



EME 2040 | Introduction to Educational Technology

Class Number: 27002

Fall 2026

Instructor Information

Name:

Course Details

Catalog Description: Introduces computer productivity (word processing, databases, spreadsheets, painting, drawing, layouts); multimedia (media design, digital video, presentation); communications (internet, Eric); educational software (computer-aided instruction, public domain software); interactive media (linked environments, one-to-many, presentations using electronic tools); reference materials (electronic encyclopedia, atlases, clip art, libraries, internet); instructional applications (techniques); and ethical.

Credit Hours: 3

Course Fees: \$0.00

Additional Course Description

Introduction to Educational Technology introduces students to various instructional concepts, tools, skills, and experiences pertaining to applying technology to professional contexts to achieve a wide scale of instructional goals. Specifically, the course focuses on computer productivity tools (e.g., MS Office, Google Docs); multimedia design and production (e.g., digital video storytelling, interactive presentations); web-based research and communication (e.g., open & academic database) and educational software combined with interactive media environments. Additionally, students will have the opportunity to establish digital identity and develop their web presence through platforms such as LinkedIn or personalized E-Portfolio. This course has been designed to be a survey course to

increase awareness of technology concepts and to provide experiences that facilitate individual thinking, learning, and training.

Required Materials

The instructor has stated that there are no items required or recommended for this section.

A Note on Materials

All instructional materials (videos, text, slide presentation, etc.,) will be posted on Canvas.

Course Goals and Objectives

This course provides an opportunity for students to explore fundamental concepts (e.g., digital divide, digital identity, media literacy, plagiarism), theoretical frameworks (e.g., Universal Design for Learning), and practical applications (e.g., productivity tools, cloud-based apps, videowork, etc.) of various technologies in the context of teaching and learning. Furthermore, the course introduces students to broader ethical, legal, and philosophical issues and trends associated with the field of educational technology.

Expectations and Student Learning Outcomes

- Identify and evaluate appropriate software and hardware solutions for learning and instruction (Empowered Learners).
- Manipulate and edit visuals to convey instructional message (Creative Communicators).
- Create video-based instructional materials (Creative Communicators).
- Understand legal and ethical issues related to the use of technology in the classroom (Digital Citizens).
- Demonstrate research skills by using internet resources and academic database (Knowledge Constructor).
- Explain Universal Design for Learning (UDL) concept and principles for selecting appropriate technology tools to facilitate learning for students with special and/or diverse needs (Empowered Learners).
- Apply appropriate instructional technologies to develop higher-order skills and creativity (Knowledge Constructors).
- Develop an E-Portfolio platform to promote digital identity and showcase learning accomplishments (Global Collaborators).

Student learning objectives, course topics and activities are in alignment with the International Society for Technology in Education (ISTE) Student

Standards. The ISTE standards secure engagement in scholarly discussion and practical application related to helping students become: (1) Empowered Learners, (2) Digital Citizens, (3) Knowledge Constructors, (4) Innovative Designers, (5) Computational Thinkers, (6) Creative Communicators and (7) Global Collaborators (ISTE Standards for Students, 2017).

Methods of Evaluation

Method of Evaluation - course grade is based upon the following categories:

- Introduction, 25pts (5%)
- E-Portfolio, 75pts (15%)
- Course Participation, 25pts (5%)
- Discussions, 100pts (20%)
- Projects, 135pts (27%)
- Assignments, 140pts (28%)
- TOTAL, 500pts. 100%

Course Requirements:

Student Introduction:

The purpose of the Student Introduction assignment is to establish your online social presence and help you to network with your fellow participants. This introductory assignment accounts for 5% of your overall grade. Student Introduction can be found in Module 1.

Grading: Student introduction will be graded within an estimated 72 hours after the due date.

E-portfolio

The E-portfolio is a representation of all the work that you do in this class and is a very important component of this course. It accounts for 15% of your total grade. There are endless benefits of creating E-portfolios that you can later use to present your work to a perspective employer, an educational institute etc. The ePortfolio project can be found in Module 1 & Module 8. However, as a critical course component it has been placed at the very top of the module list as a separate Module entitled "ePortfolio".

Grading: Course projects will be graded within an estimated five workday period after the due date.

Course Participation

This is an evaluation of your overall course participation throughout the semester. Depending on your previous skills with technology you are required to spend at least 3-5 hours on coursework per week. Please note, this course is primarily offered online, however, each fall and spring semester there are a few classes that run in a traditional classroom, that is in a face-to-face environment. Please visit the Course Participation section for more details regarding the grading criteria.

Grading: Course participation will be graded at the very end of the semester.

Projects

Design and development projects constitute the largest and most important set of activities within the course. These are real-world multimedia authoring projects distributed over the duration of the semester. There are six major projects that have to be completed during the semester. The projects will be evaluated based on your mastery of the software applications and predefined grading standards within the rubrics. Please be sure to read project specifications carefully, and to follow directions. Projects/assignments account for 27% of your final grade. Details about each of these deliverables are available within Canvas.

