



**Department of Education
MATTC
EDUC 251 (MS) / EDUC 276 (SS) (3 units)
Technology for TK-12 Teachers
Fall 2017**

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Mission and Goals of the Department of Education

Rooted in the Jesuit tradition at Santa Clara University, the mission of the Department of Education is to prepare professionals of competence, conscience, and compassion who will promote the common good as they transform lives, schools, and communities. Our core values of reflective practice, scholarship, diversity, ethical conduct, social justice, and collaboration guide both theory and practice.

Faculty, staff, and students in the Department of Education:

1. Make student learning our central focus
2. Engage continuously in reflective and scholarly practice
3. Value diversity
4. Become leaders who model ethical conduct and a commitment to social justice
5. Seek collaboration with others in reaching these goals

MS/SS Teaching Credential Program Learning Goals (PLGs)

The PLGs represent our commitment to individuals who earn their MS/SS credential at Santa Clara University. The MS/SS faculty focus on ensuring each student will begin their teaching career ready to:

1. Maximize learning for every student.
2. Teach for student understanding.
3. Make evidence-based instructional decisions informed by student assessment data.
4. Improve your practice through critical reflection and collaboration.
5. Create productive, supportive learning environments.
6. Apply ethical principles to your professional decision-making

The PLGs guide our program. Therefore, all MS/SS teaching credential program course objectives are cross-referenced with the PLGs. (A fully elaborated version of the MS/SS PLGs can be found in the Teacher Candidate Handbook, Pre-Service Pathway.)

Course Description

This course is designed to acquaint teacher credential candidates with learning theories, practices, hardware, software applications, and web resources that are useful in integrating technology into the daily practice of K-12 teachers. The course meets the requirements identified in the technology standard for teacher preparation for the State of California. The guiding philosophy for the course is Constructivism, instantiated in the design of collaborative, project-based learning activities that capitalize on the full

potential of educational technologies. Students will be expected to fully engage in classroom exercises, group projects, and small-group and whole-class discussions on the assigned readings.

Course Objectives

This course will develop students' ...		Standard/Goals Addressed		
		DG #	PLG #	TPE #
1	... Knowledge of the constructivist approach to integrating technology to promote meaningful learning for all students	1	1, 5	1.1, 3.8
2	... Ability to develop students' digital literacy, and how to design learning experiences that enhance student achievement through meaningful use of technology	1	2	2.2, 3.8
3	... Skills in the use of a variety of media types (text, graphics, audio, video, web) to make student learning visible	1, 3	2, 5	1.7, 3.4
4	... Develop students' ability to communicate, collaborate, create, and think critically through effective and appropriate use of technology tools	1, 5	1, 4	2.2, 3.7
5	... Skills to identify and use appropriate technology tools that support the design and interpretation formative and summative assessments of student learning, including rubrics and electronic portfolios	4	3	1.8, 4.3, 5.1
6	... Understanding of the value of coding (programming) for students' development of thinking and problem-solving skills	1	2	4.8
7	... Ability to use appropriate technology tools to support English Language Learners and students with special needs	1, 3, 4	1	1.6, 3.6
8	... Knowledge, understanding, and ability to apply the TPACK model (Technological Pedagogical Content Knowledge) to their own professional development	2	4, 6	6.3
9	... Ability to demonstrate to students the responsible use of technology, awareness of safety and security issues when using technology, basic knowledge of copyright laws and why they are important, and the social, psychological, and ethical issues surrounding the role of technology in society	4	2, 6	3.7

Required Texts

- Fisher, M. (2013). *Digital learning strategies. How do I assign and assess 21st century work?* Alexandria, VA: ASCD Arias.

