

**Fall 2024**  
**EDT 4300: Educational Technology, CRN #: 15793**  
**ONLINE ASYNCHRONOUS - WEEKLY SELF-PACED**

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**Course Information: What this class is about and what we will do.**

**Course Description**

Basic principles of educational technology for prospective teachers, including terminology, historical development, social and ethical implications, proficiency in the application of technology tools, and integration of technology in school curricula. This course is designed to prepare pre-service teachers to meet national (ISTE/NETS) and state (TEKS) standards for using technology to improve productivity and integrating technology into teaching as an instructional tool. You will learn by doing throughout this course and learn together as a community of beginning educators.

**Course Objectives**

By the end of the class,

1. Students will be able to demonstrate a sound understanding of technology operations and concepts.
2. Students will plan and design effective learning environments and experiences supported by technology.
3. Students will implement curriculum plans that include methods and strategies for applying technology to maximize learning.
4. Students will apply technology to facilitate a variety of effective assessment and evaluation strategies.
5. Students will use technology (that includes Web 2.0 tools) to enhance their productivity and professional practice.
6. Students will better understand the social, ethical, legal, and human issues surrounding the use of technology on PreK-12 schools and apply that knowledge into future practice.

**Alignment with Teaching Standards**

1. National Educational Technology Standards for Educators, ISTE (International Society for Technology in Education): [Link](#)
2. National Educational Technology Standards for Students, ISTE (International Society for Technology in Education): [Link](#)
3. Texas Essential Knowledge and Skills for Technology Applications: [Link](#)
4. Texas Essential Knowledge and Skills (TEKS): [Link](#)

**Required Readings**

1. Required reading materials are uploaded onto the Course Blackboard.

## Student Learning Outcome

Upon completion of this course, students will be able to:

Student Learning Outcome	Assessment Procedures
Identify and evaluate the theoretical foundations of learning, important models and frameworks in technology integration, and national and state standards of educational technology.	Reading assignment, reflective learning journal and final project.
Describe the application of various technologies in support of learning; and synthesize their own view of the relationships among teaching, learning, and using technology	Reading assignment, reflective learning journal and final project.
Improve skills in using productivity tools (such as Word Processing, Spreadsheet, and Presentation)	Reading assignment, hands-on activity
Know how to produce communication artifacts (such as newsletters, brochures, and flyers) using open source programs, web-based programs, and/or proprietary desktop publishing program.	Reading assignment, Hands-on activity
Understand the importance of Web 2.0 concepts and tools and how it can be used to provide engaging teaching and learning environment	Reading assignment, hands-on activity, learning journal, thematic unit and final project
Know how to use collaborative tools (such as google drive and prezi) and understand its educational applications.	Reading assignment, hands-on activity, reflective learning journal and final project
Know how to create digital storybook and educational video using web-based/web 2.0 tools and understand its educational applications.	Reading assignment, hands-on activity, reflective learning journal and final project
Know how to use a mind mapping tools (such as bubbl.us, mindomo, etc) to organize ideas and understand concepts better.	Reading assignment, Hands-on activity
Know how to create a webquest using Web 2.0 tools to enhance instructional productivity	Reading Assignment, final project

## Description of Course Assignments

All assignments will be graded based on a rubric provided for each assignment. Please refer to the respective rubric when completing your assignment.

### EDT 4300 E-portfolio – 20 points

You will create EDT 4300 e-portfolio site using Weebly or Wix for this class that will include the following page/tab:

- Teaching Philosophy
- Learning Journal
- Hands-on Activity Artifact
- Thematic Unit
- Webquests

Create your site using Weebly:

- ◆ To learn how to setup a Weebly site and customize your site, watch this [premium and free Weebly tutorials](#)
- ◆ If you have a gmail account, you can sign-in using your gmail.

Create your site using Wix:

- ◆ To learn how to setup a Wix site and customize your site, watch this [premium and free Wix tutorials](#)

Once you have created your EDT 4300 e-portfolio site, please submit your site URL into this document:

[EDT 4300 e-portfolio site URL](#) - **Due Date: Sunday, 9/1/2024, 11:59pm**. Please make sure to delete pages/tabs that is not needed that come with the template you chose to use. Your e-portfolio should look professional, clean and inviting.

