CALIFORNIA STATE UNIVERSITY, SAN MARCOS
COLLEGE OF EDUCATION

EDUC 422 - Technology Tools for Teaching and Learning
Syllabus
Tuesday 6:00 to 8:45 | CRN: #21847 EDUC422_EX-01
University Hall 271 – Room 271
January 24 to May 20, 2011

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Office Hours: By Appointment

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)*

Course Description

This course is designed for teacher candidates who have met the campus-wide Computer Competency Requirement (CCR) or have pre-requisite skills equal to the CCR and anticipate entrance into the teacher preparation program. 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 Expectations (TPEs) in technology, and is being considered for satisfying the Computer Integration Requirement (CIR) for the Liberal Studies Program.

Prerequisites

The prerequisite for this course is completion of the campus-wide computer competency requirement or having successfully completed a computer course within the last 12 months with a grade B or above. The prerequisite 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 with a grade B or higher in the last 12 months.

Please see the final page of this syllabus for specifics on prerequisite competencies required to enroll in EDUC 422

This course focuses on the knowledge and skills necessary to apply education-oriented applications including productivity tools, graphic organizers, databases, spreadsheets, presentation tools, school-appropriate multimedia tools, and communication tools in educational settings. 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.

Course Objectives

Teacher candidates will demonstrate competency in:
A. Meeting the International Standards for Technology in Education as outlined by ISTE (NETS•T);
B. Using a set of educational technology tools that are applied in teaching and learning within the credential program and used in public school settings; and
C. Setting up an electronic portfolio using Task Stream demonstrating proficiencies in all five areas of NETS•T.

Teacher Performance Expectation (TPE) Competencies

This course is designed to help teachers seeking the Multiple and Single Subjects Credentials and 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
Teaching Performance Expectation (TPE 14) is based on ISTE NETS for teachers 2008 (See NETS for Teachers for detailed information).

Facilitate and Inspire Student Learning and Creativity
Design and Develop Digital-Age Learning Experiences and Assessments
Model Digital-Age Work and Learning
Promote and Model Digital Citizenship and Responsibility
Engage in Professional Growth and Leadership

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 Obligations
TPE 13 - Professional Growth

Required Texts and Supplies

There is NO required textbook. 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 and/or available on campus.

A. ISTE Membership (online) $39 – http://www.iste.org (print registration)
B. Membership to **Task Stream** http://www.taskstream.com/(The cost is approximate, but may change $25 one semester and up to $65 for year) You will need a credit card for the charge. See directions at:
    http://lynx.csusm.edu/coe/eportfolio/index.asp
    Print confirmation for Task Stream membership from screen when you register and submit to instructor by second class.
C. One mass storage device - USB key-drive (1 Gig or greater) Bring to second class.
D. Use of Digital Video Camera for taping video project. Personal camera may be used OR checkout is available from Kellogg library on 2nd floor.
E. One mini DV Digital Video Cassette for Digital Video Camera
F. Use of campus email account and for course communication (provided free)
G. Pay for Print Card. You can get this from ACD 202 or Kellogg library.

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)

College of Education 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. A good student is one who adheres to standards of dependability and promptness. At a minimum, students must attend more than 80% of class time, and arrive to each session on time or s/he may not receive a passing grade for the course at the discretion of the instructor. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. (Adopted by the COE Governance Community, December, 1997).

In addition to attending course sessions, each student will be required to complete lab assignments each week. Some of these assignments require that students use campus resources. All students must plan times they can work in labs on campus at least once per week. Students are required to check campus resources and availability of labs. Mac computers are available in ACD 202, UH 271 and ACD211 in addition to other locations such as Kellogg Library 2nd floor. PC labs are also readily available for your use. Students are required to use campus issued-email accounts and check Moodle at least two times per week to communicate with instructor and peers. All online communications with the instructor should be done through campus email.

