

# Dallas Christian College

## EDUC 4301 Educational Technology, Syllabus

### Course Materials/Textbook:

Roblyer, M. (2019). *Integrating educational technology into teaching* (8th ed.). Upper Saddle River, NJ: Pearson Education. ISBN 978-0-13-474641-8. (Digital (Subscription) ISBN 978-0-13-474629-6.

Additional readings and media will be assigned through our Moodle course. It is an expectation that students will have read and studied the assigned readings/media prior to the class discussion about the material.

### Course Overview:

Technology is the one thing that is constantly changing, and frankly, education is one of the few professions that has been able to keep up or even find an efficient way to utilize it in today's classroom. In many classes, one might observe the same delivery methods used fifty years ago. This course is designed for experimentation. The future teacher should explore different technological venues that will help support their own professional development as well as their students' needs. Since technology is ever-changing, finding the most efficient level of integration can be a challenge. Some districts have more resources than others. Some students have technology at home while others do not. However, this course should explore not only the variables related to an enriched level of technological integration, but it should also push the learner to continue exploring as classroom technology evolves.

### Course Rationale:

It would not be farfetched for many students to be more "technology savvy" than their teachers. However, many students do not know how to appropriately use technology so that they can enhance learning and push their own thinking. The rationale for this course is to present the future teacher with a variety of experiences that can be integrated in all levels of the classroom. From developing efficient classroom communication with students and parents to finding the most appropriate technology for student differentiation and assessment, this course should offer ideas that would assist the future teacher as they prepare for own professional experiences.

### International Society for Technology in Education Standards for Teachers

#### ISTE Standards for Teachers

### Course Design:

This course is an exploration into various topics regarding classroom technology. Some of the items discussed will be basic while others may challenge the learner when determining a level of integration. Often, the questions becomes....what does that look like in the classroom? Website design, social media venues, Google documents, Chrome books.....all of these are typical items used in today's classrooms. Additionally, a variety of Smart Boards are found in the classroom. None of it works if the teacher doesn't know how to use it. So within this course, we will explore and discuss a "snapshot" of what is truly available. As you explore each weekly module, authenticate your learning, but avoid being too "near-sighted" with technological application. As teachers, we will want to use things with which we are comfortable, which, like it or not, typically is not always the best tool to advance student thinking and learning. Teachers snark at video games, and granted some games are toxic, but most games require player differentiation and situational thinking....something that is often absent in many classrooms.

### Guiding Principles:

1. demonstrate adequate application of Microsoft Office presentation, word processing and spreadsheet programs in organizing and presenting lesson plans.
2. use advanced search features of Internet search engines (Bouillon search, Google scholar, special education research sites) and evaluate website content for quality and usefulness.
3. evaluate and demonstrate ways to integrate technology into teaching, how it can help in the classroom.
4. generate a personal rationale for using technology in education based on findings from research and practice.
5. understand and use basic terminology related to technology software and hardware.
6. demonstrate how to download images, programs, and plug-ins.
7. use an audio or video file in a presentation.

**Graded elements for this course will be the following:**

- Posted Weekly Discussions (there may not be a discussion for each week)
- Posted Weekly Assignments (there may not be an assignment for each week)
- [Classroom Communication & Technology](#) Assignments
- [Integrating Technology with Instruction & Assessment](#) Assignments

Grades will be distributed using the newly adopted DCC grading policy, which is as follows:

A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72

**Uploading Assignments in Moodle:**

All work will be submitted electronically into our Moodle course. As due dates will also be located in our Moodle class, make sure that you are regularly accessing the course work and checking the upcoming assignments. When completing various research assignments, for education courses you will be using APA (American Philosophical Association) citation format....some resources for this format are located in our Moodle course. As previously mentioned, there are some technology requirements related to this course, so please plan ahead so that if you have technology issues or unforeseen circumstances, you will still be able submit your assignments on time. At the first notice of technological issues, please notify me as well as the IT department, so that we may be able to help you resolve these issues in a timely manner.

**Course Suggestions/Policies:**

When uploading assignments to Moodle, please make sure to send all work to your self so that you can maintain a digital copy in the event of technical issues. If I don't receive the assignment, I can't assess it.

As a teacher candidate, professionalism is a very important aspect of your education. For this course, professionalism includes, but is not limited to, maintaining a positive attitude, exhibiting respect, attending class, participating in all activities, questioning both instructor and peers to clarify any confusion, and investing effort above and beyond what might be expected. With the additional component of field experience to this course, professionalism follows you to your observation. Any time you are out in the field, people watch you closely, particularly at the elementary level. Remember who you represent!

Please demonstrate this same level of professionalism as you work in our Moodle course. There are lots of ways to disagree about issues, please articulate your disagreement with professional decorum.

Plagiarism and cheating is nothing more than dishonesty. I will follow the guidelines established by Dallas Christian College regarding how to process work that was produced dishonestly. Please refer to the [DCC Standard of Academic Honesty](#). Typically all you will need to do is give the person credit who said it.

Attendance is a requirement. Developing a routine for online work is essential. It is convenient in that you can work at any time; however, there are still deadlines. Review the [Guidelines for Successful Online Learning](#) for more suggestions.

**\*Please note that this syllabus may be subject to change in order to adapt to policy additions or modifications.**

Last modified: Wednesday, 15 March 2017, 10:30 AM. (March 2019 update – In Progress)