CALIFORNIA STATE UNIVERSITY, SAN MARCOS
COLLEGE OF EDUCATION

EDUC 422_EX - TECH TOOLS TEACH&LEARN – CRN 42123
University 272, W 6:00 – 8:45
Fall 2009

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Office Hours:	**5:00 – 6:00**

College of Education Mission Statement

The mission of the College 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 on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance. *(Adopted by COE Governance Community, October, 1997).*

COURSE DESCRIPTION

This three-unit course partially fulfills the technology competencies as identified by the California Commission on Teacher Credentialing (CCTC) and the College of Education's Teacher Performance Expectations (TPEs) in technology, and is being considered for satisfying the Computer Integration Requirement (CIR) for the Liberal Studies Program. This course is designed for teacher candidates who have met the campus-wide Computer Competency Requirement (CCR) and anticipate entrance into the teacher preparation program.

This course focuses on the knowledge and skills necessary to apply education-oriented applications including productivity tools, graphic organizers, databases, spreadsheets, presentation tools, school-appropriate multimedia tools, and communication tools. This course prepares teacher candidates to apply specific educational technology-based applications in methods courses for implementation in teaching and learning with students as well as to their own professional growth. When entering the teacher education program, College of Education faculty assume teacher candidates have competency in the applications covered in this course, and, therefore, will make assignments requiring teacher candidates to apply these skills.

Course Prerequisites The prerequisite for this course is completion of the campus-wide computer competency requirement. This 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 OR
- Assessment available on first class meeting with instructor approval

Course Objectives

Teacher candidates will demonstrate competency in:
- A. Meeting the ISTE Teacher NETS standards I - V
- B. Using a variety of educational technology tools applied within teaching and learning for the credential program and for use in public school settings; and
- C. Setting up an electronic portfolio for completion in the CSUSM teacher-credentialing program.

Required Supplies

NOTE: It is not necessary to purchase the educational software, as much of the specific software titles are available on the Web in demo-version and/or available on campus.

A. ISTE Online Student Membership: ($39.00). Must be purchased by 2nd class meeting.
B. Task Stream Registration: http://www.taskstream.com ($25 - $129) Register by 2nd class.
C. USB storage device (1 gig or larger) or other storage solution: Due beginning of Week 2.
D. Use of campus email account and WebCT for course communication (provided free)
E. Usb headset with microphone

Authorization to Teach English Learners

This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Students successfully completing this program receive a credential with authorization to teach English learners.
(Approved by CCTC in SB 2042 Program Standards, August 02)

STUDENT LEARNING OUTCOMES

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

- CSUSM Local TPE 14 – Technology (Educational Technology): This is based on ISTE NETS: see below

Teaching Performance Expectation (TPE 14) is based on ISTE NETS for teachers 2008 (See Nets for Teachers for detailed information).

1. Facilitate and Inspire Student Learning and Creativity
2. Design and Develop Digital-Age Learning Experiences and Assessments
3. Model Digital-Age Work and Learning
4. Promote and Model Digital Citizenship and Responsibility
5. Engage in Professional Growth and Leadership

California Teacher Performance Assessment (CalTPA)

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved system of teacher performance assessment (TPA), to be embedded in the credential program of preparation. At CSUSM this assessment system is called the CalTPA or the TPA for short.

To assist your successful completion of the TPA a series of informational seminars are offered over the course of the program. TPA related questions and logistical concerns are to be addressed during the seminars. Your attendance to TPA seminars will greatly contribute to your success on the assessment.

Additionally, COE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs) in order to support and ensure your success on the TPA and more importantly in your credential program.

The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials can be found on the COE website: http://www.csusm.edu/coe/CalTPA/ProgramMaterialsTPA.html

College of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the College of Education, all students are expected to attend all classes and participate actively. At a minimum, students 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 student have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

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 Disable Student Services (DSS). This office is located in Craven Hall 5205, 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.

