

Course Syllabus
EDCI 5335.460
Current Trends in Educational Technology

Semester: Summer II, 2023

Location: Online

Instructor Information:



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Course Description:

This graduate educational technology course is designed to introduce students to current trends and issues in educational technology. Students will take a constructivist approach to develop a leadership vision for implications of past, current, and future developments in educational technology.

Student Learning Outcomes:

The purpose of this course is to explore the research and latest trends in technology integration and understand how these trends affect curriculum and instructional settings. More specifically and in keeping with the [International Society for Technology in Education \(ISTE\) standards](#) and the [Next Generation Science Standards \(NGSS\)](#), you will better be able to:

- Recognize and describe current and future trends in educational technology (INTASC Principles: 1, 6, 10)
- Identify classic and contemporary theories of learning and their applications in educational technology (INTASC Principles: 1, 6, 10)
- Understand how emerging technologies such as mobile learning, immersive experiences, and augmented and virtual reality support teaching and learning (INTASC Principles: 1,3, 6, 7, 8)
- Identify the challenges to using emerging technologies in schools and strategies to overcome them (INTASC Principles: 1,3, 6, 7, 8)
- Use innovative technologies to facilitate and inspire student learning and creativity (INTASC Principles: 2, 4, 6)

Evaluation and Grading

Your course grade will be based on the following course activities:

Reading Discussions – (5 total) 20%

Engaging in dialogue with other students on current trends and critical issues related to the course topic is an important component of this course. Discussions typically relate to assigned textbook readings or provided through supplemental course resources. It is imperative that you complete the readings on time, so that you can participate in the discussions. Discussions may take place in Canvas, on Social Media, in online conferences, or breakout rooms.

A typical online discussion in Canvas requires 4-5 posts: one initial response to the discussion prompt, followed by 3-4 responses to other students' posts and/or replies. Initial posts are typically due by Thursday each week and replies are due by Sunday (except in the last week of the course).

Assignments: Knowing, Making, and Playing – 40%

Throughout this course, you will learn new trends... new technologies that are used for teaching and learning. You will be required to try out these tools and reflect upon your experiences with them. Specifically, these will include:

- Artificial Intelligence Project
- Google Field Trip
- Digital Escape Room Game
- Augmented Reality Creation
- Disruptive/Emerging Technologies Interview

Journal Reflections: Google Docs – (5 total) 30%

Your document will be a reflection that provides a personal and thoughtful analysis of your weekly chapter and lessons.

Lesson Quizzes – 10%

There will be quizzes given during the lecture and/or readings in the modules.

Teaching Strategies:

Lecture, model lessons, project-based learning, writing-based assignments, collaboration, reflection, technology portfolio, discussions, textbook readings, and social media applications.

Required Texts:

Assigned Readings

Note: A student from this institution is not under any obligation to purchase or rent a textbook from a university-affiliated bookstore.

Technology Access

This is an online course and will require reliable technology.

Hardware:

- Desktop or Laptop computer with Internet access.
 - Note: If your Internet connection is down, it is your responsibility to seek access at a venue such as in the UTT library or a public library to complete and submit your work on time.
- A camera, microphone, and sound.
- You will need a Smart device (iOS or Android) with connection to the Internet (i.e. phone, iPad).

Software:

- A current operating system (Microsoft or Apple)
- A web browser (e.g., Chrome, Safari, Firefox, etc.).
- Access to Canvas and Patriot Mail
- Microsoft Office (Available at no charge to students at <https://www.uttyler.edu/it/office365/proplus.php>)
- Skype, Teams, or Zoom
- [Adobe Reader](#) or another PDF reader
- QR Code Reader
- Snipping Tool (e.g. Snippet)
- Other software as noted in each module

Technical Support:

Technology related problems (e.g., email, Canvas, matters of access etc.) can often be solved by calling the UT Tyler Information Technology Hotline at (903) 565-5555 x2 or by emailing them at itsupport@patriots.uttyler.edu.

In your email be sure to include:

- The title and number of the course
- The Canvas page in question
- A description and message number for any error message that you receive
- What you were doing at the time you got the error message

Course Policies:

1. Class Participation: This course is designed as an online course and you are required to attend! You will have a weekly reading, journal, and/or project assignment due by Sunday at 11:59 PM. The course schedule has been set up so that new

assignments will be posted on Mondays. Students should expect to spend a minimum of six hours per module. Due dates are noted in the lesson module.

