

EDST 643: Using Mobile Technologies for Teaching and Learning
One Unit: Online Course

Mission Statement of the School of Education, CSUSM

The mission of the School of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and ongoing service. Our practices demonstrate a commitment to student centered education, diversity, collaboration, professionalism, and shared governance.

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Wikis, Widgets, and Web 2.0 Certificate Program

This course is designed as part of the **Wikis, Widgets, and Web 2.0 Certificate Program** at CSUSM.

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. Note that students must receive an A or B in order to use the course as one of their Masters' program courses.

Graduate Writing Requirements

The California State University maintains a Graduation Writing Assessment Requirement (GWAR) for master's candidates. This requirement must be achieved prior to Advancement to Candidacy. A master's candidate will satisfy the graduate writing requirement by receiving a passing score on a written product as assessed with the GWAR rubric. Toward the goal of providing opportunity for graduate students in the College of Education to satisfy the writing requirement, all papers in all graduate classes must adhere to the writing and format style guidelines detailed in the sixth edition of the Publication Manual of the American Psychological Association. This manual is a required textbook for all CSUSM College of Education graduate-level courses.

Course Description

This one unit course engages learners in the critical analysis of how mobile technologies can contribute to learning and teaching. Topics include educational reform, instructional design, effective pedagogy within a distributed learning environment; use of digital technology to support user-generated content; and tapping into students' social and learning needs through the use of mobile tools such as iPADS, tablets, smart phones and other handheld devices. Special emphasis is placed on how technology influences various communities of learners.

Learner Outcomes

1. Analyze and illustrate various ways in which mobile technologies may contribute to learning, teaching and educational reform.
2. Develop classroom integration activities utilizing-mobile technologies
3. Demonstrate skills in the use of technology including management and instructional design for teaching and learning.
4. Synthesize information related to the impact of technology on learning, teaching and various communities of learners to formulate a convincing and articulate position to inform your role as educator.

Required Text

[Bellanca](#), J. [Brandt](#), R., (2010). *21st Century Skills: Rethinking How Students Learning*. Solution Tree Press. ISBN: 978-1-935249-90-0 (Approximately \$25.00)

Note: A digital copy for this book is preferred and can be purchased from Amazon.com to be read with the free Kindle APP.

Material Required

- 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 the Internet

Required Mobile Apps

You will be expected to purchasing approximately \$25 dollars worth of APPS for your mobile device. Please be prepared to fund these as part of our course.

Plagiarism and Cheating

All work submitted for this course should reflect students' efforts. When relying on supporting documents authored by others, cite them clearly and completely using American Psychological Association (APA) manual, 5th edition. Failure to do so may result in failure of the course. Please be sure to read and understand the university policy on plagiarism and cheating, as it will be strictly enforced. Academic dishonesty will not be tolerated and will result in a failing grade for this course and will be reported to the University.

Attendance Policy

In this online course, 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.

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, 6th 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 of Cougar Course. 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 Assignment/Discuss Forums (Assignments subject to Change)

Assignment	Value
Mobile Device Basic Skills	25
Discussion Forum Module 1	10
Teacher Integration APP Review	25
Classroom Management Policy	25
Discussion Forum Module 2	10
Instruction APP Activity	25
Discussion Forum Module 3	10
APP Directory by Subject	50
Instructional APP Project	100
Discussion Forum Module 4	10
Student Survey	25

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 & Due Dates

This course is structured into 5 Modules of content. Content will be opened every Sunday night at 11:59pm. Be sure to arrange your schedule knowing that your school break may be a different week.

NOTE: CSUSM Spring break is April 1th – 5th: No content will be delivered for that week

With each Module, you will be introduced to 3 to 4 APPS to support the Module Topic and/or interaction. Detailed information will be found on the Cougar Course shell ~ EDST643 and is subject to change based on instructor discretion.

