



Course Syllabus

Chaminade University Honolulu
3140 Waiialae Avenue - Honolulu, HI 96816
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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Office Location: Brogan Hall 119
Office Hours: By appointment
Zoom Link: [Elizabeth Park's Zoom](#)

Term Dates: Spring 2024 (April 08, 2024 - June 17, 2024)
Zoom Meetings: Week 3 and Week 7 Saturdays at 4 pm HST
Class Location: [Canvas](#)

Required Textbook(s):

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

Ottenbreit-Leftwich, A. & Kimmons, R. (Eds.). (2020). *The K-12 educational technology handbook*. EdTech Books [OER Textbook]. You can [click here](#) to download or view this book on EdTech Books.

West, R. E. (Ed.). (2018). *Foundations of learning and instructional design technology: Historical roots and current trends*. EdTech Books [OER Textbook]. You can [click here](#) to download or view this book on EdTech Books.

Recommended Texts

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

Helpful Resources:

Resource	Service(s) Provided
Sullivan Family Library (Chaminade Library)	Tools to efficiently identify and access literature about an education research topic of your choosing
Val Coleman, Librarian vcoleman@chaminade.edu 808-739-4661	Available to assist with literature searches as well as answer questions regarding research
Google Drive Instructional	This is a resource with SHORT video clips to assist you with navigating

Resources	Google Drive. Competency in Google Drive begins with opening and accessing 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 and understand the nature of automatic saving.
ProQuest RefWorks Modules	This is 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. RefWorks modules will guide students through the research process to better facilitate it. Digital text is ingrained in the search process, and competency in Google Drive is a precursor to the RefWorks process.
APA Style	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 the 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

Hardware Requirements: Canvas is accessible from both PC and Mac computers with a reliable internet connection. You will also need to be able to access audio and video files. Subsequently, you should have access to speakers or headphones that allow you to hear the audio.

Software Requirements: You will need to be able to listen to audio in MP3 format, watch videos in MP4 format, stream online videos, and read .pdf files. There is a number of free software available online. If you need assistance locating software, please contact the Chaminade Help Desk at helpdesk@chaminade.edu or (808) 735-4855.

Technical Assistance for Canvas Users:

- Search for help on specific topics or get tips in [Canvas Students](#)
- [Live chat with Canvas Support for students](#)
- Canvas Support Hotline for students: +1-833-209-6111
- Watch this [video to get you started](#)
- [Online tutorials](#): click on the “Students” role to access tutorials
- Contact the Chaminade IT Helpdesk for technical issues: helpdesk@chaminade.edu or call (808) 735-4855

Tutoring and Writing Services

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua 'Ike: Center for Student Learning in a variety of subjects (including, but not limited to, biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check Kōkua 'Ike's website (<https://chaminade.edu/advising/kokua-ike/>) for the latest times, a list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click Account – Notifications – TutorMe. For more information, please contact Kōkua 'Ike at tutoring@chaminade.edu or 808-739-8305.

Model Code of Ethics for Educators (MCEE)

The Model Code of Ethics for Educators is intertwined throughout the various activities in this course and the other courses you will take within this program. Responsibility to the profession, professional competence, our students, the school, and the use of technology are integral to all aspects of this course.

Assessment

The basis for the final grade in this course will be evaluated using the following items: Learning is an iterative process that includes making mistakes. Therefore, students will be provided feedback on their progress toward completion of the listed assessment items and will have 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%
Total Potential Points	100%

Grading Scale

Letter grades are given in all courses except those conducted on a credit/no credit basis. Grades are calculated from the student's daily work, class participation, quizzes, tests, term papers, reports, and the final examination.

They are interpreted as follows:

Grade Percentage	Graduate Level
90% - 100%	A
80% - 89%	B

70% - 79%	C (Must Retake)
60% - 69%	D (Must Retake)
50% and Below	F (Must Retake)

Course Policies

Instructor and Student Communication

Questions for this course can be emailed to the instructor using the email provided on this syllabus. Online (Zoom), in-person, and phone conferences can be arranged per request. The instructor's email response time will be 24-48 hours unless the instructor is traveling or due to particular circumstances.

Grades of "Incomplete"

Students should check with the instructor regarding the current "Incomplete" policy for unexpected situations in which they are unable to complete the courses.

Writing Policy

Students are expected to write at the graduate or undergraduate level they are in. Please check with your instructor for a specific writing format for the course. For education students, the general expectation is to use the APA writing style in the 7th edition. You can visit [APA Style](#) for more information.

Disability Access

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. 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 Kōkua 'Ike: Center for Student Learning by the end of week three of the class so instructors can plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua 'Ike Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

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 or 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 or 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.

Attendance Policy

The following attendance policy is from the [2020-2021 Academic Catalog](#). Students are expected to attend regularly all courses for which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevent them from attending class and make arrangements to complete missed assignments. Notification may be done by emailing the instructor's Chaminade

email address, calling the instructor's campus extension, or by leaving a message with the instructor's division office. It is the instructor's prerogative to modify the deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu ADA Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes.

Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

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 to reflect the institution's Catholic, Marianist values and 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, which is linked annually on the following webpage: <https://chaminade.edu/current-students/>

Credit Hour Policy

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and is verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in a minimum of 45 hours of engagement, regardless of varying credits, duration, modality, or degree level. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester. Terms that have alternative lengths, such as 10-week terms, should have an equivalent amount of faculty instruction and out-of-class student work to meet each credit hour. Direct instructor engagement and out-of-class work result in a total student engagement time of 45 hours for one credit. The number of engagement hours may be higher, as needed to meet specific learning outcomes.

Specific Credit Situations

The minimum 45 hours of engagement per credit hour can be satisfied in entirely online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty

member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

This three-credit course requires 135 clock hours of student engagement per the official CUH Credit Hour Policy. Students enrolled in this course are anticipated to spend 2 hours in Zoom and 93 hours researching, studying, and completing key assignments (Research and Projects). The remaining 40 hours will be spent completing readings, reflecting, and discussions.