

New York City College of Technology
Department of Career and Technology Teacher Education | EDU3640 Syllabus - Spring 2021

Professionalism, Technology, and Diversity Conceptual Framework Statement:

Preparing Reflective and Caring Technical Educators for World of Technology and Diversity

Conceptual Framework Performance Expectations:

Our candidates are prepared to demonstrate:

1. General Knowledge
2. Technical Competency
3. Professional Competency
4. Competency in the Use of Technology
5. Caring Dispositions
6. Reflective Practice
7. Sensitivity to Diversity

Course Number & Title: EDU3640 | Computers in Education [3 Credits]

Course Description: A hands-on computing literacy course on how computers can improve teaching and learning environments. Emphasis is placed on the process of planning, designing, and implementing pedagogical techniques using technology that best facilitates student learning. Topics include Learning Management Systems, Multimedia Tools, Assistive Technology, and Gamification.

Prerequisites: EDU2362 | Methods of Teaching in Career and Technology Education I [3 Credits]

Course Objectives

Upon Completion of this course, the candidate will be able to:

1. Evaluate appropriate uses of educational technology and social media. (CF.2, CF.4, CF.7)
2. Critically analyze issues related to educational technology and social media. (CF.1, CF.4, CF.6)
3. Select appropriate uses of technology consistent with educational objectives and standards. (CF.3, CF.4)
4. Plan ways to use technology appropriately and effectively in teaching and learning environments. (CF.4, CF.5, CF.6)
5. Utilize various software applications and the Internet in the classroom. (CF.4, CF.6)

Materials - Technology Requirements

- A computer with access to the Internet will be required to complete the assignments.
- A professional email account that you feel comfortable using for Blackboard and OpenLab.
- It is recommended that you use a free cloud account (G Suite, Office 365) to store your work. Alternatively, you can backup your data on an external USB flash drive. Multiple backups limit the possibility of data loss.

This course primarily uses Open Educational Resources (OER) such as web articles and other free resources that will be a component of your learning to complete assignments.

Recommended Reading(s):

- Learning First, Technology Second: The Educator's Guide to Designing Authentic Lessons by Liz Kolb
ISBN-10: 1564843890 [[X](#)]

New York City College of Technology
Department of Career and Technology Teacher Education | EDU3640 Syllabus - Spring 2021

Course Schedule

1.	01/30/2021	Synchronous	<i>Learn:</i> What is Educational Technology? <i>Due:</i> Discussion Board #1 [02/05/2021]
2.	02/06/2021	Asynchronous	<i>Learn:</i> Analyzing Popular EdTech Solutions <i>Due:</i> Discussion Board #2 [02/12/2021]
3.	02/13/2021	Asynchronous	<i>Learn:</i> Dangers of Technology <i>Due:</i> Discussion Board #3 [02/19/2021]
4.	02/20/2021	Synchronous	<i>Learn:</i> Assessment Item Analysis <i>Due:</i> Project 1: Spreadsheet Data Analysis [02/26/2021]
5.	02/27/2021	Asynchronous	<i>Learn:</i> Learning Management Systems <i>Due:</i> Discussion Board #4 [03/05/2021]
6.	03/06/2021	Asynchronous	<i>Learn:</i> Digital Parent Communications <i>Due:</i> Discussion Board #5 [03/12/2021]
7.	03/13/2021	Asynchronous	<i>Learn:</i> Intellectual Property & Copyright Laws <i>Due:</i> Discussion Board #6 [03/19/2021]
8.	03/20/2021	Synchronous	<i>Learn:</i> Multimedia Tools <i>Due:</i> Project 2: Multimedia Artifact [04/9/2021]
X.		N/A	Enjoy Spring Break
9.	04/10/2021	Asynchronous	<i>Learn:</i> Creative & Collaborative Tools <i>Due:</i> Discussion Board #7 [04/16/2021]
10.	04/17/2021	Asynchronous	<i>Learn:</i> Gamification <i>Due:</i> Discussion Board #8 [04/23/2021]
11.	04/24/2021	Asynchronous	<i>Learn:</i> Assistive Technology <i>Due:</i> Discussion Board #9 [04/30/2021]
12.	05/01/2021	Synchronous	<i>Learn:</i> Integrating Technology Solutions <i>Due:</i> Project 3: Enhancing Lessons Using Technology [05/07/2021]
13.	05/08/2021	Asynchronous	<i>Learn:</i> Computer Resource Restrictions <i>Due:</i> Discussion Board #10 [05/14/2021]
14.	05/15/2021	Asynchronous	<i>Learn:</i> Aligning Activities with Technology Standards <i>Due:</i> Discussion Board #11 [05/21/2021]
15.	05/22/2021	Synchronous	<i>Learn:</i> Professional Growth <i>Due:</i> Project 4: E-Portfolio [05/23/2021]

