



**COLLEGE OF EDUCATION AND PSYCHOLOGY**  
**School of Education**

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| <b>Course prefix and Number</b> | EDUC4321.060   |
| <b>Course Title</b>             | Integrating Technology in the Classroom  |
| <b>Session</b>                  | Summer 1, 2020   |
| <b>Course Meeting</b>           | Online   |
| <b>Office Hours</b>             | By Appointment   |
| <b>Instructor</b>               | Woonhee Sung, Ed.D<br><a href="mailto:wsung@uttyler.edu">wsung@uttyler.edu</a> /CANVAS inbox<br>903.566.7175<br>BEP 243, School of Education |

**Communication Policy:** Students may email any time when a question arises. Please note for email messages, I typically respond within 24-48 hrs. Weekends may vary.

**Expectations and Roles:** Course participants (instructor and students) are expected to uphold a commitment of excellence in all work and communication. This commitment of excellence demonstrates a commitment to 1) the teaching profession and 2) an exercise of leadership for the advancement of the profession of public education.

**Course Description:** In this course you will examine ways in which newer technologies can be integrated effectively in educational settings for the enhancement of teaching and learning.

**Course Goal:** As a result of this course, you should understand the history of educational technology. Furthermore, you should acquire skills to help integrate technology effectivity and efficiently in your educational setting. Your skills of integrating technology will be enhanced with your new awareness of instructional tools and a new learning community.

**Student Learning Outcomes:** The course will provide you with the knowledge, skills, and attitudes necessary for using technology to enhance your teaching and your students' learning. More specifically, and in keeping with 2016 U.S. National Education Technology Standards and the 2008 National Educational Technology Standards (NETS) recommended by the International Society for Technology in Education (ISTE), by the end of the course you will better be able to:

LO1: Use technology to facilitate and inspire student learning and creativity (INTASC Principles: 2, 4, 6)

LO2: Design and develop digital-age learning experiences and assessments (INTASC Principles: 1,3, 6, 7, 8)

LO3: Model digital-age work and learning (INTASC Principles: 1, 6, 10)

LO4: Promote and model digital citizenship and responsibility (INTASC Principles: 6, 9, 10)

LO5: Recognize the importance of continued professional growth and leadership in achieving and maintaining expertise in the use of educational technology (INTASC Principles: 6, 9)

### **Evaluation and Grading**

- Projects 50%
- Reading-Based Assignment & Reflections & Applications 40%
- Final Exam 10%

**Note: Last Day to Withdraw from Course: June 23, 2020**

### Course Teaching Strategies

The course is fully online. Students will learn by engaging with:

- Lectures, model lessons, project-based learning, writing-based assignments, collaboration, reflection, technology portfolio, discussions, textbook readings, and social media applications.

Note: Course schedule/content is subject to change

### **Required Text**

Roblyer, M. D. & Hughes, J. E.,(2019). *Integrating Educational Technology into Teaching* (8th Ed). Pearson

ISBN-13: 978-0-13-474629-6 (digital)

ISBN-13: 978-0-13-474641-8 (Print)

Note: A student from this institution is not under any obligation to purchase or rent a textbook from a university-affiliated bookstore.

### **Technology Access:**

Hardware:

- This is an online course and will require reliable technology
- Desktop or Laptop computer with Internet access.

Note: If your Internet connection is down, it is your responsibility to seek access at a venue such as in the UTT computer lab (located in BEP 249 or HPR 134), a public library to complete and **submit your work on time.**

- A camera, microphone, and sound.

