



SCHOOL OF EDUCATION

Engaging diverse communities through leading and learning for social justice.

www.csusm.edu/soe

Course Number	EDT 633
Course Title	Topics in Educational Technology G Suite in Education
CRN Number	22293
Days	Online
Time	Online
Course Location	Online
Semester / Year	Open labs - (Dates and locations to be announced) Spring 2017
Instructor	Matthew Evans
Phone	(619) 677-5563 (Google Voice)
E-Mail	mevans@csusm.edu
Office	On campus or at location by agreement
Hours	By Appointment or via Google Hangout

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

COURSE DESCRIPTION

Topics in Educational Technology (Catalog Description)

Critically examines one or more selected issues in educational technology. Current topics such as distance and distributed learning, video conferencing, and technology initiatives will be highlighted. May be repeated for credit as topics change, but only three (3) units may be applied toward the Master's in Education.

Enrollment Restriction: Enrollment in the Master's in Education Program and/or hold credential.

Instructor: Prepare educators to utilize G Suite for Education with proficiency in the educational setting.

G Suite for Education

This 1-unit course is designed as part of the Educational Technology Certificate Program.

Graduate Credit

This is a graduate level course, and successful completion can be applied toward the Masters' in Education General Option.

Credit Hour Policy Statement

Per the University Credit Hour Policy, students are expected to spend a minimum of two hours outside of the classroom each week for 1-unit credit course.

REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS

No required texts or materials. It is advised and highly encouraged that you use the Chrome browser when using Google Suite for Education.

Cougar Courses

Access from <https://cc.csusm.edu/>, where course materials and assignments are posted. Any changes to assignments will be announced via Cougar Course News Forum which notifies you in your Cougar email.

COURSE LEARNING OUTCOMES

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

- Develop knowledge and confidence of current and relevant uses of various apps within G Suite for Education in the school setting;
- Understand how to effectively and efficiently use and implement G Suite for Education in the school setting to facilitate learning, skill acquisition, and motivation;
- Create and develop a plan and presentation to share their knowledge with their students, colleagues, and school staff that incorporates G Suite for Education to support learning.

SCHEDULE/COURSE OUTLINE

Weeks	Topic	Assignments	Due Date
1 – 3	<p><u>Introduction</u></p> <ul style="list-style-type: none"> • Overview of G Suite for Education • Why use G Suite for Education 	<p><u>Discussion Forum Post: Introduce Yourself</u></p> <ul style="list-style-type: none"> • Initial Post • <u>2 Peer Posts</u> <p><u>Assignments</u></p> <ol style="list-style-type: none"> 1. <u>Student Survey</u> 2. <u>Google Drive</u> 	<p><u>Thursday, January 26:</u> Initial Post Due</p> <p><u>Sunday, January 29:</u> 2 Peer Responses Due</p> <p><u>Sunday, January 29</u> <u>Sunday, February 12</u></p>
4 – 6	<p><u>Google Docs and Google Sites</u></p> <ul style="list-style-type: none"> • I • Digita • Why use Google Sites 	<p><u>Assignments</u></p> <ol style="list-style-type: none"> 1. <u>Google Docs</u> 2. <u>Google Sites</u> <p><u>Discussion Forum Post: Sharing Your Experience</u></p> <ul style="list-style-type: none"> • Initial Post • 2 Peer Posts 	<p><u>Sunday, March 5</u> <u>Sunday, March 5</u></p> <p><u>Thursday, March 2:</u> Initial Post Due</p> <p><u>Sunday, March 5:</u> 2 Peer Responses Due</p>
7– 8	<p><u>Google Slides and Google Forms</u></p> <ul style="list-style-type: none"> • 	<p><u>Assignments</u></p> <ol style="list-style-type: none"> 1. <u>Google Slides</u> 2. <u>Google Forms (Survey)</u> <p><u>Discussion Forum Post: Sharing Your Experience</u></p> <ul style="list-style-type: none"> • Initial Post • 2 Peer Posts 	<p><u>Sunday, March 19</u> <u>Sunday, March 19</u></p> <p><u>Thursday, March 16:</u> Initial Post Due</p> <p><u>Sunday, March 19:</u> 2 Peer Responses Due</p>
9	<u>Spring Break</u>	No forums or assignments Due	
10 –13	<p><u>Google Drawing and Google Sheets</u></p> <ul style="list-style-type: none"> • 	<p><u>Assignments</u></p> <ol style="list-style-type: none"> 1. <u>Google Drawing</u> 2. <u>Google Sheets</u> <p><u>Discussion Forum Post: Sharing Your Experience</u></p> <ul style="list-style-type: none"> • Initial Post • 2 Peer Posts 	<p><u>Sunday, April 16</u> <u>Sunday, April 16</u></p> <p><u>Thursday, April 13:</u> Initial Post Due</p> <p><u>Sunday, April 16:</u> 2 Peer Responses Due</p>
14 –15	<p><u>Culminating Assignments</u></p> <ul style="list-style-type: none"> • Lesson/Training Plan • Digital Portfolio of work from course 	<p><u>Assignments</u></p> <ol style="list-style-type: none"> 1. <u>Final Project: Lesson Plan</u> 2. <u>Final Google Sites Digital Portfolio</u> 	<p><u>Sunday, May 14</u> <u>Sunday, May 14</u></p>
16	<u>NO FINAL EXAM</u>		

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

Course Assignments:

Google Drive: Student will learn how to organize files and other saved items in Google Drive.

Google Docs: Students will learn the basics of Google Docs.

Google Sites: Each student will begin to develop their digital portfolio for the course. The digital portfolio is due at the end of the course.

Google Slides: Students will learn the basics of creating a presentation with Google Slides.

Google Forms (Survey): Students will create a survey to get to know their students.

Google Drawing: Students will create a digital citizenship poster for use with their students.

Google Sheets: Students will learn the basics of using Google Sheets as a spreadsheet.

Google Sites Digital Portfolio: Students began to build their digital portfolio earlier in the course, now they place all their work in the digital portfolio to showcase their work for the entire semester.

Google Lesson Plan: Students to create a simple 5 activity lesson plans using Google Slides as their presentation tool and incorporating their assignments that they completed during the course as examples of completed assignments.

Distribution of Points per Assignment

Assignment	Points
Student Survey	5
Module 1: Google Drive	35
Module 2: Google Docs	40
Module 2: Google Sites	40
Module 3: Google Slides	40
Module 3: Google Forms (Survey)	20
Module 4: Google Drawing	20
Module 4: Google Sheets	20

Final Project: Lesson Plan	60
Final of Google Sites Digital Portfolio	20
Total Points:	300

Distribution of Points per Forum

Discussion Forum	Points
Discussion Forum 1: Introduction	25
Discussion Forum 2: G Suite Experience and Knowledge	25
Discussion Forum 3: Google Docs/Google Sites/Digital Portfolios	25
Discussion Forum 4: Google Slides/Google Forms	25
Total Points:	100

Total Points for Course: 400

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. All assignments are due by 11:55 p.m. on the due date, unless specified otherwise. **No credit will be awarded if you miss the deadline for posting on discussion forums.**

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.

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 participate actively. 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, seven days following the due date, 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: Online courses are comprised of out-of-class time associated with the no 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 written blogs and Forum Assignments of this course.

Course Format

This course is 100% online with 45+ 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.