

California State University San Marcos: College of Education

EDUC 422 (E02) - 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 student-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 Expectations (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 applications including productivity tools, graphic organizers, databases, 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 to apply these skills.

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 TPEs are addressed in this course:

Primary Emphasis

- TPE 14 CSUSM Educational Technology (Based on ISTE NETS: see below)

Secondary Emphasis:

- TPE 4 - Making Content Accessible (NETS II)
- TPE 5 - Student Engagement (NETS II)
- TPE 6 - Developmentally Appropriate Teaching Practices (NETS I, II and III)
- TPE 7 - Teaching English Language Learners (NETS II and VI)
- TPE 12 - Professional, legal and ethical (NETS VI)
- TPE 13 - Professional Growth (NETS V)

National Educational Technology Standards for Teachers (NETS-T)

Teaching Performance Expectation (TPE 14) is based on ISTE NETS (See cnets.iste.org) for detailed information).

1. Facilitate and Inspire Student Learning and Creativity

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, 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 reveal and clarify students' conceptual understanding and thinking, planning, and creative processes
- d. model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

2. Design and Develop Digital-Age Learning Experiences and Assessments

Teachers design, develop, and evaluate 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 that incorporate digital tools and resources to promote student learning and creativity
- b. develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become
- e. active participants in setting their own educational goals, managing their own learning, and assessing their own progress
- c. customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using
- f. digital tools and resources
- d. provide students with multiple and varied formative and summative assessments aligned with content and technology
- g. standards and use resulting data to inform learning and teaching

3. Model Digital-Age Work and Learning

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. Teachers:

- a. demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations
- b. collaborate with students, peers, parents, and community members using digital tools and resources to support student success
- h. 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
- i. resources to support research and learning

4. Promote and Model 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, intellectual property, and the appropriate documentation of sources
- b. address the diverse needs of all learners by using learner-centered strategies and providing equitable access to appropriate digital tools and resources
- c. promote and model 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, model lifelong learning, and exhibit leadership in their 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 demonstrating a vision of technology infusion, participating in shared decision making and community
- c. building, and developing the leadership and technology skills of others
- d. evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital
- e. tools and resources in support of student learning
- f. contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community
- g.

Course Objectives

Teacher candidates will demonstrate competency in:

- A. Meeting the ISTE standards I - V outlined above
- B. Using a variety of educational technology tools applied within teaching and learning for the credential program and for use in public school settings; and
- C. Setting up an electronic portfolio for completion in the CSUSM teacher-credentialing program.

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 OR
- Completion of an approved computer literacy course at the community college level OR
- Assessment available on first class meeting with instructor approval

Required Supplies

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 Student Membership: (www.iste.org) (\$54.00). Must be purchased by 2nd class.
- B. Task Stream Registration: <http://www.taskstream.com> (\$20 - \$65) Register by 2nd class.
- C. USB storage device (512MB or larger) or other storage solution: Due beginning of Week 2.
- D. Use of campus email account and WebCT for course communication (provided free)

In order to successfully complete this course, all assignments must be completed at an acceptable level noted on assignment directions and rubrics. In addition to the assignments described below, performance assessment on the teacher candidate's ability to perform tasks using the equipment and software will be assessed during class meetings. 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 entering the program. The percentage of weight of each assignment is noted next to the description of the topic. Late assignments or assignments missing required elements receive reduced points. All assignments must be completed to pass the course.

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 (see below). Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

Policy on Late Work

A good student is one who adheres to standards of dependability and promptness. If more than one class session is missed or there is tardiness (or leave early) for more than two sessions, the teacher candidate cannot receive an A. If more than two class sessions are missed, the grade earned cannot exceed a C. Please contact instructor for special circumstances.

In addition to attending course sessions, each student will be required to complete lab assignments each week. Some assignments require 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 UH 271 and in Kellogg Library (2nd floor) in addition to other locations. Students are required to use campus issued-email accounts and check email and WebCT at least two times per week outside of class meetings to communicate with instructor and peers and read announcements.

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.

Authorization to Teach English Language Learners

The CSUSM 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 SB2042 Program Standards, August 2002)

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations 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.

Writing Requirement

The CSUSM writing requirement of 2500 words is met through the completion of course assignments. Therefore, all writing will be looked at for content, grammar, spelling and format.

Agenda and Assignments: Use Agenda located on class webct for updated assignments and due dates. This is just a sample of what we are going to cover.

