Syllabus for
PED 363/GPED 563—Educational Technology
3 Credit Hours
Summer 2017

The Mission of the Oral Roberts University College of Education is to provide the opportunity for individuals who hold Christian principles to participate in initial and advanced study in preparation for professional public and private responsibilities in the field of education throughout the world. The College of Education's mission includes training and developing professional educators with a Christian worldview who will go into every person's world as transformed educators who will impact society for the purpose of transforming the next generation.

I.   COURSE DESCRIPTION

Focuses on the selection, preparation, use, and sources of media and computer technologies for future teachers.
Prerequisites: None.
Educational technology fee: $25.

II.   COURSE GOALS

The purpose of this course is to enable the student to learn to use computer hardware and software that will be beneficial in the classroom.

III.   STUDENT LEARNING OUTCOMES FOR THIS COURSE

A.   Terminal Objectives
As a result of successfully completing this course, the student will be able to do the following:
1.   Describe a global perspective and understanding of education and teaching.
2.   Demonstrate educational strategies and technologies based upon research (reflected in ePortfolio).
3.   Demonstrate effective communication skills, both literally and orally.
4.   Demonstrate pedagogical skills by presentations.
5.   Access syllabi and assignments on the Internet.
6.   Use the Internet to acquire information on current events and plan ways to help students get and use such access.
7.   Demonstrate knowledge by using the Internet to explore educational endeavors worldwide and report the findings.
8.   Identify and discuss two popular online services.
9.   Use word processing, databases, spreadsheets, and graphics to develop plans, record information, and illustrate presentations.
10.   Demonstrate competency in using audio-visual equipment, methods, and technologies.
11.   In writing, develop a set of rationales for using media and technology in education.
12.   Select and use media and technologies based on research of effective education.
13.   Identify software as public domain, shareware, drill and practice, simulation, problem solving, tutorial, and games.
14.   Name and discuss criteria for selecting quality software.
15.   Evaluate software using a software evaluation instrument.

16. Locate sources of software reviews.
17. Evaluate a multimedia program and discuss its strengths and weaknesses.
18. Create a unit that actively integrates technology.
19. Create a multimedia presentation.

B. Objectives for Students in Teacher Preparation Programs
The Teacher Preparation Program meets the competency-based requirements established by the Oklahoma Commission on Teacher Preparation. This course meets the following competencies: General Competencies (GC) 1, 2, 3, 4, 6, 7, 8, and Subject Competency (SC) 9, IS 5, 7, and 14.
   1. General Competencies:
      GC 1:   The teacher understands the central concepts and methods of inquiry of the subject matter discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
      GC 2:   The teacher understands how students learn and develop, and can provide learning opportunities that support their intellectual, social, and physical development at assigned grade levels.
      GC 3:   The teacher understands that students vary in their approaches to learning and creates instructional opportunities that are adaptable to individual differences of learners.
      GC 4:   The teacher understands curriculum integration processes and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills and effective use of technology.
      GC 6:   The teacher develops knowledge of, and uses a variety of effective communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
      GC 7:   The teacher plans instruction based upon curriculum goals, knowledge of the teaching/learning process, subject matter, students' abilities and differences, and the community, and adapts instruction based upon assessment and reflection.
      GC 8:   The teacher understands the process of continuous lifelong learning, the concept of making learning enjoyable, and the need for a willingness to change when the change leads to greater student learning and development.
   2. Subject Competency:
      SC 9:   Is proficient in the use of a variety of instructional strategies to include, but is not limited to, cooperative learning, use of concrete materials, use of technology (i.e., calculators and computers), and writing strategies to stimulate and facilitate student learning.
   3. Institutional Standards:
      IS 5:   The candidate draws upon knowledge of content areas, cross-disciplinary skills, technological resources, learners, the community, multiple and varied clinical experiences and knowledge of subject matter, Core Curriculum, and pedagogy to plan instruction that supports every student in meeting rigorous learning goals.
      IS 7:   The candidate demonstrates an understanding of effective verbal, nonverbal and technological skills through a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections to authentic local and global issues.

IS 14: The candidate demonstrates an understanding of assessment systems that aggregate and disaggregate data collected from multiple formal and informal assessment instruments, and supported by various technological resources.

