Engaging diverse communities through leading and learning for social justice.

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Course Number	EDUC 422 Section 2
Course Title	**Technology Tools for Teaching and Learning**
CRN Number	**20524**
Days	**Thursdays**
Time	**5:30 pm – 8:15 pm**
Course Location	**University Hall 273**
Semester / Year	**Spring 2016**
Instructor	**Matthew Evans**
Phone	(619) 677-5563 (Google Voice)
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Office	UH 273 (before or after class) or location by agreement
Hours	Before/After class or by appointment

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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<div align="center">**COURSE DETAILS**</div>

Course Description

This course is designed to help students who are seeking to enter to the Multiple and Single Subjects Credential Program to develop the skills, knowledge, and attitudes necessary to effectively integrate technology into classroom teaching and learning. The successful teacher candidate will be able to merge technology, pedagogy, and subject matter to meet the needs of students with diverse backgrounds. Moving beyond procedural knowledge of the steps involved using a piece of technology, this course will help teacher candidates develop problem solving, strategic thinking, critical thinking, communication, and collaboration skills around various technology tools.

Course Prerequisites

The prerequisite for this course is basic computer knowledge and skills such as turning a computer on and off; opening, saving, and deleting a file; creating and deleting a folder; using e-mail and web browsers (i.e. Internet Explorer, Safari, Firefox, Google Chrome). Students may demonstrate their basic knowledge and skills by completing the campus-wide computer competency requirement (CCR) or a computer course within the last 12 months with a grade B or above.

Course Objectives

In the end of this course, teacher candidates will demonstrate competence in:

(a) using a variety of educational technology tools that are applied in teaching and learning within the credential program and used in public school settings, and

(b) meeting the International Society for Technology in Education (ISTE) Teacher Standards (See the list of standards here: http://www.iste.org/docs/pdfs/20-14_ISTE_Standards-T_PDF.pdf).

Credit Hour Policy Statement

Per the University Credit Hour Policy:
- Courses with face-to-face instruction (including activity and laboratory modes of instruction) must include a statement to the effect that students are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning. (Note that for courses with a "lecture" mode of instruction over an entire semester, each unit of credit corresponds to an 'hour' of class-time and two hours of student learning outside of class. For activity and laboratory modes of instruction, depending on the particular instructional mode, each unit of credit corresponds to two or three 'hours' of class-time, and two hours of student learning outside of class.)
- Courses that are entirely on-line must describe the activities that the student will be required to complete as part of the course and indicate the expected minimum time (at least 45 hours for each unit of credit) that students will need to devote to each of these.
- Hybrid courses must describe to students how the combination of face-to-face time, out-of-class time associated with the face-to-face sessions, and on-line work will total at least 45 hours per unit of credit.

Due to the nature of this course being a Hybrid course, face-to-face instruction as well as out-of-class time, please remember that on-line work equates to 45 hours per unit of credit.

<div align="center">**REQUIRED TEXTS, MATERIALS AND ACCOUNTS**</div>

1. There is NO required text for this course.

2. **Digital Video Camera:** All students must bring a digital camera to class on Saturday for the Instructional Video Project assignment. Phones and tablets that have a camera are also acceptable. If you do not have access to a digital camera or a phone or a tablet that has camera, you can check out digital camera from Kellogg Library on the 2nd floor. Bring the USB cable or other cables that will allow you to retrieve the recording from your camera to class on Saturday.

3. **Google Drive:** This is an online file storage service provided by Google. It allows users to create, share, and collaboratively edit files stored in the cloud. Students should have access to Google Drive through their CSUSM e-mail. If you do not have access to Google Drive, you can create an account at drive.google.com. Directions on how to create an account are available at: https://support.google.com/drive/answer/2424384?hl=en

4. **Additional File Storage:** While you can create, upload, and store files using Google Drive, you may need to use an additional secondary cloud file storage service such as Dropbox (You can create an account at www.dropbox.com) and/or purchase a USB stick (8GB or larger) to store large files.

5. **Cougar Course:** Course materials, assignment instructions, and grades will be available on Cougar Course site. Available at: http://cc.csusm.edu/. Be sure to set your preferred email in your profile settings of Cougar Courses so that you receive important announcements and communications. It is your responsibility to check the course site regularly and bring any issues immediately to the instructor's attention.

6. **Campus Resources:** In addition to attending class meetings, students may need to use campus resources for some assignments. It is the student's responsibility to make arrangements to have the technology resources available in order to complete scheduled assignments and due dates. 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, and SCI2 306 in addition to other locations such as the library 2nd floor.

