



**COWLEY COLLEGE
& Area Vocational Technical School**

COURSE PROCEDURE FOR

**EDUCATIONAL TECHNOLOGY
EDU 6220 3 Credit Hours**

Student Level:

This course is for students in their *sophomore* year.

Prerequisites:

Recommend students complete Computer Applications CAP 1516 as a pre-requisite. Recommend that Education Majors take this course during their sophomore year after having completed EDU 6211 Introduction to Teaching (w/required field experience).

Controlling Purpose:

This course is designed to introduce students to the impact of technology on the field of education and best practices for implementing technology in the learning environment. Students will gain a broad perspective of Educational Technology through the study of various view points and usage within today's classroom. Best practices for integrating technology into the classroom to enhance the learning process will be significant focus and will be closely aligned with the International Society for Technology in Education (ISTE) National Educational Technology Standards for Teacher (NETS-T) and Students (NETS-S).

Learner Outcomes:

- The student will create lessons and activities which facilitate and inspire student learning and creativity. (NETS-T)
- The student will design and develop digital-age learning experiences and assessments. (NETS-T)
- The student will model digital-age work and learning. (NETS-T)
- The student will promote and model digital citizenship and responsibility. (NETS-T)
- The student will engage in investigations of opportunities for future professional growth and leadership. (NETS-T)
- The student will create activities which will promote creativity, innovation, collaboration, fluency in research and information, critical thinking, problem solving, decision making, digital citizenship and an understanding of technology operations and concepts for PreK-12 students (or of students within other educational settings). (NETS-S)

Units Outcomes and Criterion Based Evaluation Key for Core Content:

The following defines the minimum core content not including the final examination period. Instructors may add other material as time allows.

Evaluation Key:

- A = All major and minor goals have been achieved and the achievement level is considerably above the minimum required for doing more advanced work in the same field.
- B = All major goals have been achieved, but the student has failed to achieve some of the less important goals. However, the student has progressed to the point where the

- goals of work at the next level can be easily achieved.
- C = All major goals have been achieved, but many of the minor goals have not been achieved. In this grade range, the minimum level of proficiency represents a person who has achieved the major goals to the minimum amount of preparation necessary for taking more advanced work in the same field, but without any major handicap of inadequacy in his background.
- D = A few of the major goals have been achieved, but the student’s achievement is so limited that he is not well prepared to work at a more advanced level in the same field.
- F = Failing, will be computed in GPA and hours attempted.
- N = No instruction or training in this area.

UNIT 1: LEARNING AND TEACHING IN TODAY’S WORLD
 Outcomes: The student will create lessons and activities which facilitate and inspire student learning and creativity (NETS-T) use their 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.

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						1. Develop activities/lessons which promote, support, and model creative and innovate thinking and inventiveness.
						2. Create activities/lessons which would engage students in exploring real-world issues and solving authentic problems using digital tools and resources.
						3. Construct activities/lessons which promote student reflection using collaborative tools to reveal and clarify students’ conceptual understanding and thinking, planning, and creative processes.
						4. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments.
						5. Organize information effectively to carry out assigned duties.

UNIT 2: DIGITAL LEARNING
 Outcomes: Upon completion of this unit, the students will be able to successfully identify characteristics of disabilities and exceptionalities and have knowledge of accommodations and modifications.

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						1. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.

							2. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress.
							3. Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources.
							4. Create activities/lessons which provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching.

UNIT 3: DEVELOPMENT OF DIGITAL SYSTEMS IN EDUCATION AND TRAINING

Outcomes: The student will model digital-age work and learning. (NETS-T) – Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						1. Exhibit fluency in technology systems and transfer of current knowledge to new technologies and situations.
						2. Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation.
						3. Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats.
						4. Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning.

UNIT 4: ETHICAL, LEGAL AND CULTURAL ASPECTS OF DIGITAL TECHNOLOGY

Outcomes: The student will promote and model digital citizenship and responsibility. (NETS-T) – Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						1. Advocate, model and teach safe, legal and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources.

						2. Address the diverse needs of all learners by using learner-centered strategies and providing equitable access to appropriate digital tools and resources.
						3. Promote and model digital etiquette and responsible social interactions related to the use of technology and information.
						4. Develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools.

