Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: https://catalog.uvu.edu/

Semester: Spring
Year: 2025
Course Prefix: EDEL
Course and Section #: 2200-X03
Course Title: Introduction to Educational Technology
Credits: 2

Course Description

This course explores the evaluation, selection, and use of technology for children; develops students' capacity and confidence in the use of a variety of technologies; includes authentic hands-on experiences with digital tools; examines standards related to the use of educational technology in grades K-5; and delves into ways to integrate technology and core content to deepen learning and promote engagement. This is the first in a 2-course series (EDEL 2200 & EDEL 325G) and a prerequisite for the Elementary Education program.

Course Attributes

This course has the following attributes:
☐ General Education Requirements
☐ Global/Intercultural Graduation Requirements
☐ Writing Enriched Graduation Requirements
☒ Discipline Core Requirements in Program
☐ Elective Core Requirements in Program
☐ Open Elective
Other: *Click here to enter text.*

Instructor Information

Instructor Name: Melissa P. Mendenhall, Ph.D. | Dr. Mendenhall

Student Learning Outcomes

1. Model digital citizenship and responsibility.
2. Create digital products using a variety of tools.
3. Demonstrate the connections between core standards and technology integration.
4. Utilize digital tools to collaborate with peers.
5. Reflect on the appropriate use of technologies with children.

Course Materials and Texts

There is no required textbook for this course. We will use online resources accessed online through Canvas.
You will need the following items:

- Laptop with UVU Wi-Fi set up

- Google Account Log-In
- Google Chrome
- Access to Cloud Storage

Note: Access to a computer and the Internet outside is **REQUIRED**. UVU Wi-Fi can be connected by visiting a UVU Checkpoint desk in the library or the corner of the LA building. You must also download and install the antivirus software. You can find the directions here: https://www.uvu.edu/itservices/network-wireless/wireless-network_wolverine-secure-wi-fi.html#macos.

Course Requirements

Course Assignments, Assessments, and Grading Policy

Assignments:

Using Digital Tools:

Create-Google Sites Portfolio (20 points)
Students use the digital tool Google Sites to create individual portfolios that will house their digital projects throughout the semester. This portfolio will contain a home page and a page for each of these 21st Century Skills: Collaboration, Communication, Creativity, and Critical Thinking.

Create-Google Sites Portfolio & Canva About Me Timeline & Goals (Home Page) (10 points)
Students use the digital tool Canva to create a timeline about their life and their goals.

Create-Lucid Chart: Collaborative Note Taking (Collaboration Page) (20 points)
Students use the digital tool Lucidchart to experience taking notes in a digital format. This is uploaded to individual Google Site portfolios.

Create-Google Draw: Digital Citizen Poster (Communication Page) (20 points)
Students use the digital tool Google Draw to experience drawing in a digital format. They also demonstrate understanding of Digital Citizenship and Safety concepts. This is uploaded to individual Google Site portfolios.

Create-Google Slides: Presentation (Collaboration Page) (30 points)
Students use the digital tool Google Slides to practice using a collaborative digital tool utilized in grades K-6. This is uploaded to individual Google Site portfolios.

Create-School AI: Lesson Plans (Creativity Page) (10 points)
Students use the digital tool SchoolAI to practice using a digital tool utilized in grades K-6 by educators. This is uploaded to individual Google Site portfolios.

Create-Book Creator: Integration Project (Creativity Page) (30 points)
Students use the digital tool Book Creator to practice using a digital tool utilized in grades K-6 by students and to start exploring technology integration with content as a way for students to demonstrate proficiency in both areas. This is uploaded to individual Google Site portfolios.

Create-Canva: Integration Project Comic Strip (Creativity Page) (15 points)

Students use the digital tool Canva to practice using a digital tool utilized in grades K-6 by students and to utilize technology integration with content as a way for students to demonstrate proficiency in both areas. This is uploaded to individual Google Site portfolios.

Create-Adobe Express: Integration Video Project (Creativity Page) (25 points)
Students use the digital tool Adobe Express to practice using a digital tool utilized in grades K-6 by students and to utilize technology integration with content as a way for students to demonstrate proficiency in both areas. This is uploaded to individual Google Site portfolios.

Hour of Code: Activity Artifacts (Critical Thinking Page) (10 points)
Students explore Hour of Code tasks to gain experience coding with block codes. This is uploaded to individual Google Site portfolios.

