California State University San Marcos • COURSE CHANGE(S) • FORM C-2

ORIGINATOR'S SECTION:	
1. College: ☐ CHABSS ☐ CoBA ☒ CoEHHS ☐ CSM	Desired Term and Year of Implementation (e.g., Fall 2008): FALL 2016
2. Current Course abbreviation and Number: EDST637 Instruc Tech Planning/Mgmt	

RECEIVED MAR 29 2016 BY:

TYPE OF CHANGE(S). Check √ all that apply.

Course Number Change	☒	Delete Prerequisite	☐	Other Prerequisite Change	☐
Course Title Change	☐	Add Corequisite	☐	Grading Method Change	☐
Unit Value Change	☐	Delete Corequisite	☐	Mode of Instruction Change (C/S Number)	☐
Description Change	☒	Add Consent for Enrollment	☐	Consider for G.E. If yes, also fill out appropriate GE form.	☐
Add Prerequisite	☐	Delete Consent for Enrollment	☐	Cross-list	☐

Information in this section– both current and new – is required only for items checked (√) above.

CURRENT INFORMATION:	NEW INFORMATION:
	Course abbreviation and Number: EDT637
3. Title:	Title: *(Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.)*
4. Abbreviated Title for Banner *(no more than 25 characters):*	Abbreviated Title for PeopleSoft: *(no more than 25 characters, including spaces)*
5. Number of Units:	Number of Units:
6. Catalog Description: **Prepares educators to plan, manage, and access technology infused classroom environments. Includes the development and piloting a technology-rich instructional unit utilizing technology, and the use of rubrics for assessment.**	Catalog Description: *(Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does not count toward the 80-word limit.)* **Prepares leaders in education to effectively utilize, implement, and manage technology in educational settings.**

7. Mode of Instruction* *(See pages 17-23 at http://www.calstate.edu/cim/data-elem-dic/APDB-Transaction-DED-SectionV.pdf for definitions of the Course Classification Numbers)*

Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)
Lecture		
Activity		
Lab		

Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)
Lecture		
Activity		
Lab		

8. Grading Method:*	Grading Method:*
☐ Normal (N) *(Allows Letter Grade +/-, and Credit/No Credit)*	☐ Normal (N) *(Allows Letter Grade +/-, and Credit/No Credit)*
☐ Normal Plus Report-in-Progress (NP) *(Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)*	☐ Normal Plus Report-in-Progress (NP) *(Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)*
☐ Credit/No Credit Only (C)	☐ Credit/No Credit Only (C)
☐ Credit/No Credit or Report-in-Progress Only (CP))	☐ Credit/No Credit or Report-in-Progress Only (CP))

*If Originator is uncertain of this entry, please consult with Program Director/Chair.

CURRENT INFORMATION:	NEW INFORMATION:
9. If the NP or CP grading system was selected, please explain the need for this grade option.	
10. Course Requires Consent for Enrollment? ☐ Yes ☐ No ☐ Faculty ☐ Credential Analyst ☐ Dean ☐ Program/Department/Director/Chair	**Course Requires Consent for Enrollment?** ☐ Yes ☐ No ☐ Faculty ☐ Credential Analyst ☐ Dean ☐ Program/Department/Director/Chair
11. Course Can be Taken for Credit More than Once? ☐Yes ☐ No If yes, how many times (including first offering)	**Course Can be Taken for Credit More than Once?** ☐Yes ☐ No If yes, how many times (including first offering)
12. Is Course Cross Listed: ☐ Yes ☐ No If yes, indicate which course	**Is Course Cross-listed?** ☐ Yes ☐ No If yes, indicate which course and check "yes" in item #17 below.
13. Prerequisite(s):	**Prerequisite(s):**
14. Corequisite(s):	**Corequisite(s):**
15. Documentation attached: ☒ Syllabus ☐ Detailed Course Outline	

PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:
(Mandatory information – all items in this section must be completed.)

