

Course Number	EDUC 422, Section 2
Course Title	TECHNOLOGY TOOLS FOR TEACHING & LEARNING
CRN	20378
Course Days & Time	Begins Weds of each week and ends Tuesday midnight
Location	ONLINE through Cougar Courses
Semester / Year	Spring 2017
Instructor	
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Hours	Online 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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This course is a prerequisite course for entering the teacher credential program.

WELCOME!

Here are some considerations as you prepare for success in EDUC422.

Course Format

This course is 100% online with 120+ 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/>.

COURSE DESCRIPTION

EDUC422 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.

This course prepares teacher candidates to apply specific educational technology-based applications for 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.

Instructor: 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. 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. This course contributes to the development of technology competencies as identified by the California Commission on Teacher Credentialing (CCTC) and the School of Education's Teacher Performance Expectations (TPEs) in technology.

ONLINE Unique Course Requirements: This course is offered completely online. Students 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). We will use Cougar Courses for our class management system and will also access many online tools. Therefore it is up to the student to verify in advance that you have access to an Up to Date Computer and Operating System that provides software for digital editing, video editing

and photo manipulation. Free tools are available online and you may choose to come to campus to make use of the IITS. All assignments will be submitted online,

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 competence in:

- Using a variety of educational technology tools that are applied in teaching and learning within the credential program and used in public school settings
- Meeting the International Society for Technology in Education (ISTE) **Teacher Standards** as an evidence of meeting Teacher Professional Expectation (TPE) 14.
- Setting up an electronic portfolio to demonstrate required proficiencies

REQUIRED TEXTS, COURSE MATERIALS & RESOURCES

Required Texts

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

- Access to Cougar Courses
- 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.

Cougar Courses:

Course materials, assignment instructions, and grades will be available on the 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.

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>

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.

Campus Resources:

In addition to meeting online, students are encouraged to use campus resources for some assignments. The High Speed Internet on campus is considerably faster and more efficient than the services many of us have in our homes. It is the student's responsibility to make arrangements to have the technology resources available in order to complete scheduled assignments and due dates. Students may 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. One of your assignments requires the use of a video camera. The library has video cameras and tripods for you to check out. [Contact Media Check Out](#). You may use your iPad or Smart Phone as an alternative. The library also provides Media Editing equipment. Contact m.edu/content/multi-media-editing-equipment

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.

Username & Password:

You will be using a variety of online platforms. Avoid creating a new username and password for each platform, instead, use the same username and password for all platforms for you to easily remember.

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

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

ISTE (International Society for Technology in Education), 2008 (http://www.iste.org/docs/pdfs/20-14_ISTE_Standards-T_PDF.pdf).

UNIVERSITY AND SCHOOL OF EDUCATION POLICIES

Attendance Policy:

Due to the dynamic and interactive nature of courses in the School of Education, all candidates are expected to attend all classes and participate actively. At a minimum, teacher candidates must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the candidate have extenuating circumstances, s/he should contact the instructor as soon as possible.

In this online course, attendance is measured by online participation, It is expected that all students will have an active presence in the online community. If you do not contribute every week you cannot receive a grade of A or A-; if you are inactive for one week or more, you cannot receive a grade of B+ or B. If you have extenuating circumstances, you should contact the instructor as soon as possible. Organize each week so that you visit Cougar Courses every 2-3 days. This will provide you the opportunity to stay in touch with the module assignments and discussions. You will need to use an up-to-date computer and operating system that has the ability and speed to use Cougar Courses and participate in activities, as well as play sound files and movie clips. It is your responsibility to check these capabilities out as soon as you begin the course and have a plan for completing and accessing these resources regularly. Note that assignment documents must be completed in Microsoft Office (Word, PowerPoint and/or Excel). The Firefox Browser must be used for full edit capabilities in Moodle).

Modules begin on Wednesday each week and end on Tuesday the following week.

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.

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.

Writing Requirement:

The CSUSM writing requirement of 2500 words is met through the completion of course assignments. Therefore, all assignments will be looked at for content, organization, grammar, spelling, and format. If needed, it is suggested that you make an appointment with the Writing Center (http://www.csusm.edu/writing_center/) to seek help with writing skills before submitting your written assignments.

