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

Primary Emphasis: TPE 14 CSUSM Educational Technology (Based on ISTE NETS)

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

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 inorder 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 save and healthy use of technology resources.
    E. 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. 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
3. 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 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
- 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. 50 page Spiral Notebook - $1.00
3. 1 Mass Storage Device:
   - At least 64 MB USB key drive - $25
     - I recommend the Lexar (Fry's)
4. Headphones - $10
5. Membership in Task Stream $25 - $40
6. Mini DV Digital Video Cassette (DVC) - $5
7. Computer microphone recommended

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 many not receive a 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.

Class meeting: 1 2 3 4 5 6 7 8 9 10 11 12	California Content Standards
Week 1: 5/24	

Topics	What's Due	Assignments
- 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+ - Windows Explorer Basics: windows key + E, + D - Browser Basics - Print Screen Command - Saving Rules:		- Purchase all supplies - ISTE, yahoo account and Task Stream registration!!! - WebCT account set up library 2nd floor - Letter of Introduction - CTAP[2] assessment - Yahoo Bookmark- Internet Assignment - Journal 1

- - 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
  - Letter of Introduction
  - Discussion Board - Submit introduction letter to Discussion Board
  - Sign up for yahoo account
  - CTAP[2] Assessment
  - Submitting your CTAP[2] Chart
  - Yahoo Bookmark Demonstration
  - Yahoo Bookmark-Internet Assignment

Week 1: 5/26

Topics	What's Due	Assignments
- Electronic Portfolio - Task Stream, did you get signed up? - Submit Letter of Introduction to Class Discussion area in WebCT - 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 - images - powerpoint - video - inspiration Do a "Print Screen" of your windows explorer then paste it into a word file. Crop the screen to show your folders. Save as a word a file, then turn in File organization Assignment - Newsletter Assignment	- Supplies - ISTE and Task Stream registration!!! - Letter of Introduction - CTAP[2] Assessment - Yahoo Bookmark-Internet Assignment	- Newsletter Assignment - Journal 2 and 3 - Statement of Own work - Letter of Introduction to Class Discussion - File organization Assignment

Week 2: 5/31

Topics	What's Due	Assignments
- Reviewing tool bar, voice comments, and Equation Editor in Word - Database Activity-follow directions in WebCT - Access Introduction - Basic Excel Demonstration - Earthworm Spreadsheet Activity	- Newsletter Assignment - Statement of Own work - File organization Assignment	- Earthworm Spreadsheet Activity - Database Activity - Journal 4

Week 2: 6/2

Topics	What's Due	Assignments
Cool Web site Demo:	Earthworm	Discussion Board -

- - ○ Scientific American Frontiers
    - ○ Froguts
    - ○ Brainpop
  - Making the Grade ($100/life) Demonstration
    - ○ Sample ID for Fall period 7: 1572038
  - MyGradebook ($35/year) - online option
  - Filamentality
    - ○ Sample Student Lessons
  - 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 Bookmark Tracker if you haven't already done so.

What's Due (column 2):
- Spreadsheet Activity
- Database Activity posted to discussion board area. This will appear late, but it isn't.

Assignments (column 3):
- Submit introduction letter to Discussion Board
- Look at 3 other introduction Letters and give feedback to the authors.
- Filamentality
- Journal 5

Week 3: 6/7 Virtual Class, complete assignment on your own

Topics	What's Due	Assignments
	• Discussion Board Introduction letter • Filamentality	• Software Evaluation • Copyright and Fair Use • Video in Education • Earthworm Spreadsheet Activity • Journal 6

Week 3: 6/9

Topics	What's Due	Assignments

• Inspiration Software Project
• PowerPoint Basics
• Producer
  ○ Mr. Bird Examples
    ■ Force-Friction Lecture
    ■ Producer Curriculum Movies
• PowerPoint Standards Lesson
	• Software Evaluation
	• Copyright and Fair Use
	• Video in Education
	• Journal 1-6
		• Inspiration Software Project
		• PowerPoint Standards Lesson
		• Read Introduction Letters on Discussion board to help form group members for Video Project
		• Journal 7 and 8

Week 4: 6/14

Topics	What's Due	Assignments

• PowerPoint Standards Lesson presentations to groups
• Teacher Web Page Introduction
• Video Project: Start the planning of your project
  ○ Groups for video project formed
  ○ Come up with a plan for next week
	• Inspiration Software Project
	• PowerPoint Standards Lesson
	• PowerPoint Reflection Assignment
		• Journal 9
		• Teacher Web Page in Geocities Pagebuilder

Week 4: 6/16 Meet in Academic Hall 206

Topics	What's Due	Assignments

• Video Project		• Journal 10 • Teacher Web Page in Geocities Pagebuilder • Video Project

Week 5: 6/21 Virtual Class, complete assignments on your own

Topics	What's Due	Assignments

• Work on Teacher Web page in Geocities Pagebuilder
• Explore Other Web Page options:
   ○ Teacherweb
   ○ Scholastic
	•	• Journal 11

Week 5: 6/23

Topics	What's Due	Assignments
• Portfolio Introduction • Using TaskStream --- Taskstream Web • Work on Teacher Web page in Geocities Pagebuilder • Get caught up!!!!	• Teacher Web Page (Friday) • Video Project (Friday)	• Journal 12 • Portfolio

Week 6: 6/28

Topics	What's Due	Assignments
• CTAP Post Evaluation ○ Once you have completed the Post evaluation under view my proficiency use the comparison tool to bring up 2 bar graphs. The will show your growth during the semester. • Course On-line Evaluation Please • Work on Portfolio in TaskStream, be sure to ask for Review of work **NOT** Evaluation	• Journals 7-12 • CTAP Post Evaluation • Course On-line Evaluation	• Task Stream Portfolio

Week 6: 6/30

Topics	What's Due	Assignments
• Portfolio Completion		