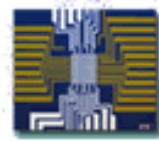# INTRODUCTION

> **(1) Focus of your portfolio:** The goal of SED 514 is to equip teachers with technical and pedagogical skills to enhance teaching and learning. You will prepare a 514-portfolio (electronic or paper) of your work, illustrating how computer technologies can be used to improve the teaching and learning of a particular unit within your discipline. By the time you are done with this class, you will have collected and developed resources that will benefit you and your students. Please note that many of the activities in this portfolio may be also used as artifacts for your professional teaching portfolio (PDP) .
>
> - Complete the title page of the portfolio that includes a photograph of you, your name, school, subject taught, and topic for portfolio.
> - Identify the subject and topic for which your 514-portfolio will be developed. Briefly describe the significance of this topic with respect to your curriculum.

| Name	Subject taught	topic(s) for portfolio
Galene Martinez	Music	Music Technology

I teach at Northridge Academy High School. It is a partnership school with Cal. State Univ. Northridge & Los Angeles Unified School district. I am working on integrating technology into my instrumental music classes, as there are many tools out there that my students can use to help them improve their instrumental music skills.

(2) Documenting your work with screen capture: Screen capture programs allow the user to take pictures of anything on their screen and save them as graphics files. Download a screen capture program for your home computer and use it to take pictures of items required in this portfolio.

