EDUC 422 Syllabus
EDUC 422
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    Office hrs: after class or by appt.
    Email: WebCT course mailEDUC 422 (1) CRN 21315: 3 units
    Spring Semester 2006
    Monday & Wednesday 8:30-9:45 a.m.
    Class Location: UH 271

EDUC 422: Technology Tools for Teaching and Learning
    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 students centered education, diversity,
    collaboration, professionalism, and shared governance.
    (Adopted by the COE Governance Community October 1997).

  COURSE 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 Expectation (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 productivity tools, graphic organizers, database and
  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
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 using a set of educational technology tools that are applied in teaching and learning within the credential program and used in public school settings. They will demonstrate competency in the following:
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.

PREREQUISITE
The prerequisite for this course is completion of the campus-wide Computer Competency Requirement. This requirement can be fulfilled by successful completion of one of the following:
  • Taking the CSUSM CCR assessment or equivalent course
  • Completion of an approved computer literacy course at the community college level.

REQUIRED MATERIALS & 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: (http://www.iste.org) ($54.00). Must be purchased first week of class.
B. Task Stream Registration: http://www.taskstream.com ($20 - $65) Register by 2nd class.
C. USB key-drive (128MB or more with extension cable): Due Week 2
D. At least one CD-R or CD-RW (1x-8x speed): Due Week 5
E. One Video tape per group and batteries for video project: Due Week 5
F. Use of campus email account and WebCT for course communication (provided free)
G. Print card from ACD 202 or Kellogg Library
This is a volume produced by the professional association that contains the educational technology standards for students at all levels as well as sample lessons on how that standards can be implemented in teaching content. This book will be referred to in other CSUSM-COE courses. Supporting Web site www.iste.org.

ASSESSMENT
In order to successfully complete this course, the 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 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 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.

COURSE CONTENT
The following themes will be address in the process of the course. Assignments relating to demonstrating competency in operating each of the educational tools will be assessed. Descriptions of the assignments will be available in WebCT..
  Points Assignments

  10Letter of Introduction
  20Internet
  50Journal 1
  30Excel Project
  30Newsletter
  30Online Bookmarks
  20PowerPoint Project
  100 Midterm
  10Database
  150Software Evaluation
  100Inspiration/Kidspiration
  50Journal 2
  20Narrative in Taskstream
  50Web Page
  100Video Project
  30Copyright/Fair Use
  100Taskstream Portfolio
  100 Class Investment

  1000 TOTAL

 Class Investment (Attendance, participation and attitude) 10%
 Your investment in this class is demonstrated through regular, prompt class attendance and participation; through active, constructive and creative contributions (both online and in class); and through participation in cooperative, collaborative learning. 100 Points
 Homework: Because of the interactive nature of the class, students will be expected to have their assignments completed and turned in on time. All assignments are due at the beginning of the class period. Late assignments will only be accepted if there are extenuating circumstances approved by the instructor.
    Grading is calculated on the following standard:
     94 - 100 = A80 - 83 = B-70 - 73 = C-
    90 - 93 = A-77 - 79 = C+60 - 69 = D
    87 - 89 = B+74 - 76 = Cbelow 60 = F
    84 - 86 = B

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).

A good student is one who adheres to standards of dependability and promptness. If more than two class sessions are missed or there is tardiness (or leave early) for more than three sessions, the teacher candidate cannot receive an A. If more than three class sessions are missed the grade earned cannot exceed a C. 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 that communication is the key to success.

In addition to attending course sessions, each student will be required to complete lab assignments each week. Some of these 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 ACD 202, UH 271, UH 360 and 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 to communicate with instructor and peers.

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 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 course as a whole."

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 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.