

Mayville State University

EDUC 272, Educational Technology (35019)

Fall 2025
2 Credit Hours

Course and Instructor Information

Instructor Name: Jeni Peterson

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Instruction Mode: On-campus face-to-face

Time Zone: All times indicated throughout this syllabus reflect Central Time (CT).

Meeting Times and/or Location: Thursday 10:00-11:50, ED 122

Course Materials and Technologies

Required

TaskStream – Purchase 7-year subscription at the Bookstore or TaskStream.com (B.S.Ed. students only), used throughout the Teacher Education program.)

Course Description

This course is designed to develop background knowledge and training for teacher education candidates in the use of educational technologies. The course will focus on instructional methods using technologies to support student learning and achievement. Teacher candidates will demonstrate developing proficiencies in the use of educational technologies to create interactive teaching and learning opportunities. This course uses the International Society for Technology in Education Standards (ISTE) and InTASC principles to guide learning experiences

Pre-/Co-requisites: Co-requisite EDUC 250 (for B.S.Ed majors).

Course Objectives

To successfully complete this course, the learner will be expected to meet the following objectives, as aligned to Early Childhood, Elementary, Special Education, English, Health, Math, Physical Education, Science, and Social Science Education Program Approval Standards through North Dakota's Education Standards and Practices Board ([ND ESPB](#)*):

1. Demonstrate an understanding and readiness to plan instruction to include technology.
2. Develop a skill set of best practices for technology inclusion in Pre-K-12 education.
3. Discuss the importance technology has in teaching and learning.
4. Identify ways in which technology can be used to develop 21st century learners.
5. Discuss the importance of developing responsible digital citizens.
6. Demonstrate the use of technology for information communication.
7. Analyze how changing technologies have influenced educational change and teacher accountability.
8. Explore educational websites and digital content.
9. Identify how technologies can be used for classroom inquiry and problem solving.

*See specific standards alignment at the end of the syllabus.

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PROGRAM STUDENT LEARNING OUTCOMES ADDRESSED IN THIS COURSE

The Academic Program Student Learning Outcomes document can be found in your Blackboard course shell. It contains all learning outcomes pertaining to Essential Studies courses and all majors and minors. The document has an index so you can quickly find the degree you are pursuing. As part of Mayville State's effort to demonstrate continuous improvement in achieving student learning outcomes, this course will be assessed in future semesters.

COURSE IMPROVEMENTS BASED ON MOST RECENT ASSESSMENT FINDINGS

There will be a stronger effort to emphasize what a digital identity should contain as well as require students to use any technology platform EXCEPT for PowerPoint or Word

Course Expectations

Be prepared. Be ready for each class period! The responsibility for your learning is shared by both student and instructor.

Knowing what is planned and being ready with assignments and discussion topics allows you time to ask questions and complete your best work. Check for assignment due dates and other scheduled learning experiences so you can plan accordingly.

- Attend class and participate. To successfully complete this course, your attendance and active participation is required.

Participation in classroom discussions, group project demonstrations, and online discussions will result in stronger connections to theory and practice, adding to the quality of your learning experience. Your course instructor will not decide which absences count as excused. Excused absences can be obtained by contacting the faculty member of your approved inter-collegiate activity or club, or through the office of Student Support Services.

- Use technology appropriately. Laptops, tablets, iPads, iPods and other devices should not be used during class unless they are used for class work. In addition, cell phones will be used for teaching and learning purposes ONLY! They should not be a distraction, for yourself or others, during class. All students are required to have access to technology that meets the minimum requirements found here:

<https://mayvillestate.edu/student-resources/information-technology-services/technology-requirements/>

- Be flexible, take risks, and ask questions! In teaching, flexibility is the name of the game. While teachers need to be over-prepared in terms of instruction and assessment, they also need to be flexible and responsive to students' needs. The same is expected of you in this course. Be flexible, take risks, and ask questions! You are responsible for your own learning.

- Adhere to the code of student conduct found in the MSU Student Handbook:

[http://www.mayvillestate.edu/about-](http://www.mayvillestate.edu/about-msu/more-info/reports-policies/)

[msu/more-info/reports-policies/](http://www.mayvillestate.edu/about-msu/more-info/reports-policies/). Each student is responsible for reading the handbook and following expectations set forth by the University. This involves academic honesty. As you conduct research and start reporting findings, it is important to properly cite and reference others' work. It demonstrates honesty and trustworthiness and violations include: copying another student's assignment, having another student complete your work, using an author's ideas or words without proper citations.

