



Don Williams SCHOOL OF EDUCATION

Wayland Baptist University Mission Statement:

Wayland Baptist University exists to educate students in an academically challenging, learning-focused and distinctively Christian environment for professional success and service to God and humankind.

Course Number and Title:

EDIT 2310 Technology in the Classroom

Term and Dates:

FALL 1 2026

Instructor:

Richard Mendoza, M.F.A.

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Office Hours, Building, Location:

By Appointment

Class Meeting Times/Location:

Virtual Class – Through Blackboard

Course Description: Application and Integration of work tools (office suite) and other online tools, concepts and design, input strategies, ethical practices, challenge-based learning, efficient use of electronic information, problem-solving and communication using technology applications in the classroom based upon the state and national essential knowledge and skills with a focus on creating and developing a professional online portfolio to house artifacts from this course and future courses.

Microsoft 365[®] (formerly known as Microsoft Office 365) includes the following programs:

- Microsoft 365[®] Word provides templates, an AutoContent Wizard, and formatting options, such as Clip Art insertion, that enable the teacher and students to write professional documentation.

- Microsoft 365® PowerPoint enables the teacher and students to create dynamic presentations by using new animation tools, design templates, formatting techniques, and more.
- Microsoft 365® Excel allows the teacher and students to gather, organize, and manage data effectively by using the latest tools.

Prerequisites: Daily access to a computer that runs Windows or Mac operating system.

NOTE: Chromebooks or other Android OS device will not be useable in this course.

Computer must have internet access. Be able to install and run the Microsoft Office suite.

Be able to record video and audio within PowerPoint's application. Have adequate storage to be able to save video files.

Student Learning Outcomes (SLO):

1. *Students will* use technology-related terms, concepts, data input strategies, and ethical practices to make informed decisions about current technologies and their applications.

2. *Students will* identify task requirements, apply search strategies, and use current technology to efficiently acquire, analyze, and evaluate a variety of electronic information.

3. *Students will* use task-appropriate tools to synthesize knowledge, create and modify solutions, and evaluate results in a way that supports the work of individuals and groups in problem-solving situations.

4. *Students will* communicate information in different formats and for diverse audiences.

5. *Students will* know how to plan, organize, deliver, and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum.

Catalog Description:

Microcomputer utilization in education for management and integration into instruction through advanced use of integrated software packages, graphics, desktop publishing, the Internet, multimedia, and electronic presentations; included with computer-assisted instruction, computer-managed instruction, and the acquisition of hardware and software.

Statement on Plagiarism and Academic Dishonesty:

Wayland Baptist University observes a zero-tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported and second offenses will result in suspension from the university.

B. Generative AI tools permitted in specific context and with proper citations.

- Students are allowed to use, reference, or incorporate generative AI tools into specific assignments for this course. When used, students must properly cite the generative AI tool in their submitted work.

- ii. While there is no true substitute for direct help and instruction for your instructor, students may be allowed to use generative AI tools to provide further explanations of course content, readings, and other assignments. Any use of generative AI tools to help further explain or translate content must be properly referenced and cited.
- iii. Specific parameters for generative AI usage are provided by the instructor.
- iv. Any use of generative AI tools outside of the approved instructor parameters will be considered a form of plagiarism and academic dishonesty.

[Wayland Policy on Plagiarism](#)

DISABILITY STATEMENT:

In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291-3765. Documentation of a disability must accompany any request for accommodations.

COURSE EXPLANATION

PRESENTATIONS: All videos in this class should be presented professionally. Think about your lighting, sound, script, etc. Avoid word fillers such as um, like, etc. (Please watch this video for more expectations: [LINK](#)). You will be expected to be seen in the video (no voice overs), so please dress professionally (no baseball caps, no sweats, no t-shirts/tank tops, no shirts with words or logos, etc.), as you would in the classroom or an organization. Do not have a distracting background. You may use VidGrid (recommended), YouTube, or Vimeo. You will also want to provide a video link in the course. Please do not upload through the cloud, as all students need to be able to access them. Include slides that are professional, not walls of text, but graphics and bullets that support your instruction.