7. **Backing Up Work:** Many technology platforms you will be using in this course are online and require a username and password. However, for some assignments you will need to take a screenshot or copy/paste your work into a word file, therefore it is important that you backup your work. Suggested procedures for backing up your work include:
   a. Make an EDUC 422 folder on your campus flash drive and save all your files in this folder
   b. Save a backup of all files on your home computer or
   c. Email files to yourself for further backup
   d. Save important email communications for the course in a folder on your flash drive in addition to your email account

OPTIONAL: ISTE online student membership available at http://www.iste.org

COURSE LEARNING OUTCOMES

Teacher Performance Expectation (TPE) Competencies

The course objectives, assignments, and assessments have been aligned with the CTC standards for Multiple Subject and Single Subject Credentials. 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•T: see below)

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/Content/NavigationMenu/NETS/ForTeachers/2008Standards/NETS_for_Teachers_2008.htm

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

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 (course participants) are expected to attend all classes and participate actively. At a minimum, candidates (course participants) 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 (course participants) have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

- Any special attendance requirements, such as attendance at outside events or Service Learning activities must be listed.
- In accordance with the Administrative Course Drop policy, if there are any dates for which attendance is required to avoid being administratively dropped, these must be specified.
- Hybrid courses with specific on-campus meeting requirements (e.g., for exams) must state those requirements.

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

Plagiarism

As an educator, it is expected that each candidate (course participant) 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. Students 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 2500 words is met through the completion of course assignments. Therefore, all writing assignments for forum posts and replies, blog reflections, NETS Narratives, and websites, and other coursework will be looked at for content, organization, grammar, spelling, and format.

Course Format

Students are expected to attend each class to obtain the necessary information and guidance to utilize the what is learned during the class session. This course will be a hybrid course with face-to-face meetings and online assignments.

Necessary Technical Competency Required of Students

Students need to have access to a computer for online assignments.

Contact Information for Technical Support Assistance

CSUSM Help Desk: https://www.csusm.edu/sth/

Use of Technology

Candidates (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, and some will be submitted in hard copy as well. 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

Professional demeanor is expected of all students enrolled in EDUC422. This may be evidenced by:
- On time arrival to all class sessions, both face-to-face and online. Please email the instructor when you are unable to attend class or when you will be late.
- Advance preparation of readings and timely submission of assignments.
- Solution Finding that uses carefully considered and culturally aware approaches.
- Supportive assistance to classmates with technical and/or content issues.
- Respectful participation in all settings (e.g. whole group, small group, Moodle Forums and study groups) with demonstration of positive interpersonal skills with classmates and guests.

- Backing up copies of all work. You will want these copies for your records and use in professional portfolio entries. Suggested procedures include:
  - o Make an EDUC 422 folder on your campus flash drive and save all your files in this folder
  - o Save a backup of all files on your home computer or
  - o Email files to yourself for further backup
  - o Save important email communications for the course in a folder on your flash drive in addition to your email account
- Productive interaction with peers. Be aware that messages sent within an online context may be open to misinterpretation. When concerned, meanings should be verified to clarify sender's intent.

Select one or two class "buddies" (e.g., study group members or Moodle forum teammates) to ensure that you receive information and handouts if you must miss a class. Arrange an online check in time with your buddy, for prompting and reminders.

Grading Standards

All students are expected to participate in class activities and demonstrate reflective learning. It is important that students are well prepared for course sessions by completing the readings and assignments scheduled before the class meeting. It is vital to attend each class session as new materials are discussed and demonstrated.

Each assignment and Forums are scored using points. All completed work in the course equals 1000 points. Final grade will be determined by accumulated points throughout the semester.

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

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

Detailed information about each assignment is provided by on the class Cougar Course site. Please note that modifications may occur at the discretion of the instructor. Any changes to assignments will be clearly labeled and students will be notified.

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. **All assignments will be due by 11:55 pm on the due date, depending on the assignment.**

Final Exam Statement

There is no Final Exam for the course. Attendance at last class session is mandatory to share your final video project. The assignments due on the final and last class session must be submitted by the time and date requested as they act as Final and are not subject to the late/missed work policy.

Policy on Late/Missed Work

Points will be deducted if assignments are submitted late (10% penalty per day late; no credit will be awarded if the assignment is one week late (7 days from the due date).

For Forums, if you do not post by the requested date, either the initial forum post and/or the requisite responses, you will not receive credit as it then limits others' ability to respond.

Students who wish to revise an assignment must negotiate the requirements of the revision with the instructor. It is expected that work will be turned in on time. Please discuss individual issues with the instructor promptly if extraordinary circumstances prohibit you from turning in assignments on time.