- 📌 Please visit my EDT 4300 e-portfolio site to see e-portfolio created by students from previous semesters: [Asing Cashman Educational Technology Site](#)

### Teaching Philosophy - 20 pts

Areas to consider for your teaching philosophy (describe and provide examples) – Must be between 1,000 – 1200 words:

- Why is teaching important for you? --- aspirations, goals, objectives
- What beliefs, theories, and/or methods mark successful teaching? --- methods to use in achieving goals/objectives. For example, your beliefs regarding learning theory and specific strategies you could use such as case studies, debates, simulations, role playing, learning/reading circles, manipulative, learning by doing, active learning, cooperative learning, project work, investigations, etc.
- How to assess student understanding? --- what are your beliefs about grading, test, types of assessment you will use: traditional – paper-pencil and/or alternative types of projects, panels, debates, presentations, performances, etc.
- How will you improve your teaching? ---how will you use your student input to improve your teaching? How might you learn new skills and teaching strategies or approaches? How do you know when you have taught effectively? How will use technology to transform teaching and learning?

## Reflective Learning Journal – 110 pts

For this assignment, you will write reflective journal based on assigned topic/s. Each journal entry (in essay format) must be between **300 – 400 words**. Please refer to the rubric for this assignment to guide you with your reflective journal entries. All journal entries must be posted on your E-portfolio site >> Learning Journal page.

### ✚ Journal #1 – 10 pts | About Me

Your Journal #1 entry should include:

- a. A brief introduction of yourself – please include a professional picture of yourself.
- b. Learning expectations for this course: EDT 4300 – Educational Technology
- c. Responses to ideas on technology integration:
  - i. How do you view the role of technology in education?
  - ii. How has technology impacted your own learning as a student?
  - iii. How do you plan to use technology in your teaching? Be specific about the grade level, content area, who, why, when, and how to use technology.

For journals #2 - #10: Your journal posting should answer the following questions:

- (1) How can you integrate/assign the tool/program/activity in your teaching to maximize learning and engage learners (please provide example/s, i.e. in my 2nd grade Reading class I can have my students create a newsletter; and/or I can create an interactive presentation to present the main ideas from the book we are reading, etc.)
- (2) Connection to ISTE Standards: if the tool/program/activity is integrated in your lesson, which standard from the [ISTE Standards for Teachers](#) and/or [ISTE Standards for Students](#) would be addressed? Explain.
- (3) Which new skills and abilities (refer to [21<sup>st</sup> Century Skills: 6C's of Education](#)) do students acquire if you require them to complete an activity/assignment using the tool/program? Explain.
- (4) What would be the disadvantages and advantages of using the program/tool?

- Journal #2 – 10 pts | Topic: ChatGPT
- Journal #3 – 10 pts | Topic: Newsletter
- Journal #4 – 10 pts | Topic: Mind Mapping
- Journal #5 – 10 pts | Topic: Timeline
- Journal #6 – 10 pts | Topics Interactive Multimedia Poster
- Journal #7 – 10 pts | Topic: Word Cloud
- Journal #8 – 10 pts | Topic: Digital Storybook
- Journal #9 – 10 pts | Topic: Technology Integrated Thematic Unit
- Journal #10 – 10 pts | **Topic:** Webquests
- Final thoughts – 10 pts

For your final entry, you must include your responses to these three questions regarding how your ideas have evolved about technology integration throughout the semester:

- a. How have your ideas about using technology changed over the semester?
- b. What questions or challenges do you still have regarding technology integration?
- c. What is your plan for continuing to learn about integrating technology in your teaching more effectively?

## Hands-on Activity – 70 pts

This assignment requires you to be creative and to think outside the box. All work/artifacts must be posted/uploaded/embedded in your “Hands-on Activity Artifact” page on your E-portfolio site. The program tools listed here requires you to sign-up (select free account) and if you chose to use a template, make sure that it is a free template.

### a. Presenting Learning – 10 pts

Read these articles on ChatGPT:

- i. [ChatGPT is going to change education, not destroy it](#)
- ii. [ChatGPT and Education](#)
- iii. [How Teachers can use ChatGPT | ChatGPT for teachers](#)
- iv. [20 Ways Teachers Can Use ChatGPT To Make Their Lives Easier](#)
- v. [6 Ways to Use ChatGPT to Save Time](#)

Create a presentation (10 -12 slides) that:

- (1) summarized the main points from all articles; and
- (2) describe an activity of a lesson for a topic/grade level of your choice that incorporate the use of ChatGPT. You must include:
  - a. Title/topic of your lesson
  - b. Grade level
  - c. TEKS
  - d. Learning Objectives
  - e. Clear description of activity

You may create your slides using one of the following presentation tools:

- Google Slides (you need to have a gmail account. Create an [account](#))
- Canva (create free/basic account): <https://www.canva.com/>
- Genially (create free/basic account): <https://www.genial.ly/en>

### b. Newsletter – 10 pts

Perform research on the Web (use search engine such as Google, Yahoo, Bing, etc.) on this topic: “Copyright Law and Fair Use for Educators”.