Module #0 Welcome March 11 th to 17 th (1-week)	<p>Learning Objective: Introduction to course format, expectations and participation.</p> <p>Participants will prepare their learning space on the Cougar Course for <i>EDST: Using Mobile Technologies for Teaching and Learning</i></p> <p>Assignments:</p> <ul style="list-style-type: none">• Complete introduction survey• Post a photo and confirm email address• Review syllabus• Purchase Book
Module #1 Cutting the Cord March 18 th to March 31 st (2-weeks)	<p>Learning Objective: Analyze and illustrate various ways in which mobile technologies contribute to learning, teaching and educational reform.</p> <p>Participants will investigate best practices for using Mobile Devices in a K-12 learning environment for instructional and learning outcomes.</p> <p>Learn from other teachers who have implemented mobile technology tools in their classrooms (Guest Speakers and/or audio podcast interviews)</p> <p>Understand the changing culture of the 21st learning environment</p> <p>Assignments:</p> <ul style="list-style-type: none">• Assigned Readings (textbook, articles and online videos)• Mobile Device Basic Skills• Participate in learning community introductions• Participate in discussion of how best to implement mobile technologies used in the classroom (discussion forum)

<p>Module #2 Mobile Teaching</p> <p>April 8th to April 14th (2-weeks)</p>	<p>Learning Objectives: Demonstrate understanding and skills needed to integrate mobile technologies for use in teaching and/or instruction.</p> <p>Participants will identify, investigate, and evaluate Mobile APPS which support writing/informational organization (note taking) to fit their style.</p> <p>Learn from other teachers who have implemented mobile technology tools in their classrooms (Guest Speakers and/or audio podcast interviews)</p> <p>Learning how to evaluate APPS for Personal, Professional, Instructional uses</p> <p>Interact with APPS which support instructional integration</p> <p>Exploring how student engagement and demonstration of learning changes with mobile technology</p> <p>Explore how schools are managing the purchase of APPS for classroom use; policies and procedures that must be in place prior to student integration</p> <p>Assignments:</p> <ul style="list-style-type: none"> Assigned Readings (textbook, articles and online videos) Identifying and using note taking apps for professional use; share review with classmates Collaboration between classmate using Dropbox (files); Photosync (images); Voice Memos (audio files) Google Docs from iPAD/Tablet Discuss best practices for student implementation and share ideas for using in the classroom (discussion forum)
<p>Module #3 Mobile Learning</p> <p>April 22th to May 5 (2-weeks)</p>	<p>Learning Outcomes: Demonstrate understanding and skill in the integration of mobile technology including management and instructional design for teaching and learning an emphasis on student creation.</p> <p>Participants will identify, investigate, and evaluate appropriate APPs which support learning in participants subject area based upon Bloom's taxonomy of learning.</p> <p>Explore policies and procedures that must be in place prior to student integration</p> <p>Participants will identify one academic activity and mobile APP in order to design an instructional activity which implements best practices of mobile integration.</p> <p>Assignment:</p> <ul style="list-style-type: none"> Assigned Readings (textbook, articles and online videos) Identify and design 1 directed lessons utilizing iPAD/Tablet APP in classroom for teaching Create Classroom Management Policy for student sharing

<p>Module #4</p> <p>GROWING A PROFESSIONAL CONNECTION</p> <p>May 6th to May 12th (1- week)</p>	<p>Learning Outcomes: Identify and select resources to support continued use, integration and understanding of mobile technology for teaching and learning.</p> <p>Participants will collaborative construct a directory of learning resources;</p> <p>Assignments:</p> <ul style="list-style-type: none"> • Assigned Readings (textbook, articles and online videos) • Share best practices for professional integration of iPAD/Tablet (discussion forum) • Contribute to the Class APP directory • Create a tutorial lesson for a personal, professional, and instructional APPS
<p>Module #5</p> <p>BRIDGING THE GAP</p> <p>May 13th to May 19th (1-week)</p> <p>Final Grades Posted 5/22/2013</p>	<p>Learning Outcomes: Synthesize information related to the impact of technology on learning, teaching and various communities of learners to formulate a convincing and articulate position to inform your role as educator.</p> <p>Participants begin the shift to student use and learning by developing classroom norms for use of mobile devices; shared directory of professional iPAD/Tablet apps as well as curriculum apps.</p> <p>Learning how schools are managing the purchase of APPS for classroom use; policies and procedures that must be in place prior to student integration</p> <p>Assignments:</p> <ul style="list-style-type: none"> • Assigned Readings (textbook, articles and online videos) • Develop a survey (Google Docs) to administer to student in first week of school. • Contribute to the Class App directory • Present using screen capture (1) lessons utilizing iPAD/Tablet in classroom for student learning which demonstrates student project-based evidence (Including management procedures.)