16. Does this course fulfill a requirement for any major (i.e. core course or elective for a major, majors in other departments, minors in other departments? ☒ **Yes** ☐ **No**
If yes, please specify:
Educational Technology Certificate

17. Does this course change impact other discipline(s)? (*If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.*) Check "yes" if the course is cross-listed. ☐ **Yes** ☒ **No**
If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

_____ Discipline	_____ Signature	_____ Date	_____Support	_____Oppose
_____ Discipline	_____ Signature	_____ Date	_____Support	_____Oppose

18. Reason(s) for changing this course:
The reason of the course abbreviation change is so that "Educational Technology" can be created as a course search category in PeopleSoft for students to easily find the Educational Technology courses. The goal of the course description change is to provide a clear description of the course content. Since technology constantly changes, the technology tools that will be covered in this course will also change but the foci will stay the same. The revised description will allow instructors to better communicate the content of the course to students while making adjustments to keep the course up-to-date, which is crucial for technology courses to stay relevant.

SIGNATURES : (COLLEGE LEVEL) :

1. Originator (Please Print)	Sinem Siyahhan	02/07/2016	Date
2. Program Director/Chair	Manuel Vargas	2.7.16	Date
3. College Curriculum Committee	Nancy C. Lomis	3-14-16	Date
4. College Dean (or Designee)	Renee Garcia	3/14/16	Date

(UNIVERSITY LEVEL)

5. UCC Committee Chair	Date
6. Vice President for Academic Affairs (or Designee)	Date
7. President (or Designee)	Date

NEW

California State University
SAN MARCOS
SCHOOL OF EDUCATION

Engaging diverse communities through leading and learning for social justice.

333 South Twin Oaks Valley Road, University Hall 468
San Marcos, California 92096-0001
760.750.4300
www.csusm.edu/soe

Course Number	**EDT 637**
Course Title	**Instructional Technology Planning and Management**
CRN Number	
Days	
Time	
Course Location	
Semester / Year	
Instructor	
Phone	
E-Mail	
Office	
Hours	

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

Prepares leaders in education to effectively utilize, implement, and manage technology in educational settings.

Instructional Technology Planning and Management

This 3-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 three hours outside of the classroom each week.

REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS

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

Reading List:

- **SFUSD-Master Plan for Educational Technology:** http://www.sfusd.edu/en/assets/sfusd-staff/about-SFUSD/files/technology-master-plan-executive-summary.pdf
- **U.S. Department of Education Strategic Plan: Fiscal Years 2014-18:** https://www2.ed.gov/about/reports/strat/plan2014-18/strategic-plan.pdf
- **Conducting Needs Assessment Surveys:** http://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/conducting-needs-assessment-surveys/main
- **Improving Teaching and Learning with Data-Based Decisions: Asking the Right Questions and Acting on the Answers:** http://www.rogersschools.net/common/pages/DisplayFile.aspx?itemId=3497164
- **Identifying Stakeholders' Responsibilities for Closing Achievement Gaps: Stakeholder Actions:** http://www.nea.org/home/12469.htm
- **Engaging Stakeholders:** http://www2.ed.gov/programs/readingfirst/support/stakeholderlores.pdf
- **Creating Effective District Professional Development Plans:** https://www.mylearningplan.com/content/docs/mlp_learning_paper_creating%20pd%20plans.pdf
- **A Guide for Increasing the Effectiveness of Professional Development in Schools and Districts:** http://education.vermont.gov/documents/EDU-Guide_for_Increasing_the_Effectiveness_of_Professional_Development.pdf
- **Seven Questions to Ask When Building a Teacher Professional Development Plan:** https://www.nwea.org/blog/2015/seven-questions-ask-building-teacher-professional-development-plan/
- **Developing an Accessible Technology Plan:**

https://www.microsoft.com/enable/business/plan.aspx

COURSE LEARNING OUTCOMES

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

- Understand how to implement and deploy technology in educational settings,
- Conduct needs analysis in educational settings,
- Create professional development opportunities for others,
- Develop a plan of action for using educational technology.

GENERAL CONSIDERATIONS

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all students are expected to attend all classes and participate actively. At a minimum, course participants 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 course participants have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

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

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.

All University Writing Requirement

The All-University Writing Requirement of 2500 words for a 3-unit course is satisfied through assignments that involve writing online text and discussion forums.

Use of Technology

Students need to have access to a computer and a mobile device with Internet connection. Students are expected to demonstrate competency in the use of various forms of technology (i.e. Google Apps, E-mail, Moodle, and/or multimedia presentations). All assignments will be submitted online through Cougar Courses.

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.

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

Grading Policy

It is expected that all required work will be submitted on time, and that students will proofread and edit their assignments prior to submission to meet the expectations for each assignment.

Final Exam Statement

There is no final exam for this course.