Create a 2-page newsletter to inform fellow about copyright law and fair use for educators using one of these tools:

- AdobeSpark: <https://spark.adobe.com/make/newsletter-maker/>
- Microsoft Word: [How to make a Newsletter in Microsoft Word](#)
- Crello: <https://crello.com/create/newsletter/>

### c. Mind Mapping – 10 pts

Read this article: [Mind Mapping for Teachers: Tips, Tools, and Lesson Plans](#) to understand how mind mapping is used in the classroom.

For this assignment, you will create a mind map of a topic of your choice (i.e. brainstorming an idea, breaking down difficult concept or topic, etc.) using one of these tools:

- Bubbl.us: <https://bubbl.us/>
- Mindomo: <https://www.mindomo.com/>
- Mindmeister: <https://www.mindmeister.com/>

d. **Timeline – 10 pts**

Read this article: [Using Timelines in the Classroom: Helping Students Make Connections](#), to understand how timeline is used in the classroom. For this assignment, you will create a timeline of a topic of your choice related to Social Studies or any other subject areas using one of the following tools:

- Tiki Toki: <https://www.tiki-toki.com/>
- Sutori: <https://www.sutori.com/teachers>
- Time Toast: <https://www.timetoast.com/>

e. **Interactive Multimedia Poster – 10 pts**

Interactive posters are similar to academic posters but use web-links, animations, videos, etc. to enable the audience to access further informational materials on the topic. This kind of visuals are a great learning and teaching tool to either use with students or get them to create something themselves, especially when explaining a difficult process. Read this article to know how an interactive multimedia poster activity was incorporated in the classroom: [A teacher incorporating interactive multimedia poster in her 5<sup>th</sup> grade classroom.](#)

For this assignment, identify a topic/concept that you think can be best explained using visual (combination of text, pictures, video) representation and create an interactive multimedia poster using one of these tools:

- Piktochart: <https://piktochart.com/pricing/education/>
- Smore: <https://www.smore.com/>
- Canva: <https://www.canva.com/>

f. **Word Clouds – 10 pts**

Word Clouds is a great way to engage students, particularly visual learners, engage with reading. Word Clouds turn words into pictures using different fonts, color schemes, and shapes. Readings: [200 Ways to Use Word Clouds in the Classroom](#); [Guide2Research: 7 Best Word Cloud Generator Tools for School and Work](#)

Please read these articles:

- [Engaging Students in a Virtual Classroom](#)
- [8 Strategies to Improve Participation in a Virtual Classroom](#)

and identify 25 words that represent the big ideas of these articles, and create a Word Cloud using one of these tools:

- Wordclouds: <https://www.wordclouds.com/>
- WordArt: <https://wordart.com/>
- ABCya: [https://www.abcya.com/games/word\\_clouds](https://www.abcya.com/games/word_clouds) (requires you to use a screen capture app to save image. You can use snipping tool – available in Window-based PC/laptop)
- WordItOut: <https://worditout.com/>

g. **Digital Storybook – 10 pts**

Read the following articles to understand how digital storytelling can be used effectively in the classroom:

- [How to Use Digital Storytelling in your Classroom](#)
- [5 Digital Storytelling Assignments in the Classroom](#)

You will create an educational storybook based on a topic of your choice. Make sure that your storybook is educational and is appropriate for K-12 readers. Make your story informative, fun and engaging. You may want to select the intended grade level and/or subject area for your story. Your storybook must be at least 15 pages excluding the cover page. Your storybook can be created using one of these tools:

- Storyjumper: <https://www.storyjumper.com/>

- Little Bird Tales: <https://littlebirdtales.com/>
- My Story Book: <https://www.mystorybook.com/>

### Technology Integrated Thematic Unit – 20 pts

Thematic teaching is a method of organizing teaching around themes or topics making it possible to integrate instruction across core areas such as reading, writing, math, history, science, and the arts. Thematic units are designed to encourage students to delve deep into topics developing both an awareness and understanding of existing connections across ideas. Based on a topic or themes you chose for your thematic unit you will develop a thematic lesson matrix using the template provided (3 subject areas). **Two or more web 2.0 technology tools that we have covered in this class must be incorporated in each subject area/content area.**

Here are some readings that will help you with your Technology Integrated Thematic Unit Assignment.

