Mayville State University

EDUC 272, Educational Technology

Fall 2025
2 Credit Hours

Course and Instructor Information

Instructor Name: Jeni Peterson (please call me Jeni)

Contact Information: Office 116F, email: jeni.peterson@mayvillestate.edu, phone:701-788-4718

Hours of Availability: Email for an appointment

Instruction Mode: Online Asynchronous.

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

Course Materials and Technologies

Required

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

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: **EDUC 250 (for B.S.Ed majors.)**

Conceptual Framework

Teacher education courses are based upon the Conceptual Framework: Reflective Experiential Teacher. See Blackboard document 'Conceptual Framework' for more information.

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. (InTASC 7, 8, SLO 3, ISTE T.5)
2. Develop a skill set of best practices for technology inclusion in Pre-K-12 education. (InTASC 7, 8, SLO 3, ISTE T.5, T.6)
3. Discuss the importance technology has in teaching and learning. (InTASC 1-9, SLO 1-4, ISTE T.2)
4. Identify ways in which technology can be used to develop 21st century learners. (InTASC 2, SLO 1, ISTE T.5)
5. Discuss the importance of developing responsible digital citizens. (InTASC 9, SLO4, ISTE T.3)
6. Demonstrate the use of technology for information communication. (InTASC 9, 10, SLO 4, ISTE T.4)
7. Analyze how changing technologies have influenced educational change and teacher accountability. (InTASC 9, 10, SLO 4, ISTE T.3, T.7)
8. Explore educational websites and digital content. (InTASC 4, 5, SLO 2, ISTE T.1, T.7)
9. Identify how technologies can be used for classroom inquiry and problem solving. (InTASC 7, 8 SLO 3, ISTE T.2, T.5, T.6)

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

Course Expectations

• Read the syllabus in its entirety. Knowing what is planned is helpful for time management and allows you time to ask questions if you need any clarification.
• Be prepared and complete assignments. To successfully complete this course, all students are required to read and view all videos and complete assignments pertaining to each of the assignment modules. **Modules are grouped and due according to the course schedule at the end of this syllabus. All assignments are due by 11:59 p.m. CT on the date listed.** If you miss the submission deadline, points will be deducted as outlined in the assignment grading checklists. 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. Assignments are to be submitted electronically using Blackboard since the assignments route directly to the gradebook where feedback will be provided. Always follow the submission guidelines.
• Participate. To be successful in this online course, your participation is required. Participation in an online learning environment includes taking part in class discussions and group project demonstrations as well as turning assignments in on time. Participation will result in stronger connections to theory and practice, adding to the quality of your learning experience. Check your MSU email and Blackboard for assignments and announcements.
• Software Requirements: Please review the minimum technology requirements to take this course: 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: https://mayvillestate.edu/files/2616/9473/9205/Code-2023-24.pdf Each student is responsible for reading the handbook and following expectations set forth by the University. https://mayvillestate.libguides.com/c.php?g=950492&p=6855338
• 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. Support is available to students for academic and/or personal concerns. Students should refer to the student handbook for an explanation of services available and policies and procedures that have been established for student support. The instructor will help find resources necessary to aid in student success.

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 usually expect to receive feedback regarding weekly assignments within one week of submission. Larger projects (Lesson Plan/Flipchart and Technology Demonstration) can take longer to review so don't expect feedback within 2 weeks of submission.

Evaluation and Grading

Grading Policies

Late work will be accepted up to 3 weeks past the due date. Work submitted within one week of the due date will be docked 10%, work submitted more than one week past the due date will be docked 20%.

Attendance/Participation Policies

This is an online asynchronous class. Participation in all online activities and discussions will be factored into your final grade.

