

Moberly Area Community College Common Syllabus

EDU235 Educational Technology

Current Term

Instructor:

Office Number:

Office Hours:

Response Time: I typically respond to student emails within 24 hours, Monday through Friday.

Contact Information:

Classroom Number:

Section number(s):

Class days and time:

Catalog Description: EDU235 Educational Technology (3-0-3)

In this course students will learn how to integrate instructional technology into P-12 classrooms. Students will study a variety of software programs, presentation technology, telecommunication tools, and assistive technology. The focus will also be on social, ethical, legal, and human issues surrounding the use of technology.

(FA, SP)

Prerequisite: None

Pre/Co-requisite: EDU220 Foundations of Education in a Diverse Society

Text: Title: *Tech Like a PIRATE: Using Classroom Technology to Create an Experience and Make Learning Memorable*

Author: Miller

Edition: 2020

Publisher: Dave Burgess Consulting, Inc.

ISBN: 978-1-951600-20-4

Other Required Materials: An **open mind**
An electronic/digital storage device:
A **working email** address which you check on a regular basis.
One or more three-ring binders for keeping hardcopies of instructions and products created during projects

Purpose of Course: This course will introduce the preliminary candidate in teacher education to the use of a variety of technologies in the classroom. Students will use this technology to enhance lesson preparation, and communication with peers, students and parents.

Course Objectives (CO): Upon successful completion of this course, students should be able to demonstrate the outcomes listed below. Acquisition and retention of these objectives are dependent on the student being a reflective participant in the course. Appropriate objectives are linked to the Missouri Teacher Standards, the Missouri Standards for the Preparation of Educators (MoSPE), and the standards established by IDTE (International Society for Technology in Education).

Course Outcomes

The student will:

1. Demonstrate a sound understanding of current guidelines for technology in education (MTS/MIPEC 3A1).
2. Demonstrate competency in 21st century skills related to educational technology (MTS/MIPEC 3A2, 6A1, 6A3, and 6A4).
3. Demonstrate an awareness of current methods, strategies, and assistive and adaptive technology for using technology to maximize student learning among diverse learners, including English Language Learners (MTS/MIPEC 1A4, 2A4, 2A5, 4A2, and 6A3).
4. Develop technology strategies to facilitate a variety of formative and summative assessment techniques (MTS/MIPEC 4A2 and 7A1).
5. Demonstrate the use of technology to enhance personal and professional productivity (MTS/MIPEC 8A3 and 9A3).
6. Demonstrate an understanding of the social, ethical, legal, and human issues surrounding the use of technology (MTS/MIPEC 3A2, 4A1, 6A1, 7A5, 8A3, and 9A1).
7. Demonstrate an ability to apply adaptive and assistive technology in support of diverse learners, including English Language Learners (MTS/MIPEC 1A5, 2A6, and 6A4).

Course Outline: Educational Technology

1. Guidelines for Technology

- A. MTS/MIPEC standards and competencies
- B. Current state, national and international standards

2. Technology Skills

- A. Desktop, laptop, tablet, mobile devices
- B. Multimedia tools
- C. Learning management systems, synchronous/asynchronous learning, cloud-based learning, blended/hybrid learning
- D. Internet

3. Technology to Maximize Student Learning

- A. 1:1 technology, flipped and virtual classrooms
- B. Applications, open source, and website resources
- C. Innovative teaching and learning through technology integration

- D. Models of effective instruction with technology (tools of inquiry)
- E. Application of Bloom's Digital Taxonomy

4. Technology and Informal and Formal Assessment Techniques

- A. Principles, research, and appropriate assessment practices related to the use of computers and technology resources
- B. Formal, informal, and authentic assessment strategies for P-12 learners
- C. Websites that provide variety of assessment strategies for students
- D. Technology to assess students' prior knowledge

5. Technology to Enhance Personal Productivity and Professional Practice

- A. Formal (courses) and informal professional learning networks (MOOCS)
- B. Professional development through social media (eLearning)
- C. Conduct research, including using and correctly documenting electronic sources
- D. The effect of technology on the nature of work and communication
- E. Use of technology for lifelong learning

6. Technology and Social, Ethical, Legal, and Human Issues

- A. Copyright issues
- B. School districts' Appropriate Use Policies (AUP)
- C. School-wide computer security
- D. Digital citizenship and netiquette
- E. Equity and fair use issues

7. Strategies for Integrating Technology in Support of Diverse Learners

- A. Assistive technology and adaptive devices for exceptional learners
- B. Strategies for meeting the needs of English Language Learners

Statement to Connect Course with Institutional Student Level Outcomes:

In compliance with MACC's Institutional Student Level Outcomes, the student who successfully completes this course will be able to meet the following institutional learning outcomes:

- **Communication:** Students will demonstrate the ability to communicate effectively through oral, written, or digital channels using the English language or quantitative or other symbolic systems. Students should be able to write and speak with thoughtfulness, clarity, coherence, and persuasiveness; read and listen critically; and select channels appropriate to the audience and message.

Evaluation of Student Learning: Students will be provided opportunities to demonstrate their understanding of and ability to meet course objectives in a variety of assessments experiences. Many of these experiences will be performance-based, some will have timed components. These experiences will allow students to communicate not only what they have learned from the readings and from the classroom experience, but also what they can DO with that information related to teaching.

Grading Scale:

- A – 90-100%
- B – 80-89%
- C – 70-79%
- D – 60-69%
- F – 0-59%

Description of Major Assignments:

Schedule of Student Assignments/Activities:

Per instructor

Instructor Policies:

Tardiness:

Per instructor policy

Make up and late work:

Per instructor policy

Extra credit work:

Per instructor policy

Collegewide Policies:

All faculty and students need to be aware of collegewide policies and procedures. Statements on Academic Dishonesty, ADA, Attendance, Title IX, and other important collegewide policies can be accessed by clicking on the following: [Collegewide Policies in Student Resources](#).