

CALIFORNIA STATE UNIVERSITY, SAN MARCOS
COLLEGE OF EDUCATION
Spring 2010
EDST 632 Using Emerging Technologies to Customize Instruction
Meeting Time: Online

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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 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 online course helps students develop skills to use emerging technologies and multi-media applications to customize learning and instruction. It accommodates different learning styles by involving a variety of components including text, photos, video clips, online resources, online discussion boards, chat, use of online Web 2.0 tools such as Gliffy, Blogs, Podcasts, Google Docs, Audacity, and delicious, and offers choices for a final project. The course includes the study of principles, pedagogical concepts and instructional strategies as they pertain to the development of instructional delivery systems. Students work in teams to develop instructional projects for classroom implementation.

Key questions for the course include:

- 1) What is differentiated Instruction?
- 2) How do we identify and attend to learning styles?
- 3) What do emerging technologies provide and how they might contribute or inhibit learning?

This course is offered completely online through Cougar Courses (Moodle) in Spring 2010. For those already familiar with WebCt/Blackboard, the new online Cougars format will look slightly different but will have a similar look and feel. Moodle is a robust learning management system widely used throughout higher education, but there may be some technology issues to resolve during our pilot implementation. Academic Technology Services performs extensive testing, but cannot anticipate everything that may happen in a course with instructors and students actively participating. Basically, this pilot is an opportunity to discover issues before the system is rolled out to the whole campus. Feedback from faculty and students will be extremely valuable. Any technology issues that arise will be addressed immediately and will not impact your performance in this course. It is important to remember that teaching evaluations should be about the course and not the technology. The course is a graduate level three-credit course that requires 6-9 hours weekly for reading, communications, and related online activities throughout the semester.

Course Objectives

Students will

- 1) Examine, analyze, and assess emerging technologies for use in teaching and learning.
- 2) Design instructional interventions that make use of technology to accommodate various learning styles and needs of diverse student populations.

Graduate Credit

This is a graduate level course, and successful completion can be applied toward elective requirements for some Masters Programs including the Masters in Education General option through the College of Education at Cal State San Marcos. Note that students must receive an A or B in order to use the course as one of their electives.

Required Course Materials and Texts

1. Wiggins, G. & McTighe, J. (2005). *Understanding by Design*. Alexandria, VA: Association for Supervision and Curriculum Development. Available at Amazon.com.
2. Publication Manual of the American Psychological Association (APA manual: 6th edition) **Publication Manual of the American Psychological Association, Sixth Edition** is available for purchase: <http://books.apa.org/books.cfm?id=4200066> (\$28.95) The

Library has one copy behind the Research Help Desk, but if you'd like to purchase your own, it's cheaper to buy from Amazon (\$25.94): http://www.amazon.com/Publication-Manual-American-Psychological-Association/dp/1433805618/ref=sr_1_10?ie=UTF8&s=books&qid=1250625925&sr=1-10

3. Email Account – You are provided a campus email account automatically after you are registered for the class. To activate, [contact Help Desk](#).
4. *Computer Access – If you do not have access to a computer at home or school, you must identify a location with access appropriate to use course resources.
5. *Classroom Access – If you are not currently teaching, you must arrange to plan, teach, and assess two technology-rich lessons in a classroom. If you are having difficulty making these arrangements, please contact the instructor by the end of the second week of the course to discuss ways to arrange to meet the requirement.
6. Online Readings will be provided through Cougar Courses online management system. It is expected that assigned readings for each session will be completed before the posted time for discussion.

College of Education Attendance Policy

The COE attendance policy states that “students are expected to attend all classes and participate actively”. As you set your schedule for time you will devote to your online class, it is advisable to choose one consistent time to “attend” class. This course is asynchronous. You are learning on your own time, yet have obligations to the course timeline and to other students within the class. Please see the breakdown of time online expectations. Your participation score is derived from online time log, which is recorded every time you log into class.

EDST 632 is a graduate level 3-credit, graded, fully online course. It carries the same responsibilities for graduate level work as any campus-based class. Candidates for the M.A. in Education and Level II Education Specialist credential are expected to attend class at least 3 hours per week. The time commitment for preparation at the graduate school level is typically calculated at @ 2-3 hours of study time for each hour of credit each week. That translates to about 6-9 hours of preparation time for a 3-credit-hour course. In other words, this course will require a *minimum* of 135 hours. Please do not neglect this and be disappointed with your final grade as a result.