Software:

- A current operating system (Microsoft or Apple)
- A web browser (e.g., Chrome, Safari, Firefox, etc.).
- Access to Canvas and Patriot Mail
- Microsoft Office (Available at no charge to students at <https://www.uttyler.edu/it/office365/proplus.php>)

Also, standard plug-ins such as:

- Java
- Flash
- QuickTime
- Adobe Reader or another PDF reader such as Preview on the Mac

Technical Support

- UT Tyler Information Technology Hotline 903.565.5555 x2 or [itsupport@patriots.uttyler.edu](mailto:itsupport@patriots.uttyler.edu)
- 24/7 Support inside Canvas >>> Canvas Help

**Course Outline:**

| Date     | Learning Topic and Reading  | Activity / Assessment   | Standards   |
|----------|---|---|---|
| Module 1 | History of Educational Technology and Standards<br><br><b>Reading:</b><br><b>6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup> - Chapter 1</b>                         | <ul style="list-style-type: none"> <li>• Log on to CANVAS and review syllabus</li> <li>• Introduction #1: Post your introduction under the announcement - greeting page</li> <li>• Module 1 assignment - Reflection</li> </ul>            | TES 1.B.iii,1.E.iii<br>ISTE 5<br>TEKS 126.6(B)(4)(B)<br>Pre-Kinder<br>INTASC Principles: 2, 4, 6, 9   |
| Module 2 | Theory into Practice: Foundations for Effective Technology Integration<br><br><b>Reading:</b><br><b>6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup>ed- Chapter 2</b> | <ul style="list-style-type: none"> <li>• Chapter Review &amp; Reading</li> <li>• Chapter Assignment</li> <li>• Module 2 Project #1: Word Processing Software Project + ISTE Standards</li> <li>• Module 2 Application activity</li> </ul> | TES 1.B.iii,1.E.iii,6.B.ii, 1.E.iii<br>ISTE 2,3<br>TEKS 126.6 B(2)(B)(C)<br>126.7 B(2)<br>126.14 C(2)(6)<br>126.15 C(2)(6)<br>126.16 C(2)(6)<br>126.32 C(1)(2)<br>ELPS 74.4 C(1)(B)<br>Pre-Kinder X.A.3, X.A.5<br>CCRS (cross-disciplinary standards) F.1 C.6 E.2 |

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|              |   |  | INTASC Principles: 1, 2, 3, 4, 6, 8, 10   |
| Module 3     | <p>Technology Integration Pedagogy and Planning (TIP) Model; Learning Theory<br/>Instructional Software<br/>Educational Gaming</p> <p><b>Reading:</b><br/>6<sup>th</sup>/7<sup>th</sup> ed - Chapter 3<br/>8<sup>th</sup> ed - Chapter 5<br/>Assigned reading</p> | <ul style="list-style-type: none"> <li>• Chapter Review &amp; Reading</li> <li>• Chapter Assignment</li> <li>• Project #2: Word Cloud Generator Project</li> <li>• Module 3 Application Activity</li> </ul>                              | <p>TES, 1.B.iii,1.E.iii<br/>ISTE 1,2,3<br/>TEKS 126.6 (B)(1)(2)<br/>126.7(B)(1)(2)<br/>126.14(C)(1)(2)<br/>126.15(C)(1)(2)<br/>126.16(C)(1)(2)<br/>126.31(C)(1)<br/>Pre-Kinder X.A.3<br/>CCRS (cross-disciplinary standards) E3<br/>INTASC Principles: 1, 2, 3, 4, 6, 8, 10</p> |
| Module 4 - 5 | <p>Instructional Software for 21<sup>st</sup> Century Teaching : Presentations</p> <p><b>Reading:</b><br/>6<sup>th</sup>/7<sup>th</sup> ed - Chapter 4<br/>8<sup>th</sup> ed - Chapter 4 (97-137p)</p>  | <ul style="list-style-type: none"> <li>• Chapter Review &amp; Reading</li> <li>• Module 4 Technology Project : PowerPoint</li> <li>• Module 5 Technology Project: Prezi/Sway</li> <li>• Module 4 &amp; 5 Application Activity</li> </ul> | <p>TES 1.A.i, B.i,iii, 1.E.iii<br/>ISTE 1,2,3<br/>TEKS 126.6 (B)(1)(2)<br/>126.7(B)(1)(2)<br/>126.14(C)(1)(2)<br/>126.15(C)(1)(2)<br/>126.16(C)(1)(2)<br/>Pre-Kinder X.A.3<br/>CCRS (cross-disciplinary standards) E3<br/>INTASC Principles: 1, 2, 3, 4, 6, 8, 10</p>           |
| Module 6     | <p>Technology Tools for 21<sup>st</sup> Century, STEM, Maker Movement</p> <p><b>Reading: Assigned Readings</b></p>  | <ul style="list-style-type: none"> <li>• Chapter Review &amp; Reading</li> <li>• Chapter Assignment</li> </ul>   | <p>ISTE 4,5<br/>TEKS 126.6 (B)(1)(2)<br/>126.7(B)(1)(2)<br/>126.14(C)(1)(2)(4)<br/>126.15(C)(4) 126.16(C)(4)<br/>Pre-Kinder X.A.3<br/>CCRS (cross-disciplinary standards) E3</p>  |

