

<p style="text-align: center;">EDMD 7210 Integration of Technology Into the Curriculum Auburn University- College of Education Educational Foundations, Leadership and Technology Department Syllabus 2010</p>

Class Time: Wednesdays, 5:00 to 7:50 pm

Location: Wallace 116

Instructor: Dr. Jung Won Hur

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or by appointment

1. **Course Number:** EDMD 7210
Course Title: Integration of Technology Into the Curriculum
3430 Haley Center
Thursdays 5:00-7:50 pm
Credit Hours: 3 semester hours (Lecture/ Lab)
Prerequisite: None
2. **Date Syllabus Prepared:** August 2010
3. **Text:** 1) All articles will be provided.
2) American Psychological Association (2009). *Publication Manual of the American Psychological Association (6th ed.)*. Washington, D.C.: American Psychological Association -- **Optional**
4. **Course Description:**
Learner competence in integration of technology into curriculum, including designing and integrating technology into instruction
5. **Course Objectives:**
Upon the completion of this course, students will be able to demonstrate knowledge of the general objectives noted below:
 - a) Effectively integrating technology into classroom instruction
 - b) Use of Web 2.0 technologies
 - c) Issues involved in planning and integrating technology into classroom settings
 - d) Application of a variety of technologies in the classroom

Specific objectives noted below show alignment with the Alabama Quality Teaching Standards for initial certification programs (.04) and the Alabama technology standards (.42) for graduate certification programs:

Alabama Quality Teaching Standards (.04)

- (2)(c)2.(v) Ability to plan and implement equitable and effective student access to available technology and other resources to enhance student learning.
- (3)(c)1.(iii) Knowledge of media communication technologies that enrich learning opportunities.
- (3)(c)4.(i) Knowledge of available and emerging technologies that support the learning of all students.
- (3)(c)4.(ii) Knowledge of the wide range of technologies that support and enhance instruction, including classroom and school resources as well as distance learning and online learning opportunities.
- (5)(c)5.(ii) Knowledge of safe, responsible, legal, and ethical uses of technologies including fair-use and copyright guidelines and Internet-user protection policies.

Alabama Technology Standards (.42) for graduate certification programs.

(4)(d)1. Knowledge of:

- (4)(d)1.(i) Strategies to identify and evaluate technology resources and technical assistance (i.e., those available on-line and on-site within a school and district setting).
- (4)(d)1.(ii) Methods for assessing advantages and limitations of current and emerging technologies and on-line and software content to facilitate teaching and student learning.
- (4)(d)1.(iii) Strategies for developing and implementing a classroom management plan to ensure equitable and effective student access to available technology resources.
- (4)(d)1.(iv) Safe, responsible, legal and ethical uses of technologies including air-use and copyright guidelines and Internet user protection policies.
- (4)(d)1.(v) Characteristics of appropriate and effective learner-centered lessons and units that integrate technology.
- (4)(d)1.(vi) Technology tools (including but no limited to spreadsheets, web page development, digital video, the Internet, and email) for instruction, student assessment, management, reporting purposes and communication with parents/guardians of students.
- (4)(d)1.(vii) How to facilitate students' individual and collaborative use of technologies (including but not limited to spreadsheets, web page development, digital video, the Internet, and email) to locate, collect, create, produce, communicate and present information.
- (4)(d)1.(viii) The variety and application of technologies that are responsive to diverse needs of learners, learning styles and the needs of all students (for example, assistive technologies).
- (4)(d)1.(ix) Processes and criteria for evaluating students' technology proficiency and students' technology-based products within curricular areas.
- (4)(d)1.(x) The resources for enhancing professional growth using technology (for example, through assessing web-based information, on-line collaboration with other educators and experts, and on-line professional courses).

(4)(d)2. Ability to:

- (4)(d)2.(ii) Assess advantages and limitations of current and emerging technologies, on-line resources and software to facilitate teaching and student learning.
- (4)(d)2.(iii) Develop and implement a classroom management plan to ensure equitable and effective student access to available technology resources.
- (4)(d)2.(x) Use technology to enhance professional growth (e.g., through accessing web-based information, on-line collaboration with other educators and experts, and on-line professional courses).

