

Course Syllabus for Summer 2023

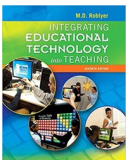
EDCI/EDUC 531 Technology and the Educator

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Virtual Meetings:	https://southern.zoom.us/j/91390407337
Office Hours:	Available upon request

I. Course Description

Study and analysis of the integration of technology in learning environments. The course examines technology- related issues from instructor, student, and administrator perspectives. Issues include the philosophy of and need for technology, learning outcomes associated with the use of technology, implementation of and problems associated with technology in the instructional environment, and technology related to administrative function and professional development. This course also seeks to provide the educator with an array of professional competencies so as to optimally leverage technology for instructional ends. This course incorporates a hands-on approach and assumes basic competencies in word processing, presentation software, Internet usage, and various operating system.

II. Required Reading



Roblyer, M. D., & Doering, A. H. (2019) Integrating Educational Technology into Teaching. Pearson (8th Edition)

III. Technology Requirements

Any desktop, laptop, or tablet device with word processing capabilities, webcam, and microphone.

IV. Academic Support

eClass Help Desk: Email eclasshelp@southern.edu or call 423-236-2086.

Information Technology: Go to IT Workstation Support Desk in Wright Hall, or call 423-236-2712, or email it-helpdesk@southern.edu.

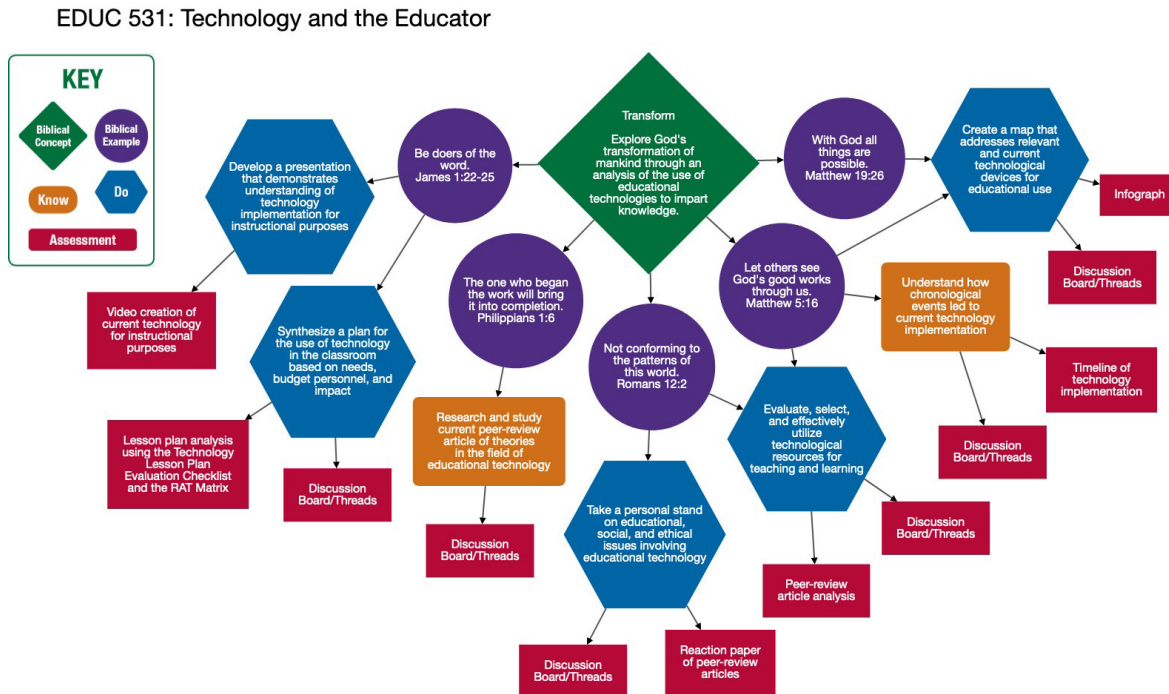
McKee Research & Writing Center: The Writing Center, located in McKee Library, provides free writing support for all Southern students on all kinds of projects at any stage of the writing process. Writing tutors can help you brainstorm before you start writing, clarify ideas, organize your paper, strengthen specific sentences or paragraphs, work on grammar and mechanics, and cite sources correctly.

