



# On-Campus Course Syllabus

## EDU4420

### Educational Technology

### Spring 2024

#### Class Information

**Day and Time:** TTH 1:45-3:00

**Room Number:** E209

#### Contact Information

**Instructor Name:** Dr. Caroline Buie

**Instructor Email:** [cbuie@criswell.edu](mailto:cbuie@criswell.edu)

**Instructor Phone:** 214-818-1937

**Instructor Office Hours:** Call to make an appointment.

#### Course Description and Prerequisites

This course examines the use of technologies as they apply to an EC-8<sup>th</sup> grade classroom. The learning process at both the verbal and non-verbal levels are presented with complementary design and techniques suited for anticipated learning outcomes. (Prerequisite: EDU301)

#### Course Objectives

1. Create technology-infused lessons that facilitates student learning, creativity, and innovation using the state of Texas Essential Knowledge and Skills standards (TEKS) for content and technology which incorporate the nation-wide ISTE standards, a framework that guides educators in the use of technology.
2. Remember and model digital-age work and learning by identifying information resources to support research, collaborating with peers, and communicating relevant information.
3. Practice digital citizenship and exhibit legal and ethical behavior by obeying copyright laws, and by respecting intellectual property by appropriately documenting all resources.
4. Develop standards for assessing the usefulness, validity, and age-appropriateness of digital applications and tools.
5. Format professional tools such as a portfolio and resume using publishing software and artifacts created throughout program coursework.

## **Required Textbooks**

Smaldino, S., D. and Mims, C. *Instructional Technology and Media for Learning*. 12. Ed. New York: Pearson, 2019. Can be purchased or rented on Amazon.

## **ISTE Standards**

For details, see <https://www.iste.org/iste-standards>. To purview TEKS standards, *see* [https://texreg.sos.state.tx.us/public/readtac\\$ext.ViewTAC?tac\\_view=4&ti=19&pt=2&ch=126](https://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=4&ti=19&pt=2&ch=126)

## **ISTE Standards for Students**

### **1.1 Empowered Learner**

Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

### **1.2 Digital Citizen**

Students recognize the rights, responsibilities, and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

### **1.3 Knowledge Constructor**

Students critically curate various resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

### **1.4 Innovative Designer**

Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.

### **1.5 Computational Thinker**

Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.

### **1.6 Creative Communicator**

Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

### **1.7 Global Collaborator**

Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

## **ISTE Standards for Educators**

### **2.1 Learner**

Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning.

### **2.2 Leader**

Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning.

### **2.3 Citizen**

Educators inspire students to positively contribute to and responsibly participate in the digital world.

### **2.4 Collaborator**

Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems.

### **2.5 Designer**

Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability.

### **2.6 Facilitator**

Educators facilitate learning with technology to support student achievement of the ISTE Standards for Students.

### **2.7 Analyst**

Educators understand and use data to drive their instruction and support students in achieving their learning goals.

## **Course Requirements and Assignments**

The following assignments are in alphabetical order, and do not appear in due date order. Find a full description of each assignment on Canvas. **Use of any AI generated software is prohibited.**

<b>Assignment</b>	<b>Description</b>	<b>% Grade weight</b>
<b>Technology Pre-Test</b>		0
<b>Reading Assignments</b>	Follow the course schedule in Canvas for reading and reporting completion	10%
	<b>Graded Projects</b> (For detailed descriptions of the requirements for each assignment, check Canvas. The projects are in alphabetical order, not date. All assignments will be uploaded to Canvas.	
<b>Accessibility Project</b> Course Objective 3, 4	Watch the three videos listed at this website. <a href="https://www.howtocanvas.com/accessibility">https://www.howtocanvas.com/accessibility</a> Create a page with accessible content using audio, video, text, and artwork using Canvas Pages	10%
<b>App Review Project</b> Course Objective 2	Search the web for educational apps for K-12 and upload them to Canvas. Rate twenty educational apps for use in the classroom and present an annotated review for peers. See Rating Sheet in Canvas	10%
<b>Develop LMS (Canvas Skills)</b>	Create three Canvas Assessments	5%
<b>Internet Safety Plan</b> Course Objective 2	Upload a report to Canvas which includes standards and procedures for keeping students and educators safe while using the internet.	10%