Course Requirements/Assignments

Grades are based on a 100-point total. Distribution of points across assignments is as follows:

	Course/Requirements/Assignments	Points	TPE Assessed
1	Weekly contributions to online discussions	30	6.2
2	Collaborate on the creation of a Podcast	10	2.2, 3.6, 4.8
3	Collaborate on the creation of a Video	10	2.2, 3.6, 4.8
4	TPACK Professional Development self-directed plan	15	6.3
5	<i>Signature Assignment:</i> Course ePortfolio	35	6.1, 3.8

Attendance. Regular attendance at all class meetings is a requirement in this program. Ten points will be deducted from your final grade for the course for each class session you missed. Each of you will be granted one Emergency Release (ER) per course. Your ER excuses you from one class session with half the grade penalty (loss of 5 points instead of 10). To use your ER you must notify the instructor by email or phone BEFORE class. Save your ER for medical issues, family demands, car trouble, etc.

Students will not be penalized for absences due to the observance of religious holidays that fall on our scheduled class day; please give me advance notice of these absences so I can make the necessary accommodations. All other absences are unexcused and will affect your grade.

Punctuality. Coming to class (and returning from breaks) on time is another course requirement. Your first lateness will be excused; your second lateness will cause 1 point to be deducted from your final course grade; your third lateness will cause an additional 4 points to be deducted. More than three late arrivals indicate a serious problem; this situation will be dealt with at the instructor's discretion. Attendance and punctuality are the only policies with the immediate potential to impact your course grades. Your instructor through ongoing observation and documentation gathers data documenting your adherence to the remaining policies listed here.

Professional Conduct. If an instructor has reason to feel you are not meeting all the expectations spelled out below, s/he will contact you privately to discuss the issue, to clarify the expectations as needed, and to offer his/her support in helping you reach those expectations. If your instructor does not contact you with a concern, you can assume you are satisfying these requirements. However, if you would like specific feedback on your professional conduct during the quarter, you are welcome to contact your instructor at any time and s/he will be glad to share his/her assessment with you.

As we will read about and study in this course, everyone’s learning is enhanced by the quantity and quality of the interactions in the learning environment. Hence, your participation in whole class discussions, group work and pair group is essential for the success of this course.

While a class is in session, you should not engage in any activity not directly related to what is taking place in the classroom. Instructors reserve the right to ask you to close your laptop or put away some other form of technology at their discretion; when/if this occurs, please respond quickly and without protest to avoid further disruption of the class’s learning. Instructors also reserve the right to ignore your inappropriate use of technology in class and simply deduct points from your final grade. If you would like more detailed clarification about the expectations regarding appropriate and inappropriate in-class technology use, please feel free to contact your instructor for further information.

Note: Points lost due to poor attendance and/or lack of punctuality will be deducted from your final grade. A student with excellent grades on assignments and other aspects of professional conduct can earn a poor course grade as a result of excessive absence or chronic lateness.

1. Assignment 1: *Weekly contributions to online discussions*. Every week, students will post one reply to a question posed by the instructor in an online discussion forum in Camino. In addition, each student will have to post a reply to at least one of their peers’ postings (a minimum of two postings each week). Postings must adhere to the provided guidelines for meaningful and respectful participation in online discussions.
2. Assignment 2: *Podcast*. Working in teams of two, students will create a 10-minute podcast on a topic agreed upon with the instructor, connected to the assigned readings and other activities (e.g., watching a video). A rubric will be provided, and students will also be expected to self-assess their podcast according to the rubric.
3. Assignment 3: *Video*. Working in teams of three, students will script and produce a 3-minute video on a topic agreed upon with the instructor, focused on a time-dependent process, procedure, or phenomena. A project checklist and a rubric will be provided, and students will also be expected to self-assess their podcast according to the rubric.
4. Assignment 4: *TPACK Professional Development self-directed plan*. Students will create a document that outlines their personal and professional development plan following the TPACK model (Technological Pedagogical Content Knowledge).
4. Assignment 5: *Signature Assignment—Course ePortfolio*. Each student will have to create and submit an *individual* “ePortfolio” document that incorporates at least four examples of the work products generated in class—both alone and in group projects, such as Podcasts or QuickTime movies—as well as links to other products (files, websites) that cannot be integrated directly. [The ePortfolio document will be created using Google Slides](#). Students have full creative control over the design and content of their ePortfolio document. Requirements include: applications (Inspiration-created graphic; Word, Excel, or other files with classroom work); web links (to course discussions, to rubric, to a web resource of your choice); an audio file (from GarageBand activity), and a movie file (from digital video activity). Each example application or software included in the ePortfolio should have a description of how it might be used for students in the grade level and subject matter you would desire to teach. Each example should also include and make reference to at least one California Common Core Standard that is addressed.