Please email the instructor when you are unable to attend class or when you will be late—for *this online class, this may apply to your small group meetings with colleagues*. It is the policy of the CSUSM College of Education that any student who does not sign into the course for 80% or more of class time may not receive a passing grade for a course. All online time is recorded, including articles and assignments read, conversations on discussion board and chat room, plus course mail and assignment submission time.

Modules begin on Tuesday each week and end on Monday of the following week.

Participation

To be successful in this class, you will need to use an up-to-date computer and operating system that has the ability and speed to use our online management system, play sound files and movie clips. It is **your responsibility to check these capabilities out ahead of time** and have a plan to identify a facility or location where you have access to allow these technical capabilities during the course (CSUSM provides access on campus computers). Note that all assignment documents **MUST** be able to be opened in Microsoft Office (Word in .doc format or Excel in .xls

format). Files may be created using Web 2.0 tools and downloaded in Word format for submission (ex: Google Docs).

For EDST 632 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 activity in the course. Leaving your computer logged on to 632 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, discussions 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.

NETS-T

This course meets Standards II and III of the National Educational Technology Standards for Teachers (NETS-T)

II. PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES.

Teachers plan and design effective learning environments and experiences supported by technology. Teachers:

- A. design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.
- B. apply current research on teaching and learning with technology when planning learning environments and experiences.
- C. identify and locate technology resources and evaluate them for accuracy and suitability.
- D. plan for the management of technology resources within the context of learning activities.
- E. plan strategies to manage student learning in a technology-enhanced environment.

III. TEACHING, LEARNING, AND THE CURRICULUM.

Teachers implement curriculum plans, that include methods and strategies for applying technology to maximize student learning. Teachers:

- A. facilitate technology-enhanced experiences that address content standards and student technology standards.
- B. use technology to support learner-centered strategies that address the diverse needs of students.
- C. apply technology to develop students' higher order skills and creativity.
- D. manage student learning activities in a technology-enhanced environment.

Unique Course Recommendations

PDF files can be viewed on a wide variety of platforms -- both as a browser plug-in or a stand-alone application -- with **Adobe's free Acrobat Reader®** program.

<http://get.adobe.com/reader/>

The videos for class viewing require that you have the **QuickTime Player** installed on your computer. Although most of the video and audio material will play reasonably well on older versions of QuickTime, we strongly recommend that you have QuickTime version 7.6.2 or later installed on your computer for an optimal viewing/listening experience. If you need help determining whether or not you have the appropriate version of QuickTime installed (and that it

is installed properly), check out [Apple's Installation Check Web page](#). To find answers to support questions often asked by QuickTime users, visit [Apple's QuickTime Support Web page](#). To download QuickTime, click on the link provided below.

To download a free version of the **Microsoft® PowerPoint Viewer®**, visit Microsoft's Download Center at the link provided below.



Students with Disabilities Requiring Reasonable Accommodations

Students are approved for services through the Disabled Student Services Office (DSS), which is located within Craven Hall in Suite 5205. The DSS staff are available for both walk-in and scheduled appointments Monday through Friday from 8:00 a.m. to 5:00 p.m. Individuals wishing to call DSS can do so by dialing (760) 750-4905 or (760) 750-4909 (TTY). Their fax number is (760) 750-3445. Email inquiries can be sent to dss@csusm.edu. Students authorized by DSS to receive reasonable accommodations should meet with their instructor within the first week of the semester.

CSUSM Academic Honesty Policy

“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 presentation assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. 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 regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.”

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Plagiarism

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.

Postings Policy (Value Added Model)

When replying to a posting by another student, instructor, or guest in the Discussion area of our online management system, your reply **MUST** begin with the name of the person who posted the previous message. Your response **MUST** address one of the following: **give an example** of what the prior post had described; **provide a different perspective** of the topic posted; OR **expand upon the idea** posted in the message by including more detail and depth. The instructor will provide feedback in the first few modules to support understanding of this concept. You will be asked to measure this model later in the course.

All University Writing Requirement

This course meets the university requirements of 2500 words. Students are expected to write at the graduate studies level. While informal language is generally the norm for most personal email communication, for purposes of this class all online communication, including email messages, are expected to be professionally composed and written at the graduate studies level of written language. Specific required writing assignments are explained in the course assignments section.

