I. DESCRIPTION

In this course students will learn how to integrate educational technology into elementary and secondary classrooms. The course will also focus on social, ethical, legal, and human issues surrounding the use of technology in the classroom (Prerequisite: ED190 or permission from the Education Department advisor)

II. DEPARTMENTAL THEME STATEMENT

The teacher is a servant-leader who demonstrates the attitudes, knowledge, and skills necessary to facilitate lifelong learning. Within a distinctly Christian environment, the Calvary University Teacher Education Program strives to promote development in all areas of character and conduct in its students by acknowledging the lordship of Jesus Christ, by according dignity to each individual, by advancing the search for truth in a context of free inquiry, by addressing the academic needs of individual and collective learners, and by accentuating the competencies that identify the marks of a professional educator.

III. RELATION TO KNOWLEDGE BASE

ED-241 Technology in Education is an introductory course that addresses the foundational and practical uses of various technologies in the classroom. The course provides an introduction to technological literacy, focusing especially on the effective use of computers (as well as other modes) for learning. The course presents an overview of real-world criteria for analyzing and evaluating appropriate software and hardware, understanding technology as a tool for effective teaching, and utilizing the functions of technology to strengthen systems of instruction. This class seeks to provide an integrated, hands-on approach to assist students to construct technological knowledge through the search, retrieval, and dissemination of information on a local, national, and global scale. Students will explore current and emerging thought and gain practical experience in applying technological resources to schools and classrooms. Technology in Education challenges students to consider the broad applications of educational technology and its impact on teacher preparation.
III. OBJECTIVES

A. Purposes: The purposes for this course include the following:

1. To exemplify professional education and pedagogy in elementary educational technology.

2. To endorse the importance of teaching and using technology in the elementary classroom, and to excite future student teachers to become effective users and teachers of technology.

3. To expect of students the highest standards of quality, creativity, and excellence in study and individual learning.

4. To establish in each student a deeper understanding of technology in the elementary classroom.

5. To enhance student appraisal of the significance and importance of educational technology.

6. To enable students to appreciate their own grasp of educational technology and to implement and teach about it compassionately and professionally.

7. To expand each student’s personal experience, skill, and proficiency in the recognition, understanding, and regular practice of handling diverse forms and sources of technological information and utilizing it professionally in the field of education.

8. To elevate student sensitivity for ethical teaching practices through cognitive development and the relevance of truth regarding the political realities of employment and professional relationships with other colleagues in an educational workplace.

9. To expose students to the ever-changing events, conditions, circumstances, trends, issues, and values that have created some of the problems and conflicts, as well as the solutions relative to using and teaching technology in the American classroom.

10. To empower students to adopt a variety of normative study methods that foster the advancement of cooperative and collaborative interaction, collective reflection and knowledge construction, and life-long learning approaches that can make positive and resourceful contributions to the profession of education.

11. To extend each student’s knowledge and competence in the creation of a suitable portfolio and to add to it electronically.
12. To encourage students to pursue objectivity, scholarship, intellectual honesty, and a concern for truth in the field of education.

B. Goals: The goals of this course include the following:

1. To help the student understand and learn about the significance and importance of teaching technology and its relationship to the greater context of professional education.

2. To provide the student with relevant and useful information about the nature, existence, influence, and impact of various national trends and methods in educational technology instruction.

3. To challenge the student to think critically, to discuss constructively, and to write creatively regarding a diversity of related questions and issues.

4. To introduce the student to a variety of pedagogical concepts and ideas regarding the effective uses, strategies, methods, media, and means for addressing instructional technology and teaching it in the typical American classroom.

5. To stimulate the student to approach these practices with energetic and dynamic expectation.

C. Competencies to be Achieved: The student will:

1. To describe various technologies and some of the effective strategies and practices that facilitate their uses in the classroom (MTS 1.1, 1.2, 3.1, 3.3, 4.1, 6.4).

2. To recognize, compare, contrast, and describe some of the various models and approaches to teaching from a technological point of view (MTS 1.1, 1.2, 3.1.).

3. To understand, evaluate, and discuss intelligently some of the most common technologies (including hardware and software) and related approaches for teaching them in the classroom (MTS 4.1, 6.4).

4. To plan, organize, and utilize effective teaching strategies for addressing technological activities and applications in the classroom (MTS 5.1, 5.2, 5.3, 6, 7).

5. To understand, analyze, and evaluate various materials and methods of teaching students to become technological (MTS 4.1, 5.2, 5.3, 6.4).

