

**California State University San Marcos
College of Education**

EDUC 422-07 - Technology Tools for Teaching and Learning

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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 students centered education, diversity, collaboration, professionalism, and shared governance.

(adopted by the COE Governance Community October, 1997)

Description

This three-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 Expectation (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 focuses on the knowledge and skills necessary to apply education-oriented productivity tools, graphic organizers, database and spreadsheets, presentation tools, school-appropriate multimedia tools, and communication tools. 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 with apply these skills.

Standard Alignment

The following standards are addressed in this class:

Standard 9 – Using Technology in the Classroom

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 TPE's are addressed in this course:

Primary Emphasis

TPE 14 CSUSM– Educational Technology

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

Course Objective

Teacher candidates will demonstrate competency in using a set of educational technology tools that are applied in teaching and learning within the credential program and used in public school settings.

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
- Completion of an approved computer literacy course at the community college level

Required Texts

Customized Reader (varies by instructor)

Software is available on the Web

Two zip disks (PC formatted) and one CD-RW ROM disk

Teachers Discovering Computers: Integrating Technology into the Classroom (2nd edition)

– Shelley & Cashman –

This is a resources text that contains skill building information in the context of how a teacher can use the skills in teaching. There is a very information-rich, publisher-provided Web site associated with the text that provides additional practice and links to other resources. Supporting Web site: www.scsite.com/tdc2/

ISTE, *Connecting Curriculum and Technology*

This is a volume produced by the professional association that contains the educational technology standards for students at all levels as well as sample lessons on how that standards can be implemented in teaching content. This book will be referred to in other CSUSM-COE courses. Supporting Web site www.iste.org

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 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 the description of the topic.

Course Content

The following questions will be address in the process of the course. Assignments relating to demonstrating competency in operating each of the educational tools will be assessed. Descriptions of the assignments will be available on the course Web site.

Productivity Tools (30%)

How are the basic productivity tools used to enhance instruction and professional practice?

Comment [MK1]: Explore Templates in Word, areas of the MS Office Suite with education in mind

Graphic Organizers (10%)

How might an educator visually capture a group discussion and portray relationships among concepts? How might a brainstorming session in which a variety of ideas are generated be reorganized into a formal outline? How might files be saved in PDF format or HTML for ready transfer to other applications or over the Internet? What are the child-appropriate versions of graphic organizers?

Comment [MK2]: Inspiration – Use as professional tool—as in writing papers,k building arguments; use by kids (Kidspiration) brainstorming – check Connecting book for lesson

Presentation Tools (10%)

How might applications such as HyperStudio or PowerPoint be optimized for building conceptual understanding? What are the issues to consider in creating a presentation for parents or students? What factors hinder getting a concept across visually, and what contributes to clarity and understanding? What are the child-appropriate versions of presentation tools?

Comment [MK3]: Introduction to Hyperstudio and/or KidPix. Student sample--- using Connecting book) Powerpoint.

Data Organization and Interpretation (10%)

Through use of spreadsheets and database applications, how might an educator collect, organize and interpret information effectively? How might data be organized and represented in a format that portrays key issues under investigation by students? What are the child-appropriate versions of spreadsheets and databases?

Comment [MK4]: Excel and Graph Club

Communication Tools (20%)

How might a teacher attend to inclusive communication with homes and community? How can commonly used applications such as MSWord help organize reports into attractive newsletters? How might the development of simple web pages contribute to home school connections? How can students use communication tools to support learning and understanding of concepts?

Comment [MK5]: Email, attachments, newsletters to parents

Making Learning Accessible (10%)

How might the development of simple web pages contribute to making learning more accessible? How might this change daily communication of requirements & expectations for students? How might this make learning accessible to students with varying learning styles?

Comment [MK6]: Learning styles, Bobby compliant, text size, readers, creating simple web page—searching for good teacher web sites—defining the attributes of good teacher websites, divide into groups of primary, intermediate, middle, and high, review teacher Web sites, decide on 3 to 5 most favorite

Standards (10%)

What are the national educational technology competencies for students and how do local (community) (school) schools measure up? What are the national educational technology competencies for teachers and how do your skills measure up? How might you assure that you address content standards in your lessons? What links and online tools will help you make these connections explicit?

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.