**EDTC 601 Introduction to Educational Technology**

**Fall 2019 (3 Credits)**

This course will assist in reflecting on the various roles that digital technology can play in the teaching and learning process and how you these processes can result in authentic engagement in the classroom. Students will become familiar with a variety of digital tools used in education today. Students will become familiar with theories of communication, selection, evaluation and research, and will be assisted in determining appropriate applications of these theories and techniques in educational settings.

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| **Professor** | Mr. Manuel F. Negron |
| **Email** | mnegron@njcu.edu  |
| **Phone** |  973-470-5511 |
| **Office** | P390Monday – Friday 4:30pm – 6:30pm |

**Required Texts**

**Roblyer, M. D., & Hughes, J. E. (2019). *Integrating educational technology into teaching: transforming learning across disciplines.* New York, NY: Pearson Education, Inc.**

The instructor will provide additional resources when applicable.

**\*This is a hybrid class (face-to-face & online). Class meets face-to-face in the Education Computer Lab in 213 Ginger Hall. Online component is delivered via Blackboard.**

**Objectives**

***At the end of the course, candidates will be able to:***

A. Define Educational Technology

B. Identify Theories Behind Educational Technology

C. Identify Hardware and Software Resources for Class Productivity

D. Select Instructional Software for Student Learning

E. Identify Web-Based Communication and Content Resources for Learning

F. Design Lessons Promoting Effective Teaching and Learning with Technology in All Content Areas

**Requirements of the Course**

* All face to face classes are mandatory. Online discussions must be posted according to the deadline provided.
* All readings, videos, and activities are expected to be completed. Participation in online discussions via Blackboard are monitored.
* Assignments can be submitted prior to the due date. Late assignments will not be accepted and you will receive a zero. Always have a Plan B in case Plan A fails.

**Course Grades**

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| **Grade** | **Course Percentage** |
| **A** | **92 or above** |
| **A-** | **90-91** |
| **B+** | **88-89** |
| **B** | **82-87** |
| **B-** | **80-81** |
| **C+** | **78-79** |
| **C** | **72-77** |
| **F** | **Below 72** |

\* The final grade is a combination of class discussion posts, projects, and class participation.

# Plagiarism

There is zero tolerance for plagiarism. Students will automatically fail the course and will face disciplinary action. Review the institution’s policy on academic integrity.

**Special Services**

Students with disabilities who believe that they may need accommodations in this class are to contact the Office of Specialized Services (973-470-5500) within the first week of the semester to assure that accommodations are provided.

**Course Overview**

In-Person Attendance is mandatory on the highlighted dates below.

