



**BALL STATE  
UNIVERSITY**

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**BALL STATE UNIVERSITY**  
**DEPARTMENT OF ELEMENTARY EDUCATION**  
**EDEL 660- The Effective Use of Technology in the Elementary School**  
*Spring 2026*

**Dr. Henry Yu**

**Phone:** 317.716.2039 (c)

**E-Mail:** henry.yu@bsu.edu

**Schedule:** Online

**Student Assistance Hours:**  
As Arranged

**REQUIRED TEXTS AND MATERIALS**

- Hamilton, Boni. *Integrating Technology in the Classroom* (2nd ed). MBS 2253081, Ingram Publishing. (Required)  
[https://www.amazon.com/Integrating-Technology-Classroom-Tools-Student-ebook/dp/B0FR8XN4K1/ref=tmm\\_kin\\_swatch\\_0](https://www.amazon.com/Integrating-Technology-Classroom-Tools-Student-ebook/dp/B0FR8XN4K1/ref=tmm_kin_swatch_0)
- A laptop or tablet device that can access websites and applications needed in class
- Google account (for use of cloud-based tools)
- Microphone, headphones, and web camera (either on computer or externally)
- Additional readings posted on Canvas

**COURSE DESCRIPTION:**

This course aims to provide opportunities to combine both theory and practice in the exploration of effectively using technology and new media in the context of an elementary school classroom. Students will actively explore content related to the **general** role of technology in education, specific applications for learning, instructional use within the classroom, as well as strategies for evaluating new media and digital technology resources. Grounded in a constructionist approach, students will engage in creating products that exhibit their *process of learning* through **consumption/production, reflective meaning-making, and sharing**. This course's focus is guided by the following questions:

1. What is digital media and technology? And what is the role of digital media and technology in our elementary classrooms?
2. What digital-mediated instructional tools might elementary teachers utilize in an elementary classroom to achieve academic standards? How might these instructional tools improve learning?
3. What strategies can we employ to evaluate new technologies, new media, and future applications?
4. What implications does the use of digital media and technology hold for teaching and learning in elementary classrooms?

## COURSE RATIONALE

The computer and digital media are increasingly being utilized within instruction in the elementary education classroom. Practicing teachers need a sound theoretical understanding of pedagogy as it relates to computers, as well as knowledge of specific applications and their use within the classroom.

This course aims to introduce students to effective use of digital media and technology in an elementary context. Our time will be spent exploring literature and current trends with digital media and technology as a way of anchoring class discussions. We will tie our online studio experiences to theories of learning, education, and literacy.

## COURSE OBJECTIVES

*1. What is digital media and technology? And what is the role of digital media and technology in our elementary classrooms?*

- a. Students will **describe** and **illustrate** the history and role of the computer on education and/or society by the end of January
- b. Students will **research**, **identify**, and **compare** digital applications for implementing instructional tools in an ELED classroom. Examples include: communication software; spreadsheet and database tools; multimedia tools; presentation software by the end of the semester.

*2. What digital-mediated instructional tools might elementary teachers utilize in an elementary classroom to achieve academic standards? How might these instructional tools improve learning?*

- a. Students will **identify** academic standards related to computer implementation across the elementary curriculum by midterm.
- b. Students will **explain** how to implement elementary academic standards related to digital media and technology across elementary curricula by the end of the semester.
- c. Students will **identify** and **explain** digitally mediated instructional models and strategies by the end of the semester.

*3. What strategies can we employ to evaluate new technologies, new media, and future applications?*

- a. Students will **design** and **produce** an assessment tool to evaluate a digital mediated learning activity by the end of the semester.
- b. Students will **identify** and **use** specific instructional tools and strategies to be utilized in elementary education classrooms and across elementary curricula by the end of the semester.

*4. What implications does the use of digital media and technology hold for teaching and learning in elementary classrooms?*

- a. Students will **describe** how digital media and technology can be used to improve and supplement their teaching and their students' learning for the future.
- b. Students will **identify** and **explain** significant reasons for teaching with digital media and technology whether they are teaching in-person, online, or both.

## GRADING POLICY:

**How does the grading work?** 500 points for the semester. There are five parts to the course: course dialogue, sharing ideas and current events, journal entries, lab assignments, and midterm/final products. See below for a short description.

**When are assignments due?** You are expected to complete all assignments according to the assignment schedule. If you have questions about the assignment due dates, requirements for this course, or your status in this course – you must communicate and discuss your questions and/or concerns with me by contacting via email. If arrangements are not made regarding late assignments, then the assignments may be subject to a reduction in points, or no points at all.

**Participation and Timeliness:** Your regular participation and timeliness are important to your academic success. In online courses this takes the form of participation in discussion via forums, chat, and other electronic means provided.

