Educating leaders of faith and character

School of Education

EDUC4300/5300

Special Topics: Educational Technology Methods

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**Office Hours**  
By appointment

**Prerequisites**

Admission to Teacher Education

**Textbooks**

Due to the rapidly changing nature of technology, no textbooks will be used. Students will be directed to readings available from the university library and websites for background information and discussion. The University of St. Thomas does have a limited number of iPads that can be issued to students and utilized during the course, however students may use their own devices if desired. Devices can be PC, Mac, Android, or iOS based devices. **The course is not about a particular device or operating system – it is about finding out what you can do with technology that will enhance student learning and achievement.**

**Reference Recommendations:**

The following list of books might be useful in helping you plan instruction using tablets or other educational technology. These are only suggested books and not mandatory reading. Nor are they exhaustive of all the books available.


**Course Description**

The course will use the T-PACK framework and National Educational Technology Standards to prepare teacher candidates to effectively use technology in the classroom. The topics and skills covered in this class will transfer to use of PC, Mac, Android, and iOS platforms. Students will experiment and explore how to use devices and computers to evaluate applications/programs/websites and design lessons that
will effectively incorporate technology. This course will be an independent study course but we will meet once a week to share findings, demonstrate, troubleshoot, and discuss potential uses.

**TExES Competencies Addressed:**
The following are competency domains related to the course for which you will be held accountable on the State Board for Educator Certification Pedagogy and Professional Development (PPR) TExES.

- The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.
- The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process and timely, high-quality feedback.
- All teachers use technology-related terms, concepts, data input strategies and ethical practices to make informed decisions about current technologies and their applications.
- All teachers identify task requirements, apply search strategies and use current technology to efficiently acquire, analyze and evaluate a variety of electronic information.
- All teachers use task-appropriate tools to synthesize knowledge, create and modify solutions and evaluate results in a way that supports the work of individuals and groups in problem-solving situations.
- All teachers communicate information in different formats and for diverse audiences.
- All teachers know how to plan, organize, deliver and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum.
- The teacher incorporates the effective use of technology to plan, organize, deliver, and evaluate instruction for all students.
  - All teachers use technology-related terms, concepts, data input strategies and ethical practices to make informed decisions about current technologies and their applications.
  - All teachers identify task requirements, apply search strategies and use current technology to efficiently acquire, analyze and evaluate a variety of electronic information.
  - All teachers use task-appropriate tools to synthesize knowledge, create and modify solutions, and evaluate results in a way that supports the work of individuals and groups in problem-solving situations.
  - All teachers communicate information in different formats for diverse learners.
  - All teachers know how to plan, organize, deliver, and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum.

**National Educational Technology Standards for Teachers (NETS*T)**
The course will utilize the T-PACK framework emphasizing the National Educational Technology Standards for Teachers:
- Facilitate and inspire student learning and creativity
- Design and develop digital-age learning experiences and assessments
- Model digital-age work and learning
- Promote and model digital citizenship and responsibility
- Engage in professional growth and leadership

**Course Objectives/Learning Outcomes**
The preservice teacher will:

- Understand the T-PACK framework and National Educational Technology Standards for technology integration
- Evaluate electronic resources for content and efficient use in the classroom
• Apply an understanding of pedagogical practices to integration of technology
• Develop appropriate lesson plans using technology for implementation with students
• Gain hands-on experience evaluating educational apps and using tablets with students

**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Points</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>94-100</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>90-93</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>84-86</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>80-83</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>74-76</td>
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</table>

This is an elective course in the School of Education. It is specifically designed to give students the opportunity to experiment with technology, become aware of the strengths and weaknesses of technology applications, and to create lessons using technology that are technologically and pedagogically sound and age/grade-level appropriate. It will use the TPACK framework to model best practices for integrating technology in the classroom. Because teachers will have different levels of technology available to them, the class will not concentrate on a single device so students will be free to experiment with different devices.

**Professional Standards of Behavior** – The School of Education is a professional development school that holds its students to the highest standards of the education profession.

*Participation* – Classes will be highly participative. Students will be expected to come to each class fully prepared and to engage in discussions, group work, and other activities.

*Assigned Reading* – For each area of study, students will review related information assigned by the instructor prior to the designated class session.

*Attendance* – Students will be expected to attend all classes, to arrive on time, and to respect time-lines for breaks. The class will not meet every day to give students time to experiment with the devices, including searching for and using applications. Students and instructor will meet at least once each week. For each unexcused absence, 2.5 points will be deducted from the final course grade. Any absence for which the instructor has not given prior approval will automatically be considered unexcused. Allowances for absences that result from emergencies will be made at the discretion of the instructor. Any unexcused late arrival of 25 minutes or more will be considered an unexcused absence.

*Homework* – Homework assignments will be related to evaluating and designing lessons using technology. Students will complete a pre-course and post-course attitude and beliefs survey to discern baseline skills and beliefs about and with technology.

