



## Course Syllabus

Chaminade University Honolulu  
3140 Waiālae Avenue - Honolulu, HI 96816  
[www.chaminade.edu](http://www.chaminade.edu)

**Course Number:** EDUC 640-90-3  
**Course Title:** Educational Technology in the Classroom  
**Credit:** 3 Credit  
**Department Name:** School of Education and Behavioral Sciences

**Instructor Name:** [Elizabeth Park, Ph.D.](#)  
**Email:** [epark@chaminade.edu](mailto:epark@chaminade.edu)  
**Phone:** 808-735-4859  
**Office Location:** Brogan Hall 119  
**Office Hours:** By appointment  
**Zoom Link:** [Elizabeth Park's Zoom](#)

**Term Dates:** Spring 2021 (April 12, 2021 - June 20, 2021)  
**Zoom Meetings (optional):** Week 4 and Week 7 Sundays 6 p.m. HST  
**Class Location:** [Canvas](#)

### Required Textbook(s):

[The K-12 Educational Technology Handbook](#)  
[Foundations of Learning and Instructional Design Technology](#)

### Required Software

Students will need access to Google tools (Google Drive, Google Doc, Google Sheet, and Google Slides).

### Internet Access & Applications

Students will also need access to significant amounts of time online, ideally utilizing high-speed, broadband connections to the Internet. Students are expected to have an email account and a Canvas account. All of these are available from the University.

### Web Resources

- o Canvas: <http://chaminade.instructure.com/>
- o APA Resource: <http://owl.english.purdue.edu/owl/resource/560/01/>
- o APA Code of Ethics: <http://www.apa.org/ethics/code/index.aspx>
- o International Society for Technology in Education (ISTE): <https://www.iste.org/>
- o ISTE Standards: <https://www.iste.org/standards/standards-for-teachers>
- o EDUCAUSE: <http://www.educause.edu/>
- o Edutopia: <https://www.edutopia.org/>
- o G Suite for Education: <http://www.google.com/enterprise/apps/education/>

**Mission Statement:**

The mission of the education division is to foster the education of teachers and leaders in education through programs based in the liberal arts tradition, Catholic Marianist's values, current research, and best practices.

**Marianist Values:**

- 1. Educate for Formation in Faith
- 2. Provide an Integral Quality Education
- 3. Educate in Family Spirit
- 4. Educate for Service, Justice, Peace, and Integrity of Creation
- 5. Educate for Adaptation and Change

**WASC Core Competencies:**

- 1. Written Communication
- 2. Oral Communication
- 3. Quantitative reasoning
- 4. Critical Thinking
- 5. Information Literacy

**Program Learning Outcomes (PLOs):**

Upon completion of the program, a student will demonstrate success in meeting the following program learning outcomes:

PLO 1	Synthesize knowledge of learner development, learner differences, diverse students and the learning environment to optimize learning for Early Childhood (ages 2 ½ to 8 years old) students. (InTASC 1-3)
PLO 2	Evaluate central concepts, tools of inquiry and structures of the subject matter disciplines for Early Childhood (ages 2 ½ to 8 years old) students. (InTASC 4,5)
PLO 3	Utilize formative and summative assessments, to determine, select, and implement effective instructional strategies for Early Childhood (ages 2 ½ to 8 years old) students. (InTASC 6,7,8)
PLO 4	Analyze the values, commitments, and ethics of the teaching profession within the school community. (InTASC 9,10)
PLO 5	Explain the Marianist tradition of providing an integral, quality education within diverse learning communities.

**Catalog Course Description**

The goal of this course is to foster an understanding of educational technology and to develop competence in integrating it into the classroom. To meet this goal, the course provides applications of numerous technological strategies.

**Organization of the Course**

EDUC 640 is organized as 6 modules, each with its own subject matter and assignments. Each module also includes both online discussions and shared resources with other participants enrolled in the course.

