

Syllabus for EDT-5100

Educational Technology in Curriculum Development

Course Description

Educational Technology in Curriculum Development provides an overview of curriculum development and the infusion of relevant education technology as it applies to individual needs in the on-site and online environments. The course will provide a framework for integrating technology with teaching and the overall development of knowledge in curriculum and classroom instruction.

Course Objectives

After completing this course, you should be able to:

- CO 1** Examine the future of educational technology and education in a variety of settings (on-site and online programs).
- CO 2** Analyze the theory and practice of technology and its current impact on student learning and program formats.
- CO 3** Compare and contrast how educational software and the traditional use of textbooks and audiovisual material influence teaching in the classroom.
- CO 4** Demonstrate a basic understanding of software and hardware used to perform word processing, browse the Internet, create databases, use spreadsheets, and make presentations, including an understanding of their roles in program development and teaching.

- CO 5** Apply hypermedia tools (such as audio and visual production, editing, and virtual environments) in educational program development and instructional strategies.
- CO 6** Employ the Internet to enhance on-site and online learning experiences by searching, storing, communicating, and networking.
- CO 7** Explain how to develop and use Web-based learning activities.
- CO 8** Exhibit an understanding of how technology supports your expertise in a subject matter field.
- CO 9** Appraise examples of education technology in other subject fields and consider how your investigation advances and adds insight to your professional skills.
- CO 10** Assess examples of educational technology and its ability to enhance programs and instruction.
- CO 11** Create a personal technology plan that describes your personal strengths and weaknesses as well as an action plan to develop new skills and talents.

Study Materials

You will need the following materials to complete your coursework. Some course materials may be free, open source, or available from other providers. You can access free or open-source materials by clicking the links provided below or in the module details documents. Please visit the following website to purchase course materials:

[University's textbook supplier](#).

Required Textbook(s)

- Roblyer, M. D. and Doering, A. H. (2013). *Integrating educational technology into teaching* (6th ed.). Pearson.
ISBN-13: 978-0132612258

- Fullan, M. (2012). *Stratosphere: Integrating technology, pedagogy, and change*. Canada: Pearson Canada.
ISBN-13: 978-0132483148

Course Structure

Educational Technology in Curriculum Development is a 3-credit, online course consisting of 11 modules. Modules include an overview, topics, learning objectives, study materials, and activities. Module titles are listed below.

- **Module 1: Pedagogy, Technology, and Change in Curriculum and Instruction**
- **Module 2: Technology in Education**
- **Module 3: Integrating Technology into the Curriculum and Classroom**
- **Module 4: Curriculum and Instruction Programming**
- **Module 5: Technology Tools for the Classroom**
- **Module 6: Technology Tools for Curriculum and Instructional Design**
- **Module 7: Hypermedia in Curriculum and Teaching**
- **Module 8: Distance Learning Program Development**
- **Module 9: Curriculum and Instruction**
- **Module 10: Assessing the Integration of Technology**
- **Module 11: Summative Activity**

Assessment Methods

You are required to participate in the following for formal work in the course:

- Write online discussion forum posts
- Complete written assignments

See below for details.

Consult the Course Calendar for due dates.

Promoting Originality

One or more of your course activities may utilize a tool designed to promote original work and evaluate your submissions for plagiarism. More information about this tool is available in [this Plagiarism Detection Tool Google document](#).

Discussion Forums

This course requires you to participate in **11** graded discussion forums. Discussion Board assignments allow interaction with the class. Since discussions are interactive, these activities enable intellectual exchange with one's peers.

There is also one ungraded but required forum: an introduction forum in module 1.

Written Assignments

You are required to complete **11** written assignments. The written assignments require you apply the concepts and theories to answer questions or analyze scenarios that are related to the topics covered in each module. Most require several paragraphs or a page of so for an answer.

Written Assignment 11 is your summative project, a personal technology professional development plan. This is a paper of 1500 to 2500 words (6 to 10 pages). It is fully described in Module 11.

