

**California State University San Marcos**  
**EDST 630-01: Fall 2002**  
**Current Issues and Research in Educational Technology**  
**CRN: 42620**  
**5:00-7:45 PM - Thursdays**  
**September 3rd through December 21st, 2002**  
**ARTS 239\***

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## **Course Syllabus**

### **EDST 630 Current Issues and Research in Educational Technology (3 units)**

*Description:* This course prepares educators to critically examine major issues, current research, and future trends in educational technology. Included will be 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.

### **Course Materials and Texts**

#### **Required**

- Healy, J. (1999) Failure to Connect. Simon & Schuster. New York, NY.  
Pea, Roy (ed.) (2000) The Jossey-Bass Reader on Technology and Learning. (2000) Jossey-Bass. San Francisco, CA  
Tapscott D. (1998). Growing up Digital. McGraw Hill, New York, NY.  
ISTE National Educational Technology Standards for Students ISBN 1-56484-150-2  
Two Zip Disks (PC formatted); one CD-RW disk; Print Card (ACD 202)  
\*Email Account – You must have an email account. If you are using the automatically generated CSUSM account and it is not currently active, you must go to ACD 202 to activate your CSUSM e-mail account.  
\*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 instructors by the second class session.  
ISTE/CUE membership Required: <http://www.iste.org/cue/index.html>  
Instructor: Katherine Hayden: access 226741

#### **Optional**

- Gallwey, W. T.(2000). The Inner Game of Work. N.Y.: Random House.  
Johnson, S. (1998) Who Moved My Cheese? Newark, NJ: Penguin Putnam Inc.

### **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 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 630 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.

### **Assessment**

In order to successfully complete this course, the assignments must be completed with at least an acceptable level noted on assignment rubrics. In addition to the assignments described below, performance assessment on the students ability to perform tasks using the software will be assessed.

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/Assessment**

Short and Long Term Professional Growth Action Plan and CTAP Profiler	10%
Facilitation of Topic Discussion	10%
Technical skill peer teaching	10%
Participation in class and electronically: Tapped-In, WebCT and email	20%
Assessment of Videoconferences	10%
Final Project including Resource Synopsis	20%
Digital Portfolio: Samples of selected work	20%