



Midwestern State University
Gordon T. & Ellen West College of Education
ETEC 4003
Advanced Technology Integration
Spring 2023

Contact Information

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COURSE DESCRIPTION

This course prepares undergraduate students to use suites of digital media and communication tools that support technological pedagogical content knowledge development. Students will develop learning experiences that incorporate new technologies that are developed in collaboration with methods courses instructors or other instructors. You will be exposed to Google Certified Educator Level 1 & 2 materials and resources through this class.

ATTENDANCE AND CLASS PARTICIPATION

This class is online. Everything you will need will be labeled and in weekly folders in D2L. You will also be given <https://d2l.msutexas.edu/d2l/login>, along with a weekly snapshot in D2L with dates to stay on track with assignments. Video instructions and text instructions for every assignment are provided in D2L. You are responsible for getting your assignments turned in on time. This class is designed with you in mind and designed for you to work at your own pace. This course will require you to download several apps and use several instructional technology platforms.

TEXTBOOK & INSTRUCTIONAL MATERIALS

There is not a required textbook for this class. All articles, study materials, training videos, etc. will be given in D2L.

STUDENT HANDBOOK

Refer to: [Student Handbook-2020-22](#)

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting or the submission for credit of work, not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

[Office of Student Conduct](#)

GRADING

The following will be used to determine your final grade for the class. All grades will be scored on a scale of 100 possible points. The instructor reserves the right to make adjustments to this plan during the course of the class and agrees to notify all students if such should occur.

Assignments	Points
Quizzes (6 at 50 pts each)	300
Tech Challenges / Article Reviews (10 at 50 pts each)	500
Final Exam Portfolio	200
Total Points	1000

Table 2: Total points for a final grade.

Grade	Points
A	900 to 1000
B	800 to 899
C	700 to 799
D	600 to 699
F	Less than 600

ETEC 4003 certification students have 4 Core Assessments that must be completed by the end of this course. They are all lined out below. **You will use the TK20 links in this course that will be provided to upload the following.** These will be completed throughout this course.

1. **Pre-Assessment to assess your G-suite knowledge and skills** - I will let you know when to complete this through email.
2. **Post-Assessment to assess your G-suite knowledge and skills-** This will not be completed until the end of the class.
3. **Google Site Portfolio aligned with ISTE standards-** The Google site portfolio is based on the [Tech Portfolio Rubric](#). Certification students are expected to score proficient or above with a minimum score of no lower than 70. The Google Site Portfolio assesses digital skills learned through the class, displays digital badges attained from completed tasks (including Google cert badges), and shows the educator's in-depth knowledge of the ISTE standards. This will be achieved as a final at the end of this class.
4. **Google 1 & 2 Certificates-** You do not have to pass these tests to pass this class, but you will have to take both tests before this class is over and upload your results in the TK20 link through D2L. I will provide a code for you to take the test when the time comes. I will email each of you with your code to test. The assignments and quizzes assigned in this class will help you pass both tests.

LATE WORK POLICY

All **weekly assignments** are due at midnight on Friday. *(There may be assignments that have an extended due-date, but I will inform you in D2L of any changes.)* Complete all assignments on time. Although this course is self-paced, I understand life happens. If you have a problem making a deadline, you need to email me.

PROTECTING YOUR PRIVACY

Social networking media such as wikis, Facebook, Twitter, and other such media were created with the idea that the people using them want to share information and ideas. It is also true that there are real problems when sharing information on social networking media, and these include crossing over between your social life, your academic life, and your professional life. Be proactive, and make sure you only share information that you feel is appropriate for an academic setting.

Do not share your username or password for Google, GAFE, just as you do not share your

username and password for D2L, WebWorld, or your email.

All course grades are kept in D2L and can be seen by the student and instructor only. No course grades will be sent by email or posted anywhere other than D2L.

Do not respond to emails that ask for your user name, password, or other private information. The instructor, the College of Education, and the University will not ask for such information by email.

If you are participating in Facebook, Twitter, or other such media, you are welcome to include that information in your Digital Portfolio that you will complete as part of your coursework. However, you should check your privacy settings beforehand and make sure you use the grouping and privacy tools to share only the information you want to share with the class.

COMMUNICATIONS

All communication will be conducted via the D2L found at <https://d2l.msutexas.edu/d2l/login>. It is imperative that you check your email or the News communication in D2L regularly. Select a class partner to have as an alternate contact for class questions, etc.