Topics	Assignments
<ul style="list-style-type: none">• Emergency Video• Course Norms and Expectations and proof, Food, Communication, Microsoft Office, OpenOffice.org, Help in Library Computer Lab 2nd floor- Purchase a print card• Syllabus• Storage Options• Class Interface: WebCT Overview	<ul style="list-style-type: none">• Purchase all supplies• ISTE and Task Stream registration<ul style="list-style-type: none">○ Registration print screen assignment• WebCT account set up library 2nd floor

- [Critical Information Sheet](#)
- Saving Rules:
 - no capitals
 - no spaces, use_ instead
 - everything goes in ed_422 folder to organize and keep track of where your files are.
 - no "crazy" characters
- Print screen - crop - resize

- Discussions - Submit [Letter of Introduction](#) to Discussions
- Look at 3 other [Letter of Introductions](#) and give feedback to the authors.
- Pre-[EdTechProfile Assessment](#) turned in using the print screen command and pasted into word. Click [here](#) for instructions on how to sign up and take assessment
- [File Organization Assignment](#)
- [Internet Assignment](#)
- [Classroom Newsletter](#)

- Class Discussion - Submit [Letter of Introduction](#)
- [ISTE](#) and [Task Stream](#) registration
 - Registration print screen assignment
- [Pre_EdTechProfile Assessment](#)
- Print screen - crop - resize: for turning in work
- [Portable Applications](#)
- WebCT tour
- [Electronic Portfolio - Task Stream](#) overview, did you get signed up?
- [Task Stream](#) Self enrollment: ZNJ5MR
- Supplies: Usb storage, usb headset, [dv tape](#)
- Setup folders on storage device. Make a folder called ed_422. Within this folder set up folders called:
 - web_page
 - powerpoint
 - video
 - inspiration

Do a "Print Screen" of your windows explorer then paste it into a word file. Crop the screen to show you folders. Save as a word a file, then turn in File organization Assignment.

- Backup these folders and files on the CSUSM network drive (for me it is h) school computers.
- [Google account setup](#)
- [Internet Assignment](#)
- [Illegal Music files](#)
 - [Kazaa](#)
 - [Limewire](#)
- [Newsletter Assignment](#)
 - Examples: [First](#), [Second](#), [Third](#)

Meeting 2: 7/10	
Topics	Assignments
<ul style="list-style-type: none"> • Review of WebCT • Explanation of Journals • Statement of Own work • Electronic Portfolio - Task Stream, did you get signed up? • Explanation of Journals 	<ul style="list-style-type: none"> • Statement of Own work • Journal 1 • PowerPoint Standards Lesson

- Reviewing tool bar, voice comments, and Equation Editor in Word
- What is out there? [Producer](#)
 - Mr. Bird Examples
 - [Force-Friction Lecture](#)
 - [Changing Between Units](#)
- [PowerPoint Standards Lesson](#)
- [PowerPoint Jeopardy](#)
- PowerPoint Demonstration

Week 2

Meeting 3: 7/15

Topics	Assignments
<ul style="list-style-type: none"> • PowerPoint Standards Lesson presentations to small groups • Making the Grade (\$100/life) Demonstration • MyGradebook (\$45/year) - online option • Electronic Grading Program • Basic Excel Demonstration - Graphing • Spreadsheet Activity 	<ul style="list-style-type: none"> • PowerPoint Reflection Assignment • Journal 2 • Electronic Grading Program • Spreadsheet Activity

Meeting 4: 7/17

Topics	Assignments
<ul style="list-style-type: none"> • Taskstream Demo • TaskStream submission #1 • Software Evaluation • Copyright and Fair Use <ul style="list-style-type: none"> ◦ Copyright -limewire • Video in Education • Discussions: Podcasting in Education: See instructions in WebCT- here is a tutorial: Podcasting in Education Demonstration 	<ul style="list-style-type: none"> • TaskStream submission #1 • Software Evaluation • Copyright and Fair Use • Video in Education • Podcasting in Education located in the Discussions area of WebCT • Journal 3

Week 3

Meeting 5: 7/22

Topics	Assignments
<ul style="list-style-type: none"> • Adaptive Technologies • Weather Radar for San Diego • Google Earth <ul style="list-style-type: none"> ◦ Great Volcanoes of the World • Inspiration Software Project • Internet Treasure Hunt <ul style="list-style-type: none"> ◦ Sample Student Lessons 	<ul style="list-style-type: none"> • Inspiration Software Project • Internet Treasure Hunt • Journal 4

