California State University San Marcos
College of Education

EDUC 422A – Technology and Learning A
Educational Technology Basics (one unit course)

Instructor:	**Dr. Katherine Hayden**
Classroom:	**ACD 211**
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CRN:	**30082**

Summer 06 Meeting Days: June 23 (4 - 9:50 pm) – June 24 (8 am - 3:50 pm)
Course continues online from until July 14th. Late assignments will not be accepted after July 14th. Due dates posted in WebCT.

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 ongoing service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance.
(Adopted by the COE Governance Community October, 1997)

Description

This one-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 sets the stage for addressing the standards in the credential program through exploration of Technology Operations and Concepts, Productivity and Professional Practice and Social Ethical, Legal and Human Issues. 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. **Students are required to complete the additional two one-unit technology components of 422 (b and c) in addition to successful completion of this course or provide evidence through the waiver process posted on the College of Education web site.**

Teacher Performance Expectation (TPE) Competencies

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:

Primary Emphasis
TPE 14 CSUSM Educational Technology (Based on ISTE NETS: see below)

Secondary Emphasis:
TPE 4 - Making Content Accessible
TPE 5 - Student Engagement
TPE 6 - Developmentally Appropriate Teaching Practices
TPE 7 - Teaching English Language Learners
TPE 12 - Professional, legal and ethical
TPE 13 - Professional Growth

National Educational Technology Standards for Teachers (NETS-T)

Teaching Performance Expectation (TPE 14) is based on ISTE NETS (See cnets.iste.org) for detailed information). This course focuses primarily on ISTE NETS I, V, and VI and secondary emphasis on ISTE NETS II, III and IV.

I.   TECHNOLOGY OPERATIONS AND CONCEPTS.
Teachers demonstrate a sound understanding of technology operations and concepts. Teachers:
A.   Demonstrate introductory knowledge, skills, and understanding of concepts related to technology (**as described in the ISTE National Education Technology Standards for Students**).
B.   **Demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.**

II. PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES.
Teachers plan and design effective learning environments and experiences supported by technology. Teachers:
A. design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to **support the diverse needs of learners**.
B. **apply current research on teaching and learning with technology when planning learning environments and experiences**.
C. **identify and locate technology resources and evaluate them** for accuracy and suitability.
D. plan for **the management of technology resources** within the context of learning activities.
E. plan strategies to **manage student learning** in a technology-enhanced environment.

III. TEACHING, LEARNING, AND THE CURRICULUM.
Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning. Teachers:
A. **facilitate technology-enhanced experiences that address content standards** and student technology standards.
B. use technology to **support learner-centered strategies** that address the diverse needs of students.
C. apply technology to **develop students' higher order skills** and creativity.
D. **manage student learning activities** in a technology-enhanced environment.

IV. ASSESSMENT AND EVALUATION.
Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies. Teachers:
A. **apply technology in assessing** student learning of subject matter using a variety of assessment techniques.
B. use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.
C. apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity.

V. PRODUCTIVITY AND PROFESSIONAL PRACTICE.
Teachers use technology to enhance their productivity and professional practice. Teachers:
A.   Use technology resources to engage in **ongoing professional development** and lifelong learning.
B.   Continually evaluate and reflect on professional practice to **make informed decisions** regarding the use of technology in support of student learning.
C.   Apply technology to **increase productivity**.
D.   Use technology to **communicate and collaborate** with peers, parents, and the larger community in order to nurture student learning.

VI. SOCIAL, ETHICAL, LEGAL, AND HUMAN ISSUES.
Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and **apply those principles in practice**. Teachers:
A.   Model and teach legal and **ethical practice** related to technology use.

B.   Apply technology resources to enable and **empower learners** with diverse backgrounds, characteristics, and abilities.
C.   Identify and use **technology resources that affirm diversity**.
D.   Promote **safe and healthy use** of technology resources.
E.   Facilitate **equitable access** to technology resources for all students.

Course Objectives

Teacher candidates will demonstrate competency in:
   A. Meeting the ISTE standards I, V, and VI outlined above;
   B. Approaching the ISTE standards II, III, and IV outlines above.

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.
- Teacher assessment tool during 1st class meeting.

Required Texts and Materials

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. Students are responsible for saving backup copies of all assignments. All word-processed documents must be saved in Microsoft Word format, available on all campus computers.
A.   ISTE Student Membership: (ww.iste.org) ($54.00). **Must** be purchased first week of class. This is used in place of a textbook.
B.   USB key-drive (256MB or more)
C.   Use of campus email account and WebCT for course communication (provided free).
D.   Print Card: Purchase on Campus.

In order to successfully complete this course, **all the assignments** must be completed at an acceptable level noted on assignment rubrics. In addition to the assignments described below, performance assessment on the teacher candidate's ability to perform tasks using the software will be assessed. Because the content of this course contributes to passage of multiple TPEs, successful completion is imperative. Failure to successfully complete this course will prohibit a teacher candidate from continuing in the program beyond the first semester. The percentage of weight of each assignment is noted next to the description of the topic.