Policy on Late Assignments

Assignments are due by midnight on the date specified. Late assignments will receive a penalty of 5% per day. Students must submit all assignments to pass the course.

Cougar Course Help

Contact the CSUSM help desk at helpdesk@csusm.edu for questions, technical issues with accessing files, and support for using the tools in Cougar Course. Student resources and login for Cougar Courses: http://cc.csusm.edu/

Course Assignments

Survey Development: As part of needs analysis in their institutions (school, district, etc.), students will develop and administer an online survey to gather information about the current use of technology by teachers and students.

Survey Analysis: For this assignment, students will analyze teachers and students' responses to their online survey by running descriptive statistics. Descriptive statistics refer to representation of data (information gathered on a survey) in percentages, frequencies, and simple graphics (e.g. bar and pie charts).

Interviews with Stakeholders: For this assignment, students will gather information in the form of interviews with a technology leader (technology teacher, IT person, superintendent, etc.) at their institutions.

Professional Development Plan: Developing a professional development strategy to ensure that teachers and staff understand how to use new technologies for teaching and learning is an important component of Educational Technology Plans. For this assignment, drawing upon the results of surveys and interviews, students will develop a professional development plan to meet the needs of the teachers and staff.

Educational Technology Plan (Final Project): For their final project, students will create a comprehensive Education Technology Plan to guide the use of technology for the next three years at their institution to improve educational outcomes. The plan must establish clear goals, strategies, and activities for different stakeholders (teachers, students, staff, parents, etc.), and how the plan will be implemented and monitored to ensure progress and positive impact on teaching and learning. All previous assignments will be utilized within the Education Technology Plan.

Grading Scale

A = 93-100	A -= 90-92	B+ = 86-89	B = 83-86
B- = 80-82	C+ = 77-79	C = 73-76	C- =70-72
D = 60-69	F = 59 or lower		

Distribution of Points per Assignment

Assignment	**Points**
Survey Development	20
Survey Analysis	20
Interviews with Stakeholders	30
Professional Development Plan	30
Final Project	80
Total Points:	180

Course Schedule

Week	Topic	Readings & Assignments
1	**Introduction**	**Discussion Forum Post: Introduce Yourself** • Initial Post • 2 Peer Posts
2	**Components of Educational Technology Strategic Planning**	**Read:** Strategic Planning Example: **District:** SFUD-Master Plan for Educational Technology **National:** U.S. Department of Education Strategic Plan: Fiscal Years 2014-18 **Discussion Forum Post:** • Initial Post • 2 Peer Posts
3	**Introduction to Needs Assessment**	**Read:** Conducting Needs Assessment Surveys **Discussion Forum Post:** • Initial Post • 2 Peer Posts **Assignment:** Survey Development using Google Forms
4	**Revise & Implement Surveys in Your Institution**	**Discussion Forum Post: Share Survey and Receive Peer Feedback** • Initial Post • 2 Peer Posts
5	**Analyze Survey Responses**	**Read:** Improving Teaching and Learning with Data-Based Decisions: Asking the Right Questions and Acting on the Answers **Discussion Forum Post:** • Initial Post • 2 Peer Posts **Assignment:** Survey Analysis
6	**Identifying Stakeholders:** • **Students** • **Teachers** • **Staff** • **Parents** • **Community**	**Read:** Identifying Stakeholders' Responsibilities for Closing Achievement Gaps: Stakeholder Actions **Discussion Forum Post:** • Initial Post • 2 Peer Posts
7	**Coming up with Interview Questions**	**Read:** Engaging Stakeholders **Discussion Forum Post:** • Initial Post • 2 Peer Posts
8	**Schedule Interviews with Stakeholders**	**Assignment:** Interviews with Stakeholders

9	**PD Models around Technology**	**Read:** School Professional Development Plan Example **Discussion Forum Post:** • Initial Post • 2 Peer Posts
10	**Designing Professional Development around Technology**	**Read:** Creating Effective District Professional Development Plans **Discussion Forum Post:** • Initial Post • 2 Peer Posts
11	**Designing Professional Development around Technology**	**Read:** Seven Questions to Ask When Building a Teacher Professional Development Plan **Discussion Forum Post:** • Initial Post • 2 Peer Posts
12	**Developing an Accessible Technology Plan**	**Read:** Developing an Accessible Technology Plan **Discussion Forum Post:** • Initial Post • 2 Peer Posts
13	**Final Project**	**Discussion Forum Post:** Share Outline of Final Project • Initial Post • 2 Peer Posts
14	**Final Project**	**Discussion Forum Post:** Obtain Peer Feedback • Initial Post • 2 Peer Posts
15	**Final Project**	**Assignment:** Final Project
16	NO FINAL EXAM	

OLD

California Supplementary Authorization in Computer Concepts and Applications
Instructional Technology Planning and Management
EDST E637 (3 units)

March 18th - May 16th (Spring break is March 20 – April 4th).