Create-Scratch: Integration Project (Critical Thinking Page) (30 points)
Students use the digital tool Scratch to practice using a digital tool utilized in grades K-6 and to integrate technology with a core standard to deepen student learning and engagement. This is uploaded to individual Google Site portfolios.

Create-Engineering Design Graphic Organizer: Integrating Engineering Design Project (Critical Thinking Page) (30 points)
Students use the digital tool Google Documents to experience engineering design appropriate to grades K-6 and to integrate engineering design with a core standard to deepen student learning and engagement. This is uploaded to individual Google Site portfolios.

Discussions:
Module 1: Discussion (5 points)
Students get to know their peers in this course and share their new knowledge of the Utah Computer Science Standards and the International Standards for Educational Technology (ISTE) standards.

Module 2: Discussion (5 points)
Students reflect on the ISTE Standard 1.2 as well as productive struggle and how that relates to students utilizing educational technology. Additionally, they explore and professionally respond to the perspectives of their peers.

Module 3: Discussion (5 points)
Students reflect on the effectiveness of technology use in instruction through the levels of the SAMR model. Additionally, they explore and professionally respond to the perspectives of their peers.

Module 5: Discussion (5 points)
Students consider how to organize and utilize Google Drive and Slides effectively in their teaching careers. Additionally, they explore and professionally respond to the perspectives of their peers.

Module 6: Discussion (5 points)
Students reflect on the ISTE Standard 1.6 as well as the effectiveness of technology use in instruction through the levels of the SAMR model. Additionally, they explore and professionally respond to the perspectives of their peers.

Module 9: Discussion (5 points)
Students reflect on the ISTE Standard 1.5 as well as the effectiveness of technology use in instruction through the levels of the SAMR model and how instruction aligns with the Utah Core Standards for Computer Science in K-5. Additionally, they explore and professionally respond to the perspectives of their peers.

Module 12: Discussion (5 points)
Students reflect on the ISTE Standard 1.4 and how these standards align with the Utah Science with Engineering Education (SEEd) Standards. Additionally, they explore and professionally respond to the perspectives of their peers.

Professional Dispositions: (25 points)
Allow students the opportunity to practice appropriate professional behaviors that are expected of teachers in the K-6 classrooms. Specifically, **Professional Dispositions: (CLO 1):** Participation in each class session is expected and required as our class sessions will be filled with collaboration and exposure to emerging tools. Students are expected to turn in assignments on time by the scheduled due date. If you must turn in an assignment late due to representing UVU in any official extracurricular activity, you will have the opportunity to make up missed work without penalty; however, you must let me know in advance. Late assignments will be penalized 1/2 points for late submission of one week or more. Discussion posts will not be accepted if over two days late. Please watch your Canvas emails for notifications from me about any missing work.

Assessments:
Final: Your Choice of Tool Reflection (Communication Page) (40 points)
Students use the digital tool of their choice to show proficiency in using a digital tool utilized in grades K-6, understanding of the uses for digital tools in the classroom, and ability to integrate technology with a core standard to deepen student learning and engagement. This is uploaded to individual Google Site portfolios.

Grading Policy:

Final grades are rounded to the nearest tenth and assigned the corresponding letter grade:

A = 100%-95% A- = 94%-90%	B+ = 89%-87% B = 86%-83% B- = 82%-80%	C+ = 79%-77% C = 76%-73% C- = 72%-70%	D+ = 69%-67% D = 66%-63% D- = 62%- 60%	F = 59% or below

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Required or Recommended Reading Assignments
ISTE Standards for Students
Utah K-5 Computer Science Standards
A Powerful Model for Understanding Good Tech Integration (Terada, 2020)
A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas Chapter 8 (NRC, 2012)
Utah Science with Engineering Education Standards

