

# EDUC 2375-501: Technology Integration in the Classroom

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**University of New Mexico-Valencia Campus**

***Fall Semester 2024: August 19, 2024 – December 14, 2024***

**Instructor:** Gabriela Peterson, M. Ed, Ph.D.

**Classroom:** Online via Canvas (canvas.unm.edu)

**Class Time:** Asynchronous

**Office Hours:** Fridays (11:00 am-12:00 pm via Zoom)

**Email:** [gpeterson22@unm.edu](mailto:gpeterson22@unm.edu).

## **COURSE DESCRIPTION**

Students apply knowledge of learning theory to explore how to incorporate educational technology as a classroom tool in the K-12 learning environment. Students will use classroom technology to enhance curriculum development and application to the classroom. Examines the impact of technology on the changing role of the teacher.

## **COURSE COMPETENCIES**

1. Demonstrate a thorough understanding of key learning theories and their relevance to the integration of educational technology in K-12 classrooms.
2. Exhibit proficiency in incorporating various educational technologies into curriculum design and classroom instruction to enhance student engagement and learning outcomes.
3. Critically assess the influence of technology on the role of educators, identifying shifts in instructional strategies and teacher-student interactions.
4. Show competence in the practical application of classroom technologies, using them to design, implement, and evaluate effective teaching practices.
5. Demonstrate the ability to create comprehensive, technology-enhanced lesson plans that address the diverse needs of students in a K-12 environment.
6. Engage in reflective practice to continuously improve the integration of technology in teaching, considering both the benefits and challenges.

## **STUDENT LEARNING OUTCOMES**

1. Students will analyze key learning theories to understand their application in incorporating educational technology within K-12 classrooms.
2. Students will demonstrate the ability to integrate educational technology tools into curriculum development and classroom instruction effectively.
3. Students will evaluate the impact of technology on the evolving role of the teacher in the K-12 educational setting.

4. Students will apply various classroom technologies to create and implement instructional strategies that enhance student learning.
5. Students will design and develop lesson plans that incorporate educational technology to support diverse learning needs.
6. Students will critique and reflect on the successes and challenges of integrating technology into the classroom, considering both teacher and student perspectives.

### **REQUIRED TEXTBOOK**

Hughes, J. E., & Roblyer, M. D. (2023). *Integrating educational technology into teaching: Transforming learning across disciplines (9<sup>th</sup>ed.)*. Pearson. One Lake Street, Upper Saddle River, New Jersey 07458.

### **ATTENDANCE POLICY**

As the class is asynchronous online, there is no attendance to be taken. However, assignments must be completed each week by Sunday at midnight to be accepted. You have all week at your convenience to read or watch the material and complete the assignment, so there are no late assignments except for extreme circumstances. Quizzes and exams will be administered on Canvas at specific times that will be posted in advance. Email me if you have something unusual that comes up that interferes with your ability to complete assignments.

Attendance in an online course should be approached the same as you would in a face-to-face course. If this course were offered face-to-face, it would meet (at a minimum) twice a week; thus, you should log into Canvas a minimum of two times per week. Remember that coursework is done outside of lecture times, so you must log in throughout the week to complete all the assigned activities. Plan to be an active participant in course discussions and communication. Attendance and participation are required to complete this course successfully. The instructor is not responsible for withdrawing students. A “W” will not be given as a final grade. The student is responsible for following UNM Valencia's policy for dropping or withdrawing from a course – be aware that financial consequences may occur from these actions. Students who miss two discussion boards and/or assignments/assessments will be dropped from the course. Any student registered for the course when the semester begins who fails to submit all the course introduction activities by the end of the first week will be dropped from the course.

### **ASSIGNMENTS**

1. **Required Reading.** Throughout the course, you will be provided with required reading assignments. The assignments are in Weekly Assignments on the course menu. You are

expected to complete all required reading assignments and integrate what you have read into your course assignments and your online discussions.

2. **Discussion Boards.** Students will participate in weekly discussion boards for each chapter of the required text. Students are required to participate in and post weekly discussions on Canvas. This will enable us to learn and interact with each other as a community of learners. Discussion postings must be complete and have at least five lines of text. No maximum number of words is required, but please use good judgment. Use references to websites or readings to support your comments whenever possible. You must get your initial discussion postings up early in the week so others can read them and share their thoughts and experiences. We will build on one another's ideas by interacting fluidly throughout the week. Therefore, post your initial response to the discussion forum no later than Wednesday and reply to three classmates no later than Sunday. Discussion boards open on Sunday at midnight.
3. **Apply What You Learned.** Students are required to complete apply what you learned activities after reading each chapter of the required book. These interactive activities call students to apply the chapter concepts in real-world contexts that are available to them, such as through observing in school placements or interviewing school-based cooperating teachers.
4. **Evaluating Lesson Plans.** Students are required to complete lesson plan evaluations after reading each chapter. Lesson plan evaluations call for students to locate and evaluate lesson plans that integrate technologies discussed in the chapter. Students evaluate the lessons by completing an RAT (Replacement, Amplification and Transformation) matrix analysis to determine the technology resource's potential for changing instruction, learning, and/or curriculum in each selected lesson.
5. **Creating Lesson Plans.** Students are required to complete creating lesson plan activities after reading each chapter. These activities call for students to create a new technology-supported lesson plan that employs a technology resource introduced in the chapter to tackle a problem of practice.
6. **Final Exam:** Students will complete a final exam at the end of the semester. For the final exam, students must submit a personal reflection of their learning gained in the course.

