CALIFORNIA STATE UNIVERSITY, SAN MARCOS
COLLEGE OF EDUCATION
Summer 2007 – EDST E630 (01) = CRN: 30176
Online Course (includes some synchronous meetings)

Current Issues and Research in Educational Technology

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Office: **UH 218**
Lab:` **Students must have access to up-to-date computer and Internet.**
Office Hours: Online or phone by appointment
8 week course: **June 19-August 10th**

College of Education Mission Statement

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators 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

Description: This course prepares educators to critically examine major issues, current research, and future trends in educational technology. Course assignments will include an analysis of the impact of emerging technologies on learning and teaching; strategies for using emerging technologies for conducting research; and opportunities to make informed decisions on critical issues of equity, ethics, and copyright.

Computer Concepts and Applications Supplementary Authorization: this course is one of the four courses that have been approved to satisfy the California Supplementary Authorization (CSA) in Computer Concepts and Applications requirement. All four courses are offered completely online! Regardless of where you live in the state, you may now fulfill CSA requirements by completing four, three-unit, graduate-level courses in Computer Concepts and Applications, offered collaboratively by the CSUSM College of Education and Extended Studies. Contact Extended Studies for more information: Catherine Boyle at (760) 750-8713 or cboyle@csusm.edu.

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 option in Science, Mathematics, and Educational Technology 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.

Pre-Requisite: Teaching Credential and classroom experience required.

Required Course Materials and Texts

1. ISTE Student Membership: http://www.iste.org ($54) including either *Journal on Research on Technology in Education (JRTE)* OR *Learning and Leading with Technology (L&L)*. ISTE registration must be complete by end of first week of class).
2. Subscription to **Task Stream** (www.taskstream.com). Indicate you are from California State University System: San Marcos. (1 semester: $25).
3. Storage device: Flash Drive recommended (256MB)
4. Email Account – You are provided a campus email account automatically after you are registered for the class. To activate, contact Help Desk.
5. *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 including online videos, audio and access to this Web site: http://www.tappedin.org
6. *Classroom Access – If you are not currently teaching, you must arrange to plan, teach, and assess two – three 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.

Course Goals: Learner Outcomes

By the end of this class, students will

1. *Demonstrate knowledge of the National Educational Technology Standards (NETS) for teachers, students, and administrators.*
2. *Be knowledgeable about issues of change, digital divide, equity, and challenges of implementation of technology in the curriculum.*
3. *Uses technological resources to create and assess technology-enhanced lessons aligned with the adopted curriculum.*
4. *Identify key features of various electronic communication forums and be able to apply their use for purposes of professional growth, research, and instruction.*
5. *Design, adapt, and use lessons that address students' needs to develop information literacy and problem solving skills as tools for lifelong learning.*
6. *Uses computer applications for a variety of educational purposes including manipulating and analyzing data for assessing students learning and for providing feedback.*
7. *Demonstrates competence in evaluating the authenticity, reliability and bias of data gathered, determining outcomes, and evaluating the success or effectiveness, monitoring and reflecting upon the results of using technology in instruction.*

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. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. In this course, the instructor has adopted this policy: 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. ***Modules begin on Tuesday each week and end on Monday of the following week***. ***Two modules are completed EACH WEEK.***

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.

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.

Postings Policy (Value Added Model)
When replying to a posting by another student, instructor, or guest in the Discussion area of WebCT, your reply should include the name of the person who posted the previous message. Your response MUST do 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.

Participation: It is expected that all students will have an active presence in the online community. Organize your week so that you **visit the WebCT shell at least every 2 days** during the 8 weeks of the course. This will keep you in touch with module assignments and discussions. You will need to use an up-to-date computer and operating system that has the ability and speed to use WebCT and participate in Tapped In chats (www.tappedin.org), 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 can access using these technical capabilities during the course (campus provides access during the summer). There is a tune up tool on WebCT to use to test your browser and access. Note that all assignment documents MUST be completed in Microsoft Office (Word and/or Excel in .doc format). If you use the new Vista OS, be sure to save as a .doc file.