Thematic Unit:

- [What's A Thematic Unit? A Way To Unify What You Teach](#)
- [Thematic Unit Definition and How to Create One](#)
- [The Reasons Thematic Units in Teaching are Successful](#)

Essential Questions:

- [Essential Questions](#)
- [What Makes a Question Essential?](#)
- [A List of Good Essential Questions](#)

[Thematic Unit Template](#)

### WebQuests – 50 pts

Based on the thematic unit you have developed you will create a Webquest for each subject area/lesson plan. A WebQuest is an inquiry-oriented lesson format in which most or all the information that learners work comes from the web (Bernie Dodge).

Reading: [Webquest](#)

- Each webquest page must consist of these six elements:
  1. Introduction
  2. Task
  3. Process
  4. Evaluation
  5. Conclusion
  6. Teacher's Page

Detailed instructions and presentation slides on [Webquests](#) are posted on the course Blackboard.

## Grades and Grading

Grades and Assignment Percentages: The entire class assignments will be calculated out of a total of 300 points.

**This means that every assignment is important and even missing one can seriously impact your grade.** This course is graded on a rubric style in alignment with the 4.0 (A-F) grading at UTEP. The following list highlights the point totals for each assignment:

### Total Points: 300

- E-portfolio site URL with all tabs/pages created – 10 pts
- Final EDT 4300 E-portfolio Site - 20 pts.
- Teaching Philosophy – 20 pts.
- Hands-on Activities – 70 pts.
- Learning Journal - 110 pts.
- Thematic Unit – 20 pts
- WebQuest – 50 pts

### Grading Scale:

Excellent	Above Average	Average	Below Average	Failing
A = 90 – 100%	B = 80 – 89%	C = 70 – 79%	D = 60 – 69%	F = 59% and below

## TECHNOLOGY REQUIREMENTS

Course content is delivered via the Internet through the Blackboard learning management system. Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

You will need to have access to a computer/laptop, scanner, a webcam, and a microphone. You will need to download or update the following software: Microsoft Office, Adobe Acrobat Reader, Windows Media Player, QuickTime, and Java. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

If you do not have a word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP's Microsoft Office Portal. Click the following link for more information about [Microsoft Office 365](#) and follow the instructions.

**IMPORTANT:** If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP [Help Desk](#) as they are trained specifically in assisting with technological needs of students. Please do not contact me for this type of assistance. The Help Desk is much better equipped than I am to assist you!

### Course Communication: How we will stay in contact with each other

Because this is an asynchronous class, we won't see each other in the ways you may be accustomed to: during class time, small group meetings, and office hours. However, there are a number of ways we can keep the communication channels open:

- **Office Hours:** Class will not meet on campus, but I will still have office hours for your questions and comments about the course. My office hours are Monday, Wednesday, Friday at 12 pm – 1:00 pm. You can also schedule to meet with me outside this designated office hours or through Zoom. Please send me an email or call/text me at (915) 525.8500.



- **Email:** UTEP e-mail is the best way to contact me. I will make every attempt to respond to your e-mail within 24-48 hours of receipt. When e-mailing me, be sure to email from your UTEP student account and please put the course number in the subject line. In the body of your e-mail, clearly state your question. At the end of your e-mail, be sure to put your first and last name, and your university identification number.
- **Discussion Board:** If you have a question that you believe other students may also have, please post it in the Help Board of the discussion boards inside of Blackboard. Please respond to other students' questions if you have a helpful response.
- **Announcements:** Check the Blackboard announcements frequently for any updates, deadlines, or other important messages.

### NETIQUETTE

As we know, sometimes communication online can be challenging. It's possible to miscommunicate what we mean or to misunderstand what our classmates mean given the lack of body language and immediate feedback. Therefore, please keep these netiquette (network etiquette) guidelines in mind. Failure to observe them may result in disciplinary action.

- Always consider audience. This is a college-level course; therefore, all communication should reflect polite consideration of other's ideas.
- Respect and courtesy must be provided to classmates and to the instructor at all times. No harassment or inappropriate postings will be tolerated.
- When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face situation.
- Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted on in these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

### Course Policies: What do you need to do to be successful in the course.

#### ATTENDANCE AND PARTICIPATION (if applicable)

Attendance in the course is determined by participation in the learning activities of the course. Your participation in the course is important not only for your learning and success but also to create a community of learners.

Participation is determined by completion of the following activities:

- Reading/Viewing all course materials to ensure understanding of assignment requirements.
- Participating in engaging discussion with your peers on the discussion boards.
- Participating in scheduled Zoom sessions
- Other activities as indicated in the weekly modules.

Because these activities are designed to contribute to your learning each week, they cannot be made up after their due date has passed.