General Description of the Subject Matter of Each Lecture or Discussion

WEEK	COURSE LEARNING OBJECTIVE(S) & ISTE STUDENT STANDARD(S)	TOPICS	TASK(S)
Module 1 **Week 1: 1/6-1/12** ***Introduction to Ed Tech Standards***	• Demonstrate the connections between core standards and technology integration. • Create digital products using a variety of tools. • ISTE 1.1 Empowered Learner	**Learn about:** • ISTE Standards for Students • Utah K-12 Computer Science Standards • **Tool:** Google Sites • **Tool:** Canva	**Create:** • **Google Sites:** Technology Portfolio (Curation Site for All Projects, 1/19)-Two Week Project • **Canva:** About Me Timeline & Goals (Home Page, 1/19)-Two Week Project **Discussion:** • **Module 1:** Discussion, 1/12
Module 2 **Week 2: 1/13-1/19** ***Productive Struggle, Intellectual Property, Google Sites***	• Create digital products using a variety of tools. • ISTE 1.7 Global Connector	**Learn about:** • Productive Struggle • Digital Citizen: Intellectual Property • Being a Global Citizen • **Tool:** Google Sites • **Tool:** Canva	**Create:** • **Google Sites:** Technology Portfolio (Curation Site for All Projects, 1/19)-Finish • **Canva:** About Me Timeline & Goals (Home Page, 1/19)-Finish **Discussion:** • **Module 2:** Discussion, 1/19
Holiday: 1/20			
Module 3 **Week 3: 1/27-2/2** ***The 4 Cs & SAMR Model***	• Model digital citizenship and responsibility. • Reflect on the appropriate use of technologies with children.	**Learn about:** • 4Cs- Collaboration, Communication, Creativity, Critical Thinking • District Tools • SAMR Model	**Create:** • **Lucidchart:** Collaborative Note Taking (Collaboration Page, 2/2) **Discussion:** • **Module 3:** Discussion, 2/2

	• Utilize digital tools to collaborate with peers. • Create digital products using a variety of tools. • ISTE 1.3 Knowledge Constructor	• Being a Knowledge Constructor • **Tool:** Lucidchart	
Module 4 **Week 4: 2/3-2/9** ***Digital Citizenship***	• Model digital citizenship and responsibility. • Create digital products using a variety of tools. • ISTE 1.7 Digital Citizen	**Learn about:** • Digital Citizen: Digital Footprint, Online Behavior & Digital Privacy **Tool:** Google Draw	**Create:** • **Google Draw:** Digital Citizen Poster (Communication Page, 2/9) **Discussion:** • **Google Digital Citizenship & Safety Course Certificate:**(Upload Screenshot of PDF, 2/9)
Module 5 **Week 5: 2/10-2/16** ***Collaboration & Communication***	• Model digital citizenship and responsibility. • Create digital products using a variety of tools. • ISTE 1.6 Creative Communicator	**Learn about:** • Google Drive • Wakelet • Being a Creative Communicator • **Tools:** Google Slides	**Create:** • **Wakelet:** Research Curation (Collaboration Page, 2/16) • **Google Slides:** Presentation (Collaboration Page, 2/23)-Two Weeks to Complete **Discussion:** • **Module 5:** Discussion, 2/16
Module 6 **Week 6: 2/17-2/23** ***Creativity***	• Demonstrate the connections between core standards and technology integration. • Create digital products using a variety of tools.	**Learn about:** • Consuming vs. Producing • Technology Integration and the Core	**Create:** • **SchoolAI:** Lesson Plans (Communication Page, 2/23) **Discussion:** • **Module 6:** Discussion, 2/23

	• ISTE 1.6 Creative Communicator		
Module 7 **Week 7: 2/24-3/2** ***Creativity***	• Demonstrate the connections between core standards and technology integration. • Create digital products using a variety of tools. • ISTE 1.6 Creative Communicator	**Learn about:** • Technology Integration and the Core • **Tool:** Book Creator	**Create:** • **Book Creator:** Integration Project (Creativity Page, 3/2) **Discussion:** • **No Discussion**
Module 8 **Week 8: 3/3-3/9** ***Creativity***	• Demonstrate the connections between core standards and technology integration. • Create digital products using a variety of tools. • ISTE 1.6 Creative Communicator	**Learn about:** • Technology Integration and the Core • **Tool:** Canva • **Tool:** Adobe Express	**Create:** • **Canva:** Integration Project (Creativity Page, 3/9) • **Adobe Express:** Integration Project (Creativity Page, 3/16) **Discussion:** • **No Discussion**
Spring Break: 3/10-3/16			
Module 9 **Week 9: 3/17-3/23** ***Critical Thinking***	• Reflect on the appropriate use of technologies with children. • Demonstrate the connections	**Learn about:** • Utah K-12 Computer Science Standards • Computational Thinking	**Create:** • **Hour of Code:** Activity Artifacts (Critical Thinking Page, 3/23) **Discussion:** • **Module 9:** Discussion, 3/23