6. Course Content and Schedule:

Date	Topic/Reading	Technology	Assignment Due
Week 1 (8/18)	Introduction: Review the syllabus	- PowerPoint	
Week 2 (8/25)	Current technology trend	- Web 2.0 tools	
Week 3 (9/1)	Technology in the digital age	- Photostory (Animoto)	
Week 4 (9/8)	Ubiquitous Learning Environment	- Concept mapping	- Photo Story (15 pt)
Week 5 (9/15)	Technology effectiveness	- Podcast (Voice thread)	
Week 6 (9/22)	Issues in technology integration	- Educational websites	- Podcast (15 pt)
Week 7 (9/29)	Teachers & technology Integration	- Digital videos	
Week 8 (10/6)	Technology integration components	- Wiki	
Week 9 (10/13)	M-learning	- Wiki discussion	- Choice of paper (35 pt)
Week 10 (10/20)	Technology grant	- Assistive technology	
Week 11 (10/27)	Ethical use of technology	Live Classroom	
Week 12 (11/3)	Online learning		
Week 13 (11/10)	Evaluation		- Team progress report (10 pt)
Week 14 (11/17)	Technology grants	Grant proposal	
Week 15 (11/24)	Thanksgiving break		
Week 16 (12/1)		Final presentation	- Final presentation/ (10 pt)/ - Final wiki (30 pt)/ - Self and peer evaluation (25 pt)

Weekly Readings

Week 2: Current technology trend

Coughlin, E. (2010). High school at a crossroads. *Educational Leadership*, 48-53.

Week 3: Technology in the digital age

Prensky, M. (2001). Digital natives, digital immigrants. *From On the Horizon*. 9(5), 1-6.

Carr, N. (2010). What the Internet is doing to our brains: The shallows. New York: W.W. Norton & Company.

Week 4: Ubiquitous learning environment

Warschauer, M. (2007). Information literacy in the laptop classroom. *Teachers College Record*, 109 (11), 2511–2540.

Week 5: Ubiquitous technology use

Zucker, A., & Light, D. (2009). Laptop programs for students. *Science*, 323, 82-85.

Friedman, T. (2007). *The world is flat: A brief history of the twenty-first century*. New York: Picado.

Week 6: Issues in technology integration

Hew, K. F. & Brush, T. (2007). Integrating technology into K-12 teaching and learning: Current knowledge gaps and recommendations for future research. *Educational Technology Research & Development*, 55(3) 223-252.

Week 7: Teachers & technology Integration

Ertmer, P. (2005). Teacher pedagogical beliefs: The final frontier in our quest for technology integration? *Educational Technology Research & Development*, 53(4), 25–39.

Russell, M., Bebell, D., O'Dwyer, L., & O'Conner, K. (2003). Examining teacher technology use: Implications for preservice and inservice teacher preparation. *Journal of Teacher Education*, 54(4), 297-310.

Week 8: Web 2.0 Technology integration components

Harouni, H. (2009). High school research and critical literacy: Social studies with and despite Wikipedia. *Harvard Education Review*, 79(3), 473-493.

Roblyer, M. D. (2006). *Integrating educational technology into teaching (4th ed.)*. Columbus, OH: Merrill.

Week 9: M-learning

Banister, S. (2010). Integrating the iPod Touch in K-12 education: Visions & Vices. *Computers in the Schools*, 27(2), 121-131.

Week 10: Assistive Technology

Safhi, M., Zhou, L., Smith, D. W., Kelley, P. (2009). Assistive technology in teacher-training programs: A national and international perspective. *Journal of Visual Impairment & Blindness*, 103 (9), 562-568.

Shinohara, K. & Tenenberg, J. (2009). A blind person's interactions with technology, *Communications of the ACM*, 52(8), 58-66.

Week 11: Ethical use of technology

Simpson, C. (2005). *Copyright for schools: A practical guide (4th ed.)*. Worthington, OH: Linworth Books.

Kowalski, R. M. & Limber, S. P. (2007). Electronic bullying among middle school students. *Journal of Adolescent Health*, 41, 22-30.

Week 12: Online learning

Rice, K. (2009). Priorities in K-12 distance education: A Delphi study examining multiple perspectives on policy, practice, and research, *Journal of Educational Technology & Society*, 12(3), 163-177.

Bonk, C. & Zhang K. (2008). *Empowering online learning: 100+ activities for reading, reflecting, displaying, & doing*. San Francisco, CA.: Wiley.

Week 13: Evaluation

Wiggins, G. & McTighe, J. (2005). *Understanding by design (2nd ed.)*. Alexandria, Virginia; Association for Supervision and Curriculum Development.

Week 14: Technology grant

Alabama 21: American Recovery and Reinvestment Act (ARRA) competitive grant.

Roblyer, M. D. (2006). *Integrating educational technology into teaching (4th ed.)*. Columbus, OH: Merrill.