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail 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 e-mail and on-line 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 should 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.

Course Requirements

This course consists of five modules, each of which will take approximately one to four weeks to complete. Assignments are described in the modules and are to be uploaded under the Assignments Section. Assignments may be submitted before or on the due date, but will lose points if submitted after the posted due date. Assignments will not be accepted more than 7 days late. Readings are listed on the Course Menu and are expected to be completed prior to the dates in which they are posted for discussion.

The suggested schedule will include the following components:

Prepare: Read and respond to the reading assignments.

Collaborate: (Requires online presence at least twice weekly) Meet online with team members to collaboratively plan, reflect, and discuss readings, experiences, and learning.

Practice: Explore the resources for effective use of emerging technologies.

Apply: Design and apply learning experiences. Make use of the group discussion area for feedback and review. Give feedback to teams and group members.

Reflect: What learning experiences contributed to your understanding, interest, and excellence in performance? What do you consider evidence of your understanding?

Modes of instruction

Students will participate in online discussions, collaborative study groups, podcasts, desktop videoconferences, design instructional materials, access web sites, and read and discuss required reading covering current research and instructional theory. Students will use a variety of pedagogical and technology strategies to design well-organized and effective lessons based on CA content standards.

Announcements

The instructor posts announcements periodically to update students with important information, communication about assignments and reminders about dates or tasks. These announcements will appear when you login to the class. You can review the announcements by clicking on the Announcement link on the top menu. Notice of a new module release is posted on the Course Content (menu) page.

For Questions Regarding Assignments

For questions regarding the class or class assignments, refer to the main online class Discussion Area where you will find a section temporarily called "Questions". It will be renamed this semester by class participants. This "Questions" Section is intended to encourage all participants to contribute responses as well as to allow everyone the benefit of having access to instructor responses. Please review the posted questions and replies before posting your question. Instructor will usually respond to posts within three business days.

For Questions Regarding Technical aspects of the Online Management System

Call the CSUSM help desk. 760.750.6505

Location: Kellogg Library, Room 2013

Mon – Thurs 8am - 10pm

Fri 8am - 7pm

Sat 9am - 5pm

Sun 1pm - 9pm

Their hours can be confirmed on the web: <http://www.csusm.edu/iits/sth/>

Be sure to leave a phone number and/or email if you leave a message regarding a problem you are having. They can help with all technical aspects of the WebCT environment.

Tentative Schedule/Course Outline

The Tentative Course Schedule will be posted online prior to the first class night.

Module	Topic
Module Zero One week Tues. 1/19 to Mon 1/25	Overview and Introductions to 1) Course requirements 2) Participants and Instructor 3) Customizing Instruction/Differentiated Learning 4) Emerging Technologies
Module One Four weeks 1/26 to 2/11	The Impact of technology on teaching and learning
Module Two Four weeks 2/23 to 3/22	Assessment
Module Three Four weeks 3/23 to 4/19 Includes Spring Break	Differentiated Instruction
Module Four Two Weeks 4/20 to 5/4	Identifying and Addressing Learning Styles Final Project Course reflection and self assessment

Web Site Resources

Cougar Courses Log in page <http://courses.csusm.edu>

FAQ: <http://courses.csusm.edu/resources/webctStuFAQ.htm>

CSUSM Library: <http://library.csusm.edu/>

International Society for Technology in Education: <http://www.iste.org>

Center for Applied Research in Educational Technology: <http://caret.iste.org>

Video Classroom <http://www.videoclassroom.org>

Apple Learning Interchange: <http://www.ali.apple.com>

Knowledge Network Explorer 21st Century Literacies: <http://www.kn.pacbell.com/wired/21stcent/>

Washington News: <http://www.iste.org/publications/washington-notes/index.cfm>

Digital Edge Project: <http://cnets.iste.org/dedge/>

National Board for Professional Teaching Standards: <http://www.nbpts.org/>

Assessment

To successfully complete this course, all assignments must provide evidence of professional high quality work, be carefully edited, and submitted before or on the due date. Late assignments will lose credit points for each day late and will not be accepted after seven days tardy. In addition to the listed assignments listed with each module, performance assessment will be on student's cooperation and flexibility in response to challenges, student's ability to perform tasks using a variety of technology tools, and student's cooperative, constructive, collaborative participation. Grading of written assignments will be based on adherence to the assignment, organization,

innovation, quality of information, quality and quantity of references, clarity, coherence, and carefully edited text. Points are deducted for spelling and/or grammar errors. Work will not be accepted if more than 7 days late.

