

**EDU 241 - *Educational Technology***  
**2.0 credit course**  
**Spring 2026**

**Professor:**

Dr. Daniel C. Moos (he/him)  
Cell: (202) 841-0977  
Email: [dmoos@gustavus.edu](mailto:dmoos@gustavus.edu)

**Class:**

Tuesdays & Thursdays:  
9:45 – 11:20 am (1<sup>st</sup> half of  
semester)

**Office Hours:**

Tuesdays & Thursdays:  
9:00 – 9:45 am & 1:35 – 2:30 pm  
Contact the professor to arrange  
an alternate time/day to meet  
*Syllabus includes individual  
meetings throughout the semester*

**Conceptual Framework:**

The Gustavus Education Department is focused on preparing educators who are equipped to equitably meet the needs of their students in K-12 schools. The department emphasizes the importance of advocacy, cultural awareness, and social justice in teaching. Its framework incorporates principles such as building supportive communities, promoting collaboration, and embedding values of diversity and belonging into educational practices. Through research-based strategies and reflective teaching, the program aims to equip future educators with the skills and knowledge to meet the diverse needs of students by partnering with local and global schools to provide valuable opportunities for teacher candidates to apply their learning in real-world contexts and empowering educators to create equitable and supportive learning environments for all students.



## **Assignments: Primary Course Tasks & Assignments:**

“Summary Sheet” of assignments and due dates is linked on course website

**The Online Professional Portfolio:** All assignments will be included as a “portfolio” on a website designed for this course. Your portfolio will reflect independent work on each of the below assignments. The portfolio and website also meet a **Key Assessment for Standards Portfolio 6**. All assignments will be evaluated with a rubric, which is available on the webpage for this course.

1. **Professional Resumé:** You will complete a draft and final version of a résumé. See “Summary of Assignments” on course website for due dates and rubric (10% of your grade).
2. **Following an Educator:** See “Summary of Assignments” on course website for due dates and rubric (10% of final grade).
3. **Core Technology Skills and Platforms** (60% of your grade – each platform is weighted evenly). See course website for rubric and directions for each platform.
4. **Finalized Website** (see course website for rubric) (10% of your grade)
5. **Attendance** (see Professionalism/Attendance Policy & course website for rubric) (10% of your grade)

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## **Course Policies**

### **Education Department Statement of Professionalism: Attendance, Communication, and Participation**

The Education Department at Gustavus adheres to professionalism standards that mirror the expectations of a P-12 teacher in Minnesota. In all education courses, we expect you to strive toward adopting these standards of the teaching profession. It is expected that you attend class sessions, meet class deadlines, communicate clearly and frequently, and participate fully in class activities as an engaged learner and colleague to your peers. In case of an emergency, extenuating circumstance, or unforeseen challenge that makes it difficult for you to meet these expectations, it is your responsibility to communicate with your professor as soon as you become aware of the issue. The department is committed to supporting you in meeting these expectations. As would happen in a P-12 school setting, failure to meet these professional standards could lead to consequences. In the Education Department, these consequences may include a professional behavior plan, grade reduction, or failure to move forward in the program.

## **Ask for Help**

If you have trouble with any aspect of the course, make sure you let me know as early as possible. By being proactive in reaching out for assistance, I can better help you identify strategies for success. If you have any questions about assignment values, attendance, or other course components that are part of course grades, please contact me before the close of the semester grading period.

## **Complete Assignments**

Assignments must be submitted by the given deadline or special permission must be requested *before the due date*. Extensions will not be given after the due date except under extreme circumstances. Late assignments will be deducted a full grade for each weekday the assignment is submitted past the deadline.

## **Check your Email**

Email is an official means for communication at Gustavus Adolphus College. I expect that you will check your Gustavus email at least every 24 hours.

## **Understand When You May Drop This Course**

It is your responsibility to understand when you need to consider dropping/withdrawing from a course. Refer to the Gustavus Academic Catalog for dates and deadlines for registration. [https://gustavus.edu/general\\_catalog/current/calendar](https://gustavus.edu/general_catalog/current/calendar)

## **Incomplete Policy**

A grade of incomplete may be awarded at the discretion of the instructor, if requested by the student, under the following conditions: 1) the last day to withdraw has passed, 2) and unforeseen circumstances beyond the student's control (usually restricted to illness or family emergency) preclude completion of the remaining work for the course by the semester deadline. Note that poor planning or having a lot of work to complete at the end of the term are not, in fairness to other students, considered circumstances beyond a student's control. This additional time to complete coursework may not extend beyond the final day of the following semester, and earlier limits may be set at the discretion of the instructor.

