Auburn University
Syllabus

1.   **Course Number:**   EDMD 7010
        Course Title: Instructional & Informational Technologies
        Credit Hours: 3 semester hours
        Professor: Dr. Sara Wolf
                4066 Haley Center
                email: wolfsa1@auburn.edu
                Office Hours: Mon, Thur (2:30 – 4:00 pm) by appointment

2.   **Date Syllabus Prepared:** August, 2010

3.   **Text:** American Psychological Association (2001). *Publication Manual of the American Psychological Association (6th ed.)*. Washington, D.C.: American Psychological Association (Required)

        Picciano, A. G. (2006). *Educational leadership and planning for technology (5th ed.)*. Upper Saddle River, NJ: Pearson. (Required)

        Simpson, C. (1997). *Copyright for Schools (4th ed.)*. Columbus, OH: Linworth. (Required)

        Other readings as assigned

        Other Materials: Portable storage media (Flash/Thumb/Keychain required)

4.   **Course Description:**
        Evaluation, selection, and use of traditional and current technologies for instruction, information, and administration in learning environments.

5.   **Course Objectives:**
        Upon completion of this course, students will be able to demonstrate a knowledge of the following:
        a) Attributes and criteria for evaluating different information formats
        b) Locating, evaluating, and selecting instructional and informational technology for curriculum, taking into consideration the characteristics of learners in a multicultural society
        c) Planning a professional development program for teachers and administrators in the use of new technologies
        d) Selecting appropriate instructional technology hardware for instructional and administrative functions
        e) Selecting appropriate technology for networking computers for instruction and information retrieval, including technology for assistive technologies
        f) Selecting appropriate distance learning resources using the Internet and other emerging media
        g) Identifying contemporary ethical issues affecting the selection and use of new technologies

6.   Course Content:

Date	Topic	Reading Due	Assignment Due
Aug 23	Introduction; Journaling, email; What is ET/IT?;		APA Pre-Test Begin research paper topic approval process
Aug 30	Technology Planning: Introduction; Reflective Writing Introduction; HTML/ GoogleSites; Adding Calendars and Gadgets to Googlesites	Reiser (2007a-b) Davis	Bring Technology Plans to class for in-class activity Be registered w/ a Gmail Account Sign Up for Final Project Groups
September 6 – Labor Day – No Class Scheduled			
Sept 13	APA Format; Technology Policies	APA manual, especially Ch. 3, 6, & 7 Picciano Ch. 12	Bring APA Manuals to class for in-class activity Research Paper topic (by appointment) Bring sample technology related policies for in-class activity
Sept 20	Google Sites for Final Projects Technology Learning & Equity Issues; Collaborative Computing Tools	Picciano Ch. 3	APA Homework Due
Sept 27	Hardware & Software Planning, Selection & Evaluation Graphics	Picciano Ch. 10	Research Paper Topic (final approval) Due APA Mastery Test
Oct 4	Technology as an Instructional Tool Advanced Graphics	Picciano Ch. 6	Ref. Entries (n=3) Due Bring at least 10 digital pictures for in-class activity Technology Policies Due
Oct 11	Technology and Staff Development ; Digital Video; Editing Video;	Picciano Ch. 11	
Oct 18	Copyright	Simpson	Research Paper Outline & Annotated Bibliography Due
Oct 25	Technology, Learning & Equity Issues	Picciano Ch. 3	
Nov 1	Technology for Administrators Inspiration, PowerPoint (animation), Publisher	Picciano Ch. 4 Picciano Appendix B	Research Paper Due Ref. Entries (n=2) Due

Date	Topic	Reading Due	Assignment Due
Nov 8	Development Day		Preliminary Grant Applications (peer feedback; feedback by Dr. Wolf by appointment **after** peer feedback has been received)
Nov 15	Development Day		Staff Development Session Due
November 22 – Thanksgiving Holiday – No Class Scheduled			
Nov 29	**Final Project Presentations**		Technology Grant Presentations Due

Readings

Davis, E. A. (2006). Characterizing productive reflection among pre-service elementary teachers: Seeing what matters. *Teaching and Teacher Education, 22,* 281-301. (Avail. AU Libraries)

Reiser, R. (2007a). What field did you say you were in?: Defining and naming our field. In R. A. Reiser & J. V. Dempsey (Eds.) *Trends and issues in instructional design and technology* (pp. 2-9). Upper Saddle River, NJ: Pearson. (Avail. AU Libraries)

Reiser, R. (2007b). A history of instructional design and technology In R. A. Reiser & J. V. Dempsey (Eds.) *Trends and issues in instructional design and technology* (pp. 17-34). Upper Saddle River, NJ: Pearson. (Avail. AU Libraries)

7. **Course Requirements**
    1. Attend all class sessions and participate in all class discussions and exercises
    2. Complete all readings & assigned homework activities
    3. Complete reflective writing entries (5 total entries required. You have 8 opportunities to get your 5 best scores. You must have completed 3 by October 4, and the remaining two by November 1.)
    4. Complete a research paper on an *instructor approved topic* relating to technology in education.
    5. Plan and develop a staff-development session that relates to some aspect of the proposed technology grant project
    6. Collaborate to write a technology grant:

8. **Assessment:**
    The final grade for the course will be based on a ratio of the points earned to the students to the points offered during the semester.

