

# University of North Florida



**Active leaders and responsive partners  
within diverse learning communities**

## **EME 2040: Introduction to Educational Technology** Section 50255

- C**andidate dispositions for the development and demonstration of ethical and professional attitudes and beliefs.
- O**n-going, active reflection on professional practice.
- M**ulticulturalism through educators who value diversity and advocate for the success of all students within diverse learning communities.
- P**rofessional growth of pre-service and experienced educators and other helping professionals.
- A**cademic programs that are rigorous, standards-based, and model and apply innovative and enduring ideas about teaching and learning.
- S**cholarship for advancement of the professional knowledge base.
- S**ervice to the University, P-12 schools, the profession, and the community.

## Syllabus

Course Number: EME 2040  
Course Title: Introduction to Educational Technology  
Number of Credit Hours: 3  
Required or Elective: Required

Term: Summer A 2008 – Section 50255  
Day and Time: TR 9:00 am - 12:30 pm  
Location: 15/1105  
Course web site: <http://blackboard.unf.edu>

Professor/Instructor: Ms. Erin Soles  
Office: Honors Hall, 10/1150  
Office Hours: T 12:30 pm – 2:30 pm  
R 12:30 pm – 2:30 pm  
**Additional hours by appointment**

Telephone: 904-620-1414  
Email Address: [esoles@unf.edu](mailto:esoles@unf.edu)  
Mailbox location: Schulz Hall, 09/1130, Leadership, Counseling, & Tech

### Required Text(s)/ Resources

- Lever-Duffy, J., McDonald, J. B., & Mizell, A. P. (2006). *Teaching and learning with technology*. Boston: Allyn and Bacon.  
ISBN- 0205543251

### Optional Text(s)/ Resources

- Skillsoft  
This online program is free to UNF faculty, staff and students and offers self-paced courses on a variety of topics, including Microsoft Office products.  
[http://www.unf.edu/dept/cpdt/online\\_courses.htm](http://www.unf.edu/dept/cpdt/online_courses.htm)
- Microsoft Office Online  
Offers tutorials, how-to's, and extra templates  
<http://office.microsoft.com/en-us/default.aspx>

### ADA Statement:

Please contact the professor for any special arrangements needed for this class. Students with disabilities requiring accommodations should see the instructor immediately after the first class. A letter from the [Disability Resource Center](#) must accompany the request.

Telephone: (904) 620-2769 (Voice)

(904) 620-2969 (TDD/TTY)

Location: Honors Hall (Bldg. 10/1201)

## Course Description

As an introduction to the classroom applications of educational technologies, the course includes a survey of educational hardware and software. Course topics include: computer basics, technology standards, e-mail, World Wide Web, telecommunications, word processors, spreadsheets, databases, integrated software packages, ergonomics, multimedia, authoring and presentation tools, operating systems, software evaluation, hardware, technology integration and effectiveness, assistive technology, web-enhanced inquiry learning.

In consonance with the conceptual framework, this course will be focused on the acquisition of knowledge and skills for designing and teaching effective standards-based lessons that integrate technology for PreK-12 grade levels.

## Course Goals

In this course, candidates will develop and demonstrate dispositions of ethics and professional technology using educators as they learn skills and methods for integrating technology for the achievement of all students. Candidates will use technology to reflect on their learning with technology.

## Diversity Considerations

The course includes the topic of assistive technology.

## Technology Considerations

Instruction is enhanced using online resources and electronically delivered reading, presentations, and quizzes. Students are required to create assignments using a wide range of technology, including word processing software, spreadsheets, presentation software, web page editors, scanners, digital cameras, and other means, and to submit assignments electronically. Students also participate in reflective discussion via online synchronous and asynchronous communication tools.

Assignments will be completed using hardware and software versions available on the computers in the classroom, including, but not limited to: *Microsoft Windows*, *Microsoft Office*, *Internet Explorer*, *Photoshop Elements*, *Inspiration*, *Google Apps*, online software including tutorials, and *Blackboard Learning System*. Besides our classroom, you have access to the UNF computer labs in Buildings 14 and 15. The Educational Technology Center in Schulz Hall, Building 09/1459 is available to students taking courses in the College of Education and Human Services.