Schedule a 25-minute or 50-minute face-to-face or Zoom appointment at <https://trac.e.southern.edu>, or call the Center for assistance at 423.236.2014, or email Sonja Fordham, Director of the Writing Center at the McKee Library: sfordham@southern.edu. An appointment is not necessary: walk-ins are welcomed. If you just have a quick question, you may ask the question here: <https://southern.libanswers.com/writingcenter>.

Hours: Sundays 3 pm-8 pm, Mondays-Thursdays 9 am-8 pm, Fridays 9 am-12 pm.

V. Biblical Foundation of the Course

Transforming individual’s behaviors and customs in the use of technology for the purpose of imparting knowledge following God’s good and perfect will.



VI. Course Methodologies

This course will utilize the following instructional methodologies, among others:

- lecture
- media
- reading assignments
- teaching and learning strategies and activities
- completion of formative and summative assessments

VII. Course Alignment

This course is aligned with the School of Education and Psychology's Conceptual Framework and the National Policy Board of Educational Administration (NPBEA).

VIII. Conceptual Framework

The unit's conceptual framework is built on the theme "Laying the Foundation for Professional Excellence" and is aligned with Interstate New Teacher Assessment and Support Consortium (INTASC) and Tennessee Professional Education standards.

1. As a **caring person**, the candidate/school professional will demonstrate knowledge, skills, and dispositions by
 - a. demonstrating an ideal of fairness and belief that all students can learn
 - b. recognizing and respecting diversity, individual worth, and integrity
 - c. considering the influence of community, school, and family context
 - d. emulating the example of Christ-like service
2. As an **informed facilitator of learning**, the candidate/school professional will demonstrate knowledge, skills, and dispositions by
 - a. providing nurturing environments, services, and programs
 - b. demonstrating understanding of central concepts
 - c. demonstrating understanding of how individuals develop
 - d. meeting the needs of a diverse student population
 - e. using technology to enhance communication and student learning
3. As a **reflective decision-maker**, the candidate/school professional will demonstrate knowledge, skills, and dispositions through
 - a. demonstrating intellectual curiosity, critical thinking, and strategic decision-making
 - b. Using theory, based on scientific research, to enhance pedagogical and professional practice
 - c. Using formal and informal assessments to make informed professional decisions
 - d. Reflecting on professional practice
4. As a **committed professional**, the candidate/school professional will demonstrate knowledge, skills, and dispositions by
 - a. collaborating with peers, families, and the community and consulting with professionals
 - b. demonstrating professional, legal, and ethical responsibilities
 - c. participating in opportunities to achieve professional excellence
 - d. recognizing the value of health and a commitment to a lifestyle of wellness
 - e. demonstrating appropriate communication skills

IX. Knowledge and Skill Outcomes

Upon successfully completing this course, the student will be able to:

1. Purposefully select and apply technological resources to help students understand God's purpose in their lives.
2. Create an action plan that address relevant uses of technological devices needed to assist in the learning process.
3. Synthesize a plan for the use of technology in the classroom based upon needs, budget, personnel, and impact.
4. Involve students directly with instructional technology in rich and meaningful ways.

5. Leverage technology to develop quality instructional media, both for in-class and Web-based course modalities, thereby demonstrating respect for diversity, of nurturing contexts, of collegial collaboration, of creativity, and of professional excellence.
6. Evaluate, select, and effectively utilize technological resources for teaching and learning.
7. Take a personal stand on educational, social, and ethical issues involving educational technology.
8. Project future directions in educational technology, given current research and developing trends, and identify how these emerging technologies are likely to have a strategic impact on education.
9. Research and study current peer-reviewed technological theories and trends as they apply to education.