**Online Environment**

Canvas is the current learning management system (LMS) of Chaminade University and it is the responsibility of each student to become familiar with and be an effective use of these virtual

learning environments for accessing course information and assignments, as well as for interacting online with other participants.

Participants should plan to spend at least three to four hours per week online exploring and examining Internet sites and related materials, participating in discussions and completing assignments. Students are expected not only to complete each assignment but also to reflect on the posts of other participants, actively engaging in discussion and debate about the topics being discussed. In addition, participants should plan to spend additional time offline, reading the course text and other articles, researching and developing the final project, and reflecting on the course concepts.

**Essential Questions** (See: [What Is an Essential Question?](#))

- What are the forms of technology that support digitally-based student learning opportunities for K-12 students?
- How can technology be used to support instruction, solve problems, and promote project-based learning?
- How can technology support the role of the teacher?
- What are the policies and standards that support technology?

**Course Learning Outcomes (CLOs)**

Through the course discussions, readings, assignments and case studies, participants will be able to:

- Identify and evaluate appropriate technologies for various subject matter areas.
- Know current technology standards (ISTE-NETS) for teachers and students.
- Plan and implement learning activities that promote information literacy, global communication, collaboration, and student-generated research.
- Design lessons that increase each student’s ability to use digital technologies in planning, locating, evaluating, selecting and using the information to develop problem-solving skills.
- Know how the selection of different learning technologies is used in learning environments.
- Develop instructional strategies and plans that integrate digital technologies into existing learning environments to facilitate learning for all students.
- Use software and related media to access and evaluate information, analyze and solve problems, collaborate and communicate ideas, and promote project-based learning.

**Assignments**

Attendance & Participations	10%
Discussions	20%
Projects	40%
Key Project - Educational Technology Research Paper	30%
<b>Total Potential Points</b>	<b>100%</b>

**Grades**

A 90-100 %

B 80-90 %  
Below 79% Must Retake the Class

### **Netiquette for Online Activities**

- Be polite and respectful of one another.
- Avoid personal attacks. Keep dialogue friendly and supportive, even when you disagree or wish to present a controversial idea or response.
- Be careful with the use of humor and sarcasm. Emotion is difficult to sense through text.
- Be helpful and share your expertise. Foster community communication and collaboration.
- Contribute constructively and completely to each discussion. Add value to your comments. Avoid short, repetitive “I agree” responses.
- Consider carefully what you write. Make sure that you re-read all of your email and discussion questions before you send or post to the class site. Remember that email is considered a permanent record that may be forwarded to others.
- Be brief and succinct. Don’t use up other people’s time or bandwidth.
- Use descriptive subject headings for each email message.
- Respect privacy. Don’t forward a personal message without permission.
- Cite references. Include web addresses, authors, names of articles, etc.
- Keep responses professional and educational. Do not advertise or send chain letters.
- Do not send large attachments unless you have been requested to do so or have permission from all parties.
- Documentation: Any material not original to the student should be cited in APA 6<sup>th</sup> Edition.

### **University Policies:**

**Attendance:** As stated in the Chaminade University Catalog, students are expected to attend all classes for courses in which they are registered. *Students must follow the attendance policy of the Division as appropriate for the course format (on-ground, hybrid, or online).* Penalties for not meeting the attendance requirements may result in lowering of the grade, withdrawal from the course, or failing the course.

A summary of the Education Division’s attendance policy is attached at the end of this syllabus.

**Writing Standards:** All work submitted by Chaminade University students must meet the following writing standards. Written assignments should:

1. Use correctly the grammar, spelling, punctuation, and sentence structure of Standard Written English.
2. Develop ideas, themes, and main points coherently and concisely.
3. Adopt modes and styles appropriate to their purpose and audience.
4. Be clear, complete, and effective.
5. Carefully analyze and synthesize material and ideas borrowed from sources. In addition, the sources of the borrowed material should be correctly acknowledged to avoid plagiarism.