Mission Statement of the College of Education, CSUSM

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and ongoing service. Our practices demonstrate a commitment to student centered education, diversity, collaboration, professionalism, and shared governance.

Instructor	Phone	E-mail Address
Dr Kathy Hayden	760.750.8545	khayden@csusm.edu

Computer Concepts and Applications Supplementary Authorization
This course is one of the four courses that have been approved to satisfy the California Supplementary Authorization (CSA) in Computer Concepts and Applications requirement. All four courses are offered completely online! Regardless of where you live in the state, you may now fulfill CSA requirements by completing four, three-unit, graduate-level courses in Computer Concepts and Applications, offered collaboratively by the CSUSM College of Education and Extended Studies. Contact Extended Studies for more information: Catherine Boyle at (760) 750-8713 or cboyle@csusm.edu.

Graduate Credit
This is a graduate level course, and successful completion can be applied toward elective requirements for some Masters Programs including the Masters in Education General option. Note that students must receive an A or B in order to use the course as one of their masters program courses.

Course Description
This course prepares educators to plan, manage and assess technology infused classroom environments. Development of a technology-rich instructional unit utilizing technology, conducting a pilot lesson and developing rubrics to assess the quality of both the content and technology components will be important elements of the course assignments in addition to video production and audio file creation (podcast).

Course Objectives
- Analyze and evaluate emerging technologies for use in the classroom
- Assess technology infused classroom environments
- Effectively plan and manage technology usage within the core curriculum
- Develop a technology rich instructional unit for classroom use
- Conduct a pilot lesson from the instructional unit created in class
- Create a multimedia presentation using video production

Required Text
- Grabe, M., & Grabe, C. (2006). **Integrating Technology for Meaningful Learning (5th ed.)**. Boston: Houghton Mifflin.

Material required
- Microsoft Office Suite (Word, PowerPoint, Excel)
- Up-to-date computer and operating system that has the ability and speed to use WebCT and participate in activities such as multimedia production, use online survey and rubric tools, and create, edit and post a Web page), as well as play sound files and movie clips.
- Access to a digital camera, digital video camera and USB microphone.
- Access to video editing software such as iMovie (Mac), Pinnacle (PC) or ability to install MovieMaker.

Plagiarism and Cheating
All work submitted for this course should reflect students' efforts. When relying on supporting documents authored by others, cite them clearly and completely using American Psychological Association (APA) manual, 5th edition. Failure to do so may result in failure of the course. Please be sure to read and understand the university policy on plagiarism and cheating, as it will be strictly enforced. Academic dishonestly will not be tolerated and will result in a failing grade for this course and will be reported to the University.

Attendance Policy
In this online course, It is expected that all students will have an active presence in the online community, or 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 the WebCT shell 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 WebCT 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). There is a Browser Check on WebCT to use to test your browser and access (see link in WebCT). *Modules begin on Tuesday each week and end on Monday the following week. Initial posts in each module are due on Friday after the module start date.*

Grading Policy
All required work is expected to be on time. It is expected that students will proofread and edit their assignments prior to submission. Students will ensure that all text is error-free (grammar, spelling), and ideas are logically and concisely presented. The assignment's grade will be negatively affected as a result of proof reading oversight. Each written assignment will be graded approximately 80% on content and context (detail, logic, synthesis of information, depth of analysis, etc.), and 20% on mechanics (grammar, syntax, spelling, format, uniformity of citation, etc.). All citations, where appropriate, will use American Psychological Association (APA) format. Consult American Psychological Association (APA) Manual, 5th edition for citation guidance.

Late Assignments:
Assignments are due by midnight on the date specified. Late assignments will receive a penalty of 5% per day. Students must submit all assignments to pass the course.

Discussion Posting (Value Added Model)
When replying to a posting in the discussion 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 had described; **provide a different perspective** of the topic posted; 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.