Technology Grant Project (G)	50 points
Technology Policies (G)	15 points
Staff Development session (I)	30 points
Technology Related Research Paper (I)	30 points
Reflective Writing entries (I)	25 points
Total:	*150 points*

The following grading scale will be used to assign final grades for the course:

90-100% (135 pts)...............A 80-89.9% (120 pts)..............B 70-79.9% (105 pts)..............C 60-69.9% (90 pts)................D Below 60% (<90 pts) ....F	Any assignment presented or turned in late will be penalized 10% for each class period that it is late. Late assignments presented or turned in late after two class meetings will not be accepted and will receive a grade of 0.

9. Class Policy Statements:

Special notes:
- Students should make sure that any technological problems encountered while using public computers in the LRC, or while in class are *immediately* reported to the instructor, and to the LRC staff in writing. Students should write the number of the computer (found either on the monitor or on the CPU), the time the problem occurred, the specific tasks being attempted when the problem occurred, name & email of the student discovering the problem, and a detailed description of the problem. This will provide the LRC staff with the necessary information to quickly address and correct the problem.
- Students are also *strongly* encouraged to contact the instructor regularly during class, office hours or via e-mail for assistance; clarification, if needed, on assignment requirements; and for periodic review of class progress.
- Auburn University has provided each student with an email account. These accounts are used as the official communication medium between the university and the student. For this reason, students should communicate with the instructor using *only* their official university (TigerMail) accounts or via the WebCT email option. Email originating from Hotmail, AOL, or other non-Auburn sources will *not* be opened by the instructor.

Assignment Submission:
1. Assignments are due at the beginning of the class period noted. In cases where assignments are emailed to instructors, they are due *prior to the beginning* of the class indicated on the schedule.
2. Due to the potential incompatibility of word processing and other software programs and formats, *absolutely no work* for the course will be accepted a an e-mail and/or as an e-mail attachment or on a disk, *unless specifically indicated differently* by the instructor. All graded work must be printed off by the student and submitted to the instructor in hard copy format.

Data Maintenance:
- It is the *student's responsibility* to maintain backup copies of disks and assignments and to complete the work in the time available. Students are *strongly encouraged* to utilize their public server space provided by Auburn University as one of their back-up options. However, this should **not** be the **only** option used by students. Floppy disks, zip disks, and multiple copies of files should also be used to guard against data loss. Failure to submit assignments due to data loss is not an acceptable excuse.
- Students are *strongly encouraged* to make regular time in their schedules for the completion of computer- and team-based projects. Typically *more time* is needed

than is available in the class meeting schedule for the successful completion of these projects.

- The instructor may request to see a student's disk and backup copies of electronic files at any time during the semester in order to assess progress.

Attendance Policy

- As educational professionals, it is incumbent upon you to demonstrate that you are capable of meeting the demands of the teaching profession. Educational professionals are expected to be present in their classrooms (or offices) each of the days of the employment contract (typically 150-180 teaching days per year plus additional staff-only days, depending on the district). ***Since regular attendance is an essential function of the teaching profession it is also mandatory in this course.*** Auburn City Schools has 189 teacher days in the 2007-08 school year. Teachers are allowed to take 2 personal days (some people call these "no questions asked" absences) per year. This works out to approximately 1% of the required teacher days. If the same criteria were to be applied to the number of class hours required for this course during a semester (45 contact hours), that would work out to approximately 30 minutes of allowable "personal" or "unexcused" absences. However, this is not convenient for record keeping purposes. **Therefore, students will be permitted to have one (1) "no questions asked" absence during the semester.** Your instructor will deduct from this one absence any chronic tardiness (this includes arriving at class after instruction has begun, or leaving class before the class has been dismissed) that you exhibit during the semester. **Each unexcused absences beyond one (1) will result in a 5 point reduction in your total number of final points earned for the semester.**
- **Students who are absent for "excused" reasons (please see the Tiger Cub for specific information regarding excused absences) must provide the instructor with appropriate documentation within one (1) week from the date of the absence.** Since this is a class that meets once per week, that means that the documentation must be provided to the instructor **no later than the end of the class session following the date of the absence.** If the reason for the absence is such that this is not possible, it is the student's responsibility to communicate with the instructor and make other arrangements.
- "Excused" absences are defined as absences that have been documented as occurring for University approved reasons. **ALL absences will be considered to be "Unexcused" until and unless the instructor is in possession of the appropriate documentation for that absence.** Please be aware that the instructor may verify any or all medical or other documentation that is presented for absence verification purposes. The falsification or forgery of medical documentation is considered to be an act of Academic Dishonesty, subject to sanctions as spelled out in the Tiger Cub by the Academic Dishonesty Committee. Additionally, some physicians have been known to file separate civil charges against those who have committed this type of forgery.