6. To create, evaluate, modify, and supplement lesson plans and other educational materials in a technological way (MTS 5.1, 5.2, 6, 7).
7. To demonstrate an understanding of the appropriate techniques for evaluating software packages (MTS 6.4, 7.2, 8.2, 9.3).

8. To discuss methods for meeting individual student needs as related to the implementation and management of various technological programs (MTS 5.1, 6.4, 7.2, 8.2).

9. To evaluate individual student differences for readiness and learning about technology (MTS 7.1, 8.1, 9.2).

10. To understand technological connections and the relationships between teaching and learning in a technological world (MTS 6.4, 7.2, 8.2, 9.3).

11. To develop instructional strategies for teaching and facilitating technical literacy (MTS 6.4, 7.2, 8.2, 9.3).

12. To recognize and understand some of the potentially negative factors that contribute to poor, ineffective, or inappropriate uses of technology (MTS 6.4, 7.2, 8.2, 9.3).

D. Specific Competencies to be Achieved: The student will:

1. Demonstrate competency in technology operations and concepts by creating and editing documents using various software programs. (MTS 1.2, 4.2, 6.4).

2. Develop technology strategies to facilitate a variety of informal, formal, and authentic assessment techniques. (MTS 1.2, 4.2, 6.4, 7.2, 7.3).

3. Demonstrate the use of technology to enhance personal productivity and professional practice. (MTS 6.4, 7.2, 8.2, 9.3).

4. Demonstrate an understanding of the social, ethical, legal, and human issues surrounding the use of technology. (MTS 6.4, 8.3, 9.2).

5. Develop a plan for staying current in classroom use of technology. (MTS 6.4, 7.6, 8.1, 8.2).

IV. MATERIALS: The following textbooks are required:


The Bible: The Bible is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research
an English translation or version of the Bible based on formal equivalence (meaning that the translation is generally word-for-word from the original languages), including any of the following: New American Standard (NASB, English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (paraphrases, and thought-for-thought translations like NLT and NIV) may be used as supplemental sources. Please ask the professor if you have questions about a particular translation or version.

V. COURSE REQUIREMENTS “... we who teach will be judged more strictly” (James 3:1, NIV).

A. Reading Assignments: Read through the assigned portions of the required textbooks and online articles according to the Tentative Class Schedule (see below).

B. Project Assignments:

1. Project Assignment #1: Create a PLN (Personal Learning Network) paper, 1-2 pages.

2. Project Assignment #2: Create a PLN presentation and portfolio using a variety of tools.

3. Project Assignment #3: Utilize Google Drive to collaborate about your PLN with different types of media.

4. Project Assignment #4: Research types of 1-1/STEM developments that are being deployed in education, evaluate them, and share them with the class.

5. Project Assignment #5: Find and use five Web 2.0 tools that facilitate classroom learning and use one to teach a sample lesson.

6. Project Assignment #6: Create an online Portfolio with PLN, Presentation, Audio Bio and 5 simple Web 2.0 applications and all other projects from class.

VI. POLICIES

A. Minimum Grade Requirement: To complete the Teacher Education program successfully, education majors must maintain a high standard for their GPAs. Education majors must maintain a 2.75 cumulative GPA as well as a 3.0 GPA in Professional Education and Content Area coursework. All students must pass this course with a grade of “C” or better, depending on the student’s GPA in Professional and Content Area courses. TED Students who receive less than a “C” grade will be required to repeat the course.
B. **In-Class Participation:** The instructor utilizes a variety of teaching methods including lecture, discussion, Socratic questioning, reading, research, and writing. Students are strongly encouraged to participate and become involved in the class.

C. **Departmental Policy on Class Absence:** To be adequately prepared for teaching in a future classroom, and to benefit from the elements of effective instruction (i.e., classroom management, differentiation, integration, strategic learning, technology, etc.) as presented by departmental faculty members, TED students must not be absent. In the field of education, teachers are required to be present on the job, on time, and ready to teach. Students who desire to become teachers must learn and emulate the practices required of teachers. Thus, TED students are required to attend their classes, to be on time, and to be engaged.

1. Skipping or cutting TED classes is **not** allowed. Absences from TED classes are allowed or excused only for valid reasons (i.e., Calvary athletic participation; sickness; hospital stay; funeral or death in the family; etc.) and only when approved by the professor.

2. Students are not excused for activities unrelated to class, social events, or field observations.

3. Under no circumstances are students ever excused simply by informing the professor of a possible or pending absence. Simply saying, “I have to be absent on such and such a day for . . .” is not excusable.

4. Students must request advanced approval by the professor for all absences, and excused absences are not automatic.

5. Students who miss class are solely and individually responsible to obtain all missed information.

6. Absences deemed excessive by the professor will result in a reduction to the student’s final grade, and the professor’s decision is final.

