EDUC 661: Advanced Teaching with Technology (3)

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Office Hours: Tuesday 3:30 – 4:30 pm or by appointment F2F or online
Email: Catharine.reznicek@csuci.edu
Class Meeting Times: 4:30 p.m. – 7:20 p.m. August 28th – December 11th, 2007
Location: Bell Tower East # 2716

Catalog Description of the Course:

EDUC 661: Advanced Teaching with Technology (3)
3 hours per week
Focuses on ways teachers use technology to teach K-12 students.
Graded A-F

Course Description:

This course is an elective for Masters of Arts in Education students. In addition, this course provides students with a means to satisfy the CCTC requirement for advanced preparation in the use of computers and technology for teaching (specifically for the Special Education Level II program).

Course Objectives: Upon successful completion of this course, students will be able to:

1. Recognize ways in which they learn best and how this influences their teaching, especially with regard to teaching with technology.
2. Analyze the use of and identify appropriate use of technology, as a tool to achieve desired teaching and learning goals and to support differentiated instruction.
3. Understand the role of technology as it relates to students with special needs, particularly in the area of universal design and accessibility.
4. Evaluate and model appropriate use of copyright, fair-use standards, and acceptable-use policies.
5. Use and be able to teach student show to use the Internet as an effective research tool.
6. Identify local technology resources including technical support structures at the site and district level.
7. Demonstrate an understanding of 21st Century Learning goals and develop methods for incorporating them into their current instructional practice.
8. Use a variety of technology tools and resources to support teaching and learning.
9. Teach others how to use computers and different computer applications.
10. Develop and maintain an online professional portfolio related to teaching, learning and technology.
REQUIRED TEXTS:


REQUIRED READINGS

Additional required readings will be provided by instructor and will be available in the Blackboard online course.

RECOMMENDED TEXT (to add to your professional library)


CSUCI MISSION STATEMENT

Placing students at the center of the educational experience, California State University Channel Islands provides undergraduate and graduate education that facilitates learning within and across disciplines through integrative approaches, emphasizes experiential and service learning, and graduates students with multicultural and international perspectives.

COMMITMENT TO INFUSION OF COMPETENCIES TO ADDRESS THE NEEDS OF ALL CHILDREN

The Teacher Education Program faculty is committed to infusing language, culture, special educational/exceptionality, and technology and gender competencies across the curriculum. These competencies are drawn from the Standards of Quality Effectiveness for Educational Leadership Preparation Programs.

ATTENDANCE POLICY AND PARTICIPATION

It is recognized that most graduate students taking this course are already engaged as professionals in some phase of education. It is anticipated, therefore, that you will adhere to the same basic standards of courtesy, attendance and classroom participation that you set for your students. You are expected to attend classes regularly and on time. Should the need arise to be absent owing to a professional conflict or a family emergency, please communicate to
the professor by e-mail at the earliest opportunity. It is your responsibility to make sure you are clear about any missed assignments or activities.

**CLASS ASSUMPTIONS**

The process of learning is an on-going process for all involved in this class and requires constant critique, reflection and action.

Learning is seen to be a collective process, where both student and instructor share in the learning process. It is our collective responsibility to analyze experiences and new learning. It is also our responsibility to seek clarification, address concerns and contribute to the group learning process through responsible questioning and professional collaboration.

Content in this process is emergent. Students have to be involved not only in determining content but in explicitly reflecting on what counts as knowledge, how learning takes place, and what their own roles are in this process.

Progress is seen to be cumulative and cyclical rather than occurring in discrete, linear steps.

**ACADEMIC HONESTY**

All work that students submit as their own work must, in fact, be their work. For example, if a paper presents language taken from other sources – books, journals, web sites, people, etc. – the source must be cited. In accordance with the CSU Channel Islands policy on academic dishonesty, students in this course who submit the work of others as their own (plagiarize), help other students cheat or plagiarize, or commit other acts of academic dishonesty will receive appropriate academic penalties, up to and including failing the course. Individual course assignments with plagiarized ideas or language will be graded “F”. Students are encouraged to consult with the professor on when and how to document sources.

