



SCHOOL OF EDUCATION

*Engaging diverse communities through leading and learning for social justice.*

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<b>Course Number</b>	<b>EDUC 422B</b>
<b>Title</b>	<b>Technology Tools for Teaching and Learning-Part B</b>
<b>CRN Number</b>	<b>CRN#20522</b>
<b>Days and Time</b>	<b>Friday, March 4, 2016   5:00 pm – 9:50 pm</b>
<b>Days and Time</b>	<b>Saturday, March 5, 2016   8:00 am – 5:50 pm</b>
<b>Course Location</b>	<b>University Hall 271</b>
<b>Semester / Year</b>	<b>Spring 2016</b>
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<b>Hours</b>	<b>Before and after class or by appointment</b>

**SCHOOL OF EDUCATION MISSION & VISION STATEMENT**

*(Adopted by SOE Governance Community, January 2013)*

*Vision*

To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

*Mission*

The mission of the School of Education community is to collaboratively transform education. We:

- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the School, College, University, and Community

**BASIC TENETS OF OUR CONCEPTUAL FRAMEWORK**

- Student centered education
- Research and theory specific to the program field inform practice
- Connections and links between coursework and application
- Strong engagement between faculty and candidates
- Co-teaching clinical practice
- Culturally responsive pedagogy and socially just outcomes

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## **COURSE DESCRIPTION**

Equivalent to the second third of EDUC 422. Includes the productivity and professional practice skills and concepts in using technology in the classroom. Topics include educational uses of word processing, databases, and spreadsheets. *May not be taken for credit by students who have received credit for EDUC 422 and E494K.*

NOTE: The EDUC 422 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, School 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.

### **Course Prerequisites**

Students need to have basic computing knowledge and skills such as word processing, file and folder organization and storage, e-mail and the Internet. It is recommended that students complete a fundamental computer literacy course with a grade B or higher in the last 12 months.

### **Course Objectives**

Teacher candidates will demonstrate competency in:

- Meeting the National Educational Technology Standards for Teachers (NETS•T) outlined below at a basic level of proficiency;
- Using a variety of educational technology tools that are applied in teaching and learning within the credential program and used in public school settings.

### **Credit Hour Policy Statement**

Per the University Credit Hour Policy:

- EDUC 422B is a 1-unit hybrid course in which students are expected to spend a total minimum of 45 hours engaged in learning through a combination of face-to-face time, out-of-class time, and online work. Students will attend 15 hours of face-to-face instructional time and dedicate a minimum of 10 hours each week of out-of-class and online work time associated with the face-to-face sessions.

## **REQUIRED TEXTS, MATERIALS AND ACCOUNTS**

There is no required text for this course. Instead, you will need the following:

- File storage: Cloud storage or a mass storage device, e.g., USB flash drive (8 GB or larger)
- Use of campus email account or personal GMAIL account and Cougar Courses for course communication (provided free)

NOTE: It is not necessary to purchase the educational software, as many of the specific software titles are available on the Web in demo-version and/or available on campus.

## **COURSE LEARNING OUTCOMES**

Upon successful completion of this course, students will (be able to):

- effectively use technology-based applications and digital tools to provide learning opportunities for K-12 students.
- communicate with peers using online forums and blog posts to reflect and respond to articles based on topics regarding technology in education.
- organize and manage online resources for projects and share with others by means of social bookmarks.
- demonstrate fluency in using Microsoft Word templates as well as Google Drive applications such as Docs, Sheets, Forms, and Presentation to collaborate on projects with peers.
- create a cloud-based presentation to evaluate educational digital tools and applications.