For EDUC422 online, keep in mind that all online activity is automatically logged and recorded. This is absolute data, which will result in a score based upon specific activities in the course. Leaving your computer logged on to 422 overnight will record in the course (and be flagged) as inactive, non-participatory hours. The following guidelines will apply: you must be active in online coursework including email, forums and activities at least twice weekly, or you cannot receive a grade of A or A-; if you are inactive for one week or more, you cannot receive a grade higher than B-. If you have extenuating circumstances, you should contact the instructor as soon as possible.

CSUSM Academic Honesty Policy

As an educator, it is expected that each student will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website http://library.csusm.edu/plagiarism/index.html. If there are questions about academic honesty, please consult the University catalog.

Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate citations to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and policies of the university. Disciplinary action may include lowering of grades and/or assignment of a failing grade for an exam, assignment, or the class as a whole."

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, email is often the easiest way to do so. **NOTE**: Be sure to set your preferred email in your profile settings of Moodle so that you receive important announcements and communications.

It is my intention to respond to all received emails in a timely manner. Please be reminded that email and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all email and online discussion messages you send to your colleagues, to faculty members in the College of Education, or to persons within the greater educational community. All electronic messages need to be crafted with professionalism and care.

Things to consider:
- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

Students with Disabilities Requiring Reasonable Accommodations

Students must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (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.

All University Writing Requirement

In keeping with the All-University Writing Requirement, this course includes a writing component of at least 2,500 words (approximately 10 pages). This is

administered in a variety of ways including formal writing requiring use of APA, informal, and electronic online discussions. Therefore, all writing will be looked at for content, grammar, spelling and format. If needed, it is suggested that you make an appointment with the writing center to seek help with writing skills before submitting your written assignments and especially before submitting your narrative to Task Stream. http://www.csusm.edu/writing_center/

Professional and Administrative Requirements

Teacher education is a professional preparation program. It is expected that students will come to class prepared to discuss the readings, submit required assignments, and participate in class activities. Students are expected to adhere to academic honesty and integrity, standards of dependability, confidentiality, and writing achievement. Because it is important for teachers to be able to effectively communicate their ideas to students, parents, colleagues, and administrators, writing that is original, clear and error-free is a priority for the College of Education.

Professional demeanor is expected of all students enrolled in EDUC422. This may be evidenced by:
- On time arrival to all class sessions, both face-to-face and online. Please email the instructor when you are unable to attend class or when you will be late. It is the policy of the CSUSM College of Education that any student who misses 20% or more of class time, class sessions, or online discussion time may not receive a passing grade for a course. (For summer session this means two or more classes missed. No exceptions are allowed)
- Advance preparation of readings and timely submission of assignments.
- Carefully considered, culturally aware approaches to solution finding.
- Supportive assistance to classmates with technical and/or content issues.
- Respectful participation in all settings (e.g. whole group, small group, Moodle Forums and study groups) with demonstration of positive interpersonal skills with classmates and guests.
- Backing up copies of all work. You will want these copies for your records and use in professional portfolio entries. Suggested procedures include:
  o Make an EDUC 422 folder on your campus flash drive and save all your files in this folder
  o Save a back up of all files on your home computer or
  o Email files to yourself for further backup
  o Save important email communications for the course in a folder on your flash drive in addition to your email account
- Productive interaction with peers. Be aware that messages sent within an online context may be open to misinterpretation. When concerned, meanings should be verified to clarify sender's intent.
- Select one or two class "buddies" (e.g., study group members or Moodle forum teammates) to ensure that you receive information and handouts if you must miss a class. Arrange an online check in time with your buddy, for prompting and reminders. Note contact info here:

Buddy: _____Telephone: _____E-mail: _____

Web 2.0 Tools
You will be using several online tools that require registration. Keep login information in a safe place so you can access it when needed.

Instructor Response Time
Generally, your instructor(s) will provide you with answers to questions submitted via Email and/or Class Moodle Forum on a weekly basis. Though instructors are frequently online much more often than this, please keep in mind that instructors do not approach this class on an all-day-every-day basis. We encourage and watch for evidence that students demonstrate a consistent approach to the class, utilizing collaborative, positive, professional inquiry and problem-solving approaches. The Modules are specifically designed to foster collaboration and to encourage students to help other students via the class Moodle. ALL written entries by students are visible to the instructor.