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| **Week**  | **Dates**  | **Topic** | **Readings and Assignment**  |
| 1  | September 3-6 | Course Overview 7 Introduction – What is Educational Technology?**(Face to Face)** | Read Chapter 1, pgs. 1-33Read [Ed Tech: Why Should it Matter to You?](https://generalassemb.ly/blog/what-is-edtech/)View: [What is Educational Technology?](https://youtu.be/IkxhWoL3rZQ)Activity: Students will introduce themselves, their definition of educational technology, and their vision for technology.  |
| 2 | September 9-13 | Theories in Practice – How do we integrate technology? **(Blackboard)** | Read Chapter 2- pgs. 34-74Read [Theories Behind Educational-Technology](https://owlcation.com/academia/What-are-the-Theories-Behind-Educational-Technology)View: [Theories & Technology](https://youtu.be/lWoW01iaN9Y)Activity: What learning theory do you resonate with and why? Was this the same learning theory you would resonate with when you were a younger child? |
| 3  | September 16-20 | Transformative Technology Integration**(Face to Face)** | Read Chapter 3- pgs. 75-96Read: [What Qualifies as Transformative Technology in Education?](https://modernlearners.com/what-qualifies-as-transformative-technology-in-education/)[View: Technology Integration & SAMR](https://youtu.be/ufXT8quPUkQ)Activity: Choose one content area lesson and demonstrate how the lesson evolves from “Substitution” to “Redesign” |  |
| 4  | September 23-27 | Hardware/Software Resources for Class Productivity**(Blackboard)** | Read Chapter 4- pgs. 97-151Read: [Technology Tools](https://www.educationworld.com/a_tech/archives/tools.shtml)Read: [Most Productive Technologies in the Classroom](https://www.quora.com/Which-Technologies-hardware-software-do-teachers-find-most-productive-in-the-classroom)Activity: What technologies do you currently use or anticipate to use and why? |  |
| 5  | September 30-October 4 | Instructional Software for Student Learning**(Face to Face)** | Read Chapter 5- pgs. 152-195Read: [What You Need to Know About Educational Software...](https://elearningindustry.com/need-know-educational-software)Activity: Identify a current instructional software that you would like to use in your classroom and explain the pros and cons. | Assessment 1 Due – September 30 |
| 6  | October 7-11 | Web-Based Content Resources**(Blackboard)** | Read Chapter 6 – pgs. 196-236View: [Web-Based Tools](https://youtu.be/gNZXfyi61BY)Activity: What web based tools do you use in specific content areas to enhance teaching & learning? |  |
| 7  |  October 14-18 | Web-Based Communication, Collaboration, Design, and Creation**(Face to Face)** | Read Chapter 7 – pgs. 237-268Read: [Communication Technologies](https://www.educationworld.com/a_tech/active-online-learning-communication-tools.shtml)Activity: Create a lesson using a communication technology to interact with students from another state or country. |  |
| 8 | October 21-25 | Blended & Online Learning**(Blackboard)** | Read Chapter 8 – pgs. 269-304Read: [What Blended Learning Is and Isn’t?](https://www.blendedlearning.org/what-blended-learning-is-and-isnt/)View: [Basics of Blended Learning](https://youtu.be/3xMqJmMcME0)Activity: Create a blended learning environment for two weeks  |  |
| 9 | October 28-November 1 | Teaching and Learning with Technology in Special Education**(Face to Face)** | Read Chapter 9 – pgs. 305-329View: [Assistive Technology](https://youtu.be/b0udSG_OyT0)Activity: Create a content area lesson in a special education setting using a technology of your choice. |  |
| 10 | November 4-8 | Teaching and Learning with Technology in English Language Arts**(Blackboard)** | Read Chapter 10 – pgs. 330-358View: [Enhancing ELA with Technology](https://youtu.be/sXl-Sz3fC2k)Activity: Create an ELA lesson using a technology of your choice. | Assessment 2 Due – November 4 |
| 11 | November 11-15 | Teaching and Learning with Technology in Second & Foreign Languages**(Face to Face)** | Read Chapter 11- pgs. 359-385View: [Technology and Language](https://youtu.be/fSxDBr6jAqQ)Activity: Create a second and/or foreign language lesson using a technology of your choice. |  |
| 12 | November 25-29 | Teaching and Learning with Technology in Science, Engineering, and Mathematics**(Blackboard)** | Read Chapter 12 – pgs. 386-427View: [Redefining Teaching & Learning with Technology](https://youtu.be/AOTEQVYDPpg)Activity: Create a science, engineering, or math lesson using a technology of your choice. |  |
| 13 | December 2-6 | Teaching and Learning with Technology in Social Studies**(Face to Face)** | Read Chapter 13 – pgs. 428-448View: [Content Free Social Studies](https://youtu.be/yrYGFdzQSmg)Activity: Create a social studies lesson using a technology of your choice. |  |
| 14 | December 9-13 | Teaching and Learning with Technology in Music & Art**(Blackboard)** | Read Chapter 14 – pgs. 449-476Read: [Moving Arts Beyond the Classroom](https://remakelearning.org/blog/2013/08/21/how-technology-is-moving-arts-education-beyond-the-classroom/)Activity: Create an arts lesson using a technology of your choice.  |  |
| 15 | December 16**End of Semester** | Teaching and Learning with Technology in Physical & Health Education**(Face to Face)** | Read Chapter 15 – pg. 477Activity: Students will share what topic they found interesting in this course and how they will incorporate it in their profession. | Assessment 3 Due – December 16 |

**Assessments**

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| **Assessment** | **Percentage of Grade** | **Due Date** |
| Assessment 1: Lesson Development Through the SAMR Stages | 25% of the course grade  | September 30, 2019 |
| Assessment 2: Development of a Blended Learning Course | 25% of the course grade  | November 4, 2019 |
| Assessment 3: Create a week worth of lesson plans in all content areas using technology to enhance teaching and learning. (Math, ELA, Science, Social Studies, Health) | 25% of the course grade  | December 16, 2019 |
| Participation – Discussion Board | 25% of the course grade  | All discussions &peer comments due by midnight on Sunday |

**Assessment 1**: Choosing a content area of choice, students will develop a lesson starting at the substitution phase of the SAMR model and incorporate technology to take the lesson to the next level of the model. The final lesson should reflect a redesign.

**Assessment 2:** Develop a blended learning course in a specific content area for a marking period.

**Assessment 3:** Create a week’s worth of lesson plans in all content areas using technology to enhance teaching and learning. (Math, ELA, Science, Social Studies, Health)

**Supporting Bibliography

*Relevant Online Materials***

ISTE Standards for Educators

<https://id.iste.org/docs/pdfs/20-14_ISTE_Standards-T_PDF.pdf>

**Intellectual Property Rights Statement**

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