

Mayville State University

EDUC 572, Educational Technology

Dr. Clayton Dodson

Spring 2024

2 Credits

Contact Information:

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Hours of Availability: Please make an appointment

Instruction Mode: Online, asynchronous

Time Zone: All times indicated throughout this syllabus reflect Central Time (CT)

How to address your instructor: Please address me as Jeni

Meeting Times and Location: No required meeting times- all assignment due dates are located in Blackboard.

COURSE DESCRIPTION

This course will focus on the background knowledge and instructional methods using technologies to support student learning and achievement. The use of technology as a tool to teach and support K-12 learners' engagement and motivation is explored while building 21st Century skills. This course uses the International Society for Technology in Education Standards and InTASC principles to guide learning experiences.

PURPOSE OF THE COURSE

The purpose of this course is to develop background knowledge and training in the use of educational technologies in preparation for classroom teaching. This course will help learners understand the many instructional technologies available in schools and the effect on student engagement and achievement with the use of these technologies. The ISTE Standards and InTASC Standards articulate what is expected of teachers in today's society. By developing an understanding of the responsibilities of using technology to teach and learn, EDUC 572 learners will gain insights into the accountability they must have when entering the teaching profession. More information on ISTE standards for students and educators can be found below. Learn more about InTASC standards at: https://ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf (beginning on page 8).

ISTE Standards for Educators	ISTE Standards for Students
1. Learner: Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning.	1. Empowered Learner: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
2. Leader: Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning.	2. Digital Citizen: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
3. Citizen: Educators inspire students to positively contribute to and responsibly participate in the digital world.	3. Knowledge Constructor: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
4. Collaborator: Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems.	4. Innovative Designer: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
5. Designer: Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability.	5. Computational Thinker: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.

6. Facilitator: Educators facilitate learning with technology to support student achievement of the ISTE Standards for Students.	6. Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
7. Analyst: Educators understand and use data to drive their instruction and support students in achieving their learning goals.	7. Global Collaborator: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Source: www.iste.org/standards/standards

CONCEPTUAL FRAMEWORK

Teacher education courses are based upon the Conceptual Framework: Reflective Experiential Teacher. See Blackboard document 'Conceptual Framework' for more information.

COURSE OBJECTIVES

To successfully complete this course, the learner will be expected to meet the following objectives, as aligned to the InTASC Standards as adopted by [ND ESPB](#):

To successfully complete this course, the learner will be expected to:

1. Demonstrate an understanding and readiness to plan instruction to include technology. (InTASC 7, 8, SLO 3, ISTE T.5)
2. Develop a skill set of best practices for technology inclusion in Pre-K-12 education. (InTASC 7, 8, SLO 3, ISTE T.5, T.6)
3. Discuss the importance technology has in teaching and learning. (InTASC 1-9, SLO 1-4, ISTE T.2)
4. Identify ways in which technology can be used to develop 21st century learners. (InTASC 2, SLO 1, ISTE T.5)
5. Identify ways in which technology can be used for differentiated instruction. (InTASC 2, SLO 1, ISTE T.5)
6. Discuss the importance of developing responsible digital citizens. (InTASC 9, SLO4, ISTE T.3)
7. Demonstrate the use of technology for information communication. (InTASC 9, 10, SLO 4, ISTE T.4)
8. Analyze how changing technologies have influenced educational change and teacher accountability associated with professional standards. (InTASC 9, 10, SLO 4, ISTE T.3, T.7)
9. Explore educational websites and digital content. (InTASC 4, 5, SLO 2, ISTE T.1, T.7)
10. Identify how technologies can be used for classroom inquiry and problem solving. (InTASC 7, 8 SLO 3, ISTE T.2, T.5, T.6)
11. Utilize technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues. (InTASC 10, SLO 4, ISTE T.4, T.7)
12. Model and teach effective communication and collaboration skills with families and stakeholders focused on attaining equitable achievement for students of all backgrounds and circumstances.(InTASC 1, 2, 8, 10, SLO 1, 3, 4, ISTE T.3, T.4)

Standards Alignment (InTASC Standards as adopted by NDESPB):

- Standard #7: Planning for Instruction-The program prepares teacher candidates to plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- Standard #8: Instructional Strategies-The program prepares candidates to understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

PROGRAM STUDENT LEARNING OUTCOMES ADDRESSED IN THIS COURSE

The Academic Program Student Learning Outcomes document can be found in your course shell. It contains all learning outcomes pertaining to Essential Studies courses and all majors and minors. The document has an index, so you can quickly find the degree you are pursuing. As part of Mayville State's effort to demonstrate continuous improvement in achieving student learning outcomes, this course introduces and reinforces the following SLOs:

- SLO 1: The Learner and Learning
- SLO 2: Content
- SLO 3: Instructional Practice
- SLO 4: Professional Responsibility

The MSU EPP Key Assessment addressed in this course is the Digital Identity. The purpose of this assignment is for students to develop their understanding of the importance of a digital identity throughout their career as an educator. The digital identity is aligned to InTASC and ISTE Standards, addresses acceptable and

idea target scores, and is assessed using a validated rubric. Detailed directions are included in the Key Assessment Instructions within TaskStream..