Located within the Evaluation Rubrics section of the course Web site is the rubric used to aid in the grading of the professional development plan.

Grading and Evaluation

Your grade in the course will be determined as follows:

- **11 online discussions** are worth **22% of your final grade**.
- **10 written assignments 1 through 10** are worth **50% of your final grade**.
- A **summative assignment (written assignment 11)** is worth **28% of your final grade**.

All activities will receive a numerical grade of 0–100. You will receive a score of 0 for any work not submitted. Your final grade in the course will be a letter grade. Letter grade equivalents for numerical grades are as follows:

- **A is 93 to 100.**
- **A minus is 90 to 92.**
- **B plus is 88 to 89.**
- **B is 83 to 87.**
- **C is 73 to 82.**
- **F is any grade below a 73.**

To receive credit for the course, you must earn a letter grade of C or higher on the weighted average of all assigned course work (e.g., assignments, discussion postings, projects). Graduate students must maintain a B average overall to remain in good academic standing.

Strategies for Success

First Steps to Success

To succeed in this course, take the following first steps:

- Read carefully the entire syllabus, making sure that all aspects of the course are clear to you and that you have all the materials required for the course.
- Take time to read the entire Student Handbook. The Handbook answers many questions about how to proceed through the course, how to schedule exams, and how to get the most from your educational experience at Thomas Edison State University.
- Arrange to take your examination(s) by following the instructions in this Syllabus and the Student Handbook.
- Familiarize yourself with the learning management systems environment—how to navigate it and what the various course areas contain. If you know what to expect as you navigate the course, you can better pace yourself and complete the work on time.
- If you are not familiar with web-based learning, be sure to review the processes for posting responses online and submitting assignments before class begins.

Study Tips

Consider the following study tips for success:

- To stay on track throughout the course, begin each week by consulting the Course Calendar. The Course Calendar provides an overview of the course and indicates due dates for submitting assignments, posting discussions, and submitting the final project.
- Check Announcements regularly for new course information.

Using AI Ethically: A Guide for TESU Students

TESU's [Academic Code of Conduct](#) permits student AI use in support of their writing and research process—not as a replacement for original writing.

Document AI use with an acknowledgment statement at the end of each assignment, noting the tools and prompts used. Cite any AI-generated content on the References page.

Please review [Using AI Ethically: A Guide for TESU Students](#) for more detailed information.

Commitment to Diversity, Equity, and Inclusion

Thomas Edison State University recognizes, values, and relies upon the diversity of our community. We strive to provide equitable, inclusive learning experiences that embrace our students' backgrounds, identities, experiences, abilities, and expertise.

Accessibility and Accommodations

Thomas Edison State University adheres to the Americans with Disabilities Act (ADA, 1990 and ADAAA, 2008) and Section 504 of the Rehabilitation Act of 1973.

The Office of Student Accessibility Services (OSAS) oversees requests for academic accommodations related to disabilities, including:

- A student who is pregnant, postpartum, or parenting a newborn who is not the birth parent [as covered under NJSA18A].
- Students requesting academic accommodation for a short-term or temporary illness.
- TESU students requesting academic accommodation for an injury.

Information can be found on the [Office of Student Accessibility Services webpage](#).

Questions can be sent to ADA@tesu.edu.

Academic Policies

Familiarize yourself with all administrative and academic policies, including those related to the following list, to ensure success in all your academic endeavors and coursework at Thomas Edison State University:

- Academic integrity
- Course late submissions
- Extensions for the course
- Grading policies

For more, see:

- [University-wide policies](#)
- [Undergraduate academic policies](#)
- [Undergraduate course policies](#)
- [Graduate academic policies](#)
- [Graduate course policies](#)
- [Nursing student policies](#)
- [Nursing graduate student policies](#)
- [International student policies](#)
- [Academic code of conduct](#)