

MURRAY STATE UNIVERSITY

DEPARTMENT: Early Childhood and Elementary Education

COURSE PREFIX: EDU

COURSE NUMBER: 222

CREDIT HOURS: 3

I. TITLE: Instructional Technology

II. COURSE DESCRIPTION AND PREREQUISITE(S): Course introduces students to the wide variety of emerging and existing technology applications that are commonly seen in modern educational classrooms. Students will explore, evaluate, and demonstrate competence in the use of instructional technology as a tool for the interactive and engaging classroom.

Prerequisite(s): EDU 103 or EDU 104

III. COURSE OBJECTIVES:

Class activities will be centered on the attainment of the course objectives listed below. Following each objective, and enclosed in parentheses, are numbers that reference the Kentucky Teacher Standards (KTS), the Kentucky Interdisciplinary Early Childhood Education Standards (KYIECE), the Council for Exceptional Children's Standards (CEC), the International Society for Technology in Education's Teacher Standards (ISTE Standards*T), and the Interstate Teacher Assessment and Support Consortium (InTASC) Standards addressed by that objective. Upon successful completion of this class, students will be able to

- A.** create and maintain a technology-equipped classroom environment (ISTE Standards*T 3; KYIECE 9.2);
- B.** demonstrate proficient use of existing and emerging technology tools within the classroom (ISTE Standards*T 2; KYIECE 9.1; CEC 5.3);
- C.** design and implement appropriate technology-enhanced instruction to enrich the curriculum (KTS 6.1, 6.2; ISTE Standards*T 1, 2; KYIECE 9.2; CEC 5.1, 5.2; InTASC 7, 8);
- D.** evaluate, select and integrate instructional technology to promote practices that are developmentally appropriate for student use in order to meet learning outcomes, including the use of technology to help students achieve college/career readiness (KTS 6.1, 6.2, 6.3; ISTE Standards*T 1, 2, 3; KYIECE 9.1-9.5; CEC 5.1; AASL 1-4; InTASC 1, 7, 8);
- E.** be responsible digital citizens who model appropriate and ethical use of technology (KTS 6.5; ISTE Standards*T 3, 4; KYIECE 9.5; InTASC 9);
- F.** identify and use assistive technology to enhance the learning of students with special needs (KTS 1-3; ISTE Standards*T 1, 2; KYIECE 9.8; CEC 5.3; InTASC 2);
- G.** apply technology to support instructional assessment and the communication of student learning (KTS 6.4; KYIECE 9.1; ECE 5.2; InTASC 6); and
- H.** use technology to communicate and collaborate with colleagues, families, and community entities (ISTE Standards*T 3, KYIECE 9.1).

The theme of Technology is addressed as the overarching focus of the course as evident by the objectives listed above. Students will engage in conversation about teacher technology use as a tool for instructional enhancement, as well as student use for academic success. Throughout the course, students will be exposed to and demonstrate various educational/instructional technologies.

IV. CONTENT OUTLINE:

- A. The Technology-Equipped Classroom
- B. Technology Enhanced Instruction
- C. Evaluating and Selecting Technology Tools
- D. Existing Technologies
- E. Emerging Technologies
- F. Internet-Based Applications
- G. Mobile Technology
- H. Assistive Technology
- I. Assessment and Technology
- J. Communication/Collaboration and Technology
- K. Digital Citizenship

V. INSTRUCTIONAL ACTIVITIES:

- A. Individual and small group discussions
- B. Individual and small group activities
- C. Read and conduct research
- D. Demonstrate various technology tools
- E. Hands-on exploration

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:

None

VII. TEXT(S) AND RESOURCES:

Roblyer, M. D., & Doering, A. H. (2014). *Integrating educational technology into teaching* (7th ed.). Boston: Pearson/Allyn and Bacon Publishers.

Access to an online course management system will be mandatory. *Use of technology resources is required of all students.* Other resources will be utilized at the discretion of the professor.

VIII. EVALUATION AND GRADING PROCEDURES:

Course grades will be awarded based upon the successful completion of tasks as described in the course syllabus and at the professor's discretion. Assignments and tasks will be graded according to a rubric and/or checklist that will be provided in advance to students. Students are encouraged to contact the professor with questions, needed clarifications, etc.

Grading Scale: 100%-90% - A, 89%-80% - B, 79%-70% - C, 69%-60% - D, Below 60% - E

IX. ATTENDANCE POLICY:

Students are expected to adhere to the MSU Attendance Policy outlined in the current *MSU Bulletin*.

X. ACADEMIC HONESTY POLICY:

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:

Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Institutional Diversity, Equity and Access. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI. NON-DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES:

Policy Statement

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact the Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, (270) 809-3155 (voice), (270) 809-3361 (TDD).

Students with Disabilities

Students requiring special assistance due to a disability should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students should contact the Office of Student Disability Services, 423 Wells Hall, Murray, KY 42071. 270-809-2018 (voice) 270-809-5889(TDD).

XII. FLAG SYSTEM/CONTINUOUS ASSESSMENT:

Student progress is continuously assessed throughout the teacher preparation program. Appropriate professional characteristics and dispositions, in addition to academic achievement, are assessed. Positive and negative flags are submitted by faculty to Teacher Education Services and then presented to admissions committees. Negative flags are carefully reviewed to make a determination as to whether a student should be denied admission OR if a professional development plan will be designed for the student's progress towards program completion. **NEGATIVE FLAGS MAY BE GROUNDS FOR DENIAL OF ADMISSION TO TEACHER EDUCATION AND/OR STUDENT TEACHING.**