

California State University San Marcos: College of Education

Educ 422 - 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)

Course Description

This three unit course 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 (14), and 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 skill 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 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 Class

I. TECHNOLOGY OPERATIONS AND CONCEPTS.

Teachers demonstrate a sound understanding of technology operations and concepts. Teachers:

- Demonstrate introductory knowledge, skills, and understanding of concepts related to technology (as described in the ISTE National Education Technology Standards for Students).
- 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:

- design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.
- apply current research on teaching and learning with technology when planning learning environments and experiences.
- identify and locate technology resources and evaluate them for accuracy and suitability.
- plan for the management of technology resources within the context of learning activities.
- 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:

- facilitate technology-enhanced experiences that address content standards and student technology standards.
- use technology to support learner-centered strategies that address the diverse needs of students.
- apply technology to develop students' higher order skills and creativity.
- 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:

- apply technology in assessing student learning of subject matter using a variety of assessment techniques.
- use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.
- 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:

- Use technology resources to engage in ongoing professional development and lifelong learning.
- Continually evaluate and reflect on professional practice to make informed decisions

regarding the use of technology in support of student learning.

- Apply technology to increase productivity.
- 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:

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

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
- TPE 14 - Standards 2, 3 and 4

Course Objectives: Teacher Candidates will demonstrate competency in:

1. Meeting the ISTE Standards I - VI outlined above
2. Use educational technology tools that are applied in teaching and learning and be introduced to emerging technologies
3. Setting up an electronic portfolio (Taskstream) 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
- Completion of an approved computer literacy course at the college level or
- Demonstrating a certain level of technology competency during individual conference with instructor

Required Supplies: Bring every class meeting

1. [ISTE/CUE Student Membership](#) - \$54.00
2. Membership in [Task Stream](#) \$25 - \$40 (depending on how long you join for) 50 page Spiral Notebook - \$1.00
3. 1 Mass Storage Device:
 - At least 128 MB USB storage device - \$25
 - Check [Fry's](#) and [Best Buy](#)
4. Headphones - \$10
5. 50 page Spiral Notebook - \$1.00
6. Mini DV Digital Video Cassette (DVC) - Optional

College of Education 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."

Attendance and Participation

A good student (and soon to be teacher) is one who adheres to standards of dependability and promptness. If more than 2 class sessions are missed or there is tardiness (or leave early) for more than 3 sessions, the teacher candidate cannot receive an A. If more than 3 class sessions are missed the grade earned cannot exceed a C. Late assignments will be penalized. If extraordinary circumstances occur, please make an effort to contact the instructor. **Remember that communication is the key to success in this class and as a teacher.** Students are required to use WebCT email and check it at least two times per week to communicate with instructor and peers.

Plagiarism and Cheating

You have decided to become a teacher. You are willingly becoming a role model. You are going to be held to a higher standard than most professions. Academic dishonesty will not be tolerated and will result in a failing grade for this course and will be reported to the University. This shouldn't even be an issue now that you have chosen to become a teacher.

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)

Disable 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 (DDS). 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.

Grading and Assignments

Final grade will be based on a percent of total points according to this scale:

- 92 and above: A
- 90,91: A-
- 88, 89: B+
- 82 - 87: B
- 80, 81: B-
- 77, 78, 79: C+
- 72 - 76: C
- 68 - 71: C-
- 55 - 67: D
- 54 and Below: F

Schedule and Course Outline: Assignment point values can be found on WebCT. This is a sample schedule, subject to change.

Week 1: 8/29

Topics	What's Due	Assignments
<ul style="list-style-type: none">● Who are you? Introduction● Course Norms and Expectations (Computer Competency requirement and proof, Syllabus, Food, Communication, Microsoft Office)● Help in Library Computer Lab 2nd floor- Purchase a print card, log in● Supplies: Storage solution, spiral notebook, dv tape● Class Interface: WebCT● Create password page in spiral or use class resource password page● Windows Explorer Basics:<ul style="list-style-type: none">○ windows key + E, + D○ Browser Basics○ Print Screen Command○ Saving Rules:<ul style="list-style-type: none">■ 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○ Introduction Letter○ Discussion Board - Submit introduction letter to Discussion		<ul style="list-style-type: none">● Purchase all supplies● ISTE, Task Stream yahoo account registration !!!● WebCT account set up library 2nd floor● Introduction Letter● Discussion Board - Submit introduction letter to Discussion Board● Look at 3 other introduction Letters and give feedback to the authors.

- Board
- o Sign up for [yahoo account](#)
- o [Yahoo Bookmark](#)
- Demonstration
- o [Yahoo Bookmark-Internet Assignment](#)

Week 2: 9/5: School Holiday, don't come to class, but complete the assignments

Topics - Instructions

- [Watch tonight's plans](#)
 - o You will need [windows media player](#) and you may have to adjust the volume to here me
- [Electronic Portfolio - Task Stream](#), did you get signed up, if not do it now please.
- [Statement of Own work](#)
- Sign up and complete [CTAP² Pre-Assessment](#)
 - o [Click here for video instructions](#)
- Setup folders on USB storage device and backup on H drive (you won't be able to do this until you are on campus). Make a folder called ed_422 on your USB storage device. Within this folder set up folders called:
 - o web_page
 - images
 - o powerpoint
 - o video
 - o inspiration
 - o [Click here for video instructions](#)
- Do a "Print Screen" of your windows explorer showing your USB storage device and the folders and subfolders showing. Paste it into a word file. Crop the screen to show you folders. Save as a word a file, then turn into File organization Assignment on WebCT



What's Due

- Supplies
- [ISTE](#) and [Task Stream](#) registration!!!
- [Introduction Letter](#)
- Submit introduction letter to the Class Discussion area , look at 3 other Introduction Letters and give feedback to the authors.