The grade "I" for a particular student, along with an expiration date, is reported at the end of the term to the Office of the Registrar on a special form, which is signed by both the instructor and the department chair. A temporary grade will also be submitted, in the computation of which the instructor has considered work not completed as a zero or an F. If before the end of the expiration date, the instructor reports a final grade to the Registrar, that grade will be recorded and the grade point average will be computed accordingly.

When the expiration date has passed without a grade being reported, the temporary grade will replace the "I" and become a permanent part of the transcript record.

### ***Gustavus Adolphus College Honor Code***

Gustavus Adolphus College is proud to operate under an honor system ([https://gustavus.edu/general\\_catalog/current/acainfo](https://gustavus.edu/general_catalog/current/acainfo)). The faculty and students have jointly created an Honor Board to enforce the Honor Code and the Academic Honesty Policy. Each faculty member is responsible for stating course penalties for academic honesty violations, and for defining the level of authorized aid appropriate to the work in their courses. Each faculty member is also required to report violations of the Academic Honesty Policy to the Provost's Office. It is your responsibility, as a student, to ask questions if you are not sure about situations such as when to cite a source, how to cite a source, sharing data with lab-mates, and avoiding inadvertent cheating when working in groups. It is also your responsibility to learn about the policy and the consequences for violations so please ask questions!

The overarching principle of the Academic Honesty Policy is that students shall submit their own work, in fairness to others and to self. Your Professor wants you, a developing scholar, to be able to take pride in your own academic work and to maintain your academic integrity. Citations must accompany any use of another's words or ideas that are not common knowledge. Quoting or paraphrasing from electronic sources without proper citation is as serious a violation as copying from a book or other printed source. A student may not submit work that is substantially the same in two courses without first gaining permission of both instructors if the courses are taken concurrently, or permission of the current instructor if the work has been submitted in a previous semester. Ask your Professor if you have questions about a particular assignment or kind of work. Please make sure you fully understand the rules related to online work, as it pertains to this course. Unauthorized aid during online exams and assignments is every bit as serious and inappropriate as it would be in an in-person course. In fact, in the online environment it is sometimes easier for faculty to detect violations.

The sanction in this course for a violation of the Honor Code involving plagiarism, copying another student on an exam, or other kinds of cheating on a single assignment will usually be an "F" on the plagiarized assignment or exam. For a more significant event, I, your Professor, reserve the right to assign you a grade of "F" for the course. In addition, for any Honor Code violation, I will notify the Provost's Office. A letter will be generated by the Provost's Office and sent to you. The letter will remain on file. There will be no further consequence, beyond the course penalty and the letter, if you do not commit any further Honor Code violations. Repeat offenses could ultimately lead to dismissal from the College. You have the right to appeal any Honor Code violation through an Honor Board hearing process. In this course, your Professor aims for you to learn how to cite sources properly, do your own work on all exams, and function as a scholar with integrity. Please feel welcome to ask questions about the important matter of Academic Honesty and let me know how I can best support your learning.

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## **Course Support**

### **Requesting Accommodations**

Gustavus Adolphus College is committed to ensuring equitable and inclusive learning environments for all students. If you have a disability and anticipate or experience barriers to equal access, please speak with the accessibility resources staff about your needs. A disability may include mental health, attentional, learning, chronic health, sensory, physical, and/or short-term conditions. Students with a documented elevated risk of COVID-19 may also request academic accommodations. When appropriate, staff will guide students and professors in making accommodations to ensure equal access.

Accommodations cannot be made retroactively; therefore, to maximize your academic success at Gustavus, please contact them as early as possible. Accessibility resources staff are located in the Academic Support Center (<https://gustavus.edu/asc/accessibility/>) (x7227). Accessibility Resources Coordinator, Corrie Odland ([codland@gustavus.edu](mailto:codland@gustavus.edu)), can provide further information.

### **Multilingual Student Support**

Some Gusties may have grown up speaking a language (or languages) other than English at home. If so, we refer to you as “multilingual.” Your multilingual background is an incredible resource for you, and for our campus, but it can come with some challenges. You can find support through the Center for International and Cultural Education’s (<https://gustavus.edu/cice/>) Multilingual and Intercultural Program Coordinator (MIPC), Pamela Pearson ([ppearson@gustavus.edu](mailto:ppearson@gustavus.edu)). Pamela can meet individually for tutoring in writing, consulting about specific assignments, and helping students connect with the College’s support systems. If you want help with a specific task (for example, reading word problems on an exam quickly enough or revising grammar in essays), let your professor and Pamela know as soon as possible. In addition, the Writing Center (<https://gustavus.edu/writingcenter/>) offers tutoring from peers (some of whom are themselves multilingual) who can help you do your best writing.

