



SYLLABUS

Department Name: Education

Course Number: EDU 5051

Course Title: Using Technology in the Classroom

EDU 5051 Units: 2

Semester Offered: Fall 2025

EDU 5051.1 Course Meeting Time: 4:10 - 6:40 p.m, 4 pm after first class (see [course schedule](#) for dates)

EDU 5051.2 Course Meeting Time 3:50 - 6:20 pm (see [course schedule](#) for dates)

Course Meeting Place: Science Room 231

[Class Website](https://sites.google.com/dominican.edu/instructech/home) (<https://sites.google.com/dominican.edu/instructech/home>)

EDU 5051.1 [Class Zoom Link](#)

EDU 5051.2 [Class Zoom Link](#)

[Class Folder Link](#)

Prerequisites: N/A

Instructor Information:

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Office Location: Bertrand 24B

Office Hours: By appointment only

DESCRIPTION OF SYLLABUS CONTENTS

1. Course Description: General Content of the Course

This course offers credential candidates an introductory overview of current computer-based technologies used in a variety of educational settings within and across curricular content areas. Candidates will develop the skills necessary to navigate technology for the purpose of leveraging it as an instructional tool. This is an online course.

2. General Education or Major Requirements Satisfied by the Course:

This course provides teaching credential candidates the pedagogical foundation needed to use, design, and implement technology in the curriculum.

3. Student Learning Outcomes (SLOs)

Upon successful completion of the course, each student will have acquired the following:

1. Candidates will learn aspects of digital literacy to effectively locate and utilize instructional resources and evaluate the authenticity and reliability. (TPE 2, 7; ILO 1; Communication, Collaboration, Creativity, Critical Thinking, IMTS, SJS-J)
2. Candidates will create developmentally appropriate digitized presentations that are comprehensible and engaging for all learners. (TPE's 1 & 4; ILO 2; Communication, Collaboration, Creativity, Critical Thinking, IMTS, SJS-D)
3. Candidates will understand principles and types of assessment and will use assessment measures and tools. (TPE's 1 & 5; ILO 1; Communication, Collaboration, Creativity, Critical Thinking, IMTS, SJS-D)
4. Candidates will become reflective learners with the use of instructional technologies. (TPE 6; ILO 4; Communication, Collaboration, Creativity, Critical Thinking, IMTS, SJS-I)
5. Candidates will develop as a professional educator using technology tools to collaborate and communicate. (TPE's 1, 2 & 6; ILO 2 & 3; Communication, Collaboration, Creativity, Critical Thinking, IMTS, SJS-D, A)
6. Candidates will understand how to navigate and utilize the electronic library for library resources and research. (TPE 3; ILO 2; Communication, Collaboration, Creativity, Critical Thinking, IMTS)
7. Candidates will incorporate differentiated learning opportunities that are responsive to student needs and abilities, anti-biased, and inclusive of all student populations (e.g. English language learners and students with special needs). (TPE 1, 2, 4 & 7; ILO 1, 2 & 3; Communication, Collaboration, Creativity, Critical Thinking, IMTS, SJS-I,D,J,A)
8. Candidates will learn an array of instructional technologies and terminology to facilitate the teaching and learning process. (TPE 1, 2, 3, 4, & 5; ILO 1, 2, 3; Communication, Collaboration, Creativity, Critical Thinking, IMTS, SJS-D)

Institutional Learning Outcomes (ILOs):

The ILO's represent our shared commitment as a community of educators and scholars to every graduate of Dominican University of California. All students will have the opportunity to develop the following knowledge, skills, and personal capabilities throughout their studies and experiences.

ILO 1: Exploration and Acquisition of Knowledge

Students explore purpose and meaning through a breadth of knowledge in general education and a depth of knowledge in majors and graduate study.

ILO 2: Development of Intellectual, Professional and Artistic Skills

Students prepare for a successful life and career through research and practical application of skills. Students develop: critical thinking and creative expression,

qualitative and quantitative reasoning, effective communication, and information literacy.

ILO 3: Practice of Civic Skills and Social Responsibility

Students gain skills to become global citizens who act within diverse contexts. Students practice: ethical reasoning, leadership and collaboration, commitment to sustainability and social justice, and intercultural understanding and respect for difference.

