

Technology Knowledge, Skills, and Activities in MSE Secondary Education

All classes make use of the following:

- MS PowerPoint or other presentation software for instructor and student presentations
- MS Word or other word processing software for instructor and student documents
- Electronic communication and collaboration between instructor and students via email and Blackboard announcements and whole class and group discussion boards
- Blackboard gradebook
- Internet search and retrieval for research
- Electronic citation machines
- Electronic grade book for assessment and assignments management
- Web-based student handbooks and lesson plan, observation, and evaluation forms
- Turn It In for submission of literature reviews, research proposals, and project/thesis/comprehensive examination
- The Cal State Fullerton Pollack Library Website and Web Resources
- Google Scholar

As identified below, specific courses include training in specialized software, content-specific technologies, assistive technologies, and specialized Web-based resources.

Course	Topics
EDSC 501 Graduate Studies in Secondary Education	<ul style="list-style-type: none"> ▪ Delivered as a hybrid class ▪ Web-based study plan template, student handbook, assignment guidelines, rubrics, models, and evaluation forms ▪ Students complete an annotated bibliography after attending a library presentation on Web-based resources and online databases, accessible through the CSUF online library portal. ▪ Students complete an APA format scavenger hunt. This activity is designed to help students become familiar with APA format while also providing them with web-based resources. ▪ Students take an online quiz through their Blackboard course site.
EDSC 504 Advanced Instructional Proficiency in Educational Technology	<ul style="list-style-type: none"> ▪ Explorations of assistive technology, development of podcasts, issues of web page accessibility and federal legislation.
EDSC 506 Graduate Studies in Secondary Writing	<ul style="list-style-type: none"> ▪ Delivered as a hybrid class ▪ Students take an online quiz through their Blackboard course site. ▪ Students complete a collaborative article critique, using the collaborative writing tools (track changes, adding comments, etc.) available through Microsoft Word.
EDSC 522 Family, Community, and Professional Partnerships	<ul style="list-style-type: none"> ▪ Delivered 100% WEB
EDSC 524 Assessing Student Learning	<ul style="list-style-type: none"> ▪ Delivered 100% WEB
EDSC 530 Graduate Studies in Mathematics Education	<ul style="list-style-type: none"> ▪ Instructor uses PowerPoint to organize weekly class sessions ▪ Instructor utilizes Blackboard Gradebook to provide evaluative feedback on student work ▪ Students submit all assignments via Blackboard Assignments interface in MS Word format ▪ Students use Blackboard to conduct online discussions ▪ Students use PowerPoint to design and deliver a presentation on current research in mathematics education ▪ Students use Pollack Library research databases to find articles in mathematics education ▪ Students use Internet-based resources to expand their knowledge of mathematics education pedagogy ▪ Student use Internet-based tools to design Standards-based activities for their mathematics classroom
EDSC 535 Survey of Educational Research	<ul style="list-style-type: none"> ▪ Students use computer programs to collect and analyze data. ▪ Students may use external survey tools (Zoomerang, Survey Monkey) to collect data.
EDSC 536 Curriculum Theory and Development	<ul style="list-style-type: none"> ▪ Delivered 100% WEB ▪ Use of interactive online thinking tools – Showing Evidence (www.intel.com/education/showingevidence/index.htm) ▪ Students use PowerPoint for presentation on review of research ▪ Review of literature is submitted through Turn It In.com

	<ul style="list-style-type: none"> ▪ Internet Search and Retrieval includes Pollock Library Resources and Google Scholar
EDSC 540 Graduate Studies in Teaching English Learners	<ul style="list-style-type: none"> ▪ Delivered 100% WEB ▪ Examination and assessment of educational resource websites (e.g., writing center, Office of English Language Acquisition (www.ed.gov/about/offices/list/oela/index.html) and search engines (e.g., Dogpile, Kartoo). Exploration of the potential of incorporating these educational websites into curriculum development and classroom teaching. ▪ Student use PowerPoint for presentation.
EDSC 550 Instructional Strategies	<ul style="list-style-type: none"> ▪ Delivered 100% WEB ▪ Use of interactive online thinking tools – Showing Evidence, Seeing Reason, and Visual Ranking (www.intel.com/education/tools/index.htm)
EDSC 591 Professional Seminar in Secondary Teaching	<ul style="list-style-type: none"> ▪ Students utilize the information available through The National Board for Professional Teaching Standards website: www.nbpts.org ▪ To guide the development of classroom teacher learning communities and to develop necessary protocols for work students visit The Looking at Student Work website: www.lasw.org ▪ Students review videos of professional learning communities and critical friends groups from The Annenberg Foundation: www.learner.org ▪ Students view videos of teaching practice available online at The Carnegie Foundation for the Advancement of Teaching website: www.carnegiefoundation.org/programs/index.asp?key=32 ▪ On the Digital Edge Learning Exchange Website http://ali.apple.com/ali_sites/deli/nav2.shtml, students review exhibits of NBC teachers integrating technology into lessons. ▪ Students utilize PowerPoint to deliver presentation on final project
Culminating Experience	<ul style="list-style-type: none"> ▪ Exam questions are submitted through Turn It In.com.