# Educational Technology:

## Effective Use of Technology in the Classroom


Instructor Name: Dr. Jamie Rhoads
Phone: 1-800-313-6744
Office Hours: 8 a.m. to 5 p.m. PST Monday – Friday
Email: jamie_rhoads@virtualeduc.com
Address: Virtual Education Software
23403 E Mission Avenue, Suite 220F
Liberty Lake, WA 99019
Technical Support: support@virtualeduc.com


**Introduction**

Technology integration doesn't have to be hard. In fact, it should be easy! Regardless of your skill level, this course will walk you through innovative technology that will inspire your creativity and elevate the way you share information and ideas. Students will learn how to select and evaluate technology tools to align to current curriculum. You will gain knowledge and skill to effectively pursue professional growth in educational technology. Through discovery, reflection, and analysis you will realize practical applications of interactive digital tools. You will have the opportunity to explore easy to learn internet-based multimedia that can be integrated inside and outside of the classroom. This course will also provide pathways for you to improve your practice through self-reflection. You will leave with a toolbox of strategies and ideas to transform everyday content into extraordinary products.

After you have completed your studies in the chapters on educational technology in the classroom, you will be presented with various classroom scenarios in which you will be able to practice and hone your skills for creating a digital culture, integrating practical strategies based on standards, and implementing educational technology in your classroom.

**Course Materials (Online)**

Title: *Educational Technology: Effective Use of Technology in the Classroom*
Publisher: Virtual Education Software, inc. 2024
Instructor: Dr. Jamie Rhoads

**Academic Integrity Statement**

The structure and format of most distance-learning courses presume a high level of personal and academic integrity in completion and submission of coursework. Individuals enrolled in a distance-learning course are expected to adhere to the following standards of academic conduct.

**Academic Work**

Academic work submitted by the individual (such as papers, assignments, reports, tests) shall be the student's own work or appropriately attributed, in part or in whole, to its correct source. Submission of commercially prepared (or group prepared) materials as if they are one's own work is unacceptable.

**Aiding Honesty in Others**

The individual will encourage honesty in others by refraining from providing materials or information to another person with knowledge that these materials or information will be used improperly.

***Violations of these academic standards will result in the assignment of a failing grade and subsequent loss of credit for the course.***

**Level of Application**

This course is designed to be an informational course with application to work or work-related settings. The types of educational technology, tools, and strategies introduced are designed to be used in any educational classroom but are best suited for elementary and secondary students.

**Expected Learning Outcomes**

As a result of this course, participants will demonstrate their ability to:

1. Recognize the importance of technology in today's classroom.
2. Identify key concepts and important components of educational technology.
3. Review the history of educational technology as it relates to current theory and practice.
4. Evaluate your awareness and level technology integration.
5. Discuss the benefits of integrating technology in and out of a classroom.
6. Examine best practices and recognize how technology, pedagogy, and content can enhance learning outcomes.
7. Use self-reflection to propose professional goals to improve your practice in technology integration.
8. Explain the ways in which digital culture is supported and influenced by ethics.
9. Describe the Digital Age and the teacher's role in it.
10. Recognize concepts and important components of digital literacy.
11. Adapt ethical guidelines and examples that you can apply to your teaching.
12. Recall the ISTE standards and how they are significant to technology integration.
13. Identify types, tools, and strategies that can be used to create innovative products.
14. Acquire educational technology strategies that if used correctly, can increase student communication, motivation, engagement achievement.

15. Apply your learning by creating a lesson plan utilizing a selected technology tool or strategy.
16. Successfully evaluate educational technology tools to enhance teaching and learning.
17. Identify practical ways to elevate your skill set and effectively integrate technology.
18. Examine how the global pandemic has changed education and student needs.
19. Articulate how online learning impacted the world before, during, and after the pandemic.
20. Explain common barriers to effective online courses and strategies that can overcome

**Course Description**

The course, *Educational Technology,* has been divided into four chapters. The first two chapters, Introduction to Educational Technology and Digital Literacy, provide foundational concepts that must be considered to effectively integrate technology into your classroom. The first chapter encompasses the historical significance, key concepts and components, and benefits of educational technology. Focusing on the transformative role of technology in modern education, the chapter discusses advantages and challenges in teaching and learning. The chapter concludes with an activity that guides learners on identifying professional goals. Chapter two gives learners an in-depth review and discussion on the Digital Age. Understanding the impact technology has had on the world, and specifically education, gives teachers the competence and confidence to navigate rapid change. Practical tips for safeguarding online security, distinguishing between reliable and misleading content, and leveraging technology for creative expression converge to shape a holistic understanding of digital literacy. There are twenty-four subject areas in these two chapters, which are sequential and should be completed in the order in which they are presented in the course. After completing these twenty-four areas you should understand the importance of technology in today's classroom, including the essential task to learn and teach digital literacy skills.