**Plagiarism:** “Plagiarism is the offering of work of another as one’s own. Plagiarism is a serious offense and may include, but is not limited to, the following:

1. Complete or partial copying directly from a published or unpublished source without proper acknowledgment of the author. Minor changes in wording or syntax are not sufficient to

avoid charges of plagiarism. Proper acknowledgment of the source of a text is always mandatory.

2. Paraphrasing the work of another without proper author acknowledgment.
3. Submitting as one's own original work (however freely given or purchased) the original exam, research paper, manuscript, report, computer file, or other assignments that have been prepared by another individual.

Please refer to your **Student Handbook** and the **Graduate Catalog** for other important institutional and academic policies including more detailed information regarding Grading, Plagiarism, Classroom Department, Freedom of Expression, Add/Drop, Disabilities, and others.

**Diversity/Full Inclusion:** Chaminade University of Honolulu is committed to a policy of non-discrimination and recognizes the obligation to provide equal access to its programs, services, and activities to students with disabilities. If a student is in need of an accommodation due to a documented disability, he/she should contact the Counseling Center at 735-4845 or 739-4603. A determination will be made if the student meets the requirements for documented disability in accordance with the Americans with Disabilities Act. It is important to contact them as soon as possible so that accommodations are implemented in a timely fashion.

Beyond the legal requirements, Chaminade's Education Division is committed to an integral, quality education that begins with respect for the complexity and diversity of each person. Subsequently, faculty members attempt to engage the whole person with quality courses and activities that challenge the intellectual, emotional, aesthetic, physical, and ethical dimensions that make up each student's life experience.

**Grade Dissemination** (Clearly share how and when students will learn of their grades.):  
Example: Graded tests and materials in this course will be returned individually only by request. You can access your scores at any time using the Grade Book function of our University Learning Management System. My goal will be to return graded assignments within one week of the due date.

### **Course Policies**

#### **Grades of "Incomplete":**

The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the "I" will automatically be recorded as an "F" on your transcript.

#### **Writing Policy:**

Commentary on written work will be delivered in written format, at the end of the assignment. However, upon request, an alternate delivery method can be used. If desired, instructor comments can be made verbally and delivered to the student as an mp4. This approach yields far fewer written comments, but much more commentary, in general, is delivered, due to the speed and specificity of speech. Those requesting mp4 feedback must state so when the essay is turned in. All papers should demonstrate mastery of grammar, punctuation, spelling, and syntax expected of college-level students. The use of [APA](#) is required for all papers. If you need writing assistance, please seek help

from Student Support Services and the [Academic Achievement Program](#). All papers are to be word-processed, proofread, and solely the work of the author.

**Group Work Policy:**

Example: Everyone must take part in a group project. All members of a group will receive the same score; that is, the project is assessed and everyone receives this score. However, that number is only 90% of your grade for this project. The final 10% is individual and refers to your teamwork. Every person in the group will provide the instructor with a suggested grade for every other member of the group, and the instructor will assign a grade that is informed by those suggestions. Also, everyone must take part in a group essay. The grading criteria are the same as the group project. Once formed, groups cannot be altered or switched, except for reasons of extended hospitalization.

**Appropriate Technology:**

You are expected to work with appropriate technology including mobile devices for your course work.

**Student Expectations**

**Disability Access**

The University is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Disability Services. Students with special needs who meet the criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class in order for the instructor to plan accordingly. Failure to provide written documentation will prevent your instructor from making the necessary accommodations. Please refer any questions to the Dean of Students.

**Title IX Compliance**

Chaminade University of Honolulu (CUH) recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. Should you want to speak to a confidential source you may contact the Chaminade Counseling Center at [808 735-4845](tel:8087354845) and/or any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.

