

California State University San Marcos: College of Education

EDUC 422 - Technology Tools for Teaching and Learning
Spring 2005 CRN 22147
Tuesday 6pm-8:45pm
SCI2 306

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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 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 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 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.

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

Course Objectives: Teacher Candidates will demonstrate competency in:

1. Meeting the ISTE Standards I,V, 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 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 Supplies

1. ISTE Student Registration (<http://www.iste.org/cue/>) - \$25.00/year
2. Taskstream Student Registration: \$20/semester \$40/year
3. At least 128 MB USB key drive - \$30-\$50 (May be purchased at Fry's, Costco, etc.)
4. Pay for Print Card: May be purchased in Academic Hall 202

The key drive will be required every class. You will need to sign up for your ISTE and Taskstream Student Registrations within the first week of class.

Assessment

In order to successfully complete this course, the assignments must be completed with at least at an acceptable level noted on assignment 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 the description of the topic.

EDUC 422 Course Assignments and Weight for Course Grades

#	Assignment	Description	Points
1	Backflip/Internet	This web-based resource/tool allows the user to organize and manage online resources for projects and courses. This tool will allow teacher candidates to continue to organize and share resources throughout program experiences. The assignment requires evaluation and review of educational web sites and reflection on classroom use.	5

2	Inspiration	This project involves the use of concept-mapping software for brainstorming an educational topic using text and graphics. The activity will provide an opportunity to consider this application for support of writing with students in K-12 classrooms.	5
3	PowerPoint	Students will create a four-slide project using special features of the program and content related to a topic from the CA content standards. Articles from ISTE Learning and Leading with Technology will guide the content of the project. This assignment provides students with an opportunity to use skills in researching, referencing, and presentation to learn and share a topic related to educational technology issues. APA must be followed for three or more resources used in the project.	10
4	Filamentality	This project uses a template/tool on the web to create an activity for students to explore concepts related to standards and specific curriculum topics. These projects are explained and linked on a web page uploaded to a remote server for sharing with other educators.	5
5	Copyright	The purpose of this assignment is to become familiar with fair use and copyright laws, and use of appropriate APA format and citations. Students will share their learning after becoming knowledgeable about various issues related to ISTE NETS for Teachers, Standard VI.	5
6	Journal	Students reflect on course readings and activities from the ISTE website that supports topics related to the ISTE standards. Entries are made to the journal weekly. The journal is submitted at midterm and near the end of the course for credit.	10
7	Spreadsheet	This activity provides an opportunity for students to use a spreadsheet in a variety of ways to organize and present information. Various tasks provide an opportunity for teacher candidates to	5

		reflect on educational appropriate uses of a spreadsheet tool and differentiate between various tools for organizing information.	
8	Newsletter	Create an appealing, newsworthy, and interesting newsletter for parents with information about your classroom. Use of graphics, content and layout will be considered and assessed. Teacher candidates will use a rubric to provide feedback to classmates during a class meeting. Must include a scanned image.	5
9	Database	Students will use a database tool to input and organize information. A report will be generated to document skills with this tool. Students will also understand how online databases provide opportunities to search for information related to an educational topic.	5
10	Quiz	An assessment of skills and knowledge from readings and class activities following the first half of the course.	10
11	Software Review	The purpose of the project is to demonstrate understanding of how to assess educational specific software in terms of student academic content standards, learning needs and strengths and weaknesses of the software. Students will share their learning through reflection online.	5
12	Video Project	This project involves working in groups of 3 or 4 to produce a video presentation focusing related to classroom use. Students will learn how to use digital video cameras, how to edit and prepare a project for sharing electronically.	10
13	Narrative in TaskStream	Students create a draft narrative using persuasive writing to document their proficiencies related to the ISTE standards. Instructor provides feedback in preparation for completing digital portfolio requirements.	X
14	CTAP	This assessment provides teacher candidates with a look at their skills at the	5

		beginning of the course and a comparison of the growth in technology skills at the end of the course. Charts available following the assessment will be submitted.	
15	Portfolio in TaskStream	This assignment is the introduction to the electronic portfolio that will be used throughout the CSUSM teacher preparation program. The assignment requires setting up the artifact tracking sheet and using the portfolio template to respond to the Teaching Performance Expectations (TPEs) that are part of this course. It is anticipated that teacher candidates will build on the work begun in EDUC 422 so that the portfolio submitted at the conclusion of the program accurately verifies meeting the standards for completion of the credential.	10
	Attendance & Participation	Teacher candidates are expected to have a positive disposition toward teaching and learning. They should help each other and create a positive classroom environment for everyone. This means having a positive attitude in class, being on time and actively engaged in discussions and activities both in class and online.	10

