



Engaging diverse communities through leading and learning for social justice.

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EDUC 422: TECHNOLOGY TOOLS FOR TEACHING & LEARNING

Section 4 / CRN 40006

Fall 2018

Class Meetings:

Mondays, 9:30AM – 12:20PM
University Hall 273

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Office Location: University Hall 404

Office Hours: 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

COURSE DESCRIPTION

This course is designed to help students (teacher candidates) who are seeking to enter the credential program at CSUSM to develop the skills, knowledge, and attitudes necessary to effectively integrate Science, Technology, Engineering, and Math (STEM) into classroom teaching and learning. It includes a field experience where students practice, design, and implement STEM activities with children (grades 4 through 8) in an afterschool program. This course is one of the three prerequisite courses for entering the teacher credential program. The other two prerequisite courses include EDUC350 Foundations of Teaching as a Profession and EDUC364 The Role of Cultural Diversity in Schooling.

Prerequisite:

- 1) The prerequisite for this course is basic computer knowledge and skills such as turning a computer on and off; opening, saving, and deleting a file; creating and deleting a folder; using e-mail and web browsers (i.e. Internet Explorer, Safari, Firefox, Google Chrome). Students may demonstrate their basic knowledge and skills by completing the campus-wide computer competency requirement (CCR) or a computer course within the last 12 months with a grade B or above.
- 2) Students must complete certificate of clearance/finger printing and Tuberculosis (TB) test and submit to the instructor before starting their practicum as part of this course. The TB test can be obtained at the Student Health and Counseling Services, your own personal physician's office, or a local clinic. Please check the course Moodle on Cougar Courses for more information on certificate of clearance/finger printing.

COURSE OBJECTIVES

The course objectives are:

- (a) Contextualize STEM teaching and learning in authentic contexts.
- (b) Develop and disseminate STEM learning experiences.
- (c) Implement, assess and reflect on STEM learning experiences.
- (d) Engage in instructional conversations and collaborations that enhance STEM teaching and learning across content areas.
- (e) Increase confidence and self-efficacy in STEM teaching and learning.
- (f) Increase understanding of design thinking.

COURSE LEARNING OUTCOMES

In the end of this course, students will meet the International Society for Technology in Education (ISTE) Educator Standards. These standards are:

- 1. Learner:** Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning.
- 2. Leader:** Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning.
- 3. Citizen:** Educators inspire students to positively contribute to and responsibly participate in the digital world.
- 4. Collaborator:** Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems.

5. Designer: Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability.

6. Facilitator: Educators facilitate learning with technology to support student achievement of the 2016 ISTE Standards for Students (see <https://www.iste.org/standards/standards/for-students>).

7. Analyst: Educators understand and use data to drive their instruction and support students in achieving their learning goals.

COURSE MATERIALS & RESOURCES

- 1. 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>
- 2. 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.
- 3. Cougar Courses:** Course materials, assignment instructions, and grades will be available on Cougar Courses site. Available at: <https://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.
- 4. Campus Resources:** In addition to attending class meetings, students may need to use campus resources for some assignments. It is the student's responsibility to make arrangements to have the technology resources available in order to complete scheduled assignments and due dates. All students must plan times they can work in labs on campus. Students are required to check campus resources and availability of labs. Mac computers are available in ACD 202, ACD 211, UH 271, and SCI2 306 in addition to other locations such as the library 2nd floor.
- 5. 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.
- 6. 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.

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.

Professional Dispositions:

The California State University San Marcos School of Education fosters the development of the following professional dispositions among teacher candidates:

- *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.

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:

Students with disabilities who require reasonable accommodations must seek approval for services by providing appropriate and recent documentation to the Office of Disability Support Services (DSS). This office is in Craven Hall 4300, contact 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. Alternatively, in order to ensure confidentiality, in a more private setting.

COURSE ACTIVITIES

IN CLASS MEETINGS

The course meets on Fridays between 9:30AM-12:20PM. Students are expected to attend each weekly session prepared to actively participate in a workshop style class session. During part of the class session, students will learn and practice STEM activities and discuss key concepts related to design thinking and teaching STEM. The course is structured such that students will practice in class what they are expected to do with children at their practicum sites.

FIELD EXPERIENCE

As part of the course, students will implement the STEM activities they learned in class with children (grades 4 through 8) at a school site. The field experience will take place in the evenings on Mondays, Wednesdays, or Thursdays in Oceanside depending on which practicum site you are assigned. Students will work in groups of four to five throughout the semester and will be assigned to one practicum site. Each after school session, students will take a different role within their groups. These roles include: lead facilitator, support facilitator, observer, and interviewer. Students must be prepared to budget for travel expenses. Carpooling is strongly encouraged. The field experience hours in this class will count towards the 45 hours of supervised field work assignment requirement in EDUC350 Foundations of Teaching as a Profession (one of the three prerequisite courses students must take to enter the teacher credential program). You will accumulate at least 10.5 hours of field experience in this class.

