



EDU 288 Technology in Education

Sandra Starr

UNITED TRIBES TECHNICAL COLLEGE

COURSE INFORMATION

This course will enable the student to facilitate learning with technology in the classroom setting. The student will plan, design, review and analyze specific activities and lessons using technology in the elementary classroom. The student will locate and evaluate appropriate technology resources to be used in the elementary classroom. International Society for Technology in Education Standards will be used to guide learning, inspire professional growth, and advocate for dynamic learning in schools. The students will identify the social, legal, and ethical issues related to implementing technology in elementary education.

Credits: 2

CLASS INFORMATION

Section Number:

Term: Spring Year: 2025 Start Date: 1/14/2025 End Date: 4/29/2025

INSTRUCTOR

Sandra Starr

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Office Location: Education Bldg. 119

Office Hours:

Mon- 10-12; Tues. 9-10:30 ; Wed-10-12; Thurs.-9-10:30; Fri- 10-12

INSTITUTIONAL LEARNER OUTCOMES

Communication: Exhibit effective oral and written communication.

Social & Personal Responsibility: Demonstrate skills necessary for living and working in a global society.

PROGRAM OUTCOMES

Demonstrate understanding of central concepts to connect with and advance student learning.

EXTERNAL STANDARDS

Council for the Accreditation of Educator Programs (CAEP) Standards

Target Standards

CAEP Standard 1: Content and Pedagogical Knowledge

The provider ensures that candidates develop an understanding of the critical concepts and principles of their discipline and facilitates candidates' reflection of their personal biases to increase their understanding and practice of equity, diversity, and inclusion. The provider is intentional in the development of their curriculum and clinical experiences for candidates to demonstrate their ability to effectively work with diverse P-12 students and their families.

R1.2 Content The provider ensures candidates are able to apply their knowledge of content at the appropriate progression levels.

R1.3 Instructional Practice The provider ensures that candidates are able to apply their knowledge of InTASC standards relating to instructional practice at the appropriate progression levels.

InTASC Standards

Target Standards

InTASC Standard #1: Learner Development

The teacher candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

InTASC Standard #3: Learning Environments

The teacher candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

InTASC Standard #8: Instructional Strategies

The teacher candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

North Dakota Program Approval and Teacher Education Standards

Target Standards

50015 Elementary Education:

STANDARD 2 – Understanding and Applying Content and Curricular Knowledge for Teaching

Candidates demonstrate and apply understandings of major concepts, skills, and practices, as they interpret disciplinary curricular standards and related expectations within and across literacy, mathematics, science, social studies, art, and physical education.

Components

50015.2b Science and Engineering Practices, Cross-Cutting Themes– Candidates demonstrate and apply understandings and integration of the three dimensions of science and engineering practices, cross-cutting concepts, and major disciplinary core ideas, within the major content areas of science.

COURSE OBJECTIVES

1. Plan, review, and analyze effective technology applications to support student engagement and learning.
2. Identify the social, ethical, legal, and human issues surrounding digital citizenship.
3. Develop his/her literacy skills through construction, evaluation, analysis, and demonstration of technologically enhanced activities and lessons.
4. Review and utilize International Society for Technology in Education standards for students and educators.

A. GRADING SCALE

| Grade | Percentage |
|-------|------------|
| A | 90-100% |
| B | 80-89% |
| C | 70-79% |
| D | 60-69% |
| F | Below 60% |

B. COMMUNICATION

Email is the official means of communication at UTTC. Information Technology (IT) will assign all students an official UTTC email address. All correspondence from the College to the student will be sent to the student's UTTC email address. Students are expected to check their email regularly and are responsible for all information sent to them via their UTTC email address. Faculty expect students to use their official email address for all instructional purposes, including communicating with the faculty.

C. ATTENDANCE

Students at UTTC are expected to participate in all of their class sessions and are expected to communicate with their instructors regarding any emergencies that cause them to miss class. Regardless of the circumstances, the student is responsible for obtaining any information missed because of the absence and completing any outstanding assignments. The student may refer to the course assignments in [My.UTTC.edu](https://my.uttc.edu), contact another student enrolled in the course, or meet with the course instructor during office hours to get the missing information. Attendance is entered as "Present", "Absent-Unexcused", or "Excused" (college-sanctioned absences).

