



**California State University San Marcos: College of Education**

**EDUC 422 -01 - Technology Tools for Teaching and Learning  
Summer 2005 CRN 30055 Uhall 272 MW 18:00-21:50**

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### **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 in educational settings. 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.

### **Course Objectives**

Teacher candidates will demonstrate competency in:

- A. Meeting the International Standards for Technology in Education (ISTE) including I, V, and VI outlined below;
- B. Using a set of educational technology tools that are applied in teaching and learning within the credential program and used in public school settings; and
- C. Setting up an electronic portfolio using Task Stream 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.
- Teacher assessment tool during 1<sup>st</sup> class meeting.

## **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

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

## **National Educational Technology Standards for Teachers (NETS-T)**

Teaching Performance Expectation (TPE 14) is based on ISTE NETS standards I-VI (See [www.iste.org](http://www.iste.org)) for detailed information). This course focuses on ISTE NETS-T standards I, V, and VI and will introduce standards 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 NETS-S**).
- B. Demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.

### **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.

## 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)

## 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 Online Registration:

[http://www.iste.org/Content/NavigationMenu/Membership/Join/Five\\_Great\\_Reasons\\_to\\_Join\\_ISTE.htm](http://www.iste.org/Content/NavigationMenu/Membership/Join/Five_Great_Reasons_to_Join_ISTE.htm)  
or call (1.800.336.5191 ) (7:00 am to 4:30 pm)

B. Membership to **Task Stream** ([www.taskstream.com](http://www.taskstream.com)). (The cost is approximate, but may change \$25 one semester and up to \$65 for year) You will need a credit card for the charge. See directions at:

<http://lynx.csusm.edu/coe/eportfolio/index.aspx>

C. One CD-R or CD-RW (1x-8x speed)

D. Two zip disks (100-200MB) or a USB key-drive (128MB or greater with extension cable) also called “flash drive” or “thumb drive”

E. Use of campus email account and WebCT for course communication (provided free)

F. Print Card from ACD 202 or CSUSM library

**\*\*Optional:** BOOK from ISTE, *Connecting Curriculum and Technology*

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](http://www.iste.org)

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 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 continuing in the program beyond the first semester. 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. For summer session, assignments handed in more than 7 days late receive no credit.

## 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. For summer session, students’ online attendance and contributions are considered part of class attendance requirements.*

A good student is one who adheres to standards of dependability and promptness. If more than one class sessions 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 B-. Late assignments will be penalized by a deduction in points for each day late. After one week, 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 each week. Students are required to check campus resources and availability of labs. Mac computers are available in ACD 202, UH 271 and UH 360 in addition to other locations such as the library 2<sup>nd</sup> floor. 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.

### **Plagiarism and Cheating**

Please be sure to read and understand the university policy on plagiarism and cheating, as it will be strictly enforced. Academic dishonesty will not be tolerated and will result in a failing grade for this course and will be reported to the University.

### **Authorization to Teach English 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 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 the instructor during office hours or by appointment.

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**All assignments, requirements, due dates and scoring rubrics will be available through WebCT. Students must check the calendar and assignment sections regularly for updates.**

### **Grading Procedures And Assignments**

Grading is calculated on the standard of

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		