California State University San Marcos: College of Education

EDUC E422 (E04) - Technology Tools for Teaching and Learning

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Summer 2007 - CRN 30141 **(5:30PM – 9:45 PM) UH-273**
Meeting Days: 07-JUL-07 To 10-AUG-07 (MW)

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). 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 and meet standards II, III and IV at an approaching level of proficiency.

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.

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: (ww.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 key-drive (256MB 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.

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

Week 1 Summer 2007	
Meeting 1: 7/9	

Topics	Assignments
- Course Norms and Expectations (Computer Competency requirement 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 - Critical Information Sheet - Saving Rules: - no capitals - no spaces, use_instead - everything goes in ed_422 folder to organize and keep tract of where your files are. - no "crazy" characters <hr> - Class Discussion - Submit Letter of Introduction - EdTechProfile Assessment - Statement of Own work - Setup folders on storage device and backup on H drive and usb mass storage device (F Drive). Make a folder called ed_422. Within this folder set up folders called: - web_page - powerpoint - video - inspiration Print Screen Command Backflip Demonstration: Instructions	- Purchase all supplies - ISTE and Task Stream registration - Registration print screen assignment - WebCT account set up library 2nd floor - Discussions - Submit Letter of Introduction to Discussions - Look at 3 other Letter of Introductions and give feedback to the authors. - 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 - Statement of Own work - Internet Assignment - Newsletter Assignment

Internet Assignment
Newsletter Assignment

- o   Examples: First, Second, Third

Meeting 2: 7/11

Topics	Assignments
- Review of WebCT - Electronic Portfolio - Task Stream, did you get signed up? - Explanation of Journals - 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	- Journal 1 - PowerPoint Standards Lesson - PowerPoint Reflection Assignment

Week 2

Meeting 3: 7/16

Topics	Assignments
- PowerPoint Standards Lesson presentations to small groups - Making the Grade ($100/life) Demonstration - MyGradebook ($45/year) - online option - Making the Grade Assignment - Basic Excel Demonstration - Graphing - Earthworm Spreadsheet Activity	- Journal 2 - Making the Grade Assignment - Earthworm Spreadsheet Activity

Meeting 4: 7/18

Topics	Assignments
- Taskstream Demo - TaskStream submission #1 - Software Evaluation - Copyright and Fair Use - Copyright -limewire - Video in Education - Subscribe to Blue Web'n free weekly updates: Incredible resource of websites for educators. Add this site to your Backflip if you haven't already done so. - Discussions: Podcasting in Education: See instructions in WebCT	- 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: 7/23

Topics	Assignments

- Adaptive Technologies
- [Weather Radar for San Diego](#)
- [Google Earth](#)
  - [Great Volcanoes of the World](#)
- [Inspiration Software Project](#)
- [Internet Treasure Hunt](#)
  - [Sample Student Lessons](#)

- [Inspiration Software Project](#)
- [Internet Treasure Hunt](#)
- [Journal 4](#)

Meeting 6: 7/25

Topics	Assignments
- 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 - Database Demonstration [Database Assignment](#) [Teacher-Class Web Site](#) Creation	[Journal 1- 5](#) Due - Taskstream Submission on translation programs [Database Assignment](#) - Work on [Teacher-Class Web Site](#)

Week 4

Meeting 7: 7/30

Topics	Assignments
- Cool Web site Demo: [PBS.org](#) [History Channel](#) [Froguts](#) [Brainpop](#) [Wired Science](#) [National Geographic](#) [Angry Earth Video](#) [PowerPoint Jeopardy](#) - Video in the classroom - [What I do](#) - Introduction to web video revolution [Google video](#) [You tube](#) - Camera Introduction - Work on [Video Project](#) - Form groups - Generate Idea - Fill out [Pitch](#) - get approved - Work on [Story board](#)	[Journal 7](#) [Teacher-Class Web Site](#) - Get Pitch signed and storyboards written out

Meeting 8: 8/1

Topics	Assignments
- Work on [Video Project](#) - Filming - Editing - Finishing - in class and tomorrow night	[Video Project](#) [Journal 8](#)

- How to Finish Video

Week 5

Meeting 9: 8/6

Topics	Assignments
- Share Videos - Course Evaluation Please! - Portfolio Task Stream o Link to more detail list of Standards 1-6	- Journal 9 - Portfolio Task Stream

Meeting 10: 8/8

Topics	Assignments
- EdTechProfile Post-Assessment Portfolio Task Stream Completion o Link to more detail list of Standards 1-6	- Journal 10 - Video Project

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		

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