7. The Calvary Registrar’s office requires the submission of all TED attendance records.

D. **Tardy Policy:** Class begins with a call to order and prayer. Students who arrive after the call to order are counted tardy.

E. **Departmental Policy on Classroom Behavior:** Unprofessional dispositions include repeated absence from or tardiness to class, deception, dishonesty, disrespect, making excuses for poor choices, whining, etc. The following standards of classroom conduct are expected for all students throughout the Calvary University Teacher Education Department:

1. TED students are expected to attend and arrive on-time to all classes. Tardiness to class is disruptive and interrupts the class and the professor. Two class tardies count as one absence.
2. TED students are expected to switch their cell phones to silent mode and put them away. Students are not to send and receive text messages during class.

3. TED students are expected to bring a Bible to class.

4. TED students are expected to refrain from using earphones while in class.

5. TED students are expected to refrain from using notebook computers or electronic devices without the specific permission of the professor.

6. TED students are expected to listen to the instructor’s lecture and participate in the class discussion. When a professor is speaking, TED students are not to talk or whisper among themselves.

7. TED students are not to sleep in class. Students who sleep in class will receive a zero grade.

F. Communication: Please be aware that Calvary has established approved channels for official communication between instructors and students. These include instructor office telephones, the Calvary email system, and student mailboxes. Students should regularly check their Calvary email and their student mailboxes.

G. Assessment: Examinations are announced in advance; they may be administered in class or on the Canvas portal. Lecture materials, handouts, class notes, discussion information, student presentations, and textbook readings constitute the background and basis for assessment. Quizzes, both announced and unannounced, may be given from time to time. Quizzes relate to textbook readings, notes, material presented and discussed in the previous class, or information covered by the most recent assignment. Missed quizzes may not be made up.

H. Writing and Spelling: All students are required and expected to write grammatically and to spell correctly. Careless writing and repetitious spelling errors result in substantial grade reductions.

I. Assignments, Readings, Papers, & Projects: Students must complete and submit all coursework on time. Assignments, homework, papers, textbook readings, observations, presentations, and projects are due at the beginning of the class period for which they are scheduled or announced.

J. Departmental Policy on Late Work: In the field of education, teachers are required to submit all classroom, building. and district paperwork (i.e., reports; documentation; files; lesson-plans; etc.) on time. Failure to do so may result in forfeiture of pay, loss of benefits, or even termination. Thus, TED students are also required to submit their work (i.e., papers, presentations, projects, reports, etc.) on time. Late work is defined as any work or assignment not submitted or collected as called for (i.e., when due) by the professor (i.e., the professor decides when a paper is late). Students who insist on submitting their work late will be penalized as follows:
1. Any assignment received late cannot be awarded a grade of A. Any assignment submitted up to six (6) calendar days late cannot be awarded a grade higher than a B.

2. Any assignment received seven (7) calendar days or more after it is due cannot be awarded a grade higher than a C.

3. Any assignment submitted ten (10) or more calendar days late cannot be awarded a passing grade. Such an assignment will receive a grade no higher than 59%.

4. Assignments not turned in are awarded a zero (0) grade.

K. **Equal Treatment for All Students:** The professor makes every effort to evaluate all students on the basis of fairness, equality, objectivity, and individual performance. No student is ever extended preferential consideration or given any special treatment. Each student earns a final course grade which accurately reflects his or her individual performance.

L. **Section 504 Statement:** Pursuant to Section 504 of the *Vocational Rehabilitation Act of 1973*, students with disabilities have the responsibility of informing the DSS Director (dss@calvary.edu) of any disabling condition that may require support.

M. **Syllabus:** This syllabus, its content, and its requirements may be modified, adjusted, or changed, as necessary, at the exclusive discretion of the professor.

N. **Written Assignments:** Complete and submit all written assignments on time, as assigned, or announced. All class papers must follow Turabian style according to *A Manual for Writers of Research Papers, Theses, and Dissertations*, 8th edition and the 2015 update of the *Calvary Style Guide*. All written work should be fully legible (i.e., computer-printed, double-spaced, on 8½” x 11” white paper). Electronic (i.e., emailed) papers are acceptable only by advanced permission of the instructor. Be sure to include the course number and name on your paper, and incorporate the individual assignment # into the title of your papers. Number papers sequentially; and staple papers of more than one page in the upper left-hand corner. In addition, where applicable, *always* cite source documentation (i.e., use quotes and bibliography). Assignments should be completely free from any spelling errors or grammatical inconsistencies. The course schedule contains a list of all the readings, written assignments, and due dates for this class. Always incorporate the assignment # into the title of your paper.

