



EDST 631-Impact of Technology on Teaching and Learning

CRN 42735 3 Units

Fall 2003

5:00 – 8:45 Tuesdays UNIV 360 and UNIV 439

Instructor: Dr. Joan Hanor

Office Hours: 1- 3 p.m. Tuesdays and by apt.

Contact Information: University Hall 220

jhanor@csusm.edu

760.750.4305

Mission of the College of Education at CSUSM

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 engages learners in the critical analysis of how technology contributes to learning, teaching and educational reform. Topics include the pedagogy of distance and distributed learning; using collaborative technologies for user-generated content; tapping into students' social and learning needs through videoconferencing; portfolio assessment, community based and project-based learning. Special emphasis is placed on how technology influences various communities of learners. EDST 631 will be in a seminar format using teleconferencing, collaborative teamwork, critical reflection, and analysis of practice.

Learner Outcomes

1. Analyze and illustrate various ways in which technologies may contribute to learning, teaching and educational reform.
2. Relate classroom applications of technology to contemporary theories and practice in education.
3. Demonstrate skill in the use of emerging technologies including teleconferencing 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 Textbooks and Readings

TEXTS

Bertrand, Yves. 1995. *Contemporary Theories and Practice in Education*. Madison, WI: Atwood Publishing.

McCain. T., & Jukes, I. 2001. *Windows in the Future*. Thousand Oaks, CA.: Corwin Press: Sage publications.

IMPACT ON LEARNING AND TEACHING

<http://www.sri.com/policy/ctl/assets/images/RoschelleEtAlPackard2000.pdf>

Changing How and What Children Learn in School with Computer-Based Technologies
Jeremy M. Roschell, Roy D. Pea, Christopher M. Hoadley, Douglas N. Gordin, Barbara M. Means

http://www.sri.com/policy/ctl/assets/images/vStreets_Promising_Practices.pdf

Promising Practices and Organizational Challenges in Community Technology Centers

<http://www.edweek.org/ew/vol-16/06cuban.h16>

Techno-Reformers and Classroom Teachers

<http://www.fno.org/jun02/impact.html>

The Internet and the Upper Elementary Classroom: making a Difference?

PERSONAL DIGITAL ASSISTANTS

PDA's and Teachers – Susan Brooks-Young

Available through WebCT

Handhelds in the Classroom – Tools for Teachers

<http://www.techlearning.com/story/showArticle.jhtml?articleID=12803444>

STUDENT CENTERED LEARNING

Online Resources for ESL Students

<http://www.techlearning.com/story/showArticle.jhtml?articleID=12803451>

The Digital Disconnect: The Widening Gap Between Internet Savvy Students and Their Schools

<http://www.pewinternet.org/reports/toc.asp?Report=67>

Available as Adobe PDF File.

Integrating Technology into the Lives of Girls

http://www.techlearning.com/db_area/archives/WCE/archives/geekchic.html

VIDEOCONFERENCING

PacBell Site for videoconferencing

<http://www.kn.pacbell.com/wired/vidconf/vidconf.html>

Grading Policy

All students are expected to participate in class activities and demonstrate reflective learning. It is important that students are well prepared for course sessions by completing the readings and assignments scheduled before the class meeting. Unless otherwise negotiated with the instructor, all assignments are to be handed in on the due date. Assignments not handed in on the due date will lose 10% of earned credit per day. The following grading scale will be used.

A (93-100)	B+ (87-89)	C+ (77-79)	D+ (67-69)
A- (90-92)	B (83-86)	C (73-76)	D (63-67)
	B- (80-82)	C- (70-72)	D- (60-62)

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 fairly 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.

Writing: In keeping with the All-University Writing Requirement, all courses must have a writing component of at least 2,500 words (approximately 10 pages) which can be administered in a variety of ways.

COE 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.

CLAD Emphasis

This course addresses the California Commission on Teacher Credentialing requirements for the Crosscultural Language and Academic Development (CLAD) emphasis. This course specifically addresses standards/competencies associated with information literacy, language and culture, and instructional strategies that support the oral language development, reading and writing of English language learners.

Students with Disabilities Requiring Reasonable Accommodations

Students are approved for services through the Disabled Student Services Office (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.