

Course Number	EDT 643
Course Title	Using Mobile Technologies for Teaching and Learning
CRN Number	22295
Days	Online
Time	Online
Course Location	Online Open labs - (Dates and locations to be announced)
Semester / Year	Spring 2017
Instructor	Matthew Evans
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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

Using Mobile Technologies for Teaching and Learning

Learn about emerging mobile applications and successful uses in educational setting. Explore models and create example projects that engage learners in collaborative projects. Identify strategies and lessons aligned with content and national technology standards for use with students.

INSTRUCTOR: Prepares educators to use emerging mobile applications successfully in educational settings to support individual and group learning.

Mobile Technology for Teaching and Learning

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

Material Required

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

* Access to a handheld device that you can download apps, preferably a tablet (e.g. iPad), with Internet access. You will be expected to purchase approximately \$25 dollars' worth of Apps for your mobile device. Please be prepared to fund these as part of our course.

. * [An Introduction to Design Thinking Process Guide](#)

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):

1. Explain how mobile technologies are used in educational settings;
2. Develop a lesson plan using mobile technology;
3. Design an app that supports teaching and learning.

SCHEDULE/COURSE OUTLINE

Weeks	Topic	Assignments	Due Date
1– 3	<u>Introduction</u> <ul style="list-style-type: none"> ● Overview of mobile devices and their use in education ● Key players – Google, Apple, Microsoft ● Getting to Know the App Store ● How to Search for Apps 	<u>Discussion Forum Post: Introduce Yourself</u> <ul style="list-style-type: none"> ● Initial Post ● 2 Peer Posts 	<u>Thursday, January 26:</u> Initial Post Due <u>Sunday, January 29:</u> 2 Peer Responses Due
4 – 6	<u>Placed-based Learning Activities</u> <ul style="list-style-type: none"> ● Review of Place-based Learning Apps 	<u>Assignment: Geocaching</u> <u>Discussion Forum Post: Sharing Your Experience</u> <ul style="list-style-type: none"> ● Initial Post ● 2 Peer Posts 	<u>Sunday, March 5</u> <u>Thursday, March 2:</u> Initial Post Due <u>Sunday, March 5:</u> 2 Peer Responses Due
7 – 8	<u>Augmented and Virtual Reality</u> <ul style="list-style-type: none"> ● Review of Augmented Reality Apps ● Review of Virtual Game Apps ● Google Cardboard 	<u>Assignment: Mobile Technology Experiment</u> <u>Discussion Forum Post: Sharing Your Experience</u> <ul style="list-style-type: none"> ● Initial Post ● 2 Peer Posts 	<u>Sunday, March 19</u> <u>Thursday, March 16:</u> Initial Post Due <u>Sunday, March 9:</u> 2 Peer Responses Due
9	Spring Break	No forums or assignments Due	
10 – 13	<u>Designing Apps</u> <ul style="list-style-type: none"> ● Introduction to Design Thinking Process ● Introduction to App Maker ● Define and Ideate 	<u>Discussion Forum Post: Sharing Your Experience</u> <ul style="list-style-type: none"> ● Initial Post ● 2 Peer Posts 	<u>Thursday, April 13:</u> Initial Post Due <u>Sunday, April 16:</u> 2 Peer Responses Due
14 –15	<u>Designing Apps</u> <ul style="list-style-type: none"> ● Prototyping ● User-testing 	<u>App Design Project</u>	<u>Sunday, May 14</u>
16	<u>NO FINAL EXAM</u>		

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

Course Assignments

Geocaching: For this assignment, you will go on Geocaching in your area. You will sign up at geocaching.com and download the GPS coordinates for a cache that you want to find. You will also create an activity for your students inspired by this experience and share your experience with geocaching and the activity you designed on Cougar Courses.

Mobile Technology Experiment: You will choose an augmented or virtual reality app to experiment in your own educational setting to support children's learning. To achieve this goal, you will develop a plan to integrate the app, identify and learning outcomes, and actually implement the plan in your own educational setting. You will share your experiences on Cougar Courses. Make sure to upload at least two photos from your experience with your posting.

App Design Project: In groups of four, you will design an educational app to support teaching and learning in educational settings. You will go through a design thinking process where you will first research a topic of interest, identify a design problem you want to work on, create a prototype of your design using an App Maker tool, and finally get others' feedback on your design. You will submit your design along with user feedback you received to Cougar Courses.

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.

Distribution of Points per Assignment

Assignment	Points
Geocaching	40
Mobile Technology Experiment	40
App Design Project	120
Discussion Forum Total Points:	200

Distribution of Points per Forum

Discussion Forum	Points
Discussion Forum 1: Introduction	25
Discussion Forum 2: Geocaching	25
Discussion Forum 3: Augmented Reality	25

Discussion Forum 4: Design Thinking Process	25
Discussion Forum Total Points:	100

Total Points for Course: 300

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.