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A good rule of thumb is whenever in doubt, give the author credit and cite. If you have any questions about academic honesty, please consult the instructor.

- **Disability Support Services.** Students with disabilities who believe they may need an accommodation in this class are encouraged to contact Disability Support Services (788-4675) located in Classroom Building, CB 109 as soon as possible to ensure that accommodations are implemented in a timely fashion

Instructor/Student Communication

Email: If possible, please email me at jeni.peterson@mayvillestate.edu if you have any questions or would like to set up a time to meet. E-mail is the best way to get ahold of me. I usually respond within 24-48 hours during weekdays. If you wish to contact me by telephone, please use my office number: 701-788-4718. I will use Blackboard to post messages to all learners if needed. You are required to use your NDUS email address as it is the only way to ensure reliable communication between students and instructors.

- **Feedback:** You can expect to hear feedback regarding weekly assignments within approximately one week of submission. Larger projects (Lesson Plan/Flipchart and Technology Demonstration) can take longer to review so expect feedback within 2 weeks of submission

Assignments and Assessments

Found on course timeline. More detailed descriptions will be provided in Blackboard.

Evaluation and Grading

Evaluation in this course will consist of the components outlined below. Rubrics and checklists will be used to grade most assignments. The instructor will review assignments and due dates as class proceeds. It is the learner's responsibility to meet assignment deadline dates. This demonstrates the learner's ability to acknowledge dispositions required for potential teacher candidates. Assignments more than 2 weeks late, will earn a grade no higher than "C" and may not receive feedback. Students may request 1 extension for this course. Extensions must be requested and approved in writing before the assignment deadline.

Starfish Student Success System will be used to report your successful or unsuccessful submission of course assignments. Pay attention to those updates! No late assignments will be accepted after noon on the date of the Final listed on the [Final Exam Schedule](#)

Grading Policies

Late Assignments will be docked 10% per week.

Attendance/Participation Policies

Students are expected to attend class every Thursday. Weekly participation points will be awarded in class and may not be made up with an unexcused absence.

Grading Scale

This course adheres to the following grading scale:

A= 94 – 100%, B= 87 – 93%, C= 80 – 86%, D= 70-79%, F= < 70%

Breakdown of Grades

Assignments	Points	Due Dates
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Weekly Assignments	120	Evaluated Weekly
Assessment and Analysis	60	Sign up for a date in class
Technology Lesson Plan/Flipchart	40	Week 5
Technology Demonstration	60	Week 7
Weekly Participation	20	Weekly
Total	300	

Enrollment Verification

On-Campus Course Statement

The U.S. Department of Education requires instructors to conduct an activity that will validate student enrollment in this course. Class attendance will be used to verify enrollment in on-campus courses. If you do not attend, your enrollment in this course will be at risk.

Proctor Notification

No proctors are required for this course.

Important Student Information

In the Announcements section of the Blackboard Institution Page, you can view and download the Important Student Information document for the current academic year. It includes information about:

- ✓ Land Acknowledgement Statement
- ✓ Academic Grievance Concerns and Instructor English Proficiency
- ✓ NetTutor - Online Tutoring Program
- ✓ Starfish - Student Success System
- ✓ Students with Documented Disabilities
- ✓ Student Learning Outcomes / Essential Learning Outcomes
- ✓ Academic Honesty
- ✓ Emergency Notification
- ✓ Continuity of Academic Instruction for a Pandemic or Emergency
- ✓ Family Educational Rights and Privacy Act of 1974 (FERPA)
- ✓ Diversity Statement (Title IX)

Course Timeline/Schedule

Week	Date	Topic	Readings	Assignments Due
1	Oct. 23	Introduction & Video Syllabus/Course Overview Self-Assessment	<ul style="list-style-type: none"> • Syllabus • Robinson Article 	
2	Oct. 30	Taskstream Overview ISTE Standards	<ul style="list-style-type: none"> - Taskstream - Trust (2018) - ISTE for Educators 	Intro. Video Self-Assessment
3	Nov. 6	21 st Century Teachers Communication and Collaboration	<ul style="list-style-type: none"> - Lapek (2017) - Rider (2015) 	Educational Autobiography ISTE Standards
4	Nov. 13	Expressing Creativity Exploring Problem Solving	Sussman (2016) Nelson (2016)	21 st Century Skills