All assignments are expected to be submitted by a specific time and date. Assignments submitted late (without arrangements with your instructor) may be subject to a reduction in points or no points at all.

The following grading scale will be used for all assignments:

<b>A = 94-100%</b>	<b>B- = 80-83%</b>	<b>D+ = 67-69%</b>
<b>A- = 90-93%</b>	<b>C+ = 77-79%</b>	<b>D = 64-66%</b>
<b>B+ = 87-89%</b>	<b>C = 74-76%</b>	<b>D- = 63-60%</b>
<b>B = 84-86%</b>	<b>C- = 70-73%</b>	<b>F= below 60%</b>

## Assignments

Assignment Type	Expectation	Total Points
Weekly Discussion Posts	-Initial Post due by Wednesday -Response to Peer due by Saturday	12 Posts (20 pts. each)- 240 pts.
Journal Reflections	-Weekly reflection on course reading	12 Reflections (10 pts. each)- 120 pts.
Lesson Plans (2)	Integrating technology into the classroom	2 Lessons (50 pts.each) 100 pts.
Final Project	Presentation for Integrating Technology	130 pts.
Course Contract	Review of Syllabus	10 pts.

## Doctoral Students:

Doctoral students **must contact the instructor** during the first week of the course to provide information about their course of study, areas of interest/specialization, a timeline for completion of comprehensive written exams, doctoral committee chair's name, etc. Once this information is obtained, your instructor, in consultation with your committee chair, will develop an additional project and/or series of assignments that will help you to fulfill requirements for the doctoral program and enhance your studies.

### **INCLUSIVITY STATEMENT**

Every student in this classroom, regardless of personal history or identity categories, is a valued member of this group. Your experiences are valuable and important, and you should feel free to share them as they become relevant to our class. No student in this class is ever expected or believed to speak for all members of a group. In this classroom, you have the right to determine your own identity. You have the right to be called by whatever name you wish, and for that name to be pronounced correctly. You have the right to be referred to by whichever pronouns you choose. You have the right to adjust those things at any point in your education. If you find that there are aspects of the course instruction, subject matter, or classroom environment that result in barriers to your inclusion, contact me privately without fear of reprisal.

**NOTE:** It is my intention to make our classroom an anti-racist, anti-sexist, anti-oppressive space. While I am not in control of others' actions, I will not tolerate micro-aggressions, hate speech, or the questioning of any person's or group's humanity. We enter this space with a diversity of experiences, beliefs, and stories, which means we should **listen, reflect, AND withhold judgment**. It is our responsibility to hold each other to these guidelines. If you feel like we are not upholding these values at any point, please bring it to the group's attention or, if it seems more effective, to my attention privately.

### **POLICY STATEMENTS**

#### **University Statement**

We are committed to ensuring that all members of the community are welcome, through valuing the various experiences and worldviews represented at Ball State and among those we serve. We promote a culture of respect and civil discourse.

#### **Disability Statement**

If you need course adaptations or accommodations because of a disability, please contact the instructor of record as soon as possible. Ball State's [Disability Services Office](#) coordinates services for students with disabilities; documentation of a disability needs to be on file in that office before any accommodations can be provided. Disability Services can be contacted at 765-285-5293 or [dsd@bsu.edu](mailto:dsd@bsu.edu).

#### **Academic Dishonesty**

“Honestly, trust, and personal responsibility are fundamental attributes of the university community. Academic dishonesty by a student will not be tolerated, for it threatens the foundation of an institution dedicated to the pursuit of knowledge.” (BSU Statement on Academic Dishonesty)

We are strongly committed to assigning grades based on students' honest efforts on exams and other class assignments. All students are expected to maintain the highest standards of academic honesty. There will be no excuses accepted for plagiarism, cheating, or any other act that suggests the student has not fulfilled his/her academic responsibilities in this course. Consequences of academic dishonesty will be determined by the professor after meeting with the student suspected of a violation of this policy; faculty members are authorized to assign penalties up to an “F” in the course.

#### **Affirmative Action and Equal Opportunity**

Ball State University does not discriminate on the basis of race, color, national origin, sex, religion, marital status, age, or disability in employment, admission, or the provision of services, educational programs and activities, and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities an equal opportunity to participate in all programs and activities. For information regarding nondiscrimination policies contact the Office of Equal Opportunity.

### **BSU Coronavirus Policies**

<https://www.bsu.edu/about/administrativeoffices/emergency-preparedness/pandemicfluprep/coronavirus>

### **Cardinal Care Pledge**

Students are asked to read and follow the [Cardinal Care Pledge](#) while they are on campus. More information on the Campus Plan can be found [here](#).

