Course Number	**EDUC 422 A**
Course Title	**Technology Tools for Teaching and Learning**
CRN Number	**40646**
Days	**September 16 and 17, 2016**
Time	**F- 5:00 – 9:50 PM and S- 8:00 AM to 5:50 PM**
Course Location	**University Hall 273**
Semester / Year	**Fall 2016**
Instructor	Bonnie Mendenhall
Phone	760.803 5594
E-Mail	bmendenh@csusm.edu
Office	UH 447
Hours	By Appointment or before and after class

WELCOME!

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

Technology Tools for Teaching and Learning Focuses on knowledge and skills necessary to apply education-oriented productivity tools, graphic organizers, database and spreadsheets, presentation tools, school-appropriate multimedia tools, and communication tools. The course meets the technology prerequisite skill requirement for entering the credential program.

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, teacher candidates are expected to have competency in the applications covered in this course. Therefore, School of Education faculty will make assignments requiring teacher candidates to apply technology concepts and skills.

EDUC 422A (1) Technology Tools for Teaching and Learning - Part A Equivalent to the first 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 E494J.

Mendenhall: This course is designed for teacher candidates who have met the campus-wide Computer Competency Requirement (CCR) or have pre-requisite skills equal to the CCR and anticipate entrance into the teacher preparation program. This three-unit course partially fulfills the technology competencies as identified by the California Commission on Teacher Credentialing (CCTC) and the School of Education's Teacher Performance Expectations (TPEs) in technology.

Course Prerequisites: 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, and 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 International Society for Technology in Education Standards for Teachers (ISTE Standards •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; and
- Setting up an electronic portfolio and demonstrating proficiencies in all five areas of ISTE Standards •T.

REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS

Required Texts

There is no required text for this course. Instead, you will need the following:
- Cloud-based storage (e.g., Google Drive or Dropbox) or a mass storage device, e.g., USB flash drive (8 GB or larger).
- Use of a digital video camera for the video project. Check-out is available from the Kellogg library on 2nd floor. Alternatively, a mobile device with a good video camera may be used.

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

Syllabus is subject to change.

Recommended Text (<u>Optional-</u> Do not purchase before the first class meeting)

- Boss, S. & Krauss, J. (2014). *Reinventing project-based learning: Your field guide to real-world projects in the digital age* (2nd ed.). Washington, DC: International Society for Technology in Education.
- Solomon, G., & Schrum, L. (2014). *Web 2.0 how-to for educators* (2nd ed.). Washington, DC: International Society for Technology in Education.

Cougar Courses

Access from https://cc.csusm.edu/, where course materials and assignments are posted.

COURSE LEARNING OUTCOMES

Teacher Performance Expectation (TPE) Competencies
This course is designed to help candidates seeking a California teaching credential to develop the skills, knowledge, and attitudes necessary to assist schools and districts 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:
- TPE 14: CSUSM Educational Technology (based on ISTE Standards•T: see below)
The following TPEs are also addressed in this course:
- TPE 4 - Making Content Accessible (ISTE Standards •T I and II)
- TPE 5 - Student Engagement (ISTE Standards •T I and II)
- TPE 6 - Developmentally Appropriate Teaching Practices (ISTE Standards •T I and II)
- TPE 7 - Teaching English Language Learners (ISTE Standards •T II and IV)
- TPE 12 - Professional, Legal, and Ethical Obligations (ISTE Standards •T IV)
- TPE 13 - Professional Growth (ISTE Standards •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 Standards for Teachers (ISTE Standards •T)
Effective teachers model and apply the ISTE Standards for Students (Standards •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

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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 Standards •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

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Expected Dispositions for the Education Profession

Education is a profession that has, at its core, certain dispositional attributes that must be acquired and developed. 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 that must be evident in teacher candidates: social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning. These dispositions have observable actions that will be assessed throughout the preparation program. 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.

- *Social Justice and Equity*: Candidates appreciate the languages, communities, and experiences learners bring to the classroom. Candidates advocate for and support marginalized communities and individuals.
- *Collaboration*: Candidates learn and practice the skills of collaboration in their coursework and use them in their professional interactions with students, colleagues, parents, caregivers, and those in the wider community.
- *Critical Thinking*: Candidates analyze various professional contexts, resulting in more informed decision-making about professional practice.
- *Professional Ethics*: Candidates learn to make and act on well-reasoned, principled judgments.
- *Reflective Teaching and Learning*: Candidates critically review their professional practice and the impact it has on student success.
- *Life-Long Learning*: Candidates are committed to actively seeking new knowledge, skills, and experiences throughout their career.

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.