Participation:

Participation is important in our classes as most of you are teachers, administrators, library media specialists or professionals in other areas relating to the educational process. Seldom do I have to remind you to engage in class activities. While some of you are not as gregarious as others, and some are more apprehensive than others there are few common definitions of participation that I will use when evaluating it for your grade. A

good rule of thumb is: "Tush time does not equal participation." Basically, this means that in addition to *appearing* in class each week, you must *contribute in a collegial manner* in order to achieve 'participation' status. To this end,

Participation in EDMD 7010 is defined as:

1. Regular, collegial contribution to class discussions (both in class and online):
    a. Providing assistance to classmates for "troubleshooting" purposes.
    b. Treating classmates with respect and dignity both during in class activities and online interactions.
    c. Continuing discussions (in class and online) in such a manner that encourages others to participate rather than discouraging them.
2. Attending to class activities in a professional manner:
    a. Coming to class prepared with materials and any handouts that you might need to complete class activities.
    b. Completing assigned homework activities so that you are fully able to participate the next class period.
    c. Giving guest speakers your full attention.
    d. Keeping personal interruptions via cell phone or other forms of electronic communication restricted to break times or before & after class time.
    e. Cooperating with your team member(s) for team projects in a professional way.
    f. Paying attention to your peers while they are participating in the class. This is one way of indicating that you respect.

This list is by no means exhaustive. There are many ways to participate in class and online. It is intended to be a basic list that can be expanded upon by you when appropriate. If you think of an item that you think should be added, please do not hesitate to let me know.

Students frequently want to know how participation will affect their grade at the end of the semester. As a graduate student you are expected to participate. This is "entry level" behavior. Therefore, you will not earn regular or extra points for participating in a manner that is expected of you.

Evacuation Policy:

In case of fire or other building evacuation alarm being sounded in an Auburn University building, students and instructors are expected to immediately leave the building. This is to ensure the safety of all class members. In case an alarm is sounded during the class meeting period, the following locations will be designated meeting areas for members of EDMD 7010.

*   **Haley Center Classrooms inside the LRC**
    o   Once the class has left the building, students should proceed to the area in front of the pharmacy building. There are benches there that can be used as a gathering place.
    o   Students should check in with the instructor so that their safety is noted.
    o   Students should not leave the immediate area without notifying the instructor.
*   **Building Re-entry**

- o If the evacuation alarm sounds within the last 30 minutes of a class meeting period, class will be dismissed once all students have checked in with the instructor at the designated meeting area.
- o If the alarm sounds with more than 30 minutes of class time remaining, the instructor will notify the students regarding class dismissal once the entire class has checked in at the designated meeting area.

Make-up quizzes and exams:

- Make-ups will be given only for University approved excuses as outlined in the Tiger Cub (http://www.auburn.edu/student_info/tiger_cub/index.html).
- Arrangements to take a make-up quiz or an exam must be made in advance.
- Students who miss a quiz or an exam because of illness need a doctor's statement of verification of sickness and should clear the absence with the instructor the day they return to class.
- Other unavoidable absences from campus must be documented and cleared with the instructor in advance.

Academic Misconduct:

- All acts of dishonesty (including, but not limited to: giving or receiving assistance on exams or quizzes, acts of plagiarism, submitting work completed by another individual) in any work constitute academic misconduct.
- Your instructor will provide specific direction within assignment sheets regarding specific actions that are permitted or not permitted relating to that assignment.
- The University Academic Honesty Code will be followed in the event of academic misconduct.
- Acts of dishonesty in any work will result in a grade of zero (0) for the affected assignment for all parties involved. The grade will be modified at the conclusion of any hearing that might take place and the communication of sanction, if necessary, from the Office of the Provost.
- See Tiger Cub Student Handbook http://www.auburn.edu/student_info/tiger_cub/index.html for more specific information.

Computer Security:

- In order to maintain the computers so that they are available for all students as they are needed, the College of Education & the LRC has a *NO Food or Drink* policy. This means that food and drink should not be brought in to the LRC at any time. Students are expected to adhere to this policy.
- Printers in the LRC are networked so that students do not have to pay as they print. However, students should remember that each print job that is executed under their userid will be charged to their bursar bill.
- Only students in the College of Education, or those students enrolled in College of Education courses are permitted to use the computers in the LRC computing center and the LRC classrooms. Under *no* circumstances should students share userids and/or passwords with roommates, classmates, or other Auburn University students. The sharing of userids and passwords is considered to be in violation of the Auburn

University computing terms of use, and may result in a revocation of computing privileges.

- Students are *strongly encouraged* to change their passwords on a regular basis to ensure against unauthorized use by others.

Accommodations:

- It is the policy of the University and the instructors to make reasonable accommodations for qualified individuals with disabilities. If you are a person with a disability and desire accommodations to complete course requirements, you may request disability accommodations. Please contact the Students With Disabilities Office (844-2096). After initial arrangements are made with that office, contact your professor &/or instructor.

The instructor reserves the right to alter the schedule and content of this syllabus in order to accommodate the needs of the students and/or in light of university and academic schedule changes.