



EDIT 3310 Instructional Technology (3-0)  
First Semester

**Instructor Information**

<i>Instructor:</i>
<i>Email:</i>
<i>Office Voice Mail Line:</i>
<i>Campus office hours:</i>
<i>Virtual Office Hours:</i>

**Course Description**

This course is designed to expose educators to the technology currently available for the educational environment. Students will get hands-on experience using current educational technologies and incorporate technology resources to create, instruct and assess students. They will participate in class discussions based on advantages and disadvantages of various technology tools. Trends and futuristic applications of technology will also be discussed.

**Student Learning Outcomes**

Upon successful completion of this course the student will:

1. Students will use technology-related terms, concepts, data input strategies, and ethical practices to make informed decisions about current technologies and their applications.
2. Students will identify task requirements, apply search strategies, and use current technology to efficiently acquire, analyze, and evaluate a variety of electronic information.
3. Students will use task-appropriate tools to synthesize knowledge, create and modify solutions, and evaluate results in a way that supports the work of individuals and groups in problem-solving situations.
4. Students will communicate information in different formats and for diverse audiences.
5. Students will know how to plan, organize, deliver, and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum.

**Pedagogy and Professional Responsibilities (PPR):**

<b>Knowledge</b>	<b>Skills</b>	<b><u>Technology</u></b>
1.1k, 1.2k, 1.3k, 1.4, 1.7k, 1.8k, 1.9k, 1.10k, 1.11k, 1.12k, 1.14k, 1.16k, 1.17k, 1.19k, 1.2k, 1.28k	1.1, 1.2, 1.3, 1.4, 1.9, 1.11, 1.16, 1.17,	Technology Applications for All Teachers

	1.18, 1.19, 1.20, 1.24	
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## Textbook

*Instructional Technology in Early Childhood*, Howard P. Parette, Jr., Ed.D. and Craig Blum, Ph.D., Brookes Publishing 2013

## Course Evaluation

Course evaluation is determined by the following ratings:

Letter Grades & Percentages	Points
A = 100% - 90%	400-360
B = 89% - 80%	359-320
C = 79% - 70%	319-280
D = 69% - 60%	279-240
F = 59% and below	239-0

Points are awarded as follows:

- Inclusive Activities (4) – 50 points each
- Philosophy of Technology in an Early Childhood Classroom – 50 points
- Google Classroom – 50 points
- Bibliography – 100 points

Unless students are informed otherwise, assignments will be graded within 3 days of due date.

## Professional Dispositions for Educators

Over the course of their preparation program, students are evaluated to ensure they are upholding the standards spelled out in the Professional Dispositions for Educators. This policy will apply to those students pursuing the Bachelor of Applied Science (BAS) in Early Childhood Education (ECE).

The Midland College (MC) Education Division focuses on preparing educators who respect differences, celebrate diversity, and demonstrate the requisite skills, knowledge, and dispositions expected of a professional in fostering student-centered learning environments. Dispositions are a vital component of teacher preparation and are defined as the “professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities.” (InTASC Model Core Teaching Standards and Learning Progressions for Teachers (2013), p.6). Prospective educators are expected to develop and practice these attitudes, values, and beliefs throughout their preparation.

Please refer to the Midland College Professional Dispositions for Educators for additional information.

## **Ethics**

The MC BAS in ECE expects that its students will abide by the Code of Ethics and Standard Practices for Texas Educators ([19 TAC Chapter 247](#)) and as outlined in Domain IV: Fulfilling Professional Roles and Responsibilities of the Pedagogy and Professional Responsibilities (PPR) Texas Examination of Educator Standards (TExES).

## **Resources**

- TExES Preparation Manuals: [Certification Preparation Materials](#)
- 161 [Pedagogy and Professional Responsibilities EC-12](#)
- [Science of Teaching Reading](#)
- [EC-3 Content](#)
- [State Board of Educator Certification](#)
- APA format for written work: [APA format](#)
- TEKS: [Texas Essential Knowledge and Skills](#)
- PKG: [Texas Prekindergarten Guidelines](#)

## **Course Technology**

Courses are web-enhanced. Consistent with the State of Texas Standards for Texas Teachers and International Society for Technology in Education (ISTE), this course will emphasize “Technology Applications Standards I-IV. See [Educator Standards for Technology Applications](#). Students should be able to

- Use Canvas Management System
- Create Word and PowerPoint files using Microsoft Office Software
- Use email with attachments
- Use of appropriate antivirus utilities
- Have access to a media player

All interactions with other students and the instructor should be professional and courteous. See [Core Rules of Netiquette](#).