O. **Academic Honesty:** Plagiarism is defined as copying any part of a book or paper without identifying the author. This also includes taking another person’s ideas and presenting them as your own.

P. **Clark Academic Center:** The Clark Academic Center (learning@calvary.edu), located in the library building, is dedicated to providing free academic assistance for all Calvary University students. Student tutors aid with all facets of the writing process, tutor in various subject areas, prepare students for exams and facilitate tests. Please take advantage of this service.
Q. **Evaluation:** Final evaluation is a reflection of individual student performance and/or competency as demonstrated through the completion of the course requirements as outlined in this syllabus and the material presented in class. Final course grades will be determined according to the following criteria:

- **40%** = written assignments, homework, papers, presentations, and projects
- **30%** = quizzes and tests
- **20%** = readings
- **10%** = professional dispositions (see *EPP Handbook*, p. 17).

R. **Grading Scale:** The following grading scale is used in this class:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Score Range</th>
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<tbody>
<tr>
<td>A</td>
<td>93 - 100</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>90 - 92</td>
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<tr>
<td>B+</td>
<td>87 - 89</td>
<td></td>
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<tr>
<td>B</td>
<td>83 - 86</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>80 - 82</td>
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</tr>
<tr>
<td>C+</td>
<td>77 - 79</td>
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<tr>
<td>C</td>
<td>73 - 72</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>70 - 69</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>67 - 69</td>
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<tr>
<td>D</td>
<td>63 - 66</td>
<td></td>
</tr>
<tr>
<td>D-</td>
<td>60 - 62</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>0 - 59</td>
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</tr>
</tbody>
</table>

VII. **COURSE OUTLINE AND CLASS SCHEDULE:** The following course outline indicates the informational material and the general direction for the content of this class:

<table>
<thead>
<tr>
<th>Week / Date</th>
<th>Reading Due</th>
<th>Project Due</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Hamilton pp. 1-18; 21-23; 265-269; 239-248</td>
<td><strong>PLN PAPER</strong></td>
<td>Introduction to Educational Technology, philosophy of technology in education, PLN (personal learning network). Zite, Aggregators, Blogs, Wikis, Twitter</td>
</tr>
<tr>
<td>3/11/19</td>
<td></td>
<td>Create a PLN. Implement what tools you plan on using to aggregate information about Ed. Tech in the future.</td>
<td></td>
</tr>
<tr>
<td>Week / Date</td>
<td>Reading Due</td>
<td>Project Due</td>
<td>Topic</td>
</tr>
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<tr>
<td>Week 2 3/25/19</td>
<td>Hamilton pp. 39-43; 61-74; 85-89;</td>
<td><strong>PLN PRESENTATION</strong> Create a presentation telling the class what your PLN is. How do you plan on staying active and up to date in Ed. Tech? Access Google Drive, use spreadsheet to collaborate on personal PLN and share resources. Create audio bio and upload to Drive, share with classmates.</td>
<td>Hardware and Software Presentation Tools in Education including: Mimeo, Prezi, Google, Mirroring, Collaboration and Audio, Audacity, Soundcloud, Vicaroo, podcasts, LMS</td>
</tr>
<tr>
<td>Week 3 4/1/19</td>
<td>Hamilton pp. 91-99</td>
<td><strong>1-1/STEM COLLABORATION</strong> Research types of 1-1 implementations that are happening with classrooms. Create Google Doc and share with class. Answer the following question in critical essay “Is technology necessary for learning in this environment? What benefits does STEM bring to the classroom?”</td>
<td>Mobile Technology Benefits and Disadvantages. Android, iPad, tablets, smartphones, “flips”, STEM education initiatives: pros and cons, robotics, raspberry pi, coding, Scratch, Tynker, Tickle, 3D printing</td>
</tr>
<tr>
<td>Week 5 4/15/19</td>
<td>Hamilton pp. 255-260</td>
<td><strong>ONLINE PORTFOLIO SETUP</strong> Set up basic online portfolio using Google Sites. Post PLN description, presentation, audio bio, screenshots of scratch and 5 Web 2.0 lesson plans (week 7.0)</td>
<td>Online Portfolio. Philosophy and setting them up. Privacy concerns, How to post and professionalism online</td>
</tr>
<tr>
<td>Week 6 4/22/19</td>
<td>Hamilton pp 105-110; 225-235</td>
<td><strong>WEB 2.0 LESSON PLANS</strong> Using 5 Web 2.0 tools that you found in Week 5 create 5 basic lesson plans (template provided)</td>
<td>Web 2.0 Part 2: Advanced concerns with technology in the classroom. Projecting in class wirelessly, what to do when tech doesn’t work. How to tie tech with lessons.</td>
</tr>
</tbody>
</table>
Week 7
4/29/19
Hamilton pp. 133-140; 155-171; 177-180; 195-202

