FLORIDA ATLANTIC UNIVERSITY

COURSE CHANGE REQUEST
Undergraduate Programs

Department Teaching and Learning

College Education

UUPC Approval 3-1-21
UFS Approval _____
SCNS Submittal _____
Confirmed _____
Banner Posted _____
Catalog _____

***Current* Course Prefix and Number**	EME 4312	***Current* Course Title**	Educational Technology for 21st Century

*Syllabus must be attached for **ANY** changes to current course details. See Checklist. Please consult and list departments that may be affected by the changes; attach documentation.*

Change title to:

Change prefix
From: **To:**

Change course number
From: **To:**

Change credits*
From: 2 **To:** 3

Change grading
From: **To:**

Change WAC/Gordon Rule status**
Add ☐ **Remove** ☐

Change General Education Requirements***
Add ☐ **Remove** ☐

*Review Provost Memorandum
**WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to this form. See WAC Guidelines.
***General Education criteria must be indicated in syllabus and approval attached to this form. See GE Guidelines.

Change description to:

Change prerequisites/minimum grades to:

Change corequisites to:

Change registration controls to:

Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade (default is D-).

Effective Term/Year for Changes: Summer 2021

Terminate course? Effective Term/Year for Termination:

Faculty Contact/Email/Phone P. Peluso/ppeluso@fau.edu/7-3570

Approved by		***Date***
Department Chair	Paul R. Peluso	1/22/21
College Curriculum Chair		2/5/21
College Dean		2/9/2021
UUPC Chair	Jerry Haky	3-2-21
Undergraduate Studies Dean	Edward Pratt	3-2-21
UFS President		
Provost		

Email this form and syllabus to mjenning@fau.edu seven business days before the UUPC meeting.

FLORIDA ATLANTIC UNIVERSITY
College of Education

Department of Teaching and Learning
EME 4312 Educational Technology for 21st Century Teaching

Instructor:

Email:

Office:

Telephone:

Office Hours:

Credit Hours: 3 semester hours

Prerequisites/Corequisites: None

Catalog Description: This course prepares learners to integrate technology into the K-6 classroom. Emphasis is on the use of current technology tools to facilitate teaching, learning, and assessment.

Required Text:
Roblyer, M. & Hughes, J. (2019). *Integrating educational technology into teaching (8th ed.)*. Pearson: Upper Saddle River, NJ. Pearson Education, Inc. Purchase Text

Special Course Requirements:
* *Watermark/Livetext* (active 5 years), required for all College of Education classes
* USB Drive or OneDrive Account.
* Internet access for Canvas and other web-based apps.
* Access to FAU student email at http://myfau.edu/.
* Microsoft Office: You may use the free version at http://www.fau.edu/oit/getoffice365/

Non Required Readings:
Book
Magaña, S., & Marzano, R. (2011). *Enhancing the Art & Science of Teaching with Technology*. Solution Tree Press.
Websites
· Cult of Pedagogy
https://www.cultofpedagogy.com/
· 10 Sites for Differentiated Instruction (Tech Learning)
https://www.techlearning.com/

- CPALMS - http://www.cpalms.org/Public/
- Coding - https://code.org/
- Education Chats - https://sites.google.com/site/twittereducationchats/
- Enhancing Learning Through Differentiated Technology http://www.edutopia.org/blog/enhanced-learning-through-differentiated-technology-julie-stern
- Common Sense Media - https://www.commonsensemedia.org/educators
- National Education Association, The 10 Best STEM Resources http://www.nea.org/tools/lessons/stem-resources.html
- National Education Technology Plan (Office of Educational Technology) https://tech.ed.gov/
- National Science Foundation, Resources for STEM education http://www.nsfresources.org/home.html
- Partnership for 21st Century Skills - http://www.p21.org/our-work/resources/for-educators
- Spotlight on Differentiated Instruction 2016 (Education Week) http://www.edweek.org/ew/marketplace/products/spotlight-on-differentiated-instruction-2016.html
- Teachers First, Thinking Teachers Teaching Thinkers - http://teachersfirst.com/
- Technology Integration Matrix - http://fcit.usf.edu/matrix/
- What is Differentiated Instruction? (Examples of Strategies) http://education.cu-portland.edu/blog/teaching-strategies/examples-of-differentiated-instruction