<b>Map Skills with National Geographic</b> Course Objective 1, 3	Design and present a virtual field trip on one topic in Canvas using Glogster.	5%
<b>Peer Teaching with Flipped Model Project</b> Course Objective 1, 3	Script and record a flipped model video on any topic and design an in-class assessment for peer teaching. Include the benefits and negatives of a flipped classroom, and scenarios which benefit from the model.	20%
<b>Portfolio</b> Course Objective 5.	Using your EDU classes taken at Criswell, organize and present artifacts based on the Texas Teacher Competencies. Use Google Sites to store your information.	20%
<b>Professional Resume</b> Course Objective 5	Design a professional resume with links to your Portfolio	10%
Technology Final Post-Test		0%

## Course/Classroom Policies and Information

1. All assignments except for the live teaching components will be turned into Canvas in .pdf form unless it is a video. If the video is too large, create an account on YouTube, upload your video as Private, and submit the link on Canvas.
2. No late work is accepted.
3. Check Canvas frequently for assignments, due dates, and announcements.

### Class Attendance

Students are responsible for enrolling in courses for which they (1) anticipate being able to attend every on-campus class session on the day and time appearing on course schedules, or (2) participating in academically related activities as identified in online-course schedules including synchronous class sessions conducted remotely by video, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any missed information. Professors are not obliged to allow students to make up missed work. Per their independent discretion, individual professors may determine how

attendance affects students' ability to meet course learning objectives and whether attendance affects course grades. Professors apprise students of such information in course syllabi.

Students receiving grants, loans, or scholarships must meet specified requirements of various departments at the college and should consult relevant sections of the *Academic Catalog*. To ensure such funds will not be forfeited, students are responsible for contacting the proper departments to ascertain any specific course participation requirements and consequences of not meeting such requirements. Students receiving grants, loans, or scholarships should consult the Financial Aid office.

While Criswell College is a non-attendance taking institution, it nevertheless must demonstrate that students begin their courses in order to comply with Federal Aid regulations. Accordingly, students must participate in academically related activities during census periods. Failure to meet this requirement will result in students being administratively dropped from courses.

Academically related activity is defined as any course-related activity that may be used as evidence of attendance. Examples include:

- physical presence in a classroom during a class session with the instructor present,
- participation in a synchronous remote video class session with the instructor present,
- submission of an academic assignment, quiz, or exam,
- participation in an interactive tutorial or computer-assisted instruction,
- participation in a study group or discussion board that is assigned by the instructor,
- documentation showing that the student and a faculty member corresponded about the academic subject of the course.

**NOTE:** Logging into a Canvas course alone and logging into a Synchronous Online class session without active participation or with the camera off are not considered attendance.

**NOTE:** A census period begins on the first day of a semester/term and runs through the end of the last day to drop courses. During the census period, attendance data is collected in order to demonstrate compliance with Federal Aid regulations. There is no census period for winter terms since there is no last day to drop courses.

## **Campus Closure**

To ensure the health and safety of students and employees, college administrators may decide it is necessary on rare occasions to close the campus. Once this decision is announced, instructors will contact students to provide further details regarding the campus closure's impact on those courses. Students are responsible to watch for communication from their instructors and respond appropriately. (Unless otherwise specified by the instructor in this syllabus, this communication will be sent to the student's Criswell College e-mail account.)

In order to make progress toward the courses' objectives, instructors have the freedom during most campus closures to require students to participate in activities as alternatives to meeting on campus. An instructor may,

for example, hold class remotely (through Zoom) at the scheduled time, provide a recording of a class or presentation for students to watch independently, or assign other activities that students are to accomplish before returning to campus. Students are responsible for accomplishing these alternative activities as well as any course requirements listed in this syllabus during the period of the campus closure. If, during the period of the campus closure, personal circumstances prohibit a student from accomplishing these alternative activities or course requirements and assignment listed in the syllabus during the campus closure, the student is responsible for communicating with the instructor as soon as possible. Instructors will not penalize students who do not have the means to accomplish the alternative activities during the period of the campus's closure and will work with students whose circumstances during the campus closure prohibited their timely completion of course requirements and assignments in the syllabus.