<table>
<thead>
<tr>
<th>Personal Technology Philosophy Essay</th>
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<tbody>
<tr>
<td>In what ways does the technology you use affect how you learn? What must we keep in mind when we are educating to the 21st Century learner</td>
</tr>
</tbody>
</table>

Week 8
5/6/18
Review Hamilton pp. 265-269

<table>
<thead>
<tr>
<th>Teach Web 2.0 Lesson with technology integration</th>
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<tbody>
<tr>
<td>Technology troubles; how to plan for tech problems. What is expected as a first year teacher with technology</td>
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VIII. CARNEGIE UNITS

<table>
<thead>
<tr>
<th>ED-241 Technology for Teachers (3 Credit Hours)</th>
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<tbody>
<tr>
<td>Hours</td>
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<tr>
<td>-------</td>
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<tr>
<td>Seat Time in class</td>
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<tr>
<td>Quiz/Exam prep</td>
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<tr>
<td>Reading (pages)</td>
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<tr>
<td>Papers</td>
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<tr>
<td>Research</td>
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<tr>
<td>Totals</td>
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</tbody>
</table>

IX. BIBLIOGRAPHY (suggested for reading and research):


VIII. Useful Websites for TED-143 Technology in Education:

About.com Web Design Page
http://webdesign.about.com/

AECT
http://www.aect.org/

A Nation Online: How Americans Are Expanding Their Use Of The Internet

Apple Education Site
http://www.apple.com/education/

AskOxford.com
http://www.askoxford.com/

Assessing Credibility of Web Pages
http://www.buddyproject.org/tool/search/credible.asp

BBC Online Education Site
http://www.bbc.co.uk/education/home/

Classroom Connect
http://www1.classroom.com/community/connection/states.jhtml

Digital Classroom

EDUHOUND
http://www.eduhound.com/

ENC Online
http://www.enc.org/

Fact Monster
http://www.factmonster.com/

Federal Resources for Educational Excellence
http://www.ed.gov/free/

From Now On
http://fno.org/
Glencoe Online
http://www.glencoe.com/

Heritage: Civilization and the Jews
http://www.pbs.org/wnet/heritage/

HistoryWired
http://historywired.si.edu/index.html

Houghton Mifflin Education Place
http://www.eduplace.com/

Inventors Museum
http://www.inventorsmuseum.com/

ISTE
http://iste.org/

LessonPlansPage.com
http://www.lessonplanspage.com/

Little Things that make a Big Difference
http://projects.edtech.sandi.net/staffdev/tpss99/finepoints/index.htm

Merriam Webster Online
http://www.m-w.com/

Microsoft Education Site
http://www.microsoft.com/education/?ID=schools

Microsoft Encarta
http://encarta.msn.com/

National Geographic.com Educational Materials
http://www.nationalgeographic.com/education/index.html

NBPTS
http://www.nbpts.org/

NCATE
http://www.ncate.org/

North American Slave Narratives
http://docsouth.unc.edu/neh/neh.html
Online Tornado Museum
http://members.aol.com/tornadfoto/

Online Museum of Art
http://www.geocities.com/Paris/6745/

PBS Digital Divide
http://www.pbs.org/digitaldivide/

PBS Teacher Source
http://www.pbs.org/teachersource/

Riverdeep
http://www.riverdeep.net/

Roadmap of the Web for Educators
http://www.thejournal.com/features/rdmap/

Scholastics
http://www.scholastic.com/

SITE
http://www.aace.org/site/

Smart Technologies Inc.
http://www.smarttech.com/leaders/

TAPPED IN
http://www.tappedin.org

TCET Instruction Page
http://www.tcet.unt.edu/START/instruct/index.htm

Teachers Network.Org
http://www.teachnet.org/

The Exploratorium
http://www.exploratorium.edu/

The Internet Public Library-Presidents of the United States
http://www.potus.com/

THE Journal
http://www.thejournal.com/
The Learning Page
http://memory.loc.gov/ammem/ndlpedu/index.html

ThinkQuest
http://www.thinkquest.org/index.html

Top Ten Mistakes in Web Design
http://www.useit.com/alertbox/9605.html

Web Authoring Resources from TICKIT Web Site
http://www.indiana.edu/~tickit/resourcetcenter/resource12.htm

www.4teachers.org
http://www.4teachers.org