**STUDENTS with SPECIAL NEEDS**

Individuals who have any disability, either permanent or temporary, which might affect their ability to perform in this class, are requested to inform the professor and the campus Disability Accommodation Office in writing. Adaptation of methods, materials, testing, or portfolio may be made as requested and required to provide for equitable participation in the course. For information please contact the University’s Disability Accommodation Office at

Phone: 805-437-8510 (V/TTY)  
Office: Bell Tower Room 1769  
Fax: (805) 437-8529  
Email: accommodations@csuci.edu
CALIFORNIA COMMISSION ON TEACHING CREDENTIALING PROGRAM CONNECTIONS

CCTC Program Standards:
15: K-12 Core Academic Content and Subject Specific Pedagogy
16: Using Technology to Support Student learning
20: Teaching Special Populations
For more information see Professional Clear Standards link at http://www.ctc.ca.gov/educator-prep/STDS-prep-program.html

General Course Outline (Details will be provided each week in our Bb online classroom)

- **Week 1**: Welcome & Introductions. Getting to know your own technology skills.
- **Week 2**: Setting the Context for technology in education
- **Week 3 – 5**: Technology Integration and Pedagogy (Standards 15 e, 16 d, 20 d)
- **Week 6**: Ethics and Legal Issues (Standard 16 e)
- **Week 7 - 8**: Organizing technology rich environments to support learning (Standards 6 c, e, 20 d)
- **Week 9 - 12**: 21st Century Literacy and Learning (Standards 16 a, b, d, e)
- **Week 13 – 14**: Monitoring and Evaluation (Standards 16 f, g)
- **Week 15**: Current and future trends
- **Week 16**: Final Projects due.

Skills integrated into the course throughout the semester, which will be used to create student projects (Standards 16 a-g)
- Webquest – creation and/or modification
- Communication tools – discussion forum, blog, wiki, listserv
- Multimedia – presentations, publications, podcasts, etc.
- Hypermedia – web page
- Word Processing – documents, newsletters, pdf files, etc.
- Data Processing – spreadsheets, databases, Inspire Data etc.
- Image Processing – gif, jpg, png, etc.
- Video and Audio – QuickTime, wav, etc.
- Graphic organizers and rubrics – Inspiration, Kidspiration, rubric builders
ASSIGNMENTS AND GRADING

Students will be expected to attend class on a regular basis and participate fully in the online discussion activities. In addition, each student will be required to complete an Online Professional Portfolio, which will be available on the Internet for review by the instructor and other class members.

Online Professional Portfolio Project Rubric

**Overall Organization and Functionality:** Each online portfolio must have a clear organizational structure i.e., a user is able to easily navigate the site and portfolio items are easy to find. All links must be functional. Your portfolio must follow the basic rules for web accessibility such as alternative text, descriptive links for tables and graphs and readability. Your portfolio must also include your name, contact information and last update indicator.

**Artifacts:** Grading criteria for your online portfolio.
- To pass the course with a grade of C you will need to include all required artifacts from a particular section, which will be provided by the instructor.
- If you choose to earn a B, you must complete the requirements for a C grade and include one additional item for each section with an item either from the list of options (provided by the instructor) or of your own choosing (subject to instructor approval)
- If you choose to earn an A you must complete the requirements for a C grade and include two or more additional items for each section with items either from the list of options (provided by the instructor) or of your own choosing (subject to instructor approval)

Please note that you are welcome and encouraged to create your own material(s) for your portfolio in any of the course sections. However, please discuss these with the instructor before you begin to make sure they meet the course requirements.

**Sections**

Each of the following sections should be represented in your online portfolio.

1. Setting the Context for technology in education:
2. Technology Integration and Pedagogy
3. Ethics and Legal Issues:
4. Organizing technology rich environments to support learning
5. 21st Century Literacy and Learning
6. Monitoring and Evaluation
7. Current and future trends
8. One additional area of study that is relevant to your current teaching practice.