Course Requirements

Completion of all assignments listed in the course agenda/schedule according to the instructors instructions

Grading Standards

Grades are calculated in WebCT. You will be able to track what your grade is at any particular time in the class. The total amount of points possible for the class is approximately 100. So the point value assignment to each assignment corresponds to the percent of the grade it is worth in the class. For example the Final Taskstream assignment is worth 25 points, thus 25% of the overall class grade.

All University Writing Requirement

The university writing requirement of 2500 words will be fulfilled through the taskstream and journal writing 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 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.

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 College 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.

Schedule/Course Outline
(could change during the semester)

Fall 2009

Meeting 1: 9/3

Topics	Assignments
- Introductions - Emergency Video - Course Norms and Expectations and proof, Food, Communication, Microsoft Office, OpenOffice.org, Help in Library Computer Lab 2nd floor- Purchase a print card - Syllabus - Storage Options - Class Interface: WebCT Overview - Saving Rules: - no capitals - no spaces, use_instead - everything goes in ed_422 folder to organize and keep tract of where your files are. - no "crazy" characters <hr> - Class Discussion - Submit Letter of Introduction - ISTE and Task Stream registration - Registration print screen assignment - Print screen - crop - resize: for turning in work - Pre_EdTechProfile Assessment - Google account setup	- Purchase all supplies - ISTE and Task Stream registration - Registration print screen assignment - WebCT account set up library 2nd floor - Create message according to instructions Letter of Introduction in the Introduction thread of Discussions in WebCT - Look at 3 other Letter of Introductions and give feedback to the authors. - Pre_EdTechProfile Assessment turned in using the print screen command and pasted into word. Click here for instructions on how to sign up and take assessment - Next week is Virtual, just get the assignments finished, you don't have to come in or meet on line.

Meeting 2: 9/10 -

Topics	Assignments
- Software Evaluation - Copyright and Fair Use - Video in Education	- Software Evaluation - Copyright and Fair Use - Video in Education

Meeting 3: 9/17

Topics	Assignments
- Print screen - crop - resize: for turning in work - Portable Applications - Explanation of Journals - Electronic Portfolio - Task Stream overview, did you get signed up? - Task Stream Self enrollment: Two Self Enrollment Codes: 6SG3BA - JF5BNH - Setup folders on storage device. Make a folder called ed_422. Within this folder set up folders called: - web_page	- Google Internet Assignment - File Organization Assignment - Journal 1

- o powerpoint

- o video

  - o inspiration

- Do a "Print Screen" of your windows explorer then paste it into a word file. Crop the screen to show you folders. Save as a word a file, then turn in File organization Assignment

- Backup these folders and files on the CSUSM network drive (for me it is h) school computers.

- [Google account setup](#)

- [Google Internet Assignment](#)

Meeting 4: 9/24

Topics	Assignments
- Supplies: Usb storage, usb headset, [dv tape](#) [Illegal Music files](#) [Kazaa](#) [Limewire](#) [Newsletter Assignment](#) - Examples: [First](#), [Second](#), [Third](#)	[Newsletter Assignment](#) [Journal 2](#)

Meeting 5: 10/1

Topics	Assignments
[Statement of Own work](#) [Making the Grade](#) ($100/life) Demonstration [MyGradebook](#) ($49.95/year) - online option [Making the Grade Assignment](#) - Basic Excel Demonstration - Graphing [In my class](#) [Spreadsheet Activities](#) [Earthworm Spreadsheet Activity](#) [Fruit Pie Chart Activity](#)	[Journal 3](#) [Statement of Own work](#) [Making the Grade Assignment](#) [Spreadsheet Activities](#) [Earthworm Spreadsheet Activity](#) [Fruit Pie Chart Activity](#)

Meeting 6: 10/8

Topics	Assignments
- Reviewing tool bar, voice comments, and Equation Editor in Word - Font Problems with documents in cyber space [Taskstream submission #1](#) [Captivate](#) - [Camtasia](#) [Sample for instruction](#) [PowerPoint Standards Lesson](#) - Resources:	[PowerPoint Standards Lesson](#) [Journal 4](#)

