California State University San Marcos
College of Education

EDUC 422C – Technology and Learning
Introduction to the Electronic Portfolio (one unit course)

Instructor: **Erika McCulloch**
Classroom: **ACD 211**
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422C meets Friday, April 20th :5-9:50 PM & Saturday, April 21st: 8AM-5:50 PM
Course continues online until May 11
All assignments must be turned in on or before May 11th including final portfolio

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 one-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 sets the stage for addressing the standards in the credential program through development of an electronic portfolio. 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. **Students are required to complete the additional two one-unit technology components of 422 (a and b) in addition to successful completion of this course or provide evidence through the waiver process posted on the College of Education web site prior to the beginning of the 422C course.**

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
TPE 5 - Student Engagement
TPE 6 - Developmentally Appropriate Teaching Practices
TPE 7 - Teaching English Language Learners
TPE 12 - Professional, legal and ethical
TPE 13 - Professional Growth

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). This course focuses primarily on ISTE NETS I, V, and VI and secondary emphasis on ISTE NETS II, III and IV.

I.   TECHNOLOGY OPERATIONS AND CONCEPTS.
Teachers demonstrate a sound understanding of technology operations and concepts. Teachers:
   A. Demonstrate introductory knowledge, skills, and understanding of concepts related to technology (**as described in the ISTE National Education Technology Standards for Students**).
   B. **Demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.**

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.

IV. ASSESSMENT AND EVALUATION.

Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies. Teachers:

A. **apply technology in assessing** student learning of subject matter using a variety of assessment techniques.
B. use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.
C. apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity.

V. PRODUCTIVITY AND PROFESSIONAL PRACTICE.

Teachers use technology to enhance their productivity and professional practice. Teachers:

A. Use technology resources to engage in **ongoing professional development** and lifelong learning.
B. Continually evaluate and reflect on professional practice to **make informed decisions** regarding the use of technology in support of student learning.
C. Apply technology to **increase productivity**.
D. Use technology to **communicate and collaborate** with peers, parents, and the larger community in order to nurture student learning.

VI. SOCIAL, ETHICAL, LEGAL, AND HUMAN ISSUES.

Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and **apply those principles in practice**. Teachers:

A. Model and teach legal and **ethical practice** related to technology use.
B. Apply technology resources to enable and **empower learners** with diverse backgrounds, characteristics, and abilities.
C. Identify and use **technology resources that affirm diversity**.
D. Promote **safe and healthy use** of technology resources.
E. Facilitate **equitable access** to technology resources for all students.

Course Objectives

Teacher candidates will demonstrate competency in:
A. Meeting the ISTE standards I, V, and VI outlined above.
B. Approaching the ISTE Standards II, III, and IV outlined above.

This course focuses on ISTE NETS-T standards I, V, and VI and will introduce standards II, III and IV:

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.
- 422 A and B or equivalent

Materials and Texts

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 or on campus.

Required:
A. ISTE Student Membership: (ww.iste.org) ($54.00). **Must** be purchased first week of class.
B. Task Stream Registration: http://www.taskstream.com ($25 - $65). Must be purchased before or during weekend class meetings.
C. At least one CD-R or CD-RW (1x-8x speed):
B. One mini-cassette and batteries for video project per group:
C. USB key-drive (256MB or more):
D. Use of campus email account and WebCT for course communication (provided free)
E. Print Card: Purchase on Campus
F. All electronic files from 422A and 422B assignments or equivalent.
G. Optional: Computer Headphones and microphone for video project (recommended).

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 Credit** for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible.*

 A good student is one who adheres to standards of dependability and promptness. If more than two hours of class sessions are missed or there is tardiness (or leave early) the teacher candidate cannot receive an A**. Late assignments will be penalized by a 5% deduction in points for each weekday late.** After one week, late assignments receive no credit. If extraordinary circumstances occur, please make an appointment with the instructor. Remember that communication is the key to success.

Plagiarism and Cheating

Please be sure to read and understand the university policy on plagiarism and cheating, as it will be strictly enforced. Academic dishonestly will not be tolerated and will result in a failing grade (No Credit) for this course and will be reported to the University. . In addition, there is a statement of own work policy that will be provided to students as part of their preparation for the Electronic Portfolio component of the 422C module.

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)

Disabled Student Services

Students with disabilities who require academic accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 5205 and can be contacted

by phone at (760)750-4905, or TDD (760)750-4909. Students authorized by DSS to receive accommodations should meet with the instructor during office hours or by appointment.

Assignments and Assessment

In order to successfully complete this course, ALL assignments must be completed at an acceptable level noted on assignment requirements and project rubrics. In addition to the assignments described below, performance assessment on the teacher candidate's ability to perform tasks using the software will be assessed. Because the content of this course contributes to passage of multiple TPEs, successful completion is imperative. Failure to successfully complete this course will prohibit a teacher candidate from continuing in the program beyond the first semester. The percentage of weight of each assignment is noted next to the description of the topic. **Students who do not submit all assignments will not receive credit for the course.**

EDUC 422C Course Assignments and Points for Course Assignments

Assignment	Description	Percent of Grade
Digital Video	Students will work in groups to complete a digital video of how to teach a concept they know well. The video will be submitted on a CD as a group project.	20
Scanning	Scan a document to create a digital file for the portfolio.	5
Journal	Students reflect on course readings and activities from the readings which support concepts related to the ISTE standards. Entries are made to an electronic journal and submitted through WebCT for credit.	10
EdTechProfile	Students compare growth on proficiencies for CA teachers.	10
Task Stream Online Portfolio	This assignment is the introduction to the electronic portfolio that will be used throughout the CSUSM teacher preparation program. The assignment requires setting up the **artifact tracking sheet** (10 points) and Requesting Feedback on a draft narrative (5 points), prior to final submission (30 points). Students use portfolio guidelines to respond to the Teaching Performance Expectations (TPEs) that are the focus of this course. It is anticipated that teacher candidates will build on the work begun in EDUC 422 so that the portfolio submitted at the conclusion of the program accurately verifies meeting the standards for completion of the credential. The portfolio will be submitted through Task Stream: see materials for link to website.	45
Attendance & Participation	Teacher candidates 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 a positive attitude in class, being on time and actively engaged in discussions and activities both in class and online.	10
	Total	100%

All assignments, requirements, due dates and scoring criteria will be available through WebCT and Task Stream. Students are required to access WebCT assignment sections at least two times per week for updates. Students must plan lab time weekly on campus and be able to access the Internet regularly to communicate and submit course assignments.

Grading Procedures

Grading is calculated on points. Credit will be earned for achieving a 77% or higher average on course assignments in the class. If an average below 77% is earned, the student will receive no credit and needs to retake the course. This is a credit/no credit course.

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