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. Arriving to all class meetings and practicum sites **on time**. Emailing the instructor when you are unable to attend class meetings or when you will be late. If you come late to class more than twice in the semester, you will be considered absent. Consistently being late to class will not be tolerated. You cannot be late to the practicum site.
2. Submitting required assignments **on time**. When you are unable to complete an assignment and need more time, e-mail the instructor and explain the reasons for requesting an extension, and provide 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. This applies to the learning and teaching of different technologies and other class and field work related issues.
4. Working respectfully and productively with peers, the instructor, children, and practicum site staff at all times.
5. Contributing to and being part of a supportive and collaborative teaching and learning environment. This includes helping classmates with technical and/or content issues, interacting with your peers, selecting

one or two class “buddies” to ensure that you receive information and handouts if you miss a class, and help you keep track of the course assignments, upcoming tasks, and deadlines.

Electronic Communication:

My goal is to respond to your e-mails as soon as possible. However, I have other job responsibilities and family obligations. While it is my intention to respond to all received e-mails in a timely manner, it might take up to 24-48 hours to respond to your e-mail.

Online Etiquette:

Please keep in mind that electronic communication is a very specific form of communication, with its 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 online 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 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.

COURSE ASSIGNMENTS

CITI Training:

As part of your field experience, you will take on the role of a teacher-researcher, collecting data (information) about children’s STEM learning through photos, field notes, and interviews. You will complete the CITI (Collective Institutional Training Initiative (CITI) and receive a certificate upon completing the appropriate modules and submit the certificate to the instructor. The modules will provide information about procedures and guidelines that must be followed when doing research in educational settings with children.

Field Notes:

At the end of each afterschool session with children, students will submit field notes that document what happened during the session and their reflections about the session. Each field note entry will be at least 1000 words and will include photos from the site. The photos must be unidentifiable, meaning you can only take photos of children at an angle where children’s faces cannot be recognized (e.g. behind their head). Further, in your field notes you must only use children’s first name and the first letter of their last name.

Creating a Design Challenge:

Students will work in groups to create a design challenge that integrates one of the technology tools they learned in class. Students will identify the content standards that are met with the design challenge and the grade level(s) that are targeted. They will then create an instructional video (at least 4 to 5 minutes long) to teach the design challenge. Students will create storyboard, use digital camera, edit video files, and upload their video and publically share it on YouTube or Vimeo.

STEM Teaching and Learning Reflection:

You will write a reflection paper based on a topic related to STEM teaching and learning drawing on your field notes and research articles (1 to 3) you find on the topic. The goal of the reflection paper is for you to reflect on your own learning, your observations of how children learn at your practicum site, and connecting these

experiences to what we know from research conducted by others in the field of education. The paper should be precisely 6 to 7 double space pages and 12-point font and normal 1 inch margins.

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

Final Exam Statement

There is no final exam in this class.

GRADING

It is expected that work will be turned in on time and course expectations will be met. Please discuss individual issues with the instructor promptly if extraordinary circumstances prohibit you from turning in assignments on time, going to the practicum sites, or participate in course activities. Points will be deducted if assignments are submitted late (10% penalty per day late). For example, field notes submitted on the 5th day will receive no more than 7 points. No credit will be awarded if the assignment is 1 week late or after five days for late field notes. Students who wish to revise an assignment (except the CITI and the field notes assignments) must negotiate the requirements of the revision with the instructor.

94 – 100 A	90 – 93 A-
87 – 89 B+	84 – 86 B
80 – 83 B-	77 – 79 C+
74 – 76 C	70 – 73 C-
60 – 69 D	Below 60 F

Failure to complete this course with a grade of C+ or better will prohibit a teacher candidate from entering a teaching credential program. You are responsible to track your grades and progress in the course by logging in Cougar Course. Attendance will be taken each class. 10 points will be deducted from your overall grade if you miss the class more than 2 times during the semester. You cannot miss any field experience sessions at the practicum site.

Assignments	Points
CITI Training	10
Field Notes (10 points x 7)	70
Creating a Design Challenge	30
STEM Teaching and Learning Reflection	30
Instructional Video	30
Total:	170

Tuberculin Risk Assessment and Certificate of Clearance

Due to school site regulations and state and federal laws associated with protecting the safety of children, CSUSM students may NOT engage in field experience hours until a **Certificate of Clearance/Live Scan** and a **Tuberculin (TB) Risk Assessment** (form provided on p. 2) are cleared. You will need to provide your instructor with verification of Live Scan clearance. To protect your health information privacy, students enrolled in prerequisite courses, do not need to submit the TB Risk Assessment to the instructor; however, the school at which you complete the early field experience may ask for it, along with the letter of introduction from your instructor, and the Certificate of Clearance. **Be prepared to show evidence of these documents to the school site.** You will be required to sign and submit to your instructor a **Confirmation of TB Risk Assessment Contract** (contract provided on p. 3).

