

## Course Number and Title: EDC 108 Applied Concepts in Educational Technology

**Campus Location:**

Georgetown, Dover, Wilmington

**Effective Date:**

2022-51

**Prerequisite:**

(MAT 152 or concurrent or higher) or (ECE 120 or EDC 150 or EDC 115), SSC 100 or concurrent

**Co-Requisites:**

None

**Course Credits and Hours:**

3.00 credits

3.00 lecture hours/week

0.00 lab hours/week

**Course Description:**

This course prepares future educators to successfully integrate technology into the classroom. A broad range of technology tools that support teaching methods and create meaningful learning experiences in the classroom are explored. This course addresses the national technology standards for teachers and students.

**Required Text(s):**

Obtain current textbook information by viewing the [campus bookstore - https://www.dtcc.edu/bookstores](https://www.dtcc.edu/bookstores) online or visit a campus bookstore. Check your course schedule for the course number and section.

**Additional Materials:**

None

**Schedule Type:**

Classroom Course

Web Conferencing

Hybrid Course

Online Course

**Disclaimer:**

None

**Core Course Performance Objectives (CCPOs):**

1. Model digital-age work and learning. (CCC 1, 2, 3, 4, 5; PGC BTS 6; ECD 6; ELE 5; PED 5)
2. Design and develop digital-age assessments. (CCC 1, 2, 3, 4, 5; PGC BTS 6; ECD 6; ELE 5; PED 5)
3. Develop standards-based learning experiences that incorporate digital tools to promote learning. (CCC 1, 2, 3, 4, 5, 6; PGC BTS 6; ECD 6; ELE 5; PED 5)
4. Promote and model digital citizenship and responsibility. (CCC 1, 2, 3, 4, 5; PGC BTS 6; ECD 6; ELE 5; PED 5)
5. Engage in professional growth and leadership. (CCC 1, 2, 3, 4, 5; PGC BTS 6; ECD 6; ELE 5; PED 5)

See Core Curriculum Competencies and Program Graduate Competencies at the end of the syllabus. CCPOs are linked to every competency they develop.

**Measurable Performance Objectives (MPOs):**

Upon completion of this course, the student will:

1. Model digital-age work and learning.
  1. Demonstrate fluency in technology systems.
  2. Collaborate with others using digital tools and resources.
  3. Model Communicate relevant information and ideas using a variety of digital-age media and formats.
  4. Examine the International Society for Technology in Education (ISTE) Standards for Teachers and Students and National Association for the Education of Young Children (NAEYC) standards.
2. Design and develop digital-age assessments.
  1. Evaluate the effectiveness of various tools.
  2. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.
  3. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress.
  4. Customize and personalize learning activities to address students' varying needs and abilities using digital tools and resources.
  5. Develop multiple and varied formative and summative assessments aligned with content and technology standards.
3. Develop standards-based learning experiences that incorporate digital tools to promote learning.
  1. Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support learning.
  2. Develop a learning experience using technology and content standards.
  3. Reflect on a developed learning experience.
  4. Revise the learning experience based on reflection, peer feedback, and instructor feedback.
4. Promote and model digital citizenship and responsibility.
  1. Model safe, legal, and ethical use of digital information and technology.
  2. Use learner-centered strategies to plan for equitable access to appropriate digital tools and resources.
  3. Demonstrate digital etiquette and responsible social interactions using technology.
  4. Develop cultural understanding by engaging with others using digital-age communication and collaboration tools.
5. Engage in professional growth and leadership.
  1. Develop a vision for technology infusion.
  2. Participate in a professional community of learners focusing on technology in education.
  3. Evaluate and reflect on current research and professional practice to make effective use of existing and emerging digital tools and resources in support of student learning.

**Evaluation Criteria/Policies:**

The grade will be determined using the Delaware Tech grading system:

90	-	100	=	A
80	-	89	=	B
70	-	79	=	C
0	-	69	=	F

Students should refer to the [Student Handbook - https://www.dtcc.edu/handbook](https://www.dtcc.edu/handbook) for information on the Academic Standing Policy, the Academic Integrity Policy, Student Rights and Responsibilities, and other policies relevant to their academic progress.