#### EXCUSED ABSENCES AND/OR COURSE DROP POLICY

According to UTEP Curriculum and Classroom Policies, "When, in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit for the course, the instructor may drop the student from the class with a grade of "W" before the course drop deadline and with a grade of "F" after the course drop deadline." See academic regulations in the UTEP Undergraduate Catalog for a list of excuse absences. Therefore, if I find that, due to non-performance in the course, you are at risk of failing, I will drop you from the course. I will provide 24 hours advance notice via email.

## OR

I will not drop you from the course. However, if you feel that you are unable to complete the course successfully, please let me know and then contact the [Registrar's Office](#) to initiate the drop process. If you do not, you are at risk of receiving an "F" for the course.

### DEADLINES, LATE WORK, AND ABSENCE POLICY

#### Task Assignments

- Task and assignments will be due on Sundays at midnight (11:59 PM). No late work will be accepted if the reason is not considered excusable.

#### Discussion Assignments (if applicable)

- All discussion board assignments will be due on Sundays at midnight (11:59 PM). No late work will be accepted if the reason is not considered excusable.

### MAKE-UP WORK

Make-up work will be given *only* in the case of a *documented* emergency. Note that make-up work may be in a different format than the original work, may require more intensive preparation, and may be graded with penalty points. If you miss an assignment and the reason is not considered excusable, you will receive a zero. It is therefore important to reach out to me—in advance if at all possible—and explain with proper documentation why you missed a given course requirement. Once a deadline has been established for make-up work, no further extensions or exceptions will be granted.

### ALTERNATIVE MEANS OF SUBMITTING WORK IN CASE OF TECHNICAL ISSUES

I strongly suggest that you submit your work with plenty of time to spare in the event that you have a technical issue with the course website, network, and/or your computer. I also suggest you save all your work (answers to discussion points, quizzes, exams, and essays) in a separate Word document as a back-up. This way, you will have evidence that you completed the work and will not lose credit. If you are experiencing difficulties submitting your work through the course website, please contact the UTEP Help Desk. You can email me your back-up document as a last resort.

### INCOMPLETE GRADE POLICY

Incomplete grades may be requested only in exceptional circumstances after you have completed at least half of the course requirements. Talk to me immediately if you believe an incomplete is warranted. If granted, we will establish a contract of work to be completed with deadlines.

### ACCOMMODATIONS POLICY

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a disability must register with the [UTEP Center for Accommodations and Support Services](#) (CASS). Contact the Center for Accommodations and Support Services at 915-747-5148, or email them at [cass@utep.edu](mailto:cass@utep.edu), or apply for accommodations online via the [CASS portal](#).

### **COVID-19 Accommodations**

Students are not permitted on campus when they have a positive COVID-19 test, exposure or symptoms. If you are not permitted on campus, you should contact me as soon as possible so we can arrange necessary and appropriate accommodations.

**(classes with on-campus meetings)** Students who are considered high risk according to CDC guidelines and/or those who live with individuals who are considered high risk may contact [Center for Accommodations and Support Services](#) (CASS) to discuss temporary accommodations for on-campus courses and activities.

### **SCHOLASTIC INTEGRITY**

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as ones' own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the [Office of Student Conduct and Conflict Resolution \(OSCCR\)](#) for possible disciplinary action. To learn more, please visit [HOOP: Student Conduct and Discipline](#).

### **CLASS RECORDINGS (if applicable)**

The use of recordings will enable you to have access to class lectures, group discussions, and so on in the event you miss a synchronous or in-person class meeting due to illness or other extenuating circumstance. Our use of such technology is governed by the Federal Educational Rights and Privacy Act (FERPA) and UTEP's acceptable-use policy. A recording of class sessions will be kept and stored by UTEP, in accordance with FERPA and UTEP policies. Your instructor will not share the recordings of your class activities outside of course participants, which include your fellow students, teaching assistants, or graduate assistants, and any guest faculty or community-based learning partners with whom we may engage during a class session. **You may not share recordings outside of this course.** Doing so may result in disciplinary action.

### **PLAGIARISM DETECTING SOFTWARE**

Some of your course work and assessments may submitted to SafeAssign, a plagiarism detecting software. SafeAssign is used review assignment submissions for originality and will help you learn how to properly attribute sources rather than paraphrase.

### **COPYRIGHT STATEMENT FOR COURSE MATERIALS**

All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They may not be further disseminated.

## Course Resources: Where you can go for assistance

UTEP provides a variety of student services and support:

### Technology Resources

- [Help Desk](#): Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.

### Academic Resources

- [UTEP Library](#): Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- [University Writing Center \(UWC\)](#): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- [Math Tutoring Center \(MaRCS\)](#): Ask a tutor for help and explore other available math resources.
- [RefWorks](#): A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.