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| Module 7    | <p>Technology Tools for 21<sup>st</sup> Century<br/>:Software Suites</p> <p><b>Reading:</b><br/>6<sup>th</sup>/7<sup>th</sup> ed - Chapter 5<br/>8<sup>th</sup> ed - Chapter 4</p> | <ul style="list-style-type: none"> <li>• Chapter Review &amp; Reading</li> <li>• Module 7 Technology Project: Graphic Organizers</li> <li>• Application Activity</li> </ul> | <p>TES 1.B.iii<br/>ISTE1,2<br/>TEKS 126.6 (B)(1)(2)<br/>126.7(B)(1)(2)<br/>126.14(C)(1)(2)<br/>126.15(C)(1)(2)<br/>126.16(C)(1)(2)<br/>126.31(C)(2)(C)<br/>74.4 (c)(1)(C)<br/>Pre-Kinder X.A.3<br/>CCRS (cross-disciplinary standards) E3<br/>INTASC Principles: 1, 2, 3, 4, 6, 8, 10</p>  |
| Module 8    | <p>Ethics, Copyright and Professional Responsibilities</p> <p><b>Reading:</b><br/>6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup> ed: Chapter 6</p>                                 | <ul style="list-style-type: none"> <li>• Chapter Review and Reading</li> <li>• Chapter Assignment</li> <li>• Module 8 Technology Project: iPiccy</li> </ul>                 | <p>TES 1.B.iii<br/>ISTE 1,2<br/>TEKS 126.6 (B)(5)(B)<br/>126.6 (B)(1)(2)<br/>126.7(B)(1)(2)<br/>126.14(C)(1)(2)<br/>126.15(C)(1)(2)<br/>126.16(C)(1)(2)<br/>126.7 (B)(5)(C) 126.14 (C)(5)(A) 126.15 (C)(5)(A)<br/>126.16 (C)(5)(A)<br/>126.6 (B)(1)(2)<br/>Pre-Kinder X.A.4<br/>CCRS (cross-disciplinary standards) E3<br/>INTASC Principles: 2, 4, 6, 9, 10</p> |
| Module 9-10 | <p>Digital Citizenship</p> <p><b>Reading:</b><br/>6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup> ed: Chapter 6</p>   | <ul style="list-style-type: none"> <li>• Chapter Review and Reading</li> </ul>  | <p>TES 1.B.iii 1.C.iii, 1.E.iii<br/>ISTE 4<br/>TEKS 126.6 (B)(5) 126.6 (B)(1)(2) 126.7(B)(1)(2)<br/>126.14(C)(1)(2)<br/>126.15(C)(1)(2)<br/>126.16(C)(1)(2)<br/>126.7 (B)(5) 126.14 (C)(5)<br/>126.15 (C)(5) 126.16 (C)(5)<br/>126.6 (B)(1)(2)</p>   |