7. Course Requirements/Evaluation:

- Actively participate in all in-class discussions and activities
- Complete all class readings
- Complete all required assignments on time
- Moderate one week of in-class/online discussion

Choice of Paper:

Students have a choice of writing position paper or reading response paper.

Choice 1: Position Paper:

You are expected to write a position paper in which you either support or oppose use of technology in schools. The paper should be written in APA style (follow the 6th edition handbook) and include a variety of current professional and/or scholarly references (note: The paper should be **five to eight content pages** (title page, bibliography, etc. do not count toward this total), and should include:

- A. Identify and summarize the main points of the issue being addressed.
- B. Concisely state the position being taken on the issue and provide an alternative action to the one presented in the scenario.
- C. Provide a literature-based rationale and support for the position being taken.

Choice 2: Reading Response:

You will be asked to answer one of two questions related to class reading. You are expected to synthesize all the readings and clearly present your opinions with supporting data. The paper should be written in APA and be 5-8 page length (double space).

* This can be a paper format or video format.

Throughout the paper, utilize excellent grammar, organization and adhere to APA style for citations and bibliographical references. You are welcome to integrate classroom readings but must include additional references relevant to your topic.

Weekly Discussion:

Students will rotate responsibility for moderating in-class discussion of the weekly readings. Moderators will be responsible for reading the appropriate articles and posting discussion question prior to classes (**by noon, Tuesday**), and summarizing the discussion at the end of the class. Each student is expected to fully participate in the discussions during the weeks that they are not moderating.

Technical Skill Development

Students will be asked to develop educational materials using available and emerging technologies. In addition to the final products, students will be asked to submit brief lesson plans explaining how to incorporate the technology in their own classrooms. The technologies include:

- Photo Story (Animoto)
- Podcast (Voice thread)
- Windows Movie Maker or iMovie
- Wiki
- A diverse Web 2.0 technology

Group wiki

As a group, you will be asked to create a group wiki concerning mobile learning (i.e., use of cell phone, iPad etc). The wiki should include at least a) previous research about mobile learning, b) lesson plan ideas, c) implementation of tools, and (d) relevant resources. As a group, you have to have a position about mobile learning.

Self-evaluation & Peer evaluation

You will be asked to examine your learning gains in this class and discuss your team members' contribution to the creation of the team wiki.

8. Assessment:

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

Choice of paper	35 pts	The following grading scale will be used:	
Group Wiki	65 pts	90-100% (180 pts)	A
Weekly Discussion	60 pts	80-89.9% (160 pts)	B
Final Reflection	10 pts	70-79.9% (160 pts)	C
Technical Skill	30 pts	60-69.9% (140 pts)	D
<i>Total:</i>	<i>200 pts</i>	Below 60% (<121 pts)	F

Each assignment will be graded in the following manner:

- A choice of paper (35 pt)
- Group Wiki (65 pt): Final Wiki (30 pt)+ Team progress report (10 pt) + Final presentation (10 pt) + Peer evaluation (15 pt)
- Weekly discussion (60 pt): Moderation (10 pt)+ participation (50 pt)
- Final reflection (10 pt)
- Technical skill development (30 pt): Photo Story (15 pt)+ Podcast (15 pt)

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: 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 make regular time in their schedules for the completion of computer 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 assignments at any time during the semester in order to assess progress. Students should contact the instructor regularly during class, office hours or via e-mail for assistance. 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.

Technology: This course is heavily supported through the use of Blackboard, a Web-based tool for material delivery and communication. Each student automatically has access to the course site through the registration process. It is the student's responsibility to access the on a regular basis to check email, announcements, and to access handouts or other information for the class. Additionally, students are encouraged to make use of the chat room feature for conferencing needed in order to collaborate on project work. Students are expected to try to solve their own technological problems through troubleshooting and contacting Auburn University Help Desk personnel prior to contacting the instructor. When communicating with help desk personnel, please record the name of the person helping you, the time that you called, and the difficulty you were reporting. If the instructor needs to follow up on any issues, this information will be helpful in tracking down the correct solution.

Helpful information for students:

OIT Help Desk Webpage: <http://www.auburn.edu/helpdesk/>

Password update information:

<https://austudy.duc.auburn.edu/cgi-bin/ndcgi.exe/gid/pgLogon>

AUInstall (software available to students at Auburn):

<http://www.auburn.edu/oit/aunet/>

Attendance: Students are highly encouraged to attend all classes. You are responsible for keeping up with your work and what is going on in class. If you are absent, late or leave early, you are still responsible for deadlines on assignments. Students are responsible for initiating arrangement for missed work due to excused absences.