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

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 and Assignments

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

94-100=A 90-93=A-
 87-89=B+ 84-86=B 80-83=B-
 77-79=C+ 74-76=C 70-73=C-
 60-69=D below 60=F

Schedule

Week	Topics	Assignments Given	Due
1- 1/18	Syllabus WebCT Task Stream Backflip	Introduction ISTE and Task Stream registration Review WebCT Intro Letter Internet/Backflip Journal	Post Letter Make a BF folder Save Files
2- 1/25	CTAP	CTAP Assessment Reflect on ISTE Standards	
3- 2/1	MS Word Scanning Digital Packrat	Newsletter Digital Portfolios Save files using extensions Name files with 8 char. or less	ISTE subscription # CTAP chart Internet/Backflip
4- 2/8	PowerPoint	Tracking Sheet info PowerPoint Introduce Position Paper topics	Newsletter
5- 2/15	Inspiration	Concept Mapping in Inspiration	PowerPoint
6- 2/22	Standard VI Copyright/ Ethics	Copyright Assignment APA	Inspiration
7- 3/1	Spreadsheet	Spreadsheet	Copyright
8- 3/8	Using web to support learning, Assessment	Filamentality Midterm	Spreadsheet
9- 3/15	VIRTUAL CLASS Database	Database	Filamentality
10- 3/22	Software, Video in the classroom	Software Evaluation Update Tracking Sheet Video editing with stock footage	Database Journal
11- 3/29		Spring Break	

12- 4/4	Video Pre-Production: Storyboard Scripting	Portfolio Narratives Video Group Meetings	Position Paper
13- 4/11	Reflection, Video Production	CTAP Review Group Filming	Software Evaluation
14- 4/18	Video Editing	Video Groups Edit w/ iMovie	CTAP Assessment
15- 4/25	Task Stream	Sign off on Tracking Sheets	Tracking Sheet
16- 5/2		Video Presentations	Portfolio Narrative

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.

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 class as a whole.”

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.

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)

SB 2042 - Authorization to Teach English Learners Competencies

PART 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT	PART 2: METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION	PART 3: CULTURE AND CULTURAL DIVERSITY
I. Language Structure and Use: Universals and Differences (including the structure of English)	I. Theories and Methods of Bilingual Education	I. The Nature of Culture
A. The sound systems of language (phonology)	A. Foundations	A. Definitions of culture
B. Word formation (morphology)	B. Organizational models: What works for whom?	B. Perceptions of culture
C. Syntax	C. Instructional strategies	C. Intra-group differences (e.g., ethnicity, race, generations, and micro-cultures)
D. Word meaning (semantics)	II. Theories and Methods for Instruction In and Through English	D. Physical geography and its effects on culture
E. Language in context	A. Teacher delivery for <u>both</u> English language development <u>and</u> content instruction	E. Cultural congruence
F. Written discourse	B. Approaches with a focus on English language development	II. Manifestations of Culture: Learning About Students
G. Oral discourse	C. Approaches with a focus on content area instruction (specially designed academic instruction delivered in English)	A. What teachers should learn about their students
H. Nonverbal communication	D. Working with paraprofessionals	B. How teachers can learn about their students
I. Language Change		C. How teachers can use what they learn about their students (culturally responsive pedagogy)
II. Theories and Factors in First- and Second-Language Development	III. Language and Content Area Assessment	III. Cultural Contact
A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	A. Purpose	A. Concepts of cultural contact
B. Psychological factors affecting first- and second-language development	B. Methods	B. Stages of individual cultural contact
C. Socio-cultural factors affecting first- and second-language development	C. State mandates	C. The dynamics of prejudice
D. Pedagogical factors affecting first- and second-language development	D. Limitations of assessment	D. Strategies for conflict resolution
E. Political factors affecting first- and second- language development	E. Technical concepts	IV. Cultural Diversity in U.S. and CA.
		A. Historical perspectives
		B. Demography
		C. Migration and immigration