University of North Alabama
College of Education and Human Sciences
Department of Elementary Education

Course Number: EED 324
Course Title: Instructional Technology
Semester Hours: 3
Prerequisites: ASBI/FBI Background Clearance
Revised: December 2016

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Office Hours: By appointment only

CATALOG DESCRIPTION

A study of using technology to support the teaching and learning process in the early childhood and elementary education classroom. This course fulfills the computer literacy requirement for ECE, EED, and EEX programs. Prerequisite: ASBI/FBI background clearance.

TEXT

Various readings and online content

COURSE OBJECTIVES

At the completion of this course the candidate will be able to use technology to:
1. Facilitate and inspire student learning and creativity,
2. Design and develop digital age learning experiences and assessments,
3. Model digital age work and learning,
4. Promote and model digital citizenship and responsibility, and
5. Engage in professional growth and leadership.

COURSE CONTENT

Role of Technology in the 21st Century Classroom
Digital Citizenship
Copyright and Fair Use
Technology Tools and Classroom Applications
Technology and Professional Growth
Collaborative Technology
iPads and Educational Applications
Flipped Instruction
Project-Based Learning
Google Apps for Education
Video in the Classroom
Digital Assessment
Digital Publications

PROFESSIONAL STANDARDS AND ASSESSMENT

Material presented in this course has been designed to comply with the Alabama Early Childhood Education Standards/Rule 290-3-3.05(2)(f)3. Specific standards addressed in this course are as follows:

Standard Code	Standard	Assessment	Instruments
(2)(f)3	Engage in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource	Tech Tool Talk, Classroom Integration Projects, Video Assignment, Digital Publication	Rubrics

COURSE ACTIVITIES

Assignment	Points Possible
Classwork and Participation	150
Classroom Integration Reflections	100
Tech Tool Talk *	100
BlendSpace Video Assignment *	100
APPtivity Project *	100
Co-teaching with Apps	50
Symbaloo Page	50
Classroom Integration Project *	100
Interactive Tech Lesson *	100
Get Published!/Tech Night Project	100
Google Collaborative Project	50
TOTAL	1000

* Teaching Opportunity

GRADING PROCEDURE

Your grade is determined by dividing the number of points earned on projects and assignments by the points possible and multiplying by 100.

GRADING SCALE

100% – 93% A
 92% – 84% B
 83% – 75% C
 74% – 65% D
 64% – 0%   F

ATTENDANCE POLICY

Due to the hands-on nature of this course, attendance is expected. After two absences (excused or unexcused), your grade is subject to being lowered one letter grade. Upon the fourth absence, no credit may be earned for this course. Two tardies equals one absence. Leaving class early or coming to class late constitutes a tardy. It is your responsibility to notify the instructor if you are tardy to class.

MAKE-UP POLICY

If you must be absent, it is your responsibility to contact the instructor in order to determine class assignments that need to be made up. Any previous assignments that are due must be turned in on time in order to receive full credit. If you are absent for a class session when you were scheduled to present in class, you must be prepared to do your presentation during the next class.

ACCOMMODATION STATEMENT

In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, the University offers reasonable accommodations to students with eligible documented learning, physical and/or psychological disabilities. Under Title II of the Americans with Disabilities Act (ADA) of 1990, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Amendment Act of 2008, a disability is defined as a physical or mental impairment that substantially limits one or more major life activities as compared to an average person in the population. It is the responsibility of the student to contact Disability Support Services to initiate the process to develop an accommodation plan. This accommodation plan will not be applied retroactively. Appropriate, reasonable accommodations will be made to allow each student to meet course requirements, but no fundamental or substantial alteration of academic standards will be made. Students needing assistance should contact Disability Support Services (256-765-4214).

TITLE IX

The University of North Alabama has an expectation of mutual respect. Students, staff, administrators, and faculty are entitled to a working environment and educational environment free of discriminatory harassment. This includes sexual violence, sexual harassment, domestic and intimate partner violence, stalking, gender-based discrimination, discrimination against pregnant and parenting students, and gender-based bullying and hazing.

Faculty and staff are required by federal law to report any observations of harassment (including online harassment) as well as any notice given by students or colleagues of any of the behaviors noted above. Retaliation against any person who reports discrimination or harassment is also prohibited. UNA's policies and regulations covering discrimination and harassment may be accessed at www.una.edu/titleix. If you have experienced or observed discrimination or harassment, confidential reporting resources can be found on the website or you may make a formal complaint by contacting the Title IX Coordinator at 256-765-4223.

EMERGENCY PROCEDURES

Upon hearing the fire/emergency alarm, or when instructed by the building coordinator to do so, students will evacuate the building under the supervision of the faculty and staff. While evacuating, please keep in mind the following:

❖ Assist persons with physical disabilities, if needed.
❖ Do not use the elevators.
❖ Time permitting, close all doors and windows.
❖ Alert others in the building as you exit.

Faculty, staff, and students will stay in a designated assembly area until notified otherwise by authorized personnel, including UNA facilities staff, UNA Police Officers, UNA Administrators, or Fire Department personnel.

ACADEMIC HONESTY

Students of the university academic community are expected to adhere to commonly accepted standards of academic honesty. Allegations of academic dishonesty can reflect poorly on the scholarly reputation of the University including students, faculty and graduates. Individuals who elect to commit acts of academic dishonesty such as cheating, plagiarism, or misrepresentation will be subject to appropriate disciplinary action in accordance with university policy. Incidents of possible student academic dishonesty will be addressed in accordance with the following guidelines:

1. The instructor is responsible for investigating and documenting any incident of alleged academic dishonesty that occurs under the instructor's purview.