- Demonstrate competency with a screen-capture utility by inserting a .jpg file of keyboard shortcuts, contextual help menu, of the operating system you are using. Note that virtually all programs and operating systems have help menus and keyboard shortcuts. Consult these electronic help menus when you need to know how to perform a particular operation.
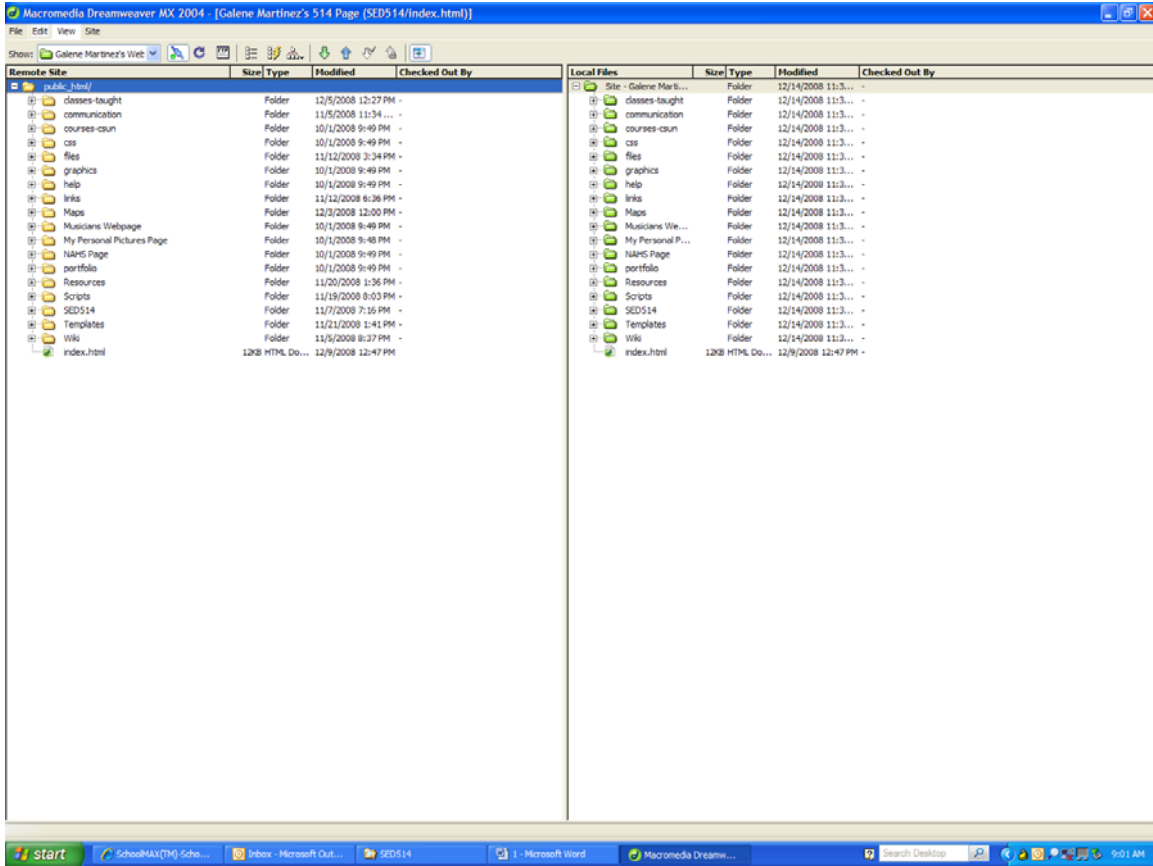
Name: Galene Martinez
CSUN SED 514 Fall 2008
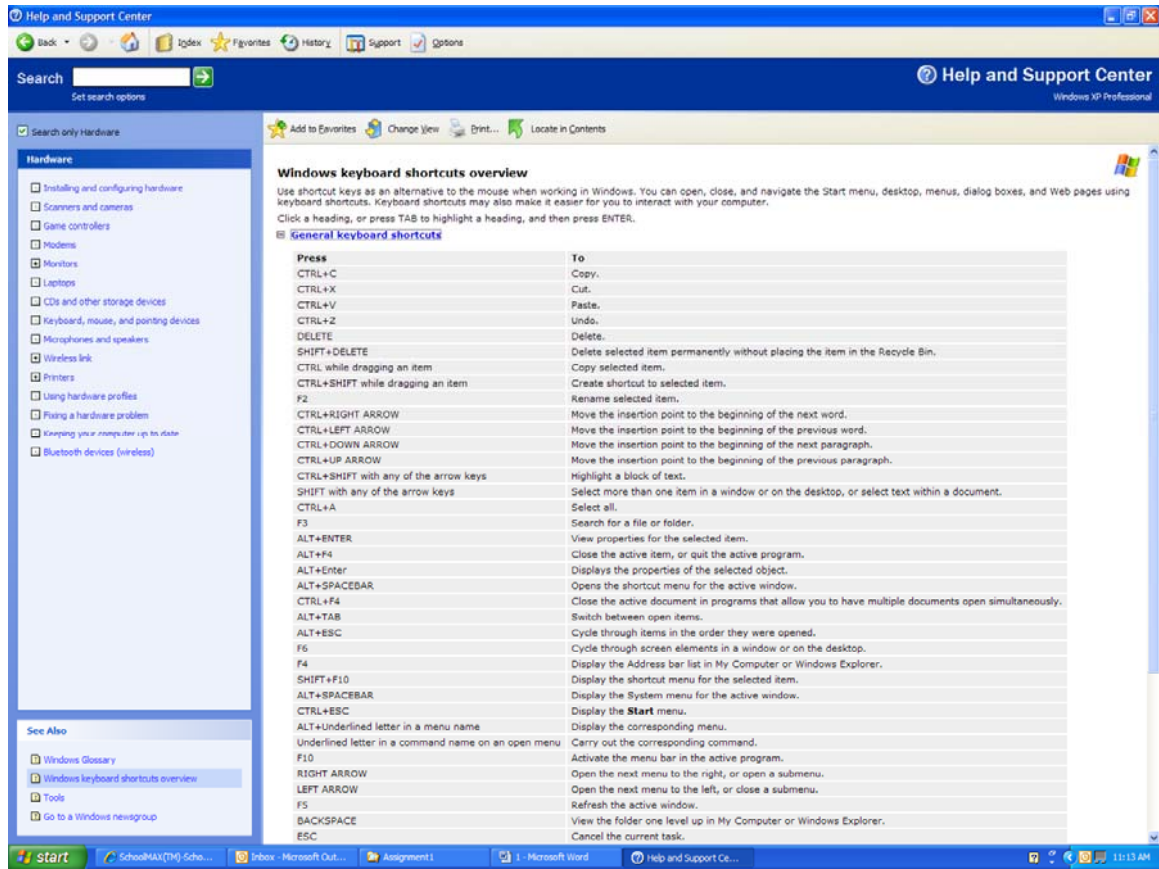
(3) Backing-up and transporting your files: Always backup your files!!! You can: (a) save them on USB drive or portable hard drive, (b) upload (ftp) them to your CSUN account (uDrive), (c) move them to an Internet hard drive, or (d) send them as attached files accompanying email messages. Do one of the following:

- Save your work to your uDrive. The uDrive is an extra storage area that provides additional disk space for campus users who wish to store their desktop files and folders on a remote server. Include a screen capture.