SCHEDULE/COURSE OUTLINE

Date	Topic	Assignment (if any)	Points
Week 1 Jan. 28	1. Welcome 2. Introductions & Class Norms 3. All to log on to Cougar Courses 4. Change profile picture in Cougar course 5. Review Syllabus, Cougar Courses Webpage & Resources 6. Review ISTE NETS for Teachers 7. How to Capture Screenshots 8. Google Drive, Wordpress or Blogger, providing evidence via screenshots of each (DUE January 28) 9. Complete Student Survey: EDUC 422 Thursdays - Spring 2016 (DUE January 28) 10. Create EDUC 422 folder in Google Drive 11. Discuss assignments: Assignments due on Wednesdays before 11:55 p.m. 12. Create subfolders in Google Drive in EDUC 422 for each week (1-15) 13. Create Google Doc for screenshots for Week 1 assignments 14. Create Google Doc for NETS 1- 5 Artifact Assignments 15. Discuss weekly Forums -Initial forums due on Thursdays by 11:55 p.m. -Two peer responses due on Sundays by 11:55 p.m. 16. Create Google Doc for Forums -complete Forum #1 17. Discuss digital portfolios -Begin creating digital portfolio using Google Sites for EDUC 422 -Create web page for each week 1-15 -Create web page for Forums - Add Google Doc for Forums web page by inserting the document	**Forum Post: "Introduce Yourself"** ● Initial Post DUE Jan. 28 ● 2 Peer Posts DUE Jan. 31 **Assignments:** 1. Proof of Google Drive account 2. Proof of Wordpress or Blogger account 3. Complete Student Survey 4. Google Site creation 5. **Statement of My Own Work** (DUE Feb. 3) *For Next Class:* ● Read O'Reilly (2007) ● Explore Web 2.0 Technologies ● Explore Teacher NETS 1-5	25 5 5 10 10 5

Date	Topic	Assignment (if any)	Points
	-Add screenshots for Week 1 assignments 18. Send e-mail to matthew@teacheroftechnology.com -telling me your favorite restaurant by providing me with a hyperlink to the restaurant -add this email to your contact list -use this email to share Google Apps for Education items, including Docs, Sheets, Presentations, Sites, and more. **Make sure you have completed and submitted Week 1 assignments in Cougar Courses**		
Week 2 **Feb. 4**	1. Google Drive and Docs mini-training 2. Hyperlinks, opening in new tab=target in new window 3. Review ISTE NETS for Teachers 4. Begin Professional Learning Network Assignment 5. Begin to create with Web 2.0 tool - Animoto -Create Animoto using this Animoto link to create an educator account -Your project must be embedded in your Google Site digital portfolio to receive credit 6. Begin Technology Tool Review Assignment -Initial Post DUE Feb. 7 (on Wordpress) -**4** Peer Posts DUE Feb. 10 (on Wordpress via the "Leave a Reply") - for WordPress-Make sure you approve of comments or they will not be seen and as you and others may not get credit for work	**Forum Post**: Web 2.0 and beyond Forum ○ Initial Post DUE Feb. 4 ○ 2 Peer Posts DUE Feb. 7 **Assignments:** 1. Personal Learning Network Assignment: DUE Feb. 10 2. Web 2.0 Tool - Create with Animoto: DUE Feb. 10 3. Technology Review Assignment (Main Post): DUE Feb. 10 4. Technology Review Assignment (Blog Comments): DUE Feb. 14 **For Next Class:** ● Read: ○ Ribble, Bailey, & Ross (2004) ○ Ohler & Malmstrom (2012) ● Watch: **What is digital citizenship?**	**20** **15** **30** **25** **20**
Week 3	*No face-to-face meeting-	**Forum Post**: Digital Citizenship	**20**

