	5	NETS 1 DUE: March 3 NETS 2 DUE: March 17 NETS 3 DUE: April 8 NETS 4 DUE: April 14 NETS 5 DUE: April 28

<b>Professional Learning #2:</b> Reading Reflection Forum on “Mobile Learning” or “Flipped Classrooms”	A) Reflect on course readings and activities from the ISTE website that support topics related to the ISTE standards. (2 points) B) Each candidate responds to 2 students’ posts with appropriate comments. (2 points)	4	<b>#2 March 7:</b> Initial Post Due  <b>March 10:</b> 2 Peer Responses Due
<b>Collaboration &amp; Presentation:</b> Web 2.0 Tools & Resources	Demonstrate understanding of how to assess educationally specific applications, web-based or iPad based, in terms of use with students. Reflect on how apps meet learning needs and include strengths and weaknesses through a cloud-based presentation tool such as Google Presentation or Prezi.	6	*Dates Vary: March 11- April 22
<b>Computational Thinking:</b> Scratch the Cat	Create a story, game, or animation using Scratch programming using an online project created by the Lifelong Kindergarten Group at MIT Media Lab.	6	March 17
<b>Communication:</b> Teacher Website	Create a Teacher Webpage to support students’ future classroom. Create an appealing, newsworthy, and interesting Web page for students and parents to support learning. Graphics, content, and layout will be considered and assessed. Must address copyright!	8	March 24
<b>Professional Learning #3:</b> Reading Reflection Forum on “Assistive Technology”	A) Reflect on course readings and activities from the ISTE website that support topics related to the ISTE standards. (2 points) B) Each candidate responds to 2 students’ posts with appropriate comments. (2 points)	4	<b>#3 March 28:</b> Initial Post Due  <b>April 7:</b> 2 Peer Responses Due
<b>Video Project:</b> Digital Lesson Design	Produce a video in support of classroom instruction. Using common core standards, a digital camera, and editing software, students will prepare a project for sharing electronically. Video footage will be produced in groups of 3 or 4. However, <i>final editing will be completed individually</i> in order to ensure each student has learned the process.	8	<b>“Pitch” DUE:</b> April 14  <b>“Storyboard” DUE:</b> April 21  <b>Video &amp; Reflection DUE:</b> May 5
<b>Professional Learning #4:</b> Reading Reflection Forum “Digital Storytelling” or “Educational Videos”	A) Reflect on course readings and activities from the ISTE website that support topics related to the ISTE standards. (2 points) B) Each candidate responds to 2 students’ posts with appropriate comments. (2 points)	4	<b>#4 April 19:</b> Initial Post Due  <b>April 22:</b> 2 Peer Responses Due
<b>Portfolio:</b> TPE 14 FINAL Submission On TaskStream	Assignment utilizes an electronic portfolio to set up and organize electronic files, selecting evidence through analysis of individual work related to proficiencies and completing narratives as evidence of meeting the TPE 14 (ISTE NETS 1-5). <b><i>*This is a culminating activity for 422 and takes the place of a FINAL EXAM!</i></b>	10	May 9
<b>Attendance, Dispositions &amp; Participation during class and online</b>	Teacher candidates are expected to have a positive disposition. They should help each other and create a constructive classroom environment for everyone. This means having a positive attitude in class, being on time, and actively engaging in discussions, presentations and activities both in class and online.	10	Ongoing
<b>TOTAL POINTS</b>		<b>100</b>	