D. LATE ASSIGNMENT SUBMISSIONS

UTTC supports and fosters the student's responsibility for completing and submitting assignments on or before scheduled due dates and times. If an assignment is due, the student should make every effort to submit the assignment on time. Occasionally, a student may experience an unexpected life event that results in the submission of late work. Communication is the key. Instructors are more than willing to work with students in the event of an emergency if the student communicates with them before the date and time the assignment is due to make other arrangements. Late assignment deadlines will vary among departments but will not exceed more than five (5) business days after which the assignment was initially due. Assignment due dates, late assignment deadlines, and late assignment penalties are outlined in course syllabi. Assignments not submitted by the initial deadline date will be reflected in the course gradebook as a zero (0) until the assignment has been submitted. The amount of points deducted for late work is at the discretion of the instructor. Assignments submitted via E-mail will not be accepted under any circumstances and will receive a grade of zero.

E. MISSED TEST, EXAMS AND QUIZZES (FORMAL ASSESSMENTS)

Students may not make up a missed test, exam or quiz without a valid reason for their absence (illness, family emergency). It is the student's responsibility to contact their instructors before the absence, or within 24 hours after missing the formal assessment. The instructor will review the reason the student missed and determine if the circumstance justifies the student being allowed to take the formal assessment. Approved make-up assessments must be taken outside of the student's regular class schedule and during a time and location agreed upon between the student and instructor. Students are not to miss another class in order to make-up an assessment for another course. If the student fails to show on the date and time of the makeup assessment, the student will not be permitted to reschedule the makeup and the assessment and will earn a 0% grade.

F. THUNDER ALERT SYSTEM

UTTC's Thunder Alert System (TAS) is a proactive, communication-driven support system that provides timely identification and interventions to work with individual students to assist in generating plans to overcome challenges to college success. The system assists UTTC students by linking them to faculty and staff who can provide and connect students to available resources and strategies. The Thunder Alert serves as an opportunity for students to take ownership of their success and empower them to accomplish academic and personal goals. The system helps faculty and academic advisors connect and communicate with students as issues arise. The additional cross-wide partnerships create a culture of collaboration focused on the best interest of UTTC students.

Academic-related concerns such as attendance, missing assignments, or classroom behavior will result in a Thunder Alert being issued by faculty. When a Thunder Alert is issued, the student will receive an email requesting them to make arrangements to follow up with the instructor and/or their academic advisor. Students receiving a Thunder Alert should make the necessary arrangements to set up and meet with faculty as soon as possible to generate a plan of success.

G. ACADEMIC HONESTY

Students are expected to complete their own work. Academic dishonesty includes plagiarism; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using course materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to dishonestly obtain grades, honors, awards, or professional endorsement; altering, forging, misrepresenting, or misusing an academic record; or fabricating or falsifying data, research procedures, or data analysis. Refer to [Academic Affairs policies](#) and procedures handbook for further information.

ARTIFICIAL INTELLIGENCE (AI) USE POLICY

Use of generative AI is subject to individual course instructor discretion. Instructors have the authority to:

- Authorize or restrict AI assistance partially or fully
- Define specific limits for individual assignments
- Establish course-wide AI usage policies
- AI use must be explicitly defined and approved by course instructors.
- Generative AI should not:
 - Replace original student work
 - Compromise the evaluation of student learning outcomes
 - Undermine the academic integrity of assignments

Misuse of AI will be considered plagiarism and is subject to consequences outlined in the Student Academic Honesty policy. Examples of AI misuse include:

- Generating entire writing assignments (essays, discussion posts) using AI
- Completing mathematical calculations using AI when computational skills are a learning objective
- Claiming credit for AI-generated content (art, music, program code)
- Using AI in ways not explicitly authorized by the instructor

When in doubt, students are encouraged to consult directly with their course instructors regarding the appropriate use of generative AI.

H. STUDENTS WITH DISABILITIES

United Tribes Technical College recognizes its responsibility for making reasonable accommodations to ensure there is no discrimination on the basis of a disability. The Disabilities Support Services coordinates reasonable accommodations, support services, and appropriate referrals for the purpose of removing barriers and providing an equitable learning environment. If you have a disability, please contact the Disabilities Services (DS) office at (701) 221-1456 or email at dss@uttc.edu.

