



## 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.](#)  
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**Phone:** 808-735-4859  
**Office Location:** Brogan Hall 119  
**Office Hours:** By appointment  
**Zoom Link:** [Elizabeth Park's Zoom](#)

**Term Dates:** Fall 2022 (October 3, 2022 - December 12, 2022)  
**Zoom Meetings:** Week 3 and Week 7 Sundays at 6 pm HST  
**Class Location:** [Canvas](#)

### Required Textbook(s):

You will be using following Open Education Resource (OER) textbooks below.

[The K-12 Educational Technology Handbook](#)

[Foundations of Learning and Instructional Design Technology](#)

### Recommended Texts

American Psychological Association. (2020). *Publication manual of the American Psychological Association*. (7<sup>th</sup> ed.). Washington, DC: Author.

### Helpful Resources:

Resource	Service(s) Provided
<a href="#">Sullivan Family Library</a> (Chaminade Library)	Tools to efficiently identify and access literature about an education research topic of your choosing
Val Coleman, Librarian <a href="mailto:vcoleman@chaminade.edu">vcoleman@chaminade.edu</a> 808-739-4661	Available to assist with literature searches as well as answer questions regarding research
<a href="#">Google Drive Instructional Resources</a>	A resource with SHORT video clips to assist you with navigating Google Drive. Competency in Google Drive begins with the ability to open and access a Google account. Students must be able to create a document,

	employ the comments and history buttons, and navigate the various document types (Document, Sheet, Slide). In addition, students need to be able to store and share files, understanding the nature of the automatic save.
<a href="#">ProQuest RefWorks Modules</a>	A resource with SHORT video clips to assist you in creating an account and using ProQuest RefWorks. RefWorks is an educational tool that allows users to store, annotate, and research material. To better facilitate the research process, RefWorks modules will guide students through the process. Inherent in the search process is the use of digital text and competency in Google Drive is a precursor to the RefWorks process.
<a href="#">APA Style</a>	This is the official APA writing style website. This website provides various resources for APA style.

**Catalog Course Description**

This course focuses on strategies for integrating educational technologies into learning environments and has been designed with the ISTE National Education Technology Standards for Teachers (NETS-T) in mind. Topics include technology standards for teachers, web resources for teaching & learning, technology resource assessment, lesson planning, technology integration, and ethical and responsible use of digital technologies.

**Mission Statement:**

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

**Marianist Characteristics:**

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

**Program Learning Outcomes (PLOs):**

	Learners will be able to	Covered in this course
PLO 1	Apply knowledge of learner development, learner differences, diverse students, and the learning environment to optimize learning for students. (InTASC 1-3)	InTASC 1-2
PLO 2	Describe central concepts, tools of inquiry, and structures of the subject matter disciplines for students. (InTASC 4,5)	InTASC 4
PLO 3	Utilize formative and summative assessments, to determine, select, and implement effective instructional strategies for students. (InTASC 6-8)	InTASC 6-7
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.	

**Course Learning Outcomes (CLOs):**

Learners will be able to

CLO 1	Identify the International Society of Technology for Education (ISTE) Standards for Educators, Students, and Computational Thinking.
CLO 2	Evaluate central concepts around appropriate integration of technologies and tools of inquiry to support students at different developmental stages.
CLO 3	Use information literacy tools to research ways to help students become empowered learners.
CLO 4	Participate in discussions with a community of learners for integral and quality education.

**Alignment of Learning Outcomes:**

	CLO 1	CLO 2	CLO 3	CLO 4
Program Learning Outcomes	1	2	3	
Marianist Values			5	2

**Course Requirements****Grading:**

The basis for the Final Grade in this course will be evaluated in the following items. Learning is an iterative process that includes making mistakes, therefore, students will be

provided feedback on their progress towards completion of the listed assessment items with opportunities to edit work that has been submitted.

### Assignments and Grading

Assignment	Percentage
Attendance and Participation	10%
Discussions	20%
Projects (Individual Project, Peer Review, Digital Citizenship, Planning for PLN, ePortfolio)	30%
Key Project (Educational Technology Research Paper)	40%
<b>Total Potential Points</b>	<b>100%</b>

### Course Policies

#### Attendance:

As stated in the Chaminade University catalog, students are expected to attend all classes for courses in which they are registered. The instructor will specify and enforce expectations for online participation and receipt of assignments appropriate to the design of the course.

#### Due Dates:

Course activities will run from Monday to Sunday. In order to allow sufficient time for students to engage in online conversations about the ideas expressed in the reading assignments, initial posts/reflections about the assigned reading chapters will be due by Friday at 11:59 pm. This will provide 48 hours for comment and discussion. All peer comments need to be completed by 11:59 pm on Sunday. Any other assignments will be due by 11:59 pm on Sunday as well.

#### Late Work Policy:

Canvas is configured to identify assignments that are submitted after the due date/time. I will share complete information on assignments to allow ample time for completion if you do not procrastinate. Please respect my time and your colleagues, plan ahead and submit your work on time, so that we can all progress through this learning experience together. If you need additional time to complete an assignment and/or you have an emergency that will cause you to miss a deadline, you must communicate with me in advance of the due date.

In general, there will be 1 day grace periods for assignment submissions if there was no prior communication with the instructor. After that, you will get 10% of your points deducted each day you are late.

**Community of Learners:**

Learning requires the interaction and support of others. In other words, knowledge is socially constructed. In order to support the learning of all students, you will be expected to work cooperatively with others in this course. Your contribution to the online discussion and the feedback that you provide will support your learning as well as the learning of others in this course.

**University Policies****Academic Conduct Policy**

From the 2019-2020 Undergraduate Academic Catalog (p. 39):

Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website.

For further information, please refer to the [Student Handbook](#).

**Title IX Compliance:**

Chaminade University of Honolulu 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. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

**Disability Access:**

Chaminade University of Honolulu is committed to providing reasonable accommodations for persons with documented disabilities. Any student who believes that they may need accommodations must first register with the Kōkua 'Ike Center for Student Learning. Registration with Kōkua 'Ike begins the process of determining whether the student meets

the requirements for a documented disability in accordance with the Americans with Disabilities Act (ADA), even if accommodations may not be needed for this particular class. The contact information for Kōkua 'Ike is (808) 739-8305, or by email at [ada@chaminade.edu](mailto:ada@chaminade.edu). It is important for students to contact Kōkua 'Ike as soon as possible so that accommodations are implemented in a timely fashion and to allow your instructor(s) to plan accordingly. Students will be required to provide written documentation to Kōkua 'Ike in order for a determination to be made as to whether the requirements for a documented disability under the ADA are met.

Failure to provide written documentation through Kōkua 'Ike will prevent your instructor from making the necessary accommodations. Instructors cannot provide accommodations unless they have been prescribed by Kōkua 'Ike. Once you have received an official letter of accommodation from Kōkua 'Ike, it is also very important to discuss these accommodations directly with your instructor so that they can better support your needs. If you have specific questions regarding your individualized accommodations you may speak directly with your instructor and/or you may contact Kōkua 'Ike.