### **GRADING POLICY**

This course is competency-based. Student competency will be evaluated based on the criteria presented below.

<b>Assignment</b>	<b>Percentage of student's grade</b>
Discussion Boards	20%

Apply What You Learned	20%
Evaluating Lesson Plans	25%
Creating Lesson Plans	25%
Final Exam	10%
<b>Total</b>	<b>100%</b>

### **DUE DATES POLICY**

Students are expected to turn in work on the date that it is due. Late assignments will be accepted; however, 2 points will be deducted. No late postings on the Discussion Board are permitted. See “Late Work and Exemptions” below.

### **LATE WORK EXEMPTIONS**

You can miss two discussion boards over the course of the semester and recover the grades by writing an expanded post. Requirements: 1) 1 page typewritten and double-spaced, 12 pt. font, default margins. 2) Email as an attachment within one week of the original due date. See “Due Dates Policy” above.

### **PERCENTAGES AND GRADE EQUIVALENT**

Points will be recorded for each activity and totaled at the end of the semester. The grading scale below will apply based on the percentage of total points possible.

As	Bs	Cs	Ds	F
100-97=A+	89-87= B+	79-77= C+	69-66 D+	58-0 F
96-93= A	86-83 =B	76-73 =C	65-62 D	
92-90 =A-	82-80 =B-	72-70 =C-	61-59 D-	

### **ACADEMIC INTEGRITY**

Having academic integrity is paramount to your success in any class. Plagiarism or cheating is not tolerated. Any instance of this will result in a grade of zero for that assignment. Here is the link to the UNM Academic Dishonesty Policy:

<https://policy.unm.edu/regents-policies/section-4/4-8.html>. The policy states:

*Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. The University reserves the right to take disciplinary action, up to and including dismissal, against any student who is found guilty of academic dishonesty or who otherwise fails to meet the expected standards. Any student judged to have engaged in*

*academic dishonesty in course work may receive a reduced or failing grade for the work in question and/or for the course.*

Academic Dishonesty is defined as:

*"Academic dishonesty" includes, but is not limited to, dishonesty in quizzes, tests, or assignments; claiming credit for work not done or done by others; hindering the academic work of other students; misrepresenting academic or professional qualifications within or without the University; and nondisclosure or misrepresentation in filling out applications or other University records.*

### **NETIQUETTE**

Netiquette is a set of rules for behaving politely online. Something about cyberspace makes it easy for people to forget that they are interacting with other real people. The following bullet points cover some basics of communicating online:

1. Be sensitive to classmates coming from different cultural and linguistic backgrounds and holding different political and religious beliefs. Plus, they will have other differences.
2. Use good taste when composing your responses in Discussion Forums. Swearing and using profanity are often insensitive to your classmates, so they should be avoided. Also, consider that slang can be misunderstood or misinterpreted.
3. Don't use all capital letters when composing your responses, as this is considered "shouting" on the Internet and is regarded as impolite or aggressive. It can also be stressful on the eye when trying to read your message.
4. Be respectful of others' views and opinions. Avoid "flaming" (publicly attacking or insulting) them, as this can cause hurt feelings and decrease the chances of learning from different points of view.
5. Be careful when using acronyms. If you use an acronym, it is best to spell out its meaning first, then put it in parentheses afterward, such as Frequently Asked Questions (FAQs). After that, you can use the acronym freely throughout your message.
6. Use good grammar and spelling and avoid using text-messaging shortcuts.

### **ACCOMMODATIONS**

UNM is committed to providing equitable learning opportunities for all students. If you have a documented disability, the Equal Access Services office will provide me with a letter outlining your accommodations. I will then discuss the accommodations with you to determine the best learning environment. If you feel that you need accommodations but have not documented

your disability, please contact Sarah Clawson, the coordinator for Equal Access Services at 925-8840 or [sjclawson@unm.edu](mailto:sjclawson@unm.edu).