STORAGE DEVICE AND FILE MANAGEMENT

We will store everything in D2L. You will also be using Google Suite heavily, and you can use your MSU Google or your own personal Google Account.

ATTITUDE

Demonstrate the following dispositions essential for learning:

- curiosity (ask meaningful questions, look for additional information, probe, reflect);
- flexibility (take alternate points of view, venture new ideas; be open-minded and playful);
- organization (plan ahead)
- patience (take time to reason, be persistent in efforts);
- risk-taking (try things beyond current repertoire);
- caring/passion (invest in ideas/process/product).

Be aware of how your attitude is conveyed to others (body language, conversation, neatness and completeness of work, willingness to assist and contribute, etc.). A sense of humor and the ability to be flexible is crucial!

PREPARATION

Complete all assignments on time. I understand life happens to try to stick to the assignment deadlines, and they are in place to help you with the workload.

RESPECT

Be considerate of others. We will use a video-based discussion platform called Flipgrid. Ensure that when communicating through a video, you do not use foul language. Behave ethically.

ACADEMIC MISCONDUCT

Any act of dishonesty will constitute academic misconduct. MSU students demand the highest level of academic honesty as delineated in their honor creed. Academic honesty involves submitting work that is wholly the student's own work, except in the case of assigned group work. Additionally, academic honesty involves the proper citation of other authors' works. By enrolling in this course, the student expressly grants MSU a "limited right" in all intellectual property created by the student for the purpose of this course. The "limited right" shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality and authenticity and to use for educational purposes.

EQUAL TREATMENT

The instructor and students in this course will act with integrity and strive to engage in equitable verbal and non-verbal behavior with respect to differences arising from age, gender, race, physical ability, and religious preferences.

REASONABLE ACCOMMODATIONS

In accordance with the law, MSU provides academic accommodations to students with documented disabilities. If you have a documented disability, please contact me immediately.

COURSE COMPETENCIES

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

Competency 1: Understand the appropriate use of online resources

Competency 2: Understand the role of technology in promoting literacy and higher-order skills.

Competency 3: Integrate Technology in classroom planning and instruction.

Competency 4: Model the use of a variety of instructional technologies.

Competency 5: Utilize technology to monitor student learning.

COURSE STANDARDS

Standard I: All teachers use and promote creative thinking and innovative processes to construct knowledge, generate new ideas, and create products. 1.1k,1.2k,1.3k, 1.1s,1.2s,1.3s,1.4s,1.5s

Standard II: All teachers collaborate and communicate both locally and globally using digital tools and resources to reinforce and promote learning. 2.1k,2.2k,2.3k,2.4k,2.1s,2.2s,2.3s,2.4s,2.5s,2.6s,2.7s,

Standard II: All teachers collaborate and communicate both locally and globally using digital tools and resources to reinforce and promote learning. 2.8s,2.9s,2.10s,

Standard III: All teachers acquire, analyze, and manage content from digital resources.

3.1k,3.2k,3.3k,3.1s,3.2s,3.3s,3.4d,3.5s,3.6s,3.7s

Standard IV: All teachers make informed decisions by applying critical thinking and problem-solving skills. 4.1k,4.2k,4.3k, 4.1s,4.2s,4.3s,4.4s,4.5s,4.6s,4.7s,4.8s,

Standard IV: All teachers make informed decisions by applying critical thinking and problem-solving skills. 4.9s,4.10s,4.11s,4.12s

Standard V: All teachers practice and promote safe, responsible, legal, and ethical behavior while using technology tools and resources. 5.1k,5.2k,5.3k,5.1s,5.2s,5.3s,5.4s,5.5s,5.6s

Standard VI: All teachers demonstrate a thorough understanding of technology concepts, systems, and operations.