*Student Products* – In all written work, grammar, sentence structure, organization, and spelling will be of such quality as to be an outstanding model for other educators. This means 10-12 point standard font, 70-space line, proper grammar, sentence structure, capitalization, and punctuation. Sources must be properly cited. All writing for educational purposes must follow the style manual of the American Psychological Association. This website can serve as a reference for APA style: [http://owl.english.purdue.edu/](http://owl.english.purdue.edu/)

*Turning in Work* – Assignments are to be turned in via the course’s Blackboard® electronic dropbox no later than the beginning of class on the days designated, unless otherwise noted. Five (5) points will be deducted for each day an assignment is late up to five (5) days late. After that, the assignment will not be accepted.

**Major Assignments**
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>% of grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly meetings</td>
<td>Weekly</td>
<td>20%</td>
</tr>
<tr>
<td>Attitude Survey</td>
<td>TBA</td>
<td>10%</td>
</tr>
<tr>
<td>Evaluation checklist</td>
<td>6/29</td>
<td>30%</td>
</tr>
<tr>
<td>Portfolio</td>
<td>6/29</td>
<td>40%</td>
</tr>
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**Attitude survey** – An attitude survey will be done during our first meeting to establish your attitudes toward technology in the classroom. A post-survey will be completed at the end of the course.

**Lesson plans** – Students in this course will create lesson plans integrating technology in an appropriate and pedagogically sound manner. All work during the course will be developed with the course/grade level you are most interested in teaching. Undergraduates – 3 lesson plans; Graduates – 5 lesson plans. Lesson plans can be unit plans or individual lesson plans.

**Weekly Meetings** – Weekly meetings will be held based arranged from the beginning of the semester. During the meetings, participants will discuss the applications/programs they explored, share information about these applications, discuss how they might be used, and demonstrate. For the weekly meetings, please bring a one page list/description of the tools explored. This list should include a brief description, price of tool, strengths and weaknesses, and potential uses for the tool. So that the participants can all be discussing the same types of tools during out meetings, categories will be listed in syllabus schedule.

**Evaluation Checklist** – Students will develop a checklist they will use to evaluate apps/programs for educational use. A 1-2 page paper will be prepared discussing the criteria included in the checklist and why the criteria is important to consider when evaluating technology tools. Examples will be shared and can be adapted.

**Portfolio** – Students will create a portfolio utilizing the different technology tools that were explored (as appropriate). The portfolio will include:
- Minimum of three related lesson plans
- Explanation of the technology tool(s) used in the lesson plans, including strengths and weaknesses
- Explanation of the pedagogical use of the technology tool(s)
  - Skills and abilities students need to be able to use
  - Explanation of how it will be introduced and demonstrated
  - Explanation of why it will be used instead of a paper and pencil opportunity
- Evaluation of technology tool using your evaluation checklist
- Evaluation checklist

**Social Justice Tenets**
Selected social justice teachings of the Catholic Church are used to inform the School of Education programs. As educators, the tenets of social justice should play a pivotal role in decision-making strategies in Catholic, private, and public schools of all levels.

- **Subsidiarity**: Educational institutions should be organized and governed as much as possible by the community being served; education should only be controlled at higher levels of society when it cannot be done effectively locally.
- **Dignity and rights of children**: Children possess full human dignity and are bearers of rights which should be recognized and upheld in the educational process.
- **People have a right to an education**: All people have a responsibility, for the good of society, to contribute to and foster education.

While these three keystones of social justice teachings are present throughout the coursework, they are specifically addressed through scenarios, case studies, and role playing activities at the undergraduate and graduate levels.

**Academic Integrity**
Integrity requires students to be authentic and honest in all their work. Integrity implies that students become familiar with and practice at all time the Code of Ethics for their profession. All work performed for this class should be original to the student and prepared solely for the designated assignment. Use of work previously created by the student should receive prior approval from the instructor. Acts of dishonesty or plagiarism will, at the discretion of the instructor, result in either a failing grade for the examination or assignment or a failing grade for the course.

Use of Personal Technology Devices
All cell phones should be silenced before class begins. If you must take a phone call, please be professional and leave the classroom to take the call, keeping it as short as possible and returning quickly.

Use of UST Email Accounts
All email communications regarding this course will be done through the students’ University of St. Thomas accounts. Students should check their accounts regularly for communications from the instructor.

Blackboard® Course Management System
The course is mounted on the University’s Blackboard® course management system. Students should regularly consult their Blackboard® account for announcements or course updates. All written assignments will be submitted through the assignment Dropbox.

Student Accommodations
The University of St. Thomas wishes to make all reasonable academic accommodations to assist its students in being successful. Students with a documented disability should contact Counseling and Disability Services in Crooker Center to request consideration by the Committee for Academic Accommodations. The office can be reached at (713) 525-6953 or 3162. After attaining the committee’s recommendations, please schedule an appointment to meet with the instructor to discuss appropriate accommodations for this course.

Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics Covered</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Exploration of apps (in general)</td>
<td>• Schaffhauser, D. (2009). Which came</td>
</tr>
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</table>
Readings

The following readings will be in Blackboard.