If you require in-person assistance for your Portfolio, please reach out to me when convenient.

New York City College of Technology
Department of Career and Technology Teacher Education | EDU3640 Syllabus - Spring 2021

Course Learning Targets (Materials Accessible via Blackboard)

1. What is Educational Technology?
 - Define *Educational Technology* according to the US Office of Educational Technology.
 - Explore the top trending EdTech themes in the last year for K-12 schools.
 - Explain the implications that technology can have on teaching, considerate of advantages and limits.
2. Analyzing Popular EdTech Solutions
 - Describe five specific universally applicable trending EdTech solutions in the K-12 school setting.
 - Differentiate the instructional features of podcast media from videos as a method for instruction.
 - Highlight the concepts of digital citizenship that should be reinforced in all classrooms.
3. Dangers of Technology
 - Identify the physical and psychological hazards that exist with extensive technology usage.
 - Analyze our daily technology usage through a reflective exercise to balance need with convenience.
 - Discuss the potential dangers of the Internet of Things (IoT) and its impact in the classroom.
4. Assessment Item Analysis
 - Describe the benefits of using spreadsheet software to analyze data.
 - Build an item analysis spreadsheet to calculate proficiency of scores in a class.
 - Discuss the pedagogical implications as determined by the item analysis' quantitative results.
5. Learning Management Systems
 - Discuss the considerations that are involved in selecting an LMS.
 - Apprise the common features that are included in the top five LMS'.
 - Critique the LMS used by the college as a practical exercise to justify continued use or replacement.
6. Digital Parent Communications
 - Explain the role of FERPA, especially in its consideration of communicating with parents.
 - Contrast five types of digital communication methods that can be used with parents.
 - Craft a digital parent communication that fits within the constraints of FERPA for student protection.
7. Intellectual Property & Copyright Laws
 - Explain intellectual property as it pertains to patents, trademarks, and copyright.
 - Determine if the examples provided align with the Fair Use Clause of the US Copyright Office.
 - Distinguish between the types of Creative Commons licenses for proper resource sharing.
8. Multimedia Tools
 - Explain the impact of multiple forms of media to engage differentiated students.
 - Integrate external multimedia sources in a slide deck to enhance presentation materials.
 - Investigate the manner in which online video repositories can bolster our academic instruction.
9. Creative & Collaborative Tools
 - Contrast the benefit of different social media platforms on student learning against its disadvantages.
 - Explain how tools like Google Docs can transform the manner in which students collaborate on tasks.
 - Design instructional aids using simple creative tools, such as Canva, for students.
10. Gamification
 - Identify the different elements that can be incorporated to gamify education.
 - Apprise examples of gamification based on their feasibility for a teacher's classroom.
 - Participate in gamification by completing a Kahoot! game to compete against peers and review content.

New York City College of Technology
Department of Career and Technology Teacher Education | EDU3640 Syllabus - Spring 2021

11. Assistive Technology

- Explain the importance of assistive technology for its impact on achievement, including legal obligation.
- Categorize disabilities as outlined by the Individuals with Disabilities Education Act with aligned solutions.
- Utilize various types of accessible assistive technologies to determine function and limits.

12. Integrating Technology Solutions

- Plan the methodology for appropriately managing devices within the classroom with a system.
- Discuss the level of integration technology should have in the classroom to avoid reliance.
- Review lesson plans that are designed with technology solutions to consider failsafes.