### Individual Resources

- [Military Student Success Center](#): Assists personnel in any branch of service to reach their educational goals.
- [Center for Accommodations and Support Services](#): Assists students with ADA-related accommodations for coursework, housing, and internships.
- [Counseling and Psychological Services](#): Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments.

**Tentative Schedule Fall 2024**  
**EDT 4300: Educational Technology, CRN #: 15793**  
**ONLINE ASYNCHRONOUS - WEEKLY SELF-PACED**

**NOTE:** All topics, assignments, and due dates are subject to change at the instructor's discretion

⚡ Make sure to publish your E-portfolio site every time you post a new assignment.

Class/Date	Topics	Hands-on Activities	Assignments Due
<b>Module 01: Introduction</b>			
Week 1: Aug 26 – Aug 30	<ul style="list-style-type: none"> <li>Blackboard</li> <li>Syllabus &amp; Schedule</li> <li>Gmail Account/Google Drive</li> <li>E-portfolio: Introduction to Website Builder Programs: Weebly &amp; Wix</li> </ul>	<ul style="list-style-type: none"> <li>Create account/site for EDT 4300 E-portfolio site using either Weebly or Wix that includes the following page/tab: <ul style="list-style-type: none"> <li>Teaching Philosophy</li> <li>Learning Journal</li> <li>Hands-on Activity Artifact</li> <li>Thematic Unit</li> <li>Webquests</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Read the syllabus.</li> <li>Familiarize yourself with the course organization on the course Blackboard</li> <li>Create your <b>E-portfolio site</b> and submit your <b>URL</b> on the shared Google Doc (in Blackboard)</li> </ul> <p><u>Due Date for URL:</u> Sunday, Sep 1 11:59pm</p> <ul style="list-style-type: none"> <li>Start working on your Teaching Philosophy.</li> </ul>
Week 2: Sep 3 - 6	<ul style="list-style-type: none"> <li>Teaching Philosophy</li> <li>Journal #1: About Me</li> </ul>	<ul style="list-style-type: none"> <li>Complete your teaching philosophy.</li> <li>Complete Journal #1</li> </ul>	<ul style="list-style-type: none"> <li><b>Teaching Philosophy and Journal #1</b> posted on your e-portfolio site by</li> </ul> <p><u>Due Date:</u> Sunday, Sep 8, 11:59pm.</p>
<b>Module 02: Digital Tools for Teaching</b>			
Week 3: Sep 9 - 13	<ul style="list-style-type: none"> <li>ChatGPT</li> <li><u>Read:</u> <ul style="list-style-type: none"> <li><a href="#">ChatGPT is going to change education, not destroy it</a></li> <li><a href="#">ChatGPT and Education</a></li> <li><a href="#">How Teachers can use ChatGPT   ChatGPT for teachers</a></li> <li><a href="#">20 Ways Teachers Can Use ChatGPT To Make Their Lives Easier</a></li> <li><a href="#">6 Ways to Use ChatGPT to Save Time</a></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Read assigned articles.</li> <li>Create a presentation (10-12 slides) that: <ul style="list-style-type: none"> <li>summarized the main points from all three articles; and</li> <li>include an activity for a topic/grade level of your choice that incorporates the use of ChatGPT. <ul style="list-style-type: none"> <li>Include TEKS</li> <li>Learning Objectives</li> <li>Clear description of activity</li> </ul> </li> </ul> <p><u>Presentation Tools:</u></p> <ul style="list-style-type: none"> <li>Google Slide</li> <li>Canva</li> <li>Genially</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Post/embed completed <b>presentation</b> on your EDT 4300 E-portfolio site &gt;&gt; Hands-on Activity Artifact page.</li> <li>Post reflective <b>Journal #2</b> on your EDT 4300 E-portfolio site &gt;&gt; Learning Journal page.</li> </ul> <p><u>Due Date:</u> Sunday, Sep 15, 11:59pm</p>

