Course Prefix/Number: EME 2040  
Course Title: Introduction to Educational Technology  
Course Credit Hours: 3  
Instructor Name and Contact Information: Dr. Russell Lee, rlee@uwf.edu, (828) 877-3469  
Office: Contact Instructor  
Office Hours: Monday through Friday: 7:00 a.m.-9:00 a.m. (other hours available by appointment)  
Prerequisites or Co-Requisites: Non-Required  

Course Description:  
This course will assist educators, trainers, and others in developing skills and competencies which are essential if they are to integrate technology into the delivery of classroom and workplace instruction. Students will survey a wide variety of instructional technology materials and systems. They will also learn to use these tools in a classroom environment. It is designed to provide practice opportunities for students to use a variety of technologies that empowers the teacher or trainer. This empowerment allows the teacher or trainer to make instructional and professional choices that provide the highest quality learning opportunities to the largest number of students in the shortest time. Application of instructional design principles for the use of technology to enhance the quality of teaching and training in the classroom.

The course includes personal experiences with educational media, emerging technologies, and hardware, software, and peripherals for the personal computer as well as data-driven decision-making processes. Identification of appropriate software for classroom applications, classroom procedures for integrating technologies with emphasis on legal and ethical use, and effective instructional strategies for teachers, trainers, and students in regard to research, analysis, and demonstration of technology.

Purpose of the Course:  
The Empowered Person and Professional Making a Difference is theme of the Professional Education Unit conceptual framework. This theme focuses learning experiences on activities that permit the candidate to examine what he/she does and to take an active role in the instructional process. The subject matter, class activities, and skill development of this course were selected to assist your personal growth in one or more of the following Empowered Person and Professional Making a Difference characteristics:

a) critical thinker;  
b) lifelong learner;  
c) counselor/mentor;  
d) decision maker;  
e) problem solver; and  
f) ethical/moral professional

The State of Florida has responded to national and state initiatives in education reform and accountability by creating legislative policies relative to the preparation of educators. Florida’s Uniform Core Curricula outline the knowledge, skills, and dispositions that candidates require to be successful in Florida’s educational system.
Program Student Learning Outcomes:

Project Management: use emergent instructional technology hardware and software to manage, evaluated, and improve instruction.

Major Learning Outcomes:

1. The student will demonstrate knowledge of the basic concepts and components of technology and the use of technology as a tool of productivity for educators.
2. The student will demonstrate knowledge of the appropriate use of multimedia technology in the classroom.
3. The student will demonstrate knowledge of the appropriate educational uses of telecommunications.
4. The student will demonstrate knowledge of the application of educational theories as they pertain to the use of technology in educational settings.
5. The student will demonstrate knowledge of the application of educational theories in the evaluation of educational software and websites.
6. The student will demonstrate knowledge of the use of interactive media as it is implemented in educational settings.
7. The student will demonstrate the ability to use computer databases for research.
8. The student will demonstrate knowledge of the ethical, legal and social issues related to the use, the creation and the distribution of technological hardware and software.

Course Objectives:

Upon completion of this course, the student will be able to:

<table>
<thead>
<tr>
<th>1. The student will demonstrate knowledge of the basic concepts and components of technology and the use of technology as a tool of productivity for educators by:</th>
<th>5. The student will demonstrate knowledge of the application of educational theories in the evaluation of educational software by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• describing the characteristics and purposes of word-processing software</td>
<td>• identifying the credibility of the source of the software or website.</td>
</tr>
<tr>
<td>• performing basic word-processing functions</td>
<td>• determining the appropriateness of the software and websites to the related curriculum benchmarks</td>
</tr>
<tr>
<td>• giving examples of instructional uses of word-processing software</td>
<td>• classifying examples of Computer-Managed Instruction</td>
</tr>
<tr>
<td>• describing the characteristics and purposes of database management software</td>
<td>• the student shall demonstrate an understanding of Universal Design principles and assistive technologies for exceptional learners</td>
</tr>
<tr>
<td>• performing basic database management functions</td>
<td>• explain various planning tools and instructional models</td>
</tr>
<tr>
<td>• giving examples of instructional uses of database management software</td>
<td></td>
</tr>
</tbody>
</table>
- describing the characteristics and purposes of spreadsheet software
- performing basic spreadsheet functions
- giving examples of instructional uses of spreadsheet software
- performing basic Windows tasks
- using online Help systems
- identifying and defining the common computing devices

2. The student will demonstrate knowledge of the appropriate use of multimedia technology in the classroom by:
   - describing the characteristics and purposes of multimedia in educational settings
   - using CD ROMs in educational settings
   - using presentation tools for educational settings