### **Mental Wellbeing**

The Gustavus community is committed to and cares about all students. Strained relationships, increased anxiety, alcohol or drug problems, feeling down, difficulty concentrating, and/or lack of motivation may affect a student’s academic performance or reduce a student’s ability to participate in daily activities. If you or someone you know expresses such mental health concerns or experiences a stressful event that can create barriers to learning, Gustavus services are available to assist you, and include online options. You can learn more about the broad range of confidential health services available on campus at <https://gustavus.edu/counseling/> and <https://gustavus.edu/deanofstudents/services/>.

## **Research Assistance**

Students can always get help with research at the library. Reference librarians will help find information on a topic, develop search strategies for papers and projects, search library catalogs and databases, and provide assistance at every step. Drop-ins and appointments are both welcome. Visit [https://gustavus.edu/library/reference\\_question.php](https://gustavus.edu/library/reference_question.php) for hours, location, and more information.

## **Title IX: Sexual Misconduct Prevention and Resources**

Gustavus Adolphus College recognizes the dignity of all individuals and promotes respect for all people. As such, we are committed to providing an environment free of all forms of discrimination including sexual and gender-based discrimination, harassment, and violence like sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or is experiencing these types of behaviors, know that you are not alone. Resources and support are available; you can learn more online at <https://gustavus.edu/titleix/>.

Please know that if you choose to confide in me, I am required by the College to report to the Title IX Coordinator, because Gustavus and I want to be sure you are connected with all the support the College can offer. Although it is encouraged, you are not required to respond to outreach from the College if you do not want to. You may speak to someone confidentially by contacting the Sexual Assault Response Team (SART/CADA), Chaplains, Counseling Center, or Health Service staff; conversations with these individuals can be kept strictly confidential. SART/CADA can be reached 24 hours a day at 507-933-6868. You can also make a report yourself, including an anonymous report, through the form at <https://gustavus.edu/titleix/>.

## **Pass/Fail Grading**

Gustavus will not re-issue the college-wide COVID-related Pass/Fail Grading option for Fall 2021. Students facing COVID-related academic interruptions can petition the Academic Petition Board for Pass/Fail.

## **COVID Policies in the Classrooms**

All classrooms will follow the most up-to-date [COVID policy of the college](#) with regard to masking, social distance, food and beverage in the classroom, and sanitizing of technology and spaces. Individual faculty members may ask for additional COVID precautions at their discretion.

## **COVID Policies with Regard to Travel**

Any college-sponsored travel will follow the most up-to-date [travel policy](#) and the [COVID policy of the college](#) with regard to masking, social distance, and sanitization. Additional precautions may be taken at the discretion of the faculty member leading the travel.

## **COVID-19 Exposure Guidelines**

If an unvaccinated individual has been exposed to COVID-19, they will become part of a contact trace. It does not matter whether the individual or the COVID-positive individual was wearing a mask. The Gustavus staff person will assist any individuals who may need to enter quarantine.

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### ***Taskstream and your Standards Portfolio:***

This course includes an assignment (your Professional Portfolio/Website) that also serves as a Key Assessment for your department Standards Portfolio (Standard 6K). You must earn a "2" or higher on any Key Assessment to be considered a "passing" score. *Revise-and-resubmits will be expected if you do not earn a 2 or greater on your Key Assessments.* Your assignment grade for course Key Assessments will be entered into the gradebook for the first draft of your Key Assessment and will become a part of your overall course grade. However, the education department does not permit failing grades for Key Assessments in your Portfolios, so those must be revised/resubmitted and *are due before the end of the semester.* Please notify your instructor of any problems, questions, or concerns.

Also, if you do not yet have your Taskstream account when you take this course, simply save this syllabus information, to retain the following steps for how to complete your Taskstream upload when you're ready to do so. The steps are:

1. When you go through the Education Department Admissions process you'll be given something called an "Admission Data Entry Process" checklist. On that form, you'll be directed as to which course assignments need to be uploaded where in Task Stream to begin building your Portfolio. A summary of all those uploads, called Key Assessments, can be found [here](#).
2. For EDU 241: Educational Technology you'll be uploading the URL for your website that you've been working on all semester, this doubles as the Key Assessment for Standard 6K:

**Standard 6, communication.** A teacher must be able to use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. The teacher must:

**K.** use a variety of media and educational technology to enrich learning opportunities

3. When you upload to your Portfolio, you will write, in the TaskStream text box, a brief description and rationale (see the [in-depth guide here](#)).