Assignments
It is expected that students will proofread and edit their assignments prior to submission.
   a. Students will ensure that the text is error-free (grammar, spelling), and ideas are logically and concisely presented. The depth of analysis and breadth of synthesis and application will determine a score. Please see performance rubric for all written assignments.
   b. The grade of any assignment will be negatively affected as a result of this oversight.

Following is a list of course assignments with a brief description of each. Full details are listed online within Moodle. Please note that modifications may occur at the discretion of the instructor. In addition to the assignments described below, performance assessment will be on student's cooperation and flexibility in response to unforeseen challenges and student's ability to perform tasks using a variety of technology tools.

In order to successfully complete this course, **ALL** assignments must be completed at an acceptable level noted on assignment directions and rubrics. Because the content of this course contributes to passage of multiple TPEs, successful completion is imperative. Failure to successfully complete this course with a grade of C+ or higher will prohibit a teacher candidate from entering the program.

The percentage of weight for each assignment is noted next to the description of the topic. Late assignments or assignments missing required elements receive reduced points.

Grades and feedback are accessible in Moodle. Students will be able to track grades.

	Assignment	Description	Pts
1	Introduction Letter	Write an introduction letter using Word including information about prior experiences and technology skills. Submit to instructor prior to 2nd class meeting.	25
2	Internet Assignment	Web-based resources/tools are explored and reflections written on how they can be used for student learning	100
3	Copyright & Ethics (Glogster)	The purpose of this assignment is to become familiar with fair use and copyright laws, and use of appropriate citations. Students will share their learning after becoming knowledgeable about various issues related to digital citizenship in the ISTE standards for Teachers and Students	50
4	Journal (Blog) 10 articles	Students reflect on course readings and activities from the ISTE website that supports topics related to the ISTE standards. Entries are made to the journal weekly. The journal is submitted the end of the course for credit.	100
5	Spreadsheet	(A) Chart data in Google Spreadsheet for Web activity. (B) Create a survey using Google Forms. Collect responses and write a reflection in your blog on the outcomes.	50
6	Newsletter	Students create a Teacher Webpage to support their future classroom. Create an appealing, newsworthy, and interesting Web page for students parents to support learning. Graphics, content and layout will be considered and assessed. Must address copyright!	50
	Mid Term	Performance Based Assessment	100
7	Collaboration	Explore and reflect on collaborative web tools which engage learners and address 21st century tools	50
8	Database	Students understand database tools and search online database such as ISTE and Thinkfinity	50
9	Software Reviews (2)	The purpose of this assignment is to demonstrate understanding of how to assess educational specific applications in terms of use with students. Reflections on how apps meet learning needs and including strengths and weaknesses.	100
10	Video Project	This group is to produce a video presentation related to classroom use. Students will learn how to use digital cameras, how to edit and prepare a project for sharing electronically. Final editing will be completed individually in order to ensure each student has learned the process.	150
11a	Tracking Sheet	Planning and organizing documents to prepare electronic portfolio. Files are matched to the NETS	25

		under TPE 14 and documentation of file naming and organizing is required.	
11b	Draft Narrative	Students create a draft narrative using persuasive writing to document proficiencies related to the ISTE standards.	
11c	TPE 14 submission in Taskstream Portfolio	Assignment utilizes an electronic portfolio to set up and organize electronic files, selecting evidence through analysis of individual work related to proficiencies and completing narratives as evidence of meeting the TPE 14.	75
12	Assessment	Reflection on rubrics and peer review activities.	25
	Attendance, disposition & Participation during class, and online	Teacher candidates are expected to have a positive disposition. 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, presentations and activities both in class and online.	100
		Total Points	1050

Draft Schedule: Subject to change during course based upon instructor judgment (Midnight on day prior to class meeting date)