	between core standards and technology integration. • ISTE 1.5 Computational Thinker	• Computer Science Vocabulary • Being a Computational Thinker • **Tool:** Hour of Code	
Module 10 **Week 10: 3/24-3/30** ***Creativity & Critical Thinking***	• Reflect on the appropriate use of technologies with children. • Demonstrate the connections between core standards and technology integration. • ISTE 1.5 Computational Thinker	**Learn about:** • Integrating Computer Science: Part 1 • **Tool:** Scratch	**Create:** • **Scratch:** Integration Project (Critical Thinking Page, 4/6) Two Week Project **Discussion:** • **No Discussion**
Module 11 **Week 11: 3/31-4/6** ***Creativity & Critical Thinking***	• Reflect on the appropriate use of technologies with children. • Demonstrate the connections between core standards and technology integration. • ISTE 1.5 Computational Thinker	**Learn about:** • Integrating Computer Science: Part 2 • **Tool:** Scratch	**Create:** • **Scratch:** Integration Project (Critical Thinking Page, 4/6) **Discussion:** • **No Discussion**
Module 12 **Week 12: 4/7-4/13** ***Engineering Design***	• Create Digital products using a variety of tools. • Demonstrate the connections	**Learn about:** • Design Process • Addressing 4Cs • Being an Innovative Designer	**Create:** • **Google Doc:** Engineering Design Graphic Organizer Integration Project (Communicatio

	between core standards and technology integration. • ISTE 1.4 Innovative Designer	• **Tool:** Google Doc	n Page, 4/20-Two Week Project) • **Module 12:** Discussion, 4/13
Module 13 **Week 13: 4/14-4/20** ***Engineering Design***	• Create Digital products using a variety of tools. • Demonstrate the connections between core standards and technology integration. • ISTE 1.4 Innovative Designer	**Learn about:** • Design Process • Addressing 4Cs • Being an Innovative Designer • **Tool:** Google Doc	**Create:** • **Google Doc:** Engineering Design Graphic Organizer Integration Project (Communication Page, 4/20) **Discussion:** • **No Discussion**
Final **4/24-4/30**			• **Your Choice of Tool:** Reflection (Communication Page, 4/30)

Required Course Syllabus Statements

Generative AI

AI programs are not a replacement for your human creativity, originality, and critical thinking. Writing, thinking, and researching are crafts that you must develop over time to develop your own individual voice. At the same time, you should learn how to use AI and in what instances AI can be helpful to you.

The use of generative AI tools (e.g. ChatGPT, Google Bard) are permitted in this course for the following activities:

- Brainstorming and refining your ideas;
- Finding information on your topic;
- Drafting an outline to organize your thoughts; and
- Checking grammar and style.

The use of generative AI tools is not permitted in this course for the following activities:

- Impersonating you in classroom contexts, such as by using the tool to compose responses assigned to you or content that you put into a Teams/Canvas chat.
- Completing group work that your group has assigned to you, unless it is mutually agreed upon that you may utilize the tool.
- Writing a draft of a writing assignment.

- Writing entire sentences, paragraphs or papers to complete class assignments.

You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws or contain misinformation or unethical content). Your use of AI tools must be properly documented and cited in order to stay within university policies on academic honesty. Any student work submitted using AI tools should clearly indicate what work is the student's work and what part is generated by the AI. In such cases, no more than 25% of the student work should be generated by AI. If any part of this is confusing or uncertain, please reach out to me for a conversation before submitting your work.
Adapted from Temple University statement on AI in classes.

Using Remote Testing Software
☒ This course does not use remote testing software.

☐ This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

Required University Syllabus Statements

Accommodations/Students with Disabilities
Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU Accessibility Services at accessibilityservices@uvu.edu or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at DHHservices@uvu.edu

DHH is located on the Orem Campus in BA 112.

Academic Integrity
At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by

not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their rights and responsibilities. In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in UVU Policy 541: *Student Code of Conduct*.

Equity and Title IX

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – TitleIX@uvu.edu – 800 W University Pkwy, Orem, 84058, Suite BA 203.

Religious Accommodation

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.
To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at accessibilityservices@uvu.edu. If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a specially dedicated space for meditation, prayer, reflection, or other forms of religious expression.