13. Computer Resource Restrictions

- Identify the limitations of software based on the given hardware of the system.
- Evaluate the compatibility of software based on the platform of the system.
- Analyze the budget considerations in making a computer resource purchase.

14. Aligning Activities with Technology Standards

- Identify the International Society for Technology in Education as a major resource center for educators.
- Breakdown the SAMR model as a way to evaluate the technology integration in our lessons.
- Hypothesize examples of technology-based activities that align to Next Generation Learning Standards.

15. Professional Growth

- Review the International Society for Technology in Education teacher standards for skill growth.
- Identify the next steps to continue the skill development of Educational Technology skills.
- Join professional social media networks to engage in continued professional learning.

New York City College of Technology
Department of Career and Technology Teacher Education | EDU3640 Syllabus - Spring 2021

Projects (Submit via Blackboard)

Project 1 - Spreadsheet Data Analysis [CO.5]

Task: Conduct an item analysis by using a pre-existing or self-generated multiple-choice assessment (limit to four [4] answer choices) related to ***your subject area***. You should ensure you have at least five (5) questions and ten (10) respondents, in order to analyze the data.

Format: Using the provided spreadsheet, you will be able to input your questions, answers (no more than four answer choices), and respondents' selections. In addition, the guided questions for your response can be completed in the document. Submit as an Excel Spreadsheet .xlsx or PDF with good formatting.

Resources: • [Item Analysis Spreadsheet](#) (Exemplar Within)

Notes: You can view the formulas at your leisure and use this document for future assessments. The template can be used in Google Sheets, Microsoft Excel, or Apple Numbers format.

Project 1 Rubric

Metric	Mastery ^[5 Points]	Proficient ^[4 Points]	Developing ^[2 Points]	Inefficient ^[1 Point]
Quiz	The provided questions and answers, at least five, are in multiple-choice format with the proper answer identified correctly that are aligned to the subject area. No spelling errors, grammatical mistakes, or difficult reading components.	The provided questions and answers, at least five, are in multiple-choice format with the proper answer identified correctly that are aligned to the subject area.	The provided questions and answers, less than five, are in multiple-choice format with the proper answer identified correctly that is not aligned to the subject area.	The provided questions and answers, less than five, are incorrectly formatted as multiple-choice questions with the proper answer identified correctly that is not aligned to the subject area.
Responses	The quiz has at least 10 respondents that have completed the assessment. Information regarding the participants is NOT included in the submission.	The quiz has at least 8 respondents that have completed the assessment. Information regarding the participants is NOT included in the submission.	The quiz has at least 5 respondents that have completed the assessment. Information regarding the participants is NOT included in the submission.	The quiz has at least 5 respondents that have completed the assessment. Information regarding the participants is included in the submission.
Analysis	The analysis can use the data from the tool to determine, in general, if the respondents comprehend the content, as well as identify potential misconceptions from distractor choices, among other analytics, for all five questions.	The analysis can use the data from the tool to determine, in general, if the respondents comprehend the content, as well as identify potential misconceptions from distractor choices for all five questions.	The analysis can use the data from the tool to determine, in general, if the respondents comprehend the content for all five questions.	The analysis is unable to make any claims based on the data besides the general pass/fail.
Reflection	The reflection is able to keenly identify the benefits and drawbacks of the analysis spreadsheet as well as the concerns with generalizing data, in addition to how they may use this in the future.	The reflection is able to keenly identify the benefits and drawbacks of the analysis spreadsheet, as well as the concerns with generalizing data.	The reflection is able to identify the benefits and drawbacks of the analysis spreadsheet.	The reflection is able to identify the benefits OR drawbacks of the analysis spreadsheet.

New York City College of Technology
Department of Career and Technology Teacher Education | EDU3640 Syllabus - Spring 2021

Project 2 - Multimedia Product [CO.5]

Task: Option 1: Audio Podcast - Create a max five-minute or less (but more than three minutes) audio podcast that introduces a topic from your subject area that a listener can learn more information about in the short non-visual manner. Include a text-based “Intention” statement that explains the goal of the product and benefit it will have for student learning.
Option 2: Video Tutorial - Create a max four-minute or less (but more than two minutes) video tutorial that demonstrates the instructions/process from your subject area that a viewer can learn a small skill. Include a text-based “Intention” statement that explains the goal of the product and benefit it will have for student learning.