# Course Objectives

*Upon completion of this course, students will:*

1. Use basic microcomputer functions to demonstrate essential knowledge and skills for practical application of technology.
2. Use appropriate terminology for describing technology to assess hardware and software for professional and personal purchase and use.
3. Create and revise a word processing document that includes text, use of basic graphic tools, clip art, and columns to produce print-based products for communication within the classroom and the community.
4. Evaluate the format and appearance of documents and presentations to demonstrate the role of media in effective communication.
5. Describe and demonstrate the application of key Internet and World Wide Web resources in teaching and learning.
6. Create and use a simple spreadsheet for storing and calculating data, creating charts and graphs, and merging data into a word processing program.
7. Use computer peripherals and other technologies related to specific disciplines to provide sources that address different modalities for teaching and learning.
8. Create and present a hypermedia program for linear or nonlinear presentations of information for both teacher and student productivity.
9. Use additional educational technology to enhance presentation of electronic resources and to learn about new technologies.
10. Demonstrate an understanding of the critical educational, ethical, and social issues relating to technology in instruction.
11. Identify and describe how key emerging technologies are likely to have impact on education.

## **GRADING PROCEDURES**

Course grades are based on activities, projects, quizzes, and professional points that include attendance, class participation, professional behaviors, and portfolio format.

It is advised that you keep track of your points during the semester. At any time, you may calculate your percentage grade by dividing your total number of earned points to

date by the total number of points for the same assignments listed on the Portfolio Requirements list.

Grading criteria: Grades are computed on a percentage scale. A  $\geq$  90% and a portfolio; B  $\geq$  80% and a portfolio; C  $\geq$  70% and a portfolio; D  $\geq$  60%; F < 60% of total course points.

<b>Assignments</b>	<b>65%</b>
<b>Quizzes</b>	<b>25%</b>
<b>Professional Behaviors</b>	<b>10%</b>
<b>Total Possible</b>	<b>100%</b>

## Course Policies and Guidelines

### COLLEGE OF EDUCATION AND HUMAN SERVICES POLICIES

- Americans with Disabilities Act (ADA) Policy.** The College of Education and Human Services complies with ADA requirements in making reasonable accommodations for qualified students with disabilities. Students desiring reasonable accommodations should contact the [UNF Disability Resource Center](#) (Building 10/1201; telephone: 904/620-2769) and are encouraged to inform the instructor as early in the semester as possible regarding desired accommodations.
- College Undergraduate Admission Policy.** In order to earn credit toward an undergraduate degree in the College of Education and Human Services, students must be admitted to a COEHS undergraduate program of study. Admission to the University does NOT in and of itself constitute admission to a given program of study. Transfer students cannot take more than 14 UNF hours toward any COEHS undergraduate degree without first having been fully admitted into a program of study.  
  
Prior to being considered for full admission into an undergraduate program of study, students must (a) submit acceptable scores on all parts of the College-Level Academic Skills Test (CLAST) and (b) present official transcripts documenting a cumulative undergraduate GPA of 2.5 or better on a minimum of 60 semester hours from a regionally accredited college or university. Students are encouraged to consult the [Undergraduate Catalog](#) and/or contact the [College's Office of Student Services](#) (Schultz Hall 2305; telephone: 904/620-2530) for information regarding admission to a specific undergraduate program of study.
- University Enrollment Policy.** Only those students who are admitted to the University are entitled to enroll in classes, and only those students who are enrolled in a given course are permitted to attend class meetings for that course. Sitting

through a class without registering does not constitute enrollment. Instructors are authorized to bar students who are not enrolled in a course from attending class sessions until evidence of enrollment is presented to the instructor. Even if unenrolled students are allowed via the instructor's oversight to remain in a class, university policy prohibits students from being added to a class roster after the reinstatement deadline. The primary responsibility for assuring that a student is enrolled in a course belongs to the student. Students are therefore encouraged to check their enrollment status several times during each semester with an advisor or via the UNF website.

4. **Policies Governing Student Conduct.** The University of North Florida has adopted a Student Conduct Code in order to promote responsible behavior for all students and to assure a physically, emotionally, and intellectually safe university community. This code addresses issues that may threaten the safety and order of the university environment and provides procedures and remedies for addressing these issues. Specific issues addressed include, but are not limited to, sexual misconduct; endangerment; harassment; hazing; possession/use of weapons, alcohol, and illegal drugs; damage or destruction of property; malicious mischief; computer misuse; and falsification/fraud. Students who are aware of and/or feel they are victims of any activity in violation of the Student Conduct Code should report the activity to the University Police or the appropriate campus administrator. The conduct code is available in its entirety on the University website at web address <http://www.unf.edu/studentaffairs/conduct.html>
  