**Attendance Policy** (Offer specifics about your expectations for attendance – physically and mentally – perhaps a word on engagement and what it means to be “present”. How many absences are acceptable/expected? Will students get points for attendance and/or participation? You may also describe expectation of courtesy here, i.e. when discussing, we will create an active, open environment, which encourages diverse thoughts and comments. We strive to create evidence-based arguments and attack the idea, never the person):

**Professionalism Policy:**

Please attend to all university policy and classroom etiquette procedures. Those not heeding the policies will be asked to leave the classroom/lab immediately so as to not disrupt the learning

environment. Please arrive on time, be attentive, and respectful of all class meetings. Students who habitually disturb the class by talking, arriving late or other unprofessional behavior may suffer a reduction in their final class grade.

### **Academic Conduct Policy**

The success of the Honor Code is made possible only with the acceptance and cooperation of every student. Each student is expected to maintain the principles of the Code. Example of Honor Code violations include:

- Giving or receiving information from another student during an examination;
- Using unauthorized sources for answers during an examination;
- Illegally obtained test questions before the test;
- Any and all forms of plagiarism – submit all or part of someone else’s work or ideas as your own;
- The destruction and/or confiscation of school and/or personal property.

A violation is reported either to the professor involved, who will report it to the Dean of Students, or directly to the Dean of Students.

Violations of the Honor Code are serious. They harm other students, your professor, and the integrity of the University. Alleged violations will be referred to the Office of Judicial Affairs. If found guilty of plagiarism, a student might receive a range of penalties, including failure of an assignment, failure of an assignment, and withholding of the final course grade until a paper is turned in on the topic of plagiarism, failure of the course, or suspension from the University.

Violations of Academic Integrity: Violations of the principle include, but are not limited to:

- Cheating: Intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices in any academic exercise.
- Fabrication and Falsification: Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of inventing or counterfeiting information for use in any academic exercise.
- Multiple Submissions: The submission of substantial portions of the same academic work for credit (including oral reports) more than once without authorization.
- Plagiarism: Intentionally or knowingly presenting the work of another as one’s own (i.e., without proper acknowledgment of the source).
- Abuse of Academic Materials: Intentionally or knowingly destroying, stealing, or making an inaccessible library or other academic resource materials.
- Complicity in Academic Dishonesty: Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

Plagiarism includes, but is not limited to:

- Copying or borrowing liberally from someone else’s work without his/her knowledge or permission, or with his/her knowledge or permission and turning it in as your own work.
- Copying someone else’s exam or paper.
- Allowing someone to turn in your work as his or her own.
- Not providing adequate references for cited work.
- Copying and pasting large quotes or passages without properly citing them.

### **One-on-One Tutoring**

Student Support Services and the Academic Achievement Program offer free, one-on-one tutoring

for all undergraduate students at Chaminade University. Tutoring services are designed to guide students to the point at which they become independent learners, no longer need a tutor. Subjects tutored include, but are not limited to biology, chemistry, math, nursing, English, etc. The tutoring corps consists of trained Peer and Professional Tutors.

Tutoring is available by appointment only. Tutoring takes place in the Student Support Services building during the hours of 9:00 am to 5:00 pm, Monday through Friday. In order to receive tutoring, a student must first complete and submit an intake form. After submitting the intake form, a staff member will assist the students in creating an online account that allows him/her to book an appointment through the online system. All appointments must be made two (2) days prior to the desired appointment. Cancellations must be made 24 hours in advance. For further information, contact Student Support Services at [\(808\) 735-4724](tel:8087354724).

**Acknowledgment Statement** (Please cut and paste and return to the instructor via email)

Course:  
Term:  
Printed Name:  
Signature:  
[Note: a signature is not required if submitting through email]  
By emailing this, I agree that I have completely read this syllabus and understand and agree to the course requirements. I also agree with the academic honesty statement and understand that plagiarism or cheating will result in an "F" grade for the assignment or course, or dismissal from the program.

Please indicate any special needs or circumstances that may have some impact on your work in this class, and for which you may require special accommodations, including but not limited to physical or mental disabilities, inability to log in for online courses, arrive in class on time, the need to leave class early, and/or observance of religious holidays.