2. If the instructor finds the allegation of academic dishonesty to have merit, then the instructor, after a documented conference with the student, will develop a plan for disciplinary action. If the student agrees to this plan, then both instructor and student will sign the agreement. The faculty member will forward a copy of the signed agreement to the Office of Student Conduct for record-keeping purposes.

3. If the student disagrees with the instructor's proposed plan for disciplinary action and wishes to take further action, he/she is responsible for scheduling a meeting with the chair of the department where the course is housed to appeal the proposed disciplinary plan. The department chair shall mediate the matter and seek a satisfactory judgment acceptable to the faculty member based on meetings with all parties. If a resolution is reached, the disposition of the case will be forwarded to the Office of Student Conduct. If a resolution at the departmental level is not reached and the student wishes to take further action, he/she is responsible for scheduling a meeting with the dean of the

college where the course is housed to appeal the proposed disciplinary plan. The college dean shall mediate the matter and seek a satisfactory judgment acceptable to the faculty member based on meetings with all parties. If a resolution is reached, the disposition of the case will be forwarded to the Office of Student Conduct. If a resolution at the college level is not reached and the student wishes to take further action, he/she is responsible for scheduling a meeting with the Vice President for Academic Affairs and Provost (VPAA/P) to appeal the proposed disciplinary plan. The VPAA/P shall mediate the matter and seek a satisfactory judgment acceptable to the faculty member based on meetings with all parties. After reviewing all documentation, the VPAA/P may, at his/her discretion, choose either to affirm the proposed action, to refer the case to the Office of Student Conduct for further review, or to dismiss the matter depending on the merits of the case. The final disposition of the case will be disseminated to appropriate parties, including the Office of Student Conduct.

4. If a student is allowed academic progression but demonstrates a repeated pattern of academic dishonesty, the VPAA/P may, after consultation with the Office of Student Conduct, assign additional penalties to the student, including removal from the University.

UNIVERSITY OF NORTH ALABAMA
COLLEGE OF EDUCATION

CONCEPTUAL FRAMEWORK

"Engaging Learners,
Inspiring Leaders,
Transforming Lives"

The Conceptual Framework establishes a shared vision in preparing educators to work effectively in P–12 schools and provides direction for programs, courses, teaching, candidate performance, scholarship, service and accountability. The Conceptual Framework is continuously evaluated in an outcome based system, and is knowledge-based, articulated, shared and consistent with the University of North Alabama's institutional mission –

"Changing lives. Creating futures."

The Conceptual Framework is designed to reflect current research-based knowledge and effective practices through professionalism, assessment, collaboration, technology, diversity and reflection. The UNA College of Education prepares

"Knowledgeable Practicing Professionals"

who:

1. Have content and pedagogical knowledge to demonstrate professionalism through a set of beliefs, actions, dispositions and ethical standards that form the core of their practice;

2. Have the knowledge and ability to use assessment strategies to guide teaching and learning, especially impact on student learning, and to strengthen instruction and increase professional growth

3. Form communities of learners with other teachers, parents, and members of the community, through collaboration, teamwork, and research-based approaches;

4. Use technology to support assessment, planning and instruction for promoting student learning;

5. Value and plan for diversity in curriculum development, instructional strategies and in the promotion of social consciousness;

6. Know and use self-awareness and reflection as decision-making tools for assuring student learning, professional performance and personal growth.

Graduates of the University of North Alabama's College of Education are knowledgeable practicing professionals who are prepared as outstanding educators and leaders through achievement of the highest standards of knowledge and practice to assist all students to learn.

ASSIGNMENT DETAILS

Classwork and Participation	You will participate in classroom activities, classroom discussions, and submit a minimum of 10 Seesaw posts during the semester.
Classroom Integration Reflections	You will complete 1 video reflection and 3 written reflections about your teaching experience during the Flipped Lesson /Video Assignment, Classroom Integration Project, Interactive Tech Lesson, and APPtivity Project.
Tech Tool Talk *	You will demonstrate the use of a technology tool and how it relates to teaching and learning. Emphasis will be on answering the following questions: What is it? How does it work? How does it look in the classroom? This project includes a presentation and a Smore digital newsletter including a video tutorial.
Video Assignment *	You will create a multimedia tool to develop a flipped lesson that could be used with elementary students. This lesson will include creation of video content as well as interactive tools for students to use related to the content. Some form of formative assessment should be included.
APPtivity Project *	You will research educational apps and develop an activity based on the app of your choice. This "APPtivity" will integrate both content and technology standards and will be implemented with students at a local elementary school.
Co-teaching with Apps*	You will co-teach a technology lesson with me and write a reflection about your classroom observations/ experiences with students.
Collaborative Google Project	You will collaborate with colleagues to research and share exceptional educational websites. You will collaborate to create a slides presentation complete with a theme, hyperlinks, and QR code references.
Symbaloo Page	You will develop a Symbaloo bookmarking page geared toward Elementary Education aligned with both content and technology standards.
Classroom Integration Project *	You will be given a classroom scenario (varying grade levels/type and number of devices available) and a content standard to teach in the elementary classroom. You will develop a lesson plan and activity that will be implemented with students at a local elementary school.
Interactive Tech Lesson *	You will develop a technology lesson that will vary according to developmental parameters and will be based on state standards. This interactive learning activity must include technology integration based on content standards and will be taught to colleagues.
Tech Night/Get Published! Project	You will help students create a digital publication using Get Published! and will help facilitate a Technology Night at a local elementary school.