5. **Academic Integrity Policy.** The University of North Florida has adopted a strict policy on academic integrity. As noted in the UNF Undergraduate Catalog (p. 37 ), violations to academic integrity include, but are not limited to cheating; fabricating and falsifying information or citations; submitting the same work for credit in more than one course; plagiarizing; providing another student with access to one's own work to submit under this person's name or signature; destroying, stealing, or making inaccessible library or other academic resource material; and helping or attempting to help another person commit an act of academic dishonesty. The full policy on academic integrity is available on the University website at the following web address: [http://www.unf.edu/registrar/forms/misconduct\\_policy.pdf](http://www.unf.edu/registrar/forms/misconduct_policy.pdf)

The Academic Integrity Policy affords University instructors authority to assign penalties for these offenses. For example, the instructor may assign a grade of "F" on the assignment in question or for the course. In the case of flagrant violations of the Academic Integrity Policy, the instructor may recommend additional specific penalties to the university administration, including referral for academic counseling, expulsion from a program of study, denying of degree, expulsion from the University, or revocation of a degree already granted.

6. **E-mail Policy.** The University of North Florida's policy on student e-mail allows academic and service units of the University to use e-mail as the primary means for communicating certain types of information to students. Although individual

instructors may determine that “external” (i.e., non-University-provided) e-mail accounts are a suitable means for communicating with students, the University policy specifies that the University-provided e-mail address serve as the “official” e-mail address for purposes of formal electronic communication with students. All students should become knowledgeable of their University-provided e-mail address and either check their account regularly or arrange for all e-mail delivered to their account to be forwarded to an external e-mail account of their choice. Students can find out their e-mail account username, reset their password, and set forwarding options by selecting from the menu at: <http://www.unf.edu/app/ess>

## **INSTRUCTOR POLICIES**

### **Academic Integrity**

Cheating in any fashion will not be tolerated, including but not limited to plagiarizing another's words, work or ideas on individual class assignments, falsifying records or cheating on exams. Active personal electronic devices are not permitted in the lab.

Assignments not specifically stated as a group assignment must be completed individually. However, you are encouraged to work and study together on specifically designated assignments. You are responsible for answering any questions about any test or class assignment. The Academic Integrity policy is stated in the UNF Catalog.

### **Assignments**

Please be aware that there is not enough time during class to complete your assignments and that it is not permissible to work on prior assignments during class. There are assignments due each week and this course requires extended periods outside of class for successful completion of the course. If you complete the assignments with the rigor expected of college students, you will probably spend at least two hours for every hour spent in the classroom. All assignments should be camera ready; match criteria for the assignment; be original and creative; show thought; be without spelling, grammar, syntax, or formatting errors; and be submitted via Blackboard, or online via your electronic portfolio, if requested.

Assignments are due by 9:00 am on the due date. Assignments submitted after the date due are considered late. You will be allowed to turn in a late assignment no later than 1 week after the due date. Assignments submitted after the due date are considered late, and a 10% reduction in grade will occur for each day the assignment is late. Late work is not accepted after 1 week from the due date.

Assignments will be assessed according to specific criteria, two of which are creativity and correct grammar/spelling. You are expected to demonstrate sound communications skills in your work. Examples from your class assignments will be projected for teaching and learning during the classes.

There will be group activities during the semester. There will be a formal group project and each group member will individually assess the participation of his/her group members, and the instructor will assess each group member. It is imperative that you

contribute your share of time and effort on the group project/s. ([See Proposed Class Schedule](#))

### **Attendance**

[See Student Attendance Policy in the Undergraduate Catalog.](#)

Students are required to attend the first class meeting of courses for which they registered.

If you are going to be absent from any class due to a university-sponsored activity, you must present official written documentation before the absence.

Due to the practical, hands-on format of the course, attendance and participation are **required** and **expected**; **class starts on time**. You are expected to be on time for class and remain for the entire class period. Attendance will be taken daily and considered in your final grade. Class attendance will be monitored at the beginning and at other times during the class and will be factored into the Professional Points. You will miss learning experiences and you cannot participate in class if you are absent. You are expected to attend each scheduled class meeting so that you can participate and because material covered in the lecture and on quizzes may not be available in the text or readings.

If you are late, you are responsible for notifying the professor at the end of the class about changing the record of your absence to a tardy.

After one absence from class, the student's final course grade will be reduced by 1%, with a 1% reduction for each absence thereafter.

### **Blackboard Component**

Using the information posted on Blackboard is not a substitute for attending class on scheduled class meeting dates. Blackboard is used to post course documents, assignments and announcements; send email to your selected account; complete group activities; and for some course evaluation. However, there are parts of the course that are explained and completed during class that will not be posted to Blackboard.

