



On-Campus Course Syllabus

EDU 420, L00.A

Educational Technology

Spring 2021

Class Information

Day and Time: Monday at 12:15-3:00 pm
Room Number: E202

Contact Information

Instructor Name: Brandi McDaniel, M.Ed.
Instructor Email: bmcdaniel@criswell.edu
Instructor Phone: 817-925-3523
Instructor Office Hours: Mondays 10:45 am-12:15 pm

Course Description and Prerequisites

Examines the use of technologies as they apply to an EC-6th grade classroom. The learning process at both the verbal and non-verbal levels is examined. The range of media for teaching a targeted learning group are presented with complementary design and techniques suited for anticipated learning outcomes. (Prerequisite: EDU 301)

Course Objectives

1. Design technology infused lessons that facilitate student learning, creativity and innovation using the state of Texas' Essential Knowledge and Skills standards for content and technology.
2. Design digital age learning experiences and assessments that incorporate digital tools and resources.
3. Model Digital-Age work and learning by identifying information resources to support research, collaborating with peers, and communicating relevant information.
4. Promote and model digital citizenship and exhibit legal and ethical behavior by obeying copyright laws, and by respecting intellectual property by appropriately documenting all resources.
5. Develop standards for assessing usefulness, validity, and age-appropriateness of digital applications and tools.
6. Format at professional portfolio using artifacts created throughout program coursework.

Required Textbooks

Smaldino, S., Lowther, D. and Mims, C. (2019). Instructional Technology and Media for Learning. New York: Pearson.

Course Requirements and Assignments

Assignment	Description	Possible Points
Portfolio	Organize and present artifacts from various EDU courses based on the Texas Teacher Competencies	100
Professional Resume	Design a professional resume	100
Internet Safety Plan	Develop standards and procedures for keeping students and educators safe while using the internet	100
Peer Teaching Google/Microsoft	Teach an entire content area lesson using either Google Docs or Microsoft office applications as a presentation or assessment tool	100
App Review and Presentation	Rate twenty educational apps for use in the classroom and present an annotated review for peers	100
Web 2.0 Review and Presentation	Review a web-based resource for use in the classroom using a video format	100
Peer Teaching with Flipped Model	Script and record a flipped model video and design an in-class activity for assessment as a peer teaching	100
Virtual Field Trip Presentation	Design and present a virtual field trip	100
Elaborated Peer Teaching	Peer teaching an entire lesson using technology for presentation, practice, and assessment	100

Course/Classroom Policies and Information

1. Late work will not be accepted.
2. If you are unable to attend class the day an assignment is due, the assignment should be uploaded to Canvas prior to the start of class.
3. All presentations and peer teachings must be done in person, unless COVID protocol dictates otherwise.
4. If COVID protocol dictates that we cannot meet in person, class will be conducted at the normal meeting time on Canvas or Zoom. Please check Canvas for alerts concerning possible changes to on-campus gatherings.

Pedagogy and Professional Responsibilities EC–12 Standard I

The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

Pedagogy and Professional Responsibilities EC–12 Standard II

The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity and excellence.

Pedagogy and Professional Responsibilities EC–12 Standard III

The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process and timely, high-quality feedback.

Pedagogy and Professional Responsibilities EC–12 Standard IV

The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

Technology Applications Standard I

All teachers use technology-related terms, concepts, data input strategies and ethical practices to make informed decisions about current technologies and their applications.

Technology Applications Standard II

All teachers identify task requirements, apply search strategies and use current technology to efficiently acquire, analyze and evaluate a variety of electronic information.

Technology Applications Standard III

All teachers use task-appropriate tools to synthesize knowledge, create and modify solutions and evaluate results in a way that supports the work of individuals and groups in problem-solving situations.

Technology Applications Standard IV

All teachers communicate information in different formats and for diverse audiences.

Technology Applications Standard V

All teachers know how to plan, organize, deliver and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum.

Class Attendance

Students are responsible for enrolling in courses for which they anticipate being able to attend every class session on the day and time appearing on course schedules, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any information missed. Instructors are not obliged to allow students to make up missed work. Per their independent discretion, individual instructors may determine how attendance affects students' ability to meet course learning objectives and whether attendance affects course grades.

Grading Scale

A	93-100	4.0 grade points per semester hour
A-	90-92	3.7 grade points per semester hour
B+	87-89	3.3 grade points per semester hour
B	83-86	3.0 grade points per semester hour
B-	80-82	2.7 grade points per semester hour
C+	77-79	2.3 grade points per semester hour
C	73-76	2.0 grade points per semester hour
C-	70-72	1.7 grade points per semester hour
D+	67-69	1.3 grade points per semester hour
D	63-66	1.0 grade point per semester hour
D-	60-62	0.7 grade points per semester hour
F	0-59	0.0 grade points per semester hour

Incomplete Grades

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An "I" may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their instructors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar's Office. The "I" must be removed (by completing the remaining course requirements) no later than 60 calendar days after the close of the term or semester in which the grade was awarded, or the "I" will become an "F."