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|           |   |  | <p>ISTE<br/> ELPS 74.4 C(1)(B)<br/> Pre-Kinder X.A.3, 4, 5<br/> CRS (cross-disciplinary standards) E3, E4<br/> INTASC Principles: 2, 4, 6, 9, 10</p>  |
| Module 11 | <p>Distance Learning</p> <p><b>Reading:</b><br/> 6<sup>th</sup>, 7<sup>th</sup> ed: Chapter 7<br/> 8<sup>th</sup> ed: Chapter 8</p> | <ul style="list-style-type: none"> <li>Chapter Review and Readings</li> </ul>  | <p>TES 1.B.iii, 1.C.iii,<br/> ISTE 2,3<br/> TEKS 126.6 (B)(1)(2)<br/> 126.7(B)(1)(2)<br/> 126.14(C)(1)(2)<br/> 126.15(C)(1)(2)<br/> 126.16(C)(1)(2)<br/> Pre-Kinder X.A.5<br/> CCRS (cross-disciplinary standards) E3<br/> INTASC Principles: 1, 2, 3, 4, 6, 8, 10</p>                    |
| Module 12 | <p>Virtual Reality</p> <p><b>Reading:</b><br/> 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup> ed: Chapter 8</p>                     | <ul style="list-style-type: none"> <li>Chapter Assignment</li> <li>Module 12 Technology Project: QR Code</li> </ul>  | <p>TES 1.B.iii, 1.C.iii,<br/> ISTE 1<br/> TEKS 126.6 (B)(1)(2)<br/> 126.7(B)(1)(2)<br/> 126.14(C)(1)(2)<br/> 126.15(C)(1)(2)<br/> 126.16(C)(1)(2)<br/> 126.31(C)(2)(C)<br/> Pre-Kinder X.A.2<br/> CCRS (cross-disciplinary standards) E3<br/> INTASC Principles: 1, 2, 3, 4, 6, 8, 10</p> |
| Module 13 | <p>Differentiation</p> <p><b>Reading:</b><br/> 6<sup>th</sup>, 7<sup>th</sup> ed: Chapter 15<br/> 8<sup>th</sup> ed : Chapter 9</p> | <ul style="list-style-type: none"> <li>Chapter Review and Reading</li> <li>Chapter Assignment</li> <li>Module 13 Technology Project: Storytelling</li> </ul> | <p>TES 1.B.iii 1.C.i, 1.E.iii<br/> ISTE 1,2,3<br/> TEKS 126.6 (B)(1)(2)<br/> 126.7(B)(1)(2)<br/> 126.14(C)(1)(2)<br/> 126.15(C)(1)(2)<br/> 126.16(C)(1)(2)<br/> ELPS 74.4 (c)(3)(J)</p>   |

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|           |   |  | Pre-Kinder X.A.1<br>CCRS (cross-disciplinary standards) E3<br>INTASC Principles: 1, 2, 3, 4, 6, 7, 8   |
| Module 14 | Video, Webcams, and Virtual Field Trips<br><br><b>Reading: Chapter 8, 12-14</b> | <ul style="list-style-type: none"> <li>Chapter Review</li> </ul> | TES 1.A.iii, 1.B.iii<br>ISTE 1<br>TEKS 126.6(B)(4)(B)<br>126.31(C)(2)(C)<br>Pre-Kinder X.A.1<br>CCRS (cross-disciplinary standards) E3<br>INTASC Principles: 6, 9, 10, |
| Module 15 | SAMR Model<br><br><b>Reading: Check Canvas module page</b>                      | <ul style="list-style-type: none"> <li>Module reading</li> </ul> |  |
| Final     | Final Exam  | <ul style="list-style-type: none"> <li>Final Exam</li> </ul>     |  |

Bibliography

Bonk, C., & Khoo, E. (2014). *Adding some tec-variety*. Bloomington, ID: Open World Books.

Erenli, K. (2013). The impact of gamification-recommending education scenarios. *International Journal of Emerging Technologies in Learning (iJET)*, 8(2013), 15-21.