X. How the Course Works

A. Policies and Procedures

- a. **Disclaimer:** As professor, I reserve the right to modify, supplement, and make changes to the course syllabus as needs arise. Students will be notified if/when any changes are made.
- b. **Disabilities and Accommodations**
 - i. In keeping with the University's policy, if you are a student who believes you may need an accommodation based on the impact of a disability or learning challenge (*i.e. physical, learning, psychological, ADHD or other type*), you are strongly encouraged to contact Disability Support Services at 423-236-2544, Bietz Center, 3rd floor, Suite 3900, or dss@southern.edu
 - ii. Please note that accommodations are not retroactive and cannot be implemented until faculty or staff members have received the official Letter of Accommodation from DSS. Specific details of disabilities remain confidential between students and DSS unless a student chooses to disclose or there is a legitimate academic need for disclosure, which is on a case-by-case basis. For further details, visit the Disability Support Services website [here](#).
- c. **Academic Honesty**
 - i. Faculty Responsibilities:
 1. Professors must explain clearly the requirements for assignments, examinations, and projects, such as "open book," "take home," or "peer collaboration."
 2. Professors may assume "no collaboration" is the rule unless they state otherwise.
 - ii. Student Responsibilities:
 1. Students assume responsibility to avoid plagiarism by learning the proper procedures for acknowledging borrowed wording, information, or ideas. Otherwise, students might innocently misrepresent others' material as their own.
 2. Students unfamiliar with procedures for citing sources should confer with their professors.
 3. Students are to assume that all course work is "no collaboration" unless stated otherwise by the professor.
 4. Many professors will require students to submit papers through Turnitin, an originality checker application.
 - iii. TurnItIn: Turnitin is a company Southern Adventist University contracts with that provides resources for students and a service for professors who may need to verify the academic integrity with which papers or projects have been prepared and submitted. While the use of Turnitin may not be initially required on all assignments, the professor may submit your work to Turnitin or require that you do so.
- d. **Student Authentication**
 - i. The Higher Education Opportunity Act of 2008 [viewable [here](#); see p. 3325] requires Southern Adventist University to authenticate the identity of all students who enroll in

distance education courses offered by the university. Southern requires students enrolled in an online course or program to authenticate their identity at the time of initial registration in their first semester at Southern in order to ensure that a student who is enrolled is the same student who completes and submits work and assignments in that course or program. This process helps protect the integrity of the education provided by Southern Adventist University.

- ii. The student should authenticate their identity by using **ONE** of the following options:
 1. Authenticate in person at Southern Adventist University.
 2. Authenticate online with a secure identity verification partner chosen by Southern Adventist University.
- iii. Students who do not authenticate their identity during their first semester in which they are enrolled in online classes will receive an incomplete in these course(s). If they do not complete their authentication by the end of the following semester, their final grade will automatically convert into an F. The student will not be allowed to register for further online classes until the authentication process is completed. In addition, non-compliance with the authentication policy may make the student subject to discipline according to the Procedures for Handling Academic Dishonesty in the Southern Adventist University Undergraduate or Graduate Catalog.

e. Add/Drop Policy

- i. Dropping a class, and completing all parts of the process to ensure that a class is dropped is the student's responsibility. Failure to comply with this procedure may result in a failing grade for the course.
- ii. A grade of Incomplete (I) will be given only under extreme circumstances. Students must complete a written request for an Incomplete before any extensions will be considered. According to the policy of the College, any incomplete (I) grade that is not removed by the end of the following term (fall, winter) will automatically become an "F." It is the student's responsibility to make arrangements with the professor to complete the course on time.
- iii. Tuition Refund. A student who drops a class will/will not receive a tuition refund based on the date he or she is officially dropped from the course. Consult for the semester dates by which you must drop a class in order to receive a tuition refund. Prior to the deadline date, students not completing the course for any reason are required to complete the requirements for dropping the course.

f. Transcripts

- i. It is your responsibility to request a transcript to be sent to your parent institution and/or your union registrar. You may access more information at <http://www.southern.edu/administration/records/transcripts.html>

g. Course Evaluation

Near the end of the semester, you will need to evaluate this course. Southern Adventist University requires all students enrolled in courses, on campus or online, which enroll more than 5 students, to complete the survey. You may access this evaluation at <http://myaccess.southern.edu>. Log in using your SAU e-mail name and password, and then select Course Evaluation. All comments and evaluations are completely anonymous and the results of these course evaluations are made available to professors only after grades are submitted to the records office.

i.