Format: Option 1: Audio Podcast - Submit a finalized version of the five or less minute audio in .mp3 format with the naming scheme “FirstInitialLastName_Function_MM-DD-YYYY.mp3”. The written intention statement can be provided in .txt, .docx, or inputted directly in Blackboard.
Option 2: Video Tutorial - Submit a finalized version of the four or less minute video in .mp4 format with the naming scheme “FirstInitialLastName_Function_MM-DD-YYYY.mp4”. The written intention statement can be provided in .txt, .docx, or inputted directly in Blackboard.

Resources:

- [Audio Editor: Audacity](#) **OR** Adobe Audition **OR** Any Personal Choice
- [Video Editor: OpenShot](#) **OR** Adobe Premiere Pro **OR** Any Personal Choice
- Exemplar: [Video](#) + [Intention Statement](#)

Notes: Naming Scheme Example: *DMAstrandrea_InstallingCPU_01-01-2020.mp4*
You may use any audio/video recorder/editor to develop your product.

Project 2 Rubric

Metric	Mastery [5 Points]	Proficient [4 Points]	Developing [2 Points]	Inefficient [1 Point]
Intention	The intention is clearly stated, describing both the overall goal of the work product AND how the product will be used as an instructional aid in the classroom to support student learning.	The intention is clearly stated, describing both the overall goal of the work product AND how the product will be used as an instructional aid in the classroom.	The intention is clearly stated, describing both the overall goal of the work product OR how the product will be used as an instructional aid in the classroom.	The intention is vague and only describes that it will benefit the student.
Message	The information provided is presented in a clear and concise manner that uses even pacing for the listener, which includes scaffolded knowledge for greater comprehension.	The information provided is presented in a clear and concise manner that uses even pacing for the listener.	The information provided is presented in a concise manner that has uneven pacing for the listener.	The information presented is only slightly organized, which can sound messy, as the pacing is varying.
Quality	The (audio/video) quality is high quality clear, without breaks or grain. There is no background noise or interruptions.	The (audio/video) quality is clear, without breaks or grain. There is little background noise or interruptions.	The (audio/video) quality is messy, with breaks or grain. There is background noise and/or interruptions.	The (audio/video) quality is low, which may include breaks or be grainy with intrusive background noise and interruptions.
Format	The appropriate file format was submitted and fits within the time-frame indicated.	The appropriate file format was submitted and fits within the time-frame indicated around 30 seconds.	The appropriate file format was submitted.	The submitted file is not of the appropriate format or within the time-frame.

New York City College of Technology
Department of Career and Technology Teacher Education | EDU3640 Syllabus - Spring 2021

Project 3 - Enhancing Lessons Using Technology [CO.4]

Task: Modify an existing lesson plan (or create a new one) to enhance the learning experience using technology that is aligned with your subject area.

Format: It is recommended that you use the CTTE Department's lesson plan format, however, you may use your preferred format as long as there are the following components: Learning Standards, Listed Materials/Equipment, Essential Question, Instructional Objectives, Opening Task, Activity, Summary/Closer, and any Checks for Understanding (Formative Assessment).

Resources:

- [CTTE Department Recommended Lesson Plan Format](#)
- Any Previously Used Tool
- Sample Lessons [\[1\]](#) [\[2\]](#)

Notes: Lesson plans may vary, but often contain equivalent parts, which will be considered when graded.