S#	Class DATES	Details/Topic	Assignments
0.	Jan 25 Getting Started	Course Overview Syllabus Moodle Introduction Critical Information Sheet	Purchase subscription: ISTE and Taskstream Membership Read: Syllabus Take EdTech Profile
1.	Feb 1 Word Processing	Toolbox: Google Gmail	Awareness: Student NETS
		Toolbox: Word Processing	Produce: Introduction letter (word processing)
		Post Journal Entry	Read: SpeakUp!
2.	Feb 8 Internet Resources Blogging	Thinkfinity	Internet Assignment
		Toolbox: Google Spreadsheets	Spreadsheet Assignment A
		Toolbox: Google Blog	**POST**: Journal Posting
3.	Feb 15 Presentation	Web 2.0 Presentation Apps	Software review (A)
		Toolbox: Tracking Spreadsheet 11a	Portfolio
		ISTE Articles 1 and 2	**POST**: Journal Posting
4.	Feb 22 Databases	Toolbox: Google Sites	Newsletter/Teacher website
		Toolbox: Google Forms	Spreadsheet Assignment B
		ISTE Articles 3 and 4	**POST**: Journal Posting
5.	March 1	Thinkfinity / ISTE	Database Assignment

	Software	Web 2.0 Tools	Software Review (B)
		ISTE Articles 5 and 6	**POST**: Journal Posting
6.	March 8 Integrated Tools	Toolbox: Google Docs Social Bookmarking: Delicious	Coloration (part 1)
		ISTE Articles 7	**POST**: Journal Posting
7.	March 15 Video	**Midterm (in class)**	
		Storyboard	Video Production
		ISTE Articles 8 and 9	**POST**: Journal Posting
8.	March 29 Engagement	Tool Box: Voice Thread	Collaboration (part 2)
		ISTE Articles 7	**POST**: Journal Posting
9.	April 5 Video	iMovie	Video Production
10.	April 12 Video	Introduction Narrative	Taskstream
11.	April 19	Topic to be announced	Virtual Class
12.	April 26 Ethics	Toolbox: Glogster	Copyright & Ethics Assessing Learning
13.	May 3	Narrative & Artifacts	Taskstream
14.	May 10	No instruction	Video Presentations
15.	May 17	No instruction	Final: Taskstream Portfolio

Policy for Submitting Assignments

It is expected that all work will be turned in prior to, or on, the due date. **Late assignments will be penalized by a deduction of 5% each day late. Unless prior instructor approval, work will not be accepted after one week.** If extraordinary circumstances occur, please immediately contact instructor. Remember that communication is the key to success. Students are required to use campus issued-email accounts for communication and **check in on Moodle at least two times per week outside of class meetings** to communicate with instructor and peers and read announcements.

Criteria for Grading Assignments

Grading Policy

Grading is calculated on the standard of

98 - 100 = A	94 - 97 = A	90 - 93 = A-
87 - 89 = B+	84 - 86 = B	80 - 83 = B-
77 - 79 = C+	74 - 76 = C	70 - 73 = C-

A (Excellent):	Performance at the highest level, showing sustained excellence in meeting all course objectives and requirements and exhibiting intellectual initiative.
B (Good):	Performance at a high level, showing consistent and effective achievement in meeting course objectives and requirements.
C+ (Satisfactory):	Performance at an adequate level, meeting basic objectives and requirements of the course.

NOTE: The minimum acceptable grade for a course in the professional education sequence is "C+." A "B" average must be maintained. (CSUSM General Catalog)

TPE Standards, e-Portfolio, Resources

Description and e-portfolio may be downloaded from this link:
http://www.csusm.edu/coe/eportfolio/eportfolio.html

What TPE's are covered in EDUC422?