6.1k,6.2k,6.3k,6.4k,6.1s,6.2s,6.3s,6.4s,6.5s,6.6s,6.7s,6.8s,6.9s,6.10s,6.11s,6.12s,6.13s,6.14s,6.15s,6.16s,6.17s, 6.18s,6.19s,6.20s,6.21s,6.22s,6.23s,6.24s,6.25s,6.26s,6.27s,6.28s,6.29s,6.30s,6.31s

Standard VII: All teachers know how to plan, organize, deliver, and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum. 7.1k,7.2k,7.3k,7.4k,7.5k,7.8k,7.5k,7.6k,7.7k,7.8k,7.1s,7.2s,7.3s,7.4s,7.5s,7.6s,7.7s,7.8s,7.9s,7.10s, 7.11s,7.12s,7.13s,7.14s,7.15s,7.16s,7.17s,7.18s,

CONCEPTUAL FRAMEWORK OVERVIEW

The outcomes for graduates of professional programs are based upon knowledge, skills, and dispositions in the following elements:

Learner Development - understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Learning Differences - understand individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Learning Environment - work with others to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content Knowledge - understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and create learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Application of Content - understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Assessment - understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Planning for Instruction - plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Instructional Strategies - understand and use a variety of instructional strategies to encourage learners to develop a deep understanding of content areas and their

connections, and to build skills to apply knowledge in meaningful ways.

Professional Learning and Ethical Practice - engage in ongoing professional learning and use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Leadership and Collaboration - seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

COURSE LEARNING OBJECTIVES OR WHAT'S IN IT FOR YOU

Students demonstrate a basic level of technological pedagogical content knowledge through creating student-centered, technology-rich lessons, assessments, and parent communication (CAEP Standard 1)

Students design, implement, create and participate in digital learning and teaching experiences in the classroom and for professional development (CAEP Standard 2)

Students demonstrate knowledge and can model through their teaching content decisions the legal and ethical implications of digital citizenship.

ISTE STANDARDS FOR EDUCATORS

Empowered Professional

1. Learner

Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning. Educators:

- a. Set professional learning goals to explore and apply pedagogical approaches made possible by technology and reflect on their effectiveness.
- b. Pursue professional interests by creating and actively participating in local and global learning networks.
- c. Stay current with research that supports improved student learning outcomes, including findings from the learning

sciences.

2. Leader

Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning.

Educators:

- a. Shape, advance, and accelerate a shared vision for empowered learning with technology by engaging with education stakeholders.
- b. Advocate for equitable access to educational technology, digital content and learning opportunities to meet the diverse needs of all students.
- c. Model for colleagues the identification, exploration, evaluation, curation and adoption of new digital resources and tools for learning.

3. Citizen

Educators inspire students to positively contribute to and responsibly participate in the digital world. Educators:

- a. Create experiences for learners to make positive, socially responsible contributions and exhibit empathetic behavior online that builds relationships and community.
- b. Establish a learning culture that promotes curiosity and critical examination of online resources and fosters digital literacy and media fluency.
- c. Mentor students in the safe, legal, and ethical practices with digital tools and the protection of intellectual rights and property.
- d. Model and promote the management of personal data and digital identity and protect student data privacy.

Learning Catalyst

4. Collaborator

Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and

ideas, and solve problems. Educators:

- a. Dedicate planning time to collaborate with colleagues to create authentic learning experiences that leverage technology.
- b. Collaborate and co-learn with students to discover and use new digital resources and diagnose and troubleshoot technology issues.
- c. Use collaborative tools to expand students' authentic, real-world learning experiences by engaging virtually with experts, teams, and students, locally and globally.
- d. Demonstrate cultural competency when communicating with students, parents, and colleagues and interact with them as co-collaborators in student learning.

5. Designer

Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability.

Educators:

- a. Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs.
- b. Design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning.
- c. Explore and apply instructional design principles to create innovative digital learning environments that engage and support learning.

6. Facilitator

Educators facilitate learning with technology to support student achievement of the 2016 ISTE Standards for Students. Educators:

- a. Foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings.
- b. Manage the use of technology and student learning strategies in digital platforms, virtual environments, hands-on maker spaces or in the field.
- c. Create learning opportunities that challenge students to use a design process and computational thinking to innovate and solve problems.

d. Model and nurture creativity and creative expression to communicate ideas, knowledge, or connections.

7. Analyst

Educators understand and use data to drive their instruction and support students in achieving their learning goals. Educators:

- a. Provide alternative ways for students to demonstrate competency and reflect on their learning using technology.
- b. Use technology to design and implement a variety of formative and summative assessments that accommodate learner needs, provide timely feedback to students and inform instruction.
- c. Use assessment data to guide progress and communicate with students, parents, and education stakeholders to build student self-direction.