EDTECH 502: The Internet for Educators

3 Credit Online Course

Boise State University
Department of Educational Technology

Instructor Information

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Virtual meetings by appointment through GMail Voice and Video Chat (Works with BroncoMail) or Skype

Instructor E-Mail Response Time
I typically respond to e-mail daily Monday - Friday during the semester. Exceptions to this rule occur when there is a a holiday, BSU break, or during other unavoidable situations that sometimes come up (e.g. MLK day, spring break, power failure, out of town presenting a paper, etc.). 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. If you haven't received a reply to your e-mail within a reasonable period of time please send it again. Sometimes e-mail is captured by SPAM filters, is addressed incorrectly, or just simply does not make it through. Also, check your own e-mail filters that screen out junk mail. In the past, my replies to students have sometimes been filtered out and they did not receive them until they checked the junk e-mail box.

Course Description

Locate, retrieve, and evaluate information found on the Internet. Design and produce instructional Web pages using a combination of software and HTML/CSS code. Apply appropriate instructional strategies and models to the design of digital curriculum.

Course Objectives

After completing this course the student will be able to

- create Web pages using HTML;
- develop Web pages using CSS templates;
- create a default page for a website;
- apply file management skills to maintain local and remote Web site files and folders;
- write HTML and CSS code correctly so that it validates under W3C standards;
- copy and paste code into a Web page;
- write CSS to position Web page content;
- write and apply an external CSS style sheet to multiple Web pages;
- write and apply alternative style sheets;
- create a navigation menu for multiple Web pages;
- create graphics in the appropriate format for Web pages;
- modify images using image editing software;
- insert images correctly into Web pages;
- create client-side image maps;
- apply appropriate design principles to create professional looking websites;
- create accessible Web pages for individuals with disabilities;
- adhere to rules of netiquette when corresponding with others on the Internet;
- identify and apply copyright and fair use guidelines for website development;
- use Internet search tools to locate high-quality instructional content;
- develop appropriate rules of netiquette for a specified group of learners;
- develop a page of hot links to essential information about Web accessibility;
- develop an Internet scavenger hunt learning activity that integrates Internet resources;
- develop a Jigsaw cooperative learning activity that integrates Internet resources;
- develop an online learning activity for mobile devices;
- develop a WebQuest learning activity that integrates Internet resources;
- develop a virtual field trip learning activity that integrates multimedia an Internet resources.

Course Location and Login Information

This is an online course delivered in Moodle. Login to Moodle at: http://edtech.mrooms.org

The Moodle login page explains how to login to Moodle. Contact Moodle Support at moodlesupport@boisestate.edu for assistance logging into Moodle. If you have

forgotten your password, click the link below the login box, "lost password?" and you will be able to reset it. When you login to Moodle look for a link to EDTECH 502-4174 or 4175 The Internet for Educators (Fall 2012).

Course Materials

Required Textbooks
There is one required textbook for this course.

The Non-Designer's Web Book: An Easy Guide to Creating, Designing, and Posting Your Own Web Site (Third Edition)
Authors: Robin Williams & John Tollett
Date: 2006
Publisher: Peachpit Press
ISBN-10: 0321303377

Optional Textbooks
None of these textbooks are required but it is often helpful when learning a new piece of software to have a book to turn to for answers from time-to-time. The following are three of our favorites.

Dreamweaver CS6: The Missing Manual
Author: David Sawyer McFarland
Date: 2012
Publisher: O'Reilly
ISBN-10: 1449316174

Dreamweaver CS6 Bible
Author: Joseph W. Lowery
Date: 2012
Publisher: Wiley
ISBN-10: 1118170636

Dreamweaver CS6: Visual QuickStart Guide
Authors: Tom Negrino & Dori Smith
Date: 2012
Publisher: Peachpit
ISBN-10: 0321822528

Please order your book(s) immediately if you have not already done so. Here are two suggested vendors. Chose a vendor that can get you your books in a timely manner.

- Boise State University Bookstore: http://www.boisestatebooks.com
- Amazon: http://www.amazon.com

Required Video Tutorials
Some of the videos you will use to learn HTML5, CSS3, & Dreamweaver this semester will come from Lynda.com.
Students are expected to purchase a Lynda.com subscription for this course.

