CALIFORNIA STATE UNIVERSITY, SAN MARCOS
COLLEGE OF EDUCATION
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Online

EDST 630 - Current Issues and Research in Educational Technology

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Lab: ` Students must have access to up-to-date computer and Internet.
Office Hours: Online or phone by appointment

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.

Required Course Materials and Texts

1. ISTE Student Membership: http://www.iste.org ($54) including the Learning and Leading with Technology (L&L) Professional Journal. ISTE registration must be complete by week 2 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 (128M)
4. Email Account – You are provided a campus email account automatically after you are registered for the semester. 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 we site: http://www.tappedin.org.
6. *Classroom Access – If you are not currently teaching, you must arrange to plan, teach, and assess one – three technology-rich lessons in a classroom. If you are having difficulty making these arrangements, please contact the instructor by 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 of B+ or 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.***

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 for this course and will be reported to the University.

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 me during my office hours or in a more private setting in order to ensure your confidentiality.

Posting Replies (Value Added Model)

When replying to a posting in the discussion area by another student, instructor or a guest, your reply should include the previous message below your comment. You can do this by clicking the **quote** button instead of reply to begin the post. 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.

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 every 2-3 days.** This will provide you the opportunity to stay in touch with the 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 come identify a facility or location where you can access using these technical capabilities during the course. Note that all assignment documents must be completed in Microsoft Office (Word and/or Excel). There is a tune up tool on WebCT to use to test your browser and access.

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

WebCT Questions: 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 assignment page.

- All assignments should be based on thoughtful reflection and at a masters level, and submitted only after final editing, proof read and word-processed.

- Contact instructor in advance of any absence to a synchronous meeting or weekly module activities and suggest a timeline for how you will make up missed sessions with alternative assignments.

- 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.

- Remember to cite all information obtained from others completely in APA. References are also required.

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 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.

CSUSM masters students will be supported in meeting the National Board's high and rigorous standards through the completion of assignments for program courses. Through their portfolios that provide evidence of teaching practice, through student work samples, through videotapes of classroom interaction, 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 through the development of professional growth planning and 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.

Course Assignments/Assessments

No	Assignment	Description	Points
1	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 Department of Education. Students submit results provided by the EdTechProfile site along with their reflections.	100
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 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.	75
3	Investigation of an educational tool for distance learning and collaboration: **Tapped In**	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 points	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	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 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.	200
		TOTAL POINTS	1000
All assignments, requirements, due dates and scoring rubrics will be available through WebCT. Students will check the calendar 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

Module Start Date	Topic	Assignment	(WebCT Assignments) For exact DUE DATES
0 March 14	Introductions WebCT **EdTechProfile (1)**	Class Overview and Intro Assess current tech skills	Campus ID WebCT access
1 March 14	NETS Standards ISTE Site Inventory Survey	NETS standards EdTechProfile – ISTE web Inventory of site tech	
2 March 21	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 March 21	**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
March 28	Spring Break		
4 April 4	Library Searching for Research	Library Searches – find articles on technology issues	
5 April 4	Intro and Resources Taskstream Lessons and Issues	Search ISTE articles	Taskstream Reg.
6 April 11	Show Case Tech Skills		
7 April 11	**Information Literacy (5)**	**21st century lesson**	**Transcripts (3)** **Tech Skills Sheets (2)**

8 April 18	Meet in groups Virtual Communication		**Information Literacy Lesson reviews and reflections (5)**
9 April 18	Identify Readings	**Annotated Bibliography (4)**	
10 April 25	**Design Technology Lesson (6)**	Taskstream Lesson Template & Rubric Wizard	
11 April 25	**Taskstream Portfolio**	Narratives and Artifacts Organize files by Course Outcomes	
12 May 2		Share Technology Lessons	**Technology Lesson and Rubric (6)**
13 May 2		Facilitation of Topic Discussion: Issues Presentations:	**Issues Presentation In Tapped In (4)**
14 May 9		Facilitation of Topic Discussion: Issues Presentations:	**Annotated Bib (4)**
15 May 9		**Digital Portfolio final submission**	**Taskstream digital Portfolio (7)** **EdTechProfile (1b)**