



## EAST TENNESSEE STATE UNIVERSITY

### Early Childhood Education

#### ECED 4347/5347: Technology and Media in Inclusive Early Childhood Education

Term: Spring 2021

Campus Location: ONLINE

Day & Time: Section 901/902, Online Asynchronous

Online Login: Desire 2 Learn

<https://elearn.etsu.edu>

Professor: Dr. Amy Malkus

Office: 516 Warf-Pickel Hall

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### OFFICIAL DEPARTMENTAL SYLLABUS

**Catalog Description:** This course provides a comprehensive overview of media and technology use in inclusive early childhood classrooms. This course is based on the theories of Piaget, Vygotsky, and Papert, which support experiential, hands-on learning in the context of social interactions. Theories, research studies, and application of new technology and media will be considered. The appropriateness of technology use, along with application of new technology and media for children ages birth through grade three will be reviewed. 3.000 Credit hours.

#### Required Text:

\*\*\*\*No Books Required For This Course\*\*\*\*

#### Recommended FREE Download (if not already owned):

*Office 365 University for PC or Mac (good until graduation)* – Office 365 Education for Students is an Office 365 plan that is available for free to students who attend academic institutions that have purchased Office for faculty and staff available at [Link to Get Office 365](#). This plan allows students to install Word, Excel, PowerPoint, Outlook, OneNote, Publisher, and Access on up to 5 PCs or Macs and Office apps on other mobile devices including Windows tablets and iPads®. The plan also includes 1TB of OneDrive storage, managed by the school, and students can edit and collaborate using Office Online, Yammer, and SharePoint sites – click here to download for FREE: [Link to Office 365 Free Download](#)

#### Supplemental Readings: (Available on D2L under Course Content)

- NAEYC Position Statement - [Technology and Interactive Media as Tools in Early Childhood Programs Serving Children from Birth through Age 8](#)
- Southern Early Childhood Association (SECA) Position Statement - [Supporting Learning with Technology in the Early Childhood Classroom](#)
- International Reading Association Position Statement – [New Literacies and 21<sup>st</sup> Century Technologies](#)
- American Academy of Pediatrics - [Media Use by Children Younger than 2 Years](#)
- Campaign for a Commercial-Free Childhood: [Facing the Screen Dilemma: Young Children, Technology and Early Education](#)

**About the Course:** This course is designed to provide a comprehensive overview of the use of media and technology in inclusive early childhood classrooms. This course is based on the theories of Piaget, Vygotsky, and Papert, which support experiential, hands-on learning in the context of social interactions. Theories, research studies, and application of new technology and media will be considered. Special emphasis will be placed on the use of assistive technology in inclusive

settings with typically and atypically developing children. The appropriateness of technology use, along with application of new technology and media for children ages birth through grade three will be reviewed.

### Course Goals:

*Candidates will work with the instructor to construct a learning experience that will:*

- Develop an approach to assisting young children with technology and media based on theory and research
- Identify methods for using technology and media in early childhood classrooms
- Examine the basic proposition of technology and media use with young children
- Develop a rationale for technology and media environments that enhance learning with young children
- Utilize technology and media as assessment tools for diagnosis, evaluation, and planning
- Identify, evaluate, and assess appropriate software for children to use in the early childhood classroom
- Discuss, create, and analyze ways to provide children opportunities to build global understanding through technology and media

**Major Course Topics:** Early childhood education and effective technology integration, learning theories/theorists and their implications for teaching technology (Piaget, Vygotsky, Gardner, Papert, Skinner, Dewey, information processing, Bruner), educational technology, technology and ECE curricular approaches, ISTE/NETS standards, NAEYC and technology, early childhood position statements on technology, technology terms and knowledge, children's software/app evaluations, use of technology hardware (SMART Boards, document cameras, computers, tablets, digital cameras, etc.), use of technology software (MS Word, MS PowerPoint, MS Excel, MS Publisher, Live Movie, Adobe Photoshop, etc.), web quest creation, technology and assessment (ePortfolios, documentation panels, etc.)