Grading Scale

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

Breakdown of Grades

Assignments	Points
Weekly Assignments	120
Assessment & Analysis	50
Interactive Lesson	40
Technology Demonstration	60

Enrollment Verification

Online Course Statement

The U.S. Department of Education requires instructors of online courses to provide an activity which will validate student enrollment in this course. The only way to verify that a student has been in this course is if he, she, or they perform an action in the LMS, such as completing an assignment or taking a quiz. Logging into the LMS is **NOT** considered active course participation. Please complete the designated enrollment verification activity by the date indicated. If it is not complete 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

Assignments	Date	Topic	Assignments Due
0	Oct. 24	Syllabus Review	Syllabus Quiz
1	Oct. 26	Introductions Syllabus Review Course Overview Introduction Video	Weekly Assignment: Intro Video
2		Technology Basics Self-Assessment	○ Weekly Assignment: Self-Assessment
3	Nov. 2	ISTE Standards	○ Weekly Assignment: ISTE Standards
4		Becoming a 21st Century Teacher	○ Weekly Assignment: 21st Century Skills
5		Communicating and Collaborating with Technology	○ Weekly Assignment: Communicating and Collaborating
6	Nov. 9	Expressing Creativity with Multimedia Technologies	○ Weekly Assignment: Multimedia Tool ○
7		Exploring Problem-Solving through Games	○ Weekly Assignment: Problem Solving
8		Teaching Digital Citizenship	Weekly Assignment: Digital Footprint
9	Nov. 16	Lesson Planning	○ Weekly Assignment: Mini-lesson plan
10		Electronic File Management	Weekly Assignment: File Management
Project		Assessment and Analysis	
11	Nov. 23	Introduce Tech Demo	○ Weekly Assignment: File Management ○ Due Assessment and Analysis
Project		Technology Lesson Plan and Interactive Whiteboard File	○ Lesson Plan and Interactive Whiteboard File
12		TaskStream Overview	○ Due: Educational Autobiography Due to Blackboard
Final Project	Nov. 30	Technology Demonstration Part 1	○ Due: Educational Autobiography Due to Taskstream ○ DUE: Technology Demonstration (Video, Checklist, Handout, Self-Assessment Rubric)
14	Dec. 7	Technology Demonstration Part 2	○ Due Tech Demo (viewing Graphic Organizer) ○ Tech Expert Reviews
15	Dec. 14	Issues and Trends in Educational Technology	○ Weekly Assignment: Issues and Trends
16		Coding and Course Wrap Up	○ Weekly Assignment: Tech Toolbox ○ Late Assignments will not be accepted after 11:59 p.m. on May11

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 will be disseminated via course announcements and NDUS email.

As part of Mayville State University's Essential Studies curriculum, this course seeks to prepare students for twenty-first century challenges by gaining: 1) Knowledge of human cultures; 2) Intellectual and practical skills; 3) Personal and social responsibility; 4) Integrative and applied learning.

ISTE Standards – Teacher Education

ISTE Standards for Educators	ISTE Standards for Students
1. **Learner**: Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning.	1. **Empowered Learner:** Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
2. **Leader**: Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning.	2. **Digital Citizen**: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
3. **Citizen**: Educators inspire students to positively contribute to and responsibly participate in the digital world.	3. **Knowledge Constructor**: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
4. **Collaborator**: Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems.	4. **Innovative Designer**: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
5. **Designer**: Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability.	5. **Computational Thinker**: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
6. **Facilitator**: Educators facilitate learning with technology to support student achievement of the ISTE Standards for Students.	6. **Creative Communicator**: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
7. **Analyst**: Educators understand and use data to drive their instruction and support students in achieving their learning goals.	7. **Global Collaborator**: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Instructional Strategies

The content of EDUC 272 will be delivered by:

- Student/teacher-led learning experiences
- Direct instruction
- Teacher modeling
- Student presentations
- Cooperative learning activities
- Critical and creative thinking strategies
- Class/Online discussions
- Multi-media, current technology
- Written and oral communication
- Assigned readings

ESPB Program Approval Standards*

EDUC 272 – Educational Technology

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

- 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.

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.

Learning Experiences

Students will participate in the following learning experiences:

1. Review and take notes on the assigned readings, and be prepared for discussion each week.
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 the LMS.

Instructional Technologies Utilized in this Course

- Blackboard Ultra
- Yuja
- Taskstream
- Electronic Library Resources, Google Docs, Various websites, and interactive applications

References / Bibliography

International Society for Technology in Education. (2019). ISTE Standards. Retrieved from: https://www.iste.org/standards