- use a digital coding program to create an educational project to facilitate student learning
- use a website design template to create a mock teacher website to facilitate student learning and collaboration with students and parents

## **TEACHER CANDIDATE LEARNING OUTCOMES**

### **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. Candidates successfully completing this program receive a credential with authorization to teach English learners. *(Approved by CCTC in SB 2042 Program Standards, August 02)*

### **Teacher Performance Expectation (TPE) Competencies**

The course objectives, assignments, and assessments have been aligned with the CTC standards for Single Subject, Multiple Subject, and Special Education Credential. This course is designed to help teachers seeking a California teaching credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing 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. You will be required to formally address the following TPEs in this course:

The following TPEs are also addressed in this course:

- TPE 4 - Making Content Accessible (NETS•T I and II)
- TPE 5 - Student Engagement (NETS•T I and II)
- TPE 6 - Developmentally Appropriate Teaching Practices (NETS•T I and II)
- TPE 7 - Teaching English Language Learners (NETS•T II and IV)
- TPE 12 - Professional, Legal, and Ethical Obligations (NETS•T IV)
- TPE 13 - Professional Growth (NETS•T V)

The course also addresses Special Education Standards by California Commission on Teacher Credentialing:

- Multiple and Single Subject Program Standard 13: Preparation to Teach Special Populations (Students with Special Needs) in the General Education Classroom
- Preliminary Education Specialist Program Design Standard 6: Using Educational and Assistive Technology

### **ISTE National Educational Technology Standards (NETS•T) and Performance Indicators for Teachers**

Effective teachers model and apply the National Educational Technology Standards for Students (NETS•S) as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community. All teachers should meet the following standards and performance indicators. Teachers:

#### **I. Facilitate and Inspire Student Learning and Creativity**

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. Teachers:

- a. promote, support, and model creative and innovative thinking and inventiveness
- b. engage students in exploring real-world issues and solving authentic problems using digital tools and resources
- c. promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes
- d. model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

## **II. Design and Develop Digital-Age Learning Experiences and Assessments**

Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S. Teachers:

- a. design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
- b. develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress
- c. customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources
- d. provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

## **III. Model Digital-Age Work and Learning**

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. Teachers:

- a. demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations
- b. collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation
- c. communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats
- d. model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning

## **IV. Promote and Model Digital Citizenship and Responsibility**

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. Teachers:

- a. advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources
- b. address the diverse needs of all learners by using learner-centered strategies and providing equitable access to appropriate digital tools and resources
- c. promote and model digital etiquette and responsible social interactions related to the use of technology and information
- d. develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools

## **V. Engage in Professional Growth and Leadership**

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. Teachers:

- a. participate in local and global learning communities to explore creative applications of technology to improve student learning
- b. exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others
- c. evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning
- d. contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community

ISTE (*International Society for Technology in Education*), 2008 (<http://www.iste.org/docs/pdfs/nets-t-standards.pdf>)

## **Teacher Performance Assessment**

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved Teacher Performance Assessment (TPA), as part of the credential program of preparation. During the 2015-16 academic year the CSUSM credential programs will use either the CalTPA (California Teacher Performance Assessment) or the edTPA (Educative Teacher Performance Assessment).

Check with your program coordinator to determine which assessment is used for your credential program.

### **CalTPA**

To assist with your successful completion of the CalTPA, a series of informational seminars are offered over the course of the program. TPA related questions and logistical concerns are to be addressed during the seminars. Your attendance to TPA seminars will greatly contribute to your success on the assessment. The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials may be found on the SOE website:

<http://www.csusm.edu/education/CalTPA/ProgramMaterialsTPA.html>

### **edTPA**

Beginning in fall 2015, for newly entering initial candidates, the CSUSM assessment system is the edTPA. To assist with your successful completion of the edTPA, a capstone class is part of your curriculum. In this class edTPA related questions and logistical concerns are addressed. Additional support materials are available on the edTPA website:

[http://www.edtpa.com/PageView.aspx?f=GEN\\_Candidates.html](http://www.edtpa.com/PageView.aspx?f=GEN_Candidates.html)

Additionally, to support your success in your credential program and with TPA, SOE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs).

