

California State University San Marcos
EDST 630: Fall 2003
Current Issues and Research in Educational Technology
CRN: 42596: Monday 5:30-8:15 PM
ACD 206* September 8 through December 15th, 2003

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Course Syllabus

Description: This course prepares educators to critically examine major issues, current research, and future trends in educational technology. Course assignments will include an analysis of the impact of emerging technologies on learning and teaching; strategies for using emerging technologies for conducting research; and opportunities to make informed decisions on critical issues of equity, ethics, and copyright.

Required Course Materials and Texts

Pea, Roy (ed.) (2000) *The Jossey-Bass Reader on Technology and Learning*. (2000)
Jossey-Bass. San Francisco, CA

ISTE National Educational Technology Standards for Students ISBN 1-56484-150-2

Two Zip Disks (PC formatted) or Flash Drive (128M); two CD-R disks

Print Card (ACD 202)

*Email Account – You must use the campus email account automatically generated after you are registered for the semester. To activate, go to ACD 202 with ID Card.

*Computer Access – If you do not have access to a computer at home or school, you must plan to spend time in the campus labs as some class sessions are held electronically.

*Classroom Access – If you are not currently teaching, you must arrange to plan, teach, and assess a sequence of technology-rich lessons in a classroom. If you are having difficulty making these arrangements, please see the instructor by the second class session.

ISTE/CUE membership Required: <http://www.iste.org/cue/>

(Student Membership = \$45.00) Indicate Professor: Katherine Hayden

Articles from the ISTE web archive will be required as reading prior to some class sessions. These articles also provide a resource for research.

Course Goals: Learner Outcomes

By the end of this class, students will

1. *Demonstrate knowledge of the National Educational Technology Standards (NETS) for teachers, students, and administrators.*
2. Be knowledgeable about issues of change, digital divide, equity, and challenges of implementation of technology in the curriculum.
3. Develop short and long term technology professional development goals, plan for activities to reach goals and plan for assessment of goals.

4. Identify key features of various electronic communication forums and be able to apply their use for purposes of professional growth, research, and instruction.

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)

COE 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. In this course, the instructor has adopted this additional policy: If you miss two class sessions, you cannot receive a grade of A or A-; if you miss three class sessions, you cannot receive a grade of B+ or B. If you have extenuating circumstances, you should contact the instructor as soon as possible.

Plagiarism and Cheating

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.

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).

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 me during my office hours or in a more private setting in order to ensure your confidentiality.

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 that 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.

CSUSM masters students will be supported in meeting the National Board's high and rigorous standards through the completion of assignments for program courses. Through their portfolios that provide evidence of teaching practice, through student work samples, through videotapes of classroom interaction, and through 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 630 course activities focus on content knowledge as well as age-appropriate and content-appropriate strategies that teachers may use for teaching subject matter using technology tools. Students will demonstrate their knowledge by responding to topics and readings that address critical issues of change and through the development of professional growth planning and a culminating digital portfolio of their work. 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.
- Reflection on practice through completion of a digital portfolio addressing standards.

Assessment

In order to successfully complete this course, assignments must be completed with at least an acceptable level noted on assignment rubrics. In addition to the assignments described below, performance assessment will be on student's ability to perform tasks using a variety of software. California State University San Marcos has adopted an all-university writing requirement. In each course, students are required to write at least 2500 words in essays, exercises, papers and examinations.

Course Assignments/Assessments

Assignment	Description	Points
CTAP Assessment	Students take a proficiency self-assessment based upon rubrics established in alignment with the California Commission on Teacher Credentialing (CTC) technology standard for a California K-12 teaching credential at the beginning and end of the course to reflect on their growth in the areas identified as important by the CA Department of Education. Students submit charts provided by the CTAP site.	10
Short-Term Professional Growth Action Plan	After reading about current standards, research and needs in education, students will write a short-term plan for professional growth related to possibilities this semester. A template is provided for this assignment.	10
Long-Term Professional Growth Action Plan	After reading about current standards, research, needs in education, students will write a long-term plan for professional growth related to possibilities during their masters program. A template is provided.	20
Investigation of an educational tool for distance learning and collaboration: Tapped In	Students explore an online community and tool for distance education. They create their profile, set up a virtual office, participate in online presentations and identify strategies to facilitate a Topic Discussion. Transcripts for online sessions are submitted online. These transcripts are provided by Tapped In.	15
Facilitation of Topic Discussion: Tapped In	This group assignment provides the opportunity for students to identify an issue in educational technology, research the issue and present findings to the class. The online tool used to support this collaboration is Tapped In sponsored by National Science Foundation, Stanford Research Institute and Sum Computers.	20
Technical skill peer teaching	Students identify a tech skill they would like to present to the class. This can be a short cut or feature of a application such as MS Word or a tool such as Instant Messaging. It can be something they already know, or something they investigate. The purpose is to share a Tech Tip to a group of peers. Include a handout. Presentation are 10 minutes.	20

Participation in class and electronically: Tapped-In, WebCT and email	Students are provided opportunities to explore collaboration and investigations using technology tools. It is important that everyone contribute to the community discussions and experiences.	25
Debate: Threaded discussion in WebCT	In partners, students research both sides and post the controversial issue with both perspectives including at least one web site supporting each side. The class will post feedback and partners will manage the discussion.	10
Reflection on Videoconference	Students attend a videoconference session and reflect on the experience and use of this media as a teaching and learning tool. Option: research current use of videoconferencing and post a discussion topic.	10
Final Project and Resource Synopsis	Students identify a lesson they would like to revise to include technology. They research to identify effective strategies and applications appropriate for grade level and subject area. The present the lesson as a final project.	30
Digital Portfolio: Samples of selected work	Based on the ISTE standards for teachers, students reflect on their skills based on selected assignments from the course. Assignments, narratives and a Recording template are included in a portfolio burned on a CD. All files and organization are done so that the portfolio can be used on Mac or PC. This experience prepares masters students in the area of digital portfolio encouraged by the National Board and ISTE project called the Digital Edge.	30
	TOTAL POINTS	200
All assignments, requirements, due dates and scoring rubrics will be available through WebCT. Students will check the calendar and assignment sections regularly for updates.		

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		