Class/Date	Topics	Hands-on Activities	Assignments Due
Week 4: Sep 16 - 20	<ul style="list-style-type: none"> <li>• Copyright Law and Fair Use for Educators.</li> <li>• Web search</li> <li>• Newsletter Tool</li> </ul>	<ul style="list-style-type: none"> <li>• Perform a Web research on Copyright Law and Fair Use for Educators <u>Search Engine:</u> <ul style="list-style-type: none"> <li>▪ Google</li> <li>▪ Yahoo</li> <li>▪ Bing</li> </ul> </li> <li>• Create a 2-page newsletter using one of these tools: <ul style="list-style-type: none"> <li>▪ AdobeSpark</li> <li>▪ Microsoft Word</li> <li>▪ Crello</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Post/embed completed <b>newsletter</b> on your EDT 4300 E-portfolio site &gt;&gt; Hands-on Activity Artifact page.</li> <li>• Post reflective <b>Journal #3</b> on your EDT 4300 E-portfolio site &gt;&gt; Learning Journal page.</li> </ul> <p><u>Due Date:</u> Sunday, Sep 22, 11:59pm</p>
Week 5: Sep 23 - 27	<ul style="list-style-type: none"> <li>• Mind Mapping <u>Read:</u> <ul style="list-style-type: none"> <li>▪ <a href="#">Mind Mapping for Teachers: Tips, Tools, and Lesson Plans</a></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Create a mind map of a topic of your choice using one of these tools: <ul style="list-style-type: none"> <li>▪ Bubbl.us</li> <li>▪ Mindomo</li> <li>▪ Mindmeister</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Post/embed completed <b>mind map</b> on your EDT 4300 E-portfolio site &gt;&gt; Hands-on Activity Artifact page.</li> <li>• Post reflective <b>Journal #4</b> on your EDT 4300 E-portfolio site &gt;&gt; Learning Journal page.</li> </ul> <p><u>Due Date:</u> Sunday, Sep 29, 11:59pm</p>
Week 6: Sep 30 – Oct 4	<ul style="list-style-type: none"> <li>• Timeline <u>Read:</u> <ul style="list-style-type: none"> <li>▪ <a href="#">Using Timelines in the Classroom: Helping Students Make Connections</a></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Create a timeline of a topic of choice related to Social Studies or any other subject areas using one of these tools: <ul style="list-style-type: none"> <li>▪ Tiki Toki</li> <li>▪ Sutori</li> <li>▪ Time Toast</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Post/embed completed <b>timeline</b> on your EDT 4300 E-portfolio site &gt;&gt; Hands-on Activity Artifact page.</li> <li>• Post reflective <b>Journal #5</b> on your EDT 4300 E-portfolio site &gt;&gt; Learning Journal page.</li> </ul> <p><u>Due Date:</u> Sunday, Oct 6. 11:59pm</p>
Week 7: Oct 7 - 11	<ul style="list-style-type: none"> <li>• Interactive Multimedia Poster <u>Read:</u> <ul style="list-style-type: none"> <li>▪ <a href="#">A teacher incorporating interactive multimedia poster in her 5<sup>th</sup> grade classroom.</a></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Identify a topic/concept that you think can be best explained using visual (combination of text, pictures, video) representation, and create an interactive multimedia poster using <u>one</u> of these tools: <ul style="list-style-type: none"> <li>▪ Thinglink</li> <li>▪ Glogster</li> <li>▪ Smore</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Post/embed completed <b>multimedia poster</b> on your EDT 4300 E-portfolio site &gt;&gt; Hands-on Activity Artifact page</li> <li>• Post reflective <b>Journal #6</b> on your EDT 4300 E-portfolio site &gt;&gt; Learning Journal page</li> </ul> <p><u>Due Date:</u> Sunday, Oct 13, 11:59pm</p>

