California State University
SAN MARCOS

School of
Education

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EDST 637
Instructional Technology Planning and Management
CRN #28557
Online
January 21, 2014 to May 9, 2014
Spring 2014

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

Basic Tenets of our Conceptual Framework

- Student centered education
- Research and theory specific to the program field inform practice
- Connections and links between coursework and application
- Strong engagement between faculty and candidates
- Co-teaching clinical practice
- Culturally responsive pedagogy and socially just outcomes

COURSE DESCRIPTION

This course prepares educators to plan, manage and assess technology infused classroom environments. Development of a technology-rich instructional unit utilizing technology, conducting a pilot lesson and developing rubrics to assess the quality of both the content and technology components will be important elements of the course assignments in addition to video production and audio file creation (podcast).

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. Contact Dr. Hayden for more information.

Course Objectives

- Analyze and evaluate emerging technologies for use in the classroom
- Assess technology infused classroom environments
- Effectively plan and manage technology usage within the core curriculum
- Develop a technology rich instructional unit for classroom use
- Conduct a pilot lesson from the instructional unit created in class
- Create a multimedia presentation using video production

Unique Course Requirements

The content, instruction and student interaction of this course is delivered completely online in Cougar Courses: http://cc2012.csusm.edu/

Required Texts

- Grabe, M., & Grabe, C. (2006). **Integrating Technology for Meaningful Learning** (**6th ed**.). Boston: Houghton Mifflin. [Kindle Edition]

   This is an ebook and can be purchased at http://goo.gl/sRNAwq

Material Required

- Microsoft Office Suite (Word, PowerPoint, Excel) or Google Drive (Docs, Presentations, Spreadsheet)
- Up-to-date computer and operating system that has the ability and speed to use Cougar Course and participate in activities such as multimedia production, use online survey and rubric tools, and create, edit and post a Web page), as well as play sound files and movie clips.
- Access to a digital camera, digital video camera and USB microphone.
- Access to video editing software such as iMovie (Mac), Pinnacle (PC) or ability to install MovieMaker or http://www.wevideo.com/ (online editor)

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).*

Class participation/online presence is necessary in order to have a successful experience in the Education Technology program. Without full class participation, it is difficult for the class to have in depth discussions about the course material. If a student has not logged in and/or shown signs of participation within the first week of class, they will be administratively dropped by the instructor.

If you are having any trouble logging into your Cougar Courses account, please contact the student help desk at 760-750-6505.

In addition, it is expected that all students will have an active presence in the online community, or you cannot receive a grade of A or A-; if you are inactive for one week or more, you cannot receive a grade of B+ or B. If you have extenuating circumstances, you should contact the instructor as soon as possible. Organize each week so that you **visit the Cougar Course shell every 2-3 days.** This will provide you the opportunity to stay in touch with the module assignments and discussions. You will need to use an up-to-date computer and operating system that has the ability and speed to use Cougar Course and participate in activities, as well as play sound files and movie clips. **It is your responsibility to check these capabilities out as soon as you begin the course** and have a plan for completing and accessing these resources regularly. Note that assignment documents must be completed in Microsoft Office (Word, PowerPoint and/or Excel). There is a Browser Check on Cougar Course that can be used to test your browser and access (see link in Cougar Course). *Modules begin on Tuesday each week and end on Monday the following week. Initial posts in each module are due on Friday after the module start date.*

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 university has a 2500-word writing requirement for each course this will be met through the course reflections, assignments and discussions.

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. Details will be provided in Moodle Cougar course shell.

Electronic Communication Protocol
Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, email 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 email and online 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.

GRADING STANDARDS / COURSE REQUIREMENTS

Grading Policy
IT is expected that all required work will be submitted on time, and that students will proofread and edit their assignments prior to submission. Students will ensure that all text is error-free (grammar, spelling), and ideas are logically and concisely presented. Each assignment grade will be negatively affected as a result of proof reading oversight. Each written assignment will be graded approximately 80% on content and context (detail, logic, synthesis of information, depth of analysis, etc.), and 20% on mechanics (grammar, syntax, spelling, format, uniformity of citation, etc.). All citations, where appropriate, will use American Psychological Association (APA) format. Consult American Psychological Association (APA) Manual, 5th edition for citation guidance.

