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Course: ED241 N Technology for Teachers  
Credit: 3 credit hours  
Semester: Fall 2022, Cycle 1 (July 11- August 19)  
Time: 8:00 – 12:00 a.m. every Tuesday online  
Location: East Education Building, Room 125-126  
Instructor: Karen Hange M.S. Ed [karen.hange@calvary.edu](mailto:karen.hange@calvary.edu)  
Office: 124 East Education Building Phone: 816-425-6186

## 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 program director)

*This course is offered in two formats: in-person and online. Students registered for in-person attend the classes in person, online students attend the classes via the online classroom. For both in-person and online students, assignments and interaction outside of the class period are done in the learning management system.*

## II. DEPARTMENTAL THEME STATEMENT

The Educator Preparation program at Calvary promotes the development of teachers within a distinctly Christian environment grounded in a Biblical philosophy of education. The program emphasizes pedagogical skills, differentiated learning, diversity appreciation, instructional technology and a search for truth while setting standards for professionalism and character for each teacher candidate. Students should graduate with a desire to be lifelong learners and servant-leaders.

## III. OBJECTIVES

A. General competencies to be achieved: The student will:

1. Recognize the importance of integrating educational technology into classroom experiences.
  - a. PLO-2 & 5; MTS-1, 4, 6
  - b. Assignments: A1, A2, A3, B1, B3, B4

2. Expand personal experience, skill, and proficiency in the recognition and understanding of technology and its uses in the field of education.
  - a. PLO-2 & 6; MTS-1, 4, 6 & 8
  - b. Assignments: B1, B2, B3, B4
3. Describe the nature, influence and impact of various national trends in educational technology instruction.
  - a. PLO-2 & 4; MTS-1, 2, 4, 5, 6
  - b. Assignments: A1, A2, A3, B3, B4

B. Specific Competencies to be achieved: The student will:

1. Describe the various **technologies** used in the classroom and compare **approaches** to teaching from a technological point of view.
  - a. PLO-2 & 4; MTS-1, 3, 4, 5, 6
  - b. Assignments: A1, A2, A3, B1, B3, B4
2. Develop effective **teaching strategies** and evaluate **best practices** for implementing technological activities to support students.
  - a. PLO-2, 3, 5 & 6; MTS-2, 3, 4, 5, 6
  - b. Assignments: A1, A2, A3, B1, B3, B4
3. Identify methods for meeting **individual student needs** as related to the implementation and management of various technological programs.
  - a. PLO-2, 4; MTS-2, 5, 6
  - b. Assignments: A1, A2, A3, B1, B3
4. Identify **technology standards** that will guide professional development and understand the relationships between teaching and learning in a technological world.
  - a. PLO-5, 6; MTS-1, 3, 6, 7, 9
  - b. Assignments: A1, A2, A3, B2, B3, B4
5. Demonstrate an understanding of the **social, ethical, legal and human issues** surrounding the use of technology including the recognition of **potentially negative factors** that include inappropriate uses of technology.
  - a. PLO-1, 2; MTS-1, 2, 4, 5, 6, 8, 9
  - b. Assignments: A1, A2, A3, B1, B2, B3, B4
6. Develop a plan for **staying current** in classroom use of technology.
  - a. PLO-2, 6; MTS-8, 9
  - b. Assignments: A1, A2, A3, B2, B3, B4

#### IV. MATERIALS

- A. Bible. (see note in Course Policies section)
- B. Cennamo, K., Ross, J., Ertmer, P. (2019) Technology Integration for Meaningful Classroom Use: A Standards-Based Approach, 3<sup>rd</sup> Edition

**This course will require MindTap from Cengage. Do not simply purchase the e-book or a used copy that does not provide access to MindTap.**

MindTap ISBN-13: 9781337623353 Retail Cost: \$100.00

You must purchase MindTap through Cengage. However, they also offer Cengage Unlimited – a digital subscription service (think Netflix or Apple Music) which can save you a lot of money. *With Cengage Unlimited you can access ANY Cengage materials you are using across ALL of your courses AND a library of 20,000 ebooks, study guides and reference materials. **There are also options for print copies and extended use beyond the subscription dates***

Cengage Unlimited costs \$119.99 for four months with additional options for 12 and 24-month access. Here is a link that explains more:

<https://www.cengage.com/student/>

*\*Temporary Access: You can access your MindTap course until 5:00 AM (UTC) on 7/22/2022 for free. At the end of the temporary access period, you will be prompted to purchase access. Your work will be saved and will be available to you again once you've completed your purchase.*

*Need help? Visit the Cengage Start Strong Website (<https://startstrong.cengage.com>) for step-by-step instructions.*

- C. QuestGarden registration. Registration after 30-day trial period is \$20.  
<http://questgarden.com/author/info/free-trial.php>

Quest Garden is a website creation site for educators. You will be able to access the site free for 30-days. If you do not complete your project within the 30-day time frame, you will need to purchase a subscription for further access. The subscription cost is \$20 for two-year access to all content.

- D. Weebly website registration. [www.weebly.com](http://www.weebly.com)

Students will be expected to sign-up on the Weebly website. It is free for student use unless students wish to purchase their own specific domain name. The free access is acceptable for use for this class.

## V. COURSE REQUIREMENTS

### A. Cengage Assignments

#### 1. Reading

Read the assigned textbook chapters according to the reading schedule provided in the Tentative Class Schedule. Reading the text thoroughly will provide a context for class discussion and activities. There will usually be between two chapters of reading per week.