IV.   TEXTBOOKS AND OTHER LEARNING RESOURCES

A.   Required Materials
   1.   Textbooks
           None
   2.   Other
           Supplies and Expenses
           a.   1—Flash Drive

B.   Optional Materials
   1.   Textbooks
           None
   2.   Other
           None

V.   POLICIES AND PROCEDURES

A.   University Policies and Procedures
   1.   Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
   2.   Students taking a late exam because of an unauthorized absence are charged a late exam fee.
   3.   Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, video, multimedia, or computer software. By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means.
   4.   Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
   5.   Students are to be in compliance with university, school, and departmental policies regarding Whole Person Assessment requirements. Students should consult the WPA handbooks for requirements regarding general education and the students' majors.
           a.   The penalty for not submitting electronically or for incorrectly submitting an ePortfolio artifact is a zero for that assignment.
           b.   By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B.   College and/or Departmental Policies and Procedures
   1.   Tardies—Tardies are an inconvenience to the other class members and the professor, and they prevent the late student from obtaining maximum value from the class. Therefore, if the student comes into the class after attendance has been taken, the student is considered tardy. It is the student's responsibility to inform the professor that he/she was tardy immediately following that class. Failure to

do so will result in an absence for that class and it will not be adjusted other than at the end of that class. Three tardies will equal one absence. It is the student's responsibility to get the information presented in class from a classmate.

2. Late Work—The student is responsible for obtaining class assignments and material covered during an absence. An absence is not an excuse for turning in late work or for being unprepared with assignments for the class following the absence. Ten percent (10%) of the final assignment grade will be deducted for every business day that the College of Education office is opened. Office hours are Monday through Friday, 8:00 a.m. to 4:30 p.m., with the exception of Labor Day and the Thursday and Friday the week of Thanksgiving. The student is responsible for making sure that the date is stamped on the late assignment by an official representative in the College of Education at the time the assignment is turned in. An assignment without a date stamped on it by an official representative in the College of Education will be considered "received" on the date the professor receives it. Students who have excused absences (administrative excuse, medical report—doctor or campus nurse, or verification of the death of a family member) are responsible for meeting with the professor to mutually agree on a due date for the missing assignment(s). If the assignment(s) is (are) not turned in by the date agreed upon, the above policy will apply.

3. Attendance Policy—Students are expected to attend all classes. Because unavoidable circumstances can prevent perfect attendance the following policy will apply:

Number of days the class meets per week	Number of absences not resulting in a penalty	5% final grade reduction will be applied beginning with absence number
3	3	4
2	2	3
1	1	2

Five percent (5%) of the final grade will be deducted for each additional day the student incurs an unexcused absence.

4. Administrative Excused Absence—Students who must miss class for university-sponsored activities must follow these procedures:
   a. Inform the professor before the event.
   b. The student should not commit to class presentation (oral reports, speeches, group presentations, etc.) on a date that the student will be gone. Make-up work will not be permitted if the student voluntarily committed to a performance on the date of an administratively excused absence.
   c. The student needs to present an administrative excuse form with appropriate signatures prior to the day of his/her absence when possible, or on the first day he/she returns to class.

5. Senior Cohort Attendance—Students who have one unexcused absence will receive one letter grade deduction for the final grade in the course. Students missing more than one day will receive a grade of F for the final grade. Tardies will be handled as mentioned previously.

6. Leaving Early—Students are not permitted to leave class prior to the dismissal by the professor. If a student has to leave class early on occasion, it is his/her responsibility to talk with the professor prior to the beginning of class to secure

permission from the professor. Weekly or monthly meetings are not considered an approved reason for leaving class early. If the student leaves a class 15 minutes or **less** before the end of class without prior approval from the professor, it will be considered a tardy and the tardy policy will apply. If the student leaves a class **more** than 15 minutes before the end of the class without prior approval from the professor, it will be an unexcused absence and the attendance policy will apply.

7. Cellular Phones—Students are not to have cellular phones on during class, nor are they to be visible during class. In the rare case of an emergency when it is unavoidable and a student is expecting a call during class, or needs to have his/her cellular phone on during class, the student is asked to notify the professor in advance. The professor may request that the student leave the cellular phone on the professor's desk during class.

8. Late Exams—Students taking tests other than the time they are given is an inconvenience to the professor. To assist the student in his/her professional growth, any test taken late as a result of an unexcused absence will incur a $15.00 late-test fee (see the attendance policy). The student should pay the late fee (cash only) in the College of Education where he/she will receive a receipt. The student is responsible for making arrangements with the professor to take the late exam and for presenting the receipt at the time he/she takes the late exam. Late exams, whether they are a result of an excused or an unexcused absence, must be taken within a week from the originally scheduled date. If the student refuses to make up the late exam within the allotted time, a grade of zero percent (0%) will be entered in as the test grade, which will be factored into the final course grade.

9. Incompletes—As stated in the university catalog, incompletes are granted only for "good cause," such as extended hospitalization, long-term illness or a death in the family. Students must petition for an incomplete using the form available in the College of Education. Documentation for the reason the student is requesting an incomplete is required. Very few incompletes will be granted.

10. Extra Credit—Students should not expect extra credit to help raise a grade.

11. Plagiarism—Each student attending Oral Roberts University is required to do his or her own academic work and must not inappropriately collaborate with other students on assignments. Students must document all sources and ideas that are not their own original information by following correct APA (American Psychological Association) documentation procedures. Failure to do this produces a plagiarized paper, which will result in an F for the paper. Flagrant cheating will result in an F for the course.

