



Syllabus

Course Title: *Instructional Technology: Creating digital learning for P12*

Program and Date: London Winter 2026-2027

Instructor Name: Jessica Pryor, Ed.D.

Instructor Home Institution: Murray State University

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Academic Department: Early Childhood and Elementary

Get to Know Your Professor

I teach at Murray State University in the teacher preparation program. I focus on educational technology and have a passion for global learning and immersive travel. I was an exchange student and I have studied abroad myself, and those experiences shaped how I see the world and how I teach. I later lived and taught in Chile. So far, I have traveled in 23 countries. These experiences taught me the value of going beyond being a tourist and truly connecting with local culture, history, and place. Join me in London for an EdTech course where you'll explore the city as a living classroom, collaborate on hands-on projects, visit inspiring sites, and gain confidence as a global learner, preparing you to design engaging, learning experiences for your future students.

Course Description

Transform from tourist to teacher by anchoring educational technology design in London's unparalleled cultural contexts. Using world-class museums like the British Museum, Science Museum, and the Victoria and Albert Museum as living laboratories of engagement, curiosity, and storytelling, this two-week study abroad course has participants explore how to guide young learners in investigating and documenting artifacts.

Pre-service teachers analyze how these sites blend technology and education through digital interactive exhibits to master learner-centered design and inclusion. They create their own videos while reflecting on challenges, and the class collaborates to produce a practical how-to manual of instructional materials and teaching methods that captures steps, common problems, and solutions for use with their future students. This hands-on, place-based inquiry equips participants with strategies to design multimodal digital products that connect P-12 learners to identity, culture, and human experience.

Course Level and Credit Hours

Undergraduate
3 Hours



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Prerequisite(s)

Foundational education course preferred (understanding basic learning/teaching theories), or by permission of instructor.

Student Learning Outcomes

Upon completion of all coursework with a passing grade and full participation in course activities, students shall be able to:

1. Analyze the application of technology (apps, digital interactives, accessibility features) in London's museums to identify effective principles of learner-centered design and inclusion (ISTE 2)
2. Design multimodal EdTech products (e.g. digital stories, gamified lessons) that are anchored in real cultural artifacts and place-based inquiry of London's resources to enrich P12 curriculum at home (ISTE 1, 5, 6)
3. Evaluate the use of sensory and immersive place-based learning experiences to inform the creation of developmentally appropriate, engaging instructional technology for elementary classrooms. (ISTE 7)
4. Apply current digital citizenship and ethical standards (including FERPA and COPPA) while using personal recording devices to document and share learning experiences in a global setting. Follow digital safeguards to ethically and responsibly leverage GenAI as a learning tool. (ISTE 3, 4)

Required Readings and Materials

ISTE. (2023). *ISTE standards: For educators*. ISTE.

<https://iste.org/standards/educators>

Kolb, L. (2017). *Learning first, technology second: the educator's guide to designing authentic lessons*. International Society For Technology In Education.

Additional materials will be provided by Dr. Pryor throughout the course while on location in London.

Assignments and Grades

Pre-Departure Module Completion: (15%)

Includes Virtual Museum Tour Analysis, completion of COPPA/FERPA modules, and review of digital storytelling examples

On-Site Participation & Daily Reflection Vlogs: (20%)

Documentation of the learning and journey translating experiences "From tourist to teacher." includes active participation in site visits

Artifact Inquiry and Context: (15%)



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Completion of 'behind the scenes' notes, footage, and cited information of selected artifact, its context, and its direct pedagogical application to P12 learning standard. This is the 'in-the-field' materials students need to complete the final product.

Rough Product: (10 %)

Completed product rough draft and peer review for multimodal digital product for use in a classroom (e.g. digital story, gamified lesson) completed on time (on site in case additional footage is needed)

Final Product and Digital Showcase: (15%)

Final multimodal digital product with incorporated feedback presented to peers (due after returning home in a digital format)

Manual Component: (25%)

Completed section of the "How to Manual" with reflection of experiences and lessons from course including a section on how to apply these lessons in their future classrooms

Grading Scale

The following scale will be used to compute your grade.

90 - 100% = A
80 - 89% = B
70 - 79% = C
60 - 69% = D
Below 60% = F

Onsite Learning Experiences and Activities

Onsite learning experiences in this class will likely include the following site visits. This is a tentative list which will be replaced with a detailed daily itinerary of class meetings and field trips prior to the departure date.

- British Museum
- London Museum (opening in 2026)
- Science Museum
- Victoria & Albert Museum
 - V & A Storehouse
 - South Kensington
- London's Outernet
- Immersive Experience (subject to availability/timing)



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Attendance Policy

Attendance is mandatory at all scheduled activities and class meetings as well as field trip excursions. This includes any virtual meetings before and after the onsite experience. Repeated absences, including for ill health, will require documentation to be excused.

Absences may result in a reduction of final grade.
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Academic Integrity Policy

Plagiarism (see your home university's definition) will result in penalties including a grade reduction or failing grade for the course. AI (including ChatGPT, Google Gemini, and their products) is permitted for <i>some</i> assignments, but citations (following APA and a link to the original chat/prompt) are required. More information on AI use will be included in pre-course materials.

Physical Expectations

Program requires walking 3-5 miles per day on uneven pavement in all kinds of weather and long periods of standing. Students must be able to carry their own bags and belongings.

Disability Accommodation

CCSA is committed to providing access to education abroad to the extent possible in a study abroad setting. The earlier CCSA and the faculty know the needs, the more likely we can accommodate them. At a minimum, students seeking accommodations are to contact both the CCSA office and the faculty one month in advance of the program's beginning. Students seeking such accommodation must provide CCSA with a copy of the letter on file with their own Office of Disability Services outlining what services they receive on their home campus.

Title IX Policy

Sexual misconduct (including sexual harassment, sexual assault, and any nonconsensual behavior of a sexual nature) and sexual discrimination violate CCSA policies. Students experiencing such behavior may obtain support from the Onsite Program Director or the CCSA Executive Director. To report sexual misconduct or sex discrimination, contact either of these two officers. Disclosure to faculty instructors or CCSA officers of sexual misconduct, domestic violence, dating violence, or sex discrimination occurring on the program or involving a visitor, student or employee is not confidential under Title IX. Faculty and other CCSA employees are required to forward such reports, including names and circumstances, to the CCSA Executive Director.

Statement about Final Syllabus

Please note that all CCSA syllabi are subject to change, but every effort will be made to ensure participants receive notice of such changes in a timely manner.