****IF YOU HAVE QUESTIONS, PLEASE CONTACT YOUR PROFESSOR.****

*** Course Calendar ***

*** See Blackboard for full assignment instructions ***

WEEKS	TOPIC	ASSIGNMENT	POINTS
Week 1 Learning Objective: SLO 4	#1: YouTube Channel Creation	Create a YouTube Channel and submit the hyperlink in your Assignment #2 "Resume." (This must be a "hyperlink," not just a link. <i>A hyperlink is a link that directs users to another location, such as a different webpage, document, or a specific section within the same page. There are videos online you can use to help you.</i>)	300
	#2: Resume Creation	Create a one-page resume using Microsoft Word. Be sure to include a photo of yourself and the hyperlink from Assignment #1. You may use a template if you wish. (If needed, research how to create a .docx and .pdf on your computer.) Upload a .docx AND a pdf of the resume.	
	#3: Personal Introduction	Create a 2-minute minimum video introduction (In complete sentences, state your name, major and career path, hobbies, and any technological background you may have. Lastly, respectfully conclude.) Post this video in your YouTube channel, and send me the hyperlink.	

Week 2	#1: PowerPoint	Create 5-10 slides on a subject you would want to teach. Include graphics, video, text, sample videos, music, and narration. (See PowerPoint example before starting.)	300
	#2: Video Links	You must find 3 video links that pertain to “technology in the classroom” and put the hyperlinks into a Word document and submit.	
	#3: Summary Video	Create a video that sums up the five videos you researched for #2. (Minimally 3 minutes long.) Due on your YouTube Channel. Submit the hyperlink in Blackboard.)	
		Reminder: <i>No filler words and use proper framing. I should be able to see and hear you clearly.</i>	

Week 3	Research	Research how to insert a video of yourself into a PowerPoint presentation for teaching and how to save your presentation as a .mov. Also, look up how to create transitions, moving graphics, and timing in PowerPoint for your computer system. #1: Copyright Law Video Research Copyright Laws and create a 5-minute (minimum) PowerPoint video, where you can be seen and heard on the slides. <i>(Make sure to cover these copyright topics: Music, Video, Printer Materials, Internet Resources)</i>. Save it as a .mov. Upload to your YouTube Channel and then upload the hyperlink to Blackboard. #2: Slide Show Create a PowerPoint Presentation (10 slides) with each slide having transitions, moving graphics, and timing (The timing on each slide should be 5 seconds). It should be related to your field. Save as a .mov. Upload to your YouTube Channel and then upload the hyperlink to Blackboard. Reminder: <i>No filler words and use proper framing. I should be able to see and hear you clearly.</i>	300
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Week 4	#1: Google for the Classroom Video Report #2: Teaching Microsoft Word	Research Google and the apps it offers for the classroom (LINK) and create a PowerPoint Presentation Video (7-minute minimum) showing what applications related to academics are available. I should see and hear you clearly, and your graphics should support what you're talking about. Save as a .mov. Upload to your YouTube Channel and place your hyperlink in Blackboard. This is a hands-on demonstration on how to use Word. Create a teaching video that <u>shows every step</u> of how to create a basic Word document. Your instruction should include how to: Create a new document, type in a paragraph, tab, change fonts (kind of font, bold, italic, underlined, and size), and how justify it. This is a live teaching. You may use a screen recording. <i>(For example: Mac users can use QuickTime or Windows users may use Snippet.)</i> I only need to hear you, not see you. Reminder: <i>No filler words and use proper framing. I should be able to see and hear you clearly.</i>	200
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Week 5	1: Gradebook Project in Excel 2: Video Tutorial	Create a gradebook for 10 fictitious students with 5 assignments based on 100 points each. Insert grades for each assignment and each student (each entry should be different percentages). Average the score for a final grade. (Do not use a calculator. You MUST use Excel to create your formulas.) Pick a single color, then highlight <i>every other</i> row with the color for readability. Submit the Excel file in Blackboard. Create a video, that is at least 5 minutes, that explains in a step-by-step method how you created the gradebook in Excel. (Do not just tell me, show me.) Approach the video as if your audience is made up of other teachers. (I just need to hear you, I don't need to see you.) Reminder: <i>No filler words. (If you do use video, be sure to use proper framing.) I should be able to see and hear you clearly.</i>	200
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Week 6	#1: Ted Ed interactive presentation #2: Classroom Technology Project #3 AI Video Review	Create a lesson on an academic topic in TedEd. It must include all five components: Watch, Think, Dig Deeper, Discuss, and Finally See example: https://ed.ted.com/on/WUDgWQXP) Upload hyperlink from <u>TedEd</u> to Blackboard. Watch this video: https://youtu.be/9IbN1LxXevM?si=squ49uaSEizkd_zA Then create your own video that expresses your opinion on the topic. This is a head and shoulder video. (No PowerPoint needed.) Upload to your YouTube channel and then upload the hyperlink to Blackboard. Watch the Video (LINK), then summarize the topic and include your opinion in a 4 minute (minimum) video of your own. This is a head and shoulder video. (No PowerPoint needed.) Upload to your YouTube channel and then upload the hyperlink to Blackboard. Reminder: <i>No filler words and use proper framing. I should be able to see and hear you clearly.</i>	300
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Week 7	#1: Explore Kahoot & Report #2: Online Quiz #3: Computer Hardware Video	Click this LINK and explore Kahoot. Then summarize what you discover, and include your opinion in a 3-5 minute video. This is a head and shoulder video. (No PowerPoint needed.) Upload to your YouTube channel and then upload the hyperlink to Blackboard. Research other online quiz programs, (not Kahoot), then create a 10-question quiz for an academic subject in one of those programs. Upload the link to your quiz in Blackboard. Create a video with PowerPoint (you should be recorded in the video) and speak about these 10 topics: 1. CPU 2. GPU 3. Power Supply 4. Mother board 5. RAM 6. Hard Drive 7. Operating System (OS) 8. USB Port 9. Monitor Port 10. Monitor Use proper graphics to back-up each of the topics. (Minimum 10 slides, not counting your cover slide.) Save as a .mov and upload to your YouTube Channel and then the hyperlink to Blackboard. Reminder: <i>No filler words and use proper framing. I should be able to see and hear you clearly.</i>	300
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Week 8	#1: Canva Review	Browse Canva: https://www.canva.com Then create a PowerPoint Presentation Video (5-minute minimum) reporting ways you can use this program in your classroom. I should see and hear you clearly, and your graphics should support what you're talking about. Save as a .mov. Upload to your YouTube Channel and place your hyperlink in Blackboard.	600
	#2: Final Project	Create a workshop of yourself teaching technology teachers, on video (10-15 minutes), the various skills and key take-a-ways (with examples) that you've learned this session. Uploaded to your YouTube Channel by the final date. NO LATE ENTRIES WILL BE ACCEPTED. <i>Reminder: No filler words and use proper framing. I should be able to see and hear you clearly.</i> Be aware of the point value of this last week.	

Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Executive Vice President/Provost to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.

Makeup/late policy: All assignments will be due as scheduled. If, for some unforeseen reason, a student is not capable of meeting the deadline, arrangements must be made with the professor. No points will be deducted from the assignment if the reasons are acceptable to the professor. If the assignments are late because of negligence of the student, 1 point per day will be deducted from the grade.

University Grading System:

A	90-100%	Cr	For Credit*
B	80-89%	NCR	No Credit
C	70-79%	I	Incomplete**
D	60-69%	W	Withdrawal
F	Below 60	X	No grade given
		IP	In Progress

* A grade of CR indicates that credit in semester hours was granted but no grade or grade points were recorded.

**A grade of incomplete is changed if the deficiency is made up by the end of the next regular semester; otherwise, it becomes F. This grade is given only if circumstances beyond the student's control prevented completion of work during the semester enrolled and attendance requirements have been met.

Attendance requirements:

Any student who misses 25% or more of the regularly scheduled class meetings may receive a grade of "F" in the course. You are training to be a professional. You will never be any better teacher than you are a student. Any necessary absences are expected to be explained beforehand and arrangements made for assignments. Any unavoidable absences are expected to be explained ASAP via voice mail or email. Any unexplained absence will result in no credit for that day. The expectation is that any student training to be a professional will be prompt, prepared and an active participant in the class activities for each day.

Academic Honesty:

Wayland students are expected to conduct themselves according to the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as possession of examinations or examination materials, forgery, or plagiarism. Disciplinary action for academic misconduct is the responsibility of the faculty member assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty and with giving sanctions to any student involved. The faculty member involved will file a record of the offense and the punishment imposed with the dean of

the division, campus dean, and the provost/academic vice president. Any student who has been penalized for academic dishonesty has the right to appeal the judgment or the penalty assessed.

PLAGIARISM:

Plagiarism — The attempt to represent the work of another, as it may relate to written or oral works, computer-based work, mode of creative expression (i.e. music, media or the visual arts), as the product of one's own thought, whether the other's work is published or unpublished, or simply the work of a fellow student.

When a student submits oral or written work for credit that includes the words, ideas, or data of others, *the source of that information must be acknowledged through complete, accurate, and specific references*, and, if verbatim statements are included, through use of quotation marks as well. By placing one's name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements. *A student will avoid being charged with plagiarism if there is an acknowledgement of indebtedness.*

Source: <http://www.spjc.cc.fl.us/webcentral/admit/honesty.htm#plag>

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