Assignment Questions: There is a **Questions** topic section in the discussion area of WebCT. This section is included to allow everyone the benefit of having access to instructor responses to questions about the course, activities, and/or assignments. Please review the posted questions before posting your question(s). Instructor will respond to posts within 48 hours. If you do not have a response by 48 hours, please contact the instructor directly by email or phone. Students may also respond to questions when they have information that will help other students.

WebCT Help: Contact the CSUSM help desk. Their location and hours are listed on the web: http://www.csusm.edu/iits/sth/ Be sure to leave a phone number and/or email if you leave a message at the help desk regarding a problem you are having. They can help with all technical aspects of the WebCT environment including problems with accessing files, uploading assignments, and using WebCT tools. **If you write to the instructor about a problem with WebCT,** please confirm that you have communicated with the Help Desk first and refer to who replied to your question.

Important Considerations:

- Assignments are due when noted in the module and/or assignment link.
- **All assignments should be based on thoughtful reflection**, and submitted only after final edits, proof-read and word-processed. The university has a 2500-word writing requirement for each course that is met through the course reflections, assignments and discussions. Use Microsoft Word for any Word Processed documents, but post directly to discussion instead of posting a file.
- **Contact instructor in advance** of any extended absence to accessing and contributing to module activities. If you contact the instructor about an absence, suggest a timeline for how you will make up missed sessions, contribute to group work, and if there is a need for an alternative assignment.
- **Grading of coursework** will be based on adherence to the assignment guidelines, evidence of application of course readings and resources, and clear evidence of specified revisions, clarity, and coherence, in revised work. Points are deducted for spelling and/or grammar errors.
- **Remember to cite** all information obtained from others completely in APA 5th Edition format. References are required.

Course Assignments

Web Lesson	20 points
Video production Project	25 points
Cyberhunt Activity	5 points
Discussion Boards (Participation)	25 points
Podcast	5 points
Management Plan	10 points
Technology - Self Assessment	10 points
Readings and Quizzes	20 points
Pilot Lesson Reflection	10 points
Total	**130 points**

Grading Scale

A = 93-100	A -= 90-92	B+ = 86-89	B = 83-86
B- = 80-82	C+ = 77-79	C = 73-76	C- =70-72
D = 60-69	F = 59 or lower		

Course Outline

Date	Topic	Assignment
Week 1 Module 0	Welcome Course Overview WebCT tools	Post photo Discussion Board – Community Building Order Book and materials
Week 2 Module 1	Assessing Educational Technology ISTE-NETS	Cyberhunt Discussion Board
Week 3 Module 2	Integrating Multimedia into the Classroom Using Tools to Enhance Your Project Based Learning Activity	Multimedia Video production: I Movie/Movie Maker Discussion Board Spreadsheets PowerPoint Rubrics Readings Journal DUE
Week 4 Module 3	Planning A Project Based Learning Activity Components of Your Project Based Learning Activity	Web Quest Development Discussion Board Rubrics Technology - Self Assessment Quiz
Week 5 Module 4	Assessing Your Classroom Managing Your Project Based Learning Activity	Management Plan (Interview) Discussion Board
Week 6 Module 5	Implementing Your Project Based Learning Activity	Pilot Lesson Reflection Discussion Board Podcast
Week 7 Module 6	Managing Technology in the Classroom	Management Plan (Classroom) Quiz 2
Week 8 Module 7	What the future holds	Readings Journal DUE Video production in your Classroom Discussion Board - Reflection

Assignments Details

WebQuest — 20 Points

Learner Objectives: Develop a WebQuest for classroom use.

Assessment: WebQuest will have all components required and will be posted on the internet.

Resource(s):	Title and necessary information:
Textbook/pages	Integrating Technology for Meaningful Learning – Chapter 6
Internet Site(s)	http://webquest.sdsu.edu/: Bernie Dodge's WebQuest website http://teacherweb.com/WQIndexSrch2.htm : Sample WebQuest on Teacher Web www.teacherweb.com : Free month web posting http://www.webtechu.com/tutorial/geojoin1.php : Geocities tutorial http://teacherweb.com/TWQuest.htm : WebQuest - Get Started

Task Guidelines

Welcome to the world of WebQuest! A WebQuest is a web based inquiry-oriented activity in which most or all of the information used by learners is drawn from the Web. WebQuests are designed to maximize the time on task by focusing on using information rather than looking for it, and to support learners' thinking at the levels of analysis, synthesis and evaluation. WebQuest was developed in early 1995 at San Diego State University by Bernie Dodge and Tom March. It has since become a model for project based instruction with many variations and examples available.