SCHEDULE/COURSE OUTLINE

FRIDAY, SEPTEMBER 16, 2016 5:00 PM -9:50 PM	ACTIVITY/ASSIGNMENT:	TIME LINE	DUE DATE
	Overview: Syllabus and course	5-5:30	
	Moodle Intro (**Forum Post**)	5:30-6:00	
	ISTE NETS for students	6-6:30	
	Letter Assignment: (Word processing setting margins, inserting picture)	6:30-7:15pm	9:50 PM, 9/16/16
	Break	7:15-7:45	
	Google Form and Spread Sheet Assignment	7:45-8:45	11:55 PM 9/18/16
	Copyright and Ethics Assignment	8:45-9:15	11:55 PM 9/25/16
	Wrap up and prepare for Saturday:	9:15-9:50	

(Bring coffee and lunch for Saturday – no food or drink in computer stations except covered water bottle Food, etc., must be at lecture tables or outside the classroom.

SATURDAY, September 17, 2016 8:30 AM -4:00 PM	ACTIVITY/ASSIGNMENT:	TIME LINE	DUE DATE
	Forum Assignment # 2	8:30 – 9:00	5:50 PM 9/17/2016
	Internet Assignment (Action Research Project):	8:30 AM -4:00PM	11:55 PM 10/9/16
	Wrap up and final directions for 422A assignment completion	4:00 – 5:50 PM	

Syllabus is subject to change.

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

Course Assignments

Assignment	Description	Points
Letter Assignment	Students demonstrate the ability to use functions of Word Processing (text, graphics, layout, and appropriate content) to write a formal letter of introduction to the instructor.	10
Forum Assignments	Students complete three Forum assignments where they write their own post and then respond to three other student's posts with value added comments.	15
Google Form and Spread Sheet Assignment	Students create a survey to collect data and then use spreadsheets and charts in a variety of ways to organize the data. Students reflect on educationally appropriate uses of a spreadsheet tool and differentiate between various tools for organizing information.	20
Copyright & Ethics Power-point	Students will create a five (+) slide project using special features of the program based on Copyright and Ethics content articles..	20
Internet Action Research Assignment,	Through use of web-based resource/tool, students will use an Action Research model to identify, organize and manage online resources for teaching and learning. The assignment requires evaluation and review of educational web sites and reflection on classroom use.	25
Attendance, disposition & participation during class, and online	Students 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
	Total Points	***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.

Grading Standards

All assignments, requirements, due dates and scoring rubrics will be available through Cougar Courses. *You are responsible to successfully submit all assignments, review instructor's feedback, and 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 are due by 11 p.m. on the due date, unless specified otherwise.

Course Grades
Final grades are calculated on the standard of:

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		

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

Final Exam Statement

There will be no final exam. The Action Research Assignment provides the student and instructor with a summary of learning for the 422A course.

School of Education/Course 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).*

Policy on Late/Missed Work

Late assignment policy: 10% deduction for being one day late, 20% deduction two days late, 30% deduction three days late, and so on. After a week, no assignments will be accepted. If extraordinary circumstances occur, please contact the instructor BEFORE the deadline.

Student Collaboration Policy

Some assignments in this course require students to collaborate. It is expected that all participants in this course to cooperate, share in collaborative assignments by being responsible for shared work divisions, meeting deadlines and ensuring collaborative assignments are completed in the best format possible.

GENERAL CONSIDERATIONS

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.

Credit Hour Policy Statement

Per the University Credit Hour Policy: Hybrid courses is comprised of a combination of face-to-face class 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.

All University Writing Requirement

The All-University Writing Requirement of 850 words for a 1-unit course is satisfied through the Letter Assignment and Forum Assignments of this course.

Course Format

This course is in the Hybrid (HY) format- 15 hours of face to face class time and 30+ hours of out of class and online class participation.

Necessary Technical Competency Required of Students

For on-line and hybrid courses: This course is based on the Cougar Course Moodle designed by the instructor. To successfully complete online activities, you need to use Cougar Courses (download course materials, watch presentations and videos, upload your assignments, post discussion responses and reply to peers' posts, join online chats, etc.). You need to use e-mail effectively and know how to attach files. It is best that you know how to make minor configuration changes in a Web browser (change font sizes, open and close tabs, allow or disable pop-ups and plug-ins, enable Cookies and JavaScript, etc.). In addition, you are expected to use office applications (such as a word processor, a presentation tool, a spreadsheet tool, an image viewer, a PDF reader, etc.), engage in collaboration, and apply Web literacy skills (conduct an effective search with a search engine, evaluate trustworthiness of web content, understand copyrights). Lastly, you may need to troubleshoot basic hardware and software problems.

Contact Information for Technical Support Assistance

If you need any technical support, contact IITS Student Help Desk: http://www.csusm.edu/sth/.

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.

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