*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 both in class and online. 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. In the 422A, it is essential that students attend all class sessions. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible.*

 A good student is one who adheres to standards of dependability and promptness. If more than two hours of class sessions are missed or there is tardiness (or leave early) the teacher candidate cannot receive an A. **Late assignments will be penalized by a 5% deduction in points for each weekday late.** After one week, late assignments receive no credit. If extraordinary circumstances occur, please make an appointment with the instructor. Remember that communication is the key to success.

In addition to attending course sessions, each student will be required to complete lab assignments each week. Some of the course assignments require students use campus resources. All students must plan time they can work in labs on campus at least once per week in addition to class time. Students are required to check campus resources and availability of labs. Mac computers are located in UH 271, ACD 211, and Kellogg Library (2nd floor). Students are required to use campus issued-email accounts and check email and WebCT at least two times per week to communicate with instructor and peers.

Plagiarism and Cheating

Please be sure to read and understand the university policy on plagiarism and cheating, as it will be strictly enforced. Academic dishonestly will not be tolerated and will result in a failing grade for this course and will be reported to the University.

Authorization to Teach English Language Learners

The CSUSM 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 SB2042 Program Standards, August 2002)

Disabled Student Services

Students with disabilities who require academic 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 5205 and can be contacted by phone at (760)750-4905, or TDD (760)750-4909. Students authorized by DSS to receive accommodations should meet with the instructor during office hours or by appointment.

Writing Requirement: CSUSM has a writing requirement of 2500 words per course.

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Course Assignments and Percentages

All assignments must be completed to receive a satisfactory grade.

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Assignment	Description	Percent of Grade
Journal	Students reflect on course readings and activities from the ISTE Web site that supports concepts related to the NETS standards. Entries are made to the journal weekly throughout the course and are submitted at near the end of the course for credit. Must be completed in Microsoft Word.	15
Intro Letter	Students write a business style letter using a wizard in Word.	5
EdTechProfile	After taking the EdTechProfile assessment, students will submit a file containing a chart of their proficiencies.	10
Newsletter	Create an appealing, newsworthy, and interesting newsletter for parents with information about technology and learning in the classroom. Use of graphics, content and layout will be considered and assessed. Must be completed in Word.	10
Yahoo/Internet	This web-based resource/tool allows the user to organize and manage online resources for projects and courses. This tool will allow teacher candidates to continue to organize resources throughout their program experiences.	10
PowerPoint	Students will create a three slide project using special features of the program and content related to a topic from the CA content standards.	15
Spreadsheet	This activity provides an opportunity for students to use a spreadsheet in a variety of ways to organize and present information. Various tasks provide an opportunity for teacher candidates to reflect on educational appropriate uses of a spreadsheet tool and differentiate between various tools for organizing information.	15

Attendance & Participation	Teacher candidates are expected to have a positive disposition toward teaching and learning. They should help each other and create a positive classroom environment for everyone. This means having a positive attitude in class, being on time and actively engaged in discussions and activities both in class and online.	20
	Total	100%

All assignments, requirements, due dates and scoring rubrics will be available through WebCT. Students are required to check assignment details in WebCT. Students must plan lab time on campus for using special programs and be able to access the Internet regularly to complete course assignments either on campus or another location.

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		

PART 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT	PART 2: METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION	PART 3: CULTURE AND CULTURAL DIVERSITY
I. Language Structure and Use: Universals and Differences (including the structure of English)	**I. Theories and Methods of Bilingual Education**	**I. The Nature of Culture**
A. The sound systems of language (phonology)	**A.** Foundations	**A.** Definitions of culture
B. Word formation (morphology)	**B.** Organizational models: What works for whom?	**B.** Perceptions of culture
C. Syntax	**C.** Instructional strategies	**C.** Intra-group differences (e.g., ethnicity, race, generations, and micro-cultures)
D. Word meaning (semantics)	**II. Theories and Methods for Instruction In and Through English**	**D.** Physical geography and its effects on culture
E. Language in context	**A.** Teacher delivery for <u>both</u> English language development <u>and</u> content instruction	**E.** Cultural congruence
F. Written discourse	**B.** Approaches with a focus on English language development	**II. Manifestations of Culture: Learning About Students**
G. Oral discourse	**C.** Approaches with a focus on content area instruction (specially designed academic instruction delivered in English)	**A.** What teachers should learn about their students
H. Nonverbal communication	**D.** Working with paraprofessionals	**B.** How teachers can learn about their students
I. Language Change		**C.** How teachers can use what they learn about their students (culturally responsive pedagogy)
II. Theories and Factors in First- and Second-Language Development	**III. Language and Content Area Assessment**	**III. Cultural Contact**
A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	**A.** Purpose	**A.** Concepts of cultural contact
B. Psychological factors affecting first- and second-language development	**B.** Methods	**B.** Stages of individual cultural contact
C. Socio-cultural factors affecting first- and second-language development	**C.** State mandates	**C.** The dynamics of prejudice
D. Pedagogical factors affecting first- and second-language development	**D.** Limitations of assessment	**D.** Strategies for conflict resolution
E. Political factors affecting first- and second-language development	**E.** Technical concepts	**IV. Cultural Diversity in U.S. and CA.**
		A. Historical perspectives
		B. Demography
		C. Migration and immigration