

## Continuing Teacher Education

[www.gcu.edu/CTE](http://www.gcu.edu/CTE)

Cost Per Credit Hour: \$150.00

### TEC-5160TE: Instructional Technology for Educators

This course introduces students to ISTE•S and ISTE•T standards for students and teachers; digital citizenship and responsibility; legal and ethical use guidelines; and transitioning instruction to integrate technology. Technology dispositions, expectations, and guidelines are emphasized for being a 21<sup>st</sup> century educator. Educators apply an understanding of design principles in visual communication theory and incorporate multiple intelligences and constructivist theories into an interactive environment. In addition, attention is given to instructional technology tools and resources.

**Credit Hours:** 3

#### Topic 1: Introduction to Standards (ISTE-S, ISTE-T)

- Select appropriate ISTE-S and ISTE-T standards to effectively integrate technology and achieve curricular goals. [ISTE-C 2a, 6a; InTASC 7(a)]
- Develop technology-enhanced learning experiences aligned with content standards and ISTE standards. [ISTE-C 2b; InTASC 6(g), 7(c), 7(k)]

#### Topic 2: Legalities and Ethics

- Define the legal and ethical use of digital information and technologies by a teacher in a classroom setting. [ISTE-C 5b; InTASC 9(f)]
- Distinguish digital materials and technological resources that are available for legal and ethical use in a particular educational setting. [ISTE-C 5b; InTASC 9(f)]

#### Topic 3: Digital Citizenship

- Identify safety, health, legal, and ethical issues that teachers and students may encounter through the use of digital information and technologies. [ISTE-C 5b; InTASC 9(f)]
- Describe the concept of equitable access to digital tools and resources. [ISTE-C 5a; InTASC 4(g)]
- Explain the importance of promoting diversity, cultural understanding, and global awareness through the use of digital age communication and collaboration tools. [ISTE-C 5c; InTASC 10(g)]

#### Topic 4: Design Theories and Models

- Describe fundamental design principles, theories, and models as applied to instructional technology. [ISTE-C 6a; InTASC 9(a), 9(b)]
- Examine the components of the instructional design process necessary to effectively integrate technology. [ISTE-C 6a; InTASC 9(a), 9(b)]
- Use principles of learning theories to promote learning in the environment through effective instructional design and technology strategies. [ISTE-C 4c; InTASC 9(a), 9(b), 9(c), 9(g), 9(h)]

#### Topic 5: Dispositions, Expectations, and Guidelines for the 21st Century Educator

- Engage in continual learning to deepen content and pedagogical knowledge in technology integration and current and emerging technologies necessary to effectively implement the NETS•S and NETS•T. [ISTE-C 6a; InTASC 9(a), 9(b); MC1]

# GRAND CANYON UNIVERSITY™

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- Engage in continuous learning to deepen professional knowledge, skills, and dispositions in organizational change and leadership, project management, and adult learning to improve professional practice. [ISTE-C 6b; InTASC 10(i); MC1, MC3, MC4]
- Evaluate and reflect on professional practice and dispositions to improve and strengthen the ability to effectively model and facilitate technology-enhanced learning experiences. [ISTE-C 6c; InTASC 9(g); MC1, MC3]

### Topic 6: Professional Growth as an Educational Technologist

- Develop technology-rich professional growth plans that model principles of adult learning and promote digital age best practices in teaching, learning, and assessment [ISTE-C 4b; InTASC 9(a), 9(b), 9(k)]
- Evaluate the effects of professional learning networks to deepen knowledge and experience professional growth. [ISTE-C 4c; InTASC 9(a), 9(b), 9(c), 9(g), 9(h)]