## **Assessment of Professional Dispositions**

Assessing a candidate's dispositions within a professional preparation program is recognition that teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions – social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning—and developed an assessment rubric. For each dispositional element, there are three levels of performance - *unacceptable*, *initial target*, and *advanced target*. The description and rubric for the three levels of performance offer measurable behaviors and examples.

The assessment is designed to provide candidates with ongoing feedback for their growth in professional dispositions and includes a self-assessment by the candidate. The dispositions and rubric are presented, explained and assessed in one or more designated courses in each program as well as in clinical practice. Based upon assessment feedback candidates will compose a reflection that becomes part of the candidate's Teaching Performance Expectation portfolio. Candidates are expected to meet the level of *initial target* during the program.

## **GENERAL CONSIDERATIONS**

### **School of Education Attendance Policy**

Due to the dynamic and interactive nature of courses in the School of Education, all candidates are expected to attend all classes and participate actively. At a minimum, candidates 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 candidate have extenuating circumstances, s/he should contact the instructor as soon as possible. (*Adopted by the COE Governance Community, December 1997*).

Teacher education is a professional preparation program. We practice positive professional dispositions. In addition, there will be discussion in each session. Active participation is important for the collective learning of the class members.

Accordingly, if more than 3 hours of class time (including online modules) are missed, a student cannot receive higher than a C+. Excessive tardiness will also result in loss of attendance/participation points. Notifying the instructor does not constitute an excuse. If extraordinary circumstances occur, please make an appointment with the instructor. Remember that communication is the key to success.

In addition to attending course sessions, students may need to use campus resources for some assignments. All students must plan times they can work in labs on campus. Students are required to check campus resources and availability of labs. Mac computers are available in ACD 202, ACD 211, UH 271, UH 273, and SCI2 306 in addition to other locations such as the library 2<sup>nd</sup> floor. Students are required to use campus issued-email accounts and check email and the class Cougar Course (Moodle) site at least two times per week to communicate with instructor and peers.

### **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 assignments must be original work, clear and error-free. All ideas/material 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 accordingly.

Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero 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.

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Refer to the full Academic Honesty Policy at:

[http://www.csusm.edu/policies/active/documents/Academic\\_Honesty\\_Policy.html](http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html)

### **Plagiarism**

As an educator, it is expected that each candidate will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

### **Students with Disabilities Requiring Reasonable Accommodations**

Students with disabilities who require reasonable 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 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Candidates authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

### **All University Writing Requirement**

The CSUSM writing requirement of 850 words for a 1-unit course is met through the completion of course assignments. Therefore, all writing will be looked at for content, organization, grammar, spelling, and format.

If needed, it is suggested that you make an appointment with the Writing Center ([http://www.csusm.edu/writing\\_center/](http://www.csusm.edu/writing_center/)) to seek help with writing skills before submitting your written assignments.

## **Course Format**

This course is offered in a hybrid (HY) format in which students are expected to spend a total minimum of 45 hours engaged in learning through a combination of face-to-face time, out-of-class time, and online work.

## **Necessary Technical Competency Required of Students**

Students need to have basic computing knowledge and skills such as word processing, file and folder organization and storage, e-mail and the Internet.

## **Contact Information for Technical Support Assistance**

Customer support for Google Drive software can be located at <https://support.google.com/drive/?hl=en#topic=14940>. Additionally, the CSUSM Technology Student Help Desk is located in Kellogg 2013 and can be reached at 760-750-6505 (Mon.-Thur. 8am-9pm; Fri. 8am-5pm).

## **Use of Technology**

Course participants are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Moodle, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. All assignments will be submitted online. Details will be given in class.

## **Electronic Communication Protocol**

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.



## COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

### Assignments

Assignment	Description	Pts	Due
Reading Reflections & Comments	Reflect on course readings related to NETS and current issues in educational technology; maintain professional blogs, contribute to online discussions, and apply Netiquette in the process.	20	Entries 3/9, Comments 3/13
NETS & TPE 14 Spreadsheet	Students organize course activities and assignments. Students reflect on NETS and select course artifacts to show evidence for meeting TPE 14, which is based on NETS•T.	10	3/13
Apps for Education Slideshow	Students will collaborate to review a wide range of interactive educational Tablet-based and Internet-based resources. Students select and review 6 activities, web sites, lesson plans, or interactive resources, noting NETS-S and opportunities for student learning through a slideshow presentation.	15	3/20
Computational Thinking & Coding	Students explore computational thinking and use Scratch to create an inspiring educational project to facilitate student learning.	15	3/20
Personal Learning Network	Students use Web 2.0 tools to build a personal learning network and engage in collaborative learning and professional growth.	15	3/27
Teacher Website	Students create a website to facilitate student learning and collaboration with students and parents.	15	3/27
Attendance & Professional Dispositions	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	NA

TOTAL POINTS POSSIBLE = 100

Detailed information is provided on Cougar Courses. Please note that modifications may occur at the discretion of the instructor. In addition to the assignments described above, performance assessment will be on student's cooperation and flexibility in response to unforeseen challenges and student's ability to perform tasks using a variety of technology tools.

### Final Exam Statement

There will be no final exam for this course.

### Grading Standards

Final grades are calculated on the standard of the percentages listed below based on a total of 100 possible points:

A: 93% - 100%	A-: 90% - 92%	B+: 87% - 89%	B: 83% - 86%
B-: 80% - 82%	C+: 77% - 79%	C: 73% - 76%	C-: 70% - 72%
D: 60% - 69%	F: below 60		

All assignments, requirements, due dates and scoring rubrics will be available through Cougar Courses. You are responsible to track your grades and progress in the course. In order to successfully complete this course, all assignments must be completed at an acceptable level noted on assignment directions and rubrics.

### **Policy on Late/Missed Work**

**All assignments are due by 11:55 p.m. on the due date, unless specified otherwise.** Points will be deducted from late work as follows: -1 point one day late, -2 two days late, -3 three days late, and so on. After a week, no assignments will be accepted. **If extraordinary circumstances occur, please contact the instructor immediately.**

Failure to complete this course with a grade of C+ or higher will prohibit a teacher candidate from entering a teaching credential program.

### **Student Collaboration Policy**

Students will be required to work together on various assignments such as reading and responding to each other's blog posts and evaluating educational resources to create a slideshow presentation. Each course participant should complete all work in an equitable manner.

### SCHEDULE/COURSE OUTLINE

Date	Topic	Assignments
Session 3/4/16	<ul style="list-style-type: none"> <li>• Course intro, community building, &amp; norms</li> <li>• Personal Learning Network (PLN)—RSS feeds, Podcasts, Ning/Edmodo, Diigo, &amp; Twitter</li> <li>• Mobile learning &amp; Flipping classrooms Introduction</li> <li>• Review of NETS and California TPE &amp; TPA</li> <li>• TPE 14 portfolio</li> </ul>	<ul style="list-style-type: none"> <li>a) Reading Reflection "Mobile Learning" or "Flipped Classrooms" DUE 3/9; Peer Responses DUE 3/13</li> <li>b) Reading Reflection "Video Games for Learning/Game-based Learning" or "Coding" DUE 3/9; Peer Responses DUE 3/13</li> <li>c) PLN &amp; Reflection DUE 3/27</li> </ul>
Session 3/5/16	<ul style="list-style-type: none"> <li>• PLN continued</li> <li>• Tablet &amp; Internet resources for teaching and learning</li> <li>• Computational Thinking &amp; Scratch</li> <li>• NETS-T alignment: Tracking sheet</li> <li>• Teacher Website</li> </ul>	<ul style="list-style-type: none"> <li>d) Apps for Education Slideshow DUE 3/20</li> <li>e) Scratch Interview DUE 3/20</li> <li>f) TPE 14 Portfolio Spreadsheet DUE 3/13</li> <li>g) Teacher Website DUE 3/27</li> </ul>