- Digital Poster Project #1 (The project has two parts: Part 1 can be found in Module 3, Part 2 in Module 8)
- Photoshop Project #2 (The project can be found in Module 4)
- Digital Storytelling Project #3 (The project can be found in Module 5)

Grading: Course projects will be graded within an estimated five workday period after the due date.

Assignments:

The assignments in this course are crucial to your learning as they help you build skills with hands on practice with software and online design tools. These

assignments help you create mastery over tools and assist you in completing your projects. The assignments account for a total of 28% of your grade.

- Digital Identity Assignment #1 (10pts)
- Plagiarism Forum Assignment #2 (10pts)
- Digital Divide Assignment #3 (10pts)
- Troubleshooting Assignment #4 (10pts)
- Basic Design Principles Assign #5 (10pts)
- Photoshop Tool Scavenger Hunt #6 (10pts)
- Photoshop UDL Assignment #7 (20pts)
- Powtoon Assignment #8 (10pts)
- Google Doc. Assignment #9 (10pts)
- Google Spreadsheet Assignment #10 (10pts)
- LinkedIn Profile Assignment #11 (10pts)
- Ed Tech Careers Virtual Gallery Walk #12 (20pts)

Grading: Course assignments will be graded within an estimated five workday period after the due date.

Discussions:

The discussions are designed to connect the content and media production activities to the real-world applications. Each discussion will be evaluated based on the adequate justification of your opinions, citing credible sources, grammar, posting one initial thread with about 300 words, and posting three meaningful responses to your peers' posts. Your initial post (i.e. your main response to the instructor's prompt) is due at least three days (72 hours) prior to the due discussion due date, to allow time for commenting on postings. Follow-up posts are due on Sunday at 11:59 pm of the same week. Please do not wait until Sunday to comment because your peers are likely to miss your replies and meaningful discussion will not occur. Your participation in discussions will be evaluated using a rubric. Participation in discussions accounts for 10% of your final grade.

- Defining the field of Educational Technology, Discussion #1
- Beliefs about Digital Storytelling, Discussion #2
- Productivity Tools, Discussion #3
- AI and Emerging Learning Technologies, Discussion #4
- Mobile Apps for Learning, Discussion #5

Grading: Course discussions will be graded within an estimated 72 hours after the due date.

Grading Scale

Letter grade and percentage

Letter	Percentage Value
A	94 - 100%
A -	90 - 93%
B +	87 - 89%
B	83 - 86%
B -	80 - 82%
C +	77 - 79%
C	73 - 76%
C -	70 - 72%
D +	67 - 69%
D	63 - 66%
D -	60 - 62%
E	59% and below

Course Schedule

Course Schedule

Module	Topics	Projects & Assignments	points
#1	Defining the Field & Digital Identity	1. Introduction 2. Discussion #1: Defining the field of Educational Technology 3. Assignment #1: Digital Identity	1. 25 pts. 2. 20 pts. 3. 10 pts.
#2	Media Literacy, Ethics & Digital Divide	1. Assignment #2: Plagiarism 2. Assignment #3: Digital Divide Debrief 3. Assignment #4: Media Literacy & Troubleshooting	1. 10 pts. 2. 10 pts. 3. 10 pts.
#3	Presentation Skills & Design Principles	1. Assignment #5: Basic Design Principle 2. Project #1: Digital Poster Project	1. 10 pts. 2. Intro only.

Module	Topics	Projects & Assignments	points
#4	Images	1. Assignment #6: Photoshop Tools Scavenger Hunt 2. Assignment #7: Photoshop UDL 3. Project #2: Photoshop	1. 10 pts. 2. 20 pts. 3. 45 pts.
#5	Digital Storytelling & Videography	1. Discussion #2: Beliefs About Digital Storytelling 2. Assignment #8: Powtoon 3. Project #3: Digital Storytelling	1. 20 pts. 2. 10 pts. 3. 45 pts.
#6	Productivity Tools	1. Discussion #3: Productivity Tools 2. Assignment #9: Google Docs 3. Assignment #10: Google Spreadsheet Activity	1. 20 pts. 2. 10 pts. 3. 10 pts.
#7	Artificial Intelligence & Emerging Technologies	1. Discussion #4: AI and Emerging Learning Technologies 2. Discussion #5: Mobile Apps for Learning	1. 20 pts. 2. 20 pts.
#8	Career in EdTech	1. Project #1: Digital Poster Project (part 2) 2. Assignment #11: LinkedIn Profile 3. Assignment #12: Ed Tech Careers Virtual Gallery Walk	1. 45 pts. 2. 10 pts. 3. 20 pts.

University Policies and Resources

Information about grading policies, support for students with disabilities, course evaluations, the Honor Code, and other course policies and campus resources can be found on the [Syllabus Policies page](#).

Attendance Policy

Excused and Unexcused Absences

Students may only participate in classes if they are registered officially or approved to audit with evidence of having paid audit fees. The Office of the University Registrar provides official class rolls to instructors.

Students are responsible for satisfying all academic objectives as defined by the instructor. Absences count from the first-class meeting.