C. Course Policies and Procedures
1. Evaluation Procedures
   a. Grading procedures: Each project has points assigned (given in class)
      Pre Assignment Folder
      ___Lesson Plan
      ___Annotated Online Search Lesson
      ___Quiz in Word using Developer
      ___Quiz in Word using Developer translated to Spanish

      Newsletter Folder
      ___Written in English and includes 2 Qr codes, a picture of yourself with your name
      ___PDF of the English document
      ___ Written in Spanish and includes 2 Qr codes, and a picture of

yourself with your name

___PDF of the Spanish document

SMARTBoard Folder
___Your SMARTBoard Lesson using a template in English
___Your second SMARTBoard Lesson using a template in English
___Your third SMARTBoard Lesson using a template in English
___A SMARTBoard Lesson that you found on the Internet what would
   be helpful to you (downloaded)
___A SmartBoard Lesson that you found on the Internet that is in
   Spanish (downloaded)

Prezi Folder
___A link to your Prezi on the Internet (shortcut or in a word document)
___A link to a Prezi that you have found that would be helpful in
teaching your lesson (shortcut or a link placed in a word document)

PowerPoint Folder
___Your PowerPoint
___A PowerPoint Show
___PDF of your PowerPoint
___Video of yourself which includes text and still pictures
___A Video of you and 2 titles
___A Photostory 3 video
___Your PPT in Spanish

2. ePortfolio Requirements
   a. Integrated Unit
   b. Projects assigned during the semester
3. Other Policies and/or Procedures
   a. Administratively excused absences: students who miss class for
      university-sponsored activities must follow these procedures:
      (1) Inform the professor before the event.
      (2) Student should not commit to class presentations (oral reports,
         speeches, group presentations, etc.) on a date that the student
         voluntarily committed to a performance of an administratively
         excused absence.
      (3) Present an administrative excuse form with appropriate
         signatures when the student returns to class.
   b. It is the right of the instructor to devise methods to achieve good
      attendance. These methods may include surprise tests, which cannot be
      made up, as well as other requirements that, if missed, will result in a
      lower class average.

VI. COURSE CALENDAR

Pre-assignments:
Assignment: Research! And Prepaation! On a topic to be taught!
Assignment: Lesson Plan
Internet Search Document Example
Assignment: Annotated Online Search Lesson
Assignment: Word Forms

Class   **Topic**

1   Introduction to the "Integration of Technology in the Classroom"
Assignment: Word: Newsletter with QR code
Assignment: Make a copy of Newsletter and translate into Spanish

2   Google Chrome, Google Hangouts and Skype

3   iPad Apps and Telegami

4   Video Editing
Assignment: 2 Videos
Assignment: Photostory III

5   PowerPoint, non-linear

6   Continue, PowerPoint
Stem Education
Copyright laws

7   SMARTBoard – examples and how to use
Assignment: Find a SMARTBoard lesson online that is useful to you
Assignment: Make 2 SMARTBoard lessons that are useful to you
Assignment: Translate one of your lessons into Spanish

8   Clickers and Poll Anywhere

9   Teaching online
Assignment: Prezi

10   Presentation
Final Exam
Post Assignments: Complete the assignments given to you and turn in today.

Course Inventory for ORU's Student Learning Outcomes
PED 363/GPED 563—Educational Technology
Spring 2017

This course contributes to the ORU student learning outcomes as indicated below:
Significant Contribution – Addresses the outcome directly and includes targeted assessment.
Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.
Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.
No Contribution – Does not address the outcome.

The Student Learning Glossary at http://ir.oru.edu/doc/glossary.pdf defines each outcome and each of the proficiencies/capacities.

	OUTCOMES & Proficiencies/Capacities	Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
1	**Outcome #1 – Spiritually Alive Proficiencies/Capacities**				
1A	Biblical knowledge				X
1B	Sensitivity to the Holy Spirit			X	
1C	Evangelistic capability		X		
1D	Ethical behavior	X			
2	**Outcome #2 – Intellectually Alert Proficiencies/Capacities**				
2A	Critical thinking	X			
2B	Information literacy	X			
2C	Global & historical perspectives	X			
2D	Aesthetic appreciation	X			
2E	Intellectual creativity	X			
3	**Outcome #3 – Physically Disciplined Proficiencies/Capacities**				
3A	Healthy lifestyle				X
3B	Physically disciplined lifestyle				X
4	**Outcome #4 – Socially Adept Proficiencies/Capacities**				
4A	Communication skills		X		
4B	Interpersonal skills		X		
4C	Appreciation of cultural & linguistic differences		X		
4D	Responsible citizenship	X			
4E	Leadership capacity		X		