Date	Topic	Assignment (if any)	Points
Feb. 11	1. Wordpress.com blog comments- Please approve comments by others so they can be posted 2. Google Site Digital Portfolio - Add Forums tab with dropdown for all course forums 3. Web 2.0 Technologies 4. Revisit Teacher NETS 1-5 5. Google Site digital portfolio - add assignments 6. Take the Copyright Challenge (DUE Feb. 17) 7. Review CyberSafety & Copyright Laws 8. Discuss & Begin Digital Citizenship Poster Assignment (DUE Feb. 17)	Forum ○ Initial Post DUE Feb 11 ○ 2 Peer Posts DUE Feb. 14 **Assignments:** 1. Copyright Challenge (DUE Feb. 17) 2. Digital Citizenship Poster Assignment (DUE Feb. 17)	**10** **40**
Week 4 **Feb. 18**	1. Google Apps for Education Training, including adding assignments to Google Sites digital portfolio (Assignments tab with drop-down menu of assignments) 2. Reminder: All students should have a folder named "EDUC 422" with sub-folders for Assignments, Forums, and Projects 3. Revisit Teacher NETS 4. Review Electronic Portfolio Assignment 5. Writing the Narrative for NETS 1: Look at Samples 6. Begin Portfolio Tracking Sheet (DUE Feb. 24) 7. Review Teacher Website Assignment (DUE May 12) 8. Review Sample Sites for Teacher Website Assignment 9. Begin creating your teacher website with Weebly, Google Sites, or another website creator.	**Forum Post:** Course Format: In-class or hybrid ● Initial Post Due Feb. 18 ● 2 Peer Feedback Posts DUE Feb. 21 **Assignments:** 1. Portfolio Tracking Sheet (DUE Feb. 24)	**20** **15**
Week 5 **Feb.**	***No face-to-face meeting-** 1. Review Teacher Website creation	**Forum Post:** "Technology in the classroom":	**20**

Date	Topic	Assignment (if any)	Points
25	2. Revisit Teacher NETS 1 & 2 3. Review Database & Search Engines 4. Complete Database Assignment (DUE Mar. 2) 5. Complete Treasure Hunt Assignment (DUE Mar. 2)	○ Initial Post DUE Feb. 25 ○ 2 Peer Feedback Posts DUE Feb. 28 **Assignments:** 1. Database Assignment (DUE Mar. 2) 2. Treasure Hunt Assignment (DUE Mar. 2) **Read for Next Class:** "Assessment Measurements"	**40** **40**
Week 6 **Mar. 3**	1. Google Apps for Education Training 2. Revisit Teacher NETS 3 3. Discuss Developing Assessment Instrument 4. View sample Google Quizzes & Surveys (Google Sheet add-on Flubaroo) 5. Practice Generating Graphs & Charts from Spreadsheets 6. Review Assessment Assignments (AA) 7. Begin Creating a Google Form (DUE March 8) 8. Begin creating a quiz using Google Forms and Sheets (Due March 8) 9. Take a look at Responses of Survey in Sheets, Go to Insert-->Charts	**Forum Post:** Questions to ask your students ○ Initial Post Due March 3 ○ 2 Peer Feedback Posts DUE March 6 **Assignments:** 1. Create a Google Survey (DUE Thursday, March 8) 2. Post link to Google Forms Survey (DUE Thursday, March 8 with Responses DUE Sunday, March 11) 3. Create a quiz using Google Forms and Sheets and the Sheets add-on "Flubaroo" (DUE Thursday, March 8) 4. Flubaroo scoring evidence (DUE Sunday, March 11)	**20** **10** **20** **5**
Week 7 **Mar.**	A. Revisit Teacher NETS 2 & 3= Develop Digital-Age Learning Experiences &	**Forum Post:** NETS for Teachers 1 & 2 Drafts	**20**

Date	Topic	Assignment (if any)	Points
10	Assessments; Model Digital Age Work & Learning. B. Review and Complete the following parts of the Assessment Assignment: a. Chart Submission b. Develop a Rubric c. Use Online Gradebook	○ Initial Post Due March. 10 ○ 2 Peer Feedback Posts DUE March 13 **Assignments:** 1. Chart Submission (DUE March 16) 2. Develop a Rubric (DUE March 16) 3. Use Online Gradebook (DUE March 16) **Read for Next Class: Why Educators should care about games?**	**10** **25** **15**
Week 8 **Mar. 17**	1. Revisit Teacher NETS 3: Develop Digital-Age Learning Experiences & Assessments 2. What are 21st-century skills? 3. What is systems thinking? Why is it important for students to develop systems thinking? 4. A context for learning systems thinking: Video Games 5. NETS 1 Draft DUE March 23 6. NETS 2 Draft Narrative DUE March 23 7. Start working on Video Games Assignment (DUE March 23)	**Forum Post:** Read two articles either on "Online Gradebook" or "Assistive Technology" and post reflections on the forum. ○ Initial Post DUE March 17 ○ 2 Peer Posts DUE March 20 *Online Gradebook articles:* Schrand (2013) & Smith (2013) *Assistive Technology articles:* Ahrens (2011) & Raskind, Marshall, & Bryant (2002) **Assignments:** 1. Video Games Assignment (DUE March 23) 2. NETS 1 Draft (DUE Mar. 23) 3. NETS 2 Draft (DUE March 30)	**20** **40** **20** **20**
Week 9 **Mar. 24**	**Spring Break**	**No class. Enjoy your break.**	
Week 10	1. Discuss and see demo of Google Apps for Education (Google Docs Add-on Easy Bib)	**Forum Post:** Problem-based Learning:	**20**

