

• AUTHORIZATION TO OFFER TOPICS COURSES FOR ACADEMIC CREDIT
THROUGH EXTENDED STUDIES •

(Note: Extended Studies sections of topic classes for which the appropriate form E-T is not on file in the Office of Academic Programs will be removed from BANNER as periodic audits of course offerings are performed.)

Note: Any proposed topic can only be offered two times before being converted to a non-topics course. Academic Programs will assign the appropriate suffix and edit the topic description provided.

1. College of: Education, Health and Human Services 2. Center/Program/Department: Education
3. Instructor: _____ Stacey A. Campo
(If more than one instructor will be teaching the course, list full name of the "instructor of record.")
4. Topic Abbreviation and Number: EDST 633-5 5. Grading Method: A-F
6. Term: Spring 7. Year: 2013 8. Variable Units* 1
9. Has this topic been offered previously? ___ Yes No If yes, indicate term(s) _____ Year _____
10. Topic Title: Creating iBooks for the K-12 Classroom
11. **Topic Description:** Note: This part can be skipped if answer to part 9 is "yes." (NOTE: Please provide detailed information about the topic. Please type. You may also attach the topic description on a separate sheet if you do not have enough space.

Course Description

This one unit topic course engages learners in the critical analysis of how eBook technologies can contribute to learning and teaching. Topics include purpose, instructional design, and effective development for use with a learning environment; use of digital technology to design media enhanced content tapping into students' social and learning needs through the use of mobile tools such as iPADS, tablets, smart phones and other handheld devices. Special emphasis is placed on how technology influences various communities of learners.

12. Does this topic have prerequisites? No
13. Does this topic have co-requisites? No
14. Does the topic require consent for enrollment? ___ Yes No
____ Faculty ____ Credential Analyst ____ Dean ____ Program/Center/Department - Director/Chair
15. Is topic crosslisted: ___ Yes No If yes, indicate which course _____ and obtain signature in #18.
16. What resources are needed to offer this topic (including technology)?

Material/Technology required

- ≈ Computer Requirements (read carefully)
 - Mac OSX 10.7.4 or later
 - 2GB of RAM
 - 1.2GB of available disk space
 - Ability to play sound and video
- ≈ iBook Author software
- ≈ iBooks 3.0 APP (required for previewing and book versioning)
- ≈ iTunes Producer v2.8 (optional book publishing)
- ≈ Access to the Internet

17. Justification for offering this topic.

Community schools are investing in mobile devices and digital resources/textbooks. This course will provide experience, knowledge and skills to successfully design eBooks for the 21st century classroom implementation.

* Enter units only if this is a variable-units topic course.
1-Unit

EDST 633-5: Designing eBooks for Teaching and Learning
One Unit Topic: Online Course

Mission Statement of the School of Education, CSUSM

The mission of the School 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
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Wikis, Widgets, and Web 2.0 Certificate Program

This course is designed as part of the **Wikis, Widgets, and Web 2.0 Certificate Program** at CSUSM.

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.

Graduate Writing Requirements

The California State University maintains a Graduation Writing Assessment Requirement (GWAR) for master's candidates. This requirement must be achieved prior to Advancement to Candidacy. A master's candidate will satisfy the graduate writing requirement by receiving a passing score on a written product as assessed with the GWAR rubric. Toward the goal of providing opportunity for graduate students in the College of Education to satisfy the writing requirement, all papers in all graduate classes must adhere to the writing and format style guidelines detailed in the sixth edition of the Publication Manual of the American Psychological Association. This manual is a required textbook for all CSUSM College of Education graduate-level courses.

Course Description

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Learner Outcomes

1. Analyze various ways in which eBook technologies can contribute to learning, teaching and educational reform.
2. Develop classroom learning activities that utilize eBook technologies.
3. Demonstrate skills in the development of eBooks including effective instructional media and design.
4. Synthesize and communicate information related to effective uses of eBook technology on learning, teaching and various communities of learners.

Required Text

Mckesson, Nellie, (Kindle Edition, Feb 10, 2012). *Publishing with iBooks*. Retrieved from http://www.amazon.com/Publishing-with-iBooks-Author-ebook/dp/B0078X1PCE/ref=sr_1_1?ie=UTF8&qid=1357240130&sr=8-1&keywords=iBook+author

Material/Technology required

- ≈ Computer Requirements (read carefully)
 - Mac OSX 10.7.4 or later
 - 2GB of RAM
 - 1.2GB of available disk space
 - Ability to play sound and video
- ≈ iBooks 3.0 (required for previewing and book versioning)
- ≈ iTunes Producer v2.8 (optional book publishing)
- ≈ MAC Computer must be able to as well as play sound files and movie clips.
- ≈ Access to the Internet

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 dishonesty 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 Cougar Course 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 Cougar Course 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.

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. Students will ensure that all text is error-free (grammar, spelling), and ideas are logically and concisely presented. Each assignment 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, 6th 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 at an acceptable level 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 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 Cougar Course. 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.