### **CITIZENSHIP AND/OR IMMIGRATION STATUS**

All students are welcome in this class regardless of citizenship, residency, or immigration status. Your professor will respect your privacy if you choose to disclose your status. As for all students in the class, family emergency-related absences are normally excused with reasonable notice to the professor, as noted in the attendance guidelines above. UNM, as an institution, has made a core commitment to the success of all our students, including members of our undocumented community. The Administration's welcome is found on our website: <http://undocumented.unm.edu/>.

### **LAND ACKNOWLEDGEMENT**

Founded in 1889, the University of New Mexico sits on the traditional homelands of the Pueblo of Sandia. The original peoples of New Mexico Pueblo, Navajo, and Apache, since time immemorial, have deep connections to the land and have made significant contributions to the broader community statewide. We honor the land and those who remain stewards of it throughout the generations and acknowledge our committed relationship with Indigenous peoples. We gratefully recognize our history.

### **COURSE OUTLINE**

<b>Week</b>	<b>Readings</b>	<b>Assignments</b>
Week 1 (Aug 19 – Aug 24, 2024)	Chapter 1: Educational Technology in Context	Personal Introductions Discussion Board #1 Apply What You Learned #1
Week 2 (Aug 26 – Aug 31, 2024)	Chapter 2: Theory Into Practice	Discussion Board #2 Apply What You Learned #2
Week 3 (Sep 2- Sep 7, 2024)	Chapter 3: Learning and Leading for Transformative Technology Integration	Discussion Board #3 Apply What You Learned #3
Week 4 (Sep 9- Sep 14, 2024)	Chapter 4: The Web and Web-Based Content	Discussion Board #4 Apply What You Learned #4 Evaluating Lesson Plans#1 Creating Lesson Plans#1
Week 5 (Sep 16-Sep 21, 2024)	Chapter 5: Instructional Content Software for Student Learning	Apply What You Learned #5 Discussion Board #5 Evaluating Lesson Plans #2 Creating Lesson Plans #2

Week 6 (Sep 23-Sep 28, 2024)	Chapter 6: Design, Analysis, and Creation	Apply What You Learned #6 Discussion Board #6 Evaluating Lesson Plans #3 Creating Lesson Plans #3
Week 7 (Sep 30- Oct 5, 2024)	Chapter 7: Communication, Collaboration, and Making	Apply What You Learned #7 Discussion Board #7 Evaluating Lesson Plans #4 Creating Lesson Plans #4
Week 8 (Oct 7-Oct 12, 2024)	Chapter 8: Blended and Online Learning	Apply What You Learned #8 Discussion Board #8 Evaluating Lesson Plans #5 Creating Lesson Plans #5
Week 9 (Oct 14-Oct 19, 2024)	Chapter 9: Teaching and Learning with Technology in Special Education	Apply What You Learned #9 Discussion Board #9 Evaluating Lesson Plans #6 Creating Lesson Plans #6
Week 10 (Oct 21-Oct 26, 2024)	Chapter 10: Teaching and Learning with Technology in English and Language Arts	Apply What You Learned #10 Discussion Board #10 Evaluating Lesson Plans #7 Creating Lesson Plans #7
Week 11 (Oct 28-Nov 2, 2024)	Chapter 11: Teaching and Learning with Technology for Second and Foreign Languages	Apply What You Learned #11 Discussion Board #11 Evaluating Lesson Plans #8 Creating Lesson Plans #8
Week 12 (Nov 4-Nov 9, 2024)	Chapter 12: Teaching and Learning with Technology in Science, Engineering, and Mathematics	Apply What You Learned #12 Discussion Board #12 Evaluating Lesson Plans #9 Creating Lesson Plans #9
Week 13 (Nov 11-Nov 16, 2024)	Chapter 13: Teaching and Learning with Technology in Social Studies	Apply What You Learned #13 Discussion Board #13 Evaluating Lesson Plans #10 Creating Lesson Plans #10
Week 14 (Nov 18-Nov 23, 2024)	Chapter 14: Teaching and Learning with Technology in Music and Art	Apply What You Learned #14 Discussion Board #14 Evaluating Lesson Plans #11 Creating Lesson Plans #11
Thanksgiving Break (November 28-Dec 1, 2024)		
Week 15 (Dec 2-Dec 7, 2024)	Chapter 15 Teaching and Learning with Technology in	Apply What You Learned #15 Discussion Board #15

	Physical and Health Education	Evaluating Lesson Plans #12 Creating Lesson Plans #12
Week 16 (Dec 9-Dec 14, 2024)	Finals week	Final Exam

***This syllabus should be viewed as a guide. While every attempt is made to provide an accurate overview of the course, circumstances and events may make it necessary for the professor to modify the syllabus during the semester. Any syllabus changes are at the instructor's discretion and will be made with advance notice. Changes will be posted in the Announcement section of Canvas.***