In Chapter three you will learn practical skills to assist you in integrating technology into your classroom. The chapter identifies specific educational technology tools and strategies to increase student communication, motivation, and engagement achievement. Also included are several future trends. Teachers should be aware of the benefits and questions surrounding new tools including how to evaluate new tools. The course concludes with a discussion on the changing landscape of educational technology. Chapter four reviews the impact the pandemic had on student needs and how education is changing in response. One of the biggest challenges for teachers and students during and after the pandemic has been online learning. Recognizing that this technology is here to stay, this chapter focuses on how to minimize stress and barriers of online learning to create quality online experiences. There are twenty-two subject areas in chapters three and four; they are sequential and should be completed in the order in which they are presented in the course. After completing these twenty-two areas, you should be able to compare educational technology tools and strategies and select the most effective ways to enhance your practice and classroom.

After completing each chapter, you will be required to take an examination.

**Student Expectations**

As a student, you will be expected to:

- Complete all four information sections showing a competent understanding of the material presented in each section.
- Complete all four section examinations, showing a competent understanding of the material presented. **You must obtain an overall score of 70% or higher, with no individual exam score below 50%, and successfully complete ALL writing assignments to pass this course**. ***Please note: Minimum exam score requirements may vary by college or university; therefore, you should refer to your course addendum to determine what your minimum exam score requirements are.**
- Complete a review of any section on which your examination score was below 50%.
- Retake any examination, after completing an information review, to increase that examination score to a minimum of 50%, making sure to also be achieving an overall exam score of a minimum 70% **(maximum of three attempts). *Please note: Minimum exam score requirements may vary by college or university; therefore, you should refer to your course addendum to determine what your minimum exam score requirements are.**
- Complete all course journal article and essay writing assignments with the minimum word count shown for each writing assignment.
- Complete a course evaluation form at the end of the course.

**Chapter Topics**

***Chapter 1: Introduction to Educational Technology***

1. Course Description
2. Chapter Introduction
3. Defining and Recognizing Technology
4. Five Domains
5. History and Impact of Educational Technology
6. The Path to Integration
7. Research
8. Technological Pedagogical Content Knowledge (TPACK)
9. Substitution, Augmentation, Modification, and Redefinition (SAMR)
10. Technology Integration Matrix (TIM)
11. Important Considerations
12. Decreasing Resistance- Understanding Problems Using the Iceberg Model
13. Decreasing Resistance- Seven Essential Conditions
14. Decreasing Resistance- Community of Learners
15. Decreasing Resistance- Using Data
16. Decreasing Resistance- Interprofessional Teams
17. Decreasing Resistance- Becoming a Change Agent
18. Professional Goals through Currere

***Chapter 2: Digital Literacy***

1. The Digital Age
2. Digital Literacy
3. The International Society for Technology in Education (ISTE)
4. ISTE Student Standards
5. ISTE Standards for Educators
6. Ethics and Netiquette
7. Concerns and Issues
8. The Digital Divide
9. Evaluating Educational Technology

***Chapter 3: Technology Integration***

1. Introduction
2. Educational Technology Integration
3. Communication
4. Engagement
5. Achievement
6. Future Trends
7. Case Study Examples
8. Feedback and Data
9. Integration Ideas

***Chapter 4: Changing Landscape of Educational Technology***

1. Chapter Introduction
2. Impacts of the Global Pandemic
3. Online Education
4. History of Online Education
5. Learning Management System (LMS)
6. Research and Research Gap
7. Frameworks of Quality
8. Barriers and Opportunities
9. Feedback
10. Technology
11. Interaction
12. Structure
13. Community

**Examinations**

At the end of each course chapter, you will be expected to complete an examination designed to assess your knowledge. You may take these exams a total of three times. Your last score will save, not the highest score. After your third attempt, each examination will lock and not allow further access. The average from your exam scores will be printed on your certificate. However, this is not your final grade since your required writing assignments have not been reviewed. Exceptionally written or poorly written required writing assignments, or violation of the academic integrity policy in the course syllabus, will affect your grade. As this is a self-paced computerized instruction program, you may review course information as often as necessary. You will not be able to exit any examinations until you have answered all questions. If you try to exit the exam before you complete all questions, your information will be lost. You are expected to complete the entire exam in one sitting.