UNIT 5: LIFE-LONG LEARNING IN PROFESSIONAL EDUCATION PRACTICE

Outcomes: The student will engage in investigations of opportunities for future professional growth and leadership. (NETS-T) – Teachers continuously improve their 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.

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						1. Participate in local and global learning communities to explore creative applications of technology to improve learning.
						2. Exhibiting leadership through the demonstration of a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others.
						3. Evaluating and reflecting on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of learning.
						4. Contributing to the effectiveness, vitality and self-renewal of the teaching profession and of their school and community.

UNIT 6: DEVELOPMENT OF EDUCATIONAL TOOLS

Outcomes: The student will create activities which will promote creativity, innovation, collaboration, fluency in research and information, critical thinking, problem solving, decision making, digital citizenship and an understanding of technology operations and concepts for PreK-12 students (or of students within other educational settings).(NETS-S)

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						1. Develop lessons/activities which allow students to demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology as outlined in Standard 1 of NETS-S.
						2. Create lessons/activities where students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others as outlined in Standard 2 of NETS-S.
						3. Construct lessons/activities where students apply digital tools to gather, evaluate, and use information from a variety of sources and media.
						4. Design lessons/activities where students use critical thinking skills to plan and conduct research, manage projects, solve problems and make informed decisions using appropriate digital tools and resources.
						5. Propose lessons/activities to be used with students in order to promote understanding of human, cultural and societal issues related to technology and practice legal and ethical behavior.
						6. Devise lessons/activities which allow students to demonstrate a sound understanding of technology concepts, systems and operations.

Projects Required:

Activity/Lessons Portfolio
 Online Publication
 Technology Reviews & Budget
 Resource Portfolio
 Distance Education Plan

Textbook:

Contact Bookstore or Instructor for current textbook.

Rev. 4/12/2017

DISCLAIMER: THIS INFORMATION IS SUBJECT TO CHANGE. FOR THE OFFICIAL COURSE PROCEDURE CONTACT ACADEMIC AFFAIRS.

Materials/Equipment Required:

Windows 7 or newer & Microsoft Office 2000 or newer, reliable Internet access, webcam, digital camera, scanner (or availability) any additional items listed in the course syllabus and/or as required by the instructor.

Attendance Policy:

Students should adhere to the attendance policy outlined by the instructor in the course syllabus.

Grading Policy:

The grading policy will be outlined by the instructor in the course syllabus.

Maximum class size:

Based on classroom occupancy

Course Time Frame:

The U.S. Department of Education, Higher Learning Commission, and the Kansas Board of Regents define credit hour and have specific regulations that the college must follow when developing, teaching, and assessing the educational aspects of the college. A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work for approximately fifteen weeks for one semester hours of credit allowed for each distance education or blended hybrid courses shall be assigned by the college based on the amount of time needed to achieve the same course outcomes in a purely face-to-face format. The course will be organized as a 12, 16 or 8 week course as space allows in the current semester schedule. Students can expect to spend 48 hours on course instruction, either online or via face-to-face in a traditional classroom setting, with an additional 150 hours (approximate) on homework and project development to meet the expected outcomes for a 3 credit hour course.

Catalog Description:

EDU 6220 – EDUCATIONAL TECHNOLOGY (3 hrs)

This course is designed to introduce students to the impact of technology on the field of education and the best practices for implementing technology in the learning environment. Students will gain a broad perspective of Educational Technology through the study of various view points and usage within today's classroom. Best practices for integrating technology into the classroom to enhance the learning process will be a significant focus and will be closely aligned with the International Society for Technology in Education (ISTE) National Educational Technology Standards for Teacher (NETS-T) and Students (NETS-S).

Prerequisites: Computer Applications CAP 1516. Recommend that Education Majors take this course during their sophomore year after having completed EDU 6210 Foundations of Education and EDU 6211 Introduction to Teaching (w/required field experience).

Refer to the following policies:

[402.00 Academic Code of Conduct](#)

[263.00 Student Appeal of Course Grades](#)

[403.00 Student Code of Conduct](#)

Disability Services Program:

Cowley College, in recognition of state and federal laws, will accommodate a student with a documented disability. If a student has a disability which may impact work in this class which requires accommodations, contact the Disability Services Coordinator.