ST. PETERSBURG COLLEGE

COLLEGE OF EDUCATION

*The mission of the Education Community is to prepare future educators*

*who will promote lifelong learning and empower diverse communities.*

COURSE SYLLABUS

**EME 2040 - Introduction to Educational Technology**

**Fall 2023 {0625}**

*The syllabus course calendar and other attending documents are subject to change during the semester in the event of extenuating circumstances.*

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| **Course Prefix:** | EME 2040 |
| **Section #:** | 2134 |
| **Credit Hours:** | 3 |
| **Co-requisites:** | None |
| **Pre-requisites:** | None |

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| **Day, Time and Campus:**  | Online  |
| **Modality:**  | Online - Weekly participation is required for attendance.  Participation in this course is defined as posting to the discussion board or submitting an assignment.  |
| **Professor:**  | Dr. Andrea Kelly    |
| **Office Hours:**  | Posted: <http://web.spcollege.edu/instructors/id/kelly.andrea/OFC/>     |
| **Office Location:**  | Tarpon Springs; BB-110  |
| **Office Phone:**  | (727) 791 - 2667    |
| **Email Address:**  | kelly.andrea@spcollege.edu     |

**ACADEMIC DEPARTMENT: College of Education**

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| **Dean:** | Kimberly Hartman, Ph.D. |
| **Office Location & Number:** | Tarpon Springs | BB 101 |

1. **COURSE DESCRIPTION**

This is a survey level course designed to introduce preservice teachers to the proper methods for using technology in contemporary education settings.

1. **MAJOR LEARNING OUTCOMES AND COURSE OBJECTIVES**
2. The student will identify a variety of practical uses and define ethical responsibilities for educational technology by:
	1. describing traditional and contemporary uses of technology in education.
	2. explaining the difference between computer information and integration literacy.
	3. labeling appropriate technology integration strategies for classroom environments.
	4. describing technological security risks and safeguards in education.
	5. describing ethical considerations for teachers and students.
3. The student will identify teaching methods associated with sophisticated instructional technologies by:
	1. explaining educational implications of computer technology and digital media.
	2. describing characteristics of digital media tools used in educational settings.
	3. providing examples of how technology is changing the way instructors teach and students learn.
	4. explaining the purposes and appropriate applications of learning management systems, assistive technologies, and differentiated online learning experiences.
	5. describing appropriate productivity and presentation software for a variety of educational settings.
4. The student will distinguish how technology is used in educational assessment by:
	1. evaluating different educational assessment software programs.
	2. analyzing authentic assessment tools used to evaluate students.
	3. explaining the benefits of an electronic portfolio (E-folio.)
	4. utilizing technology to create effective rubric templates.
5. The student will integrate collaborative technologies that support timely, professional, and cohesive discourse by:
	1. describing the way traditional and contemporary communication and collaborative tools are used in education.
	2. classifying appropriate digital media and collaborative tools used by teachers, students, parents, and administrators in educational settings.
	3. evaluating administrative software/office applications for use in a variety of educational settings.
6. **REQUIRED TEXTBOOK(S), RESOURCES AND MATERIALS**
7. **Required Textbooks**

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| Textbook(s) | Required: N/A |
| Recommended:  |
| **Anthology Portfolio** | Anthology Portfolio is a requirement for students enrolled in all College of Education bachelor’s degree programs (Secondary Mathematics Education, Middle Grades Mathematics Education, Exceptional Student Education, Elementary Education, Educational Studies) and for all Educator Preparation Institute (EPI) students. |

Students using **eBooks** must have access to the **eBooks** during class sessions.

1. **Supplemental Material**

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| Resources: |
| Materials: |
| Library: | <http://www.spcollege.edu/libraries/> |

1. **Technology**

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| Technology is an essential tool for receiving and developing instruction. Students are expected to reference MYCOURSES continuously to assure all current content for class has been accessed.  |
| All work must be submitted in an original electronic file format unless otherwise specified. Links to files are not acceptable. |

1. **COURSE REQUIREMENTS & EXPECTATIONS**
2. **School Based Hours (SBH) or Field Experience Hours (FEH) Course Requirements**

This course requires \_0\_ hours of observation/participation in an appropriate setting as approved by the Office of School Partnerships.

Any student who is registered for a course with SBH/FEH is required to complete the application in Anthology Portfolio by the due dates specified by the OSP to guarantee placement.

1. **ALL Course Assignments**

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| **Assignment Title**   | **Points**   |
| Module 1 Discussion  Module 1 Quiz   | 35  20   |
| Module 2 Quiz  Module 2 Activity   | 20  40   |
| Module 3 Activity   | 40   |
| Module 4 Quiz  Module 4 Activity   | 20  40   |
| Module 5 Quiz  Module 5 Activity   | 20  40   |
| Module 6 Quiz   | 20   |
| Module 7 Discussion   | 35   |
| Module 8 Activity   | 40   |
| Website Draft   | 30   |
| Final Project-Website   | 100   |
| **Total Points**   | **500**   |
| Extra Credit 1: Course Info Quiz  Extra Credit 2: PowToon Activity  | 10  40   |

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| **Grading Scale**  |
| **A**  | **90% - 100%**  | **450 pts – 500 pts**  |
| **B**  | **80% - 89%**  | **400 pts – 449 pts**  |
| **C**  | **70% - 79%**  | **350 pts – 399 pts**  |
| **D**  | **60% - 69%**  | **300 pts – 349 pts**  |
| **F**  | **0% - 59%**  | **0 pts – 299 pts**  |

