



EDST 630
Current Issues and Research in Educational Technology
CRN #46726

Online Course
Fall 2013

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

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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

Assists educators in the application of technology related skills and knowledge to their classroom. This fully online course requires collaboration using electronic media. Enrollment restrictions: Enrollment in the Master’s in Education Program and/or hold credential.

HANOR: This course prepares educators to critically examine major issues, current research, and future trends in educational technology. Course assignments will include an analysis of the impact of emerging technologies on learning and teaching through implementation of lessons with students; strategies for using emerging technologies for conducting research; and opportunities to make informed decisions on critical issues of equity, ethics, and copyright.

Computer Concepts and Applications Supplementary Authorization

This course is one of the four courses that have been approved to satisfy the California Supplementary Authorization (CSA) in Computer Concepts and Applications requirement. All four courses are offered completely online! Regardless of where you live in the state, you may now fulfill CSA requirements by completing four, three-unit, graduate-level courses in Computer Concepts and Applications, offered collaboratively by the CSUSM School of Education and Extended Studies. Contact Dr. Katherine Hayden for more information: Email: khayden@csusm.edu

Pre-Requisite

Teaching Credential and classroom experience required. Students who are near completion of their credential may take the course with instructor approval. All students will be asked to implement lessons with students in classrooms, in small groups, or in another setting approved by the instructor (guest teacher in another teacher’s classroom is an option).

Graduate Credit

This is a graduate level course, and successful completion can be applied toward elective requirements for some Masters Programs including the Masters in Education General option through the School of Education at Cal State San Marcos. Note that students must receive an A or B in order to use the course as one of their electives.

Course Objectives: Learner Outcomes

By the end of this class, students will

1. Demonstrate knowledge of the National Educational Technology Standards (NETS) for teachers, students, and administrators.
2. Be knowledgeable about issues of change, digital divide, equity, and challenges of implementation of technology in the curriculum.
3. Use technological resources to create and assess technology-enhanced lessons aligned with the adopted curriculum.
4. Identify key features of various electronic communication forums and be able to apply their use for purposes of professional growth, research, and instruction.
5. Design, adapt, and use lessons that address students' needs to develop information literacy and problem solving skills as tools for lifelong learning.
6. Use computer applications for a variety of educational purposes including manipulating and analyzing data for assessing student learning and for providing feedback.
7. Demonstrate competence in evaluating the authenticity, reliability and bias of data gathered, determining outcomes, and evaluating the success or effectiveness, monitoring and reflecting upon the results of using technology in instruction.

Required Texts and Materials

- ISTE Student Membership: <http://www.iste.org> (approximately \$34) ISTE registration must be complete by end of first week of class).
- Subscription to Task Stream (www.taskstream.com). Indicate you are from California State University System: San Marcos. (1 semester: \$25).
- Publication Manual of the American Psychological Association (APA manual: 6th edition) Publication Manual of the American Psychological Association, Sixth Edition is available for purchase: <http://books.apa.org/books.cfm?id=4200066> (\$28.95) The Library has one copy behind the Research Help Desk, but if you'd like to purchase your own, it's cheaper to buy from Amazon (\$15.92): http://www.amazon.com/Publication-Manual-American-Psychological-Association/dp/1433805618/ref=sr_1_10?ie=UTF8&s=books&qid=1250625925&sr=1-10
- Storage device: Flash Drive recommended (1 Gig minimum)
- Email Account – You are provided a campus email account automatically after you are registered for the class. To activate, contact Help Desk. However, please use the Cougars Course mail once you are enrolled in the class for communicating with your instructor.
- *Computer Access – If you do not have access to a computer at home or school, you must identify a location with access appropriate to use course resources including online videos, audio and access to various Web sites.
- *Classroom Access – If you are not currently teaching, you must arrange to plan, teach, and assess two to three technology-rich lessons in a classroom. If you are having difficulty making these arrangements, please contact the instructor by the end of the second week of the course to discuss ways to arrange to meet the requirement.

