



**EDST 631 Impact of Technology on Teaching and Learning
CRN 42079**

California State University San Marcos
in Collaboration with California State University Monterey Bay
and Monterey County Office of Education

Dates and Times: Fall 2006 4:00-8:00pm Tuesdays with additional online class time
Aug. 29 / Sept. 5, Sept. 19 / Oct. 3, Oct. 17 / Nov. 7, Nov. 21 / Dec. 5

Location: San Juan Capistrano District Office and online WebCT

Instructor: Dr. Joan Hanor, 222 University Hall, ph. 760.750.4305 email through WebCt
With Guests: Dr. John Ittelson, CSU Monterey Bay, john_ittelson@csumb.edu
Harry Powell, Monterey County Office of Education

Office Hours After class and by apt

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 course applies videoconferencing and online course communication systems to engage participants in a critical analysis of how technology contributes to learning, teaching and educational reform. It includes topics such as the pedagogy of distance and distributed learning, community based and project-based learning. Special emphasis is placed on how technology influences various communities of learners.

Fall 2006: Through videoconferencing, students at San Juan Capistrano will link with remote educators including participants at CSU Monterey Bay. The goal is to support learners' ability to design effective lessons for delivery through distance learning technologies. This is a project-based course in which learning teams will collaboratively design and prepare lessons for distance delivery through their own engagement in meaningful and authentic distance learning experiences. The videoconferencing collaboration will offer unique opportunities for participants to work within a globally interdependent environment and become interculturally proficient by working with educators who come from a diversity of educational settings and represent a diversity of educational skills, viewpoints, and backgrounds.

Course Prerequisites

Enrollment in the Master's in Education Program and/or hold credential.

Course Goals

- Explore the viability of online mediums as a mode of instruction.
- Prepare participants to design online learning opportunities.

Promote quality online teaching and learning.
Collaborate with other educators at various stages of readiness to begin online learning opportunities.

Required Course Materials

*Flash Drive (128M)

*WebCT6 Email Account – We will use WebCT6 email for this class.

*Computer Access – This course requires regular use of computers. If you do not have access to a computer at home or school, you must make arrangements for access as some class sessions and most planning sessions are held electronically.

*Classroom Access – If you are not currently teaching, you must arrange to consult with a teacher to plan, teach, and assess appropriate standards based lessons for online delivery. If you are having difficulty making these arrangements, please see the instructor by the second class session.

Required Textbook

Wiggins, G. & McTighe, J. (2005). *Understanding by Design*. Alexandria, VA: Association for Supervision and Curriculum Development.

Online Readings will be provided through WebCT.

Recommended

Cole, C., Ray, K., & Zanetis, J. (2004). *Videoconferencing for K-12 Classrooms*. Eugene, OR: International Society for Technology in Education.

Curtis, M., Kopera, J., Norris, C., & Soloway, E. (2004). *Palm OS Handhelds in the Elementary Classroom*. Eugene, OR: International Society for Technology in Education.

Modes of instruction

Students will participate in online collaborative groups, multipoint videoconferencing, desktop videoconferencing via iChat, do hands-on activities including the use of Palm OS Handhelds, design instructional materials, access web sites, and read and discuss required reading covering current research and instructional theory. Students will be asked to make thoughtful choices, work through instructional design and decision making with their teams, assume responsibility for implementing videoconferences, and maintain collaborative connections with their partners and their groups. Teams will use a variety of pedagogical and technological strategies to design well-organized and effective distance lessons based on CA content standards.

TENTATIVE Schedule/Course Outline and requirements

EDST 631 will meet every other Tuesday in a seminar format with an estimated four hours of contact time and four to six hours of online work to be included for each meeting. To supplement time spent in class, arrange time to confer with your study group to

- prepare for your videoconference
- become more familiar with the technologies
- gather information on your topic area

Also plan independent time to read and respond to class readings, communicate using WebCT6, and to explore and gather resources for your videoconferences. The suggested schedule will include the following components:

Prepare: Complete and respond to the reading assignments.