Assignment Questions: There is a Question section in the Discussion area of WebCT. This section is included to allow everyone the benefit of having access to instructor responses. Please review the posted questions and replies before posting your question(s). Instructor will respond to posts within 48 hours.

WebCT Help: Call the CSUSM help desk. Their location and hours are listed 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.

Important Considerations:
- Assignments are due when noted on the Calendar of WebCT.

- All assignments should be based on thoughtful reflection and at a masters level, and submitted only after proof reading and final editing (use spell and grammar check to assist you).

- Contact instructor in advance of any extended absence online or at a synchronous meeting or if you become behind in the weekly module activities. You should suggest a timeline for how you will make up missed sessions or alternative assignments when appropriate.

- Grading of written assignments will be based on adherence to the assignment, evidence of revision, clarity, coherence, and legibility in edited text. Points are deducted for spelling and/or grammar errors and/or missing elements, depth or accuracy.

- Remember to cite all information obtained from others completely in APA (5th Edition). References are also required.

Late assignments will be penalized by a 5% deduction in points for each weekday late. All assignments are due by 11pm on the day specified in WebCT. After two weeks, late assignments receive no credit. If extraordinary circumstances occur, please make an appointment with the instructor. Remember to communicate with instructor immediately about issues or problems.

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 that are reflected in some courses of the COE masters program. 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.

CSUSM masters students will be supported in meeting the National Board's high and rigorous standards through the completion of assignments in this course and through their portfolios that provide evidence of teaching practice, student work samples, and through 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 630 course activities focus on content knowledge as well as age-appropriate and content-appropriate strategies that teachers may use for teaching subject matter using technology tools. Students will demonstrate their knowledge by responding to topics and readings that address critical issues of change and by completing a culminating digital portfolio of their work. 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.
- Reflection on practice through completion of a digital portfolio addressing standards.

Assessment

In order to successfully complete this course, assignments must be completed with at least an acceptable level noted on assignment rubrics. In addition to the assignments described below, performance assessment will be on student's ability to perform tasks using a variety of software. California State University San Marcos has adopted an all-university writing requirement. In each course, students are required to **write at least 2500 words** in essays, exercises, papers and examinations. The portfolio is a large part of this writing assessment.

Course Assignments/Assessments

No	Assignment	Description	Points
1 a/b	CA EdTechProfile Self Assessment	Students take a proficiency self-assessment based upon rubrics established in alignment with the California Commission on Teacher Credentialing (CTC) technology standard for a California K-12 teaching credential at the **beginning and end** of the course to reflect on their growth in the areas identified as important by the CA Dept of Education. Students submit results in a chart provided by the EdTechProfile site along with their reflections.	75
1C	Site Inventory	Student completes an Inventory of technology at their site and within their district or campus community.	50
2	Teaching a **Tech Skill using a handout**	Students create a handout for a tech activity using screen captures and step by step instructions. Topics are selected from a **list** including such skills as: use of technology to analyze data, use of rubrics, and other ways to assess student learning using technology. A handout is created and distributed to all students in the class via posting.	100
3	Investigation of an educational tool for distance learning and collaboration: **Tapped In**	**Requires Synchronous Meeting Times**. Students explore an online community and tool for distance education. They create their profile, set up a virtual office, participate in online presentations and identify strategies to facilitate a Topic Discussion. Transcripts for online sessions are submitted as an assignment. These transcripts are provided by Tapped In.	75
4	Facilitation of Topic Discussion: Tapped In **(Issues in Ed Tech)** and Annotated Bibliography	This assignment provides the opportunity for students to select an issue in educational technology, research the issue and present findings **to the class.** An annotated bibliography of readings from research is submitted. Findings are presented using the online tool: Tapped In**. Group participation and reflection is required as part of this assignment.**	100 100
5	Information Literacy **Lessons**	Students explore lessons and resources to support information literacy skills for students, adapt or modify a lesson for their classroom, teach the lesson, and reflect on outcomes. (http://www.kn.sbc.com (21st Century Literacy Lessons).	100
6	**Technology** Lesson and Rubric (Final Project)	Students design a **technology-enhanced lesson** using an online tool in TaskStream. Based on course experiences, they incorporate effective strategies and applications appropriate for grade level and subject area. They **design a rubric** for the lesson and work in groups to exchange feedback to modify and strengthen the lesson.	150
7	Digital Portfolio **Taskstream**	Students create an electronic portfolio to demonstrate they have met course goals. The online portal (TaskStream) will be used for reflections and artifacts that provide evidence related to each course goal. This experience prepares teachers in the area of digital portfolio encouraged by the National Board in collaboration with ISTE: Digital Edge Project.	100
8	Attendance and Participation	Students are active participants in course discussions and group activities both in class and online. The use of electronic communication in Tapped In, WebCT and email are required for class activities. Attendance (through online presence), participation and timely access to online activities are critical to success in the class.	150
		TOTAL POINTS	1000
All assignments, requirements, due dates and scoring rubrics will be available through WebCT. Students will check the calendar, announcements and assignment sections regularly for updates.			