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

The SoE attendance policy states that “students are expected to attend all classes and participate actively”. As you set your schedule for time you will devote to your online class, it is advisable to choose consistent times weekly to “attend” class. This course is asynchronous. You are learning on your own time, yet have obligations to the course timeline and to other students within the class. Please see the breakdown of time online expectations. Your participation score is derived from your regular postings & entries and online time log, which is recorded every time you log into class. EDST 630 is a 3-credit, graded, fully online course. It is a graduate class offered by the School of Education at CSUSM. It carries the same responsibilities for graduate level work as any campus-based class. For a 3-credit class, candidates for the M.A. in Ed. and Level II Education Specialist credential attend class at least 3 hours per week plus they spend an additional 6 to 9 hours outside of class to study and prepare. That translates to about 9-12 hours *minimum* weekly total time for a 3-credit-hour course. Please schedule your time wisely and begin a routine of logging in several times a week to read, respond, prepare for, and complete assignments so you will not be disappointed with your final grade as a result of time management.

“Please call or email the instructor when you are unable to attend class or when you will be late”—*for this online class, this may apply to your small group meetings with colleagues.* It is the policy of the CSUSM School of Education that any student who does not sign into the course for 80% or more of class time may not receive a passing grade for a course. All online time is recorded, including articles and assignments read, conversations on discussion board and chat room, plus course mail and assignment submission time.

Modules begin on Monday each week and end on Sunday of the following week.

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.

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 student 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. 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.

Postings Policy (Value Added Model)

When replying to a posting by another student, instructor, or guest in online discussion boards or forums, your reply **MUST** begin with the name of the person who posted the previous message. Your response **MUST** address one of the following: **give an example** of what the prior post had described; **provide a different perspective** of the topic posted; **OR expand upon the idea** posted in the message by including more detail and depth. The instructor will provide feedback in the first few modules to support understanding of this concept. You will be asked to measure this model later in the course.

Participation

To be successful in this class, you will need to use an up-to-date computer and operating system that has the ability and speed to use Cougar Courses, play sound files and movie clips. It is **your responsibility to check these capabilities out ahead of time** and have a plan to identify a facility or location where you have access to allow these technical capabilities during the course (CSUSM provides access on campus computers). Note that all assignment documents **MUST** be able to be opened in Microsoft Office (Word in .docx format or Excel in .xlsx format). Files may be created using Web 2.0 tools and downloaded in Word format for submission (ex: Google Docs).

For EDST 630 online, keep in mind that all online activity is automatically logged and recorded. This is absolute data, which will result in a score based upon specific activity in the course. Leaving your computer logged on to 630 overnight will record in the course (and be flagged) as inactive, non-participatory hours. The following guidelines will apply: **you must be active in online coursework including email, discussions and activities at least twice weekly, or you cannot receive a grade of A or A-; if you are inactive for one week or more, you cannot receive a grade higher than B-. If you have extenuating circumstances, you should contact the instructor as soon as possible.**

Assignment Questions

There is a Question section in the Discussion area of Cougar Courses. This section is included to allow everyone the benefit of having access to instructor responses and for learners to support each other as a community in responding to help requested by someone in the class. Please review the posted questions and replies before posting your question(s) or contacting the instructor about a problem. Instructor will generally respond to posts within 48 hours.

Announcements

The instructor posts announcements periodically to update students with important information, communication about assignments and reminders about dates or tasks. These announcements will appear when you login to Cougar Courses. You can review the announcements by clicking on the News Forum link. New module releases appear on the Course Content (menu) page each week.

Cougar Courses Help

For help, contact the CSUSM help desk. Their location and hours are listed on the web: Email cchelp@csusm.edu for Cougar Courses issues or call 760-750-6505.

Be sure to leave a phone number and/or email if you leave a message regarding a problem you are having. They can help with all technical aspects of Cougar Courses environment such as posting, submitting assignments, accessing materials. They cannot answer questions about the assignment requirements. Be sure to use the Help Desk, there are very supportive of your success.

National Board for Professional Teaching Standards (NBPTS)

All courses within the CSUSM masters program are intended to provide a comprehensive professional development experience. Teachers pursuing National Board Certification will find the SoE assessment process, including requirements for portfolio completion, particularly helpful. Regardless of whether or not National Board Certification is sought and achieved, by the time teachers complete the program they will have made and documented significant accomplishments, which will be reflected in their practice.