3. The student will demonstrate knowledge of the appropriate educational uses of telecommunications by:
   - describing the characteristics and purposes of telecommunications in educational settings
   - discussing the advantages of creating a home page using HTML
   - Describe the National Educational Technology Standards for Teachers (NETS-S)

4. The student will demonstrate knowledge of the application of educational theories as they pertain to the use of technology in educational settings by:
   - discussing why teachers need to know about computer technology and software
   - discussing why teachers should integrate technology into their classrooms
   - explaining how teachers can integrate technology into their classrooms

5. The student will demonstrate the steps of the ASSURE Model

6. The student will demonstrate knowledge of the use of interactive media as it is implemented in educational settings by creating presentations and interactive computer based lessons which include graphics and sounds.

7. The student will demonstrate the ability to use computer databases for research by:
   - conducting resource and information searches through on-line data sources such as LINCC, ERIC, and Internet.
   - using online databases to locate and download lesson plans
   - using the Internet to locate sources of educational materials and ideas

8. The student will demonstrate knowledge of the ethical, legal and social issues related to the use, the creation and the distribution of technological hardware and software by:
   - identifying and explaining important legal issues related to instructional technology that are important to educators
   - identifying and explaining important ethical issues related to instructional technology that are important to educators
   - identifying and explaining important social issues related to instructional technologies that are important to educators.
### Course Alignments by Assessments, Outcomes, and Standards:

<table>
<thead>
<tr>
<th>Project Name and Assessment Tool</th>
<th>Conceptual Framework Outcomes (Characteristics)</th>
<th>Course SLOs</th>
<th>NCATE Standard</th>
<th>FEAPs</th>
<th>Subject Area Competencies and Skills</th>
<th>ESOL Performance Standards</th>
<th>Reading Endorsement Competencies &amp; Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electronic</td>
<td>Problem Solver</td>
<td>1</td>
<td>1a</td>
<td>1</td>
<td>60.6.1</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Portfolio</td>
<td>Decision Maker</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>60.6.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class Participation</td>
<td>Problem Solver</td>
<td>3</td>
<td>1a</td>
<td>60.6.3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exams</td>
<td>Decision Maker</td>
<td>1</td>
<td>2</td>
<td>1a</td>
<td>60.6.1</td>
<td>60.6.2</td>
<td>N/A</td>
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<td>60.6.4</td>
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### Additional Elements of the Uniform Core Curriculum:

Technology appropriate for the grade.

### Topics Covered:

Computer Basic

1. Productivity Tools
2. Telecommunications
3. Multimedia and Instructional Courseware
4. Instructional Technology in the Classroom or Workplace
5. Traditional Media

### Textbook:

Grading/Evaluation System:

Description of Assignments:

Electronic Portfolios: A Definition

In the College of Professional Studies, a portfolio can be defined as a fusion of processes and product. It is the processes of reflection, selection, rationalization and evaluation, together with the product of those processes (Winsor and Ellefson, 1995). An electronic portfolio is a portfolio saved in an electronic format, using the World Wide Web (WWW) and a learning management system (Desire-to-Learn) or a computer-based portfolio program.

Electronic Portfolio Requirement:

Each student will be required to construct an electronic portfolio for this class. The purpose of the electronic portfolio is to:

- Present illustrations or competency in the twelve (12) Florida Accomplished Practices
- Identify and integrate Next Generation Florida Sunshine State Standards into lessons/units of instruction
- Demonstrate knowledge of the Professional Educator Competencies
- Demonstrate knowledge of the National Educational Technology Standards
- Demonstrate knowledge of the International Society for Technology in Education for Teachers
- Demonstrate knowledge of the International Society for Technology in Education for Students
- Demonstrate knowledge of the International Society for Technology in Education - Essential Conditions
- Promote the use and integration of technology in the educational experience at the University of West Florida (UWF)
- Promote the development of a professional vita
- Provide a forum for connecting a student's university experience to personal and professional insights
- Provide a better understanding of professional requirements for certification beyond the University of West Florida, i.e., National Board Certification

Course Grade Determination:

(There will be a Module Review Quiz at the end of each module, for a total of 11 Quizzes. Check Assignment Schedule for dates of Quizzes. The lowest Module Review Quiz will be dropped, thus there are no makeup quizzes. If a Module Review Quiz is missed that will serve as your Quiz to be dropped.)