B. INSTRUCTIONAL STRATEGIES/METHODOLOGY

a. eClass

- i. The website for course access is eclass.e.southern.edu. Here you will find an electronic version of the syllabus, descriptions of course activities and projects, and links to a variety of resources, including Southern Adventist University webmail, McKee Library, Campus Bookstore, and tutorials. This is also where you will access course grades. There are two ways that you can login to your online course. The course will appear as a link on your Southern Access account <https://access.southern.edu>. You can also put eclass.e.southern.edu into your browser and enter your username and password. If one method does not work, try the other method.
- ii. System Requirements: For system requirements, visit this page: <https://www.southern.edu/academics/academic-sites/online-campus/successful.html>

b. Class Attendance/Presence

Attendance to live Zoom meetings is vital to your success in class, in part, because doing so facilitates your engagement and provides the best opportunity for direct interaction with your professor and other students. You are expected to be present and punctual for each scheduled meeting and actively participate in any discussions, work, and/or activities. Please note that appropriate participation in online class meetings, discussions, or forums are also considered part of your attendance.

Missing classes because you are not feeling well will not adversely affect your grade. If you must be absent, it is your responsibility to communicate with your instructor ASAP – in advance, if possible, keeping in mind that instructors are not provided with your personal health information by any outside source.

If absent, you will be expected to demonstrate engagement in the class via timely submission of course assignments, online attendance at any synchronous class meetings when possible, and/or review of material provided in eClass asynchronously. Further, it is your responsibility to obtain make-up work and complete it within the timeline agreed upon by you and your instructor.

c. Communication

i. eClass Announcements

To facilitate communication between the professor and learners, all class members are encouraged and expected to regularly check the “News Forum” under the Course Resources within your eClass course. All eClass announcements posted to the class will be considered public class announcements.

ii. Southern Email

To facilitate communication between the professor and every co-learner, all class members are encouraged and expected to regularly check their southern.edu email account. Students should email questions or comments to the professor. The student can expect to receive an electronic reply to questions or comments within 24-48 hours, except on the weekend. An important reminder: when you need to send an email, the email subject should reflect the purpose of that email.

Additionally, as your professor may teach more than one course simultaneously, be sure to also include the course prefix and number in every email subject line. For instance, if you have a problem while taking the Week 1 Quiz, your email subject could say something like "Course Prefix Course # Week 1 Quiz."

d. Disclaimer

As professor, I reserve the right to modify, supplement, and make changes to the course syllabus as needs arise. Students will be notified in writing and face-to-face, in class, if/when any changes are made.

c. GRADES AND FEEDBACK

a. Accessing your grades in eClass

- i. There is one place in eClass pertaining to grades. The "Grades" link found in the navigation drawer on the very left side of the page. This section contains the overview of the grades you have received so far in the course. The list of items and the points received for each item is provided here.

b. Submission Times and Late Work Caution

- i. Course assignments are to be submitted electronically to the course site, unless specifically indicated otherwise.
- ii. Late work is at risk of not being accepted unless prior approval is received from your professor. It is your responsibility to plan ahead and to deliver a professional product in a timely manner. If, however, you are experiencing an unusual circumstance that is impeding your progress, please contact your professor immediately regarding the situation.

c. Grading and Grading Scale

Grading Scale			
The following Grading Scale will be used:			
A	94-100% (325-350 points)	C	73-77% (255-272 points)
A-	90-93% (315-324 points)	C-	70-72% (245-254 points)
B+	88-89% (308-314 points)	D+	68-69% (238-244 points)
B	83-87% (290-307 points)	D	63-67% (220-237 points)
B-	80-82% (280-289 points)	D-	60-63% (210-219 points)
C+	78-79% (273-279 points)	F	59% & below (below 209 points)

Feedback on papers, assignments, and projects will be provided through the student's Southern email account and eClass.