Because it is important for teachers to be able to effectively communicate their ideas to students, parents, colleagues, and administrators, writing that is original, clear and error-free is a priority for the School of Education.

Students with Disabilities Requiring Reasonable Accommodations

Candidates 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:

- Courses with face-to-face instruction (including activity and laboratory modes of instruction)" students are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning. For this 3 unit online course this will add up to about 9 hours of work weekly either

on or off line. Be sure to plan your time around this 9 hour weekly class expectation. All assignments are submitted online.

COURSE EXPECTATIONS

Professional Demeanor:

It is expected that students will conduct themselves as professional adults who show respect to others, bring a positive attitude, and demonstrate productive engagement with people, process, and tasks to be completed. Professional demeanor includes, but not limited to, meeting the following expectations:

1. Active weekly online participation. Emailing the instructor when you are unable to contribute to the class
2. Submitting required assignments **on time**. E-mailing the instructor when you are unable to complete an assignment and need more time. Explaining the reasons for requesting extension, and providing a projected timeline for successful completion of the assignment.
3. Approaching problems with a disposition to find solutions rather than feeling helplessness or hopelessness when facing a challenge or difficulty.
4. Working respectfully and productively with peers and the instructor in all settings (e.g. whole group, small group, Moodle Forums, one-on-one meetings, study groups, e-mail correspondence) at all times.
5. Contributing to and being part of a supportive environment. This includes providing assistance to classmates with technical and/or content issues, interacting positively with your peers, selecting one or two class "buddies" to ensure that you understand and keep track of the course assignments, upcoming tasks, and deadlines and taking initiative with class communications. There is a FORUM for helping other students on our main class page.

Electronic Communication:

Electronic correspondence is a part of professional interactions and the primary means of communication with the instructor in this course. I log in to Cougar Courses daily Monday through Friday. If you send me e-mail after 4PM, please do not expect a response until the next day around NOON. I do not check e-mails in the evenings during the week and on Saturdays. If you send me e-mail after 4PM on Sunday, you will receive a response on Monday around noon.

Online Etiquette:

Please keep in mind 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 with no title or greetings, 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. 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.

Forum Posting: (Value Added Model)

When replying to a posting in the Forum area (or through a Web Blog) by another student, instructor, or guest, you must refer to the person by name and refer to their comments within your posting. To Add Value, your response must do one of the following: give an example of what the prior post described; provide a different perspective of the topic posted; pose a question, such as “have you considered...” OR expand upon the idea posted in the message by including more detail and depth. The instructor will provide feedback in the first few modules to support understanding of this concept. Peers will also be asked to review how others conform to this aspect of the course discussions.

LIST OF COURSE ASSIGNMENTS

All assignments are due by 23:55 pm on the due date. Information on each assignment can be found on Cougar Course Site.

W1 Blog Evaluation (Non-graded)

To prepare for creating a blog of your own you will apply an assessment tool as you review some current Educator's Blogs.

W2 Blog: (50 pts)

There are multiple ways to integrate technology into classroom instruction and to extend the learning outside the classroom boundaries. Critical and creative thinking skills are two important skills teachers need to develop to be able to identify appropriate technology tools to support students' learning process. For this assignment, you will create a Blog, post to it several times and share it with others in this class, and with the instructor in Cougar Course.

W3 NETS-S Graphic Organizer (75pts)

After learning about the National Educational Technology Standards for Teachers (NETS-T) and Students (NETS-S) students will demonstrate their understanding of NETS-S by creating a *Graphic Organizer*. This project involves the use of concept-mapping software using text and graphics to develop an appropriate visual for communicating understandings. The activity provides an opportunity to consider this application for support of standards and specific curriculum topics as well as writing with students in K-12 classrooms.

W4 Social Bookmarking: (100pts)

Teachers need to be lifelong learners, have life-long learning tools, and strategies to effectively support student learning. An important aspect of being a lifelong learner is to find resources, engage in collaboration with other teachers and students, and share information with others. For this assignment, you will find, explore, read, and annotate educational online resources using a social bookmarking tool called Diigo. (<http://www.diigo.com>) You will share your public profile with your peers.