- Develop an Internet hard drive using the Yahoo briefcase or similar resource. You can send your files to your Internet hard drive and then retrieve them at home or school. Include a screen capture.
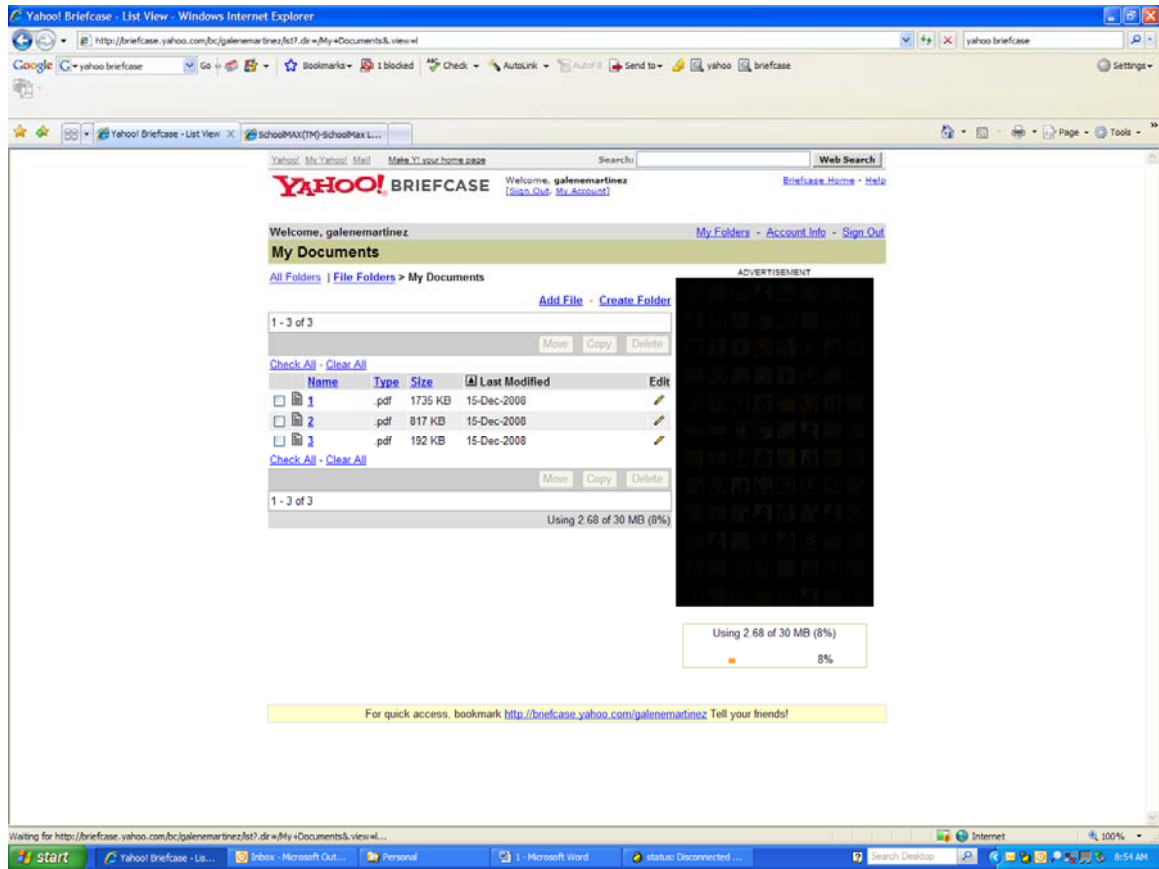
Here is a screen capture from my uDrive:

3

Here is a screen capture from my Yahoo Briefcase:

(4) Learning about your students. Most secondary school teachers must learn the names of 150-200 students at the beginning of each academic year. This formidable task is made much easier using a photographic seating chart. *TPE-tip Teachers may use photographic seating charts, combined with student information surveys to learn about their students early in the semester (TPE 8). Make certain to check with your school regarding policies for photographing students.

- Use a digital camera to make a seating chart for one of the classes you teach or for this class at CSUN.

