Moberly Area Community College
Common Syllabus
EDU235 Educational Technology

Current Term

Instructor:
Office Number:
Office Hours:
Contact Information:
Classroom Number:
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:  LAL101 Composition I

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:  Upon successful completion of this course, students should be able to demonstrate the outcomes listed below. Acquisition and retention of these objectives are dependant 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 (MoSPE/MIPEC 3A1).
2. Demonstrate competency in 21st century skills related to educational technology (MoSPE/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 (MoSPE/MIPEC 1A4, 2A4, 2A5, 4A2, and 6A3).
4. Develop technology strategies to facilitate a variety of formative and summative assessment techniques (MoSPE/MIPEC 4A2 and 7A1).
5. Demonstrate the use of technology to enhance personal and professional productivity (MoSPE/MIPEC 8A3 and 9A3).
6. Demonstrate an understanding of the social, ethical, legal, and human issues surrounding the use of technology (MoSPE/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 (MoSPE/MIPEC 1A5, 2A6, and 6A4).

**Course Outline:** Educational Technology

1. **Guidelines for Technology**
   A. MoSPE/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

**Assessment 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%

**Expected Study Time Commitments:** Students should expect to spend approximately 2 to 4 hours per week studying, reading, and working on assignments for each registered credit hour. For example, 6 to 12 study hours per week may be expected for a 3 credit hour class.
Description of Major Assignments: **Required Assignments:** Detailed handouts will be provided in class. One copy of each assignment completed should be turned into the instructor for grading. STUDENTS MUST RETAIN A DUPLICATE COPIES OF MAJOR PROJECTS FOR THEMSELVES AS POSSIBLE ARTIFACTS TO INCLUDE IN THEIR PRELIMINARY CANDIDACY PORTFOLIO. It is suggested that students maintain a hardcopy and a digital copy of all work. The following provides a brief description of each category.

1. **Reading/Research/Reflection**  
   35%
   - Reactions to readings and discussions, Reflection and Position Papers
   - Annotated Bibliography on Instructional Technology

2. **Projects**  
   45%
   - Projects will be assigned which will require the integration of technology in appropriate situations. Each will be described in a separate handout.

3. **Assessment**  
   20%
   - Quizzes, some of which will be announced, Tests, and Timed Exercises

**Schedule of Student Assignments/Activities:** Per instructor

**Statement to Connect Course with General Education Outcomes:** In compliance with MACC’s General Education outcomes, the student who successfully completes this course will be able to:

- **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.

**College / Instructor Policies:**

**Academic Dishonesty:** MACC board policy is as follows: “Academic dishonesty by students damages institutional credibility and unfairly jeopardizes honest students; therefore, it will not be tolerated in any form.” Forms of academic dishonesty include but are not limited to the following: violations of copyright law, plagiarism, fabrication, cheating, collusion, and other academic misconduct. Incidents of dishonesty regarding assignments, examinations, classroom/laboratory activities, and/or the submission of misleading or false information to the College will be treated seriously. The procedure for handling academic dishonesty is outlined in the Student Handbook (*Policy Handbook*, M.010). In cases of alleged academic dishonesty, the burden of proof is on the student, not on the instructor.

**Attendance Policy:** Students are expected to attend all class sessions for which they are enrolled. The College reserves the right to drop or withdraw students from courses due to lack of attendance.

Students need to be aware that dropping/being dropped from a course and their last date of attendance in the course may impact their financial aid.
MACC faculty are required to track attendance and report lack of attendance. An instructor must complete the appropriate steps to drop a student within one week following the student’s violation of the attendance policy. Additionally, a student’s attendance rate will be calculated based upon the first day the academic session begins (not the student’s date of enrollment in the course). If a student does not attend a course as defined below, the student will be dropped as “Never Attended.”

**Term Length Drop Calculations**

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<tr>
<th>Term Length</th>
<th>Drop Criteria</th>
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<td>16-week:</td>
<td>Any student who misses two (2) consecutive weeks of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.</td>
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<td>8-week:</td>
<td>Any student who misses one (1) consecutive week of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.</td>
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<tr>
<td>4-week:</td>
<td>Any student who misses two (2) consecutive days of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.</td>
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<td>Intersession:</td>
<td>Any student who misses one (1) day of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.</td>
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Acceptable justification may include, but is not limited to, family emergencies, illness or injury, college-approved co-curricular and extra-curricular activities, and religious holidays.

**Definition of Course Attendance**

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<tr>
<th>Course Type</th>
<th>Description</th>
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<tr>
<td>In Seat Course</td>
<td>Physically attending scheduled, face-to-face, class meetings</td>
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<tr>
<td>Virtual Course</td>
<td>Being present, via appropriate platform, for scheduled class meetings/activities</td>
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| Hybrid Course          | Physically attending scheduled, face-to-face, class meetings and active participation in the online portion of the course which may include any or all of the following:  
  - Completion of quizzes or exams during class meetings and online  
  - Submission of assignments during class meetings and online  
  - Participation in discussions during class meetings and online |
Online Course

Active participation in an online course includes the following:

• Completion of quizzes or exams
• Submission of assignments
• Participation in threaded discussions

Simply logging into the Learning Management System (Canvas) and/or accessing the course and course related material does not constitute active participation for the online component of hybrid courses or for online courses. *(Policy Handbook, l.090 & M.095)*

**Tardiness:** Per instructor policy

**Make up and late work:** Per instructor policy

**Extra credit work:** Per instructor policy

**Student Email:** MACC Mail is the official student email system at MACC. Official college communication is sent via this email system. Students are responsible for checking their MACC Mail account regularly. Students may also receive notifications and reminders from MACC through the online learning platform. However, students should remain aware that the online learning platform messaging system and MACC Mail (student email) system are two separate systems.

**ADA Statement:** Students who have disabilities that qualify under the Americans with Disabilities Act may register for assistance through the Office of Access and ADA Services. Students are invited to contact the Access Office to confidentially discuss disability information, academic accommodations, appropriate documentation and procedures. For more information, please call either the Moberly office at (660) 263-4100 x11240 or the Columbia office at (573) 234-1067 x12120, or visit our web page at [http://www.macc.edu/index.php/services/access-office](http://www.macc.edu/index.php/services/access-office).

**Title IX Statement:** MACC maintains a strict policy prohibiting sexual misconduct in any form, including sexual harassment, sexual discrimination, and sexual violence. All MACC employees, including faculty members, are considered mandated reporters of sexual misconduct and as such are expected to contact the Title IX Coordinator when they become aware, in conversation or in writing, of an incident of sexual misconduct. For more information on this policy or to learn about support resources, please see [http://www.macc.edu/sexual-misconduct-policy](http://www.macc.edu/sexual-misconduct-policy) (links to an external site) or contact Ms. Cheryl Lybarger, MACC’s Title IX Coordinator, at 660-263-4110, ext. 11369 or CherylLybarger@macc.edu.