

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

**EDUC 422B-01– Technology and Learning
Technology Tools for Learning (one unit course)**

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Spring 04 Meets on Mar 12th and 13th: 3/12 meets 6-10pm and 3/13 meets 8am-4pm

Course continues online from March 13th through May 7th

Late assignments will not be accepted after May 7th. Due dates are listed in WebCT.

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)

Description

This one-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 sets the stage for addressing the standards in the credential program through exploration of a variety of software tools used in teaching and learning. 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. **Students are required to complete the additional two one-unit technology components of 422 (a and c) in addition to successful completion of this course or provide evidence through the waiver process posted on the College of Education web site.**

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 (See www.iste.org) for detailed information). This course focuses on ISTE NETS I, V, and VI:

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.

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;

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.
- 422 A

Materials and Texts

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. Students are responsible for saving backup copies of all assignments. All word-processed documents must be saved in Microsoft Word format, available on all campus computers.

A. One zip disk disks (100-200MB) or key-drive (128MB or more with extension cable)

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

C. *Teachers Discovering Computers: Integrating Technology into the Classroom (3rd edition)* Authors: Shelley & Cashman

This is a resource text that contains skill building information in the context of how a teacher can use the skills in teaching. There is a very information-rich, publisher-provided Web site associated with the text that provides additional practice and links to other resources. Supporting Web site: www.scsite.com/tdc3/

D. 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

E. Optional: . ISTE/CUE Student Membership (<http://www.iste.org/CUE/>) (\$45.00)

In order to successfully complete this course, the assignments must be completed 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 to the description of the topic.

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. In the 422B, it is essential that students attend all class sessions. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible.*

A good student is one who adheres to standards of dependability and promptness. If more than two hours of class sessions are missed or there is tardiness (or leave early) the teacher candidate cannot receive an A. **Late assignments will be penalized by a 5% deduction in points for each weekday 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.

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. In addition, there is a statement of own work policy that will be provided to students as part of their preparation for the Electronic Portfolio component of the 422C module.

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 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.

Assignments and Assessment

In order to successfully complete this course, the assignments must be completed at an acceptable level noted on assignment requirements and project 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.

EDUC 422B Course Assignments and Weight for Course Grades

Assignment	Description	Percent of Grade
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.	20
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 include an introduction and activities linked on a web page uploaded to a remote server for sharing with other educators.	20
Copyright	The purpose of this assignment is to become familiar with software copyright laws. Students will share their learning after becoming knowledgeable about various issues related to ISTE NETS for Teachers, Standard VI.	10
Database	Students explore the use of a database for organizing and presenting information in a classroom setting. This emulates real world applications to assist students in the information age.	10
Journal	Students reflect on course readings and activities from the textbook website that supports concepts related to the ISTE standards. Entries are made to the journal throughout the course and are submitted near the end of the course for credit.	10
Software Project	This project involves working in groups of 3 or 4 to review educational software. The purpose of the project is to demonstrate understanding of the software in terms of student academic content standards and reflecting on the user interface and characteristics of the software for educational purposes.	15
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.	15
	Total	100%
<p>All assignments, requirements, due dates and scoring rubrics will be available through WebCT. Students are required to check assignment details in WebCT. Students must plan lab time on campus for using special programs and be able to access the Internet regularly to complete course assignments either on campus or another location.</p>		

Grading Procedures

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		