ILO 4: Cultivation of Well-Being

Students engage in personal development to build resilience and support the flourishing self and others. Students cultivate: mental, physical, and spiritual health, respectful relationships and empathy, and a habit of mind for lifelong learning.

Teaching Performance Expectations (TPEs):

The Teaching Performance Expectations (TPEs) comprise the body of knowledge, skills, and abilities that beginning general education teachers have the opportunity to learn in approved teacher preparation programs in California. Beginning teachers demonstrate their knowledge of the TPEs by successfully completing course work, engaging in clinical practice, and passing a Teaching Performance Assessment (TPA) based on the TPEs. Beginning teachers must meet these requirements prior to being recommended for a preliminary teaching credential in California.

TPE 1: Engaging and Supporting All Students in Learning

TPE 2: Creating and Maintaining Effective Environments for Student Learning

TPE 3: Understanding and Organizing Subject Matter for Student Learning

TPE 4: Planning Instruction and Designing Learning Experiences for All Students

TPE 5: Assessing Student Learning

TPE 6: Developing as a Professional Educator

TPE 7: Effective Literacy Instruction for All Students

Social Justice Standards

Divided into four domains—Identity, Diversity, Justice and Action (IDJA)—Together, these domains represent a continuum of engagement in anti-bias, multicultural and social justice education. The IDJA domains are based on Louise Derman-Sparks' four goals for anti-bias education in early childhood.

(<https://www.tolerance.org/frameworks/social-justice-standards>)

4. Texts and Resources

No textbook required. Resources include articles and websites posted on the course website at <https://sites.google.com/dominican.edu/instructech/edu-5051>

5. Library Support

The Alemany Library is an active partner in your academic success. The library provides one-to-one research help, academic resources, technology, and quiet individual and group study spaces. Students may [book an appointment](#) and refer to the [library website](#).

6. Online Components of the Course

All students will need to access the Internet, Zoom, Moodle and Google Drive, *and the [course website](#)* for all components of the course. **Technology Etiquette:** Please join online sessions a few minutes early and minimize distractions. The default settings for synchronous sessions are **video on and mic muted**. Please refrain from multi-tasking and web searches (unrelated to the session).

7. Academic Honesty Honor Code

Students are expected to adhere to the [Academic Honesty Honor Code](#) stated in the catalog.

Students should practice academic integrity in all of its forms, including abstaining from plagiarism, cheating, misuse of Artificial Intelligence (AI), and other forms of academic misconduct. The University reserves the right to determine in any given instance what action constitutes a violation of academic honesty and integrity.

Plagiarism is a very serious matter. Plagiarism, like cheating on an assignment or exam, is a violation of the University Honor Code. The [policy on plagiarism can be found here](#).

The use of Artificial Intelligence (AI)

The use of AI tools in the classroom, such as text generators, is welcomed to help students improve their writing skills and understand the importance of originality and academic integrity (e.g., brainstorm writing ideas, outline a topic, suggest improvements for grammar). However, it is important that students understand the proper use of these tools and the consequences of misusing them.

Unless students have permission from the course instructor or it is part of a course assignment, they are prohibited from using AI tools to generate entire assignments or portions of assignments. Violations include, but are not limited to, using text or art generators to produce essays, research papers, other written assignments and works of art. Work generated by AI tools with the course instructor's permission should be submitted properly with attribution.

Any student found to have submitted work that has been generated by an AI tool without proper attribution will be subject to penalties as described in the University's Academic Honesty policy.

It is the responsibility of every student to understand and abide by this policy. Ignorance of the policy will not be accepted as a valid excuse for academic misconduct.

If students have concerns about plagiarism or questions about how to avoid it and properly cite items used in their work, please reach out to Dominican's Student Success Center and the Archbishop Alemany Library.

[How to Cite Generative AI Using APA and MLA Styles: A Brief Introduction](#)

8. Diversity, Equity and Inclusion

The content, pedagogy, assessment, and design of the course enable active consideration of diversity issues in conceptual, theoretical and applied contexts. Central to the course is an inclusive curriculum, which addresses issues of diversity as a primary construct for analysis and learning. Students are expected to learn and demonstrate cross-cultural skills and competencies throughout the course in class discussions, online and in all written/oral assignments.