## Grading Scale

Assigning grade definitions (i.e., above average, average, below average) is optional. Please delete the last column below if not assigning definitions. Additionally, delete these instructions when completing syllabus.

			Grade Definitions (optional)
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.



## Research and Writing Standards

The default writing style for written assignments in Criswell College Courses is the latest edition of *A Manual for Writers of Research Papers, Theses and Dissertations* by Kate Turabian. However, instructors are free to require alternative writing styles in their courses. These styles include but are not limited to the American Psychological Association (APA), Chicago Manual of Style, Modern Language Association (MLA), and Society of Biblical Literature (SBL) writing guides.

## 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](mailto: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](mailto:studentservices@criswell.edu). The Student Services Office also works with local counseling centers to ensure that every student has access to helpful mental health resources. More information is located on the college website at [Criswell College Mental Health Resources](#), and students may contact the Director of Student Services if they have any questions.

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](mailto:library@criswell.edu). Login credentials are emailed to students near the beginning of the semester.

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 schedule an appointment through Calendly (<https://calendly.com/criswell-tutoringcenter>) or by visiting the Tutoring Center located on the second floor in room E203. For questions, call 214.818.1373 or email at [tutoringcenter@criswell.edu](mailto:tutoringcenter@criswell.edu).

## Course Outline/Calendar

Unit/Week	Due Date	Topics	Assignments
1	1/16/24	Introduction ISTE/TEK Standards	

2	1/23/24	What is Educational Technology?	Read Exploring Student Learning, <i>Instructional Technology</i> pp. 1 – 20
3	1/30/24  2/1/24	Learning Theories and Using Technology Effectively	Read Designing Instruction and Assessing Learning, <i>Instructional Technology</i> pp. 21 – 38  Turn in Professional Resume
4	2/6/24  2/8/24	The Assure Model	Read Integrating the ASSURE model, <i>Instructional Technology</i> pp. 39 – 63  Turn in App Annotated App Review
5	2/13/24	Digital Learning Environments	Read Designing Digital Learning Environments, <i>Instructional Technology</i> pp. 65 – 93  Read also Digital Citizenship in Files section We will discuss this in class.
6	2/20/24  2/22/24	Internet Safety and Copyright Laws	Read handouts on internet safety and copywriting laws  Turn in an Internet Safety Plan using Powerpoint or any other presentation software

7	2/27/24  2/29/24	Digital Devices and Software	Read Learners with Digital Devices, <i>Instructional Technology</i> pp. 95 – 117  Work through Passport to Canvas @ <a href="https://criswell.instructure.com/courses/986">https://criswell.instructure.com/courses/986</a>
8	3/5/24  3/7/24	Web 2 applications/ Social Networking, Youtube, etc.	<b>Read Learners and the Web 2.0</b> , <i>Instructional Technology</i> pp. 118 – 138  Turn in Accessibility Project via Canvas Page. Provide link in an email to the instructor.
9	3/11/24 – 3/15/24	Spring Break	
10	3/19/24  3/21/24	Enhancing Learning with Multimedia	Read Teaching at a Distance, <i>Instructional Technology</i> pp. 139-166  Create 3 Assessments in Canvas
11	3/26/24  3/28/24	Synchronous/ Asynchronous Distance Teaching	Read Multimedia, <i>Instructional Technology</i> pp. 139-166  Turn in Geography Lessons with National Geographic

12	4/2/24	LMS systems/Canvas	Read <i>Preparing for Tomorrow's Challenges</i> , Ch. 9 in <i>Instructional Technology</i> , pp. 209–229.  Begin Designing Distance education project in Canvas
13	4/11/24	LMS systems/Canvas, pt. 2	Turn in enhanced Present Peer Teaching with Flipped Model and present to peers
14	4/18/24		Turn in your Portfolio
15	4/25/24	Flipped Model Presentations	
16	4/30/24	Flipped Model Presentations	
	5/6/24	Final Exams Week	Take the Technology Test