Grading Procedures

Grading is calculated on the standard of

94 - 100 = A	80 - 83 = B-	70 - 73 = C-
90 - 93 = A-	77 - 79 = C+	60 - 69 = D
87 - 89 = B+	74 - 76 = C	below 60 = F
84 - 86 = B		

Criteria for Grading Assignments

- | | | |
|---|--|---------|
| A | Outstanding work on assignment, excellent syntheses of information and experiences, great insight and application, and excellent writing. | 90-100% |
| B | Completion of assignment in good form with good syntheses and application of information and experiences; writing is good. | 80-89% |
| C | Completion of assignment, adequate effort, adequate synthesis of information and application of information and experiences, writing is adequate. | 70-79% |
| D | Incomplete assignment, inadequate effort and synthesis of information, writing is less than adequate. | 60-69% |

Grading Policy

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.

Important Information about the Impact of the Mandated Faculty and Staff Furlough at CSUSM

The devastating California state budget cuts prohibit faculty and staff at CSUSM from working on eighteen furlough days during the 2009/10 academic year. I have been furloughed nine days each semester of this academic year, representing a 9.23% reduction in both workload and compensation. A furlough is an unpaid day off on a faculty member's regularly scheduled

workday. In order to satisfy legal and ethical requirements of the California Labor Code, I am required to submit formal certification that I will not work on my furlough days. I am prohibited from teaching, conducting scholarly research, consulting with students, responding to email or voicemail, providing assignment feedback, or participating in any CSU work-related activities on my furlough days. Furlough dates vary by professor; my Spring 2010 Semester furlough dates are listed in the syllabus below.

The CSU faculty agreed to take furlough days in order to preserve jobs for as many CSU employees as possible, and to serve as many students as possible, in the current budget crisis. The agreement that governs faculty furloughs acknowledges that "cuts of this magnitude will naturally have consequences for the quality of education that we can provide." Within the furlough context, I will make every effort to support your educational experience at CSUSM. Visit CSUSM Budget Central [<http://www.csusm.edu/budgetcentral/>] to learn about the state budget crisis and how it impacts your educational opportunities. To avoid the continued loss of higher education availability in California, exercise your right to voice an opinion. Contact information for state legislators and the governor are provided at Budget Central.

Start Date		Note: Furlough Days do not allow communication from instructor	
Week 1	1/19	Module 0 begins	Furlough Day 1/19
Week 2	1/26	Module 1 begins	Furlough Day 1/27
Week 3	2/2		
Week 4	2/9		Furlough Day 2/9
Week 5	2/16		Furlough Day 2/17
Week 6	2/13	Module 2 begins	
Week 7	3/2		
Week 8	3/9		Furlough Day 3/9
Week 9	3/16		
Week 10	3/23	Module 3 begins	3/26 Common Furlough Day.
3/29 – 4/2 Spring break.			
Week 11	4/6		4/5 Common Furlough Day
Week 12	4/13		
Week 13	4/20	Module 4 begins	
Week 14	4/27		Furlough Day 4/29
Week 15	5/4		Furlough Day 5/3
NO FINALS			

FAQ Sheet

1. How does this course relate to the 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 632** 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.

2. How does this course relate to the National Educational Technology Standards for Teachers (NETS-T)?

This course meets Standards II and III of the National Educational Technology Standards for Teachers (NETS-T)

II. PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES.

Teachers plan and design effective learning environments and experiences supported by technology. Teachers:

- A. design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.
- B. apply current research on teaching and learning with technology when planning learning environments and experiences.
- C. identify and locate technology resources and evaluate them for accuracy and suitability.
- D. plan for the management of technology resources within the context of learning activities.
- E. plan strategies to manage student learning in a technology-enhanced environment.

III. TEACHING, LEARNING, AND THE CURRICULUM.

Teachers implement curriculum plans, that include methods and strategies for applying technology to maximize student learning. Teachers:

- A. facilitate technology-enhanced experiences that address content standards and student technology standards.
- B. use technology to support learner-centered strategies that address the diverse needs of students.
- C. apply technology to develop students' higher order skills and creativity.
- D. manage student learning activities in a technology-enhanced environment.