Rubrics

Copies of rubrics for each assignment and discussions can be found on the resource folder of the eClass portal.

D. Assignments

Course assignments are to be submitted on the due date as provided in the syllabus. All assignments are due on the dates specified in the course syllabus.

If, however, you are experiencing an unusual circumstance that is impeding your progress, please contact the instructor immediately regarding the situation.

In addition, it is highly recommended to *frequently back up all projects in at least two locations*. This will keep you from having to restart a project should any unexpected loss of data occur.

e. Quizzes

Quizzes are designed to provide a check on your reading.

I. Course Outline and Assignments

	Dates	Topic	Reading Assignments	Activity	Points
Week 1	5/31-6/4	The Big Picture	1-33	Live Zoom Session Discussion Quiz 1 Assignment 1	5 5 10 20
Week 2	6/5-6/11	Theory of Tech Implementation	34-74	Live Zoom Session Discussion Quiz 2 Assignment 2	5 5 10 20
Week 3	6/12-6/18	Presence and Identity of the Model Educator	75-96	Live Zoom Session Discussion Quiz 3 Assignment 3	5 5 10 20
Week 4	6/19-6/25	Resources for the Modern Classroom	97-150	Live Zoom Session Discussion Quiz 4 Assignment 4	5 5 10 20
Week 5	6/26-7/2	Technology for Student Learning	152-235	Live Zoom Session Discussion Quiz 5 Assignment 5	5 5 10 20
Week 6	7/3-7/9	Creating Community with Technology	237-303	Live Zoom Session Discussion Quiz 6 Assignment 6	5 5 10 20
Week 7	7/10-7/16	Bringing Everything Together		Live Zoom Session Discussion Assignment 7 Step-by-step technology presentation	5 5 20 80

Appendix A: Southern School of Education & Psychology Conceptual Framework for Professional Education Programs

To Serve, To Lead, To Transform

The Mission – School of Education & Psychology

The mission of the School of Education and Psychology at Southern Adventist University is to prepare effective Christian professionals who demonstrate a commitment to the pursuit of truth, wholeness, and a life of service in a diverse society.

The Goal – Professional Education Programs

The goal of the professional education unit is to facilitate the comprehensive development of school professionals as servant leaders in their communities.

This goal is reflected in the conceptual framework, in which we seek to provide opportunities for each candidate to become effective as: (a) a caring person, (b) an informed facilitator of learning, (c) a reflective decision maker, and (d) a committed professional. These core objectives are achieved through specific proficiencies that lay the foundation of professional excellence.

The Core Objectives and Expected Proficiencies

As a caring person, the candidate/school professional will demonstrate knowledge, skills, and dispositions by:

- Demonstrating an ideal of fairness and belief that all students can learn
- Recognizing and respecting diversity, individual worth, and integrity
- Considering the influence of community, school, and family context
- Emulating the example of Christ-like service

As an informed facilitator of learning, the candidate/school professional will demonstrate knowledge, skills, and dispositions by:

- Providing nurturing environments, services, and programs
- Demonstrating understanding of central concepts
- Demonstrating understanding of how individuals develop
- Meeting the needs of a diverse student population
- Using technology to enhance communication and student learning

As a reflective decision-maker, the candidate/school professional will demonstrate knowledge, skills, and dispositions through:

- Demonstrating intellectual curiosity, critical thinking, and strategic decision-making
- Using theory, based on scientific research, to enhance pedagogical and professional practice
- Using formal and informal assessments to make informed professional decisions
- Reflecting on professional practice

As a committed professional, the candidate/school professional will demonstrate knowledge, skills, and dispositions by:

- Collaborating with peers and consulting with professionals
- Demonstrating professional, legal, and ethical responsibilities
- Participating in opportunities to achieve professional excellence
- Recognizing the value of health and a commitment to a lifestyle of wellness
- Demonstrating appropriate communication skills