### **Course Adaptations**

If you need course adaptations or accommodations because of a disability, please contact me as soon as possible. Ball State's Disability Services office coordinates services for students with disabilities; documentation of a disability needs to be on file in that office before any accommodations can be provided. Disability Services can be contacted at 765-285-5293 or [dsd@bsu.edu](mailto:dsd@bsu.edu).

### **Off-Campus Accommodation Policy**

Ball State University (BSU) is committed to providing equitable access to individuals with disabilities, including in off-campus academic ventures such as an internship, practicum, clinical rotation, or student teaching site.

Disability Services-approved classroom accommodations **do not** automatically transfer to an internship, practicum, clinical rotation, or student teaching site. Students are encouraged to reach out to DS to set up internship, practicum, clinical rotation, or student teaching accommodations as soon as the need arises or is anticipated. There is no deadline to request internship/practicum accommodations, but accommodations are not retroactive. Ideally, a student who wants to request accommodations for an off-campus experience should notify Disability Services **the semester before the experience begins**.

**[Please use this link for the full policy and procedures for requesting off-campus accommodations.](#)**

<https://www.bsu.edu/about/administrativeoffices/disability-services/policies-procedures>

### **Course Content Ownership**

As the course instructor, I retain the rights to all course content, including this syllabus. Students may not reproduce, distribute, or publicly post course materials without my permission. Students also may not record classes without explicit permission to do so. Selling or distributing course materials may violate the Ball State Code of Conduct and/or the [Information Technology Users' Privileges and Responsibilities Policy](#). Any violations will be referred to Dr. Mike Gillilan, Director of Student Rights and Community Standards.

### **Disabilities**

If you need course adaptations or accommodations because of a disability, please contact me as soon as possible. Ball State's [Disability Services](#) office coordinates services for students with disabilities;

documentation of a disability needs to be on file in that office before any accommodations can be provided. Disability Services can be contacted at 765-285-5293 or [dsd@bsu.edu](mailto:dsd@bsu.edu)

### **Dispositions Assessment System**

Becoming an effective teacher includes demonstrating professional dispositions, which include attitudes, habits of action, and commitments that foster student learning and assist in elevating the education profession, as well as in interacting with families, community members, and colleagues. The Ball State Disposition Assessment System is a systematic, consistent approach to assessing and supporting teacher candidates' disposition growth throughout their preparation. This system has two components: (1) a disposition rubric system and (2) a disposition alert system, which provides opportunities for deliberate feedback and guidance regarding teacher candidates' disposition development. Information about the rubric, procedures, and alert policy are available on the [OTES webpage](#).

### **Freedom of Expression**

In this course, we are committed to fostering a learning environment that values intellectual diversity, encourages free expression, and promotes open inquiry. As members of the Ball State Community, we treat each person in the Ball State community with civility, courtesy, compassion, and dignity and respect and learn from differences in people, ideas, and opinions. Please review Ball State University's Statement on Freedom of Expression, the resources on Ball State's Freedom of Expression webpage, and Ball State's Beneficence Pledge.

### **Emergency Preparedness**

While participating in P-6 schools, teacher candidates should familiarize themselves with emergency response protocols of all kinds. Many types of emergencies can occur while you are in school; such as severe weather, active shooter, or fire to name a few. It is your responsibility to request that your cooperating practicum teacher review the emergency response guidelines for your class and for the school. In addition, all teacher education candidates are required to complete CRASE (*Civilian Response to Active Shooter Events*) training during their academic career at BSU. Please notify your instructor at the beginning of the semester if you have special needs or will require assistance related to your ability to prepare for or respond to emergencies.

### **Emergency Preparedness**

While participating in P-12 schools, teacher candidates should familiarize themselves with emergency response protocols of all kinds. Many types of emergencies can occur while you are in a school; such as severe weather, active shooter, or fire, to name a few. It is your responsibility to request that your cooperating practicum teacher review the emergency response guidelines for your class and for the school. Please notify your instructor at the beginning of the semester if you have special needs or will require assistance related to your ability to prepare for or respond to school emergencies.

### **Emergency Response Guidelines**

The Ball State University Response Guidelines are available at <http://cms.bsu.edu/about/administrativeoffices/emergencyprepared>. We will review the procedures for responding to emergencies during the first week of class. If there is an emergency evacuation of Teachers College, our predetermined meeting place is between TC and AJ buildings.

### **FERPA**

The [Family Educational Rights and Privacy Act](#) ensures the security and confidentiality of your student information, including your grades. Because you are an adult, I am not allowed to discuss your performance in this course with anyone outside of the University without your explicit written permission.