Date	Topic	Assignment (if any)	Points
Mar. 31	2. Revisit Teacher NETS 1 to 5 3. Check-in regarding NETS 1-5 submissions 4. Check-in regarding Tracking Spreadsheet 5. Check-in regarding Google Site Digital Portfolio *(Due May 15)* 6. Check-in regarding Teacher Websites *(Due May 15)* 7. Review Flipped Classroom 8. Review Video Project Guidelines & Tools 9. Get into groups & write your "Pitch" on Google Docs (DUE April 6) 10. Review Storyboarding for April 14 11. NETS 3 Draft Narrative DUE April 6 12. Review Edutopia Video Series on Project-based Learning	○ Initial Post DUE March 24 ○ 2 Peer Posts DUE March 27 **Forum Post**: Flipping your classroom with screencasting: ○ Initial Post DUE March 31 ○ 2 Peer Posts DUE April 3 **Assignments**: 1. Video Project Pitch (DUE April 6) 2. NETS 3 Draft (DUE April 6)	**20** **10** **10**
Week 11 **Apr. 7**	*No face-to-face meeting- 1. What is computational thinking? Why is it important for students to develop computational thinking skills? 2. Explore Coding in the classroom Resources 3. Begin Codesters Assignment (DUE April 13) 4. NETS 4 Draft Narrative (DUE April 13)	**Forum Post:** Coding in the Classroom: ○ Initial Post DUE April 7 ○ 2 Peer Posts DUE April 10 **Assignments:** 1. Codesters Assignment (DUE April 13) 2. NETS 4 Draft (DUE April 13)	**40** **40** **10**
Week 12 **Apr. 14**	*No face-to-face meeting- 1. Google Apps for Education Training 2. Revisit Teacher NETS 1-5 3. Update Teacher NETS 1-5 Spreadsheet 4. Update EDUC Google Site Digital Portfolio 5. Work on Teacher Website 6. Groups create a Storyboard for the Video Project	**Forum Post 12:** "Compare/contrast Video Games, Digital Story, & Videos" ● Initial Post DUE April 14 ● Peer Posts DUE April 17 **Assignments:** 1. Video Project:	**20** **10** **10**

Date	Topic	Assignment (if any)	Points
	7. Bring script, props, and a device to FILM Video Project next class 8. Film project in groups, gather all the images and upload everything to Google Drive 9. Begin with independent editing	"Storyboard" for each group (DUE April 20) 2. NETS 5 Draft (DUE April 20)	
Week Apr. 21	*No face-to-face meeting- 1. Continue with NETS 1-5 Drafts 2. Update Teacher NETS 1-5 Spreadsheet 3. Update EDUC Google Site Digital Portfolio 4. Work on Teacher Website 5. Continue with independent and group work on Video Project	**Forum Post 13:** Flipping your classroom ● Initial Post DUE April 21 ● Peer Posts DUE April 24	20
Week 14 Apr. 28	1. Google Apps for Education training 2. Revisit Teacher NETS 1-5 3. Update Tracking Spreadsheet 4. Update EDUC Google Site Digital Portfolio 5. Work on Teacher Website 6. Computer lab time to get needed help 7. Continue independent editing of video projects 8. Continue revising and editing NETS 1-5 9. University Course Evaluations should be in your CSUSM email inbox, please complete them.	**Forum Post:** Digital Storytelling: ○ Initial Post DUE April 28 ○ 2 Peer Posts DUE May 1 **Assignments:** 1. Final Video Project DUE May 1	20 40
Week 15 May 5	1. Video Project Assignment: Viewing Party! 2. Computer lab time to complete projects and get needed assistance 3. University Course Evaluations should be in your CSUSM email inbox, please complete them. 4. Please complete an anonymous **Instructor Course Evaluation** for this instructor	**FINAL Assignments:** ○ EDUC 422 Google Site Digital Portfolio: Due Sunday, May 15 ○ NETS 1-5 Final: Due Sunday, May 15 ○ Teacher Website: DUE Sunday, May 15 **All assignments due by Sunday, May 15 act as your Final and must be**	20 30 50

Date	Topic	Assignment (if any)	Points
		submitted by Sunday, May 15 at 11:55 p.m. The class late policy is not in effect for the final assignments as stated in the syllabus. Personal Disposition Points	**30**
		Total Points	**1000**