Project 3 Rubric

Metric	Mastery ^[5 Points]	Proficient ^[4 Points]	Developing ^[2 Points]	Inefficient ^[1 Point]
Lesson Plan	The devised lesson plan contains all of the required components illustrated by the project format that aligns to your subject area.	The devised lesson plan contains most of the required components illustrated by the project format that aligns to your subject area.	The devised lesson plan contains some of the required components illustrated by the project format that aligns to your subject area.	The devised lesson plan contains hardly any of the required components illustrated by the project format.
Alignment	There is alignment between the lesson's essential question, learning objective(s), and the designed activity, in such a way that students would be able to complete their goal.	There is alignment between the lesson's essential question, learning objective(s), and the designed activity, but may not have a direct student action or work product.	There is difficulty in the process of finding alignment between the lesson's essential question, learning objective(s), and the designed activity, including the relation between the lesson's essential question, learning objective(s), and the designed activity.	It is a reach, no direct correlation, to align the lesson's essential question, learning objective(s), and the designed activity.
Technology	The lesson plan includes the usage of technology (specifically identified) in such a way that it benefits instruction with clear descriptions of its function and role for a given task by teacher and student, which includes back up plans for technology failure.	The lesson plan includes the usage of technology (specifically identified) in such a way that it benefits instruction with clear descriptions of its function and role for a given task by teacher and student.	The lesson plan includes the usage of technology (specifically identified) in such a way that it benefits instruction with clear descriptions of its function and role for a given task by teacher OR student.	The lesson plan includes the usage of technology (specifically identified) in such a way that it benefits instruction.
Reflection	There is a teacher-oriented reflection that addresses the considerations for using the specific technology in the class, in which the case for using it outweighs the cost (price and/or labor).	There is a teacher-oriented reflection that addresses the considerations for using the specific technology in the class.	N/A	There is a teacher-oriented reflection that addresses the considerations for using technology in the class, but is too generalized.

New York City College of Technology
Department of Career and Technology Teacher Education | EDU3640 Syllabus - Spring 2021

Project 4 - E-Portfolio [CO.5]

Task: Create an e-portfolio page for this course that will contain specified artifacts, inclusive of projects, to showcase foundational competencies of Educational Technology.

E-Portfolio Components

1. About Me - Short professional introduction of yourself.
2. Social Media - Appropriate links to professional social media accounts you may have.
3. Linked Course Artifacts + Reactions
 - Projects
 - Project 1: Spreadsheet Data Analysis
 - Project 2: Multimedia Product
 - Project 3: Enhancing Lessons Using Technology
 - Discussion Board Prompts
 - DB #2 - Analyzing an EdTech Solution
 - DB #5 - Communication With Parents
 - DB #8 - Empowering Students Using Technology for Alternate Learning
 - DB #11 - Considering Activities that Align with Standards

Format: The e-portfolio must use the OPENLAB platform. Uniform design elements throughout site.

Resources:

- [OPENLAB Website](#)
- [Video: How-To Create an E-Portfolio](#) + [Guide: How-To Create an E-Portfolio](#)
- [Partial Exemplar](#)

Notes: Ensure that you include a reflection regarding the projects for full credit.
 Also, be sure to include both the prompt AND your response to the discussion board.

Project 4 Rubric

Metric	Mastery [5 Points]	Proficient [4 Points]	Developing [2 Points]	Inefficient [1 Point]
About Me	The message shares professional information, including but not limited to background, experience, education, etc. The message is written in third-person and summarizes the person. A professional picture is included.	The message shares professional information, including but not limited to background, experience, education, etc. The message is written in third-person and summarizes the person.	The message shares professional information, including but not limited to background, experience, education, etc. The message is written in first-person and summarizes the person.	The message is not professional, but includes information regarding the portfolio owner. The description may be written in the first person. A picture is lacking.
Artifacts	All artifacts can be opened by the visitor, a reaction/reflection is included that addresses the purpose, personal implications, and learning from the artifact.	All artifacts can be opened by the visitor, a reaction/reflection is included that addresses two of the three of the following: the purpose, personal implications, and learning from the artifact.	Six or fewer artifacts are linked and can be opened by the visitor. Reactions/reflections are short with details only about the experience and not its use or purpose.	Four or fewer artifacts are linked and can be opened by the visitor. Reactions/reflections are short with details only about the experience and not its use or purpose.
Design	The overall design and smaller details are cohesive, using professional images, color choice, and simple navigation.	The overall design uses professional images and color choices.	The overall design is functional, yet simplistic, which does not showcase design knowledge.	The overall design is jarring, making it unattractive and difficult to navigate.
Syntax	The e-portfolio contains no syntax errors at all.	The e-portfolio rarely contains syntax errors, making the few errors a minor inconvenience.	The e-portfolio contains obvious syntax errors, reducing the effectiveness of the website.	The e-portfolio contains excessive syntax errors, making it difficult to read.