Tuberculin (TB) Risk Assessment

The TB Risk Assessment is achieved through submitting to a TB Risk Assessment visit with your medical provider. Additional information regarding tuberculosis risk assessment can be found [here](#). TB risk assessment is valid according to the findings of your risk assessment and must remain valid throughout all early Field Experiences and Clinical Practice (student teaching). The clearance may be obtained at a private health care provider's office, the County Health Department or the CSU San Marcos Student Health and Counseling Center. Current CSUSM students can obtain an appointment at the Student Health Center by calling 760-750-4915. Please note the tuberculin clearance is separate from the immunization clearance required for University admission.

Certificate of Clearance

A Certificate of Clearance is issued by the Commission on Teacher Credentialing (CTC) to credential program candidates. Title 5 regulations require that an application for Certificate of Clearance be filed to determine whether or not a candidate meets the state standards for character and fitness to teach in California's public schools. A Certificate of Clearance is valid for five years. Additional information about the Certificate may be obtained [here](#). You are required to submit documentation of the Certificate of Clearance to your instructor.

COURSE SCHEDULE

Please note that modifications may occur at the discretion of the instructor and based on coordination with the practicum sites. Any changes to assignments and activity schedule will be announced in class OR students will be notified via e-mail. To successfully complete this course, ***all assignments must be completed*** at an acceptable level noted on assignment directions. **All assignments are due by 23:55 pm on the due date.**

Week	Date	Topics	Due Dates
1	Aug. 27	Introductions Course Overview	
2	Sept. 3	No class	
3	Sept. 10	Introduction to Design Thinking Training for Taking Field Notes Asking Purposeful Questions & Interviewing	
4	Sept. 17	Becoming Digital Citizens Review of G Suite Writing Reflection Paper	CITI Training Assignment: <u>Due Sunday, September 16</u>
5	Sept. 24	Learn & Practice Design Challenge 1	Field Notes Assignment: Field Note Entry #1 <u>Due within 48 hours of site visit</u>
	Sept. 25-28	Field Experience: Implement Design Challenge 1 at the school site	
6	Oct. 1	Practice Design Challenge 2	Field Notes Assignment: Field Note Entry #2 <u>Due within 48 hours of site visit</u>
	Oct. 2-5	Field Experience: Implement Design Challenge 2 at the school site	
7	Oct. 8	Practice Design Challenge 3	Field Notes Assignment: Field Note Entry #3 <u>Due within 48 hours of site visit</u>
	Oct. 9-12	Field Experience: Implement Design Challenge 3 at the school site	
8	Oct. 15	Practice Design Challenge 4	Field Notes Assignment: Field Note Entry #4 <u>Due within 48 hours of site visit</u>
	Oct. 16-19	Field Experience: Implement Design Challenge 4 at the school site	
9	Oct. 22	Practice Design Challenge 5	Field Notes Assignment:

			Field Note Entry #5 <u>Due within 48 hours of site visit</u>
	Oct. 23-26	Field Experience: Implement Design Challenge 5 at the school site	
10	Oct. 29	Practice Design Challenge 6	Field Notes Assignment: Field Note Entry #6 <u>Due within 48 hours of site visit</u> STEM T&L Reflection Assignment: Find an Article <u>Due Sunday, October 28</u>
	Oct.30- Nov. 2	Field Experience: Implement Design Challenge 6 at the school site	
11	Nov. 5	Practice Design Challenge 7	Field Notes Assignment: Field Note Entry #7 <u>Due within 48 hours of site visit</u>
	Nov. 6-9	Field Experience: Implement Design Challenge 7 at the school site	
12	Nov. 12	No class	Design Challenge Assignment: Design Challenge & Storyboarding <u>Due Sunday, November 18</u>
13	Nov. 19	Review of Field Notes Create a Design Challenge Storyboarding the Instructional Video	
14	Nov.26	Shooting the Instructional Video	STEM T&L Reflection Assignment: Draft Submission <u>Due Sunday, November 25</u>
15	Dec. 3	Editing & Publishing the Instructional Video	Design Challenge Assignment: Instructional Video <u>Due Sunday, December 9</u>
16	Dec. 10	Finals Week. No class meeting.	STEM T&L Reflection Assignment: Final Submission <u>Due Saturday, December 16</u>