### **Class Time: Before, During and After**

My time before class after class is usually spent setting up activities for that day's class, uploading or downloading files, and preparing or gathering class materials. Absences, past class activities, assignments, handouts, and grades should be discussed with me in my office **during office hours or you may make an appointment for time outside of my office hours** to obtain information or handouts from the class period that you missed.

You are expected to read and complete assignments before class time so that you can participate in class discussions and in each class activity. Blackboard contains assignments and due dates. Readiness to participate is essential, as well as giving careful attention to the contributions of your peers.

When you first come into the class, check the projection screen for beginning class directions.

### **Course Completion**

Students are expected to complete all of the work assigned for this course between May 13, 2008 and June 20, 2008. No grade of incomplete will be given without documentation of serious circumstances. Students not completing the course for any reason are required to submit official drop notices to the Registrar's Office prior to the deadline. This is **your** responsibility. A final grade of F is assigned if a student discontinues attendance in a course without officially dropping or withdrawing from a course. ([Undergraduate Catalog](#))

### **Disk Storage**

It is your responsibility to keep copies of all files on a storage medium. Backup, backup, backup! It is advised that you keep two copies of all your files on two separate storage media. For example, store a copy on the hard drive of your personal computer and on a flash drive. You may also use the Digital Dropbox in Blackboard to back up your files.

You will not have permanent storage on the computer that you use in the lab because any information added to that computer or to the shared storage space (xfer on Columbia) is erased each day.

### **Email**

Your Osprey email account is your official UNF communication channel. You may elect to have your email forwarded from your Osprey email account to another personal account of your choice. It is your responsibility to add the forwarding address to your Osprey account. For more information on UNF email for students, visit:

<http://www.unf.edu/dept/its/email/student-email.html>

Emails opened by the instructor will have a subject line that begins with EME2040. After the section number, add a description of the contents of your email message. If you send email from within Blackboard, the course identification will automatically be added to the subject line.

### **Lab Behaviors**

You are expected to observe the following lab behaviors:

Do not bring food, drink, and magnets into the lab.

Personal communication devices will not be activated in the lab.

During lectures, mouse and keyboard use are prohibited.

E-mail and Internet use are permitted only when they are part of an in-class assignment.

Printing should be completed outside of class time.

In a course such as this, discussions of educational technologies, especially the ethics and legalities involved, elicit differences of opinion. You are expected to treat everyone in the class with respect at all times. There will be ample opportunities for everyone to participate in discussions and activities, but you are expected to do so politely and with self control.



## Florida Educator Accomplished Practices—Preprofessional

### **ASSESSMENT**

Uses assessment strategies (traditional and alternate) to assist the continuous development of the learner. The preprofessional teacher collects and uses data gathered from a variety of sources. These sources include both traditional and alternate assessment strategies. Furthermore, the teacher can identify and match the students' instructional plans with their cognitive, social, linguistic, cultural, emotional, and physical needs.

### **COMMUNICATION**

Uses effective communication techniques with students and all other stakeholders. The preprofessional teacher recognizes the need for effective communication in the classroom and is in the process of acquiring techniques that she/he will use in the classroom.

### **CONTINUOUS IMPROVEMENT**

Engages in continuous professional quality improvement for self and school. The preprofessional teacher realizes that she/he is in the initial stages of a lifelong learning process and that self-reflection is one of the key components of that process. While her/his concentration is, of necessity, inward and personal, the role of colleagues and school-based improvement activities increases as time passes. The teacher's continued professional improvement is characterized by self-reflection, working with immediate colleagues and teammates, and meeting the goals of a personal professional development plan.

### **CRITICAL THINKING**

Uses appropriate techniques and strategies that promote and enhance critical, creative, and evaluative thinking capabilities of students. The preprofessional teacher is acquiring performance assessment techniques and strategies that measure higher order thinking skills in students and is building a repertoire of realistic projects and problem-solving activities designed to assist all students in demonstrating their ability to think creatively.

### **DIVERSITY**

Uses teaching and learning strategies that reflect each student's culture, learning styles, special needs, and socio-economic background. The professional teacher establishes a comfortable environment that accepts and fosters diversity. The teacher must demonstrate knowledge and awareness of varied cultures and linguistic backgrounds. The teacher creates a climate of openness, inquiry, and support by practicing strategies such as acceptance, tolerance, resolution, and mediation.

### **ETHICS**

Adheres to Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.

## **HUMAN DEVELOPMENT AND LEARNING**

Uses an understanding of learning and human development to provide a positive learning environment that supports the intellectual, personal, and social development of all students. Drawing upon well-established human development/learning theories and concepts and a variety of information about students, the preprofessional teacher plans instructional activities.