New York City College of Technology
Department of Career and Technology Teacher Education | EDU3640 Syllabus - Spring 2021

Discussion Board Prompts (Post/Comment via Blackboard)

1. Trending Educational Technology Solutions [CO.2]

Briefly describe three trending technologies used in the education setting.

2. Analyzing an EdTech Solution [CO.2]

Provide a recent example of a trending educational technology solution that explains the benefits, as well as any drawbacks that could occur from implementation in the classroom.

3. Technology Dangers [CO.2]

Describe the personal health AND information risks that students can encounter from using technology, be specific in your response.

4. Comparing Learning Management Systems (LMS) [CO.1]

Conduct a comparison of the features between two [2] learning management systems (Google Classroom, Classcraft, Edmodo, Schoology, IO Classroom, etc.). If you have used any of them before, discuss your experience from your worst or favorite platform. Justify the option you would choose for the future.

5. Communication With Parents [CO.5]

Create a table that assesses the benefits and drawbacks of the following types of technology for communicating with parents: Emailing Newsletters, Phone Blasts (Mass Recorded Phone Calls), Mail Merging Letters, Parent Video Conferences, and Social Media.

6. Copyright Laws [CO.2]

Breakdown the Creative Commons Licenses using an example to explain the different types of copyright access.

7. Designing Creative & Collaborative Activities Using Technology [CO.4]

Option 1: Explain how your students may use a creative tool, such as Canva, to complete an activity.

Option 2: Discuss a specific manner that your students can use a collaborative solution, such as Google Docs, to foster teamwork in your classroom.

8. Empowering Students Using Technology for Alternate Learning [CO.4]

Select a gamification solution that you might use for your own classes, describe the rationale for using this specific tool in your setting, as well as the method you will use it to foster greater student engagement.

9. Recommending Assistive Technology [CO.3]

Select one of the provided cases, describe the type of assistive technology you would introduce to the student to ensure they can participate in class. Justify your response.

- [A - Morgan \(Grade 11\)](#)
- [B - Derek \(Grade 4\)](#)
- [C - Marin \(Kindergarten\)](#)

10. Selecting Computing Resources Based on Activity [CO.3]

Option 1: List five (5) types of software that you would like to use in your classroom. Create a chart to determine if that software is available on Windows, MacOS, iPadOS, and/or Android.

Option 2: Imagine that your classroom technology gets thrown out, your administration asks your opinion for replacement devices, identify and justify the devices you request for your classroom.

New York City College of Technology
Department of Career and Technology Teacher Education | EDU3640 Syllabus - Spring 2021

11. Considering Activities that Align with Standards [CO.3]

Outline an activity you would use in your classroom that is aligned to a learning standard; using the activity as a starting point, determine the technology that can be used to conduct the activity and identify level the SAMR model it belongs to.

NOTE: All claims and statements made from another source must contain a citation in APA format.

Helpful Links: [In-Text: [X](#)] [Reference Page: [X](#)] [Citation Builder: [X](#)]

Discussion Board Rubric

Metric	Quality Indicator	Value
Initial Posting	The post fulfills the task set by the prompt in a manner that is both detailed and concise in such a way that comprehension and effort are apparent.	6 Points
Comments	Comments are made on two separate peers' initial postings that add-on, challenge, question, OR comment on the concept (1 Point Each)	2 Points
APA Format	Appropriate citation in APA format is provided for all specialized facts and claims to avoid plagiarism. (If the post does not contain claims, the point will be granted.)	1 Point
Spelling / Grammar	All writing is free of spelling / grammatical errors.	1 Point

NOTE: Late initial posting and the required two comments will result in a deduction of points (10%).

You should post in advance of the due date, so that you and others can also comment on peer posts.

Discussion boards will NOT be graded after one week past the due date.