2. Grading Policy: All assignments are to be submitted on or prior to the due date. **Late work is not accepted** without prior permission from the instructor. Be aware that technical difficulties or lack of Internet access or access to required technologies and software are not accepted as excuses for late work or incomplete work. Please proofread assignments carefully so no spelling, grammatical, and/or punctuation errors exist. Points for spelling, grammatical, and/or punctuation are included in the grading scheme for each assignment.

3. Grades of “I” will be given only when there is a compelling reason (e.g., serious illness). **If you have a question or need help, please email me prior to the due date at jdelello@uttyler.edu.** Please allow up to 48 hours for response to an email.

4. Descriptions of all projects and assignments will be posted on Canvas. Criteria mentioned in these descriptions must be followed in order to receive full credit for your work. All assignments will be turned in through the assignment tab in Canvas.

5. Turn It In is a tool that will be used to check a document for plagiarism. The tool provides feedback as to whether or not the text in a document is a close match with other documents on the Internet, in journal databases, and submitted to Canvas. *If a student is caught plagiarizing, a grade of zero will be given as well as a disposition for cheating.*

6. Dispositions - All students in the UT Tyler Teacher Preparation Program must adhere to the professional behaviors outlined in the UT Tyler School of Education Dispositions.

Planned Topical Outline:

Date	Readings	Assignments
Week 1 July 3-7	Topic: Overview of course History of Technology- Past and Present Readings as assigned	<ul style="list-style-type: none">• Log on to Canvas and review syllabus.• Lesson One & Quiz One• Discussion One: Introductions• Reflection One: Google Doc• Project 1. Interview an Expert

Week 2 July 10-14	Topic: A New Theory and Culture; The Internet of Things Readings as assigned	<ul style="list-style-type: none"> • Lesson Two & Quiz Two • Discussion Two: Skeptic • Reflection Two • Project 2: Google Earth Tour
Week 3 July 17-21	Topic: Geeking Out, Gamification, & Maker Education, Esports Readings as assigned	<ul style="list-style-type: none"> • Lesson Three & Quiz Three • Discussion Three • Reflection Three • Project 3: Digital Escape Room
Week 4 July 24-28	Topic: Embracing Technologies in and out of the Classroom (AR, VR, MR, Meta) Readings as assigned	<ul style="list-style-type: none"> • Lesson Four • Discussion Four • Reflection Four • Project 4: AR Creation
Week 5 August 1-4	Topic: Cloud Technologies, Machine Learning, Crypto, and Artificial Intelligence Readings as assigned	<ul style="list-style-type: none"> • Lesson Five & Quiz Five • Discussion Five • Project 4: ChatGPT • Final Journal Due

Note: Last day to withdraw from this course is July 26th.

UNIVERSITY POLICIES

UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

For a full list of university policies including information related to the topics listed below, click [here](#).

- Students Rights and Responsibilities
- Campus Carry
- Tobacco-Free University
- Grade Replacement/Forgiveness and Census Date Policies
- State-Mandated Course Drop Policy
- Disability Services
- Student Absence due to Religious Observance
- Student Absence for University-Sponsored Events and Activities
- Social Security and FERPA Statement
- Emergency Exits and Evacuation
- Student Standards of Academic Conduct

UT Tyler Resources for Students:

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu, <http://www.uttyler.edu/writingcenter/>
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu, <https://www.uttyler.edu/tutoring/>
- The Mathematics Learning Center, RBN 4021, This is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254) <https://www.uttyler.edu/counseling/>

[University Guidelines, Links and Policies](#)

COLLEGE OF EDUCATION AND PSYCHOLOGY (CEP) VISION AND MISSION

Vision: The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century through productive contributions to local and global communities and toward individual and cultural equity.

Mission: The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. We affirm and promote global perspectives that value individual and cultural diversity to enhance learning, service, and scholarship.

UT TYLER'S SCHOOL OF EDUCATION STANDARDS FOR EDUCATOR PREPARATION PROGRAMS

[Texas Education Standards](#): The School of Education are committed to teaching and implementing the Texas Educator Standards at the highest level. The School of Education faculty use the Texas Education Standards, along with the Interstate New Teacher Assessment and Support Consortium (InTASC) standards used by educator preparation programs throughout the United States.

The list of [Texas Education Standards](#) can be accessed [here](#).

Access the [Code of Ethics and Standard Practices for Texas Educators](#)