

EDUC 108. EDUCATIONAL TECHNOLOGY**Credit Hours:** 3**Scheduled hours per week**

Lecture: 3

Lab: 0

Other: 0

Catalog Course Description: Course focuses on practical applications for computers and technology in the classroom.

Pre-requisites: Education Majors or Child Development Majors

Co-requisites: None

Course Learning Outcomes:

1. To use knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity; and innovation in both face-to-face and virtual environments. *(WVPTS 1(d), 2(b), 3(a)) (InTASC 1, 2, 3, 4, 5, 6, 7, 8)(ACEI 3) (Praxis 5622 I. C.2, C.4, II. B.12, C.5, D.3) (ISTE 1a, 1b, 1c, 3b, 4b, 4c, 5a, 5b, 5c, 6a, 6b, 6c) (CAEP 1.1, 1.3, 1.5, 2.3) (Assessment: portfolio)*
2. To design, develop, and evaluate authentic learning experiences and assessments, incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the WV standards and ISTE standards. *(WVPTS 1(d)) (InTASC 1, 2, 3, 4, 5, 6, 7, 8)(ACEI 3) (Praxis 5622 I. C.2, C.4, II. B.12, C.5) (ISTE 1a, 1b, 1c, 3a, 3b, 4a, 4b, 4c, 5a, 5b, 5c, 6a, 6b, 6c, 7a, 7b, 7c)(CAEP 1.1, 1.2, 1.3, 1.4, 1.5, 2.3) (Assessment: portfolio)*
3. To exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. *(InTASC 1, 2, 3, 4, 5, 8, 9, 10)(ACEI 3) (Praxis 5622 IV.2) (ISTE 1a, 1b, 1c, 2c, 3b, 5a, 5b, 5c)(CAEP 1.1, 1.3, 1.5, 2.3) (Assessment: portfolio)*
4. To understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. *(WVPTS 2(f), 4(a), 5(i)) (InTASC 3, 4, 5, 6, 9, 10) (Praxis 5622 IV. 2) (ISTE 1a, 1b, 1c, 2a, 2b, 3a, 3c, 3d, 4d) (CAEP 1.1, 1.3, 1.5, 2.3) (Assessment: portfolio)*
5. To continuously improve professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. *(WVPTS 2(f)) (InTASC 2, 3, 4, 5, 9, 10) (Praxis 5622 II. D.3, IV. 2) (ISTE 1a, 1b, 1c, 2a, 2b, 2c, 3a, 4a, 4d, 6a, 6b, 6c) (CAEP 1.1, 1.3, 1.5, 2.3) (Assessment: portfolio)*

Topics to be studied:

1. Access as teacher and student in course management system
2. Creation of a website.
3. Review of web resources and how they could be integrated in educational environments.
4. Introduction to a multitude of resources: Google Apps, Professional Learning Communities, Web 2.0 tools, etc.
5. Use of productivity tools such as word processing, spreadsheet data analysis, presentation software i.e. Excel, PowerPoint, Word

6. Use of contemporary tools such as cell phones, digital cameras, tablet PCs, eReaders, interactive whiteboards, documents cameras and GPS units as learning tools
7. Use of technology in assessment such as Survey Monkey, Google surveys, responders, course management assessment tools, other Internet sites, cell phones, and current assessment platforms
8. Knowledge and implementation of state approved content and technology standards and other state recommended technology resources and sites
9. Creation of a webpage to demonstrate knowledge skills and work processes using tools such as Google sites or CyberSchool
10. Understanding of responsible web research and the validity of the information obtained
11. Understanding of coding of file extensions both file and web
12. Understanding of an “Acceptable Use Policy” (AUP) that will be demonstrated by the course AUP
13. Ethical uses of technology in assessment and in creation of digital products with an emphasis on copyright laws.
14. Understanding and demonstrating professional web communication.
15. Understanding of the digital divide
16. Demonstrate understand ethical and safe uses of technology
17. Demonstrate awareness of adaptive and assistive technology
18. Exhibit knowledge of maintenance and upkeep of technology both hardware and software
19. Creating and presenting an electronic and interactive portfolio demonstrating the infusion of technology that can be used in future courses

Relationship of Course to Program or Discipline Learning Outcomes:

This course incorporates all facets of the philosophical framework of *Architects of the Future*. Planning, Teaching Skills, Diversity and Decision Making Skills are all integral parts of the teaching process.

Students in the course will plan and demonstrate activities, lessons, and develop a portfolio in the course. Interpersonal Skills relate to working together in cooperative teams to complete projects. Classroom technology is integrated to support the education needs of diverse learners.

| This course meets the following General Education Outcome(s): | |
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| Composition and Rhetoric Students illustrate a fundamental understanding of the best practices of communicating in English and meet the writing standards of their college or program-based communication requirements. | X |
| Science & Technology Students successfully apply systematic methods of analysis to the natural and physical world, understand scientific knowledge as empirical, and refer to data as a basis for conclusions. | |
| Mathematics & Quantitative Skills Students effectively use quantitative techniques and the practical application of numerical, symbolic, or spatial concepts. | X |
| Society, Diversity, & Connections Students demonstrate understanding of and a logical ability to successfully analyze human behavior, societal and political organization, or communication. | X |
| Human Inquiry & the Past Students interpret historical events or philosophical perspectives by identifying patterns, applying analytical reasoning, employing methods of critical inquiry, or expanding problem-solving skills. | X |
| The Arts & Creativity | |

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| Students successfully articulate and apply methods and principles of critical and creative inquiry to the production or analysis of works of art. | |
| 5/3/2016 | |

Special requirements of the course:

1. Students will complete weekly posting on their website or blog about topics covered in class
2. Students will be introduced to SAMR and TPACK.
3. Students will design a lesson and create a lesson plan using resources and tools that are covered during the semester.
4. Students will analyze data and create a mock gradebook
5. Final project will consist of an online portfolio showcasing projects that meet ISTE Standards for Educators, professional development webinars and reflections upon learning.
6. Other small projects will also be completed and any of these projects can be modified at the discretion of the instructor

Additional information:

N/A

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