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		Digital Citizenship	Bolkan (2014)	Communicating and Collaborating
5	Nov. 20	Lesson Planning Interactive Technology	Adeokun (2011) Stover (2016)	Multimedia display Problem-Solving Digital Footprint
6	Dec. 4	Electronic File Management Introduce: Technology Demonstration	Robinson (2017)	Lesson Plan Interactive Lesson
7	Dec. 11	Technology Demonstration Issues and Trends	Edudemic (2015)	File Management Tech. Demo
8	Dec. 18	Course Wrap UP		Issues and Trends
Final		All Assignments Due by Noon	No Class	Tech. Toolbox

Continuity of Academic Instruction for a Pandemic or Emergency

The health and safety of our students, staff, and faculty is our top priority. Mayville State University is committed to continuing face-to-face instruction for on campus courses each semester while minimizing exposure risk and promoting health and safety for students, faculty, and staff.

If there is a significant health or safety event that necessitates a change in course format, plans for remote options for this course are to move to an asynchronous online format.

Conceptual Framework

Teacher Education courses are based upon the Conceptual Framework: Reflective Experiential Teacher. See the document 'Conceptual Framework' provided in the Teacher Education Handbook.

INTASC – Teacher Education

- 3 (m-1) The teacher explains how to use technologies. (Goals 1, 9)
- 3(m-2) The teacher knows how to guide learners to apply technologies in appropriate, safe, and effective ways. (Goals 5, 6, 7, 8)
- 4(g) use supplementary resources and technologies effectively to ensure accessibility and relevance for all learners and 6(i) to engage learners more fully and assess and address learner needs. (Goals 3,5)
- (k-1) The teacher recognizes the demands of accessing and managing information. (Goals 1, 6)
- 5(k-2) The teacher can identify issues of ethics and quality related to information and its use. (Goals 2, 4)
- 5(l) The teacher identify digital and interactive technologies for efficiently and effectively achieving specific learning goals. (Goals 3, 5, 7, 8)
- 7(k-1) The teacher identify a range of evidence-based instructional strategies, resources, and technological tools. (Goals 1, 4, 9)
- 7(k-2) The teacher gives examples of evidence-based instructional strategies, resources, and technological tools effectively to plan instruction that meets diverse learning needs. (Goals 3, 5, 6, 8)
- 8(n) The teacher identifies a wide variety of resources, including human and technological, to engage students in learning. (Goals 3, 5, 6)
- 8(o-1) The teacher explains how content and skill development can be supported by media and technology.

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(Goals 1, 3, 7)

- 3(g) The teacher guides learners in the responsible use of interactive technologies to extend the possibilities for learning locally and globally. (Goals 4, 5, 6, 7, 8)
- 3(h) The teacher develops learner capacity to collaborate in face-to-face and virtual environments (Goals 4, 5, 6, 7, 8)
- 8(g) The teacher engages learners in using a range of technology tools to access, interpret, evaluate, and apply information. (Goals 4, 5, 6, 7, 8)
- 8(o-2) The teacher evaluates media and technology resources for quality, accuracy, and effectiveness. (Goal 2)
- 8(r) The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning. (Goal 1,2,5,7,9)
- 9(d) The teacher actively seeks technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving. (Goals 1, 9)
- 9(f-1) The teacher advocates and demonstrates safe, legal, and ethical use of technology.
- 9(f-2) The teacher advocates and demonstrates safe, legal, and respectful use of social media. (Goals 1, 2,3, 4)

ESPB Program Approval Standards*

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Standards Alignment (Early Childhood, Elementary, Special Education, English, Health, Math, Physical Education, Science, and Social Science Education Program Approval Standards-ND ESPB):

EARLY CHILDHOOD

- 3a: Understand that assessments (formal and informal, formative and summative) are conducted to make informed choices about instruction and for planning in early learning settings.
- 4b: Understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child, recognizing that differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills are critical for young children.
- 4c: Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect the principles of universal design for learning.
- 5c: Modify teaching practices by applying, expanding, integrating, and updating their content knowledge in the disciplines, their knowledge of curriculum content resources, and their pedagogical content knowledge.
- 6b: Know about and uphold ethical and other early childhood professional guidelines.
- 6c: Use professional communication skills, including technology-mediated strategies, to effectively support young children's learning and development and to work with families and colleagues.
- 6d: Engage in continuous, collaborative learning to inform practice.
- 6e: Develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession.