Assignments

- [Statement of Own work](#)
- [CTAP² Pre-Assessment](#) turned in using the print screen command and pasted into word
- Print Screen of File Organization
- [Yahoo Bookmark-Internet Assignment](#)

Week 3: 9/12

Topics

- [Newsletter Assignment](#)
- [Journal Assignment](#) Explanation
- [Making the Grade](#) (\$100/life) Demonstration
- [MyGradebook](#) (\$35/year) - online option
- [Making the Grade Assignment](#)

What's Due

- [Statement of Own work](#)
- [CTAP² Assessment](#)
- Print Screen of File Organization
- [Yahoo Bookmark-Internet](#)

Assignments

- [Newsletter Assignment](#)
- [Making the Grade Assignment](#)
- [Journal 1](#)

Assignment

Week 4: 9/19

Topics

- Reviewing tool bar in Word
 - voice comments
 - Equation Editor
- Database Activity-follow directions in WebCT
- Basic Excel Demonstration - Graphing
 - [In my class](#)
- [Earthworm Spreadsheet Activity](#)
- Cool Web site Demo:
 - [Scientific American Frontiers](#)
 - [Froguts](#)
 - [Brainpop](#)
 - [United Streaming](#)

What's Due

- [Newsletter Assignment](#)
- [Making the Grade Assignment](#)
- [Earthworm Spreadsheet Activity](#)
- Database Activity

Assignments

- [Journal 2](#)
- Database Activity
- [Earthworm Spreadsheet Activity](#)
- [Filamentality](#)

Week 5: 9/26

Topics

- [Producer](#)
 - Mr. Bird Examples
 - [Force-Friction Lecture](#)
 - [Changing Between Units](#)
 - [Producer Curriculum Movies](#)
- PowerPoint Basics
- [PowerPoint Standards Lesson](#)

What's Due

- [Filamentality](#)

Assignments

- [PowerPoint Standards Lesson](#)
- Read Introduction Letters on Discussion board to help form group members for Video Project
- [Journal 3](#)

Week 6: 10/3

Topics

- [PowerPoint Standards Lesson](#) presentations to small groups
- [Filamentality](#)
 - [Sample Student Lessons](#)
- [Inspiration Software Project](#)

What's Due

- [PowerPoint Standards Lesson](#)

Assignments

- [Inspiration Software Project](#)
- [PowerPoint Reflection Assignment](#)
- [Journal 5](#)

Week 7: 10/10

Topics

- Remind you to sign up for Task Stream
- [FrontPage Introduction](#)
- Other Web Page options:
 - [Teacherweb](#)
 - [Scholastic](#)
- Work on [Teacher Web Page](#)

What's Due

- [PowerPoint Reflection](#)
- [Inspiration Software Project](#)

Assignments

- [Journal 6](#)
- Teacher Web Page in Geocities Pagebuilder

Week 8: 10/17

Topics

- Translation programs on the web
- Work on [Teacher Web Page](#)

What's Due

- [Journal 1-6](#)

Assignments

- Teacher Web Page in Geocities

Week 9: 10/24

Topics

- [Software Evaluation](#)
- [Copyright and Fair Use](#)
- [Video in Education](#)
- Subscribe to [Blue Web'n](#) free weekly updates: Incredible resource of websites for educators. Add this site to your Yahoo Bookmarks if you haven't already done so.
- [Video Project](#): Start the planning of your project
 - Groups for video project formed
 - Come up with an idea for next week

What's Due

- Teacher Web Page in Geocities Pagebuilder

Assignments

- [Software Evaluation](#)
- [Copyright and Fair Use](#)
- [Video in Education](#)
- [Journal 7](#)

Week 10: 10/31

Topics

- Work on [Video Project](#)
 - [Story board](#)
 - Filming
 - Editing

What's Due

- [Software Evaluation](#)
- [Copyright and Fair Use](#)
- [Video in Education](#)
- Groups for video project formed

Assignments

- [Journal 8](#)
- [Video Project](#)

Week11: 11/7

Topics

- Work on [Video Project](#)
 - Filming
 - Editing
 - Finishing

What's Due

- [Software Evaluation](#)
- [Copyright and Fair Use](#)
- [Video in Education](#)
- Groups for video project formed

Assignments

- [Journal 9](#)
- [Video Project](#)

Week 12: 11/14

Topics

- Course Evaluation Please!
- [Portfolio Task Stream Introduction](#)
- Using [Task Stream](#)
- [Software Project](#) Introduction
- Meet with group for [Software Project](#) Presentations
 - [Software Search Engine](#)

What's Due

- [Video Project](#)

Assignments

- [Software Project](#)
- [Portfolio](#)
- [Journal 10](#)

Week 13: 11/21

Topics

- Meet with group for [Software Group](#)

What's Due

- [Video Project](#)

Assignments

- [Journal 11](#)

[Project](#) Presentations -- This is a scheduled work day.

Week 14: 11/28

Topics

- [Software Group Project](#) Presentations
- [CTAP Growth Chart](#)

What's Due

- [Software Group Project](#)

Assignments

- [Journal 12](#)
- Software Project Reflections
- [CTAP Growth Chart](#)

Week 15: 12/5

Topics

- Work on Portfolio in [TaskStream](#), be sure to ask for Review of work **NOT** Evaluation

What's Due

- [Journal 7-12](#)
- Software Project Reflections
- [CTAP Growth Chart](#)
- Course Evaluation

Assignments

Week 16: 12/12

Topics

- [Portfolio Task Stream](#) Completion

What's Due

- [Portfolio](#) Completion

Assignments