New York City College of Technology
Department of Career and Technology Teacher Education | EDU3640 Syllabus - Spring 2021

Grade Breakdown

Assignment Percentage

Category	Percentage	Notes
<i>Discussion Boards</i>	20%	Lowest Score Dropped
<i>Project 1</i>	20%	
<i>Project 2</i>	20%	
<i>Project 3</i>	20%	
<i>Project 4</i>	20%	
<hr/>		
100%		

Final Grade Scale

Letter Grade	Range
<i>A</i>	93-100
<i>A-</i>	90-92.9
<i>B+</i>	87-89.9
<i>B</i>	83-86.9
<i>B-</i>	80-82.9
<i>C+</i>	77-79.9
<i>C</i>	70-76.9
<i>D</i>	60-69.9
<i>F</i>	0-59.9
<i>WU</i>	Unofficial Withdrawal
<i>WF</i>	Withdrew Failing

New York City College of Technology
Department of Career and Technology Teacher Education | EDU3640 Syllabus - Spring 2021

Course Objectives Aligned to InTASC Model Core Teaching Standards

1. Evaluate appropriate uses of educational technology and social media. (CF.2, CF.4)
Learning Environments [G]
Assessment [I]
Instructional Strategies [R]
2. Critically analyze issues related to educational technology and social media. (CF.1, CF.4, CF.6)
Learning Environments [G]
Assessment [I]
3. Select appropriate uses of technology consistent with educational objectives and standards. (CF.3, CF.4)
Learning Environments [H, M]
Planning for Instruction [K]
Professional Learning and Ethical Practice [D]
4. Plan ways to use technology appropriately and effectively in teaching and learning environments. (CF.4, CF.5, CF.6)
Learning Differences [A]
Application of Content [L]
5. Utilize various software applications and the Internet in the classroom. (CF.4, CF.6)
Learning Differences [A]
Application of Content [L]
Instructional Strategies [N]

Course Objectives Aligned to New York State Educational Technology Exam Competencies*

1. Evaluate appropriate uses of educational technology and social media. (CF.2, CF.4)
ETC Competency 0002 — Digital-Age Work And Learning [I]
2. Critically analyze issues related to educational technology and social media. (CF.1, CF.4, CF.6)
ETC Competency 0001 — Technology Concepts And Operations [B]
ETC Competency 0003 — Digital Citizenry And Responsibility [C, F]
ETC Competency 0006 — Technology Leadership And Resource Management [A]
3. Select appropriate uses of technology consistent with educational objectives and standards. (CF.3, CF.4)
ETC Competency 0001 — Technology Concepts And Operations [A, D]
ETC Competency 0005 — Facilitating And Assessing Student Learning [E]
4. Plan ways to use technology appropriately and effectively in teaching and learning environments. (CF.4, CF.5, CF.6)
ETC Competency 0002 — Digital-Age Work And Learning [I]
ETC Competency 0003 — Digital Citizenry And Responsibility [G]
ETC Competency 0004 — Digital-Age Learning Environments And Experiences [E]
ETC Competency 0005 — Facilitating And Assessing Student Learning [D]
ETC Competency 0007 — Pedagogical Content Knowledge [B]
5. Utilize various software applications and the Internet in the classroom. (CF.4, CF.6)
ETC Competency 0002 — Digital-Age Work And Learning [A, B, C, D]
ETC Competency 0004 — Digital-Age Learning Environments And Experiences [H]
ETC Competency 0005 — Facilitating And Assessing Student Learning [H]

New York City College of Technology
Department of Career and Technology Teacher Education | EDU3640 Syllabus - Spring 2021

Course Objectives Aligned to New York State Educating All Students Exam Competencies

1. Evaluate appropriate uses of educational technology and social media. (CF.2, CF.4)
EAS Competency 0001 — Diverse Student Populations [H]
EAS Competency 0003 — Students With Disabilities & Other Special Learning Needs [A]
EAS Competency 0004 —Teacher Responsibilities [D]
EAS Competency 0005 — School-Home Relationships [A]
2. Critically analyze issues related to educational technology and social media. (CF.1, CF.4, CF.6)
EAS Competency 0004 —Teacher Responsibilities [D]
3. Select appropriate uses of technology consistent with educational objectives and standards. (CF.3, CF.4)
EAS Competency 0003 — Students With Disabilities & Other Special Learning Needs [B]
EAS Competency 0004 —Teacher Responsibilities [D]
EAS Competency 0005 — School-Home Relationships [C]
4. Plan ways to use technology appropriately and effectively in teaching and learning environments. (CF.4, CF.5, CF.6)
EAS Competency 0001 — Diverse Student Populations [J]
EAS Competency 0002 — English Language Learners [I]
EAS Competency 0003 — Students With Disabilities & Other Special Learning Needs [F]
EAS Competency 0005 — School-Home Relationships [A]
5. Utilize various software applications and the Internet in the classroom. (CF.4, CF.6)
EAS Competency 0002 — English Language Learners [G]
EAS Competency 0003 — Students With Disabilities & Other Special Learning Needs [B, C]
EAS Competency 0004 —Teacher Responsibilities [A]