**Learning Outcomes:** The assignments, activities, and material covered in ECED 4347-5347 address the aforementioned standards in the following ways:

#### CCOE Conceptual Framework

- Dimension 2
- Dimension 3
- Dimension 4
- Dimension 5
- Dimension 6
- Dimension 7
- Dimension 10

#### NAEYC Standards

- Standard 1
- Standard 3
- Standard 4
- Standard 5
- Standard 6

#### NETS-T (ISTE) Standards

- Standard I
- Standard II
- Standard III
- Standard IV
- Standard V
- Standard VI
- Standard VI

#### TN Teacher Licensure Standards (ECE)

- Standard 1
- Standard 3
- Standard 4
- Standard 5

**Major Assignments:****Introductory Interview Assignment (10 points)**

Candidates will interview 2 teachers concerning their use of technology in the classroom or in other early childhood settings. Candidates will utilize the *Introductory Interview Assignment form* to record their answers, and will and will post the interview in the Interview Discussion Forum.

Candidates will then read over **ALL** interview postings from other candidates and do a brief write-up (1 page) of interesting information gleaned from the interviews. The reflection on the interviews should be submitted via the dropbox. **See Course Schedule and Assignments for Due Dates.**

**Google Certified Educator Level 1 Certification (100 points)**

Candidates will work through the **three** modules of the Google Certified Educator Training ([https://teachercenter.withgoogle.com/certification\\_level1](https://teachercenter.withgoogle.com/certification_level1)). They will provide documentation of successful completion of each module (in the form of screenshots, questions, D2L discussion forum posts and completed work) for 30 points each (3 modules x 30 = 90) with an additional 10 points being awarded for successful completion of the Google Certified Educator exam, for a total of 100 points. **See Course Schedule and Assignments for Due Dates.**

**Philosophy of Technology Use with Young Children (40 points)**

Candidates will write their personal philosophy of technology use with young children. This assignment has 3 parts. Candidates will earn 15 points for posting their philosophy on the D2L Website Forum (**See Course Schedule and Assignments for Due Date**). Candidates will earn an additional 15 points as they read and evaluate each other's philosophies and post comments and feedback on the D2L Forum (**See Course Schedule and Assignments for Due Date**). Finally, candidates will earn 10 points for turning in a hard copy revision of their philosophy (incorporating feedback and suggestions) - **See Course Schedule and Assignments for Due Date**. Guidelines for this assignment are posted on the class website.

**Software Evaluation & Presentation (50 points)**

Working individually, in pairs, or in small groups of 3, candidates will evaluate 3 educational software programs or apps for young children. Candidates should plan on creating (for distribution to the class via the *D2L Software Evaluation Discussion Forum*) a brochure that evaluates the three programs/apps. Candidates must also complete a software evaluation form for each program (evaluation forms are found on the course D2L site). Guidelines for this assignment are posted on D2L. **For due dates, please see the syllabus or course calendar.**

**E-Portfolio (50 points)**

Candidates will utilize PowerPoint to create a professional electronic portfolio suitable for job interviews. These will be turned in electronically via dropbox. Guidelines for this assignment are posted on D2L. **For due dates, please see the syllabus or course calendar.**

**Virtual Classroom with Bitmoji (40 points) – New assignment to reflect changes related to the pandemic**

Candidates will use Google Slides or PowerPoint to create a Virtual Classroom with a Bitmoji of themselves for use with students during online instruction. These will be turned in electronically via the Discussion Forum.

Guidelines for this assignment, along with some Web Quest examples, are posted on D2L. **For due dates, please see the syllabus or course calendar.**

### Web Quest and Handout (100 points)

Candidates will work individually, in pairs, or in small groups to create a Web Quest for use with children. Candidates will receive 60 points for their Web Quest and another 40 points for creating a handout to distribute electronically to the class. Candidates must use PowerPoint to create their presentations. Guidelines for this assignment, along with a template and some Web Quest examples, are posted on D2L. **For due dates, please see the syllabus or course calendar.**

### Class Participation (10 points)

Candidates will receive up to 10 points for class participation based on successful completion of the following assignments:

- *Class Participation 1 – Position Statement Summary Posting* (5 points) – Posting (in the Position Statement Discussion Forum) a summary of 1 of the position statements/articles available through the D2L links
- *Class Participation 2 – Technology Scavenger Hunt* (5 points) – Complete and return (via dropbox) the Technology Scavenger Hunt

**For due dates for each class participation assignment, please see the syllabus or course calendar**

### Grading Scale:

The final grade will be a percentage calculated by dividing the total number of points earned during the semester by the total number of points possible.