### TENTATIVE COURSE SCHEDULE

EDUC 422 – 04		Technology Tools for Teaching & Learning Regina Anderson, Spring 2015		CRN# 21651
Week	Date	Topics	Reading and Assignments Due	
Week 1	Jan. 21	<ul style="list-style-type: none"> <li>• Welcome, Sign-in, &amp; Name Cards</li> <li>• Introductions &amp; Class Norms</li> <li>• Review Cougar Courses Webpage, Syllabus, &amp; Resources</li> <li>• Rethinking Learning &amp; Schooling: "I Need my Teachers to Learn 2.1" Video</li> <li>• Review ISTE NETS for Teachers &amp; Do Activity</li> <li>• How to Capture Screen Shots</li> <li>• Register for TaskStream</li> <li>• WEB 2.0: Blogs</li> <li>• Discuss Introduction Forum Post Assignment</li> </ul>	<p><b>Download or Print</b> a copy of the syllabus &amp; bring it to class</p> <p><b>Community Forum:</b> Introduce Yourself= -Initial Post DUE January 24 -2 Peer Posts DUE January 27</p> <p><b>Sign-ups</b> for TaskStream DUE February 3</p>	
Week 2	Jan. 28	<ul style="list-style-type: none"> <li>• Revisit Teacher NETS 1 &amp; 2= Facilitate and Inspire Student Learning and Creativity; Develop Digital-Age Learning Experiences &amp; Assessments</li> <li>• Web 2.0 &amp; Technology Reflection Activity</li> <li>• Web 2.0 Tools Video</li> <li>• Web 2.0: Blogs, RSS Feeds, Information Literacy</li> <li>• Practice Exploring Thinkfinity</li> <li>• Personal Learning Network (PLN)</li> <li>• Discuss and Begin PLN Assignment</li> </ul>	<p><b>PLN:</b> -Set-up blog, Twitter, &amp; Feedly -Begin bookmarking on Diigo -Visit Ning Groups</p> <p><b>*PLN Reflection</b> DUE February 17 You will need to build your PLN over the course of the next few weeks!</p>	
Week 3	Feb. 4	<ul style="list-style-type: none"> <li>• Revisit Teacher NETS 3 &amp; 5= Model Digital Age Work and Learning; Engage in Professional Growth and Leadership</li> <li>• Discuss Spreadsheets</li> <li>• Do Practice Spreadsheet Activity</li> <li>• Look at Sample Google Quizzes &amp; Surveys</li> <li>• Discuss &amp; Begin Google Drive Forms &amp; Surveys Assignment</li> <li>• PLN Continued</li> </ul>	<p><b>Google Form Survey</b> DUE February 11</p> <p><b>Google Form Survey Spreadsheet &amp; Reflection</b> DUE February 24</p> <p><b>*PLN Reflection</b> DUE February 17</p>	
Week 4	Feb. 11	<p><b>ONLINE SESSION=</b></p> <ul style="list-style-type: none"> <li>• Revisit Teacher NETS 2 &amp; 4= Develop Digital-Age Learning Experiences &amp; Assessments; Promote &amp; Model Digital Citizenship and Responsibility</li> <li>• Watch "Digital Citizenship" Video</li> <li>• Read 2 Digital Citizenship Articles &amp; Write Reading Reflections</li> <li>• Complete Digital Citizenship Assignments for Cyber Safety &amp; Copyright Laws</li> </ul>	<p><b>Reading Reflection Forum #1:</b> Digital Citizenship Articles= -Initial Post DUE February 13 -2 Peer Posts DUE February 17</p> <p><b>Digital Citizenship:</b> Cyber Safety &amp; Copyright Activities DUE February 17</p>	
Week 5	Feb. 18	<ul style="list-style-type: none"> <li>• Review Digital Citizenship: Socratic Quiz</li> <li>• Revisit Teacher NETS 1 &amp; 2= Facilitate and Inspire Student Learning and Creativity; Develop Digital-Age Learning Experiences &amp; Assessments</li> <li>• Discuss &amp; Begin Treasure Hunt Assignment</li> <li>• Electronic Gradebook Poll, Think-Pair-Share, and Jigsaw Articles</li> <li>• Discuss &amp; Begin Electronic Gradebook Assignment</li> </ul>	<p><b>Treasure Hunt Assignment</b> DUE February 24</p> <p><b>Electronic Gradebook</b> DUE February 24</p>	