Academic Honesty

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting. Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

Institutional Assessment

Material submitted by students in this course may be used for assessment of the college's academic programs. Since programmatic and institutional assessment is done without reference to specific students, the results of these assessments have no effect on a student's course grade or academic standing at the college. Before submitting a student's work for this type of assessment, the course instructor redacts the work to remove anything that identifies the student.

Institutional Email Policy

All official college email communications to students enrolled in this course will be sent exclusively to students' institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

Disabilities

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

Intellectual Property Rights

Unless otherwise specifically instructed in writing by the instructor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

Resources and Supports

Canvas and SONIS: Criswell College uses Canvas as its web-based learning tool and SONIS for student data. Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number, twenty-four hours a day. Students needing help with SONIS should contact the Campus Software Manager at studenttechsupport@criswell.edu.

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or studentservices@criswell.edu. Pastoral and certified counseling services are also available to Criswell students. Appointments are scheduled through the Dean of Students, at deanofstudents@criswell.edu.

Wallace Library: Students can access academic resources and obtain research assistance by contacting or visiting the Wallace Library, which is located on campus. For more information, email the Wallace Library at library@criswell.edu. Offsite login information is available in Canvas in the “Criswell Student Training Course” under “Library Information.”

Tutoring Center: Students are encouraged to consult with tutors to improve and enhance their skills and confidence in any subject matter taught at the college. Tutors have been recommended by the faculty to ensure that the tutor(s) are qualified to serve the student body. Every tutor brings experience and expertise in an effort to provide the proper resources for the subject matter at hand. To consult with a tutor, students can visit the Tutoring Center located on the second floor in room E203, or schedule an appointment by emailing tutoringcenter@criswell.edu or by calling 214.818.1373.

Course Outline/Calendar

Week	Date	Topics	Assignment	Due
1	1/25	Syllabus Introduction Resume Writing Challenges of Teaching with Technology Portfolio Guidelines	See Canvas for video	
2	2/1	Internet Safety for Students and Educators	Resume Peer Review Activity and Internet Safety Plan Writing	Professional Resume
3	2/5	Exploring Student Learning Review Technology TEKS Copyright Law for Educators Subject vs. Tool Handwriting vs. Keyboarding	Chapter One	Internet Safety Plan
4	2/15	Designing Instruction & Assessing Learning Technology and Constructivism	Chapter Two Merging Technology and Content TEKS Activity	
5	2/22	Integrating Technology and Media into Instruction Planning for Instruction Review Microsoft Applications and Google Docs	Chapter 3	
6	3/1	Peer Teaching Introduction to Application Review	App Review Rubric Creation	Peer Teaching with MS App or Google Docs
7	3/8	Designing Digital Learning Environments	Chapter 4 Classroom Design Activity	
8	3/15	Spring Break		
9	3/22	Engaging Learners with Devices Usefulness of Application in Content Learning Assistive Technology	Chapter 5	Application Review Presentation

10	3/29	Content Learning Using Web 2.0 Website Review Example	Chapter 6 Develop Website Review	
11	4/5	Presentations Lesson Planning and Preparation		Website Review Presentation
12	4/12	Teaching at a Distance Synchronous and Asynchronous Flipping the Classroom	Chapter 7	
13	4/19	Enhancing Learning with Multimedia	Chapter 8	Portfolio
14	4/26	Presentations and Peer Teaching Peer Review Developing Guided Learning Activities with QR Codes	Lesson Planning	Peer Teaching with Flipped Model
15	5/3	Preparing for Tomorrow's Challenges	Chapter 9	Virtual Field Trip Presentation
16	5/10	Final		Elaborated Peer Teaching



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ADDENDUM FOR SP-21

EDU 420, L00.A

Educational Technology

In the event that Criswell College has to close the campus to on-campus classes during the SP-21 semester, this addendum specifies how your instructor intends to adjust the course in order to allow students to meet the course objectives.

Course Requirements and Assignments

If COVID protocol dictates that we cannot meet in person, assignments should be submitted in Canvas by 11:59 pm of the due date listed in the course calendar.

Assignment	Description	Possible Points
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Elaborated Peer Teaching	Peer teaching an entire lesson using technology for presentation, practice, and assessment	100
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Class

Attendance

If COVID protocol dictates that we cannot meet in person, class will be conducted at the normal meeting time on Canvas or Zoom. Please check Canvas for alerts concerning possible changes to on-campus gatherings. If you are unable to attend a virtual meeting, please notify me via email prior to the start time of the class.

Remote Class Sessions: Identity and Participation Verification

During a virtual classroom experience, it is expected that the participants appear on camera, participate in class activities, and provide input during discussion. Failing to appear and participate will constitute an absence.