ELEMENTARY

- 50015.3a- Candidates administer formative and summative assessments regularly to determine students' competencies and learning needs.
- 50015.3c Candidates plan instruction including goals, materials, learning activities and assessments.
- 50015.4a– Candidates use a variety of instructional practices that support the learning of every child.

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SPECIAL EDUCATION:

- Component 1.1: Candidates practice within ethical guidelines and legal policies and procedures.
- Component 2.1: Candidates apply understanding of human growth and development to create developmentally appropriate and meaningful learning experiences that address individualized strengths and needs of students with exceptionalities.
- Component 5.2: Candidates use effective strategies to promote active student engagement, increase student motivation, increase opportunities to respond, and enhance self-regulation of student learning.
- Component 5.3: Candidates use explicit, systematic instruction to teach content, strategies, and skills to make clear what a learner needs to do or think about while learning.

ENGLISH

- 05020.2.1 Candidates can compose a range of formal and informal texts taking into consideration the interrelationships among form, audience, context, and purpose; candidates understand that writing is a recursive process; candidates can use contemporary technologies and/or digital media to compose multimodal discourse.
- 05020.2.3 Candidates are knowledgeable about how adolescents compose texts and make meaning through interaction with media environments.

HEALTH

- Component 1.d: Candidates demonstrate proficiency in health literacy skills and digital literacy skills.
- Component 2.f: Candidates plan instruction that incorporates technology, media and other appropriate resources in order to enhance students' digital literacy and to engage all learners.
- Component 3.b: Candidates implement instructional strategies that incorporate technology, media and other appropriate resources to enhance student learning and engage all learners.

MATHEMATICS

- 11010.6 Instructional Tools: The program requires the teacher candidate to select and use appropriate instructional tools such as manipulatives and physical models, drawings, virtual environments, spreadsheets, presentation tools, and mathematics-specific technologies (e.g., graphing tools, interactive geometry software, computer algebra systems, and statistical packages); and makes appropriate decisions about when such tools enhance teaching and learning, recognizing both the insights to be gained and possible limitations of such tools.

PHYSICAL EDUCATION

- 2.e Plan and implement learning experiences that require students to use technology appropriately in meeting one or more short- and long-term plan objective(s).
- 5.c Describe strategies, including the use of technology, for the promotion and advocacy of physical education and expanded physical activity opportunities.

SCIENCE

- 13047.10 Technology The program requires the study of current, appropriate instructional technologies. The program uses varied performance assessments of candidates' understanding and abilities to apply that knowledge.

SOCIAL SCIENCE

- 15035.6 The program requires the study of current, appropriate instructional technology.

Instructional Strategies

The content of EDUC 272 will be delivered by:

- Student/teacher-led learning experiences • Direct instruction
- Teacher modeling
- Student presentations

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- Cooperative learning activities
- Critical and creative thinking strategies
- Class/Online discussions
- Multi-media, current technology
- Written and oral communication
- Assigned readings

LEARNING EXPERIENCES

Students will participate in the following learning experiences:

1. Review and take notes on the assigned readings, and be prepared for discussion before coming to class.
2. Select a topic to demo an effective technology tool that can be used in teaching. Benefits, limitations, and various uses will be addressed.
3. Create a lesson plan accompanied by an interactive whiteboard file to support a specific standard.
4. Design an assessment strategy, implement it with your peers, and analyze the results.
5. Interact in classroom activities and assignments as presented by the instructor and/or uploaded to Blackboard

References:

Council of Chief State School Officers. (2013). Interstate teacher assessment and support consortium InTASC: Model Core

Teaching Standards and Learning Progressions for Teachers 1.0: A Resource for Ongoing Teacher Development. Washington, DC: Author.

Mayville State University (2013). "Student Handbook/Student Code of Conduct". Retrieved from <http://www.mayvillestate.edu/about-msu/more-info/reports-policies/>.

International Society for Technology in Education. (2008). Standards for Teachers. Retrieved from ISTE.org: http://www.iste.org/docs/pdfs/20-14_ISTE_Standards-T_PDF.pdf