COURSE IMPROVEMENTS BASED ON MOST RECENT ASSESSMENT FINDINGS

This course will be assessed in the future (based on the 2019-2025 assessment curriculum map) and the findings will be reported in this syllabus.

REQUIRED COURSE MATERIALS

- TaskStream – Purchase a subscription at MSU Bookstore or TaskStream.com, used throughout the Teacher Education program
- OER: 100 Free Web Tools: <http://www.oercommons.org/courses/100-free-web-tools-for-elementary-teachers/view>

INSTRUCTIONAL STRATEGIES

The content of EDUC 572 will be delivered by:

- Student/teacher-led learning experiences
- Direct instruction
- Teacher modeling
- Student presentations
- Cooperative learning activities
- Critical and creative thinking strategies
- Class/Online discussions
- Multi-media, current technology
- Written and oral communication
- Assigned readings

INSTRUCTIONAL TECHNOLOGIES UTILIZED IN THIS COURSE

- **TaskStream** – This electronic portfolio will be used to complete evaluations and portfolio requirements.
- **Blackboard** – MSU's learning management system and virtual class environment
- **Yuja** – screen and video recording option. Some instructors use this to record their lectures with their presentation slides.
- **Electronic Library Resources, Google Docs, various websites and interactive applications**

LEARNING EXPERIENCES

Students will participate in the following learning experiences:

1. Review and take notes on the assigned readings, and be prepared to complete assignments based on the readings.
2. Select a topic to demo an effective technology tool that can be used in teaching. Benefits, limitations, and various uses will be addressed.
3. Create a lesson plan accompanied by an interactive whiteboard file to support a specific standard.
4. Design an assessment strategy, implement it with a small group of people, and analyze the results.
5. Interact with activities and assignments as presented by the instructor and/or uploaded to Blackboard.
6. Create a Digital Identity as their final project demonstrate understanding and application of educational technologies used in the classroom.

INSTRUCTOR EXPECTATIONS

Below, you will find several guidelines to help create successful learning experiences:

- **Read the syllabus in its entirety.** Knowing what is planned ahead is helpful for time management and allows you time to ask questions if you need any clarification.
- **Be prepared and complete assignments.** To successfully complete this course, all students are required to read and view all videos and complete assignments pertaining to each of the weekly modules. The responsibility for your learning is shared by both student and instructor. Knowing what is planned and being ready with assignments and discussion topics allows you time to ask questions and complete your best work. Check for assignment due dates and other scheduled learning experiences so you can plan accordingly. Assignments are to be submitted electronically using Blackboard since the assignments route directly to the gradebook where feedback will be provided. Always follow the submission guidelines.

- **Participate.** To be successful in this online course, your participation is required. Participation in an online learning environment includes taking part in class discussions and group project demonstrations as well as turning assignments in on time. Participation will result in stronger connections to theory and practice, adding to the quality of your learning experience. Check your MSU email and Blackboard for assignments and announcements.

- **Software Requirements:** Updated versions of Firefox, Flash Player, Adobe Reader, Quicktime, and Java. Students need MS Office or Viewers for PowerPoint and Word or Google Docs to view and create documents.

- **Be flexible, take risks, and ask questions!** In teaching, flexibility is the name of the game. While teachers need to be over-prepared in terms of instruction and assessment, they also need to be flexible and responsive to students' needs. The same is expected of you in this course. Be flexible, take risks, and ask questions! You are responsible for your own learning.

- **Adhere to the code of student conduct** found in the MSU Student Handbook:

<http://www.mayvillestate.edu/aboutmsu/more-info/reports-policies/>. Each student is responsible for reading the handbook and following expectations set forth by the University.

- **Disability Support Services.** Students with disabilities who believe they may need an accommodation in this class are encouraged to contact Disability Support Services as soon as possible to ensure that accommodations are implemented in a timely fashion. Support is available to students for academic and/or personal concerns. Students should refer to the student handbook for an explanation of services available and policies and procedures that have been established for student support. The instructor will help find resources necessary to aid in student success.

INSTRUCTOR/STUDENT COMMUNICATION

- **Email:** If possible, please email me at clayton.dodson@mayvillestate.edu if you have any questions or would like to set up a time to meet. E-mail is the best way to get ahold of me. I usually respond within 24-48 hours during weekdays. If you wish to contact me by telephone, please use my office number: 701-788-4718. I will use Blackboard to post messages to all learners if needed. You are required to use your NDUS email address as it is the only way to ensure reliable communication between students and instructors. Students are accountable for all academic communications sent to their Mayville State University email address.
- **Feedback:** You can expect to hear feedback regarding weekly assignments within one week of submission. Larger projects (Lesson Plan/Flipchart and Technology Demonstration) can take longer to review so expect feedback within 2 weeks of submission.