Late Assignments
Assignments are due by midnight on the date specified. Late assignments will receive a penalty of 5% per day. Students must submit all assignments at an acceptable level to pass the course.

Discussion Posting (Value Added Model)
When replying to a posting in the discussion area (or through a Web Blog) by another student, instructor, or guest, you must refer to the person by name and refer to their comments within your posting. To Add Value, your response must do one of the following: give an example of what the prior post 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. Peers will also be asked to review how others conform to this aspect of the course discussions.

Assignment Questions: There is a Questions topic section in the discussion area. This section is included to allow everyone the benefit of having access to instructor responses to questions about the course, activities, and/or assignments. Please review the posted questions before posting your question(s). Instructor will respond to posts

within 48 hours. If you do not have a response by 48 hours, please contact the instructor directly by email or phone. Students may also respond to questions when they have information that will help other students.

Cougar Course Help: Contact the CSUSM help desk. Their location and hours are listed on the web: http://www.csusm.edu/iits/sth/ Be sure to leave a phone number and/or email if you leave a message at the help desk regarding a problem you are having. They can help with all technical aspects of the Cougar Course environment including problems with accessing files, uploading assignments, and using Cougar Course tools. If you write to the instructor about a problem with Cougar Course, please confirm that you have communicated with the Help Desk first and refer to who replied to your question.

Important Considerations
- Assignments are due when noted in the module and/or assignment link.

- All assignments should be based on thoughtful reflection, and submitted only after final edits, proof-read and word-processed. The university has a 2500-word writing requirement for each course that is met through the course reflections, assignments and discussions. Use Microsoft Word for any Word Processed documents, but post directly to discussion instead of posting a file.

- Contact instructor in advance of any extended absence to accessing and contributing to module activities. If you contact the instructor about an absence, suggest a timeline for how you will make up missed sessions, contribute to group work, and if there is a need for an alternative assignment.

- Grading of coursework will be based on adherence to the assignment guidelines, evidence of application of course readings and resources, and clear evidence of specified revisions, clarity, and coherence, in revised work. Points are deducted for spelling and/or grammar errors.

- Remember to cite all information obtained from others completely in APA 5th Edition format. References are required.

Course Assignments/Discussion

Boards (Participation)	25 points
Cyberhunt Activity	5 points
Video Production Project	25 points
Web Lesson	20 points
Management Plan	10 points
Pilot Lesson Reflection	10 points
Podcast	5 points
Technology - Self Assessment	10 points
Readings and Quizzes	20 points
Total	**130 points**

Grading Scale

A = 93-100	A -= 90-92	B+ = 86-89	B = 83-86
B- = 80-82	C+ = 77-79	C = 73-76	C- =70-72
D = 60-69	F = 59 or lower		

COURSE OUTLINE

Subject to change based upon Instructor Communication. For dates and assignment details, please go to the Cougar Course.

Date	Topic	Assignment
Week 1 Module 0	Welcome Course Overview WebCT tools	Community Introductions & Community Building (CCT-DB) Access course resources (CCT-Page) Create Course Accounts (GT and WT)
Week 2 & 3 Module 1	Assessing Educational Technology ISTE-NETS	Technology Integration Survey (GT) Cyberhunt (CCT-Page) Community Conversation (DB)
Week 4 & 5 Module 2	Integrating Multimedia into the Classroom Using Tools to Enhance Your Project Based Learning Activity	Multimedia Video production: Discussion Board Spreadsheets PowerPoint Rubrics Readings Journal DUE
Week 6 & 7 Module 3	Planning A Project Based Learning Activity Components of Your Project Based Learning Activity	Web Quest Development Discussion Board Rubrics Technology - Self Assessment Quiz
Week 8 & 9 Module 4	Assessing Your Classroom Managing Your Project Based Learning Activity	Management Plan (Interview) Discussion Board
Week 10-11 Module 5	Implementing Your Project Based Learning Activity	Pilot Lesson Reflection Discussion Board Podcast
Week 12-13 Module 6	Managing Technology in the Classroom	Management Plan (Classroom) Quiz 2
Week 14 Module 7	What the future holds	Readings Journal DUE Video production in your Classroom Discussion Board - Reflection

CSUSM Spring Break is March 30-April 4th (No work is required during this week). You are required to be active in WebCT every other week of the semester. Be sure to arrange your schedule knowing that your school break may be a different week.