You have two subscription options:

1. Monthly Subscription: You can purchase a monthly subscription (which is currently $25.00/month or about $100/semester) in which you have access to Lynda's Entire Online Training Library at Lynda.com.

OR

2. Lynda Classroom Subscription: You can sign up for the Lynda Classroom plan (which is currently about $40 per student per semester) which gives you access to five pre-selected series of videos rather than the entire Online Training Library. The following five series of videos have been selected for this course:
--Dreamweaver CS5 Essential Training
--Dreamweaver CS6 Essential Training
--HTML5: Structure, Syntax, and Semantics
--CSS Fundamentals
--Fireworks CS6 Essential Training

Every student enrolled in this course will automatically be added to the Lynda Classroom roster (which enables you to sign up for the Lynda Classroom plan) on the first day of the semester. **You will receive a welcome email explaining how you can setup your account** and pay for the Lynda Classroom plan (and later access the Lynda videos) during the first week of the semester. If you have opted instead to do the Monthly Subscription, you can ignore this welcome email about the Lynda Classroom plan. If you register late or if you haven't received a welcome email about Lynda Classroom during the week of

class, you should contact EdTech Support (moodlesupport@boisestate.edu) to ensure that you have been added to the Lynda Classroom roster. We have replaced the required Dreamweaver / HTML / CSS textbooks with Lynda videos. **All students are expected to sign-up for either the Monthly Subscription or the Lynda Classroom plan.**

Note: If you are not using Adobe Dreamweaver CS5, 5.5, or 6 (e.g., if you plan to use an older version like Dreamweaver CS4), you will need to select the monthly subscription option so that you can select videos that align with your version of Dreamweaver.

Required Software

Adobe CS6 Design and Web Premium Suite

We use Adobe CS6 Design and Web Premium in the EDTECH program. This suite includes includes Illustrator CS6, Photoshop CS6 Extended, Acrobat X Pro, Flash Professional CS6, Dreamweaver CS6, Fireworks CS6, and InDesign CS6.

In EDTECH 502 we will use **Dreamweaver CS6** and **Fireworks CS6** (other applications in the Adobe CS6 suite will be used in other EdTech courses). But because Dreamweaver is only a tool to save time and effort on HTML and CSS programming, some tasks can be completed using previous versions of Dreamweaver (e.g., CS5.5) or even basic text editing tools (e.g., notepad). Therefore, you can also use versions CS4, CS5, and CS5.5 for this course but be aware that CS5.5 and CS6 are designed to work with HTML5. HTML5 Compliant Browser (newest version of Firefox, Chrome, Safari or Internet Explorer).

Students are eligible for an academic discount on Adobe software. Software may be obtained at either of the following places:

- BSU Bookstore: http://www.boisestatebooks.com/ (Click the Software link under Technology)
- Academic Superstore: http://www.academicsuperstore.com/

System Requirements for Adobe CS6

Please check your computer to make sure that it will run Adobe CS6: http://www.adobe.com/products/creativesuite/design-web-premium/tech-specs.html

Additional Software

- Antivirus Software: It is critical to have up to date antivirus software installed and running on your computer.
- Popup Blocker: This is highly recommended. Google has one built into their free toolbar if you want to try it:http://toolbar.google.com/T4/index_pack.html
- Adobe Reader: http://get.adobe.com/reader/
- Flash Player: http://www.adobe.com/products/flashplayer/

- QuickTime Player: http://www.apple.com/quicktime/download/
- Firefox Web Browser: http://www.mozilla.com/en-US/firefox/
- FireFTP (Firefox add on): http://fireftp.mozdev.org/
- Fangs Screen Reader Emulator (Firefox add on):http://www.standards-schmandards.com/projects/fangs/
- HTML5 Compliant Browser (newest version of Firefox, Chrome, Safari, or Internet Explorer)

Additional Technical Requirements

Internet Connection and FTP Capability An up-to-date computer with an Internet connection is required to participate in this online course. We will be creating a series of Web pages over the semester and it will be necessary to FTP files to a Web server here at Boise State University. Dreamweaver uploads and downloads files through FTP (File Transfer Protocol). If you plan to work from a school or business location it may be necessary to request help from your network administrator. Sometimes FTP is blocked. Please be prepared for this possibility so that you can either get help or find a different place to do your assignments.

