California State University San Marcos
College of Education

Technology Tools for Teaching and Learning

Instructor:	Mary Meade	CRN:	Day, Time, Location:
Phone:	760. 751.8545	EDUC 422 (02) 21260	M/W 8:30am-9:45am, SCI2306
Fax:	760.751.1040	EDUC 422 (03) 21973	T/Th 8:30am-09:45am, UNIV271
Email:	mmeade@csusm.edu	EDUC 422 (05) 21409	F 10:00am-12:45pm, UNIV271
Office Hours:	By Appointment	EDUC 422 (E01) 22624	T 6:00pm - 8:45pm, ACAD203

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 which apply these skills.

Standard Alignment

The following standards are 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 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 TPE's are addressed in this course:

<u>Primary Emphasis</u>
TPE 14 CSUSM– Educational Technology

<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

Course Objective

Teacher candidates will demonstrate competency 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
- Completion of an approved computer literacy course at the community college level

Required Texts and Materials

Shelly, Cashman, Gunter (2003). Teachers discovering computers: Integrating technology into the classroom (2nd edition). Course Technology.

> 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/

ISTE, (2000). National educational technology standards for students, Connecting curriculum and technology. US Department of Education.

> 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

Two zip disks (PC formatted – 100mb)
Two CD-RW ROM disks
One Manila Folder (Last name first on the tab)

Assessment

In order to successfully complete this course, the assignments must be completed with at least 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.

California State University San Marcos has adopted an all-university writing requirement. In each course, students are required to write at least 2500 words in essays, exercises, papers and examinations.

Course Content

The following questions will be address in the process of the course. Assignments relating to demonstrating competency in operating each of the educational tools will be assessed. Descriptions of the assignments will be available on the course Web site each week.

1. **Productivity Tools & Professional Practice (30%)**
Internet Searching, Research, & Email, MS Office Suite, as well as basic Computer Literacy. How are the basic productivity tools used to enhance instruction and professional practice? How might a teacher attend to inclusive communication with homes and community? How can commonly used applications such as MSWord help organize reports into attractive newsletters? How might the development of simple web pages contribute to home school connections? How can students use communication tools to support learning and understanding of concepts? What are the national educational technology competencies for students and how do local (community) (school) schools measure up? What are the national educational technology competencies for teachers and how do your skills measure up? How might you assure that you address content standards in your lessons? What links and online tools will help you make these connections explicit?

2. **Education Specific Software (30%)**
Graphic Organizers: How might an educator visually capture a group discussion and portray relationships among concepts? How might a brainstorming session in which a variety of ideas are generated be reorganized into a formal outline? How might files be saved in PDF format or HTML for ready transfer to other applications or over the Internet? What are the child-appropriate versions of graphic organizers?

Presentation Tools: How might applications such as HyperStudio or PowerPoint be optimized for building conceptual understanding? What are the issues to consider in creating a presentation for parents or students? What factors hinder getting a concept across visually, and what contributes to clarity and understanding? What are the child-appropriate versions of presentation tools?

Data Organization and Interpretation: Through use of spreadsheets and database applications, how might an educator collect, organize and interpret information effectively? How might data be organized and represented in a format that portrays key issues under investigation by students? What are the child-appropriate versions of spreadsheets and databases?

3. **Electronic Portfolio Development (30%)**
How do students demonstrating competence in organizing assignments through the use of multimedia tools on mass media storage medium? In addition, who is audience for their portfolio? What specific standards have been mastered with each assignment? Is there a hyperlinked table of contents provided to facilitate finding all artifacts?

4. Class disposition and attendance (10%)
The art of teaching encompasses more than the ability to teach new concepts or skills. It requires an ability to collaborate professionally with others, work effectively under pressure, be nurturing, as well as maintain mental and emotional equilibrium with students, parents and administrators. Demonstration of these "soft skills" will be an important consideration in determining your aptitude for the teaching profession by the CSUSM credentialing professionals.

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 (three absences require a drop), 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. In this course, the instructor has adopted this additional policy: If you miss two class sessions, you cannot receive a grade of A or A-; if you miss three class sessions, you cannot receive a grade of B+ or B. If you have extenuating circumstances, you should contact the instructor as soon as possible.

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 Learners

This 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 SB 2042 Program Standards, August 02).

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 me during my office hours or in a more private setting in order to ensure your confidentiality.

NOTE: Some Hyperlinks below only work within the class shared folder.

Class	W/B	Class Content EDUC 422 (03) 21973 M/W 8:30am-9:45am, SCI2306 EDUC 422 (02) 21260 T/Th 8:30am-09:45am, UNIV271 EDUC 422 (05) 21409 F 10:00am-12:45pm, UNIV271 EDUC 422 (E01) 22624 T 6:00pm-8:45pm, ACAD203	Artifacts Due	Value	Component 1. Productivity Tools & Professional Practice 2. Education Specific Software 3. Portfolio Development
1	1/27	Syllabus Review & Required Materials Backflip Portfolio Development Read Chapter 1 TDC text and do "Learn it Online, #7" test.	1. Quick Write - Portfolio	20	3
2	2/3	Teacher Competencies Saving Files to various media CSUSM WebMail and WebCT Review Chapter 1	2. Quick Write – Teacher Competencies 3. Ch.1 Test	20 20	3 1
3	2/10	Linking to the web and between documents Jigsaw & Discuss: TDC, Education Issues, Chapter 2 Read Chapter 8 TDC text and do "Learn it Online, #7" test.	4. Reflection – Teacher Competencies	50	3
4	2/17	Using Help functions Ethics and Copyright, Safety Review Chapter 8 Jigsaw & Discuss: TDC, Education Issues, Chapter 8	5. Ch. 8 Test	20	2
5	2/24	Read Chapter 2 TDC text and do "Learn it Online, #7" test. Internet: Searching; CSUSM Library Online Online Email & Electronic Group Tools	6. Reflection – Safety & Ethics	50	3
6	2/31	PowerPoint Review Chapter 2 Read Chapter 3 TDC text and do "Learn it Online, #7" test.	7. Ch. 2 Test	20	1
7	3/3	Word Review Chapter 3	8. Ch. 3 Test	20	1

8	3/10	Excel Read Chapter 4 TDC text and do "Learn it Online, #7" test.			
9	3/17	Database Review Chapter 4	9. Ch. 4 Test	20	1
10	3/24	Open Lab Read Chapter 5 TDC text and do "Learn it Online, #7" test.			
11	3/31	**Spring break** March 30-April 6 (Sat-Sat) Campus closed April 1 (Cesar Chavez Day) and April 5			
12	4/7	Hyperstudio Read Chapter 6 TDC text and do "Learn it Online, #7" test. Review Chapter 5	10. Ch. 5 Test	20	2
13	4/14	Jigsaw & Discuss: TDC, Education Issues, Chapter 6 Inspiration & Kid Pix Read Chapter 7 TDC text and do "Learn it Online, #7" test.	11. Hyperstudio Project 12. Ch. 6 Test	50 20	2 2
14	4/21	Filamentality Jigsaw & Discuss: TDC, Education Issues, Chapter 7	13. Inspiration Project 14. Ch. 7 Test	50 20	2 2
15	4/28	Timeliner, E-Books, Other Software	15. Filamentality Project	50	2
16	5/5	9 – 15th (Friday – Thursday) Finals Week Final Exam	16. Research Paper 17. Portfolio CD 18. Participation	300 150 100	1 & 2 3 4
17	5/12	End Finals Week	Total Points	1000	