Standards and Guidelines Used for Developing Course Objectives

International Society for Technology in Education (ISTE) Standards for Educators

:

Florida Educator Accomplished Practices (FEAPs) at

http://www.fldoe.org/teaching/professional-dev/the-fl-educator-accomplished-practices.stml:

Teaching Methodologies:

Modeling; guided practice; simulations; lecture; in-class and online discussions; internet communication (e-mail, websites, distance learning, learning management system); presentations by instructor and students; videos; computer; and other media.

Course Evaluation Method (minimum grade of "C" required to pass course):

Item	***Possible Points***	***Percentage of Final Grade***
Orientation (Syllabus, introduction discussion, google classroom)	**20**	**3%**
Attendance (12 classes @ 5 pts each)	**60**	**8%**
Group Chapter Presentation (1)	**100**	**14%**
Critical Assignments (2 @ 100 points each)	**200**	**27%**
Quizzes (4 and a Final @ 50 points each)	**250**	**34%**
Other Assignments and Discussions	**100**	**14%**
Total	**730**	**100%**

Critical Assignment Information (must be posted on *LiveText*):

The teacher candidate will develop the following artifacts:

- **Critical Assignment 1:** Technology-Based Assessment Toolbox (FL-FAU-FEAP-2013.A.4.c, FL-FAU-FEAP-2013.A.4.f).
- **Critical Assignment 2:** Technology-Based Lesson (FL-FAU-FEAP-2013.A.3.g, FL-FAU-FEAP-2013.A.2.i).

Grading Scale (minimum grade of "C" required to pass this course):

Grade	*Percent*	*Grade*	*Percent*	*Grade*	*Percent*
A	94-100	B-	80-82	D+	67-69
A-	90-93	C+	77-79	D	63-66
B+	87-89	C	73-76	D-	60-62
B	83-86	C-	70-72	F	Below 60

Tentative schedule – See Canvas for due dates

Module	Topics
Start here	**Read the Syllabus** **Review the Course** **Purchase the Required Textbook** **Due by the end of the this module** • Student Introductions using Flipgrid on Discussion Board • Syllabus Quiz
Module 1	**Read Chapter 1** ***Ch. 1 - Educational Technology in Context: The Big Picture*** ISTE.E 1,2,3,4,5,6 • Instructional technology trends past shapes the present • Standards, assessment, and teaching competencies • TPCK/TPACK Framework **Due by the end of Module 1** Assignments – • Create Google Classroom (preparing for critical assignment 1) • TPACK
Module 2	**Read Chapter 2** **Ch. 2 -*Theory into Practice: Foundations for Transformative Technology Integration*** ISTE.E 1,2,5 • TIP and TTIPP models, theory into practice • The Technology Integration Matrix (TIM) (http://fcit.usf.edu/matrix/) • Learning Theories **Due by the end of Module 2** Quiz – Chapters 1 & 2 & Technology Integration Matrix (TIM)
Module 3	**Read Chapters 4** **Ch. 4 -*Technology Device and Software Resources for Classroom Productivity*** ISTE.E 1,2,3,4,5,6,7 • Technology Device and Software Resources for Classroom Productivity **Due by the end of Module 3** Discussion – Instructional Technology in the Elementary Classroom ****Groups for Group Presentation to be assigned by instructor this week****