Grading Procedures And Assignments

Grading is calculated based the following percentages:

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		

Web Site Resources:

CSUSM Library: http://library.csusm.edu/
WebCT: http://courses.csusm.edu
TaskStream: http://www.taskstream.com
International Society for Technology in Education: http://www.iste.org
Center for Applied Research in Educational Technology: http://caret.iste.org
Tapped In: http://ti2.sri.com/tappedin/
Video Classroom http://www.videoclassroom.org
Apple Learning Interchange: http://www.ali.apple.com
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/

Proposed Schedule (may be modified)

Module Two per Week	Topic	Assignment	(WebCT Calendar and Assignments) For exact DUE DATES
0	Introductions WebCT **EdTechProfile (1)**	Class Overview and Intro Assess current tech skills	Campus ID WebCT access
1	NETS Standards ISTE Site Inventory (1C)	NETS standards EdTechProfile – ISTE web Inventory of site tech	ISTE Registration
2	File Naming **Teaching a Tech Skill Using a Handout (2)** **Tapped In (3)**	Saving and Storing Files Tech skills – how to make a help sheet Introduce Tapped In	
3	**Identifying issues (4)** Current research	Issues in Ed Tech: National EdTech Plan CARET Use Bookmarks to locate sites in three categories: technology lessons, articles Identify Issues Set up office – attend sessions	**EdTechProfile (1a)** Site Inventory (1C)
4	Library Searching for Research	Library Searches – find articles on technology issues	
5	Intro and Resources Taskstream Lessons and Issues	 Search ISTE articles	Taskstream Reg.
6	Show Case Tech Skills		
7	**Information Literacy (5)**	**21st century lesson**	**Transcripts (3)** **Tech Skills Sheets (2)**
8	Meet in groups Virtual Communication		**Information Literacy Lesson reviews and**

			reflections (5)
9	Identify Readings	**Annotated Bibliography (4)**	
10	**Design Technology Lesson (6)**	Taskstream Lesson Template & Rubric Wizard	
11	**Taskstream Portfolio**	Narratives and Artifacts Organize files by Course Outcomes	
12		Share Technology Lessons	**Technology Lesson and Rubric (6)**
13		Facilitation of Topic Discussion: Issues Presentations:	**Issues Presentation In Tapped In (4)**
14		Facilitation of Topic Discussion: Issues Presentations:	**Annotated Bib (4)**
15		**Digital Portfolio final submission** EdTech Profile Chart and reflections.	**Taskstream digital Portfolio (7)** **EdTechProfile (1b)**