**Writing Assignments**

**All assignments are reviewed and may impact your final grade.** Exceptionally or poorly written assignments, or violation of the Academic Integrity Policy (see course syllabus for policy), will affect your grade. Fifty percent of your grade is determined by your writing assignments, and your overall exam score determines the other fifty percent. ***Refer to the Essay Grading Guidelines, which were sent as an attachment with your original course link. You should also refer to the Course Syllabus Addendum, which was sent as an attachment with your original course link, to determine if you have any writing assignments in addition to the Critical Thinking Questions (CTQ) and Journal Article Summations (JAS). If you do, the Essay Grading Guidelines will also apply.***

Your writing assignments must meet the minimum word count and are not to include the question or your final citations as part of your word count. In other words, the question and citations are not to be used as a means to meet the minimum word count.

**Critical Thinking Questions**

There are four CTQs that you are required to complete. You will need to write a minimum of 500 words (maximum 1,000) per essay. You should explain how the information that you gained from the course will be applied and clearly convey a strong understanding of the course content as it relates to each CTQ. To view the questions, click on REQUIRED ESSAY and choose the CTQ that you are ready to complete; this will bring up a screen where you may enter your essay. Prior to course submission, you may go back at any point to edit your essay, but you must be certain to click SAVE once you are done with your edits.

**You must click SAVE before you write another essay or move on to another part of the course.**

**Journal Article Summations**

You are required to write, in your own words, a summary on a total of three peer-reviewed or scholarly journal articles (one article per JAS), written by an author with a Ph.D., Ed.D. or similar, on the topic outlined within each JAS section in the "Required Essays" portion of the course (blogs, abstracts, news articles, or similar are not acceptable). Your article choice must relate specifically

to the discussion topic listed in each individual JAS. You will choose a total of three relevant articles (one article per JAS) and write a thorough summary of the information presented in each article (you must write a minimum of 200 words with a 400-word maximum per JAS). Be sure to provide the URL or the journal name, volume, date, and any other critical information to allow the facilitator to access and review each article.

To write your summary, click on REQUIRED ESSAYS and choose the JAS that you would like to complete. A writing program will automatically launch where you can write your summary. When you are ready to stop, click **SAVE**. Prior to course submission you may go back at any point to edit your summaries but you must be certain to click SAVE once you are done with your edits. For more information on the features of this assignment, please consult the HELP menu.

**You must click SAVE before you write another summary or move on to another part of the course.**

**Instructor Description**

*Educational Technology* was originally developed by Professor Jamie Rhoads. Dr. Rhoads has over 20 years of experience with professional backgrounds in K–12 and higher education, educational technology, instructional design, online learning, and curriculum development. Professor Rhoads is a Director of Instructional Design and an adjunct faculty member specialized in quality assurance, assessment strategies, data analysis, strategic plans, and multimedia and educational tool evaluation, selection, and recommendations. They hold a bachelor's degree in education, a master's degree in Instructional Technology, and a doctorate in Interprofessional Leadership. Dr. Rhoads' current research areas focus on understanding the student and teacher perspective of quality experiences and how that knowledge can lead to better designed curriculum.

**Contacting the Instructor**

You may contact the instructor by emailing Professor Rhoads at jamie_rhoads@virtualeduc.com or calling them at 1-800-313-6744, Monday through Friday, 8:00 a.m. – 5:00 p.m. PST. Phone messages will be answered within 24 hours. Phone conferences will be limited to ten minutes per student, per day, given that this is a self-paced instructional program. Please do not contact the instructor about technical problems, course glitches, or other issues that involve the operation of the course.

**Technical Questions**

If you have questions or problems related to the operation of this course, please try everything twice. If the problem persists please check our support pages for FAQs and known issues at www.virtualeduc.com and also the Help section of your course.

If you need personal assistance then email support@virtualeduc.com or call 509-891-7219. When contacting technical support, please know your course version number (it is located at the bottom left side of the Welcome Screen) and your operating system, and be seated in front of the computer at the time of your call.