### Grading Scale (UNDERGRADUATE CANDIDATES):

To earn a grade of:	Points Earned	Percentage Grade
A	374-400 points	94% - 100%
A-	358-373 points	90% - 93%
B+	346-357 points	87% - 89%
B	330-345 points	83% - 86%
B-	318-329 points	80% - 82%
C+	306-317 points	77% - 79%
C	290-305 points	73% - 76%
C-	278-289 points	70% - 72%
D+	266-277 points	66% - 69%
D	240-265 points	60% - 65%
F	< 240 points	Below 60%

**Standards:** The class aligns with the following standards: Claudius G. Clemmer College of Education Dimensions, INTASC, CAEP, and the National Association for the Education of Young Children (NAEYC).

**Academic Misconduct Policy:** As teacher candidates, students should be above reproach in matters of academic honesty. Plagiarism, cheating, or falsification or copying of assignments are never tolerated in teacher candidates. The penalties are severe. In cases of plagiarism, cheating on quizzes or the final exam, or other forms of academic dishonesty, the student receives an "F" in the course and referred to the Chair and the Dean of Students for further

disciplinary action. Following are ETSU's policies on plagiarism and similar offenses: *"Academic misconduct will be subject to disciplinary action. Any act of dishonesty in academic work constitutes academic misconduct. This includes plagiarism, the changing or falsifying of any academic documents or materials, cheating, and the giving or receiving of unauthorized aid in tests, examinations, or other assigned school work. Penalties for academic misconduct will vary with the seriousness of the offense and may include, but are not limited to: a grade of F on the work in question, a grade of F for the course, reprimand, probation, suspension, and expulsion. For a second academic offense the penalty is permanent expulsion. Plagiarism, cheating, and other forms of academic dishonesty are prohibited. Students guilty of academic misconduct, either directly or indirectly through participation or assistance, are immediately responsible to the instructor of the class. In addition to other possible disciplinary sanctions which may be imposed through the regular institutional procedures as a result of academic misconduct, the instructor has the authority to assign an "F" or a zero for the exercise or examination, or to assign an "F" in the course."*

**Academic Integrity:** As teachers, we are expected to be above reproach on matters of academic honesty. We proctor exams. We grade papers. Plagiarism, cheating, and falsification or copying of assignments are never tolerated in teacher candidates. The penalties for it are severe. All students are expected to uphold the ETSU policy on academic misconduct, fulfill their student responsibilities, and have their student rights honored. Cases of suspected plagiarism and/or academic misconduct such as copying assignments, using unauthorized notes or information, and/or cheating on an exam will be referred to the appropriate ETSU administrative body for adjudication. Possible penalties range from disciplinary warnings to dismissal from the university. For more information on this issue, including a useful definition of plagiarism, read ETSU's policy on Academic Misconduct at:

- <https://www.etsu.edu/academicintegrity/>

#### Online Course Ground Rules

- Participation is required
- Expected to communicate with other students in team projects
- Learn how to navigate in Desire2Learn
- Keep abreast of course announcements
- Use the assigned university email address as opposed to a personal email address
- Address technical problems immediately
- Observe course netiquette at all times. Instructor guidelines for communication by email, discussion groups, chat, and the use of web resources. Some examples of this include:
  1. Email
    - a. Always include a subject line.
    - b. Remember that without facial expressions some comments may be taken the wrong way. Be careful in wording your emails. Use of emoticons might be helpful in some cases.
    - c. Use standard fonts.
    - d. Do not send large attachments without permission.
    - e. Special formatting such as centering, audio messages, tables, html, etc. should be avoided unless necessary to complete an assignment or other communication.
    - f. Respect the privacy of other class members.
  2. Discussion groups
    - a. Review the discussion threads thoroughly before entering the discussion.
    - b. Try to maintain threads by using the "Reply" button rather starting a new topic.
    - c. Do not make insulting or inflammatory statements to other members of the discussion group. Be respectful of other's ideas
    - d. Be patient and read the comments of other group members thoroughly before entering your remarks.
    - e. Be cooperative with group leaders in completing assigned tasks.
    - f. Be positive and constructive in group discussions.
    - g. Respond in a thoughtful and timely manner.

**Dispositions & Notice of Concern:** Students making unsatisfactory progress in a course, exhibiting unsuitable dispositions, or having unacceptable attendance and participation may be subject to meeting with the professor and/or program coordinator and/or department chair whereby the student is informed of unsatisfactory progression (instructors are not required to file this notification but may use this procedure to document the unsatisfactory course performance). The instructor may then formally file a “Notice of Concern” with the Department of Early Childhood Education, the Field Placement Office and the student.