Alternative Website Space We provide website space for students on the EDTECH2 server. However, sometimes things go wrong with the server or students are unable to FTP to it. This has sometimes been an issue for students who are outside of the United States. Please be prepared to obtain alternative website space if necessary. You may already have this as part of the Internet Service Provider subscription you are using. Free, or inexpensive website hosting is also quite easy to find.

Assignment Policy and Grading Scale

Assignment Information

Detailed information about assignments and how to complete them will be posted in Moodle as we progress through the semester. The course schedule has been set up so that new assignments will be posted on Mondays. Due dates are always set for Tuesdays. Please check at least twice per week to read announcements since these can be posted at any time. Also, check your BSU BroncoMail (http://broncomail.u.boisestate.edu/) at least once per week for course related correspondence. The default email address in Moodle is your BSU email address. For help using your BroncoMail account please see: http://oit.boisestate.edu/email/

List of Assignments and Point Values

Assignments	Points

1	Self-introduction	25
2	Plain 502.html page	50
3	502.html (with external CSS)	50
4	Netiquette page	75
5	Web accessibility hot links page	75
6	Copyright scavenger hunt	75
7	Interactive concept map	75
8	Jigsaw activity	75
9	Mobile Learning	75
10	EdTech home page: default.html	75
11	Virtual field trip	150
12	WebQuest	150
13	Participation in online discussions	50
	Total Points	**1,000**

Standards

The assignments in this course are aligned to the AECT standards*:* http://www.aect.org/standards/initstand.html

Assignments Mapped to Standards

Assignment(s)	AECT Standards
4, 5, 6, 7, 8, 9, 11,12	1.1.2.b Create instructional plans (micro-level design) that address the needs of all learners, including appropriate accommodations for learners with special needs.
8	1.1.2.c Integrate information literacy skills into classroom and media center instruction.
4, 5, 6, 7, 8, 9, 11,12	1.1.2.d Incorporate contemporary instructional technology processes in the development of interactive lessons that promote student learning.
1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11,12	1.1.3.b Demonstrate personal skill development with at least one: computer authoring application, video tool, or electronic communication application.
4, 5, 6, 7, 8, 9, 11,12	1.3.b Identify at least one instructional model and demonstrate appropriate contextualized application within practice and field experiences.
4, 5, 6, 7, 8, 9, 11,12	1.4.b Describe and/or document specific learner characteristics which influence the selection of instructional strategies.

1, 2, 3, 4, 5, 6, 7, 8, 9, 10,11,12	2.3.2 Design, produce, and use digital information with computer-based technologies.
4, 5, 6, 7, 8, 9, 11,12	2.4.1 Use authoring tools to create effective hypermedia/multimedia instructional materials or products.
4, 5, 6, 7, 8, 9, 11,12	2.4.2 Develop and prepare instructional materials and products for various distance education delivery technologies.
4, 5, 6, 7, 8, 9, 11,12	2.4.4 Use telecommunications tools such as electronic mail and browsing tools for the World Wide Web to develop instructional and professional products.
2, 3, 4, 5, 6, 7, 8, 9, 10, 11,12	2.4.5 Develop effective Web pages with appropriate links using various technological tools.
6	3.4.3 Identify and apply copyright and fair use guidelines within practice.
6	3.4.5 Identify policies and regulations which apply to the utilization, application, and integration of distance delivery technologies.

Final grades are based on the following scale.

Final Grade Scale

Grade	Points Required
A+	970 - 1000
A	940 - 969
A-	900 - 939
B+	870 - 899
B	840 - 869
B-	800 - 839
C+	770 - 799
C	740 - 769
C-	700 - 739
D+	670 - 699
D	640 - 669
D-	600 - 639
F	0 - 599

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 assignment week. Assignments are posted at least one week prior to the due date.

An outline of topics and related videos are available in the course schedule if you would like to plan ahead.

Submitting Assignments

Web page projects: Most of the assignments for EDTECH 502 are Web pages that are submitted by uploading the Web pages to the EdTech2 server and posting the corresponding URL in the appropriate discussion forums.

