



EDTECH 541: Integrating Technology into the Classroom Curriculum

Semester: Spring 2026
Credits: 3 Credit Online Course

Instructor Information

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Please Note:

If you send an e-mail during the week you should typically have a reply within 24 hours unless it is late Friday or the weekend. I catch up on weekend e-mail on Mondays.

Course Description

Examination and practice in technology integration strategies in classroom environments, using various applications, instructional, and productivity software, evaluating tools and resources, and developing integrated instructional activities.

You will examine and explore technology integration strategies within K-12 networked computing environments. Content will include an examination of technology integration techniques using various application tools, instructional software, productivity software, and the Internet. You will also identify relative advantages for choosing technology integration strategies and resources for you to draw upon in developing your own technology integration activities.

Course Outcomes

At the end of the course, students will be able to:

1. Demonstrate knowledge of hardware function, installation, selection and maintenance by developing a networking/hardware lesson or conducting a field trip.
2. Locate and evaluate current research on teaching and learning with technology and generate a personal rationale for using technology in education based on findings from research and practice.
3. Define and identify instructional software types and uses.
4. Identify and develop effective classroom activities using telecommunications tools and the Internet and will demonstrate this knowledge through reflective activities and the development of one or more web-based activities.
5. Develop effective classroom activities using advanced features of database management systems and/or advanced spreadsheet software tools and demonstrate knowledge of this through the development of a database or spreadsheet supported lesson.
6. Identify and classify adaptive assistive hardware and software for students and teachers and demonstrate this knowledge through reflective discussion activities.

7. Identify and describe teaching and learning tasks as well as productivity uses for Internet-based tools.
8. Identify and describe teaching and learning tasks with productivity software tools.
9. Identify current issues in all content areas that will impact the selection and use of technology, describe key strategies for integrating technology into those content areas, and identify example software and Web resources required to carry out each integration strategy.

Program Learning Outcomes

- **1-Design and Development:** Design and develop technology enhanced educational or training materials and content (e.g., curriculum, instruction, performance supports) to maximize motivation, engagement, efficacy and efficiency with respect to learning.
- **2-Pedagogy and Theory:** Demonstrate the ability to integrate pedagogical approaches and educational technologies in practical classroom teaching and training as well as the ability to reflect on the effective application of technology-supported pedagogical approaches.
- **3-Evaluation and Assessment:** Use technology to facilitate appropriate assessment and evaluation strategies and determine the effectiveness of technology in curriculum or instruction.

Course Location and Login Information

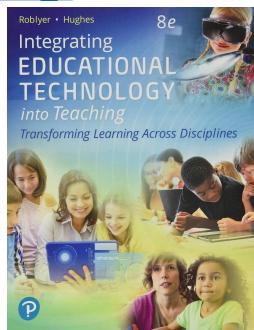
The Latest LMS of Boise State University

Course Materials and Technical

Required: MAKE SURE YOU ARE GETTING THE 8th Edition.

Roblyer, M.D, & Hughes, J.E. (2019). *Integrating Educational Technology into Teaching (8th Ed.)*. Allyn & Bacon.

https://www.amazon.com/Integrating-Educational-Technology-into-Teaching/dp/0134746414/ref=tmm_pap_swatch_0



Internet Connectivity

You need an up-to-date computer with an Internet connection in this course.

Technical Skills Recommended for Course Success

The following skills will increase your chances of having a successful and enjoyable experience in this course.

- Ability to use basic Learning Management System (i.e., Canvas) features and tools – uploading and attaching documents and images, use of an editing toolbar, use of a discussion forum.
- Knowledge and use of Word documents, Powerpoints, PDFs, and video and audio media.
- Ability to begin, format, and maintain both a Blog and a professional/personal website.

- Knowledge and use of spreadsheets and databases (either Microsoft or Google docs).
- Ability to register and learn simple online Web 2.0 tools.
- Ability to embed widgets via html code.

Grading Policies

1. All assignments are to be submitted on or prior to the due date. Late assignments will be accepted during the following week or module with late penalties (see late work policy below). No late work will be accepted after that time.
2. Please understand that I am continually updating and revising my course materials. Therefore, it is not feasible for me to provide advanced copies of assignments. Full assignment details will only become available at the beginning of each new module.
3. All assignments are graded together as a group to maintain a higher level of consistency. Grading begins on the first day after a due date and is completed before the next due date. You may track your progress through Grades in Canvas. All of the assignments are listed in Grades and points will be added as we progress through the semester. Depending on the assignment, this can take up to a week.
4. I will grade your work to the best of my abilities. If you feel you have received an inferior grade, you have the right to challenge this score. Please explain to me IN WRITING why you believe the grade is too low, and I will consider your reasoned argument.

Assignment Details

Detailed information about assignments and how to complete them will be posted in Canvas as we progress through the term. After opening the course site, click on the links within the Module to view course and assignment information. Please check often to read announcements in the Announcement forum since these can be posted at any time. Also, check your BSU BroncoMail at least once per week for course related correspondence. The default email address in Canvas is your BSU email address.