Primary Emphasis
TPE 14 CSUSM Educational Technology (Based on ISTE/NETS•T:)

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 obligations
TPE 13 - Professional Growth

TPE Descriptions

TPE 14:Technology in Teaching and Learning[1]

Candidates for the teaching credential are working to meet the National Educational Technology Standards for Teachers. These can be located online at
http://www.iste.org/Content/NavigationMenu/NETS/ForTeachers/2008Standards/NETS_for_Teachers_2008.htm

ISTE NETS-T for Teachers

Digital-age teachers perform and model the National Educational Technology Standards for Students (NETS•S) as they design, implement, and assess learning

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[1] The text of the CSUSM TPE originates from the International Society for Technology in Education's National Educational Technology Standards for Teachers www.iste.org

experiences to improve student learning and engagement; enrich professional practice; and provide positive models for students, colleagues, and the community. All teachers should be prepared to meet the following standards and performance indicators. Teachers:

1. Facilitate and Inspire Student Learning and Creativity
Teachers use their knowledge of teaching, learning, and technology to facilitate learning experiences that advance student creativity and innovation in both face-to-face and virtual environments. Teachers:
    a. promote, support, and model creative and innovative thinking and inventiveness
    b. engage students in exploring real-world issues and solving authentic problems using digital tools and resources
    c. promote student reflection using collaborative tools to illuminate their own thinking, planning, and creative processes
    d. model knowledge construction and creative thinking by engaging in face-to-face and virtual learning with students, colleagues, and others

2. Design Digital-Age Learning Experiences and Assessments
Teachers plan and design authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S. Teachers:
    a. design or adapt relevant learning experiences to incorporate digital tools and resources that promote student learning and creativity
    b. develop technology-enriched learning environments that enable students to become active participants in setting their own educational goals, managing their own learning, and assessing their own progress
    c. customize and personalize student learning activities to address a variety of learning styles, working strategies, and abilities through the use of digital tools and resources
    d. provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

3. Model Digital-Age Work and Learning
Teachers exhibit knowledge, skills, and work processes that are representative of an innovative professional in a global and digital society. Teachers:
    a. demonstrate fluency in the application of technology systems and the transfer of current knowledge to learning of new technologies
    b. collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation
    c. communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats
    d. model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning

4. Promote Digital Citizenship and Responsibility

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. Teachers:

   a. advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright and the appropriate documentation of sources
   b. address the diverse needs of all learners by using learner-centered strategies and providing access to appropriate digital tools and resources
   c. promote digital etiquette and responsible social interactions related to the use of technology and information
   d. develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital age communication and collaboration tools

5. Engage in Professional Growth and Leadership

Teachers continuously improve their professional practice and exhibit leadership in their classroom, school, and professional community by promoting and demonstrating the effective use of digital tools and resources. Teachers:

   a. participate in local and global learning communities to explore creative applications of technology to improve student learning
   b. exhibit leadership by embracing a vision of technology infusion, participating in shared decision-making and community building, and developing the leadership skills of others
   c. evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning
   d. contribute to the effectiveness, vibrancy, and self-renewal of the teaching profession and of their school and community

Description and e-portfolio may be downloaded from this link:
http://www.csusm.edu/coe/eportfolio/eportfolio.html

Technology Requirement – Prerequisite Competencies Required to Enroll in EDUC 422

EDUC 422 or approved waiver request is a prerequisite requirement to entering a teacher preparation program.

Prerequisite skills are required before enrollment in EDUC 422. These prerequisite skills should include at a minimum the following:

- An understanding of basic computer concepts and terminology
- An understanding of software-ethics issues and concerns in today's society, and virus protection and prevention
- The ability to use a word processing application
- The ability to use a spreadsheet application
- An understanding of the Internet, browsers and e-mail

Please refer to www.csusm.edu/computer_labs/ccr.htm

Students needing to improve their computer competency may wish to complete one of the following courses to prepare for EDUC 422:

- CS 301 at Cal State University San Marcos fulfils Pat A of EDUC 422
- CS301A at Cal State University San Marcos fulfils Parts A and C of EDUC 422
- CISC 150 or CISC 181 or CBTE 180 at San Diego Community Colleges (Mesa, City, Miramar
- CISC 150 or CSIS 120 at Palomar College
- CIS 100 at Mira Costa Community College

EDUC 422 may be taken as a 3-unit course, or in three 1-unit sections.

EDUC 422 specifically addresses:

- Part A – Technology Basics
- Bart B – Technology Tools for Learning
- Part C – Introduction to Electronic Portfolio