Collaborate: (required login to WebCT at least twice weekly) Meet online with team members to collaboratively plan, reflect, and discuss readings, experiences, and learning.

Practice: Explore the resources for effective use of videoconference technology and use of handheld computing.

Apply: Design and apply learning experiences. Make use of the WebCT discussion area for feedback and review. Give feedback to teams and group members.

Reflect: What learning experiences contributed to your understanding, interest, and excellence in performance? What do you consider evidence of your understanding?

This class is dependent on collaborative connections with remote sites. Please note that changes may occur at the discretion of the instructors. Student's cooperation and flexibility in response to modifications will be noted as part of the participation assessment.

Aug. 29
 Sept. 5
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Course Objectives

Participants will

- Analyze and illustrate various ways in which technologies may contribute to learning, teaching and educational reform.
- Investigate educational research that supports videoconference technology in the core curriculum areas.
- Relate educational applications of technology to contemporary theories and practice in education.
- Demonstrate skill in the use of technology including videoconferencing for teaching and learning.
- 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.

Assessment of Objectives

Outcome	Evidence	Learning Experiences
Analyze and illustrate various ways in which technologies may contribute to learning, teaching and educational reform.	<ul style="list-style-type: none"> • Dialogues • Contributions to class discussions online and F2F 	Readings and responses Text Designing and planning VC
Relate classroom applications of technology to contemporary theories and practice in education.	<ul style="list-style-type: none"> • VC Project is anchored in the essential elements of backward design and the desired understandings • Contributions to discussions exhibit lucid understandings and ability to apply principles. 	

Outcome	Evidence	Learning Experiences
Demonstrate skill in the use of technology including teleconferencing for teaching and learning.	Contributions to discussions exhibit lucid understandings and ability to apply principles to VC Design.	a) Read Introduction to Videoconferencing http://www.kn.pacbell.com/wired/vidconf/intro.html b) Plan online learning opportunities Videoconference research, planning, implementing and evaluating includes each of the following tasks: <ul style="list-style-type: none"> • Identify audience • Identify desired results • Determine acceptable evidence • Plan learning experiences and instruction • Submit proposal • Create VC script • Designate tasks • Apply your design to implement a brief 10 minute videoconference. • Apply your design to implement a 15-20 minute videoconference. • Self assess Group assess
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.	Demonstrated critical analysis & group leadership. Demonstrated use of descriptive, analytic, and reflective thinking through discussion leadership and in written report. Dialogues Contributions to class discussions online and F2F	Assessment and written report of another group's 10 minute VC. Assessment and written report of another group's 20 minute VC.

Students with Disabilities Requiring Reasonable Accommodations

Students are 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.

Attendance Policy: Due to the dynamic and interactive nature of courses in the COE, 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. If two class sessions are missed, or if the student is late (or leaves early) more than three sessions, s/he cannot receive a grade of "A". If three class sessions are missed, the highest possible

grade that can be earned is a “C+”. If extenuating circumstances occur, the student should contact the instructor as soon as possible to make appropriate arrangements.

All University Writing Requirement

In keeping with the All-University Writing Requirement, this course includes a writing component of at least 2,500 words (approximately 10 pages). This is administered in a variety of ways including formal writing requiring use of APA, informal, and electronic online 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 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.”

Grading Procedures And Assignments

Grading is calculated on the standard of

94 - 100 = A	80 - 83 = B-	70 - 73 = C-
90 - 93 = A-	77 - 79 = C+	60 - 69 = D
87 - 89 = B+	74 - 76 = C	below 60 = F
84 - 86 = B		

Criteria for Grading Assignments

A	Outstanding work on assignment, excellent syntheses of information and experiences, great insight and application, and excellent writing.	90-100%
B	Completion of assignment in good form with good syntheses and application of information and experiences; writing is good.	80-89%
C	Completion of assignment, adequate effort, adequate synthesis of information and application of information and experiences, writing is adequate.	70-79%
D	Incomplete assignment, inadequate effort and synthesis of information, writing is less than adequate.	60-69%