W5 Technology Review: Web 2.0 Tools (100pts)

To be able to integrate technology into the classroom, teachers must develop the skills to successfully evaluate different technologies that exist, and choose the appropriate technology that best meets the needs of their students. For this assignment, you will search, find, test, and share a piece of technology that teachers, parents, and students can use to enhance academic content learning. You will create your own Hand out, Synopsis, and a rubric for assessing.

W7 Wixie: Online Authoring Tools (50pts)

Wixie provides some very exciting online authoring tools that allow students the ability to blend text and voice recording with original art and images. We will be exploring the many purposes for which it may be used Publishing with technology encourages critical thinking, creativity, and communication skills, and appeals to students with a variety of learning styles and abilities.

W8 Instructional Video Project: (Storyboard 20 pts +W 10 Video 80 pts)

Students will work in pairs or individually (your choice) to create an instructional video (2-3 minutes) for classroom use. Students will identify the content standards that are met with the instructional video, and the grade level.

Students will create storyboard, use digital camera, edit video files, and upload their video and publically share it on YouTube or Vimeo.

W11 Digital Citizenship: (50 pts)

Web 2.0 technologies such as social networking sites have changed the way we learn, share, connect, and communicate. To be able to support appropriate uses of technology in-and-out of their classrooms, teachers must address new rules, norms, and responsibilities with respect to privacy, identity, ownership and authorship, credibility, and participation that come with the use of these technologies. For this assignment, you will create a poster that informs students and parents about the issues of digital citizenship. You will create your poster using one of the following web 2.0 technologies: Prezi, Glogster, and Google Draw (accessed through Google Drive).

W12 Game-Based Learning: (50 pts)

Today, we live in a world of constant change where social practices are evolving around new computing and digital technologies that allow people to connect, communicate, learn, play, and work in ways that are different than the previous century. Children need to develop a broader set of competencies that cut across disciplinary boundaries to solve new and complex problems facing the world. One highly engaging technology that provides opportunities for both content learning and the development of these skills is video games. In this assignment, you will develop an in-depth understanding of video games by playing a game, analyzing a game, and writing a reflective blog post on the game you played.

W13 Online Teacher Portfolio based on NETS-T: (125pts)

Students will reflect on ISTE Teacher Standards (1-5) and select artifacts from the course to show evidence for meeting TPE14. The portfolio must include a narrative that describes and provides evidence for how the artifacts meet each standard. Throughout the course, students will work on writing their reflections, and will submit the complete online teacher portfolio as their final project.

12 WEEKLY FORUM POSTS (12 weeks X 20pts = 240 pts)

In addition to completing assignments, students are expected to engage with the assigned readings and participate in an online discussion forum each week. Each student is responsible for posting an initial post in response to the discussion questions related to the assigned reading(s). Additionally, each student will respond to two peer posts. When replying to a posting in the Forum area (or through a Web Blog) by another student, instructor, or guest, you must refer to the person by name and refer to their comments within your posting. To Add Value, your response must do one of the following: give an example of what the prior post described; provide a different perspective of the topic posted; pose a question, such as "have you considered..." OR expand upon the idea posted in the message by including more detail and depth. The instructor will provide feedback in the first few modules to support understanding of this concept. Peers will also be asked to review how others conform to this aspect of the course discussions. . Forum posts may earn up to 20 points each week. This includes 10 for the post and 5 for each of the two responses. No credit will be awarded if you miss the deadline for posting on discussion forums.

Initial Forum posts are due by 23:55 pm on the Saturday due date.

Replies are due by 23:55 pm on the Tuesday Due date.

No credit will be awarded if you miss the deadline for posting on discussion forums.

More information on forum posts can be found on Cougar Course Site.

Class Participation Points (50)

TOTAL POINTS 1000

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. Please discuss individual issues with the instructor promptly if extraordinary circumstances prohibit you from turning in assignments on time or participate in course activities. Students who wish to revise an assignment must negotiate the requirements of the revision with the instructor.

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.

No credit will be awarded if the assignment is 1 week late.

No credit will be awarded if you miss the deadline for posting on discussion forums

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.

Course Grades

Final grades are calculated on the standard of:

940 -1000 A
900 - 939 A-
870 - 899 B+
831 -869 B
800- 830 B-
761 -799 C+
731-760 C
700-730 C-
600-699 D
Below 600 F

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

Final Exam Statement

There will be no final exam.