Submission of Assignments:

Each module of instruction will run a week (unless otherwise noted), from Friday (7:00 a.m.) to the following Thursday (11:59 p.m.) Timely submission of assignments is the last day and time of the module. You may find the schedule of topics and assignments, as well as due dates on the Assignment/Schedule page. Please print this page as it will help you keep track of the calendar for the class.

<table>
<thead>
<tr>
<th>Numerical Course Grade</th>
<th>Letter Grade</th>
<th>Numerical Course Average</th>
<th>Letter Grade</th>
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</table>
The course grade will be determined as follows: Evaluation of all written and class work is based upon instructor's judgment of the knowledge of facts and conventions, legitimacy of reasoning, and rational processes used by students. Grading procedures vary by instructor and range from a letter grading of written work, class participation, and examinations to the amount of acceptable work completed above the minimum (C) grade. Grade requirement minimum acceptable level includes, but is not limited to, thought processes, accuracy of knowledge presented, and quality of expression. The course grade will be determined as follows:

- **Electronic Portfolio (40% Total)**
- **Exams (40% Total)** - (See Course Guidelines)
- **Class Participation (20% Total)**

**References/Bibliography:**


Gunawardena, C., Plass, J., & Salisbury, M. (2001). Do we really need an online discussion group? In D. Murphy, R. Walker, & G. Webb (Eds.), *Online learning and teaching with technology: Case studies, experience and practice* (pp. 36-43). London: Kogan Page.


Thieman, G. (2008). *Using Technology as a Tool for Learning and Developing 21st Century Skills: an Examination of Technology Use by Pre-Service Teachers with their K-12 Students*. Contemporary Issues


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**Special Technology Utilized by Students:**

Each UWF Student is expected to:

- Activate a UWF ArgoNet email account
- Access email two to three times weekly; more often highly recommended
- Have basic word processing knowledge
- Microsoft Office (i.e. Word, Excel, Access, Publisher, and PowerPoint). If you do not have these particular set of programs, check out Software (e-Desktop Program) tab in your Lighthouse or Argus Account.
- High-speed Internet connection recommended.

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**Course Guidelines:**

1. Students are required to attend online class – Attendance does count!
2. Students should expect to spend approximately 10-12 hours on each module of instruction.
3. Students are required to take the Exams at the scheduled time.
4. Each Portfolio activity must be posted in the appropriate D2L Dropbox on the assigned date.
5. Portfolio activities must be word-processed, double-spaced, and typed in the appropriate font (Arial, size 11) and spell-checked!
6. Portfolio Lab activities must be organized (appropriately identified) and placed neatly in your electronic portfolio.

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**Plagiarism Policy:** ([Word Format](#)) | ([PDF Format](#)) | ([RTF Format](#))

**Student Handbook:** ([PDF Format](#))  
**Statement of the University Policy on Academic Conduct:** The Student Code of Conduct sets forth the rules, regulations and expected behavior of students enrolled at the University of West Florida. Violations of any rules, regulations, or behavioral expectations may result in a charge of violating the Student Code of Conduct. It is the student’s responsibility to read the Student Code of Conduct and conduct themselves accordingly. You may access the current Student Code of Conduct at [http://www.uwf.edu/judicialaffairs](http://www.uwf.edu/judicialaffairs).  
**Expectations for Academic Conduct/Plagiarism Policy:**

**Academic Conduct Policy:** ([Web Format](#)) | ([PDF Format](#)) ([RTF Format](#))

**Assistance:** The Student Disability Resource Center SDRC at the University of West Florida supports an inclusive learning environment for all students. If there are aspects of the instruction or design of this course that hinder your full participation, such as time limited exams, inaccessible web content, or the use of non-captioned videos and podcasts, please notify the instructor or the SDRC as soon as possible.
You may contact the SDRC office by e-mail at sdrc@uwf.edu or by phone at (850) 474-2387. Appropriate academic accommodations will be determined based on the documented needs of the individual. **UWF TurnItIn Notice:**

UWF maintains a university license agreement for an online text matching service called TurnItIn. At my discretion I will use the TurnItIn service to determine the originality of student papers. If I submit your paper to TurnItIn, it will be stored in a TurnItIn database for as long as the service remains in existence. If you object to this storage of your paper:

- You must let me know no later than two weeks after the start of this class.
- I will utilize other services and techniques to evaluate your work for evidence of appropriate authorship practices

**Syllabus Notice of Change:**

Although this syllabus is intended for multiple audiences and incorporates the minimum course criteria, the content of this syllabus may change based on individual instructor's specifications. Any modifications to this syllabus will be announced during the first week of the semester.

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