Here is a seating chart that we did for our SED 514 class:
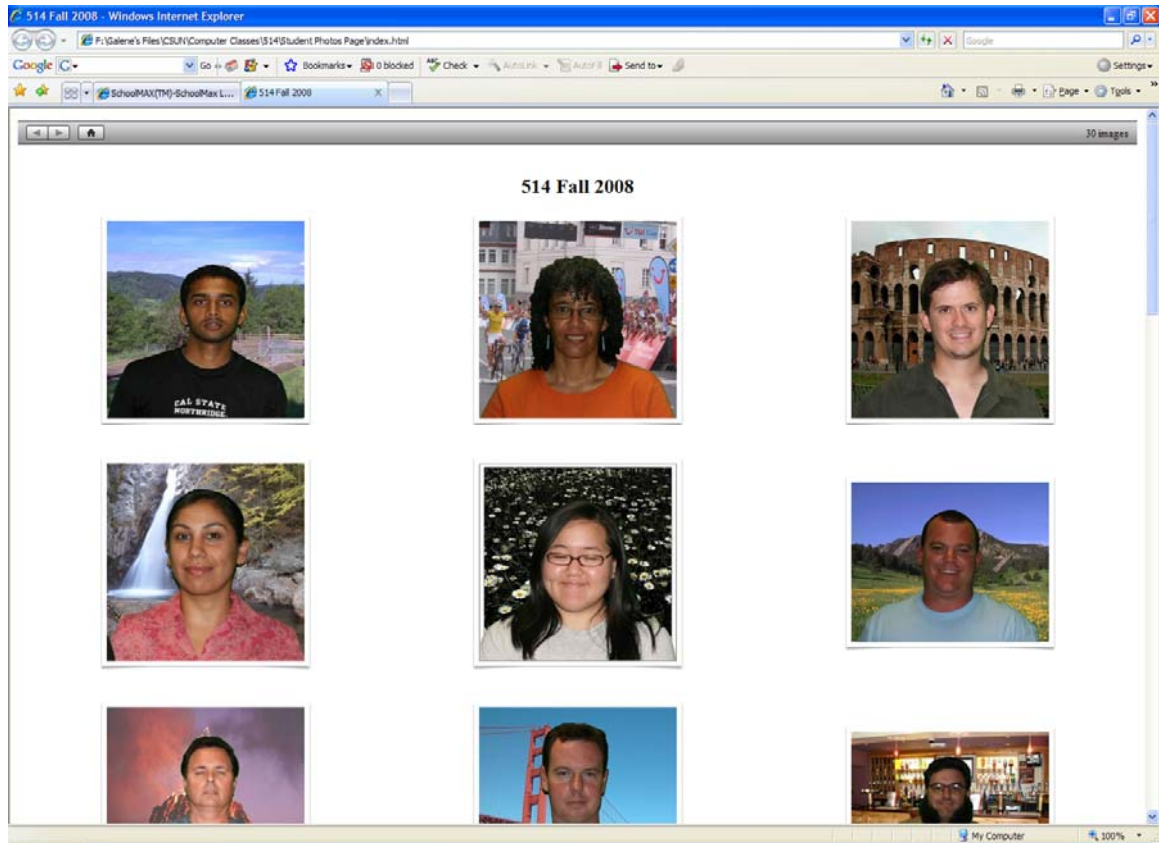
(5) Searching / Identifying Plagiarism. The ease of information access can accelerate the learning process, but it can also be counter-productive by facilitating plagiarism. Discuss the importance of intellectual honesty with your students and illustrate how you can easily identify work plagiarized from sites on the Internet.

- Using an advanced search engine with Boolean search features (such as Altavista), find text from one of your students or from a website related to your field that appears to be plagiarized. Copy and paste the text and the URLs of both pieces in question. Alternatively, you may wish to use an online plagiarism detection service such as tunitin.com

Here is the list of texts that we turned in to have it checked for plagiarism:

Plaigiarism check
inbox

submit paper

| | (all papers) | (marked papers) | (viewed papers) | (new papers) |

delete   download   move to...

	author	title	report	grademark	file	paper ID	date
☐	Chai, Christine	Hardware History Overview	100%	🍎	📄	73768808	09-10-08
☐	Cover, Greg	EGYPTION ALGEBRA	100%	🍎	📄	73769238	09-10-08
☐	Tulatammagul, Jack	John Locke	100%	🍎	📄	73769566	09-10-08
☐	Garcia, Yeri	political science from wikipedia	99%	🍎	📄	73769225	09-10-08
☐	Marx, Elliott	Light Gun	99%	🍎	📄	73769182	09-10-08
☐	Wong, Julia	Character Analysis - Tale of Two Cities	99%	🍎	📄	73769343	09-10-08
☐	Martinez, Galene	Instruments	98%	🍎	📄	73769245	09-10-08
☐	Rivas, Ingris	Why Teachers Leave	73%	🍎	📄	73769516	09-10-08
☐	Escobar, Jobani	Math Paper	48%	🍎	📄	73768927	09-10-08
☐	Esser, Valerie	Computer Development	24%	🍎	📄	73769205	09-10-08
☐	Cohen, Joseph	photo essay	14%	🍎	📄	73769159	09-10-08
☐	Hernandez, Carolina	syllabus	5%	🍎	📄	73769315	09-10-08
☐	Quint, laura	Stephen A.	--	🍎	📄	73769436	09-10-08

Here is the analysis of one of the articles turned in:

turnitin
Originality Report

Why Teachers Leave
by Ingris Rivas

Processed on: 09-10-08 17:08 PDT
ID: 73769516
Word Count: 928
Submitted: 1

Similarity: 73%   exclude quoted   exclude bibliography   mode: show highest matches together