For additional information regarding course technology and resources, please go to your Candidate Toolkit.

## **Course Communications**

MC provides each student an email account to be used in communication with College personnel. This is the default e-mail used in Canvas unless changed by the student. Student are responsible for checking their e-mail, Canvas messaging and announcements.

The instructor will provide feedback on assignment submissions. Students are responsible for reviewing instructor feedback.

### **Student Responsibilities and Class Policies:**

#### **Attendance**

Attendance is expected. Excused absences and make-up work require instructor approval. Excessive absences, even if excused, may result in course failure.

#### **Assignment Submissions**

Assignments must be submitted in Canvas. Students are responsible for ensuring that assignments can be read in Canvas.

#### **Late Work**

Late work will not be accepted without instructor approval. The instructor may deduct points from late work.

#### **Scholastic Dishonesty**

Students are expected to maintain high academic standards, including being responsible for submitting original work. Information on scholastic dishonesty and the discipline process is in the *MC Catalog and Student Handbook*, [Scholastic Dishonesty section](#).

The instructor may use a tool called Turnitin to compare a student's work with multiple sources. The tool itself does not determine whether or not a paper has been plagiarized, that judgment will be made by the instructor.

#### **Title IX: Non-Discrimination Statement**

MC does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities. The following individual has been designated to handle inquiries regarding non-discrimination policies:

Tana Baker, Title IX Coordinator/Compliance Officer, 3600 N. Garfield, SSC 131,  
Midland, Texas 79705, (432) 685-4781, [tbaker@midland.edu](mailto:tbaker@midland.edu)

For further information on notice of non-discrimination, visit the ED.gov Office of Civil Rights website, or call 1 (800) 421-3481.

#### **Americans with Disabilities Act (ADA) Statement**

MC provides services for students with disabilities through Student Services. In order to receive accommodations, students must visit [www.midland.edu/accommodation](http://www.midland.edu/accommodation) and complete the

Application for Accommodation Services located under the Apply for Accommodations tab. Services or accommodations are not automatic, each student must apply and be approved to receive them. All documentation submitted will be reviewed and a “Notice of Accommodations” letter will be sent to instructors outlining any reasonable accommodations.

### Support Our Students

The Support Our Students (SOS) program helps MC students enrolled in credit courses stay in school by assisting them with emergency non-academic needs. For more information on SOS services see the web site: <https://www.midland.edu/services-resources/student-services/sos.php>

### Cell Phone Rules

All cell phones must be silenced during class. Students may not text during class. Instructor permission is required for audio or video recording of classes.

### Grade Appeal

Procedures for grade appeal can be found in the MC *Catalog & Student Handbook*, [Grievances and Complaints](#) section.

### Course Schedule

This course is offered over 6 weeks. This is an estimate and is subject to the instructor’s discretion and may be changed.

Week Student Learning Outcome(s) (SLO)	Readings and Preparation for This Week’s Class:	In Class Activities:	Assignment (Points)	Due Dates
1 SLOs 1, 2, 4	<ul style="list-style-type: none"> <li>• Introduction</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Syllabus</li> <li>• Course Expectations</li> <li>• Ethics and Dispositions</li> </ul>	<ul style="list-style-type: none"> <li>• Bibliography (100 pts) this will be due at the end of the course</li> </ul>	
2 SLOs 1, 3, 4, 5	<ul style="list-style-type: none"> <li>• Ch 1: 21<sup>st</sup> Century Role of Technology for Young Children (pp. 1 – 28)</li> </ul>	<ul style="list-style-type: none"> <li>• What is the role of technology in early childhood classrooms?</li> </ul>		
3 SLOs 1, 3, 4, 5	<ul style="list-style-type: none"> <li>• Ch 2: Integrating Technology in Early Childhood Classrooms (pp. 29 – 50)</li> </ul>	<ul style="list-style-type: none"> <li>• How can technology be integrated into instruction?</li> <li>• Readily available technology in early</li> </ul>		