Academic Misconduct: All acts of dishonesty in any work constitute academic misconduct. The University Academic Honesty Code will be followed in the event of academic misconduct. Acts of dishonesty in any work will result in the letter grade of F for all parties involved. See Tiger Cub Student Handbook (http://www.auburn.edu/student_info/tiger_cub/index.html) for more specific information.

The College of Education Statement on Academic Misconduct: The University Academic Honesty Code and the Tiger Cub Rules and Regulations pertaining to Cheating will apply to this class.

Assignment Submission:

- 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.
- Any assignment presented or submitted after the due date will be penalized 5% for each calendar day after the due date. Late assignments presented or turned in late after three calendar days will not be accepted and will receive a grade of zero (0). Be aware that many assignments that are due later in the semester are based on work that is completed at the beginning of the semester.

Failure to complete work in a timely manner has a tendency to “snowball” and affect performance on later assignments.

- The instructor will utilize the Blackboard assignment drop box or discussion boards for the submission of all work. There will be times that written copies of work also will be submitted. Specific submission procedures will be communicated before each assignment due. **Students are strongly encouraged to keep paper and electronic archival copies of all work submitted. Additionally, any work that is returned to the students with a grade on it should be retained for record-keeping purposes.**

Make-up assignments: Students who miss class on days when assignments are due have two responsibilities. First, they must submit the work that is due *prior* to the start of class using the appropriate online submission procedure(s) (i.e., Assignment drop box, posting a discussion, or other as communicated by the instructor). Second, they must be sure to bring university approved documentation in cases where the absence should be considered “excused.” The *one* “no questions asked” absence does not require documentation, but **does** require the on-time submission of work. If students have questions regarding the submission procedures, they should email the instructor for clarification *prior* to the absence.

Situations of “extenuating” circumstances (i.e., extended stays in the hospital) should be communicated to the instructor as soon as is possible. Students should make every effort to resolve any missing work upon their return to class(es). Appropriate documentation **will** be required in order to make arrangements for special scheduling needs in these circumstances.

Professionalism:

The College of Education Statement on Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

- Engage in responsible and ethical professional practices
- Contribute to collaborative learning communities
- Demonstrate a commitment to diversity
- Model and nurture intellectual vitality

Students are expected to comport themselves in a professional manner during class meeting times as well as conferences with the instructors. **Accessing non-class related websites during class (i.e. Face Book, wedding planning sites, etc.) demonstrates a lack of professionalism and respect for the instructor and others enrolled in the class.** This type of web use during class should not occur.

Instructors may deduct points from the participation portion of the grade should this type of activity occur.

Some examples of activities that you should not engage in during class time (unless specifically directed to do so by your instructor) include (but are not limited to):

- Visiting Social Network sites such as My Space or Facebook
- Online shopping/ordering
- Wedding Planning
- Online gaming
- Completing or working on assignments or projects for classes other than this one

Cell phones should be set to silent or vibrate and be kept in your bag or pocket during class time. If you have a compelling reason to have your phone visible and in a potentially distracting situation, you must receive permission from the instructor first. Otherwise, you will be asked to put the phone away as indicated in the first bullet point.

Participation:

Participation is important in our classes as most of you are preparing to be teachers. 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 (especially in a technology oriented class like this) 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 7210 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
 - 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. Giving guest speakers your full attention
 - c. Keeping off-task computer-based tasks (email, shopping, etc.) to a minimum during break time and non-existent during lectures or guest speaking engagements
 - d. Cooperating with your team member(s) for team projects in a professional way
 - e. Paying attention to your peers while they are presenting in the class. This is one way of indicating that you respect them standing in front of the class and sharing what they have mastered.

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.

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.

Accommodations:

The College of Education Accommodations Policy Statement: Students who need special accommodations in class, as provided for by the American Disabilities Act, should arrange a confidential meeting with the instructor during office hours the first week of classes - or as soon as possible if accommodations are needed immediately. You must bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have these forms but need accommodations, make an appointment with the Program for Students with Disabilities, 1244 Haley Center, 844-2096.

EDMD 7210 Accommodations Policy Statement: It is the policy of the University 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.

10. Justification for Graduate Credit:

Knowing how to integrate instructional technology into the curriculum is essential for technology planners, teachers, library media specialists, and administrators. This course provides advanced students with opportunities to analyze and synthesize curriculum and learning theories in the application and integration of advanced instructional technologies.

11. Other Class Policy Statements:

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.