Assessments & Grading Criteria

1. All written and oral assignments must reflect graduate-level standards. As a future teacher, you must be able to model communication skills for your students.
2. Attendance and participation in all class meetings is required (see above). If you are going to be absent from class, you must email or call me to inform me of your absence. You will still be responsible for all missed content and in-class work.
3. Letter grades are assigned on the standard scale based upon a possible total of 100 points.

A	94-100	C+	77-79
A-	90-93	C	74-76
B+	87-89	C-	70-73
B	84-86	D+	67-69
B-	80-83	D	63-66

4. For assignments done in pairs or groups, all partners will receive the same grade, unless otherwise stated.
5. Final grades will reflect students' contributions (e.g., attendance, class discussions, quality of presentation, ability to lead discussion groups, completion and quality of course assignments), critical thinking and ability/degree to which student integrates theory, research and practice.
6. All assignments are expected on their due dates. The instructor cannot be responsible for papers submitted at other times or in other formats. Unless we have made special arrangements beforehand, late assignments will be docked 3 points for each day past the due date that they are submitted.

Canvas/Camino Course Management System

To access course materials and participate in online activities, please be sure to review Canvas (also known as Camino). Reminders, tools, readings and assignment descriptions will be made available through this on-line course management system. Your SCU username and password gets you access to Canvas.

Disability Accommodations Procedure

If you have a disability for which accommodations may be required in this class, please contact Disabilities Resources, Benson 216, <http://www.scu.edu/disabilities> as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through Disabilities Resources, please discuss them with me during my office hours. Students who have medical needs related to pregnancy may also be eligible for accommodations.

While I am happy to assist you, I am unable to provide accommodations until I have received verification from Disabilities Resources. The Disabilities Resources office will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assisted technology. (Students with approved accommodations of time-and-a-half should talk with me as soon as possible). Disabilities Resources must be contacted in advance to schedule proctored examinations or to arrange other accommodations. The Disabilities Resources office would be grateful for advance notice of at least two weeks. For more information, you may contact Disabilities Resources at 408-554-4109.

Accommodations for Pregnancy and Parenting

In alignment with Title IX of the Education Amendments of 1972, and with the California Education Code, Section 66281.7, Santa Clara University provides reasonable accommodations to students who are pregnant, have recently experienced childbirth, and/or have medically related needs. Pregnant and parenting students can often arrange accommodations by working directly with their instructors, supervisors, or departments. Alternatively, a pregnant or parenting student experiencing related medical conditions may request accommodations through Disability Resources.

Discrimination and Sexual Misconduct (Title IX)

Santa Clara University upholds a zero-tolerance policy for discrimination, harassment and sexual misconduct. If you (or someone you know) have experienced discrimination or harassment, including sexual assault, domestic/dating violence, or stalking, I encourage you to tell someone promptly. For more information, please consult the University's Gender-Based Discrimination and Sexual Misconduct Policy at <http://bit.ly/2ce1hBb> or contact the University's EEO and Title IX Coordinator, Belinda Guthrie, at 408-554-3043, bguthrie@scu.edu. Reports may be submitted online through <https://www.scu.edu/osl/report/> or anonymously through Ethicspoint <https://www.scu.edu/hr/quick-links/ethicspoint/>

Academic Integrity

The University is committed to academic excellence and integrity. Students are expected to do their own work and to cite any sources they use. A student who is guilty of dishonest acts in an examination, paper, or other required work for a course, or who assists others in such acts, will receive a grade of F for the course. In addition, a student guilty of dishonest acts will be immediately dismissed from the University. Students that violate copyright laws, including those covering the copying of software programs, or who knowingly alter official academic records from this or any other institution, are subject to disciplinary action (ECP Graduate Bulletin, 2016-2)