Cougar Course 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 Cougar Course environment including problems with accessing files, uploading assignments, and using Cougar Course tools. **If you write to the instructor about a problem with Cougar Course**, 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 6th Edition format. References are required.

Course Assignment/Discuss Forums (Assignments subject to Change)

Assignment	Value
Project Paper on Change of Instructional Materials	100
Discussion Forum Module 1	10
Teacher Integration APP Review	25
Curriculum Management Plan	25
Discussion Forum Module 2	10
e-Book Curriculum development Project #1	25
Discussion Forum Module 3	10
e-Book Curriculum Project #2	50
Instructional APP Project	100
Discussion Forum Module 4	10
Student Survey	25

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

You are required to be active in Cougar Courses every other week of the semester. Be sure to arrange your schedule knowing that your school break may be a different week.

<p>Session #1 OUT OF THE BOX</p>	<p>Learning Objective: Analyze and illustrate various ways in which mobile technologies contribute to learning, teaching and educational reform.</p> <p>Participants will investigate best practices for using Mobile Devices in a K-12 learning environment for instructional and learning outcomes.</p> <p>Gain familiarity with mobile device functionality and capabilities (iPAD, phone, ipod touch, Tablet, etc).</p> <p>Assigned reading (textbook and supporting articles from ISTE.org)</p> <ul style="list-style-type: none"> • understand the changing culture of the 21st learning environment • learn from other teachers who have implemented mobile technology tools in their classrooms (Guest Speakers and/or audio podcast interviews)
	<p>Assignments:</p> <p>Configuration of mobile device; submit print screen or camera shot image Account creation and set up for connectivity and collaboration</p> <p>Discussion Forum based upon theory of mobile technologies used in the classroom</p>
<p>Session #2 GOING Mobile for Instruction</p>	<p>Learning Objectives: Develop classroom integration activities utilizing-mobile technologies</p> <p>Participants will identify, investigate, and evaluate Mobile APPS which support writing/informational organization (note taking) to fit their style. They will learn best practices to share iPAD/Tablet content with other people as well as between devices.</p> <p>Assigned Readings (textbook, articles and online videos)</p> <ul style="list-style-type: none"> • Exploring how student engagement and demonstration of learning changes with mobile technology • Learning about how schools are managing the purchase of APPS for classroom use; policies and procedures that must be in place prior to student integration <p>Assignments: Identifying and using note taking apps for professional use; share review with classmates</p> <p>Collaboration between classmate using Dropbox (files); Photosync (images); Voice Memos (audio files)Google Docs from iPAD/Tablet</p> <p>Discuss best practices for student implementation and share ideas for using in the classroom(discussion board)</p>
<p>Session #3 UNTETHERED ACCESS for Student Learning</p>	<p>Learning Outcomes: Demonstrate skill in the use of technology including management and instructional design for teaching and learning.</p> <p>Participants will identify, investigate, and evaluate and appropriate APPs to support learning in participants subject area based upon Bloom's taxonomy of learning.</p>

	<p>Participants will identify one strand and mobile APP to design an instructional activity which implements best practices of mobile integration.</p> <p>Assigned Reading from Textbook http://www.schrockguide.net/bloomin-apps.html</p> <p>Assignment: Identify and design 1 directed lessons utilizing iPad/Tablet APP in classroom for teaching Create Classroom Management Policy for student sharing</p>
<p>Session #4</p>	<p>Learning Outcomes: Demonstrate skill in the use of technology including management and instructional design for teaching and learning.</p> <p>ACQ: Participants will explore, identify and select online resources to in order to increase personal understanding and use. In addition, teachers will continue to work on directory of APPS that support their personal instructional areas.</p>
<p>GROWING A PROFESSIONAL CONNECTION</p>	<p>Assignments:</p> <p>Discussion Forum: Identifying best practices for professional integration of iPad/Tablet Incorporating the use of digital readers and digital resources Continue to build directory of curriculum specific apps; Create Classroom Management Policy for student sharing</p>
<p>Session #5</p> <p>BRIDGING THE GAP</p>	<p>Learning Outcomes: Synthesize information related to the impact of technology on learning, teaching and various communities of learners to formulate a convincing and articulate position to inform your role as educator.</p> <p>Participants begin the shift to student use and learning by developing classroom norms for use of mobile devices; shared directory of professional iPad/Tablet apps as well as curriculum apps.</p> <p>Assigned reading (textbook and supporting articles from ISTE.org)</p> <p>Assignment: Develop a survey (Google Docs) to administer to student in first week of school. Develop teacher Tool Box of Must Have Apps Protocol for student mobile device usage in the classroom.</p> <p>Assigned reading (textbook and supporting articles from ISTE.org)</p> <p>SHARE 1 lessons utilizing iPad/Tablet in classroom for student learning which demonstrates student project-based evidence (Including management procedures.)</p>