



On-Campus Course Syllabus

EDU420

Educational Technology

Spring 2025

Class Information

Day and Time: 4:45 – 7:15 pm

Room Number: E202

Contact Information

Instructor Name: Dr. Caroline Buie

Instructor Email: cbuie@criswell.edu

Instructor Phone: 214-818-1937 (will reach my cell)

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-8th 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.
6. Investigate AI and its potential use in the classroom.
7. Evaluate types of online delivery including the pros and cons of each modality.

Required Textbooks

Cennamo, Katherine, John D. Ross, Peggy A. Ertmer. *Technology Integration for Meaningful Classroom Use*, 3rd ed. Cengage Learning, Inc., US. 2021.

Can be purchased on Amazon and I would recommend finding a used copy to keep the price low. See Bookfinder.com to compare places of purchase, and to find cites that will buy it back at a minimal price.

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 course requires weekly reading and projects. This class will be conducted in seminar style, with the students presenting the reading during the first hour of the course. The second hour will address the projects, which are listed in alphabetical order, and do not appear in due date order. Find a full description of each assignment on Canvas.

Assignment	Description	% Grade weight
Technology Pre-Test		0
Reading Assignments Course Objective 2	Follow the course schedule in Canvas for reading and reporting completion. Students will be assigned weeks where they will	15%

	present the material in the reading for the benefit of the class. See the document: Reading Schedule Assignments	
	Graded Projects (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.	
Accessibility Project Course Objective 3, 4	Watch the three videos listed at this website. https://www.howtocanvas.com/accessibility Create a page with accessible content using audio, video, text, and artwork using Canvas Pages	5%
AI Evaluation Course Objective 6	Each student will be given a book concerning the use of AI in the classroom. The student will write a three-four page report (750–1000 words) arguing the pros and cons in using AI in the classroom. Justify its use but also provide guidelines on how to prevent students from cheating.	5%
AI Project Course Objective 6	Design and present an AI project for your 5 th grade class. Present your project in class.	5%
Annotated App Review Project 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	5%
Develop LMS Skills (Canvas)	Create three Canvas Assessments using Assignments, Rubric, Quizzes, and Pages.	5%
Internet Safety Plan Course Objective 2	Upload a report to Canvas which includes standards and procedures for keeping students and educators safe while using the internet. The class time will be used to present your findings.	5%

Peer Teaching with Flipped Model Project 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%
Portfolio 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.	25%
Professional Resume Course Objective 5	Design a professional resume with links to your Portfolio	5%
Technology Final Post-Test		0%

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

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.

Course Policy on the use of Artificial Intelligence (AI)

This course will contain assignments which use AI software for teaching purposes. In other assignments, I prefer you not use AI. Each Assignment will be clearly marked as to what is expected.

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.

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. 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. 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. 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.

Course Outline/Calendar

Unit/Week	Due Date	Topics	Assignments
1	1/21/25	Introduction ISTE/TEK Standards	Read through ISTE/TEC standards Take the Technology Pre-test in class Assign Reading Leaders
2	1/28/25	Integrating Technology in the Classroom	Read in the textbook: “Technology Integration,” Ch. 1 and skim Chapter 2, “Teacher as Learner,” pp. 1–54. Student-led discussion on Reading (See Reading Discussion Leaders and Dates at the top of the Modules page)
3	2/4/25	Using Websites and Apps for Deeper Learning Opportunities	Supporting Deeper Learning, Ch. 3 in <i>Technology Integration</i> , pp. 55–79. Student-led discussion on Reading (See Reading Discussion Leaders and Dates at the top of the Modules page)

			Project: Turn in and present Annotated App Review
4	2/11/25	Personalizing Assessments	<p>Read “Designing Personalized Learning Experiences,” Ch. 4, pp. 81–103.</p> <p>Student-led discussion on Reading (See Reading Discussion Leaders and Dates at the top of the Modules page)</p> <p>Project: Turn in Professional Resume</p>
5	2/18/25	Internet Safety	<p>Read “Promoting Responsible Digital Citizenship”, 1st half of Ch. 11, pp. 269–277</p> <p>Read articles on Digital Citizenship, Cyber Bullying, and Internet safety</p> <p>Project: Turn in an Internet Safety Plan using Powerpoint or any other presentation software. Include a section on Fair Use and Copyright laws for educators</p>
6	2/25/25	Copyright Laws and Intellectual Property	<p>“Promoting Responsible Digital Citizenship”, 2nd half of Ch. 11, pp. 277–296</p> <p>Read handouts on internet safety and copywriting laws (Files section in Canvas)</p> <p>Student-led discussion on Reading (See Reading Discussion Leaders and Dates at the top of the Modules page)</p>
7	3/04/25	Technology Enriched Learning	<p>Skim Ch. 5 Tables.</p> <p>Read Ch. 6, "Facilitating Technology-Enriched Learning," pp. 131 –157.</p>

			<p>Student Lead Reading Discussion (See Schedule)</p> <p>Work through Passport to Canvas @ https://criswell.instructure.com/courses/986</p>
8	3/11/25		<p>Read Appendix D in Technology Integration</p> <p>Student-led discussion on Reading (See Schedule) In class, we will search the web for accessibility apps and browser plugins.</p> <p>Turn in Accessibility Project via Canvas Page. Provide link in an email to the instructor.</p>
9	3/17/25 – 3/21/25	Spring Break	
10	3/25/24	Distance Education	<p>Read Chapter 7, “Facilitating Student Problem Solving” on pp.161–186 Read designated articles.</p> <p>Student-led discussion on Reading (See Schedule)</p> <p>Turn in Paper on Different Teaching Modalities</p> <p>Select your AI book</p>
11	4/1/25	Teacher as Analyst/Collaborator	<p>Read Teacher as Analyst, Ch. 9, pp. 213 –241.</p> <p>Skim Teacher as Collaborator, Ch. 10, pp. 242–266.</p> <p>No discussion of the Reading this week. We will use class time to show you how to use Canvas.</p> <p>Build Canvas Shell or Flipped Teaching Model</p>

12	4/8/25	Artificial Intelligence	<p>Read your chosen book for the following paper.</p> <p>Turn in paper on the pros and cons of using AI in the classroom</p> <p>Turn in the AI Project for 5th graders</p>
13	4/15/25	Portfolio Workshop	We will use class time to build your Portfolios. Bring artifacts.
14	4/22/25	<p>Flipped Classroom Presentation</p> <p>Use the remainder of the time to finish your portfolio</p>	Take the Technology Post-Test outside of class
15	4/29/25	Flipped Model Presentations	<p>Turn in enhanced Present Peer Teaching with Flipped Model and present to peers</p> <p>Present flipped Classrooms</p> <p>Turn in your Portfolio before 11:59</p>
16		All work has been turned in	