I. TITLE IX STATEMENT

Title IX is a federal civil rights law that prohibits discrimination on the basis of sex, including sexual harassment, rape and sexual assault. United Tribes Technical College is committed to upholding the law and standards that promote respect and human dignity in a safe environment. Sexual misconduct and relationship violence in any form violates UTTC's mission, cultural values, Student Code of Conduct, and may also violate federal and state law. If you or someone you know has been impacted by sexual assault, dating and domestic violence, stalking, or sexual exploitation, UTTC has resources available on the [Title IX website](#). you can find the appropriate resources on the UTTC campus and in the community

J. DIVERSITY AND EQUITY STATEMENT

United Tribes Technical College values diversity because it enriches the community and wealth of experiences that characterize a post-secondary education. Our students, faculty, and staff come from Tribal lands throughout the United States and Canada. The majority of our students come from the northern plains region of the country, with 70% representing the North Dakota tribes.

UTTC recognizes that diversity is about much more than race, ethnicity or geography. Because students from many Tribal nations are represented at UTTC, from a wide range of cultural and ethnic backgrounds, students are encouraged to share their own cultural practices, traditions, and beliefs in the classroom in an effort to build an inclusive and welcoming community for all individuals and one from which we can learn from one another. We believe engagement with diverse perspectives and ideas is critical to the education and growth of all people, and we value the unique experiences and viewpoints of all of our community members.

EQUITY STATEMENT

United Tribes Technical College (UTTC) believes that access to a high-quality education in an inclusive environment is the right of all individuals and imperative for the continued advancement of a strong democracy and workforce. Equity is ensuring that all students receive what they need to be successful through the intentional design of the college experience.

K. TECHNOLOGY REQUIREMENTS

To ensure that you are using the recommended personal computer configurations, please refer to the [minimal technology requirements](#).

COURSE CALENDAR

EDU 288 Technology in Education SPRING 2025

| Module/Week | Academic Topic Instructional Strategy | Support Materials, Book chapters, etc. | Assessment (Formative – Summative) |
|--------------------------|---|---|---|
| 1 Jan 14 - 17 | Syllabus, Course Overview, Google Classroom, Using Canva to create a Website, PLC Research | George Couros TED Talk | TED Talk Reflection PLC Research Assignment Canva Website |
| 2 Jan 20 - 24 | *No School 1/20 MLK | bitmoji.com | Bitmoji Classroom Assignment |
| | Bitmoji Classroom | | |
| 3 Jan 27 - 31 | Canva Website Assignment ISTE Standards 2.1 Learner for Student Standard Tech apps and Website Doc. | Canva | Canva website assignment Tech App/doc |

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|---------------------------------------|--|--|--|
| 4 Feb 3 - 7 | Common Sense Media Kahoot, Quizlet, Padlet, Nearpod | www.commonsense.org | Common Sense Media lesson reflection Padlet, Kahoot, ..presentations |
| 5 Feb 10 - 14 | Google Certification- Google Docs, Slides, Chrome and Search | Google | IPractice sheets |
| 6 Feb. 17 - 21 | No School 2/17 President's Day | Google | Ipractice sheets Anchor Chart presentations Google Form Assignment |
| | Google Sheets, Classroom, and Drive Ozobots | | |
| 7 Feb 24 – 28 | Ozobot Blockly Google Meet, Gmail, Calendar | Ozobots https://ozobot.com/create/ozoblockly/ | iPractice sheets Ozobot maneuver/blockly assignment |
| 8 Mar 3 - 7 | Midterm Grades Due 3/7 | Google | Ipractice sheets Anchor Chart presentations Google Form Assignment |
| | YouTube, Google Forms, Keep, Drawings. Digital Anchor Charts Google Educator Level 1 Certification | | |
| Mar 10 - 14 Spring Break – No Classes | | | |
| 9 Mar 17 - 21 | Google Assignment Worksheet | Google | Digital worksheet |
| 10 Mar 24 - 28 | iPad Assessment | iPads | Ipad lesson plan |
| 11 Mar 31 - Apr 4 | Google Educator Level 2 Assignment Chrome, Gmail, Chat | Google | ipractice worksheets |
| 12 APR 7 - 11 | Website Evaluation SEL in the Classroom | Google https://www.commonsense.org/education | Evaluation Rubric SEL Lesson |

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| | Google Calendar, Classroom, and Drive | | iPractice Sheets |
| 13 Apr 14 - 18 | No School 4/18 Good Friday | Padlet | ipractice sheets Online Safety Padlet |
| | Online Safety for Children Google Docs, Slides, Forms | | |
| 14 Apr 21 - 25 | Adobe Spark/Express Google Sheets, Sites, Meet, Newsletter | Adobe Spark Google | Website presentation Adobe Spark presentations |
| 15 Apr 28 – May 2 | Finals Week | | Final presentations |
| | Lesson Plan for Final | | |
| GRADES DUE | May 5, 2025 | | |