Exodus of teachers from California's schools Purpose of the Investigation Investigate the high teacher turn out rates on or before their fifth year in the profession. This inquiry was designated to list and explain the most common causes My hypothesis is that teachers don't leave the profession due to lack of monetary compensation or lack of respect for the profession. Why This Not That It was a topic that intrigued me since I first heard about it last semester in one of my credential courses. I was shocked by this fact and I wanted to know the reasons that led to this situation so I can psychologically prepare myself. Data Collection Methods To collect data, I researched two of the most important association in California concerning education: 1)

The Center for the Future of Teaching and Learning 2) [7]
The

National Education Association and 3) Observational data from a title one school. Literature Review Kopkowski, Cynthia. "Teacher Retention: Why They Leave". Feb 2008. National Education Association. 1 May. 2008. &lthttp://www.nea.org/neatoday/0804/whytheyleave.html> "Why do Teachers Leave?". 2007.

The Center for the Future of Teaching and Learning. 1 [6]
May.**2008. &lthttp://www.cftl.org/**
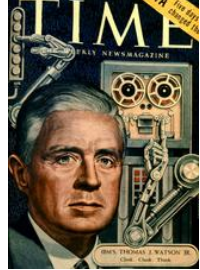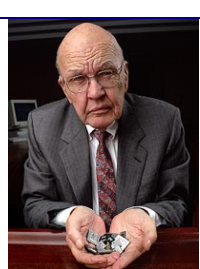
centerviews/august07.html> Findings

"critical problems in the teaching and learning [2]
environment are literally driving teachers from the
classroom."

[1] 32% match (Internet from 04/12/08)
http://www.nea.org

[2] 14% match (Internet from 09/10/08)
http://www.cftl.org

[3] 11% match (publications)
Kopkowski, Cynthia. "Why they leave: lack of respect, NCLB, and underfunding--in a topsy-turvy profession, what can make ", NEA Today, April 2008 Issue

[4] 10% match (internet)
http://www.teacherssupportnetwork.com

[5] 3% match (Internet from 06/09/08)
http://www.lockhaven.com

[6] 1% match (student papers from 03/31/08)
Submitted to Galt High School

[7] 1% match (student papers from 04/13/08)
Submitted to MiraCosta College

(6) History of computers / graphic search engines. Answer the following questions using information from technology education websites or other online resources. Make certain that all information is in your own words. No credit can be given for information that is identical to that of another student or a web page.

- Contributors to the development of the computer: Select five individuals who have made significant contributions to the development of the computer. List the contribution(s) of each individual and briefly describe its importance. See technology education websites. Use a graphic search engine to find pictures of each.

- Computer Generations: Computer historians have classified computers into "generations" in an effort to identify the major technological advances upon which the computers are built. Briefly identify the major features of each of the first five generations of computers. See technology education websites. Use a graphic search engine to find pictures of each.

Photo	Contributions to the development of computer

	Konrad Zuse (1910-1995) developed some of the earliest computers in the 1930's, called the Z1, Z2, Z3, & Z4. These were advanced calculators that helped him in designing airplanes and missiles for the Nazi government. These machines were strictly capable of only one computation at a time, aka a binary machine.
	Tom Watson Jr. (1914-1993) was credited for building IBM into a major seller of computers and computer components during the 2nd generation. He restructured the company into different divisions for data processing, component building, federal systems, etc. He did spend much of the company's earnings on research & development that wasn't always successful, but IBM produced many very successful machines that were successful during this time period, such as the 7070 & 7090 for large business and governmental use.
	Jack Kilby invented the integrated circuit for Texas Instruments in 1958. TI used it for making their calculators, but it was his invention that revolutionized the development of the computer.
Photo Not Available	Gilbert Hyatt is known as developing the integrated circuit into the microprocessor in 1968.
	Tim Berners-Lee in known as the first person to successfully network two computers to send messages back and forth between them. He is credited for developing the world wide web.

| gen-eration	Photo of key component	Features
First		First Generation from 1940 to 1956 – Vacuum tubes were used for circuits & magnetic drums for storage, their size was enormous. They were limited to one computation at a time, utilizing punch cards and paper tape for the input, and print outs for the output. Magnetic drum pictured.
Second		Second Generation from 1956 to 1963 – Transistors replaced the vacuum tubes, allowing computers to be smaller, but the input and output options were unchanged, although they were much faster.
Third		Third Generation from 1964 to 1973 – Integrated circuits were very small, utilizing silicon chips, or semiconductors. Monitors and keyboards were added for direct user input, and they were capable of doing multiple functions at the same time.