**Minimum Computer Requirements**

Please refer to VESi's website: www.virtualeduc.com or contact VESi if you have further questions about the compatibility of your operating system.

***Refer to the addendum regarding Grading Criteria, Course Completion Information, Items to be Submitted, and how to submit your completed information. The addendum will also note any additional course assignments that you may be required to complete that are not listed in this syllabus.***

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OpenAI. https://openai.com/

TeachOnline. https://teachonline.ca/tools-trends/how-use-technology-effectively/ten-guiding-principles-use-technology-learning

National Cybersecurity Alliance. https://staysafeonline.org/

21st century. https://www.battelleforkids.org/networks/p21/frameworks-resources

Blooms Taxonomy. https://ictresourcesite.wordpress.com/blooms-taxonomy/

United Nations 17 Sustainable Development Goals (SDGs). https://www.un.org/sustainabledevelopment/sustainable-development-goals/

**Professional Organizations**

Association for Educational Communications and Technology. https://www.aect.org/

International Society for Technology in Education. https://iste.org/

**Frameworks of Quality**

Online Course Construction and Evaluation Rubric. https://files.eric.ed.gov/fulltext/EJ1055643.pdf

Online Learning Consortium. https://onlinelearningconsortium.org/about/quality-framework-five-pillars/

Indicators of Engaged Learning Online (IELO). https://bpb-us-e1.wpmucdn.com/sites.psu.edu/dist/b/55810/files/2016/06/Indicators-of-Engaged-Learning-Online.pdf

UDL Guidelines. https://udlguidelines.cast.org/more/research-evidence

Quality Matters. https://www.qualitymatters.org/reviews-certifications/course-design-reviews

*Course content is updated every three years. Due to this update timeline, some URL links may no longer be active or may have changed. Please type the title of the organization into the command line of any Internet browser search window and you will be able to find whether the URL link is still active or any new link to the corresponding organization's web home page.*

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# COURSE SYLLABUS ADDENDUM

**Important - Please Read - Do Not Discard**

**It is each student's responsibility to read all course materials, including course syllabus and addendum, and to know and understand the course requirements, exam score minimum requirements, and deadlines. Students enrolled in VESi courses are required to check their email for any communications regarding the course until their final grade is posted with the college or university. Once your course materials are received by VESi and have been reviewed, the GRADE IS FINAL.**

## Grading Criteria:

**You must obtain an overall score of 70% or higher, with no individual exam score below 50%, and successfully complete ALL writing assignments to pass this course.** This course requires a minimum overall passing grade of "C-" to receive credit. The average from your exam scores will be printed on your certificate. However, this is not your final grade since your required writing assignments have not been reviewed. Exceptionally written or poorly written required writing assignments, or violation of the academic integrity policy in the course syllabus, will affect your grade. Fifty percent of your grade is determined by your writing assignments, and your overall exam score determines the other fifty percent.

***No grade will be submitted for partial completion of course assignments, regardless of partial score. An F will be reported if course is not completed by the end of the term enrolled. Exceptions only apply to those that request an extension (must have extenuating circumstances) prior to course deadline.***

| | |
|---|---|
| Letter grades will be assigned as follows: | **90% to 100% A**<br>**80% to 89% B**<br>**70% to 79% C**<br>**69% - lower F** |

## Course Completion Information:

Grading will take approximately two weeks from the time your materials are received by the instructor, after which we will submit grades to the college/university weekly. If you have a timeline to meet certain school or state requirements, please keep this time period in mind when planning your course completion dates.

### Course Completion Instructions

- **Once you have completed all of the course requirements, follow the instructions from the Complete Course toolbar to submit your materials to VESi's office for processing.** You can only submit the course ONE TIME. Be sure that you have completed all requirements and exams.
- **Course Evaluation:** Please take a moment to fill out the course evaluation which is also found under the Complete Course toolbar.

- **Print Certificate:** You can print a copy of your course certificate for your records.

**Accessing your NDSU Transcript:**

After the grade for your course(s) is posted, approximately two weeks after the course submission, you can access your NDSU transcript for documentation of course completion and performance. Instructions are found at this link: Transcript Instructions | Continued Learning | NDSU

**Drops & Refunds:**

Once learners have received the course materials, they are no longer eligible for a refund. Appeals will be considered on a case-by-case basis.

**Questions or Concerns:**

Please direct any questions or concerns regarding this class to ndsu.dce@ndsu.edu. Please include the title of the course in your correspondence.