Class/Date	Topics	Hands-on Activities	Assignments Due
Week 8: Oct 14 - 18	<ul style="list-style-type: none"> <li>Word Clouds</li> <li>Read: <ul style="list-style-type: none"> <li><a href="#">Engaging Students in a Virtual Classroom</a></li> <li><a href="#">8 Strategies to Improve Participation in a Virtual Classroom</a></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Identify 25 words that represent the big ideas of these two articles, and create a Word Cloud using <u>one</u> of these tools: <ul style="list-style-type: none"> <li>Wordclouds</li> <li>WordArt</li> <li>ABCya</li> <li>WordItOut</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Post/embed completed <b>word clouds</b> on your EDT 4300 E-portfolio site &gt;&gt; Hands-on Activity Artifact page.</li> <li>Post reflective <b>Journal #7</b> on your EDT 4300 E-portfolio site &gt;&gt; Learning Journal page.</li> </ul> <p><u>Due Date:</u> Sunday, Oct 20, 11:59pm</p>
Week 9: Oct 21 - 25	<ul style="list-style-type: none"> <li>Digital Storybook</li> <li>Read: <ul style="list-style-type: none"> <li><a href="#">How to use digital storytelling in your classroom</a></li> <li><a href="#">5 Digital Storytelling Assignments in the Classroom</a></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Create an educational digital storybook of a topic of your choice using <u>one</u> of these tools: <ul style="list-style-type: none"> <li>Storyjumper</li> <li>Little Bird Tales</li> <li>My Story Book</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Post/embed completed <b>digital storybook</b> on your EDT 4300 E-portfolio site &gt;&gt; Hands-on Activity Artifact page.</li> <li>Post reflective <b>Journal #8</b> on your EDT 4300 E-portfolio site &gt;&gt; Learning Journal page.</li> </ul> <p><u>Due Date:</u> Sunday, Oct 27, 11:59pm</p>
<b>Module 04: Technology Integrated Lesson Plans</b>			
Week 10: Oct 28 – Nov 1	<ul style="list-style-type: none"> <li>What is a Thematic Unit? <ul style="list-style-type: none"> <li><a href="#">What's A Thematic Unit? A Way To Unify What You Teach</a></li> <li><a href="#">Thematic Unit Definition and How to Create One</a></li> <li><a href="#">The Reasons Thematic Units in Teaching are Successful</a></li> </ul> </li> <li>Essential Questions <ul style="list-style-type: none"> <li><a href="#">Essential Questions</a></li> <li><a href="#">What Makes a Question Essential?</a></li> <li><a href="#">A List of Good Essential Questions</a></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Start working on technology integrated thematic unit. Use the <a href="#">template</a> provided (Google Doc) – share your thematic unit with me: jasingcashman@gmail.com</li> <li>Completed technology integrated thematic unit (must have 3 subject areas (three lessons))</li> <li>Activities for each subject area must include the use of at least <b>two</b> technology tools learned from this class.</li> <li><b>Thematic Unit</b> must be completed on <b>Friday, Nov 1 by 5pm so that I can grade and give you feedback by Sunday.</b></li> <li>Post reflective <b>Journal #9</b> by Sunday, Nov 3, 11:59pm on your EDT 4300 E-portfolio site &gt;&gt; Learning Journal page.</li> </ul>	
Week 11: Nov 4 - 8	<ul style="list-style-type: none"> <li>What is a Webquest? <ul style="list-style-type: none"> <li><a href="#">Webquests</a></li> <li><a href="#">Webquests Lecture Notes</a></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Begin Webquest Design <ul style="list-style-type: none"> <li>Webquest Homepage</li> <li>Setup links to each subject area's page</li> </ul> </li> <li>Develop webquest content for Subject/Lesson #1</li> </ul>	<ul style="list-style-type: none"> <li>Webquest homepage completed and all links to specific subject area have been set up.</li> <li>Completed homepage &amp; content page for <b>Subject/Lesson #1</b> by Sunday, Nov 10, 11:59pm.</li> </ul>
Week 12: Nov 11 - 15	<ul style="list-style-type: none"> <li>Webquest</li> </ul>	<ul style="list-style-type: none"> <li>Continue working on your Webquest - Develop webquest content for Subject/Lesson #2</li> </ul>	<ul style="list-style-type: none"> <li>Completed content page for <b>Subject/Lesson #2</b> by Sunday, Nov 17, 11:59pm.</li> </ul>

Class/Date	Topics	Hands-on Activities	Assignments Due
Week 13: Nov 18 - 22	<ul style="list-style-type: none"> <li>• Webquest</li> </ul>	<ul style="list-style-type: none"> <li>• Continue working on your Webquest – Develop webquest content for Subject/Lesson #3</li> </ul>	<ul style="list-style-type: none"> <li>• Completed content page for <b>Subject/Lesson #3</b> by Sunday, Nov 24, 11:59pm.</li> </ul>
Week 14: Nov 25 – Nov 29	<ul style="list-style-type: none"> <li>• Webquest</li> </ul>	<ul style="list-style-type: none"> <li>• Finalize WebQuest</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Webquest</b> must be completed by Dec 1 at 11:59pm</li> <li>• Post <b>reflective Journal #10</b> by Sunday, Dec 1 at 11:59pm on your EDT 4300 E-portfolio site &gt;&gt; Learning Journal page</li> </ul>
<b>Educator’s Technology Integrated Lesson Plans Showcase</b>			
Week 15: Dec 2 - 6	<ul style="list-style-type: none"> <li>• Webquest</li> </ul>	<ul style="list-style-type: none"> <li>• Peer-Evaluations</li> <li>• Reflective Journal: Final Thoughts</li> </ul>	<ul style="list-style-type: none"> <li>• Final Exam: Complete <b>three evaluation of peers’ Webquests</b> by Friday, Dec 6, 11:59pm – I will share the link to the form by Dec 4.</li> <li>• Post <b>reflective Journal: Final Thoughts</b> by Sunday, Dec 8 at 11:59pm on your EDT 4300 E-portfolio site &gt;&gt; Learning Journal page.</li> </ul>