Course Objectives Aligned to The Danielson Framework**

1. Evaluate appropriate uses of educational technology and social media. (CF.2, CF.4)
Danielson Framework [1A, 1E]
2. Critically analyze issues related to educational technology and social media. (CF.1, CF.4, CF.6)
Danielson Framework [2A, 4E]
3. Select appropriate uses of technology consistent with educational objectives and standards. (CF.3, CF.4)
Danielson Framework [1E, 3D]
4. Plan ways to use technology appropriately and effectively in teaching and learning environments. (CF.4, CF.5, CF.6)
Danielson Framework [1E]
5. Utilize various software applications and the Internet in the classroom. (CF.4, CF.6)
Danielson Framework [3C]

Reference

- Interstate Teacher Assessment and Support Consortium. (2013). InTASC model core teaching standards and learning progressions for teachers 1.0.
- New York State Teacher Certification Examinations. (2018). *Educational Technology Specialist Test Design And Framework*. (pp. 071–1-071–8). New York State Education Department.
- New York State Teacher Certification Examinations. (2014). Field 201: Educating all students (EAS) test design and framework.
- The Danielson Group. (2020). The framework for teaching.

* = Aligns to a different NYSED Content Specialty Test for the “Educational Technology” certificate.

** = Limited to the eight indicators that are used in teacher evaluations in the district of New York City Public Schools.

New York City College of Technology
Department of Career and Technology Teacher Education | EDU3640 Syllabus - Spring 2021

Policies

Course Requirements: This course is designed using a hybrid model, meaning there are sessions that meet in-person and online. Meetings in the online virtual classroom may be synchronous (web conference) or via asynchronous (discussion boards) methods on Blackboard. For the online dates, you should plan on visiting Blackboard at least twice a week, which will provide enough time to make an initial post, as well as follow up with comments on your peers.

The materials designed for this course are made for the purposes of action, however, they are based in theory, so that you can confidently use your preferred solutions for your own classrooms.

Deadlines: There is an item due each week in the course. Students should consult the Course Schedule page to confirm when items are due. Late items will result in a deduction of 10% per week they are late, up to one week, in which it will result in a grade of zero.

Attendance Policy: Your participation is required for the success of this class. Attendance, therefore, is absolutely necessary. You are expected to attend each in-person class meeting as well as each online (virtual) meeting. You may be absent without penalty no more than twice (either in-person or online). Arrival late twice to class will equal one absence. Absences (excused or unexcused) greater than two will reduce your final grade for the course by one letter grade. Please note if you fail to submit an online assignment that will also count as an absence in addition to the grade of zero for the assignment. Should you have an issue with the system or meeting a deadline, please practice due diligence, and email the instructor prior to the due date/time.

Academic Integrity is doing one's own work and carefully citing the work of others (this course uses APA format). It is important that you are acting ethically and responsibly when using other authors' materials from the Internet.

College Academic Integrity Statement: Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity. Accordingly, academic dishonesty is prohibited in The City University of New York at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion.

Statement on Students with Disabilities: Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Students Support Services (OSSS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student's eligibility from OSSS, which is located in Room A-237. It is the student's responsibility to initiate contact with the OSSS staff and to follow the established procedures for having the accommodation notice sent to the instructor.

Netiquette: Very often, written text is left to interpretation by the individual reader. Be cognizant of this when writing an email or posting to the discussion board. Please treat your classmates in the manner in which you like to be treated. Allow time for email to be received, and replied to, keeping in mind the busy schedules of others.