Week	Assignment	Points	Due
1-1	Vision-Mission Statement	25	W1 Sunday
1-2	Relative Advantage Chart	50	W1 Sunday
2-1	Instructional Software Lesson Plan	50	W2 Sunday
2-2	Software Support Tool List & Description	50	W2 Sunday
3-1	Interactive Presentation	50	W3 Sunday
3-2	Spreadsheet Lesson	40	W3 Sunday
3-3	Shared Doc Lesson	40	W3 Sunday
4-1	Video Integration Project	50	W4 Sunday
4-2	Web-based Lesson	40	W4 Sunday
5	Content Area Assignment 1	135	W5 Sunday
6	Content Area Assignment 2	135	W6 Sunday
7-1	Assistive Technology Project	50	W7 Friday
7-2	Resource Page	45	W7 Friday
7-3	Final Project Website	100	W7 Friday
7-4	All Blog Entries with a Final Reflection	140	W7 Friday
	Total	1000	

Grade Scale

Final letter grades will be based upon the following scale:

Grade	Points Required
A+	980-1000
A	940-970
A-	900-930
B+	870-890
B	840-860
B-	800-830
C+	770-790
C	740-760
C-	700-730
D+	670-690
D	640-660
D-	600-630
F	590-Below

Advanced Copies of Assignments

Please understand that I am continually updating and revising my course materials. Therefore, it is not feasible for me to provide advanced copies of assignments. Full assignment details will only become available at the beginning of each new module (Sundays). Assignments are posted at least one week prior to the due date.

Grading Cycle

All assignments are graded together as a group to maintain a higher level of consistency. Grading begins on the first day after a due date and is completed before the next due date. You may track your progress through Grades in Canvas. All of the assignments are listed in Grades and points will be added as we progress through the semester. Depending on the assignment, this can take up to a week.

Late Work

Due Dates: Please note that all assignment due dates fall on **Sundays**, except the last weeks' assignments (due **FRIDAY**). Assignments must be submitted by 11:59 PM Mountain time on scheduled due dates. For time zone information please visit the World Clock Website: <http://www.timeanddate.com/worldclock/>

Point Deduction for Late Work: 5% of the assignment points are deducted for each day an assignment is late. For example, an assignment that is two days late will lose 10% of the assignment points as a late penalty. **Emergency Pass:** If you have a major event such as a death in the family, illness, hospitalization, or you are out of town without Internet, you may turn in one assignment under the emergency pass.

This assignment may be up to one week late and still qualify for full credit. After the one-week extension has passed ten points per day will be deducted until the assignment is no longer worth any credit.

Your Responsibility with Late Work: If you will be late for any reason please e-mail me or before the scheduled due date. When the assignment is completed you must send a follow-up email to let the instructor know it is ready to grade. This is how we calculate the number of days for the late work penalty. Failure to notify the instructor could lead to a grade of zero.

Plan Your Time: It is a good idea to schedule specific times to work on your assignments each week and keep the appointment with yourself. A three credit graduate course requires about 9 to 12 hours per week of work (twice that during a 7-week session). It is in your best interest to start early on each assignment to give yourself time to fix technical problems or get help before the due date passes.

Technical Difficulties

On rare occasions, if you experience problems accessing Canvas or class files located within Canvas, Internet service connection problems, and/or other computer related problems. Make the instructor aware if a technical problem prevents you from completing coursework.

Reasonable Accommodations

Students with disabilities needing accommodations to fully participate in this class should contact the Educational Access Center (EAC). All accommodations must be approved through the EAC prior to being implemented. To learn more about the accommodation process, visit the EAC's website at <https://www.boisestate.edu/eac/>.

Academic Honesty

Students are expected to create original work for each assignment. Students must follow the [Boise State Student Code of Conduct](#) as well as observe [U.S. copyright laws](#) in this course.

In the event of academic dishonesty, a complaint is filed with the Boise State Student Conduct Office with supporting documentation. This complaint remains on file and actions may be taken against the student (e.g., loss or credit, grade reduction, expulsion, etc.).

Note: Instructors may append additional course-specific policies as needed.

Policy for Incompletes

Incompletes are not guaranteed. However, when they are given incompletes adhere to [Boise State University guidelines](#) as follows:

Instructors can enter a grade of I—for *incomplete*—if both of the following conditions are present:

- You have completed either 80% of the course or 80% of the coursework.
- Extenuating circumstances make it impossible for you to complete the course before the end of the semester.

To receive an incomplete, you and your instructor must agree to a contract stipulating the work you must do and the time in which it must be completed for you to receive a grade in the class. The terms of this contract are viewable on [myBoiseState](#) under your Student Center To Do List. The contract time varies as set by the instructor, but may not exceed one year. If no grade other than incomplete has been assigned one year after the original incomplete, the grade of F will automatically be assigned. The grade of F may not be changed without approval of the University Academic Appeals Committee. As long as you have an incomplete in a class, you may not re-enroll in the class during another semester. A grade of incomplete is excluded from GPA calculations until you receive a final grade in the course. You cannot graduate with a grade of I (*incomplete*) on your record.