Module 4	**Read Chapters 5** **Ch. 5 – Instructional Software for Student Learning** ISTE.E 1,2,4,5,6,7 • Definitions of Instructional Software • Selecting Appropriate Instructional Software **Due by the end of Module 4** Quiz - Chapters 4 & 5
Module 5	**Read Chapter 7 & Using Technology for Comprehensive Assessment** **Ch. 7 – Web-Based Communication, Collaboration, Design, Creation, and Making** ISTE.E 1,2,3,4,5,6 • Online Communication • Online Collaboration • Web Design and Development • Online Design, Creation, and Making ***Using Technology for Comprehensive Assessment*** (ISTE.T 2, FL-FAU-FEAP-2010.A.4.c, FL-FAU-FEAP-2010.A.4.f) • Traditional and authentic assessments • Integrating technology into the assessment process • Web-based tools for summative assessment **Due by the end of Module 5** Assignment – Formative and Summative Assessment and Performance Tasks
Module 6	**Work on Chapter presentations** **Read Chapter 8** **Ch. 8 – Blended and Online Learning** ISTE.E 1,2,3,4,5,6,7 • Blended Learning • Online Learning • Teaching Online Courses • Designing and Developing an Online Course in an LMS (Learning Management System, i.e. Canvas or Google Classroom) **Due by the end of Module 6** Quiz - Chapters 7 & 8
Module 7	**Read Ch. 10** **Group Chapter Presentation-** **Ch.10** - ***Teaching and Learning with Technology in English and Language Arts*** ISTE.E 1,2,3,4,5,6,7 • Issues and Challenges • Integration Strategies **Due by the end of Module 7:** **Critical Assignment 1- Part 1: Technology-Based Assessment Toolbox Due in Google Classroom**

Module 8	**Read Ch. 11** **Group Chapter Presentation-** **Ch. 11 – Teaching and Learning with Technology in Second and Foreign Language** ISTE.E 1,2,3,4,5,6,7 • Issues and Challenges • Integration Strategies **Due by the end of Module 8:** **Critical Assignment 1- Part 2: Technology-Based Assessment Toolbox Due in Template**
Module 9	***Read Chapters 6 & 9*** ***Chapter 6*** *ISTE.E 1,2,3,4,5,6,7* • *Introduction to the Web* • *Online Safety and Digital Literacy* • *Searching the Web for Information* • *Online Educational Content* • *Online Educational Resources* • *Evaluation and Integration of Web Content for Instruction* ***Chapter 9*** ***Teaching and Learning with Technology for Diverse Populations*** *ISTE.E 1,2,3,4,5,6,7* • *Issues and Challenges* • *Integration Strategies* **Introduce Critical Assignment 2** **Due by the end of Module 9:** Quiz - Chapters 6 & 9
Module 10	**Read Ch. 12 and 13** **Group Chapter Presentations-** **Ch.12** - ***Teaching and Learning with Technology in Science, Engineering, Math (STEM)*** ISTE.E 1,2,3,4,5,6,7 • Issues and Challenges • Integration Strategies **Group Chapter Presentation-** **Ch.13 – Teaching and Learning with Technology in Social Studies** ISTE.E 1,2,3,4,5,6,7 • Issues and Challenges • Integration Strategies **Due by the end of Module 9:** ***Critical Assignment 2***
Module 11	**Read Ch. 14** **Group Chapter Presentation-** **Ch.14** - ***Teaching and Learning with Technology in Music and Art*** ISTE.E 1,2,3,4,5,6,7 • Issues and Challenges

	• Integration Strategies **Due by the end of Module 11:** Assignment – Web Resources for Teaching and Learning with Technology
Module 12	**Read Ch. 15** **Ch.15– Teaching and Learning with Technology in Physical and Health Education** ISTE.E 1,2,3,4,5,6,7 • Issues and Challenges • Integration Strategies
Module 13	**Final available Nov. 21 - end of the day Dec. 5** ***Final Exam (Quiz* - Chapters 10, 11, 12, 13, 14 & 15*)***

Critical Assignment 1: Technology-Based Assessment Toolbox (FL-FAU-FEAP-2013.A.4.c, FL-FAU-FEAP-2013.A.4.f)

***Watermark/LiveText* Description:**

The teacher candidate will develop a technology-based assessment toolbox that:

- Contains at least 3 examples of technology-based assessment tools to monitor student progress, achievement, and learning gains.
- Demonstrates an understanding of how to use technology-based assessment tools to organize and integrate assessment information