Fourth		Fourth Generation from 1971 to present – Microprocessors allowed multiple integrated circuits to be put onto a single silicon chip. Computers were available to the mass market, particularly IBM and Apple computers were very popular for home use. Because they were so much more compact, they were able to have multiple in one room, and then be connected together to form a network. The networking led to the development of the internet during this time period. We've also had the development of PDAs, and other handheld devices, along with mice, scanners, etc.
Fifth		Fifth Generation there are two different ideas regarding 5th generation computers. The first is from 1982 to 1993 where Japan tried to develop computers that utilized massive parallelism for computations. This was supposed to be a supercomputer that would perform with artificial intelligence capability. It would have multiple processors working simultaneously. These computers didn't quite get developed as hoped and the Fifth Generation Computer Systems project was ended in 1993. The second idea is that the 5th generation is from present to future using artificial intelligence, and there is work still trying to develop computers with this capability, therefore the 5th generation is from the present to the future. Nanotechnology, and voice input are getting more developed, along with superconductors instead of the semiconductor.

(7) **Making computers accessible to students:** Given the importance of computers in business and society, it is important that we provide students who have special needs access via specialized software and hardware. Describe three data input or output devices, or three OS or software options that may be used to make computers more accessible to students with specific physical handicaps. *TPE-tip If you have students with special needs in your class, you may wish to develop lesson plans illustrating how you have made your curriculum accessible to them using adaptive hardware and/or software. (TPE4)

- Experiment with the universal access features associated with your computer's operating system and research third-party hardware and software solutions for those with special needs. Describe three hardware or software solutions and explain how they may help students with specific special needs.