**Final Course Grade:**

Calculated using the following weighted average

Evaluation Measure	Percentage of final grade
Summative Assessments:	
- Design and Plan a Lesson (20%)	85%
- Wiki Project (10%)	
- Application of Technology (10%)	
- Creation of a formative assessment (20%)	
- Digital Citizenship Lesson Evaluation (15%)	
- ePortfolio (10%)	
Formative Assessments: Blog, Tech Tool, Chart Comparing Tools, Reflection, and Vision Statement	15%
TOTAL	100%

**Core Curriculum Competencies (CCCs are the competencies every graduate will develop):**

1. Apply clear and effective communication skills.
2. Use critical thinking to solve problems.
3. Collaborate to achieve a common goal.
4. Demonstrate professional and ethical conduct.
5. Use information literacy for effective vocational and/or academic research.
6. Apply quantitative reasoning and/or scientific inquiry to solve practical problems.

**Program Graduate Competencies (PGCs are the competencies every graduate will develop specific to his or her major):**

**ECEAATBTS**

1. Implement developmentally appropriate practices based on theories, norms and milestones associated with development in early childhood.
2. Communicate information about student learning and behaviors in a collaborative manner with school, family and community members.
3. Plan developmentally appropriate curriculum for quality infant/toddler, preschool and kindergarten through second grade programs in multicultural settings.
4. Maintain a healthy, safe environment for children by following licensing requirements and legal issues affecting Early Childhood programs.
5. Apply knowledge of the physical, social, emotional, cognitive and language development of birth to second grade children in a classroom setting.
6. Access and implement educational technology.

**ECEAASECD**

1. Implement developmentally appropriate practices based on theories, norms and milestones associated with development in early childhood.
2. Communicate information about student learning and behaviors in a collaborative manner with school, family and community members.
3. Plan developmentally appropriate curricula for quality infant/toddler and preschool children in multicultural settings.
4. Maintain a healthy, safe environment for children by following licensing requirements and legal issues affecting Early Childhood programs.
5. Apply knowledge of the physical, social, emotional, cognitive and language development of birth to pre-school aged children in a classroom setting.
6. Access and implement educational technology.
7. Develop an effective business plan for the operation of an Early Childhood Program.

**EDCAATELE**

1. Apply knowledge of the physical, social, emotional, cognitive and language development of K-6 children in a classroom setting.
2. Demonstrate supportive classroom practices that utilize positive behavioral supports, foster character development, and promote a healthy and safe environment.
3. Demonstrate content area knowledge in literacy, mathematics, science and social sciences.
4. Apply understanding of multicultural education and sensitivity to and a respect for diversity.
5. Access and employ educational technology.
6. Communicate information about student learning and behaviors in a collaborative manner with school, family and community members.

**EDCAASPED**

1. Provide instructional support to K-12 students in literacy and mathematics in a professional, ethical, legal and effective manner under the supervision of a teacher.
2. Apply knowledge of the physical, social, emotional, cognitive and language development of all children in a classroom setting.
3. Demonstrate supportive classroom practices that utilize positive management techniques, foster character development, and promote a healthy and safe environment.
4. Apply understanding of multicultural education and sensitivity to and a respect for diversity.
5. Access and implement educational technology.
6. Communicate information about student learning and behaviors in a collaborative manner with school, family, and community members.

**Disabilities Support Statement:**

The College is committed to providing reasonable accommodations for students with disabilities. Students are encouraged to schedule an appointment with the campus Disabilities Support Counselor to request an accommodation needed due to a disability. A listing of campus Disabilities Support Counselors and contact information can be found at the [disabilities services - https://www.dtcc.edu/disabilitysupport](https://www.dtcc.edu/disabilitysupport) web page or visit the campus Advising Center.