Rubric

	Exemplary (3.000 pts)	**Satisfactory** (2.000 pts)	**Emerging** (1.000 pt)	**Unsatisfactory** (0.000 pt)	**No Attempt (0)** (0.000 pt)
Assessment FL-FAU-FEAP-2013.A.4.c	Developed at least 3 exceptional examples of technology-based assessment tools to monitor student progress, achievement and learning gains.	Developed at least 3 appropriate examples of technology-based assessment tools to monitor student progress, achievement and learning gains.	Developed at least 3 acceptable examples of technology-based assessment tools to monitor student progress, achievement and learning gains.	Did not create at least 3 appropriate example of technology-based assessment tools to monitor student progress, achievement and learning gains.	The student failed to submit, or failed to submit on time, assignments related to the competency.
Assessment FL-FAU-FEAP-2013.A.4.f	Demonstrated an exceptional level of understanding of how to use technology-based assessment tools to organize and integrate assessment information	Demonstrated a satisfactory level of understanding of how to use technology-based assessment tools to organize and integrate assessment information.	Demonstrated an acceptable level of understanding of how to use technology-based assessment tools to organize and integrate assessment information.	Did not demonstrate an adequate level of understanding of how to use technology-based assessment tool to organize and integrate assessment information.	The student failed to submit, or failed to submit on time, assignments related to the competency.

Critical Assignment 2: Technology-Based Lesson (FL-FAU-FEAP-2010.A.3.g)

***Watermark/LiveText* Description:**

The teacher candidate will create an example of a technology-based lesson that:

- Provides comprehensible instruction for student understanding.
- Demonstrates a comprehensive knowledge of the subject taught.
- Applies varied instructional strategies and resources, including an appropriate use of technology.

Rubric

	Exemplary (3.000 pts)	**Satisfactory** (2.000 pts)	**Emerging** (1.000 pt)	**Unsatisfactory** (0.000 pt)	**No Attempt (0)** (0.000 pt)
Instructional Delivery FL-FAU-FEAP-2013.A.3.g	Created a thoroughly developed example of a technology-based learning material to provide a high level of comprehensible instruction for student understanding. The learning material demonstrated a deep and comprehensive knowledge of the subject taught and applied varied instructional strategies and resources, including an excellent use of technology.	Created an appropriate example of a technology-based learning material to provide a satisfactory level of comprehensible instruction for student understanding. The learning material demonstrated a comprehensive knowledge of the subject taught and applied varied instructional strategies and resources, including an appropriate use of technology.	Created an acceptable example of a technology-based learning material to provide a satisfactory level of comprehensible instruction for student understanding. The learning material demonstrated a basic knowledge of the subject taught and applied varied instructional strategies and resources, including an appropriate use of technology.	Did not create an appropriate example of a technology-based learning material to provide a satisfactory level of comprehensible instruction for student understanding. The learning material did not demonstrate sufficient knowledge of the subject taught and/or did not apply varied instructional strategies and resources, including an appropriate use of technology.	The student failed to submit, or failed to submit on time, assignments related to the competency.
Learning Environment FL-FAU- FEAP-2013.A.2. i	The lesson commendably incorporates all three of the principles of Universal Design for Learning (UDL). The teacher candidate exceptionally selects and describes assistive technology that supports children who have a hearing impairment, a visual impairment, a learning disability, and autism to participate in the technology-based lesson.	The lesson incorporates all three of the principles of Universal Design for Learning (UDL). The teacher candidate selects and describes assistive technology that supports children who have a hearing impairment, a visual impairment, a learning disability, and autism to participate in the technology-based lesson.	The lesson incorporates at least two of the principles of Universal Design for Learning (UDL). The teacher candidate selects and describes assistive technology that supports children to participate in the technology-based lesson for students with at least three out of four of the following types of special needs: a hearing impairment, a visual impairment, a learning disability, and autism.	The lesson does not adequately incorporate the principles of Universal Design for Learning (UDL). The teacher candidate did not select and describe assistive technology that sufficiently supports children who have a hearing impairment, a visual impairment, a learning disability, and autism to participate in the technology-based lesson.	The student failed to submit, or failed to submit on time, assignments related to the competency.