**Standards of Effective Practice for Teachers**  
**(which are covered in this course/how they are assessed):**  
**EDU 241 Standards of Effective Practice and Minnesota State Content Standards**  
**Placement**

Standards	Learning Opportunities	Assessment
<b>2H. Demonstrate knowledge and understanding of concepts related to technology and student learning</b>	<p>Students read and discuss various online articles (provided by professionals in their chosen areas or fields), and explore a minimum of 10 different technological tools for effective teaching and learning. Students discuss current educational technology topics, and how these topics apply to current Classrooms, in particular to students' expected future classroom settings.</p>	<p>Students' final Professional Portfolios are the primary demonstrations of competency in this standard.</p>
<b>3R. Identify and apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities</b>	<p>In EDU 241, Students are exposed to and discuss diversity in the context of a wide variety of K-12 learner needs and ways to apply ed tech tools to address those needs and ensure pupil success in the classroom (i.e. assistive technology, differentiation of instruction via technology-based tools, and offering student choice to show what they know). Informal assessments are made during these discussions and work with technology resources. Additionally, students design and compile a Professional Portfolio throughout the course, culminating in a</p>	<p>This standard is assessed through the "Differentiations/Accessibility" Tool Assignment</p>

	<p>final project that demonstrates knowledge and skills related to this standard, particularly in the requirement that at least one portfolio element must be an app, tool, or website devoted to supporting diverse learning needs</p>	
<p><b>4K. Use technology to broaden student knowledge about technology, to deliver instruction to students at different levels and paces, and to stimulate advanced levels of learning</b></p>	<p>EDU 241 students discuss how to design effective learning activities with a variety of technology resources in a minimum of 10 different categories such as presentations, classroom management, and content-specific apps. Throughout the semester students are introduced to a variety of technology-based tools used for various means/purposes within a K-12 classroom, then invited to explore ways to use and apply those tools in their future contexts. In the end, students have their own Top Ten “core cadre” of tools for use in their future classrooms, plus an overall professional portfolio that showcases these plus many more elements students develop for the course. Informal assessments are made during these discussions and practical application opportunities, including observations of their in-progress efforts toward their Portfolios and the core cadre of tools, and their thinking and efforts toward</p>	<p>This standard is assessed through the “Differentiations/Accessibility” Tool Assignment</p>

	developing their skills in learning technologies	
<b>6K. Use a variety of media and educational technology to enrich learning opportunities</b>	Throughout the semester in EDU 241: Educational Technology, students are provided with opportunities to explore and interact with a variety of technology tools, including key hardware/devices, presentation software, blogging tools, infographics and memes, social media, apps and mobile software, content-specific tools, classroom management technology, student response tools, differentiation/accessibility apps, and by following a popular educational or pedagogy-focused blogger	Ongoing formative assessments are done throughout the semester as students learn and practice using these tools, develop their own Core Cadre of Top 10 Tools, and apply these toward their final course project, the Professional Portfolio site. Students' final Professional Portfolios are the primary demonstrations of competency in this standard.
<b>7H. Plan for the management of technology resources within the context of learning activities and develop strategies to manage student learning in a technology-integrated environment</b>	Knowledge related to this standard is built through discussions and hands-on practice in class and is evidenced by students' final course Portfolios. Students specifically explore these topics within the contexts of their future teaching settings, plus with a critical eye toward ways to include (or not) technology in those classrooms. Also the Top 10 core cadre of tools specifically includes at least one tech-based tool for managing classrooms as a way of introducing large potential tools students will be expected to learn and use in their future school districts.	Assessment of both the Classroom Management Tools portfolio item and the overall online portfolio is the means of measuring student learning of this standard.

<p><b>9H. Use technology resources to collect and analyze data, interpret results, and communicate to improve instructional practice and maximize student learning.</b></p>	<p>In EDU 241, candidates are exposed to various technology resources to collect and analyze student performance data (i.e. Moodle).</p>	<p>This standard is assessed through the “Learning Management” Tool assignment</p>
<p><b>9M. Understand the role of continuous development in technology knowledge and skills representative of technology applications for education</b></p>	<p>In EDU 241, this standard is at the very core of the course, is woven through every activity, discussion, and time for practical application and practice, and culminates in the students' final Professional Portfolio project.</p>	<p>Students' final Professional Portfolios are the primary demonstrations of competency in this standard.</p>
<p><b>10M: understand the social, ethical, legal, and human issues surrounding the use of information and technology in prekindergarten through grade 12 schools and apply that understanding in practice</b></p>	<p>Students are exposed to social, ethical, legal and human issues in multiple classes that address both the role of Social Media and Artificial Intelligence in the classroom.</p>	<p>This standard is assessed through the “Social Media” and “Artificial Intelligence” assignments.</p>