Discussions: Participation in class discussions is accomplished by posting in the Discussions forums in Moodle.

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 Moodle. All of the assignments are listed in Grades and points will be added as we progress through the semester. Announcements will be posted when assignments have been graded.

Late Work

Due Dates: Please note that all assignment due dates fall on Tuesdays. Assignments must be submitted by midnight Mountain time on scheduled due dates. For time zone information please visit the World Clock Web site: http://www.timeanddate.com/worldclock/

Point Deduction for Late Work: Ten points can be deducted for each day an assignment is late. For example, an assignment that is two days late will lose 20 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 can 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 the instructor at loraevanouski@boisestate.edu on 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.

Please Avoid End of Course Late Work: Please note that we work under University deadlines for submitting grades at the end of the semester. If you have an assignment that is late at the end of the semester there is a chance that it might not be in on time to make the deadline. In this situation, I have no choice but to grade whatever I have at that time and submit grades regardless of the late policy above. Please try to avoid this situation.

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 (This doubles during compressed summer sessions.) 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 occasion, you may experience problems accessing Moodle or class files located within Moodle, Internet service connection problems, and/or other computer related problems. Do make the instructor aware if a technical problem prevents you from completing coursework. If a problem occurs on our end, such as Moodle or EDTECH2 server failure, then an automatic due date extension is granted.

Reasonable Accommodations

Any student who feels s/he may need accommodations based on the impact of a disability should contact me privately to discuss your specific needs. You will also need to contact the Disability Resource Center at 208-426-1583 located in the Administration Building, room 114 to meet with a specialist and coordinate reasonable accommodations for any documented disability.

Academic Honesty

It is expected that students in this class will create original works for each assignment. We will follow the BSU Student Code of Conduct and also observe U.S. copyright laws in this course. Several great links to copyright information are available on the BSU Academic Technologies site at:http://itc.boisestate.edu/resource.htm

Please adhere to the following guidelines:

- Please do your own original work for each project. Projects that were created for other classes may not be submitted for credit in this course. Each project may only be submitted for credit one time by the person who created it. The BSU Student Code of Conduct states: "Academic dishonesty also includes submitting substantial portions of the same academic course work to more than one course for credit without prior permission of the instructor(s)."
- All projects and other assignments should be composed in original text that is written by the student who is submitting it. The exception to this is the use of small amounts of quoted material that is properly cited. Copying and pasting from other Web sites or projects (including the instructor's examples) is not permitted.
- The practice of copying code from the instructor examples is strongly discouraged. It is best to write your own HTML/CSS. **The work you submit should be clearly unique and different from the instructor example code**.

- Images or other media used in projects should be original, used with permission of the owner, or come from the public domain. Please check terms of use on sites containing these items. If in doubt, don't use it.
- Please cite the source for materials that are obtained for your projects unless they are created by you. If permission is granted for use of copyrighted materials please post a statement explaining that near those materials.

In the event of academic dishonesty a complaint is filed with the BSU 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.).

Course Schedule

Detailed assignment information is posted in Moodle on Mondays and due dates are on Tuesdays. The instructor reserves the right to make minor changes to the schedule as needed. Required reading and videos for the semester are listed in the course schedule below. Please note that a dash denotes a series of pages (e.g. 21-37 means to read pages 21 through 37.) Pages that serve as additional reference that you should at least skim through are listed using the word "skim."

We have identified a number of recommended videos to watch each week. Some are videos we have found on the Web that are free (in fact, a number of are some of the free videos offered by Lynda.com) while others are Lynda.com videos which require a subscription. The following icons are used to illustrate the source of a video:

= Video created by the EdTech Department

= Video found online that is free to view
[Note: While we check these videos each semester, let us know if the video resource is no longer available]

= Lynda.com video that is part of a required series of videos

Important!
Students are expected to spend on average 9 hours a week (per 3-credit course) on each EdTech course. EDTECH 502 was designed with this expectation in mind. However, it is important to note that some students find that they need to spend more time than others at becoming proficient in HTML / CSS / Dreamweaver. Each week there is a series of videos and readings that will help prepare you to complete the course assignments. Estimated times for each video are listed below to help you plan your weeks accordingly. We recommend watching the videos early on in each given week in order to give you

enough time to complete each assignment (as well as enough time for any necessary troubleshooting that might arise).