COURSE SCHEDULE

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 below, 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.

Any changes to assignments will be announced under Announcements OR students will be notified via e-mail. In order to successfully complete this course, ***all assignments must be completed*** at an acceptable level noted on assignment directions. **All assignments and forum posts are due by 23:55 pm on the due date.**

Weekly Modules begin on Wednesday of each week and end the following Tuesday at 23:55.

Date	Topic	Assignments	Pts	Due Date
Week 1	Introductions Readiness Course Overview	W1 Forum Post: Introductions Initial Post 2 Peer Responses	20	Sat 1/28 Tue 1/31
		Assignment: Online Learning Readiness Questionnaire W1 Blog Evaluation Statement of Own Work -prepare	10	Tue 1/31 Tue 1/31
Week 2	NETS-T Professional Learning Networks	W2 Forum Post: NETS-T Initial Post 2 Peer Responses	20	Sat 2/4 Tue 2/7
		Assignment: Statement of Own Work- upload to Ed422 Folder W2 Create Blog & Post URL	50	Tue 2/7
Week 3	NETS-S Graphic Organizers	W3 Forum Post: Computational Thinking Initial Post 2 Peer Responses	20	Sat 2/11 Tue 2/14
		Assignment: W3 Graphic Organizer	75	Tue 2/14
Week 4	Social Bookmarks & Preview Online Tools	W4 Forum Post: Universal Design Initial Post 2 Peer Responses	20	Sat 2/18 Tue 2/21
		Assignment: W4 Social Bookmarks	100	Tue 2/21

Date	Topic	Assignments	Pts	Due Date
Week 5	Online Tools and Resources: Research	W5 Forum Post: Assistive Technology Initial Post 2 Peer Responses	20	Sat 2/25 Tue 2/28
		Assignment: Online Tools & Resources (You'll have 2 weeks for these) W5 Synopsis of Online Tool W5 Rubric W5 Handout	100	Tue 3/7 Tue 3/7 Tue 3/7
Week 6	Online Tools and Resources: Sharing	W6 Forum Post: Digital Storytelling Initial Post 2 Peer Responses	20	Sat 3/4 Tue 3/7
		Assignment: Submit all W5 assignments by midnight Tue Mar 7.		Tue 3/7
Week 7	Online Authoring Tools/ Wixie	W7 Forum Post: Digital Citizenship Initial Post 2 Peer Responses	20	Sat. 3/11 Tues 3/14
		Assignment: W7 Wixie	50	Tues 3/14
SPRING BREAK MARCH 20-24 Note: Week 8 spans the days before and after Spring Break (Week 9)				
Week 8 & 9	Instructional Video Part I	W8 Forum Post: Video Pitch Initial Post Due 2 Peer Responses Due	20	Sat. 3/18 Tues 3/28
		Assignment: W8 Instructional Video Project -Storyboard		Tues 3/28
Week 10	Instructional Video Part II	W10 Forum Post: Mobile Learning 2 Peer Responses	20	Sat 4/1 Tue 4/4
		Assignment: W10 Instructional Video – Complete, post & hyperlink your Video on your Blog (Final Submission)	100	Tue 4/4

Date	Topic	Assignments	Pts	Due Date
Week 11	Digital Citizenship	W11 Forum Post: Two Quiz Questions Initial Post Due 2 Peer Responses Due Assignment: W11 Digital Citizenship	20 50	Sat 4/8 Tue 4/11 Tue 4/11
Week 12	Game-Based Learning	W12 Forum Post: Narrative Part One Initial Post 2 Peer Responses Assignment: W12 Game-Based Learning	20 50	Sat 4/15 Tues 4/18 Tues 4/18
Week 13	Online Teacher Portfolio	W13 Forum Post: Narrative Part Two Initial Post 2 Peer Responses Assignment: W13 Teacher Digital Portfolio	20	Sat 4/22 Tues 4/25 Tues 4/25
Week 14	Online Teacher Portfolio	Assignment: W14 Teacher Digital Portfolio Final Submission	125	Tues 5/2
Week 15	Final Submissions	No Final Exam for this class No work submitted after midnight Tues May 9 Participation points	50	Tues 5/ 9
		Total Points	1000	