

**Fond du Lac Tribal and Community College
COURSE OUTLINE FORM**

03/19/19

Please return this form to the college vice president of academic affairs and the chairperson of the Academic Affairs and Standards Council (AASC)

1. Prepared by: _____
2. Date submitted: _____
3. Date approved: 02/02/2021 Date revised _____
4. Department/discipline: Education
5. Department(s) endorsement(s): _____
(Signatures of the person(s) providing the endorsement are required.)
6. Course Title: Educational Technology
Abbreviated course title for Transcripts (25 characters or less): _____
7. Course Designator: EDU 8. Course Level: 3215
9. Number of Credits: Lecture 2 Lab _____
10. Control Number (on site) 30 Control Number (online) 25

11. Catalog/Course description:

This course provides an overview of educational technology in the classroom. Emphasis is placed on building skills and strategies for integrating technology tools in the classroom to support student engagement, creativity, digital citizenship, media literacy and digital age learning experiences. Current and emerging technologies are explored to create new media, design innovative instruction, and build online learning experiences that enrich informal and formal education.

12. Course prerequisite(s) or co-requisite(s): Accuplacer scores/ Other courses

Prerequisite(s): Acceptance into the Elementary Education program
Co-requisite:

13. **Course Materials** (Recommended course materials and resources. List all that apply, e.g. textbooks, workbooks, study guides, lab manuals, videos, guest lecturers).

Couros, George (2015). The Innovator's Mindset
Adcock, Trey (2014). Technology Integration in American Indian Education: An Overview
Various websites listed in course content

14. **Course Content** (Provide an outline of major topics covered in course)

- A. Introduction to Educational Technology
 - International Society for Technology in Education (ISTE) Student Standards
- B. Best Practices in Integrating Educational Technology: Substitution, Augmentation, Modification, and Redefinition (SAMR) model
- C. Current Issues in Educational Technology, including but not limited to:

- Hybrid and Distance Learning
 - Digital Divide
 - Impacts on Technology Equity on Indigenous and other student populations
- D. Innovation: Using EdTech to support creativity
- E. Digital Citizenship and Media Literacy
- F. Current Trends in Educational Technology Tools

15. Learning Goals, Outcomes, and Assessment

At FDLTCC we have 4 Competencies Across the Curriculum (CAC) areas. They are as follows:

- A. Information Literacy (the ability to use print and/or non-print tools effectively for the discovery, acquisition, and evaluation of information.)
- B. Ability to Communicate (the ability to listen, read, comprehend, and/or deliver information in a variety of formats.)
- C. Problem Solving (the ability to conceptualize, apply, analyze, synthesize, and/or evaluate information to formulate and solve problems.)
- D. Culture (knowledge of Anishinaabe traditions and culture, knowledge of one’s own traditions and culture, knowledge of others’ traditions and cultures, culture of work, culture of academic disciplines and/or respect for global diversity.)

Upon completion of this course, the student will be able to:

Learning Outcomes	Competencies (CAC)	Cultural Standards
Evaluate and create personal technology goals for professional growth and development.	A, C	2
Create a classroom activity using the Substitution, Augmentation, Modification, and Redefinition (SAMR) model that meets the needs of all students.	A, B, C, D	1
Create authentic technology outcomes that are relevant and meaningful to the Indigenous students.	A, B, D	1
Evaluate three technology tools for applicability with Indigenous students and other diverse students.	A, B, C, D	1
Design a classroom activity teaches students about digital citizenship.	A, B	5

WINHEC Cultural Standards:

1. **GIKENDAASOWIN – *Knowing knowledge***: To develop human beings who value knowledge, learning, and critical thinking and are able to effectively use the language, knowledge, and skills central to an Ojibwe-Anishinaabe way of knowing.
 2. **GWAYAKWAADIZIWIN – *Living a balanced way***: To develop balanced human beings who are reflective, informed learners who understand the interrelatedness of human society and the natural environment, recognize the importance of living in harmony with creation, and are able to apply a systems approach to understanding and deciding on a course of action.
 3. **ZOONGIDE'EWIN – *Strong hearted***: To increase the students' capacity to live and walk with a strong heart, humble and open to new ideas and courageous enough to confront the accepted truths of history and society.
 4. **AANGWAAMIZIWIN – *Diligence and caution***: To develop students' capacity to proceed carefully, after identifying, discussing, and reflecting on the logical and ethical dimensions of political, social, and personal life.
 5. **DEBWEWIN – *Honesty and integrity***: To increase students' capacity to think and act with honesty and integrity as they understand and face the realities of increasingly interdependent nations and people.
 6. **ZAAGI' IDIWIN – *Loving and Caring***: To encourage students' acceptance of the diversity within their school, community, and environment by developing healthy, caring relationships built on respect for all.
 7. **ZHAWENINDIWIN – *Compassion***: To expand students' knowledge of the human condition and human cultures and the importance of compassion especially in relation to behavior, ideas, and values expressed in the works of human imagination and thought.
16. **Minnesota Transfer Curriculum (MnTC)**: List which goal area(s) – up to two – this course fulfills.

See www.mntransfer.org

Goal Area(s): _____

Provide the specific learning outcomes as listed on the mntransfer.org website that pertain to this course.

17. Are there any additional licensing/certification requirements involved?

Yes No

APPENDIX A

MN PELSB: Standards 8710.2000 Standards of Effective Practice (SEP)

Subpart 3. **Standard 2, student learning.** A teacher must understand how students learn and develop and must provide learning opportunities that support a student's intellectual, social, and personal development. The teacher must:

3H. demonstrate knowledge and understanding of concepts related to technology and student learning.

Subpart 4. **Standard 3, Diverse Learners:** A teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities.

4R. identify and apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.

Subpart 5. **Standard 4, Instructional Strategies:** A teacher must understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.

5K. use educational technology to broaden student knowledge about technology, to deliver instruction to students at different levels and paces, and to stimulate advanced levels of learning; and

5L. develop, implement, and evaluate lesson plans that include methods and strategies to maximize learning that incorporate a wide variety of materials and technology resources.

Subpart 7. **Standard 6, communication.** A teacher must be able to use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. The teacher must:

7D. know effective verbal, nonverbal, and media communication techniques;

7I. support and expand learner expression in speaking, writing, and other media;

7K. use a variety of media and educational technology to enrich learning opportunities

Subpart 8. **Standard 7, planning instruction.** A teacher must be able to plan and manage instruction based upon knowledge of subject matter, students, the community, and curriculum goals. The teacher must:

8H. plan for the management of technology resources within the context of learning activities and develop strategies to manage student learning in a technology-integrated environment.

Subpart 9. **Standard 8, assessment.** A teacher must understand and be able to use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the student. The teacher must:

9N. use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.

Subpart 10. **Standard 9, reflection and professional development.** A teacher must be a reflective practitioner who continually evaluates the effects of choices and actions on others, including students, parents, and other professionals in the learning community, and who actively seeks out opportunities for professional growth. The teacher must:

10K. understand standards of professional conduct in the Code of Ethics for Minnesota Teachers in part [8700.7500](#);

10M. understand the role of continuous development in technology knowledge and skills representative of technology applications for education.

Subpart 11. **Standard 10, collaboration, ethics, and relationships.** A teacher must be able to communicate and interact with parents or guardians, families, school colleagues, and the community to support student learning and well-being. The teacher must:

11M. understand the social, ethical, legal, and human issues surrounding the use of information and technology in prekindergarten through grade 12 schools and apply that understanding in practice.

Licensing Rule 8710.3200 Subp. 3. Subject matter standards, elementary education

03/19/19