- **United Streaming (Discovery Education):** Log in using the student login

    - user: mvms.lrc

    - password: mvms.lrc

- **Media Converter**: convert on-line videos to wmv or mov files

- **FreePlay Music**

- **Youtube**

Meeting 7: 10/15

Topics	Assignments
• **PowerPoint Standards Lesson** presentations to small groups • **Inspiration Software Project**	• **PowerPoint Reflection** • **Inspiration Software Project** • **Journal 1-5 Due next week**

Meeting 8: 10/22

Topics	Assignments

• Cool Web site Demo:
   o **PBS.org**
   o **History Channel**
   o **Froguts**
   o **Brainpop**
   o **National Geographic videos**
• Translation programs on the web
   o **Altavista Babelfish**
   o **Google Translation Tools**
• Internet Literacy
 	
   • Pacific Northwest Tree Octopus
 	
   • Martin Luther King
 	
• **Database Assignment**
	• **Taskstream submission #1 Database Assignment**
	• **Teacher-Class Web Site**
	• Taskstream Translation Tools: Either **Standard II or III**: Write a rough draft of how you plan to use translation programs with students and submit to your Taskstream. Then request feedback from me on this section.

Meeting 9: 10/29

Topics	Assignments
• **Teacher Class Web Page** in Taskstream -This will be extra credit, other options are google docs or geocities. • **Internet Treasure Hunt** o **Sample Student Lessons** • Podcasting in Education: in the discussion area	• **Internet Treasure Hunt** • **Journal 6** • Podcasting in Education in the discussion area

Meeting 10: 11/5

Topics	Assignments

• **Google Earth**
   o **Great Volcanoes of the world**
• **Google Earth Project**
 	
   • **How to make your own tour**
	• **Journal 7**
	• **Google Earth Project**

Meeting 11: 11/12

Topics	Assignments

• [Taskstream and Artifact Tracking Sheet introduction](#)
• Video in the classroom - [What I do](#)
• Introduction to web video revolution
   ○ [Google video](#)
   ○ [You tube](#)
 	
• Work on [Video Project](#)
 	
   ○ [Sample project](#)
 	
   ○ Form groups
 	
   ○ Generate Idea
 	
   ○ Fill out [Pitch](#) - get approved
 	
   ○ Work on [Story board](#)
 	
• Check out cameras for next class period
	• [Journal 8](#)
	• Get ready for [Video Project](#)

Meeting 12: 11/17

Topics	Assignments

• Camera Introduction
• Work on [Video Project](#)
   ○ Filming
   ○ Start Editing- Don't leave until I have seen your file saved correctly on your usb
	• [Journals](#) 6-9 due next week
	• [Video Project](#)

Meeting 13: 11/19

Topics	Assignments

• Work on [Video Project](#): Bring Headset
   ○ Editing
      ▪ Importing - editing - music
      ▪ [FreePlay Music](#)
   ○ Finishing
      ▪ [How to Finish Video](#)
	• [Journals](#) 6-9 due

Meeting 14: 12/3

Topics	Assignments

• [Taskstream and Artifact Tracking Sheet introduction](#)
• Work on [Video Project](#)
   ○ Editing
   ○ Finishing
      ▪ [How to Finish Video](#)
• Work on [Portfolio Task Stream](#)
	• Finish [Video Project](#)
	• [Artifact Tracking Sheet](#)
	• Start getting some feedback on Taskstream

Meeting 15: 12/10

Topics	Assignments

• [Taskstream and Artifact Tracking Sheet introduction](#)
 	
• Work on [Video Project](#)
 	
    o   Editing
 	
    o   Finishing
 	
          ▪ [How to Finish Video](#)
 	
• [EdTechProfile Post-Assessment](#)
 	
• Share Videos
 	
• [Portfolio Task Stream](#)
	• Finish [Portfolio Task Stream](#) before 12/15
	• [EdTechProfile Post-Assessment](#)

Meeting 16: 12/17

Topics	Assignments
• Course Evaluation Please • [Taskstream and Artifact Tracking Sheet Overview and Introduction](#) • [Portfolio Task Stream](#) Completed by 12/15	• Finish [Portfolio Task Stream](#) before 12/15