WebQuests consist of specific components which help ensure a complete interactive activity if designed properly. These components MUST be present in your WebQuest in order to receive full credit for the assignment. You will be able to see examples and get all the information you need at: http://webquest.sdsu.edu/.

For this assignment, you can work individually or in pairs. The assignment consists of developing an interactive learning WebQuest. You will need to design an activity that you can use in your classroom immediately as the second part of this assignment is to pilot your creation with students. The WebQuest is worth 20 points.

Required components outside of WebQuest requirements which must be embedded:

- PowerPoint
- Spreadsheet
- Rubric

There are several options when it comes to publishing your WebQuest. If you or your district/school has a web site, that would be the best option. Another option is to use the free one-month trial of www.teacherweb.com, which allows you to publish your WebQuest for free for a month. After that, you have to pay $2.50/month if you would like to keep it live. If you would like to see the capabilities of Teacher Web, visit: http://teacherweb.com/WQIndexSrch2.htm and see some examples. Finally, Geocities offers free web hosting. To get started go to: http://www.webtechu.com/tutorial/geojoin1.php for a tutorial on how to access a free Geocities account.

Are you ready to begin? http://teacherweb.com/TWQuest.htm

Note: In order to receive full credit, you MUST publish your WebQuest. When you are ready to submit, just copy and paste the url where you upload your assignments.

Discussion Boards — 25 Points

Learner Objectives: To gain a broader perspective on discussion topics from peers. Help students better contemplate, organize, and understand readings and to be better prepared for thoughtful discussion

Assessment: Participation in the discussion board forums

Resource(s):	Title and necessary information:
Internet Site(s)	Course Website: http://courses.csusm.edu

Task Guidelines

Critical, engaged discussion will make this a richer class for all of us. In preparation for this kind of thoughtful discourse, you will be responsible for reading and responding to a variety of prompts in a variety of ways. If your responses cease to function in these ways and seem to be "busy work" then you need to adjust what you're doing. Seek alternative ways of responding in order to meet the goal—it is your responsibility to make the work worthwhile. Each student is responsible for **one** main post and **two** sub-posts each week at a minimum. Students should try to post early in the week to give peers an opportunity to respond. **Discussions must do one of three things to "Add Value":** 1). give an example of something that was presented, 2). expand on the idea that was presented, or 3). take a new position or perspective from what was presented.

Pilot Lesson Reflection — 10 Points

Learner Outcomes: Use reflective practices to improve instruction

Assessment: Written reflection on the experience of piloting the WebQuest

Resource(s):	Title and necessary information:
Textbook/pages	Integrating Technology for Meaningful Learning – Chapter 9 pages 358-368

Task Guidelines

The WebQuest created in the class is to be piloted in your classroom. Whether it is a full scale implementation or a selected few, you will be expected to evaluate your work and it's effectiveness with students. You may find it helpful to solicit feedback from your students and embed the feedback into your reflection.

Requirements:
1-2 page written reflection responding to, but not limited to the following:

1. What worked?
2. How did the students respond?
3. What did you learn?
4. What would you change?

Management Plan/Interview — 10 points

Learner Objectives: Create a plan to utilize your WebQuest on the class level

Assessment: Written plan completed based on information received from interview

Resource(s):	Title and necessary information:
Textbook/pages	Integrating Technology for Meaningful Learning – Chapter 1

Task Guidelines

The Interview (5 points):

As you can imagine, there are many ways to handle web based projects in a classroom. Your job for this assignment is to contact someone at an educational institution and interview them. Your goal is to find out how they manage their web based activities. Some questions you could ask:

What are the first things you consider when planning to use technology with students?
How do students know what is expected?
What type of preparation takes place prior to implementation?
How are students trained or prepared to use technology?
What are the challenges to using technology with students?
What works well?
How do the students like the experience?

After your interview, write up a summary (1-2 paragraphs) about the way they manage technology with their students.

Possible interviewees:

- Email or call an instructor at a local college who is listed in a course schedule as teaching an online course.
- Contact a K-12 school district office and ask to speak to the online learning coordinator.