Acceptable reasons for absence from or failure to engage in class include illness; Title IX-related situations; serious accidents or emergencies affecting the student, their roommates, or their family; special curricular requirements (e.g., judging trips, field trips, professional conferences); military obligation; severe weather conditions that prevent class participation; religious holidays; participation in official university activities (e.g., music performances, athletic competition, debate); and court-imposed legal obligations (e.g., jury duty or subpoena). Other reasons (e.g., a job interview or club activity) may be deemed acceptable if approved by the instructor.

For all planned absences, a student in a situation that allows an excused absence from a class, or any required class activity must inform the instructor as early as possible prior to the class. For all unplanned absences because of accidents or emergency situations, students should contact their instructor as soon as conditions permit.

Students shall be permitted a reasonable amount of time to make up the material or activities covered during absence from class or inability to engage in class activities because of the reasons outlined above.

If a student does not participate in at least one of the first two class meetings of a course or laboratory in which they are registered, and they have not contacted the department to indicate their intent, the student can be dropped from the course. Students must not assume that they will be dropped, however. The department will notify students if they have been dropped from a course or laboratory.

The university recognizes the right of the instructor to make attendance mandatory and require documentation for absences (except for religious

holidays), missed work, or inability to fully engage in class. After due warning, an instructor can prohibit further attendance and subsequently assign a failing grade for excessive absences.

Religious Holidays Guidelines

At the University of Florida, students and faculty work together to allow students the opportunity to observe the holy days of their faith. A student should inform the faculty member of the religious observances of their faith that will conflict with class attendance, with tests or examinations, or with other class activities prior to the class or occurrence of that test or activity. The faculty member is then obligated to accommodate that particular student's religious observances. Because students represent a myriad of cultures and many faiths, the University of Florida is not able to assure that scheduled academic activities do not conflict with the holy days of all religious groups. Accordingly, individual students should make their need for an excused absence known in advance of the scheduled activities.

The Florida Board of Education and state law govern university policy regarding observance of religious holidays.

Guidelines

- Students, upon prior notification to their instructors, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith.
- Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence.
- Students shall not be penalized due to absence from class or other scheduled academic activity because of religious observances.

If a faculty member is informed of or is aware that a significant number of students are likely to be absent from class because of a religious observance, the faculty member should not schedule a major exam or other academic event at that time.

A student who is to be excused from class for a religious observance is not required to provide a second party certification of the reason for the absence. Furthermore, a student who believes that they have been unreasonably denied an education benefit due to religious beliefs or practices may seek redress through the student grievance procedure.

Absence due to Illness

A student who is absent from class or any required class-related activity because of illness should contact their instructor, if feasible, as early as possible prior to the missed class or activity.

Students shall be permitted a reasonable amount of time to make up the material or activities covered during an excused absence.

Students should contact their college by the deadline to drop a course for medical reasons. Students can petition the Dean of Students Office to drop a course for medical reasons. The university's policy regarding medical excuse from classes is maintained by the Student Health Care Center.

Twelve-Day Rule

Students who participate in university-sponsored athletic or scholarly activities are permitted to be absent 12 scholastic days per semester without penalty. A scholastic day is any day on which regular class work is scheduled as defined in the approved university calendar. [More Info](#)

The student or student's advisor must notify the instructor as early as possible prior to the anticipated absence to allow ample time for accommodations. Instructors must be flexible and not penalize students when re-scheduling during-term and final exams, class assignments, and other required activities and must follow the UF Attendance Policy herein and UF Examination Policies. As noted in the UF Examination Policies, during-term exams should be re-scheduled no later than before the end of the semester, while final exams no later than 90 days after the originally scheduled exam time. However, instructors are encouraged to re-schedule final and during-term exams, assignments, and other activities as soon as possible after the last day of the absence and must not penalize the student in any way. [More Info](#)

A group's schedule that requires absence of more than 12 scholastic days should be adjusted so that no student is absent from campus more than 12 scholastic days. Students who previously have been warned in writing by their instructor about the impact of absences on their individual class performance should not incur additional absences, even if they have not been absent 12 scholastic days. The student is responsible to maintain satisfactory academic performance and attendance.

Course Policies and Resources

- I. No assignment will be accepted after the deadline unless the inability to study online is documented for medical reasons.
- II. The instructor reserves the right to deduct 20 % of the assignment points per day. In order to receive full credit for work, students must turn in required deliverables in Canvas or ePortfolio on the specified due date
- III. If a student has a disability, as defined by the Americans with Disabilities Act (ADA), which requires accommodation for learning in an online environment, student is obligated to inform the instructor of his/her needs during the first week of class so that the appropriate action is taken. University of Florida requires that students requesting accommodation for disabilities must first register with the Dean of Students Office (<https://disability.ufl.edu>). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. All accommodation requests (for example, extended period for assignment submission) will be accordingly addressed.

Late and Make Up Work Policy

Artificial Intelligence (AI) Policy

In this course, students will use some AI tools (e.g. NaviGator AI) as part of the course required activities to support their instructional design project. In this course, students **may not** use AI tools to generate sentences, paragraphs, or more for discussion posts and responses and project artifacts except where the use of AI is required. APA guidelines for citations (if applicable) of content generated by AI can be found @ <https://apastyle.apa.org>