Meeting 6: 7/24

Topics	Assignments
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- Translation programs on the web
 - [Altavista Babelfish](#)
 - [Google Translation Tools](#)
 - Taskstream: Either [Standard II or III](#): Write a rough draft of how you plan to use translation programs with students and submit
- [Taskstream and Artifact Tracking Sheet introduction](#)
- [Database Assignment](#)
- [Teacher-Class Web Site](#) Creation
- [Journal 1- 5](#) Due
- Taskstream Submission on translation programs
- [Database Assignment](#)
- [Teacher-Class Web Site](#)
- [Artifact Tracking Sheet](#)

Week 4

Meeting 7: 7/29

Topics	Assignments
<ul style="list-style-type: none"> • Cool Web site Demo: <ul style="list-style-type: none"> ◦ PBS.org ◦ History Channel ◦ Froguts ◦ Brainpop ◦ Wired Science ◦ National Geographic <ul style="list-style-type: none"> ▪ Angry Earth Video ◦ PowerPoint Jeopardy • Video in the classroom - What I do • Introduction to web video revolution <ul style="list-style-type: none"> ◦ Google video ◦ You tube • Camera Introduction • Work on Video Project <ul style="list-style-type: none"> ◦ Form groups ◦ Generate Idea ◦ Fill out Pitch - get approved ◦ Work on Story board 	<ul style="list-style-type: none"> • Journal 7 • Form video groups, get pitch signed and storyboards written out and signed before you leave

Meeting 8: 7/31

Topics	Assignments
<ul style="list-style-type: none"> • Work on Video Project <ul style="list-style-type: none"> ◦ Filming ◦ Editing ◦ Finishing - in class and at home <ul style="list-style-type: none"> ▪ How to Finish Video 	<ul style="list-style-type: none"> • Video Project • Journal 8

Week 5

Meeting 9: 8/5

Topics	Assignments
<ul style="list-style-type: none"> • Course Evaluation Please! • Taskstream and Artifact Tracking Sheet Overview and Introduction • Post-EdTechProfile Assessment 	<ul style="list-style-type: none"> • Journal 7-9 • Portfolio Task Stream • Post-EdTechProfile Assessment

Topics	Assignments
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|--|---|
| <ul style="list-style-type: none">Taskstream and Artifact Tracking Sheet Overview and Introduction | <ul style="list-style-type: none">Portfolio Task Stream |
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Grading Procedures

Grading is calculated on the following percentages of total points:

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		

SB 2042 - AUTHORIZATION TO TEACH ENGLISH LEARNERS COMPETENCIES

PART 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT	PART 2: METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION	PART 3: CULTURE AND CULTURAL DIVERSITY
I. Language Structure and Use: Universals and Differences (including the structure of English)	I. Theories and Methods of Bilingual Education	I. The Nature of Culture
A. The sound systems of language (phonology)	A. Foundations	A. Definitions of culture
B. Word formation (morphology)	B. Organizational models: What works for whom?	B. Perceptions of culture
C. Syntax	C. Instructional strategies	C. Intra-group differences (e.g., ethnicity, race, generations, and micro-cultures)
D. Word meaning (semantics)	II. Theories and Methods for Instruction In and Through English	D. Physical geography and its effects on culture
E. Language in context	A. Teacher delivery for <u>both</u> English language development <u>and</u> content instruction	E. Cultural congruence
F. Written discourse	B. Approaches with a focus on English language development	II. Manifestations of Culture: Learning About Students
G. Oral discourse	C. Approaches with a focus on content area instruction (specially designed academic instruction delivered in English)	A. What teachers should learn about their students
H. Nonverbal communication	D. Working with paraprofessionals	B. How teachers can learn about their students
I. Language Change		C. How teachers can use what they learn about their students (culturally responsive pedagogy)
II. Theories and Factors in First- and Second-Language Development	III. Language and Content Area Assessment	III. Cultural Contact
A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	A. Purpose	A. Concepts of cultural contact
B. Psychological factors affecting first- and second-language development	B. Methods	B. Stages of individual cultural contact
C. Socio-cultural factors affecting first- and second-language development	C. State mandates	C. The dynamics of prejudice
D. Pedagogical factors affecting first- and second-language development	D. Limitations of assessment	D. Strategies for conflict resolution
E. Political factors affecting first- and second-language development	E. Technical concepts	IV. Cultural Diversity in U.S. and CA.
		A. Historical perspectives
		B. Demography
		C. Migration and immigration