9. Assignments

21st Century Skills (Michaels, R., Roshandel, S., Truesdell, E., & Urbani, J. M.):

The content of this course will be grounded in 21st Century Skills. We will focus on each of the Cs: critical thinking, communication, collaboration, and creativity. In addition, we will focus on Information, Media, and Technology Skills (IMTS). The following definitions will be used:

- **Critical Thinking**
Critical thinking is the ability to effectively use higher order thinking skills to plan, teach, and reflect on instructional practice while integrating and applying theories of teaching, learning, and development.
- **Creativity**
Creativity is the ability to develop, choose, and integrate novel, unconventional, and innovative approaches to teaching and learning.
- **Collaboration**
Collaboration is the ability to work productively and equitably while valuing others in diverse educational settings.
- **Communication**
Communication is the ability to successfully use interpersonal skills and components of literacy (reading, writing, speaking, and listening) to contribute to teaching, learning, and development.
- **Information, Media, and Technology Skills (IMTS)**
IMTS is the ability to access, manage, apply, analyze and evaluate digital information and instructional technological tools. This includes leveraging technology innovatively and effectively in diverse learning environments to collaborate, communicate, think critically and create new functions in the midst of rapidly changing technological advances.

Further details on all assignments will be given during the course of the semester. The class schedule lists all deadlines. Prior notice and arrangements for late submissions must be discussed with the instructor at least 1 week before submission date.

Attendance and Participation* - 30%
Diagnostic & Formative assignments - 40%
Summative assignment - 30%

All [assignments](#) are located on the class [website](#).

Class Workshops/Participation (AP): (SLO 1 - 7; TPE 1 - 7; Communication, Collaboration, Creativity, Critical Thinking & IMTS, SJS-I,D)

All classroom activities, assessment tools, educational resources, instructional technology tools and discussion.

Digital Literacy Team Project (DF): (SLO 8; TPE 2, 3: Critical Thinking and IMTS, SJS-J) Candidates will view a Digital Literacy video and discuss Digital Literacy Skills. In groups, candidates will share how they can model digital literacy by using technology to engage students and support their learning.

Copyright, Fair Use and Commons License (DF): (SLO 8; TPE 2, 3: Critical Thinking and IMTS, SJS-J) Candidates will learn about promoting digital citizenship, respecting copyright law, understanding fair use guidelines, and the use of Commons License. Candidates will review materials and a video and respond to questions on a Google form.

Midterm/Digital Portfolio (SA): (SLO 2, 4, 5, 7 & 8; TPE 1 - 7; Communication, Creativity, Critical Thinking, IMTS; SJS-I,D,J,A) Candidates will develop a digital portfolio *template* for the midterm. Throughout the teacher preparation program, candidates will continue to develop a unique portfolio to showcase candidates' best work in the program demonstrating the knowledge, skills, and abilities developed along the path to becoming a teacher.

Augmented Reality (DF): (SLO 1,TPE 1, 2, 4, 7; Communication, Collaboration, Creativity, Critical Thinking, IMTS; SJS-J) Participants will experience virtually or in-person how to use augmented reality in the classroom. Candidates will experience how augmented reality can engage and enhance learning. Pre and post surveys along with an AR Reflection will be completed. Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.

International Society for Technology in Education/ISTE Team Project (LO 3; TPE 3,6; Communication, Creativity, Collaboration, Critical Thinking)

Choose one ISTE standard that resonates with you, either due to your current experience, your area of interest, or a perceived area for growth. Clearly state the standard and strand you have selected. Develop a detailed implementation plan: Imagine you will actively work to address this chosen standard and strand in your classroom/educational setting. Describe *specifically* what this would look like for you in practice. Your description should be detailed and include:

- Context: Briefly describe your target learning environment (e.g., grade level, subject area, student demographics, school resources).
- Specific Actions for your Educational Setting: Outline concrete steps you would take to implement the standard and strand. What activities would you design? What resources would you utilize? How would you differentiate instruction to meet diverse learner needs? Provide examples.

- Assessment Strategies: How would you measure the effectiveness of your implementation? What evidence would you collect to demonstrate student learning and growth related to the chosen standard and strand?
- Challenges and Solutions: What potential challenges might you encounter when implementing this standard? How would you address those challenges?

