California State University San Marcos
College of Education

EDUC 422 - Technology Tools for Teaching and Learning

Instructor: Dr. M.G. (Peggy) Kelly
Office Phone: 750-4315
Office: UH 412
Office Hours: Before and after class
Email: pkelly@csusm.edu

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

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 with apply these skills.

Alignment with Standards

The following program standard described by the California Commission on Teacher Credentialing is addressed in this class:

> Standard 9 – Using Technology in the Classroom

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 district in implementing an effective programs 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 TPE's are addressed in this course:

<u>Primary Emphasis</u>
TPE 14 CSUSM– Educational Technology (Based on the ISTE NETS – see below)

<u>Secondary Emphasis:</u>
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

Teaching Performance Expectation (TPE 14) is based on the 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:
    A. Meeting the ISTE standards I, V, and VI outlined above;
    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 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 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.

A. Two zip disks or a key-drive
B. At least one CD-R or CD-RW
C. *Teachers Discovering Computers: Integrating Technology into the Classroom (2nd edition)*
   – Shelley & Cashman –
   This is a resources 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/tdc2/

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

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.

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.*

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. After two weeks, late assignments receive no credit. If extraordinary circumstances occur, please make an appointment with the instructor.

Plagiarism and Cheating

Please be sure to read and understand the university policy on plagiarism and cheating as it will be strictly enforced. Academic dishonestly 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 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.

422 Summer Schedule Notes
Linda Scott & Peggy Kelly

Session/ Date	Session Content	Due for Students
#1 – May 27	Syllabus/CCR/Pretest CTAP Survey/photos Intro to Mac Intro Text site WebCT Orientation – attachment with letter Intro Internet Activity Introductory letter – diagnostic activity for writing and formatting **Intro calendar Intro Backflip – Create three folders with 12 resources distributed – resources are annotated TIP of the DAY – Default page	Must have zip or USBdrive
#2 May 29	Portfolio Orientation – Excel tracking sheet, set folder, etc. Database set -up on AppleWorks for info ISTE Website Intro - Position paper (use Inspiration looking at educational issues) Search techniques WebCT – **Intro discussion board using Google search techniques – small groups TIP of the DAY -	Chapter 1
#3 June 3	Library presentation Position paper proposal due including resources Library orientation to online resources Inspiration Topics – 15 minutes to learn a tool and present Prewrite activity using Inspiration for position paper linking to online resources being used in paper. TIP of the DAY – Customizing your browser favorites page.	Chapter 2 Position paper proposal due Internet Activity
#4 June 5	Sign up for Copyright and Fair Use Virtual Assignment Introduce Excel – Start Excel Project Kidspiration activity following up with grade level Upload and download a file Blackflip Assignment – requires folders and descriptions Intro software presentation activity TIP of the DAY-	Chapter 3 Backflip folders due
#5 June 10	PEG OUT Social, Ethical, Legal – Activity – Linda Scott activity – Fair Use NOTE-Journal #1 Due Group work time TIP of the DAY	Posted by midnight Journal #1 due (includes chpt. 1 - 4) Chapter 4
#6 June 12	PEG OUT – Kathy Hayden Present copyright/fair use – do a jigsaw. Present using an Inspiration template.	Responses due before class Chapter 5 Excel Project due

	Intro Powerpoint – Teach a standard • Select a standards from resources • Make from blank slide • Change background color • Goto Google-images to find a graphic or clipart • Design a simple slide with text and in pages – also use a hyperlink Mid-semester assessment (Chapters 1-5) 7 position papers due TIP of the DAY-	
#7 June 17	PEG OUT Learning Theory Activity – Done o n discussion board Group work time 7 position papers due TIP of the DAY-	Chapter 6
#8 June 19	PEG OUT Newsletter Activity 7 position papers due Group work time TIP of the DAY	Chapter 7
#9 June 24	Newsletter read around/revision 7 position papers due NOTE-Journal #2 CTAP Survey #2 TIP of the DAY-	Newsletter Journal #2 (includes chpt. 5 - 8) Chapter 8
#10 June 26	Software Project Due TIP of the DAY-	Revised Newsletter Software Project presentation
#11 July 1	PEG OUT TIP of the DAY-	
#12 July 3	PEG OUT Made all changes in narratives	Portfolio due date - CD

Assignment Weights

Below is a table that shows the percentage values of the assignments for this course. At times an assignment may be returned to you with a point score that does not align with the percentage below. Merely translate that number into a proportion of the weight indicated below.

ASSIGNMENT	%	My Grade
Letter	1	
Internet	2	
Kidspiration	5	
Position Paper	10	
Copyright	5	
Journal (5 pts each part)	10	
Excel	3	
Newsletter	3	
Backflip	2	
PowerPoint	2	
Database	3	
Midterm	10	
Software Project	20	
CTAP	2	
Portfolio	15	
Attendance & Participation	5	
TOTAL	100%	