

Course: ED241 N Technology for Teachers
Credit: 3 credit hours
Semester: Summer 2025, Cycle 2 July 8- August 16 (6 weeks)
Time: Online only class
Location: Online interaction through CANVAS
Instructor: Dr. Karen Hange karen.hange@calvary.edu

I. DESCRIPTION

In this course students will learn how to integrate educational technology into elementary 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)

This course is offered only as an online course. All course videos, assignments and interaction will occur through 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, A4, B1, B2, 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: A4, B2, B3, B4, B5

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, B4, B5

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, A4, B2, 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, A4, 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, B4, B5
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, B2, B4, B5
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

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, 3rd 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: \$92.00

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.**

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

- C.** Instructional Technology Classroom Apps. There will be a few classroom apps that students will be downloading to learn how to use in elementary classrooms. While most of these will be free, a few might require a minimal subscription fee. The cost of these applications will be limited to \$25 per student.
- D.** Weebly website registration. 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. **Apply to Practice Scenarios**—Students will complete a Cengage Apply to Practice 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. These will be posted in CANVAS rather than submitted through the Cengage portal.
4. **Building Community Through Discussions**—Students will be expected to read and respond to several discussion posts throughout the course. Some of these posts will enable students to become better acquainted with each other and to explore the perspectives of their peers. Some, but not all, will be graded. Participation is expected for all posts regardless of whether the post is connected to the gradebook.

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. **Individualized Apps for Elementary Classroom Use:** Students will be assigned a variety of apps that can be used in elementary classrooms and will develop content on those apps to demonstrate proficiency. The specific apps and further instructions will be listed in CANVAS. The selected apps will cover a variety of instructional strategies including coding, assessment, and storytelling.
4. **Technology Philosophy:** Write a 1,500 word paper that articulates your philosophical approach to educational technology. The paper should address each of the ISTE (International Society for Technology in Education) Standards for Educators. Students will also describe meaningful ways of implementing educational technology into their elementary classrooms. www.iste.org/standards
5. **ISTE Standards Creative Presentation.** Students will review the International Society for Technology in Education Standards and develop a creative presentation that demonstrates understanding of the standards with ideas for integrating into an elementary classroom.

VI. METHODS

A. Teaching

1. Lectures
2. Research and reading
3. Projects
4. Writing
5. Technology applications

B. Grading

1. Weight given to assignments:

Weebly Educator Website	100 points
Content Creation in Selected Classroom Apps (4 apps)	200 points
Pinterest Project	50 points
Technology Philosophy Paper	100 points
ISTE Standards Creative Presentation	50 points
Community-Building Discussion posts	170 points
Reading Quizzes (12 chapters x 10 points each)	120 points
Video Cases (12 chapters x 5 points each)	60 points
Problem-Solving Scenarios(10 scenarios x 15 points)	150 points
Participation for Video Reflections for Online Students	<u>250 points</u>
Total points for the class	1250 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 College 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 (paraphrase 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 content without identifying the source. This also includes taking another person's or AI entity's ideas or constructs and presenting them as your own. Plagiarism of any kind will not be tolerated.

Most assignments at Calvary require the student to produce original work. Therefore, unless specifically permitted by the instructor, the use of AI-generated content is prohibited (even if cited) as it does not represent original work created by the student and is an unreliable aggregate of ideas from other sources.

AI, however, may be utilized in cases where the instructor has explicitly permitted its use to accomplish specific tasks. It is only in these cases that AI-generated (or modified) content may be submitted by the student. If there are any questions as to the permissibility of AI use for an assignment, please ask your instructor for clarification.

D. Academic Activity & Participation

Students must engage weekly in the videos and class assignments.

Students who are enrolled as **online students** will demonstrate their engagement by submitting a thorough video reflection form and any additional participation activities **BEFORE THE NEXT CLASS SESSION**.

E. Class Participation

Class participation is verified through engagement and submission of assignments in CANVAS. Students are expected to follow the regular pacing of the class, even though it is an online only class.

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), located in the library building, is dedicated to providing free academic assistance for all Calvary University students. CAC assists with all facets of the writing process, tutors in various subject areas, prepares students for exams, facilitates with time management options and proctoring of 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	Week of 7/8	Technology Integration & The Teacher as a Learner: Chapter 1 & 2	Assign: Weekly Readings Schedule & Overview of Syllabus & Projects
2	Week of 7/15	Supporting Deeper Learning through Technology & Personalized Experiences Chapters 3 & 4	Due: ISTE Creative Presentation
3	Week of 7/22	Establishing a Technology Friendly Classroom Chapters 5 & 6	Due: Pinterest Project
4	Week of 7/29	Problem-Solving & Creative Expression Chapters 7 & 8	Due: Computer Applications Project (content created on 4 apps)
5	Week of 8/5	Teacher as an Analyst & Collaborator Chapters 9 & 10	Due: Philosophy of Technology paper
6	Week of 8/12	Teacher as a Leader & Digital Citizenship Chapters 11 & 12	Due: Educator Website

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.