Major Assignments	Reading & Videos
Week 1 - Introduction to the Course	
• Self-introduction	• Course Introduction (9m) • Read pages 15-30, 113-132, 155-161 in n the *Non-Designer's Web Book*
Week 2 - Getting Started with Dreamweaver and HTML	
• Create plain 502.html page • Discussions	• What is HTML? Back to the basics • Create a site definition in Dreamweaver (i.e. connect to the edtech2 server) • Plain 502 Page Assignment Explanation • Validate HTML5 Code **Basics of HTML (est. 8 minutes)** • HTML Document Structure (3m) • Introducing HTML and XHTML (3m) • Understanding versions of HTML and XHTML (2m) **Dreamweaver Interface (est. 43 minutes)** • Looking at the Welcome Screen (5m) • Exploring Windows and Mac Interface Differences (5m) • Arranging Panels (9m) • Managing Workspaces (10m) • Working with the Property Inspector (10m) • Understanding Basic Site Structure (4m) **Dreamweaver Basics (est. 14 minutes)** • Adding structure to text (8 m) • Adding comments (6 m)
Week 3 - Getting Started with CSS in Dreamweaver	
• Create an external CSS style sheet for 502.html page • Discussions	• Introduction to CSS • 502 Page Assignment Explanation • Validate CSS **CSS Properties and Values (est. 15 minutes)** • Browser rendering differences (5m) • Current state of CSS (4m) • What is CSS3? (6m) **CSS and Dreamweaver (est. 29 minutes)** • An overview of the CSS Styles panel (9m) • Creating a new CSS rule (7m) • Using the CSS Rule Definition Dialog (7m) • Attaching external style sheets (6m) **More Dreamweaver Basics (est. 11 minutes)** • Creating lists (4m) • Organizing styles (7m)

Week 4 - Typography on the Web

- Create n etiquette page
- Discussions

- Netiquette page Assignment Explanation
- Read pages 245 - 255 in the *Non-Designer's Web Book*

Common CSS Concepts (est. 44 minutes)

- Working with fonts (5m)
- Formatting text (8m)
- What is the box model? (5m)
- Margins and padding (4m)
- Borders (4m)
- Element positing (7m)
- Floats (5m)
- Color (6m)

More about Dreamweaver (est. 27 minutes)

- Modifying style properties (6m)
- Controlling CSS through the Property inspector (7m)
- Using CSS visual aids (7m)
- Using CSS Inspect (7m)

Week 5 - Accessibility on the Web

- Create ac cessibilit y hot links page

- Accessible Hot Links Page Project (24m)
- Web Accessibility-An Overview of Rules and Guidelines (15m)
- The Fangs Screen Reader Emulator (4m)

Creating Links in Dreamweaver (est. 41 minutes)

- Link basics (3m)
- Creating links in Dreamweaver (9m)
- Using absolute links (4m)
- Using named anchors (7m)
- Creating an email link (5m)
- Creating CSS-based rollovers (6m)
- Setting accessibility preferences (7m)

Week 6 - Copyright and Fair Use

- Create co pyright scavenge r hunt
- Discussions

- Scavenger Hunt Assignment Explanation

Become familiar with Fireworks workspace (est. 24 minutes)

- Learning Fireworks menus and shortcuts (1m)
- Getting around your document and the Application bar (4m)
- Working with panels (2m)
- Using the Tools panel (3m)
- Working with the Properties panel (3m)
- Opening documents and setting up the workspace (3m)
- Importing graphics (4m)
- Saving and exporting files (4m)

Week 7 - Images for Web Pages

• Create interactive concept map • Discussions	• [Interactive concept map Assignment](#) • Read pages 167-198 in the *Non-Designer's Web Book* ### Dreamweaver, CSS, & Images (est. 42 minutes) • [Placing images on the page](#) (10m) • [Modifying image properties](#) (8m) • [Styling images with CSS](#) (7m) • [Using background graphics](#) (7m) • [Positioning background graphics](#) (10m) ### Creating Images in Fireworks (est. 64 minutes) • [Optimizing and previewing graphics](#)(6m) • [Drawing lines and shapes](#) (8m) • [Selecting and grouping objects](#) (5m) • [Applying fills](#) (10m) • [Styling strokes](#) (5m) • [Drawing vector shapes](#) (8m) • [Working with bitmaps](#) (11m) • [Working with text](#) (10m)

