

Murray State University Common Course Syllabus

DEPARTMENT: EARLY CHILDHOOD AND ELEMENTARY EDUCATION

COURSE PREFIX: EDU COURSE NUMBER: 626 CREDIT HOURS: 3

I. TITLE: Integration of Educational Technology

II. COURSE DESCRIPTION:

Students use a range of traditional, interactive, and emerging technology tools to enhance learning. Students demonstrate knowledge of existing instructional practices as well as compose and produce artifacts using available resources.

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 International Society of Technology in Education's Teacher Standards (ISTE Standards*T), the International Society of Technology in Education's Standards for Coaches (ISTE Standards*C), 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. demonstrate the ability to design effective instructional activities that incorporate appropriate technology to address diverse student needs and different learning styles (KTS #2, 6; ISTE Standards*T #2, ISTE Standards*C #2, 3; InTASC #7, 8) ,
- B. explain how to create a learning environment that maximizes the effectiveness of the use of technology in instruction (KTS #3, 6; ISTE Standards*T #1, 2; ISTE Standards*C #3, InTASC #3),
- C. demonstrate the effective use of technology for professional productivity (KTS #6; ISTE Standards*T #3, InTASC #9),
- D. identify appropriate software applications and technology for instructional use (KTS #6, ISTE Standards*T #2, ISTE Standards*C # 2, InTASC #7),
- E. describe how technology can be integrated into a variety of instructional contexts effectively and appropriately (KTS #2, 6; ISTE Standards*T #1, 2; ISTE Standards*C #2, 3, 4; In TASC #8),
- F. demonstrate the ability to reflect on one's use of technology in teaching, analyze its effectiveness, and make appropriate changes (KTS #6, 7; ISTE Standards *T #5, ISTE Standards*C #6, InTASC #9),
- G. demonstrate an understanding of the role of collaboration, the importance of the rights of individuals, and accepted professional behavior (KTS #8, ISTE Standards*T #2, 3, 4; ISTE Standards*C #5, InTASC #10),
- H. demonstrate an awareness of appropriate adaptive and assistive devices for students with special needs (KTS #3, 6; ISTE Standards*T #2, InTASC #2),

- I. demonstrate an awareness of the equitable, ethical, and legal use of technology (KTS #6, ISTE Standards*T #4, ISTE Standards*C #5, InTASC #9), and
- J. Demonstrate confidence in one's ability as a lifelong learner of the use of technology and software applications in instruction (KTS #6, ISTE Standards*T #3, ISTE Standards*C #6, InTASC #9).

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.

Other themes addressed include Diversity, Assessment, and Literacy. Diversity is addressed throughout the course as students create and explore instructional technologies that cater to the individual academic needs of students. Differentiation for the sake of diversity is addressed and students must demonstrate their ability to identify and use a variety of technologies that meet the needs of individual students. Assessment, as it relates to technology, is explored through digital assessments activities and subsequent evaluations. Literacy is also addressed through the identification of instructional and educational technologies that address reading/language arts.

The COEHS theme of Educator as Reflective Decision-Maker is addressed in this course by requiring students to reflect on policies, standards, and issues concerning instructional technology in the classroom.

IV. CONTENT OUTLINE:

- A. Introduction to Educational Technology
- B. Standards for Technology Integration
- C. Educational Technology to Enhance the Learning Environment
- D. Educational Technology, Instructional Integration
- E. Educational Technology for Student Use
- F. Technology for Professional Productivity & Collaboration
- G. Reflection

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:

In EDU 626, candidates who are seeking the ICT endorsement are required to plan, implement, and analyze at least two technology-rich learning experiences in their P-P-12 classroom. Throughout the process, candidates must share lesson plans that are to be

implemented with peers and the instructor for feedback purposes. After the implementation of the technology-rich lessons, candidates will analyze the effect of the lesson on student learning and student dispositions towards the use of instructional technology in the classroom.

VII. TEXT(S) AND RESOURCES:

Required Texts:

Bonk, C. (2009). *The World is Open: How Web Technology is Revolutionizing Education*. San Francisco, CA: Jossey-Bass.

Solomon, G., & Schrum, L. (2014). *Web 2.0: How-To for Educators* (2nd ed.). Washington, DC: International Society for Technology in Education.

Resources:

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).