## **KNOWLEDGE OF SUBJECT MATTER**

Demonstrates knowledge and understanding of the subject matter. The preprofessional teacher has a basic understanding of the subject field and is beginning to understand that the subject is linking to other disciplines and can be applied to real-world integrated settings. The teacher's repertoire of teaching skills includes a variety of means to assist student acquisition of new knowledge and skills using that knowledge.

## **LEARNING ENVIRONMENTS**

Creates and maintains positive learning environments in which students are actively engaged in learning, social interaction, cooperative learning and self-motivation. The preprofessional teacher understands the importance of setting up effective learning environments and has techniques and strategies to use to do so including some that provide opportunities for student input into the processes. The teacher understands that she/he will need a variety of techniques and work to increase his/her knowledge and skills.

## **PLANNING**

Plans, implements, and evaluates effective instruction in a variety of learning environments. Recognizing the importance of setting high expectations for all students, the preprofessional teacher works with other professionals to design learning experiences that meet students' needs and interests. The teacher candidate continually seeks advice/information from appropriate resource (including feedback), interprets the information, and modifies her/his plans appropriately. Planned instruction incorporates a creative environment and utilizes varied and motivational strategies and multiple resources for providing comprehensible instruction for all students. Upon reflection, the teacher continuously refines outcome assessment and learning experiences.

## **ROLE OF THE TEACHER**

Works with various education professionals, parents, and other stakeholders in the continuous improvement of the educational experiences of students. The preprofessional teacher communicates and works cooperatively and families and colleagues to improve the educational experiences at the school.

## **TECHNOLOGY**

Uses appropriate technology in teaching and learning processes. The preprofessional teacher uses technology as available at the school site and as appropriate to the learner. She/he provides students with opportunities to actively use technology and facilitates access to the use of electronic resources. The teacher also uses technology to manage, evaluate, and improve instruction.

## CERTIFICATION

The [Florida Department of Education Professional Education certification exam](#) includes the following technology competencies, which are addressed in this class:

### **Knowledge of strategies for the implementation of technology in the teaching and learning process (Technology)**

1. Identify appropriate software to prepare materials, deliver instruction, assess student achievement, and manage classroom tasks.
2. Identify appropriate classroom procedures for student use of available technology.
3. Identify policies and procedures for the safe and ethical use of the Internet, networks, and other electronic media.
4. Identify strategies for instructing students in the use of search techniques, the evaluation of data collected, and the preparation of presentations.

In addition, the following **Subject Area** exam competencies are addressed in this course:

- Identify ways that calculators, computers, and other technology can be used in instruction. (Elementary)
- Identify the purposes and functions of common computer software (e.g., word processor, spreadsheet, database, multimedia, communication, and publishing). (Elementary)
- Identify ways technology can be used by students to represent understanding of science concepts. (Elementary)
- Identify telecommunications terminology, processes, and procedures. (Elementary)
- Demonstrate knowledge of legal and ethical practices as they relate to information and technological systems (e.g., copyright, privacy, and plagiarism). (Elementary)
- Identify assistive technology and alternative communication systems to facilitate communication. (Special education)
- Identify and demonstrate knowledge of computer-based processes, equipment, technology, and materials used for visual learning or for computer-generated imagery. (Art)
- Select appropriate resources for a classroom activity (e.g., manipulatives, mathematics models, technology, other teaching tools). (Middle/secondary math)
- Select appropriate manipulatives, mathematical models, or technology for teaching particular mathematics concepts (e.g., tiles for teaching area, graphing calculators for teaching algebra). (Middle/Secondary math)
- Identify non-textbook resources (e.g., technology, media, community) for use in social science instruction. (Middle/secondary social studies)
- Select strategies for implementing technology in music instruction. (Music)
- Identify media resources and technology (e.g., sound recording and reproduction systems, visual aids) for instructional purposes. (Music)
- Identify current technological resources for accessing information on physical activity and health. (PE)
- Identify appropriate uses of technology in the instructional process. (PE)
- Identify strategies, including technology, for presenting social studies processes and concepts. (PreK/Primary)

- Identify strategies, including technology, for presenting science processes and concepts. (PreK/Primary)
- Identify activities that support the development of both fine and gross motor skills. (PreK/Primary)
- Identify strategies, including technology, for presenting health, safety, and nutrition instruction, processes, and concepts. (PreK/Primary)
- Identify strategies, including technology, and processes for presenting visual arts, music, drama, and dance. (PreK/Primary)