Week 8- Creating Tables for Web Pages

• Develop Jigsaw activity • Discussions	• [Jigsaw Assignment Explanation](#) • Read pages 113-135 & 155-167 in the *Non-Designer's Web Book* ### Creating and Styling Tables in Dreamweaver (est. 38 minutes) • [Reviewing Table Structure](#) (5m) • [Creating Accessible Tables](#) (6m) • [Exploring basic table styling](#) (10m) • [Styling alternate rows](#) (9m) • [Creating custom table borders](#) (8m) ### More about Fireworks (est. 17 minutes) • [Aligning and distributing elements](#)(7m) • [Working with layer](#)s (10m)

Week 9 - Web Pages for Mobile Devices

• Create m-learning activity • Discussions	• [m-Learning activity](#) ### HTML & CSS concepts key to mobile devices (est. 29 minutes) • [Common units of measurement](#) (8m) • [Media types and media queries](#) (6m) • Review - [What is the Box Model](#)? (5m) • [Basic Layout Concepts](#) (5m) • [Choosing the right structural element](#) (5m)

Week 10 - Working with CSS Templates

• Create default.html page • Discussions	• [default.html Page Assignment Explanation](#) **Using HTML5, CSS3, and CSS Template(s) Videos (est. 65 minutes)** • [Finding and Using CSS Templates](#) • [Using CSS Inspect](#) (7m) • [Using the Code Navigator](#) (7m) • [Vendor prefixes](#) (5m) • [What is a CSS Reset?](#) (6m) • [The header element](#) (5m) • [The nav element](#) (5m) • [The section element](#) (5m) • [The article element](#) (5m) • [The aside element](#) (4m) • [The footer element](#) (4m)	
Weeks 11-12		
• Create virtual field trip • Discussions	• [Virtual field trip Assignment Explanation](#) • Read pages 142 - 152 in the *Non-Designer's Web Book* **Misc. Videos (est. 26 minutes)** • [YouTube Video "How to create a 'My Map' in Google Maps"](#) (3m) • [Using the widget browser](#) (7m) • [Wrap an Image in a Hyperlink](#) (3m) • [HTML 5 audio and video](#) • [Using divs in HTML5](#) (5m) • [Using class and ID attributes](#) (6m)	
Weeks 13 - 15		
• Create WebQuest • Discussions	• [WebQuest Assignment Explanation](#) • Read pages 263-289 in the *Non-Designer's Web Book* **More about HTML5 & CSS3 (est. 44 minutes)** • [Current browser support](#) (8m) • [Ensuring block-level display](#) (4m) • [Adding support for elements in older browsers](#) (6m) • [Adding CSS3 Transitions](#) (8m) • [Spry overview](#) (3m) • [Using Spry widgets](#) (4m) • [Adding Spry effects](#) (8m) • [Extending Dreamweaver](#) (3m)	
Week 16 - End of Course		
• Last day to submit discussion posts		

Conceptual Framework

College of Education - The Professional Educator

Boise State University strives to develop knowledgeable educators who integrate complex roles and dispositions in the service of diverse communities of learners. Believing that all children, adolescents, and adults can learn, educators dedicate themselves to supporting that learning. Using effective approaches that promote high levels of student achievement, educators create environments that prepare learners to be citizens who contribute to a complex world. Educators serve learners as reflective practitioners, scholars and artists, problem solvers, and partners.

Department of Educational Technology Mission

The Department of Educational Technology supports the study and practice of facilitating and improving learning of a diverse population by creating, using, managing, and evaluating appropriate technological processes and resources. Believing technology is a tool that enhances and expands the educational environment, we promote the use of current and emergent technologies for teaching and learning in a dynamic global society. Educational technologists are leaders and innovators, serving in institutions of higher education, public or private school settings, federal, state, or local educational agencies, and educational organizations in the private sector.

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