Week Student Learning Outcome(s) (SLO)	Readings and Preparation for This Week's Class:	In Class Activities:	Assignment (Points)	Due Dates
		childhood classrooms		
4 SLOs 1, 2, 4, 5	<ul style="list-style-type: none"> <li>• Ch 2: Integrating Technology in Early Childhood Classrooms (pp. 29 – 50)</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• What strategies can teachers use to integrate technology into student work?</li> <li>• Expect it-Plan it-Teach it process</li> </ul>	<ul style="list-style-type: none"> <li>• UDL Tech Toolkit (50 pts)</li> </ul>	Monday by midnight
5 SLOs 1, 4, 5	<ul style="list-style-type: none"> <li>• Ch 3: Using Instructional Strategies in Early Childhood Classrooms (pp.51 – 72)</li> </ul>	<ul style="list-style-type: none"> <li>• Technology integration</li> <li>• Instructional strategies and methods and integration for those strategies</li> </ul>		
6 SLOs 1, 2, 3	<ul style="list-style-type: none"> <li>• Ch 3: Using Instructional Strategies in Early Childhood Classrooms (pp.51 – 72)</li> </ul>	<ul style="list-style-type: none"> <li>• Technology decisions during the planning process</li> <li>• Technology integration for at risk children and children with disabilities</li> </ul>	<ul style="list-style-type: none"> <li>• Expect it, Plan it, Teach it Lesson Plan (50 pts)</li> </ul>	Monday by midnight
7	<ul style="list-style-type: none"> <li>• Ch 4: Assessment and Evaluation in Technology supported Early Childhood Classrooms (pp. 73 – 94)</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• How can teachers utilize assessment to evaluate students?</li> <li>• What are the benefits of using technology to evaluate students?</li> <li>•</li> </ul>		
8	<ul style="list-style-type: none"> <li>• Ch 5: Technology Problem-Solving for Children with Disabilities (pp. 95 – 122)</li> </ul>	<ul style="list-style-type: none"> <li>• What can teachers use for assistive technology?</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiated Classroom (50 pts)</li> </ul>	Monday by midnight
9	<ul style="list-style-type: none"> <li>• Ch 6: Integrating Technology to support Emergent Reading (pp. 123 – 148)</li> </ul>	<ul style="list-style-type: none"> <li>• Literacy in 21<sup>st</sup> century classrooms</li> <li>•</li> </ul>		

Week Student Learning Outcome(s) (SLO)	Readings and Preparation for This Week's Class:	In Class Activities:	Assignment (Points)	Due Dates
	•			
10	•Ch 6: Integrating Technology to support Emergent Reading (pp. 123 – 148)	<ul style="list-style-type: none"> <li>• Does technology play a role in play in an early childhood classroom?</li> <li>• How does technology play into literacy learning?</li> </ul>		
11	•Ch 7: Integrating Technology to Support Writing (pp. 149 – 176)	• How can technology support and promote early writing skills?	• Google Classroom (50 pts)	Monday by midnight
12	<ul style="list-style-type: none"> <li>•Ch 8: Technology Integration to support Social Behavior and Social Communication (pp. 177 – 198)</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• How can teachers use technology to support social behavior and social communication?</li> <li>•</li> </ul>		
13	<ul style="list-style-type: none"> <li>•Ch 8: Technology Integration to support Social Behavior and Social Communication (pp. 177 – 198)</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Expect it-Plan it-Teach it framework to embed social and communication skill instruction</li> <li>• Solve it process for children who are struggling to develop social and/or communication skills</li> </ul>	• Create an online social story (50 pts)	Monday by midnight
14	•Ch 9: Integrating Technology to Support Play (pp. 199 – 226)	• How do teachers find technology resources? How do teachers determine if the resource is useful?	• Create a bibliography of 10-15 technology resources for each content area (English/Language Arts, Mathematics, Science and Social Studies) (100 pts)	Monday by midnight
15	•Ch 10: Obtaining, Evaluating, and Using	• Evaluation of instructional		

<b>Week Student Learning Outcome(s) (SLO)</b>	<b>Readings and Preparation for This Week's Class:</b>	<b>In Class Activities:</b>	<b>Assignment (Points)</b>	<b>Due Dates</b>
	Instructional Technology Innovations in Early Childhood (pp. 227 – 247)	technology innovations		
16	•ePortfolio	• ePortfolio	• Philosophy of Technology in an early childhood classroom (50 pts)	Monday by midnight

**Please note that the instructor reserves the right to change the syllabus.**