Reflect on the Process: Why did you select this particular standard? What did you learn by developing this implementation plan? How do you see this standard impacting your future practice?

ANCHOR-Instructional Technology Integration (SA): (SLO 2, 3, 4, 5, 8; TPE 1 - 6; Communication, Collaboration, Creativity, Critical Thinking, IMTS; SJS-D):

Candidates will use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning. Candidates will present/model one method of how instructional technology will engage all students in their classroom and describe how it will be implemented during their student teaching.

** Please remember that classroom performance is a combination of both motivation and your own talents and creative abilities. Motivation is indicated by punctuality, attitude, curiosity, effort put into assignments and classroom preparation.*

10. Grading

- This course is taken on a Grade system. Passing is considered **B or better**. Grades will be based on a combination of preparation for class, participation in class group activities, and completed assignments. All assignments must be submitted on time to be eligible for a passing grade. Punctuation, grammar, and coherency will be considered in assigning a passing grade. In order to receive a passing grade, your work must be at **“3” or “4” level** (using class rubrics) **on all assignments**; your attendance must be timely and consistent; and participation (both in class and online) must contribute to thoughtful understanding of teaching practices.

11. Expectations for Students

- You will earn a letter grade in this class based on your attendance, participation, and quality of work. This course is taken on a Grade system. Passing is considered **B or better**. **Attendance is required at all classes.** If you are going to be absent, notify the instructor via email prior to the absence. **If you miss a class, you may be dropped from the course.** Punctuality is essential.
- Class participation is essential for student success in the course. Students are expected to come prepared for every class by reading all assigned materials, and to participate actively during class sessions. Student success in this course is a collective responsibility, and shared equally by the students and the instructor in the class. As a result, all of us are responsible and accountable to each other. This requires that all of us actively support each other's efforts to make this a truly memorable learning location and experience. To this end,

please model honesty, civility, respect, inclusiveness, compassion, and creativity in class.

- Late papers/assignments are not acceptable.
 - Requests for an “Incomplete” grade for the course will only be considered and/or accommodated in the event of a dire medical emergency or condition suffered by the student
- c. Recording Policy: Zoom reports will monitor virtual class attendance. Class session recordings are for learning purposes in this course only. Neither the instructor nor the students may share or use class session recordings for any purpose outside of the class.

12. Students Who Require Accommodations:

Dominican University of California is committed to equal access for all students in accordance with the Americans with Disabilities Act of 1990. Students who feel they may need accommodations based on the impact of a disability should contact the [Office of Accessibility and Disability Services](#) at 415-257-1388 or email accessibility@dominican.edu as soon as possible to discuss specific accommodations. Please submit the subsequent paperwork to the instructor right away.

13. Student Support

[Visit the student portal](#) for information and resources (including Tutoring & Learning Center, CARE Team, Counseling Services, Integrative Coaching, & more). The Student Success Center may also be reached at (415) 485-3296, or sscstu@dominican.edu

14. Course Evaluations

Dominican University of California is committed to an ongoing evaluation of its programs and courses through a culture of constructive dialogue and feedback. It is expected that students will complete the course evaluation either in class or outside of class. The instructor will determine time for the course evaluation to be completed. A link to the course evaluation will be sent to all the students enrolled in the class. The evaluation may be completed on a laptop, tablet, or mobile device.

15. Title IX

In accordance with Title IX, faculty who become aware of an incident of sexual violence, including harassment, rape, sexual assault, relationship violence, or stalking, are required by law to notify our Title IX Coordinator. Student privacy is a priority for the university and will be maintained to the extent permissible by law and policy. For more information about your rights and reporting options, including confidential and anonymous reporting, please visit [Sexual Misconduct, Title IX, and Discrimination](#). Email: titleix@dominican.edu.

16. Bias Incident Report

If you or someone you know has experienced, or witnessed, a hate or bias incident, please use this [Bias Incident Report](#) form to make the University aware of the incident.

17. Student Conduct (University Wide)

[Visit the Student Handbook and Code of Conduct Section 5 Code of Conduct](#)

18. Dominican Scholarly & Creative Works Conference

[Visit the Conference website](#)

19. [Course Schedule](#)

20. Disclaimer

This syllabus is subject to modification. The instructor will inform students of any changes.