Grading Policy

An “A” student is one who:

- completes all assignments on time and demonstrates the ability to summarize, analyze, and/or reflect at high levels.
- varies sources of information for assignments, demonstrating high degree of effort in pursuing varied perspectives around important educational issues.
- completes all the reading assignments and develops thoughtful and thorough responses.
- produces work that reveals a strong commitment to self-discovery and learning.
- produces work at a high professional level in terms of both writing and content.
- develops a high quality presentation, demonstrating significant learning around a contemporary issue.
- presents confidently and intelligently, demonstrating effective teaching skills.

- completes assignments in/out of class with a focus on learning and exploration, pushing him/herself to better understand the profession through quality work.
- attends almost every class meeting and is fully engaged during class.
- pushes him/herself to new understandings by participating in discussions, sharing his/her opinions, and valuing others' perspectives.
- contributes to the positive environment of the class by respecting all members.

A "B" student is one who:

- completes all or almost all assignments, all or most on time, and demonstrates the ability to summarize, analyze, and/or reflect at high levels, showing consistent improvement over time.
- varies sources of information for assignments, demonstrating high degree of effort in pursuing varied perspectives around important educational issues.
- completes all or most of the reading assignments and develops thoughtful and fairly thorough responses.
- produces work that reveals a commitment to self-discovery and learning.
- produces work that is close to professional level in terms of both content and writing, working to develop a strong command of writing, speaking, planning and presenting.
- develops presentations, demonstrating significant learning
- presents confidently and intelligently, demonstrating effective teaching skills.
- completes assignments in/out of class with a focus on learning and exploration, pushing him/herself to better understand the profession through quality work.
- attends almost every class meeting and is regularly engaged during class.
- pushes him/herself to new understandings by participating in discussions, sharing his/her opinions, and valuing others' perspectives.
- contributes to the positive environment of the class by respecting all members.

A "C" student is one who:

- completes or attempts most of the assignments, mostly on time, and demonstrates the ability to do some quality summarizing, analysis, and reflection, showing improvement over time.
- varies sources of information for assignments, demonstrating effort in pursuing varied perspectives around important educational issues.
- completes most of the reading assignments and develops thoughtful and sometimes thorough responses.
- produces work that reveals a commitment to some self-discovery and learning.
- produces work that is not yet at a professional level in terms of both writing and content.
- develops a quality presentation, demonstrating learning around a contemporary issue.
- presents confidently and intelligently, demonstrating some effective teaching skills.
- completes assignments in/out of class with a focus on learning and exploration, pushing him/herself a little to better understand the profession.
- attends most class meetings and is often engaged during class.
- pushes him/herself to some new understandings by participating to a moderate degree in discussions, sharing his/her opinions, and valuing others' perspectives.
- contributes to the positive environment of the class by respecting all members.

A "D" student is one who doesn't meet all of the minimal standards of a "C" student; "F" is earned by someone who hasn't completed significant portions of the required work and fails to meet the "C" student standards.

National Board for Professional Teaching Standards FAQ Sheet

How does this course relate to the 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 COE 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 are reflected in the COE masters program course syllabi. 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.

Students will be supported in meeting the National Board's high and rigorous standards through the completion of their school-site portfolio that provides evidence of teaching practice through student work, videotapes of classroom interaction, and written commentaries that document and reflect their actions. These sources of evidence serve as a lens to what teachers do and how they think about their practice.

The EDST 631 course activities focus on content knowledge as well as age-appropriate and content-appropriate strategies that teachers may use for teaching subject matter with technology tools. Students will demonstrate their knowledge by responding to topics and readings which address critical issues of change. 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.

NOTE * In Fall 2006, EDST 631 offers a unique experience for learners to participate in a larger educational learning community through the regular practice of videoconferencing. Participants at CSUSM will actively partner with remote participants including those at CSU Monterey Bay to complete project-based assignments leading to increased knowledge and success with distance learning.