

CALIFORNIA STATE UNIVERSITY, SAN MARCOS  
COLLEGE OF EDUCATION

**EDUC 422-C                      CRN 20051**  
**Technology Tools for Teaching and Learning**

Syllabus: Spring 2011  
April 8 and 9, 2011

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Office Hours: Before and after class or by arrangement

CRN 20051    EDUC422-C    Meets 4/8 5:30 – 9:30 PM and 4/9 8:30 – 5:00 PM in ACD 211

**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 equivalent to the third third of EDUC 422. It focuses on development of the electronic portfolio, the culminating requirement for the credential program. Students will begin the process of developing their portfolio, which is continued in the credential program. *Graded credit/no credit. This course may not be taken for credit by students who have received credit for EDUC E494L. This course may be repeated for a total of three (3) units.*

The EDUC 422 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:

- Meeting the National Educational Technology Standards for Teachers (NETS•T) outlined below at a basic level of proficiency;
- Using a variety of educational technology tools that are applied in teaching and learning within the credential program and used in public school settings; and

- Setting up an electronic portfolio using Taskstream and demonstrating proficiencies in all five areas of NETS•T.

### **Prerequisites**

EDUC 422A and EDUC 422B OR EDUC 422.

### **Course Objectives**

Teacher candidates will demonstrate competency in:

- Meeting the International Standards for Technology in Education as outlined by ISTE (NETS•T);
- 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
- 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.

- 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. Use of Digital Video Camera for taping video project. Personal camera may be used OR checkout is available from Kellogg library on 2<sup>nd</sup> floor.
- D. One mini DV Digital Video Cassette for Digital Video Camera
- E. Use of campus email account and for course communication (provided free)
- F. OPTIONAL: 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).

### **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. Be sure to set your preferred email in the profile settings of Moodle so that you receive important course announcements and communication.

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/](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:
  - Make an EDUC 422 folder on your flashdrive and save all your files in this folder
  - Save a back up of all files on your home computer or...
  - Email files to yourself for further backup
  - 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: \_\_\_\_\_

## ASSIGNMENTS, GRADING, AND SCHEDULE

**Assignments and Requirements** The following is a list of course assignments with a brief description of each.

	<b>Assignment</b>	<b>Description</b>	<b>Pts</b>	<b>Due</b>
A	Professional Memberships	Join ISTE and access resources for teaching and learning through effective use of technology. Enroll in Taskstream.	NA	4/9
1				
2	iVIE Review	Watch at 3 or more videos from the iVIE Awards site. Choose two to review following the directions in the April 8 Agenda.	6	15
3	Reading Journals	Students reflect on course readings related to NETS and current issues in educational technology. Entries are made to the journal blog.	9	4/15, 4/22 & 4/29
4	Video Project	Working in collaborative groups of 3 or 4, students produce a video for classroom use. Students will learn how to use digital video cameras, edit video clips, and prepare a project for sharing electronically. Final editing will be completed individually in order to ensure each student has learned the process.	40	4/29
5	Tracking Sheet	Students align their class artifacts with NETS•T.	10	5/6
6	NETS & TPE 14 submission on Taskstream	Students organize course activities and assignments. Students reflect on NETS and select course artifacts to show evidence for meeting TPE 14, which is based on NETS•T.	20	5/6
7	Attendance, disposition & participation	Students are expected to have a positive disposition toward teaching and learning. They should help each other and create a positive classroom environment for everyone. This means having	15	Course wide

Detailed information is provided on the class Moodle site. 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. All assignments, requirements, due dates and scoring rubrics will be available through the class Moodle and/or blog. You are responsible to track your grades and progress in the course. In order to successfully complete this course, all assignments must be completed at an acceptable level noted on assignment directions and rubrics. All assignments are due by 11pm on the due date. Late assignments may be penalized by a deduction in points. After one week, late assignments may receive no credit. If extraordinary circumstances occur, please contact the instructor.

### Criteria for Grading Assignments

- **90-100%:** Outstanding work on assignment, excellent syntheses of information and experiences, great insight and application, and excellent writing.
- **80-89%:** Completion of assignment in good form with good syntheses and application of information and experiences; writing is good.

- **70-79%:** Completion of assignment, adequate effort, adequate synthesis of information and application of information and experiences, writing is adequate.
- **60-69%:** Incomplete assignment, inadequate effort and synthesis of information, writing is less than adequate.

**Final grades are calculated on the standard of:**

- Students receive the grade of “CREDIT” if they **complete ALL** assignments and requirements and
- Earn a **minimum of 80% of the total possible points.**
- Otherwise, students receive the grade of “NONCREDIT.”
- For example, a student will receive NONCREDIT even if he or she earns 85 points but does not complete the “reading journals” assignment.

**Tentative Schedule**

Please note that modifications may occur at the discretion of the instructor.

11/12 5:30 PM to 9:30 PM	11/13 8:30 AM to 5:00 PM
<ul style="list-style-type: none"> <li>• Course intro, norms &amp; expectations</li> <li>• Revisiting NETS for Teachers and Students</li> <li>• Educational use of video</li> <li>• Revisiting Standards and Frameworks</li> <li>• iMovie- getting started</li> </ul>	<ul style="list-style-type: none"> <li>• TPE Tracking sheet and Taskstream</li> <li>• Checklist for Assignments and due Dates</li> <li>• Video project: Planning</li> <li>• Video project: Filming</li> <li>• Questions and individual conferences.</li> </ul>