ST. PETERSBURG COLLEGE

COLLEGE OF EDUCATION

*"Preparing students to serve as effective, reflective and caring teachers."*

COURSE SYLLABUS

EME 2040

Introduction to Educational Technology

*This 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 #:** | 253 |
| **Credit Hours:** | Three Credits |
| **Co-requisites:** | None |
| **Pre-requisites:** | None |

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| **Day, Time and Campus:** | Monday | 12:30-3:10 p.m. | | Tarpon Springs |
| **Modality:** | Blended | | | |
| **Professor:** | Dr. Margaret Perry | | | |
| **Office Hours:** | 12:00-12:30 p.m. | |  | |
| **Office Location:** | Tarpon Springs | | BB211 or BB105 (when requested) | |
| **Office Phone:** | Use course email | | | |
| **Email Address:** | Perry.Margaret@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**

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| This is a survey level course designed to introduce preservice teachers to the proper methods for using technology in contemporary education settings. 47 contact hours. |

1. **MAJOR LEARNING OUTCOMES**

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

1. **REQUIRED TEXTBOOK(S), RESOURCES AND MATERIALS**
2. **Required Textbooks**

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| Textbook(s) | Required:   * Shelly, G. B., Gunter, G. A., & Gunter, R. E. (2012). *Teachers Discovering Computers: Integrating Technology in a Connected World* (7th ed.). Cengage. ISBN: 9781133526551 |
| Recommended:   * None |

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. Additionally students are expected to be familiar or familiarize themselves with PowerPoint presentation methods.  The instructor of this course frequently uses smart boards, ELMOs, power point, digital media, and web based resources to disseminate information and engage preservice learners and students. |
| All work must be submitted in a format compatible with Microsoft Word (e.g.: .doc, .docx, .rtf) |

1. **Supplies**
2. **COURSE REQUIREMENTS & EXPECTATIONS**
3. **School Based Hours Course Requirements**

This course requires 0 hours of observation/participation in an appropriate classroom setting as approved by the Office of School Partnerships.

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| >**1. Attendance**   * Regular class participation is **required and essential** for the successful completion of this course. Your attendance in this class will be monitored by your work activity in the classroom for face-to-face courses and in MyCourses for online courses. * Face-to-face - If you are not present in a class session, you will be counted as absent. If you miss more than two classes, you will be administratively removed from the class after the 60% mark of the semester. Three tardies will add up to one absence. Attendance is taken at the start of class and if you are late, you will be marked absent. * Online - Weekly participation is required for attendance. Participation in this course is defined as posting to the discussion board or submitting an assignment.   **COLLEGE ATTENDANCE POLICY** Instructors will verify that students are in attendance at least once each week during the first two weeks of class.  Students classified as “No Show” for both of the first two weeks will be administratively withdrawn. Immediately following the 60% point of the term, each instructor will verify which students are actively participating in class as defined in the course syllabus.  Students classified as not meeting the criteria for active class participation will be administratively withdrawn with a “WF”.  Students will be able to withdraw themselves at any time during the term.  However, requests submitted after the 60% deadline will result in a “WF”.  Students and instructors will automatically receive an e-mail notification to their SPC email whenever a withdrawal occurs.  **2. Dropping the Course**  **It is the responsibility of the student wishing to withdraw from the course to do so by the withdrawal date.**Any student wishing to withdraw from the course must do so his or herself online in the MY SPC registration area found at <http://www.spcollege.edu/> as well as contact the instructor.   All students registered in the course after the withdrawal date will receive a grade as outlined in this syllabus. Students who abandon the course or do not withdraw themselves by the withdrawal date are subject to receive a grade of F.  By SPC Policy (enacted February 2005), student cannot withdraw from a course after the withdrawal deadline.  **If this is your third time taking the course, you cannot withdraw from the course. (State of Florida regulation****)**   1. **Grading Scale**  |  |  | | --- | --- | | **A** | **100% - 90%** | | **B** | **89% - 80%** | | **C** | **79% - 70%** | | **D** | **69% - 60%** | | **F** | **59% - 0%** | |

1. **ALL Course Assignments**

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| 8 Chapter Quizzes | 30 pts. x 8 quizzes=  240 pts. |
| Discussion Posts & Replies, In-Class Assignments | 160 pts. |
| Module Projects | 50 pts. x 4 projects=  200 pts. |
| Final Project-Web Site | 100 pts. |
| **Total Points for Course** | **700 pts.** |

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. **SYLLABUS STATEMENTS COMMON TO ALL COE SYLLABI**
2. **COE SYLLABUSSTATEMENTS**

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

1. **SPC Syllabus Statements**

[**www.spcollege.edu/addendum/index.php**](http://www.spcollege.edu/addendum/index.php)

***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**

**Week 1: Chapter 1,** Introduction to Educational Technology

Introduction Discussion Forum

Chapter 1 Quiz

**Week 2:** **Chapter 2,** Communications, Networks, the Internet, and the World Wide Web

Chapter 2 Quiz

Social Media in EducationProject

**Week 3: Chapter 3,** Software for Educators

Ch. 3 Quiz

Child-Driven Education Video & Discussion

**Weeks 4 & 5: Chapter 4,** Hardware for Educators

Ch. 4 Quiz

Hardware Purchase & Classroom Layout Project

**Week 6: Chapter 5,** Technology, Digital Media, and Curriculum

Ch. 5 Quiz

Open House PowerPoint Project

**Week 7: Chapter 5,** Technology, Digital Media, and Curriculum

Creating a Rubric Project

**Week 8: Chapter 6,** The Changing Face of Education-Teaching Online

Chapter 6 Quiz

Flipping the Curriculum Discussion

**Week 9: Chapter 6,** The Changing Face of Education-Teaching Online

Lesson Plan Overview Using Jing Discussion

**Week 10: Chapter 7,** Evaluating Educational Technology and Integration Strategies

Chapter 7 Quiz

**Week 11: Chapter 7,** Evaluating Educational Technology and Integration Strategies

Electronic Portfolio Project

**Week 12: Chapter 8,** Security Issues, Ethics, and Education

Chapter 8 Quiz

**Weeks 13-15: Chapter 8,** Security Issues, Ethics, and Education

Final Project: Web Site

**Spring Break: March 8-14**

*Note: This is a blended course. Please see the calendar on MyCourses for face-to-face and online dates. The instructor reserves the right to change the schedule.*

1. **UNIFORM CORE CURRICULUM ASSIGNMENTS**

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| **Assignment Name** | **UCC** | **Specific Indicator** |
| Various Course Assignments | OE | m |