### **Grade Appeal Policy**

If you wish to appeal your final grade or have any questions about your grades throughout the semester, please contact me right away. If we do not reach an agreement, you have the right to formally appeal your grade. Ball State's policy for appealing your grade can be found at the following link:

<https://www.bsu.edu/about/administrativeoffices/vice-provost/student-services/grade-appeals>.

### **Student Learning Outcomes (Objectives)**

The Vice Provost for Academic Affairs offers some helpful hints for writing Student Learning Outcomes or Objectives on their web site.

<https://www.bsu.edu/about/administrativeoffices/vice-provost/administrative-services/student-learning-outcomes>

### **High-Impact Practices**

Ball State University seeks to provide each undergraduate student a premier educational experience. As such, a strategic imperative, as defined by our strategic plan, is that every student will complete at least one course that includes one of the following [high-impact practices](#).

Undergraduate Research  
Immersive Learning  
Study Abroad or Away  
Societal Issues or Global Challenge

### **Statement about Indiana Standards**

All lessons and activity plans created in EDEL Core Classes need to include standards from the Indiana State Academic Standards available at [www.doe.in.gov/standards](http://www.doe.in.gov/standards).

### **Student Learning Outcomes**

The Vice Provost for Academic Affairs offers some helpful hints for writing Student Learning Outcomes or Objectives on her web site.

<https://www.bsu.edu/about/administrativeoffices/vice-provost/administrative-services/student-learning-outcomes>

## **AVAILABLE RESOURCES**

### **Basic Needs Security:**

Any student who has difficulty affording groceries or accessing sufficient food to eat or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact Cardinal Kitchen

<https://www.bsu.edu/campuslife/student-life/programs-services/service-opportunities/cardinal-kitchen>

### **Cardinal Closet**

The [Student Action Team](#) coordinates the Cardinal Closet. The Cardinal Closet is a place where Ball State community members can donate professional attire. Ball State students may "shop" in the Cardinal Closet for professional attire for interviews, job fairs, etc. - free of charge!

### **Counseling Center**

Prioritizing self-care and your mental health are important. As people and as students, you may experience a range of situations that prevent you from optimizing your learning. These may include but are not limited to: high levels of stress, anxiety, loss of motivation, feeling down, strained relationships, drug/alcohol problems. The counseling center offers free, confidential mental health services. Contact (765) 285-1736 or stop in to Lucina Hall, Room 320 <https://www.bsu.edu/campuslife/counselingcenter>

**Crises:**

If you or someone you know needs to speak with someone about a mental health crisis (e.g., thoughts of suicide or self-harm, severe depression, panic attacks or anxiety attacks, etc.) contact the following resources:

- **National Suicide Prevention Hotline:** 1-800-273-TALK; chat feature available [here](#): <http://suicidepreventionlifeline.org/>
- Crisis Text Line: text “GO” to 741741; <http://www.crisistextline.org/textline/>
- **National Domestic Violence Hotline:** 1-800-799-7233
- **RAINN: Rape, Abuse, Incest National Network:** 1-800-656-4673; chat feature available via web
- Trevor Project: 866-488-7386  
crisis support for GLBTQ people: <http://www.thetrevorproject.org/>
- **Veterans Crisis Line:** 1-800-273-8255; chat and text options available through the link.
- **Meridian Health Services Crisis Line:** 800-333-2647 or 765-286-1695 (For Local Students)  
Delaware County and Muncie community mental health agency:  
<https://www.meridianhs.org/Contact>
- **A Better Way Crisis Line:** 800-347-1144 or 765-288-HELP (4357) (For Local Students)  
Shelter and services for victims of domestic violence, transitional housing, advocacy for victims of sexual assault.

**Learning Center Services:**

The Learning Center offers free Tutoring and Academic Coaching for many courses at Ball State. Students can make appointments for online (Zoom) or in-person (NQ 350) appointments.

To make an appointment, visit [my.bsu.edu](http://my.bsu.edu) and click on “Navigate” in the Additional Tools section, or just go directly to <https://bsu.navigate.eab.com>.

Testing accommodations for students with disabilities are available for students who have received the appropriate documentation from Disability Services. Tests may be administered in the Learning Center.

Supplemental Instruction is available in select courses. If you have an SI leader for your course, that person will provide students with information the first week of school regarding weekly study sessions.

For more information about all of our programming, visit [bsu.edu/learningcenter](http://bsu.edu/learningcenter) or call 765-285-1006. Follow us on Instagram: BallStateLC.

**Writing Center:**

Want extra feedback on your papers? The Writing Center is a community of Ball State students and faculty who value writing. Collaborate with one of the trained peer tutors on any project for any major. The Writing Center is a comfortable, supportive environment for writers from all communities and backgrounds. Online appointments are available [here](#).