Nicholson, S. (2015). A recipe for meaningful gamification. *In Gamification in education and business (pp. 1-20)*. Springer, Cham

Soloman, G., & Schrum, L. (2010). *Web 2.0. How-to for educators*. International society for technology in education.

Wang, A. I. (2015). The wear out effect of a game-based student response system. *Computers & Education*, 82, 217-227.

[Stem Education – Inspiring books for girls](#)  
[Educational Technology for Inspiring Leaders](#)  
[Transforming Education for the Next Generation](#)

## Course Policies

- *Class participation:* This course is designed as an online course and you are required to participate! You will have online modules which include chapter readings, participation activities, and technology projects. Each module will be available weekly. However, you should expect to spend a minimum of six hours per module. As an online student, log in multiple times a week to participate in the course. The due dates of the assignment/project are posted in CANVAS. You are responsible to check due dates and submit your work on or prior to the due date.
- *Grading Policy:* All assignments are to be submitted on or prior to the due date. **Late work is not accepted without prior permission from the instructor.** Be aware that technical difficulties or lack of Internet access or access to required technologies and software are not accepted as excuses for late work or incomplete work. Thunderstorms are not an excuse for late work. Please proofread assignments carefully so no spelling, grammatical, and/or punctuation errors exist. Points for spelling, grammatical, and/or punctuation are included in the grading scheme for each assignment.
- *Grades of "I"* will only be given when there is a compelling reason (e.g., serious illness). If you have questions or need help, email me at [wsung@uttyler.edu](mailto:wsung@uttyler.edu)
- *Descriptions of all projects and assignments* will be posted on Canvas. Criteria mentioned in these descriptions must be followed in order to receive full credit for your work. All assignments will be turned in through Canvas. Projects are highly encouraged to also be uploaded to your online electronic portfolio.
- *Disposition:* All students in the UT Tyler Teacher Preparation Program must adhere to the professional behaviors outlined in the UT Tyler School of Education Dispositions. These dispositions are listed at the following website:  
<https://www.uttyler.edu/education/files/dispositions-all-forms.pdf>

## UNIVERSITY POLICIES

### UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

For a full list of university policies including information related to the topics listed below, click [here](#).

- Students Rights and Responsibilities
- Campus Carry
- Tobacco-Free University
- Grade Replacement/Forgiveness and Census Date Policies
- State-Mandated Course Drop Policy
- Disability Services



- Student Absence due to Religious Observance
- Student Absence for University-Sponsored Events and Activities
- Social Security and FERPA Statement
- Emergency Exits and Evacuation
- Student Standards of Academic Conduct

#### **UT Tyler Resources for Students:**

- UT Tyler Writing Center (903.565.5995), [writingcenter@uttyler.edu](mailto:writingcenter@uttyler.edu), <http://www.uttyler.edu/writingcenter/>
- UT Tyler Tutoring Center (903.565.5964), [tutoring@uttyler.edu](mailto:tutoring@uttyler.edu), <https://www.uttyler.edu/tutoring/>
- The Mathematics Learning Center, RBN 4021, This is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254) <https://www.uttyler.edu/counseling/>

#### [University Guidelines, Links and Policies](#)

### **COLLEGE OF EDUCATION AND PSYCHOLOGY (CEP) VISION AND MISSION**

**Vision:** The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21<sup>st</sup> Century through productive contributions to local and global communities and toward individual and cultural equity.

**Mission:** The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. We affirm and promote global perspectives that value individual and cultural diversity to enhance learning, service, and scholarship.

### **UT TYLER'S SCHOOL OF EDUCATION STANDARDS FOR EDUCATOR PREPARATION PROGRAMS**

**[Texas Education Standards](#):** The School of Education are committed to teaching and implementing the Texas Educator Standards at the highest level. The School of Education faculty use the Texas Education Standards, along with the Interstate New Teacher Assessment and Support Consortium (InTASC) standards used by educator preparation programs throughout the United States.

The list of [Texas Education Standards](#) can be accessed [here](#).

Access the [Code of Ethics and Standard Practices for Texas Educators](#).