Week	Date	Topics	Reading and Assignments Due
Week 6	Feb. 25	<ul style="list-style-type: none"> <li>Revisit Teacher NETS 2= Develop Digital-Age Learning Experiences &amp; Assessments</li> <li>Discuss &amp; Begin TPE Portfolio Assignment</li> <li>A Look at TaskStream: Getting Registered!</li> <li>TPE Portfolio Tracking Sheet (Work in pairs)</li> <li>Writing the Narrative for NETS 1: Look at Requirements &amp; Samples</li> </ul>	<p><b>*Google Form Survey Spreadsheet &amp; Reflection DUE</b> March 3</p> <p><b>Spreadsheet:</b> Portfolio Tracking Sheet DUE March 3</p> <p><b>TPE TaskStream Portfolio:</b> NETS #1 Narrative DRAFT DUE March 3</p> <p><b>*Bring a mobile device next class!</b></p>
Week 7	March 4	<ul style="list-style-type: none"> <li>Revisit Teacher NETS 3= Model Digital-Age Work &amp; Learning</li> <li>Mobile Learning &amp; Flipped Classrooms</li> <li>Explore apps on Mobile Devices</li> <li>Cloud-based storytelling: Prezi &amp; Google Presentation</li> <li>Discuss &amp; Begin Technology Tools Review Assignment</li> <li>Sign up for Technology Tools Review Presentations on Google Drive</li> </ul>	<p><b>Reading Reflection #2:</b> "Mobile Learning" <b>or</b> "Flipped Classrooms"= -Initial Post DUE March 7 -2 Peer Posts DUE March 10</p> <p><b>*Technology Tools Review Presentations DUE</b> (on-going)</p>
Week 8	March 11	<ul style="list-style-type: none"> <li>Technology Tools Review Presentations</li> <li>Revisit Teacher NETS 1 &amp; 5= Facilitate &amp; Inspire Student Learning &amp; Creativity; Engage in Professional Growth and Leadership</li> <li>Computational Thinking ISTE Video</li> <li>Discuss "Digital Storytelling"</li> <li>Meet Scratch the Cat &amp; Do Practice Activities</li> <li>Discuss &amp; Continue NETS 2-5 Narrative Assignment</li> </ul>	<p><b>TPE TaskStream Portfolio:</b> NETS #2 Draft Narrative DUE March 17</p> <p><b>Scratch the Cat Assignment:</b> DUE March 17</p>
Week 9	March 18	<ul style="list-style-type: none"> <li>Technology Tools Review Presentations</li> <li>Revisit Teacher NETS 2 &amp; 3= Model Digital-Age Work &amp; Learning; Develop Digital-Age Learning Experiences &amp; Assessments</li> <li>Teacher Website "Think-Pair-Share" Activity</li> <li>Website Review of Sample Sites</li> <li>Discuss &amp; Begin Teacher Website Assignment</li> </ul>	<p><b>Teacher Website:</b> DUE March 24</p>
Week 10	March 25	<p><b>ONLINE SESSION=</b></p> <ul style="list-style-type: none"> <li>Revisit Teacher NETS 2 &amp; 3= Model Digital-Age Work &amp; Learning; Develop Digital-Age Learning Experiences &amp; Assessments</li> <li>Watch 2 Video links on Assistive Technology</li> <li>Visit WATI website</li> <li>Read 2 Assistive Technology Articles &amp; Write Reading Reflections</li> <li>Continue drafting TPE Portfolio on TaskStream</li> </ul>	<p><b>Reading Reflection #3</b> -"Assistive Technology"= -Initial Post DUE March 28 -2 Peer Posts DUE April 7</p> <p><b>TPE TaskStream Portfolio:</b> NETS #3 Draft Narrative DUE April 7</p>
Week 11	April 8	<ul style="list-style-type: none"> <li>Technology Tools Review Presentations</li> <li>Revisit Teacher NETS 2= Develop Digital-Age Learning Experiences &amp; Assessments</li> <li>Innovative Videos in Education Website (iVIE)</li> <li>Review iVIE videos in small groups</li> <li>Review Video Project Guidelines &amp; Tools</li> <li>Video Project Assignment: Groups write "Pitch" on Google Docs</li> <li>Continue drafting TPE Portfolio on TaskStream</li> </ul>	<p><b>TPE Portfolio:</b> NETS #4 Draft Narrative DUE April 14</p> <p><b>Video Project</b> "Pitch" for each group DUE April 14</p>

Week	Date	Topics	Reading and Assignments Due
Week 12	April 15	<ul style="list-style-type: none"> <li>• Technology Tools Review Presentations</li> <li>• Revisit Teacher NETS 2= Develop Digital-Age Learning Experiences &amp; Assessments</li> <li>• Video Project Assignment: Groups create a Storyboard</li> <li>• Practice editing using iMovie or WeVideo</li> <li>• Continue drafting TPE Portfolio on TaskStream</li> </ul>	<p><b>Reading Reflection #4</b> - “Digital Storytelling” or “Educational Videos”            -Initial Post DUE April 18            -2 Peer Posts for DUE April 21</p> <p><b>Video Project:</b>            -“Storyboard” for each group DUE April 21</p> <p><b>*Filming next class= Bring props and filming device!</b></p>
Week 13	April 22	<ul style="list-style-type: none"> <li>• Technology Tools Review Presentations Revisit Teacher NETS 2= Develop Digital-Age Learning Experiences &amp; Assessments</li> <li>• Video Project Assignment: Film project in groups and upload to Google Drive</li> <li>• Begin independent editing</li> <li>• Continue drafting TPE Portfolio on TaskStream</li> </ul>	<p><b>TPE Portfolio:</b> TaskStream NETS #5            Draft Narrative DUE April 28</p>
Week 14	April 29	<p><b>ONLINE SESSION=</b></p> <ul style="list-style-type: none"> <li>• Continue Independent Editing of Video Projects</li> <li>• Continue revising and editing TPE Portfolio NETS 1-5 on TaskStream</li> </ul>	<p><b>Video Project</b> Each student’s Video &amp; Reflection DUE May 5            *Have your URL ready to view!</p> <p><b>TPE Portfolio:</b> TaskStream NETS Final Edits/Revisions for 1-5 DUE May 9</p>
Week 15	May 6	<ul style="list-style-type: none"> <li>• Revisit Teacher NETS 2= Develop Digital-Age Learning Experiences &amp; Assessments</li> <li>• Video Project Assignment: Viewing Party!</li> <li>• Make NETS 1-5 final edits/revisions as needed</li> <li>• Instructor Evaluations</li> </ul>	<p><b>TPE Portfolio:</b>            *You MUST receive a final Feedback Comment from me by <b>May 9</b> stating, “Your NETS are all done for EDUC 422” in order to have fulfilled this assignment and completed the course.            *Keep in mind that this assignment is in lieu of a FINAL EXAM!</p>