**University Academic Accommodations:** Students wishing to discuss accommodations due to a disability are invited to make an appointment with the instructor to go over their Faculty Accommodation Form provided by Disability Services.

**University Syllabus Attachment:** <http://www.etsu.edu/reg/academics/syllabus.php>

**Mental Health:** Students often have questions about mental health resources, whether for themselves or a friend or family member. There are many resources available on the ETSU Campus, including: ETSU Counseling Center (423) 439-4841; ETSU Behavioral Health & Wellness Clinic (423) 439-7777; ETSU Community Counseling Clinic: (423) 439-4187.

- If you or a friend is in immediate crisis, call 911.
- Available 24 hours per day is the National Suicide Prevention Lifeline: 1-800-273-TALK (8255).

**Bibliography, Recommended Readings, and/or Supplemental Materials:**

Blake, S., & Izumi-Taylor, S. (Eds.). (2010). *Technology for early childhood education and socialization: Developmental applications and methodologies*. Hershey, PA: IGI Global.

Felderman, C. B., & Vasquez, V. M. (2013). *Technology and critical literacy in early childhood*. New York, NY: Taylor & Francis.

Parette, Jr., H. P., & Blum, C. (Eds). (2013). *Instructional technology in early childhood: Teaching in the digital age*. Baltimore, MD: Paul H. Brookes.

- NAEYC Position Statement - [Technology and Interactive Media as Tools in Early Childhood Programs Serving Children from Birth through Age 8](#)
- Southern Early Childhood Association (SECA) Position Statement - [Supporting Learning with Technology in the Early Childhood Classroom](#)
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- American Academy of Pediatrics - [Media Use by Children Younger than 2 Years](#)
- Campaign for a Commercial-Free Childhood: [Facing the Screen Dilemma: Young Children, Technology and Early Education](#)

**Required Technology:** D2L, MS Word, Email, Internet, PowerPoint, Zoom, Tegrity, Panopto, Google applications (e.g., Slides, Classroom, Drive, Docs, etc.) **Recommended Technology:** Publisher

**DETAILED SECTION INFORMATION FOR SPRING 2021****Professor:** Dr. Malkus**Contact Info:** [malkus@etsu.edu](mailto:malkus@etsu.edu) (see pg.1 for more contact info)

**Format for Written Assignments:** Connections between your thinking and ideas from our readings and reflections from our discussions should be clear. Your work should show evidence of attention to our course readings and discussions. With the exception of online postings, all written work should be typed, double-spaced, using 11 or 12-point traditional fonts with 1" margins on all sides. Bibliographies and formal papers should be formatted using the American Psychological Association style manual, 7<sup>th</sup> edition.

**Assignment Expectations:** A variety of learning activities and assessment opportunities will be included in this course. You will receive detailed handouts of these major assignments in class. Due dates have been created to keep us on target. Late work is strongly discouraged and will have consequences in this course. This is in preparation for your role in society as a professional. Therefore, work is due on the **due date or before the due date**.

**Assignment Assessment and Due Dates:**

**Points Possible & Assignment Due Date (detailed assignment guides will be provided in class and/or posted on D2L):**

**Assignment Due Dates – Undergraduate Candidates**

Assignment	Location/Due Date	Possible Points	Points Received
Class Participation (2 assignments)	CP 1 – Position Statement (Sunday, <b>2/7</b> ); CP 2 - Technology Scavenger Hunt (Sunday, <b>2/7</b> )	10 points	
Interview Assignment – 2 parts (Posting of Interviews @ 5 points; Posting of Reflection of ALL interviews @ 5 points)	Interview Posting (Discussion Forum) – Sunday, <b>2/14</b> ; Reflection (Dropbox) – Sunday, <b>2/28</b>	10 points	
Google Certified Educator Training – 3 Modules @ 30 points each and 1 exam @ 10 points	Module I – Sunday, <b>2/21</b> Module II – Sunday, <b>3/14</b> Module III – Sunday, <b>4/11</b> Exam Score – Friday, <b>5/7</b>	100 points	
Philosophy of Technology – 3 parts (Initial Posting @ 15 points; 5 Feedback Posts @ 3 points each; Final Version @ 10 points)	Initial Posting (Discussion Forum) – Sunday, <b>3/7</b> ; 5 Discussion Postings (Discussion Forum)– <b>3/7-3/28</b> ; Final Version (Dropbox) – Sunday, <b>4/4</b>	40 points	
Software Evaluation – Brochure and Evaluations	Discussion Forum (Brochure) and Dropbox (3 Evaluation Forms) – Sunday, <b>3/28</b>	50 points	
Virtual Classroom with Bitmoji	Discussion Forum – Sunday, <b>4/18</b>	40 points	
E-Portfolio	Dropbox – Sunday, <b>4/25</b>	50 points	
Web Quest	Discussion Forum – Sunday, <b>5/2</b>	100 points	
<b>TOTAL</b>		<b>400</b>	