The National Board for Professional Teaching Standards' (NBPTS) five core propositions that are reflected in some courses of the SoE masters program. The concepts in the five propositions are the heart of the National Board's perspective on what teachers should know and be able to do. They help frame the core experiences and activities that enable teachers to demonstrate a high level of knowledge, skills, dispositions, and commitments described by these propositions. They provide the foundation for all standards and assessment. These propositions are:

- 1) Teachers are committed to students and their learning;
- 2) Teachers know the subjects they teach and how to teach those subjects to students;
- 3) Teachers are responsible for managing and monitoring student learning;
- 4) Teachers think systematically about their practice and learn from experience; and
- 5) Teachers are members of learning communities.

CSUSM masters students will be exposed in to elements required for National Board's high and rigorous standards through the completion of assignments in this course and through their portfolios that provides evidence of teaching practice, student product samples, and through written commentaries that document and reflect their actions. These sources of evidence serve as a lens for what teachers do and think about their practice.

The EDST 630 course activities focus on content knowledge as well as age-appropriate and content-appropriate strategies that teachers may use for teaching subject matter using technology tools. Students will demonstrate their knowledge by responding to topics and readings that address critical issues of change and by completing a culminating digital portfolio of their work. Course objectives that align with (NBPTS) indicate that all students will show evidence of the following:

- A commitment to students and their learning.
- Knowledge of the subjects they teach and how to teach them.
- The demonstration of management and monitoring of student learning.
- Thinking systematically about their practice and learning from experience.
- Involvement as members of learning communities.
- Reflection on practice through completion of a digital portfolio addressing standards.

Grading Standards

In order to successfully complete this course, assignments must be completed with at least an acceptable level noted on assignment rubrics. In addition to the assignments described below, performance assessment will be on student's ability to perform tasks using a variety of software.

Assignments are due when noted on the Calendar of our course and/or under the Assignment link. Points will be deducted for late entries. After one week assignments will not be accepted.

All assignments should be based on thoughtful reflection and at a graduate level, and submitted only after proof reading and final editing (use spell and grammar check to assist you).

Contact instructor in advance of any extended absence online or for a synchronous class or group meeting or if you become behind in the weekly module activities. You should suggest a timeline for how you will make up missed sessions or alternative assignments when appropriate.

Grading of written assignments will be based on adherence to the assignment, evidence of revision, clarity, coherence, and legibility in edited text. Points are deducted for spelling and/or grammar errors and/or missing elements, depth or accuracy.

Remember to cite all information obtained from others completely in APA (6th Edition)**NOTE NEW EDITION**. References are also required.

All University Writing Requirement

California State University San Marcos has adopted an all-university writing requirement. In each course, students are required to **write at least 2500 words** in essays, exercises, papers and examinations. The portfolio is a large part of this writing assessment. Effective feedback on analytical, professional and creative writing can catalyze incremental leaps in the development of written communication skills. It can also help you cultivate the level of writing appropriate to graduate-level work and written communications within the teaching profession. I am able to provide limited feedback to challenges with grammar or spelling, offer examples of how to revise, and help you understand and practice common punctuation marks. However, my main focus will be on content. I will expect you to conduct your own careful editing and have others read and help you revise before submitting each written assignment.

To better prepare you for the job market through the preparation of a professionally constructed portfolio, before you submit any assignment to me, please carefully read and edit all written work to check grammar, punctuation, sentence structure, and readability. I advise you to take the initiative to go to the CSUSM Writing Center and/or select a peer to review and edit your work on a regular basis. Working together with a team of peer editors will both strengthen your writing as well as establish a support system that may be transferred to alternative workplaces.

Course Requirements

Assignment		Description	Points
1	Site Inventory	Student completes an Inventory of technology at their site and within their district or campus community.	75
2	Teaching a Technology Skill using a handout	Students create a handout for a technology activity using screen captures and step-by-step instructions. Topics are selected from a list including such skills as: use of technology to analyze data, use of rubrics, and other ways to assess student learning using technology. A handout is created and distributed to all students in the class via posting.	100
3	ISSUES Research & Presentation	Students select an issue of interest in educational technology, research the issue from various perspectives and present findings at the annual San Diego CUE Conference held at CSUSM on Saturday Nov. 2, 2013. All day attendance at the conference is required. If unable to attend this event please contact the instructor immediately to arrange an alternative assignment.	150
4	ISSUES Annotated Bibliography	Students prepare an annotated bibliography of readings. Findings are presented using course Discussion Board. Group participation and reflection is required as part of this assignment.	125
5	Information Literacy Lesson (Taught with Students)	Students explore lessons and resources to support information literacy skills for students, adapt or modify a lesson for their classroom, teach the lesson,	100