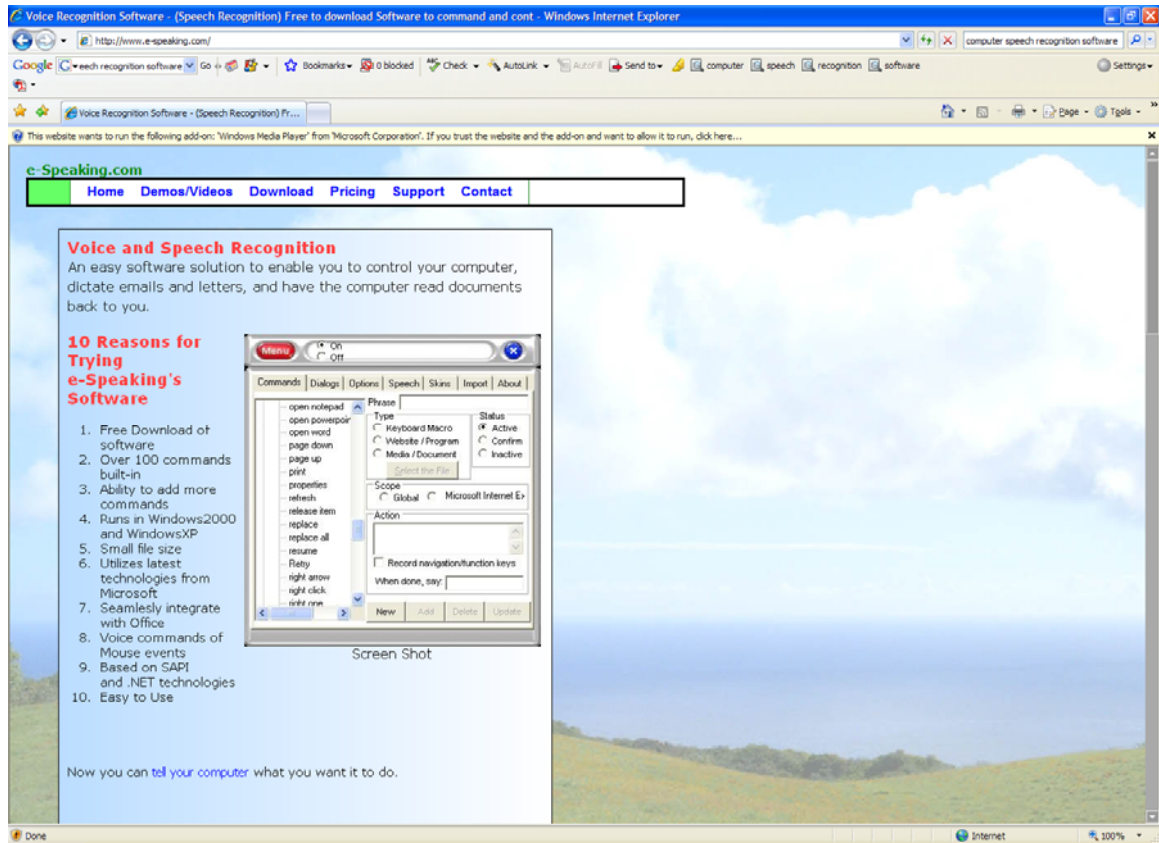1. ARTIS Screen Loupe magnifies the screen for a visually impaired person:
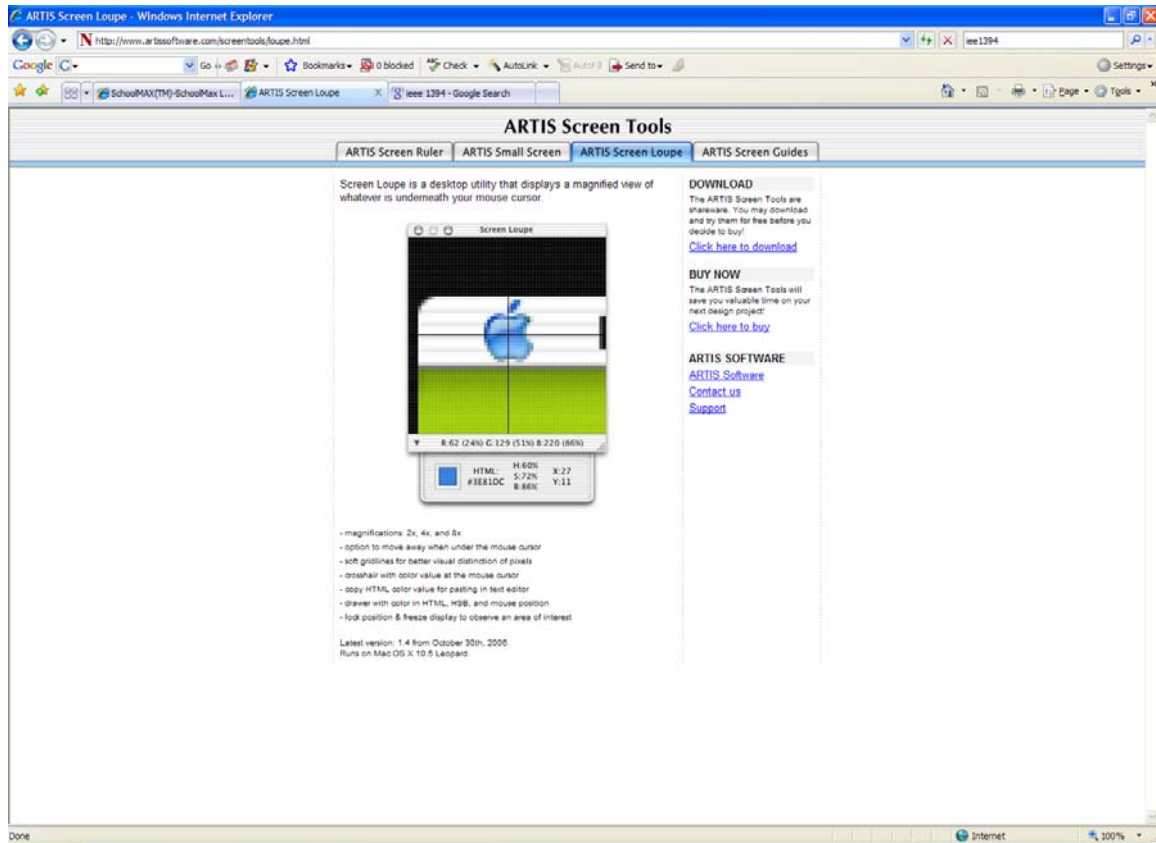
2. Infovox iVox will read the computer screen to a person that is visually impaired:
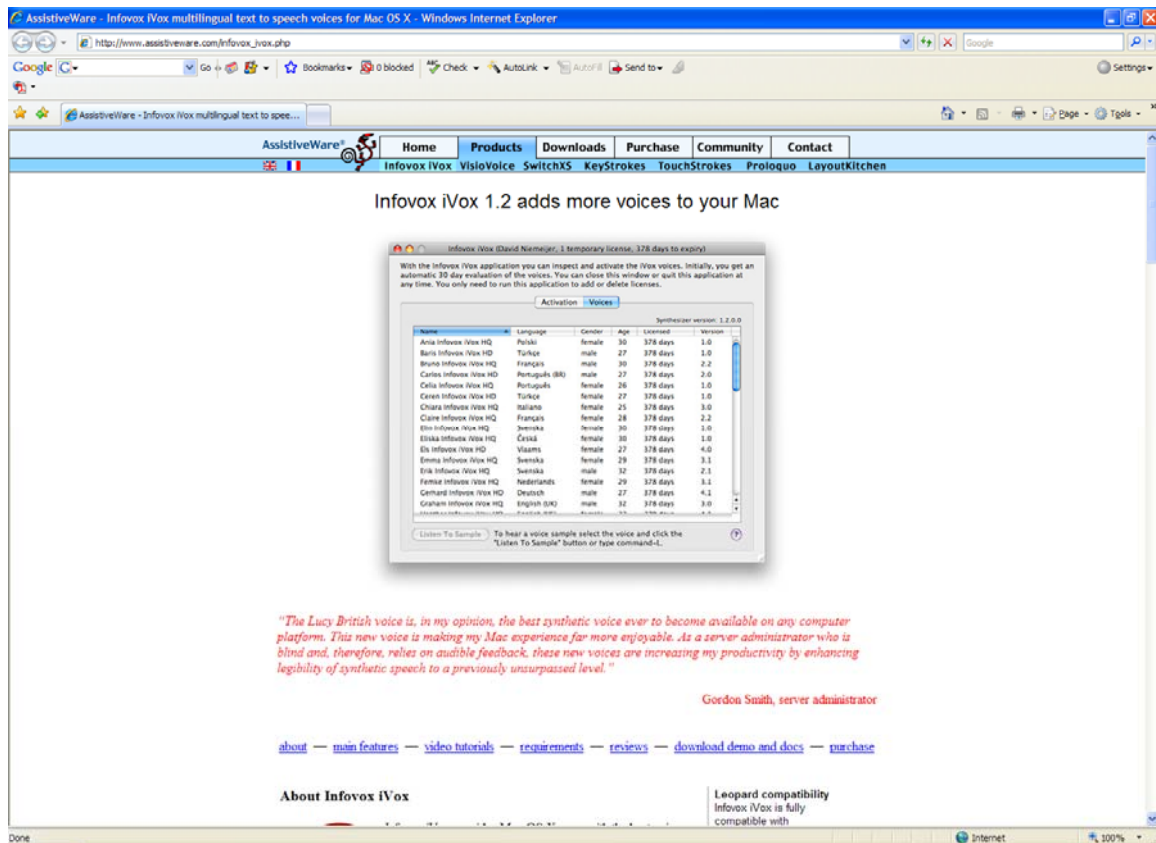
3.Voice Recognition software for visually impaired people:

(8) Computer knowledge. Teachers should be conversant with computer terminology and concepts that pertain to the use of technology in their classrooms.

- Review the list of computer terms and concepts for educators and then take this online quiz. Retake the quiz until you understand the terms and concepts and score 90% or better. Include a screen shot of your first and final test results. *TPE-tip if you have access to an online test-generation system such as WebCT, Blackboard, or Quizmaker, you may wish to develop online self-quizzes for your students. (TPE2, TPE3)

First Test:

Second Test:

Answers: SED 514 Computer Terminology and Concepts for Teachers - Windows Internet Explorer

http://media.csun.edu/quiz-bin/correct_quiz.pl

22. Students should be taught good netiquette, particularly when accessing
     Your answer: *Email, newsgroups, web logs and chats*
     CORRECT!

23. Students should always be encouraged to save their work on two forms of secondary memory storage such as
     Your answer: *Hard drive, optical disc*
     CORRECT!

24. Which of the following is an example of analog, rather than digital data?
     Your answer: *A Monet painting*
     CORRECT!

25. When ordering software for your school, it is important to check "system requirements". Which one of the system requirements is mismatched?
     Your answer: *Graphics card / Power PC G5, 2.0 GHz or better*
     CORRECT!

26. Campus networks are particularly prone to "infection" from malicious code and unwanted files that may decrease performance, fill hard drives, or corrupt files. All of the following fall into this category except:
     Your answer: *System files, startup files*
     CORRECT!

27. Data/video projectors can be used to display graphics and text related to your curriculum. Which of the following data projctors would give the sharpest and brightest image, and therefore be the easiest for students to see?
     Your answer: *DLP / 3200 lumens / 1024 x 768 pixels*
     CORRECT!

28. Which of the following would allow students who were unable to attend school (e.g. for medical or distance reasons) to participate in real-time classroom discussions.
     Your answer: *asynchronous video chat*
     Wrong.

29. Which of the following should schools have to prevent damage to their computers or restore systems that have crashed?
     Your answer: *surge protector / spike protector / virus scan software / boot CD / password protected access /firewall*
     CORRECT!

30. Which of the following provides teachers may cause greatest frustration to a teacher who is trying to post his or her grades to the secure school website?
     Your answer: *56K dial-up*
     CORRECT!

Total score: 28/30 (93.33%).

514 website

Generated by CorrectQuiz 2.0.

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