*To accomplish our learning goals, there will be activities and scenarios embedded in CANVAS and CENGAGE that you will complete while reading through the chapter. These will give you the opportunity to reflect on the concepts presented and demonstrate understanding of key concepts.*

2. **Quizzes** -- A quiz will be posted on CANVAS through the MindTap link to review the material from each chapter. This will reinforce the main ideas and provide evidence of understanding.
3. **Problem-Solving Scenarios**—Students will complete a Cengage scenario for each chapter. These scenarios describe authentic classroom experiences from school situations. They will be required to create artifacts to upload in response to the scenarios and evaluate their response based on understandings of material presented in the chapter.

### B. Assignments & Projects

1. **Pinterest Project:** Research 30 types of technology applications that could be useful in your future classroom. Students will create a Pinterest board with folders to organize the ideas. Links to the boards will be uploaded into Canvas.
2. **Educator Website/Digital Portfolio:** Design a website using Weebly that will be used to upload artifacts throughout your educational journey that can later be provided as reference support when interviewing for teaching positions.
3. **WebQuest Individualized Learning experience:** Using QuestGarden, students will create a WebQuest with virtual links that will provide the structure for elementary students to explore a research topic and promote higher-level thinking skills. A 30-day free trial is available that each student will set up and a group page will be created so that students can receive feedback from their peers throughout the process.
4. **Technology Philosophy:** Write a 1,500 word paper that articulates your philosophical approach to educational technology. This paper should also include a plan for staying current in the areas of technology as an educator. The paper should address each of the ISTE (International Society for Technology in Education) Standards for Educators. [www.iste.org/standards](http://www.iste.org/standards)

## VI. METHODS

### A. Teaching

1. Lectures
2. Research and reading
3. Projects
4. Writing
5. Collaborative projects

### B. Grading

#### 1. Weight given to assignments:

Weebly Educator Website	120 points
WebQuest Personalized Learning experience	250 points
Pinterest Project	50 points
Technology Philosophy Paper	100 points
Reading Quizzes (12 chapters x 10 points each)	120 points
Video Cases (12 chapters x 5 points each)	60 points
Problem-Solving Scenarios with artifacts (12 scenarios)	<u>300 points</u>
Total points for the class	1000 points

#### 2. Late Assignments

Late assignments may be penalized 10 percent of the grade on that assignment per week.

#### 3. Letter / Numerical Grade Scale

The grading scale listed in the current University Catalog will be used for this course.

## VII. COURSE POLICIES

*Students in the Teacher Education Department at Calvary University are also to abide by the policies listed in the Educator Preparation Program Handbook.*

### A. Grade Requirements

Education majors must maintain a high standard for GPAs to successfully complete their program. Education majors must maintain a 3.0 GPA in Professional Education and Content Area coursework. *This course must be passed with a grade of "C" or higher depending on the student's GPA in Professional and Content Area courses. Receiving a grade lower than a "C" will mean that this course must be repeated.*

### B. The Bible as Required Textbook

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.*

**C. 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. All papers must be submitted in APA format and submitted to Turnitin prior to uploading onto Canvas.*

**D. Academic Activity & Participation**

Learning requires students to become personally involved in the process. Students will be expected to engage weekly with the material presented and submit regularly to CANVAS to demonstrate academic activity and participation in this course. Students who do not participate weekly or communicate regularly with the instructor may be dropped from this course.

**E. Technology**

Using technology to enhance the learning experience is an integral part of this course. However, technology can also cause distraction and inattentiveness. Students are expected to engage with technology in an ethical manner.

**F. Accommodations Statement**

Students with disabilities have the responsibility of informing the Accommodations Support Coordinator (aso@calvary.edu) of any condition that may require support.

**G. Style Guide**

All class papers must follow the APA style guide according to *Publication Manual of the American Psychological Association*, 7th edition.

**H. The Clark Academic Center**

**The Clark Academic Center** (learning@calvary.edu) 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.

*About Changes to this Syllabus: The instructor reserves the right to make changes to this syllabus at any time during the course, but any change made will only be done after clearly communicating the need for the change and the specific change to be made via in-class announcement and Canvas announcement.*

### VIII. TENTATIVE SCHEDULE

Week	Dates	Class Topics	Assignments
1	7/12	Technology Integration & The Teacher as a Learner:  Chapter 1 & 2	Assign: Weekly Readings Schedule & Overview of Syllabus & Projects
2	7/19	Supporting Deeper Learning through Technology & Personalized Experiences Chapters 3 & 4	Due: Pinterest Project
3	7/26	Establishing a Technology Friendly Classroom Chapters 5 & 6	Due: Educator Website & Digital Portfolio
4	8/2	Problem-Solving & Creative Expression Chapters 7 & 8	Due: Philosophy of Technology paper
5	8/9	Teacher as an Analyst & Collaborator Chapters 9 & 10	
6	8/16	Teacher as a Leader & Digital Citizenship Chapters 11 & 12	Due: Quest Garden webquest

### IX. BIBLIOGRAPHY

Crompton, H. (2017). *ISTE Standards for Educators: A Guide for Teachers and other Professionals*. International Society for Technology in Education: Washington, D.C.

Hamilton, B. (2018). *Integrating Technology in the Classroom: Tools to Meet the Need of Every Student*. International Society for Technology in Education: Washington, D.C.

Solomon, G. & Schrum, L. (2014). *Web 2.0: How-To for Educators*, 2<sup>nd</sup> edition. International Society for Technology in Education: Washington, D.C.