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| ***UCC Assignments:*** *Teacher candidates must demonstrate Uniform Core Curriculum (UCC) competencies and earn a 2 or higher for each indicator on all UCC assignments [FEAP, ESOL, FSAC, Reading Competencies (RC), Other Elements and Florida State Standards (FSS)] in order to successfully pass the course.* *Educational Studies students must earn a 2 or higher on each indicator on all PLO assignments.**If the teacher candidate has not successfully demonstrated the UCC competency as stated above, he/she may have an opportunity (within the term) to work with the instructor to improve the understanding of the concept. The assignment must then be corrected and resubmitted, and will not receive a grade higher than a C.  In the event of cheating or plagiarizing, see BOT Rule 6Hx23-4.72 for consequences.**Students in a degree program must upload into Anthology Portfolio all FEAP, ESOL, PLO, and RC assignments (identified as Critical Reading Tasks) as denoted in the Uniform Core Curriculum Assessments table at the end of the syllabus.* |

*For courses with lesson planning:*

Adapting or modifying a lesson plan from an existing source (i.e., the internet) does not mean “copy and paste.”  It means that, if you use someone else’s intellectual property for this purpose, you may read through the given source for ideas, but then rethink and rewrite the idea in your own words with your own modifications to meet the needs of the assignment.  Anything adapted or used verbatim must be cited with credit given to the author(s).  This includes specific citations on all supplementary materials (i.e., assignment sheets, graphic organizers, checklists) that are not originally your work.  This applies to all COE lesson plans unless the instructor directly specifies otherwise.

1. **Assignment Late Policy**
* Submissions for discussions and quizzes will not be accepted after the due date.
* Assignments submitted up to one week after the due date will receive a 10% grade reduction.
* Assignments not submitted within one week after the due date will receive a zero in the grade book.
1. **SYLLABUS STATEMENTS COMMON TO ALL COE SYLLABI**
2. **COE SYLLABUS STATEMENTS**

<https://docs.google.com/document/d/1VrvFtlW9RPl2YgbSrHdstAkktd-BtneMQuttI5khNzQ/edit?usp=sharing>

1. **SPC Syllabus Statements**

<http://www.spcollege.edu/addendum/>

***Each student must read all topics within this syllabus and the content of the links.  If the student needs clarification on any items in the syllabus or linked statements, he/she should contact the course instructor.***

***If you remain enrolled after the drop date this signifies that you agree to abide fully by the parameters set in this syllabus and any syllabus addendum.***

1. **CALENDAR AND TOPICAL OUTLINE**

| Discussions and quizzes will not be accepted for late submission. ***Assignments are due on Monday by 11:30 pm*** |
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|  **The week of…**  | **Topic / Assignment**  |
| **1**  | Sep-11 | **Course Introduction** **Module 1:** Educational Technology – History and Key Terms * Review the syllabus.
* ***Assignments*** ***due Sep-18***
	+ - **Extra Credit** **1:** Quiz – Course Info
		- **Module 1 Discussion:** Then and Now – Introduction
 |
| **2**  | Sep-18 | **Module 1:** Educational Technology – History and Key Terms * + - **Module 1 Quiz:** Educational Technology Terms ***due Sep-25***
* Review the directions and begin a draft of your website (draft is due week 4)
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| **3**  | Sep-25 | **Module 2:** Learning Theories and Game-Based Learning* ***Assignments*** ***due Oct-2***
* **Module 2 Quiz:** TPACK Framework and Learning Theories
* **Module 2 Activity:** Learning Theories and Game-Based Learning
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| **4**  | Oct-2 | **Module 3:** Evaluating Software and Websites* ***Assignments*** ***due Oct-9***
* **Module 3 Activity:** Evaluating Software and Websites
* **Website Draft**
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| **5** | Oct-9 | **Module 4:** Technology for Presentations and Assessments * ***Assignments*** ***due Oct-16***
* **Module 4 Quiz:** Effective Presentation
* **Module 4 Activity:** Rubrics
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| **6** | Oct-16 | **Module 5:** Assistive Technologies* ***Assignments*** ***due Oct-23***
* **Module 5 Quiz:** Assistive Technology
* **Module 5 Activity:** Assistive Technology
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| **7** | Oct-23 | **Module 6:** Integrating Technology through Multiple Disciplines* ***Assignments*** ***due Oct-30***
* **Module 6 Quiz:** Technology and Multiple Disciplines
* **Final Project:** Website (complete **homepage** and submit the link to your website)
* **Extra Credit 2:** PowToon
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| **8** | Oct-30 | **Module 7:** Ethical Considerations – Online Learning* ***Assignments*** ***due Nov-6***
* **Module 7 Discussion:** Ethical Considerations - Online Learning
* **Final Project:** Website (complete **personal biography & class content** pages, and submit the link to your website)
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| **9** | Nov-6 | **Module 8:** Benefit and Challenges of Online Learning* ***Assignments*** ***due Nov-13***
* **Module 8 Activity:** Benefits and Challenges of Online Learning
* **Final Project:** Website (complete **calendar & resources** pages and submit the link to your website); *you may post to the final project discussion forum this week*.
 |
| **10** | Nov-13 | **Final Project *due Nov-27*** (post the link for your website to the **discussion forum** and respond to the discussion questions) |
| **11** | Nov-20 | **Thanksgiving Break {November 19th – 25th} College Closed** |
| **12**  | Nov-27 | The last date to post to the **Final Project discussion forum** is ***Nov-27***  |

1. **Uniform Core Curriculum / Program Learning Objectives Assignments**

None

This course offers opportunities for students to engage with the following Universal Design for Learning (UDL) General Understandings and Essential Components (1.0s and 2.0s): Not mapped on UDL framework.