EVALUATION – GRADING SYSTEM

Evaluation in this course will consist of the components outlined below. Rubrics and checklists will be used to grade most assignments. The instructor will review assignments and due dates as class proceeds. It is the learner's responsibility to meet assignment deadline dates. This demonstrates the learner's ability to acknowledge dispositions required for potential teacher-candidates. This course adheres to the following grading scale: A= 94 – 100%, B= 87 – 93%, C= 80 – 86%, D= 70-79%, F= < 70%. Starfish Student Success System will be used to report your successful or unsuccessful submission of course assignments. Pay attention to those updates!

The percentage to point conversion table for all assignments can be found below:

A= 94 – 100%	→	328 – 350 points
B= 87 – 93%	→	303 – 327 points
C= 80 – 86%	→	279 – 302points
D= 70 – 79%	→	244 – 278 points

STUDENT SUPPORT

This course is part of a student success partnership between our institution and Starfish. Throughout the term, you may receive emails from Starfish regarding your course grades or academic performance. Please pay attention to these emails and consider taking the recommended actions. They are sent to help you be successful! You'll also have the ability to reach out for help by "Raising your hand" in Starfish and choosing between the "I Have a Question" flag and the "I Need Help" flag. After the flag has been raised the appropriate faculty or staff will make contact to see how they can assist you. Once again, we are here to help you be successful! Be sure to log in to Starfish AND check your MSU email inbox on a regular basis. This is where you'll be notified about your academic progress throughout the semester. If you

have any questions, you can visit the Starfish webpage on MSU's site found at mayvillestate.edu/starfish. You can also contact Catlin Solum (catlin.solum@mayvillestate.edu), 701.788.4856, Old Main 115) for help with Starfish.

IMPORTANT STUDENT INFORMATION

"Important Student Information" can be found in your Blackboard course shell.

- Academic Grievance Concerns and Instructor English Proficiency
- Starfish - Student Success System
- Students with Documented Disabilities
- Academic Honesty
- Emergency Notification
- Continuity of Academic Instruction for a Pandemic or Emergency
- Family Educational Rights and Privacy Act of 1974 (FERPA)
- Diversity Statement

OTHER COMPETENCIES ADDRESSED IN THIS COURSE

Diversity Objectives

1. This course discusses how equity between low and high socioeconomic locations can be achieved through inclusion of technology by ensuring that schools in low-socioeconomic communities have the same student-to-computer ratios as schools in wealthier communities. Skills 0(a) and 9(e); Disposition 2(l) and 9(m).

Technology Objectives

1. 3(m-1) The teacher explains how to use technologies.
2. 3(m-2) The teacher knows how to guide learners to apply technologies in appropriate, safe, and effective ways.
3. 5(k-1) The teacher recognizes the demands of accessing and managing information.
4. 5(k-2) The teacher can identify issues of ethics and quality related to information and its use.
5. 5(l) The teacher identify digital and interactive technologies for efficiently and effectively achieving specific learning goals.
6. 7(k-1) The teacher identify a range of evidence-based instructional strategies, resources, and technological tools.
7. 7(k-2) The teacher gives examples of evidence-based instructional strategies, resources, and technological tools effectively to plan instruction that meets diverse learning needs.
8. 8(n) The teacher identifies a wide variety of resources, including human & technological, to engage students in learning.
9. 8(o-1) The teacher explains how content and skill development can be supported by media and technology.
10. 3(g) The teacher guides learners in the responsible use of interactive technologies to extend the possibilities for learning locally and globally.
11. 3(h) The teacher develops learner capacity to collaborate in face-to-face and virtual environments
12. 8(g) The teacher engages learners in using a range of technology tools to access, interpret, evaluate, and apply information.
13. 8(o-2) The teacher evaluates media and technology resources for quality, accuracy, and effectiveness.
14. 9(d) The teacher actively seeks technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.
15. 9(f-1) The teacher advocates and demonstrates safe, legal, and ethical use of technology.
16. 9(f-2) The teacher advocates and demonstrates safe, legal, and respectful use of social media.
17. 8(r) The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning.

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- Academic Honesty
- Emergency Notification
- Continuity of Academic Instruction for a Pandemic or Emergency
- Family Educational Rights and Privacy Act of 1974 (FERPA)

• Diversity Statement

REFERENCES

Council of Chief State School Officers. (2013). Interstate teacher assessment and support consortium InTASC: *Model Core Teaching Standards and Learning Progressions for Teachers 1.0: A Resource for Ongoing Teacher Development*. Washington, DC: Author.

Mayville State University (2013). "Student Handbook/Student Code of Conduct". Retrieved from <http://www.mayvillestate.edu/about-msu/more-info/reports-policies/>.

International Society for Technology in Education. (2008). *Standards for Teachers*. Retrieved from ISTE.org: http://www.iste.org/docs/pdfs/20-14_ISTE_Standards-T_PDF.pdf