The TIM Matrix:

http://fcit.usf.edu/matrix/

Late Work

Late assignments will receive 50% deduction. The due dates for all assignments are in the tentative class schedule. In order to complete this class you must turn the assignments on time to stay on target. Every assignment is required for the final critical assignment. Not turning in an assignment will result in a "does not meet" grade on the critical assignment and failing this class. Assignments must be submitted for grading by the end of the day it is due**. Late assignments will not be accepted more than 1 week after the due date.**

Incomplete Policy

Rarely are incompletes given. The situation must be extreme, and a doctor's note needs to be attached to the incomplete form. For most situations, the grade for the class earned with be given. Upon completion of the course materials, the grade will be changed. To receive an incomplete, you must have a passing grade at the end of the semester and are not able to complete all the required work because of exceptional circumstances. To receive an incomplete, you must contact the instructor and request an incomplete form. On the form you will indicate when you will turn in all incomplete assignments.

Attendance Policy

Your schedule should allow you to attend all classes according to the tentative class schedule. Attendance points are awarded for each class attended.

Dropping the Course: If you must drop this course by **Insert Date** or you will receive a WF on your academic transcript, otherwise, the instructor is required to enter a grade of "F" for the course.

Disability Policy Statement: In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie, and Jupiter – however, disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/

COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS) CENTER

Life as a university student can be challenging physically, mentally, and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to http://www.fau.edu/counseling/

CODE OF ACADEMIC INTEGRITY POLICY

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards because it interferes with the university's mission to provide a high-quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001.

STUDENT ACADEMIC GRIEVANCE PROCEDURES FOR GRADE REVIEWS (4.002)

The grade review procedures, which were once included in the old Honor Code, are now in a separate University Regulation (4.002) and can be found at:
http://www.fau.edu/regulations/chapter4/4.002_Student_Academic_Grievance_Procedures_for_Grade_Reviews.pdf

Bibliography

Books and Articles

Bergmann, J. & Sams, A. (2012). *Flip your classroom: Reach every student in every class every day.* Association for Supervision and Curriculum Development (ASCD).

Bonk, C. (2009). *The world is open: How web technology is revolutionizing education.* San Francisco, CA: Jossey-Bass.

Dembo. S. & Bellow, A. (2013). *Untangling the web.* Thousand Oaks, CA: Corwin.

Kilbane, C. & Milman, N. (2009). *What every teacher should know about creating digital teaching portfolios.* Columbus, Ohio: Pearson.

Maloy, R., Verock-O'Loughlin, R., Edwards, S. & Woolf, B. (2016) *Transforming learning with new technologies **(3rd Ed)***. Pearson e-Text.

Prensky, M. (2010). *Teaching digital natives: Partnering for real learning.* Thousand Oaks, CA: Corwin.

Riley, J. (2011). *Social media directory: The ultimate guide to Facebook, Twitter, and LinkedIn Resources.* Indianapolis, Indiana: QUE.

Professional Organizations, Reports and Standards

CAEP Accreditation Standards
http://caepnet.org/standards/introduction
Bill and Melina Gates Foundation - What Educators Want from Digital Instructional Tools 2.0
https://s3.amazonaws.com/edtech-production/reports/Teachers-Know-Best-2.0.pdf
Florida Educator Accomplished Practices (FEAPs)
http://www.fldoe.org/teaching/professional-dev/the-fl-educator-accomplished-practices.stml
International Society for Technology in Education (ISTE) Standards for Teachers
http://www.iste.org/standard
The New Media Consortium (2013) *Horizon Report.* K12 Edition. Retrieved from
http://www.nmc.org/publications/2013-horizon-report-k12
U.S. Department of Education, Office of Educational Technology - 2016 National Education Technology Plan
http://tech.ed.gov/files/2015/12/NETP16.pdf