The Management Plan (5 points):

Now that you have interviewed someone who uses technology with their students and have some ideas of how you might manage your own classroom, you are ready to create your own plan. You have created your WebQuest and piloted it with some students...you have learned a lot. Now it is time to figure out how to implement the WebQuest on a large scale. Your task is to create a management plan for your class specifically related to teaching your WebQuest. There are many things to consider to ensure that it will run smoothly and to guarantee that all students are engaged and on task. What steps do you need to take?

Plan should consist of but not limited to:

- Instructions for students
- Computer usage rules
- Daily plan
- Timeline/rotation schedule
- Deadlines/checklist

Cyberhunt 5 points

Learner Objectives: To familiarize yourself with the variety of technology available for classroom use

Assessment: Completed evaluation forms

Resources	Title and necessary information:
Textbook/chapters	Integrating Technology for Meaningful Learning – Chapters 8 and 9
Internet Site(s)	www.google.com : Search engine

	http://www.altavista.com/ : Search engine http://www.mamma.com/ : Search engine http://www.dogpile.com/info.dogpl/ : Search engine

Task Guidelines

Technology is constantly changing. Some innovations are around for a long time while others come and go almost instantly. This is your opportunity to discover what is out there and how, if the world was perfect and you had an infinite budget, you could use it to enhance learning in your classroom. Get ready for your Cyberhunt.

First: Search on the Internet, using any search engine you choose, to find two technological innovations that you would like to have in your classroom. Remember the sky is the limit and your students are worth the effort.

Possible Innovations:

- AlphaSmarts
- Ebooks (electronic books)
- Interactive WhiteBoard and Tablet PC
- GPS /RFID tracking devices
- Wearable computers
- Videoconferencing
- IPODS or MP3 Players
- PDA's (Handhelds)
- Digital Video (Podcasts)
- Eee PC

Second: Answer the four questions below for each innovation chosen

1. Name of Item:
2. URL where information was located:
3. Description of item and how it works:
4. Explanation of how it could be used in your classroom:

Video Production Project 25 points

Learner Objectives: Create a multimedia presentation using video production

Assessment: Completed project and reflection

Resources	Title and necessary information:
Textbook/chapters	Integrating Technology for Meaningful Learning – Chapter 7
Internet Site(s)	WebCT Tutorial

Task Guidelines
Here is you chance to be a star…or a director…or just a really "cool," effective and engaging teacher. Whichever the motivation, this is the opportunity. For this assignment, you will create a multimedia video project. Its components will consist of:

Digital video
Still photographs
Audio
Transitions
Titles

Technology - Self Assessment 10 points

Learner Objectives: To establish minimal standards for technology in the classroom and to evaluate own space.

Assessment: Completed rubric and narrative.

Resources	Title and necessary information:
Textbook/chapters	
Internet Site(s)	Education World (Article) - http://www.educationworld.com/a_curr/curr248.shtml Landmark Project - http://landmark-project.com/classweb/tools/rubric_builder.php Rubistar - http://rubistar.4teachers.org/index.php TeAchnology - http://www.teach-nology.com/web_tools/rubrics/ Rubrics for Teachers - http://www.rubrics4teachers.com/

Task Guidelines
Read article on Education World website on rubrics, then check out some of the other sites and find one that will work for you for this assignment. Keep it in mind as you follow the steps below.
First: Create a rubric for what an "ideal" classroom would look like in regards to educational technology – software and hardware.

Second: Once the rubric is completed, evaluate your classroom using the rubric. Where is your class based on the standards you created? What steps can you take to improve it?

Third: Write a brief narrative describing your classroom with it's' pros and cons. Attach to completed rubric.

Podcast 5 points

Learner Objectives: To communicate through a new technology

Assessment: Post an audio file online

Resources	Title and necessary information:
Internet Site(s)	Tutorials online

Task Guidelines
Create an audio file using Audacity to communicate with others

Readings and Quizzes 20 Points

Two quizzes will be given periodically in the course on major points from the readings (5 points each).

Reading: The text provides background information and resources. You will take notes in an outline form as your read in each module activities. Your notes will be helpful for review and will also be submitted in Module 3 and 7 of the course for points (5 points each).

Due Dates

Due dates are listed under assignments in WebCT. Follow the checklist at the end of each module to be sure you have completed each task.

Note: For detailed instructions for each assignment, see the appropriate module.