Assignment		Description	Points
		and reflect on outcomes. (http://www.kn.sbc.com (21 st Century Literacy Lessons).	
6	Technology Lesson including a Rubric (Final Project) - (Taught with Students)	Students design a technology-enhanced lesson (separate from the Information Literacy Lesson) using an online tool in Task Stream. Based on course experiences, they incorporate effective strategies and applications appropriate for grade level and subject area. They design a rubric for the lesson and work in groups to exchange feedback to modify and strengthen the lesson.	100
7	Digital Portfolio Taskstream	Students create an ePortfolio to demonstrate mastery of course goals. The online portal (TaskStream) will be used for reflections and artifacts that provide evidence for each course goal. This experience prepares teachers in the area of digital portfolios encouraged by the National Board and provides reflection and evidence related to meeting course objectives and goals.(7 goals@ 25=175 pts)	175
9	<i>Attendance and Participation</i>	Students are active Weekly in online course discussions and group activities through Cougar Courses. Attendance consists of weekly online presence, participation, and timely access and completion of online activities. Higher points are awarded to participation when evidence is provided of exemplary effort, student initiative, encouraging and mentoring classmates, responding to classmates' questions and application of leadership skills.	175
TOTAL POINTS			1000

Grading Procedures

Grading is calculated based the following percentages:

940 - 1000 = A	900 - 939 = A-	870 - 899 = B+
840 - 869 = B	800 - 839 = B-	770 - 799 = C+
740 - 769 = C	700 - 739 = C-	670 - 699 = D

Late assignments will be penalized by a 5% deduction in points for each weekday late. All assignments are due by 11:00 pm on the day specified online. After two weeks, late assignments receive no credit. If extraordinary circumstances occur, please make an appointment with the instructor. Remember to communicate with instructor immediately about issues or problems.

EDST 630 Course Schedule -Topics, Activities, Assignments due

Anticipated Schedule for Fall 2013

May be modified by instructor

Session		Topic
Week 1	8/26	Introductions; Cougar Courses; NETS Standards; Site Inventory
Week 2	9/2	Tech Skills Handouts; Social Bookmarks
Week 3	9/9	Issues in Educational Technology
Week 4	9/16	Research on Issues using Library data bases
Week 5	9/23	Begin work on DRF in TS; Research Reply to responses in M4
Week 6	10/7	Try 2 Tech Skills handouts Select Lesson #1 Collect articles on issues (APA required); Begin Annotated Bibliography Form Study Group CHAT - plan for CUE presentation
Week 7	10/14	Researching Issues; Annotated Bibliography Study Group CHAT - plan for CUE presentation
Week 8	10/21	Mid-semester survey Plan CUE presentation Information Literacy Study Group synchronous CHAT Select Information Literacy lesson to teach
Week 9	10/28	Practice CUE presentations
Saturday	11/2	San Diego CUE Conference Presentations attendance required
Week 10	11/4	Information Literacy Study Group synchronous CHAT
Week 11	11/11	Task Stream • Lesson builder tools • Rubric Wizard Final Project Technology lesson
Week 12	11/18	TaskStream Final Project Technology lesson
Week 13	11/25	Thanksgiving Week TaskStream: Portfolio Reflections & Evidence
Week 14	12/2	Task Stream All work must be submitted by Fri. 12/6

Web Site Resources:

CSUSM Library: <http://library.csusm.edu/>

TaskStream: <http://www.taskstream.com>

International Society for Technology in Education ISTE: <http://www.iste.org>

Center for Applied Research in Educational Technology: <http://caret.iste.org>

Video Classroom <http://www.videoclassroom.org>

Apple Learning Interchange: <http://www.ali.apple.com>

21st Century Literacies: <http://www.kn.pacbell.com/wired/21stcent/>

NETS Standards: <http://cnets.iste.org>

National Board for Professional Teaching Standards: <http://www.nbpts.org/>

Diigo: www.diigo.com