**\*Note – Assignments are due by midnight of the date listed**

## COURSE SCHEDULE

WEEK	DATE	TOPIC	ASSIGNMENT/PRESENTERS
WEEK ONE	1-19 to 1-24	Introduction to the Course	Read <b>Syllabus</b> , Complete <b>Academic Responsibility Signature Sheet</b> and <b>Technology Survey</b> and Submit via Dropbox
WEEK TWO	1-25 to 1-31	ECE and Technology Integration (PowerPoint, Tegrity)	
WEEK THREE	2-1 to 2-7	Internet Searching (PowerPoint, Tegrity)	<b>Position Statement Summary (CP1)</b> posted on the Position Statement Discussion Forum; <b>Technology Scavenger Hunt (CP2)</b> due via the Dropbox
WEEK FOUR	2-8 to 2-14	MS Publisher 2019 (Tegrity)	<b>Interview Assignment</b> posted on the Interview Discussion Forum
WEEK FIVE	2-15 to 2-21	MS Word 2019 (Tegrity) <b>Mini-Break 2-18 &amp; 19 (No Classes)</b>	<b>Google Certified Educator Module I</b> due via the Dropbox and D2L Discussion Forum
WEEK SIX	2-22 to 2-28	MS Word 2019 (Tegrity)	<b>Interview Assignment Reflection</b> due via the Dropbox
WEEK SEVEN	3-1 to 3-7	MS Power Point 2019 (Power Point, Tegrity)	<b>Philosophy First Version</b> posted on the Philosophy Discussion Forum <b>Sunday, 3/7 to Sunday, 3/28</b> – Philosophy Forum open; please make <b>5</b> feedback postings based on your readings of other philosophies
WEEK EIGHT	3-8 to 3-14	Virtual Classrooms and Bitmoji (Panopto)	<b>Google Certified Educator Module II</b> due via the Dropbox and D2L Discussion Forum
WEEK NINE	3-15 to 3-21	<b>“UNOFFICIAL SPRING BREAK”</b> <b>Mini-Break 3-15 &amp; 16 (No Classes)</b>	<b>“UNOFFICIAL SPRING BREAK”</b> <b>Relax and Recharge</b>
WEEK TEN	3-22 to 3-28	E-Portfolios (PowerPoint, Tegrity)	<b>Software Evaluation Brochure</b> posted in the Software Discussion Forum <b>AND 3 Software Evaluation Forms</b> submitted via the Dropbox
WEEK ELEVEN	3-29 to 4-4	Web Quests (Template and Examples) <b>University Closed 4-2 (Good Friday)</b>	<b>Philosophy Final Version</b> due via the Dropbox
WEEK TWELVE	4-5 to 4-11	APA Referencing (Panopto)	<b>Google Certified Educator Module III</b> due via the Dropbox and D2L Discussion Forum
WEEK THIRTEEN	4-12 to 4-18	<b>WORK WEEK</b> – Review earlier Tegrity lectures as needed to complete assignments <b>Mini-Break 4-14 (No Classes)</b>	<b>Virtual Classrom with Bitmoji</b> due via the Discussion Forum
WEEK FOURTEEN	4-19 to 4-25	<b>WORK WEEK</b> – Review earlier Tegrity lectures as needed to complete assignments	<b>E-Portfolio</b> due via the Dropbox
WEEK FIFTEEN	4-26 to 5-2	<b>WORK WEEK</b> – Review earlier Tegrity lectures as needed to complete assignments	<b>Web Quest and Handouts</b> posted in the Web Quest Discussion Forum
FINALS WEEK	5-3 to 5-7	<b>Complete Google Certified Educator Exam</b>	<b>Google Certified Educator Exam Score</b> sent via Dropbox