

**Auburn University  
Syllabus**

1. **Course Number:** EDMD 7010  
**Course Title:** Instructional & Informational Technologies  
3430 Haley Center  
Mondays 5:00-7:50 pm  
  
**Credit Hours:** 3 semester hours  
**Prerequisite:** None  
**Corequisite:** None  
**Professor:** Dr. Jung Won Hur  
4076 Haley Center  
email: [jzh0011@auburn.edu](mailto:jzh0011@auburn.edu)  
Office Hours: Monday and Wednesday (1:00 – 4:00 pm)  
or by appointment
2. **Date Syllabus Prepared:** August 2011
3. **Text:** No textbook is required for this course. All readings will be available via Blackboard or Web.

*Optional Books:*

Morville, P. & Rosenfeld, L. (2007). *Information architecture for the World Wide Web: Designing Large-Scale Web Sites* (3<sup>rd</sup> ed.). Sebastopol, CA: O'Reilly

Krug, S. (2006). *Don't make me think: A common sense approach to Web usability* (2<sup>nd</sup> ed.). Berkeley, CA: Circle.com library.

Sharp, H., Rogers, Y., & Preece, J. (2007). *Interaction design: Beyond human-computer interaction*. New York: Wiley.

Jarrett, C. & Gaffney, G. (2009). *Forms that work: Designing Web forms for usability*. Boston: ELSEVIER.

Halvorson, K. (2010). *Content strategy for the Web*. Berkeley, CA: New Riders.

Petersen, J. (2002). *Absolute beginner's guide to database*. Indianapolis, IN: QUE.

Garrett, J. (2011). *The elements of user experience: User-centered design for the Web* (2<sup>nd</sup> ed.). Berkeley, CA: New Riders.

Rubin, J. & Chisnell (2008). *Handbook of usability testing: How to plan, design, and conduct effective tests* (2<sup>nd</sup> ed.). Indianapolis, IN: Wiley.

MacDonald, M. (2010). *Access 2010: Missing manual*. Sebastopol, CA: O'Reilly

**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 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) Basis of design principles as well usability and user experience goals
- d) The process of interaction design, including data collection, design, building, and evaluation
- e) Basic database concepts and theories

**6. Course Content:**

Date	Topic	Reading Due	Class Activity	Assignment Due
Aug. 22	Course Introduction		MS ACCESS Demonstration	
Aug. 29	Data, information, knowledge	Bates (2005), Clerwall (2003)	Library Search	
Sep. 5	<b>Labor Day – No Class Scheduled</b>			
Sep. 12	Interaction design	Norman (1998), Sharp (2007)	Tables	
Sep. 19	Mental models	Hannon (2008), Lidwell (2003), Norman (2009)	Primary key, Sorting	
Sep. 26	Understanding users	Garrett, J. (2011), Krug (2006)	Relationships	Usability Principles (30 pt)
Oct. 3	Information architecture	Toms (2002), Evernden (2003)	Queries	
Oct. 10	Navigation	Morville (2007), Rogers (2003)	Forms	
Oct. 17	Search	Morville (2007)	Reports	
Oct. 24	Content strategy	Halvorson (2010)		Website Critique (50 pt)
Oct. 31	Form strategy	Jarrett (2009)		
Nov. 7	Usability testing	Krug (2006)		

Date	Topic	Reading Due	Class Activity	Assignment Due
Nov. 14	Usability testing 2	Robin (2008)		Database Practice/ Reflection (40 pt)
Nov. 21	<b>Thanksgiving Holiday – No Class Scheduled</b>			
Nov. 28	Final Presentation			Website redesign/ Presentation (50 pt)

## Weekly Readings

### August 29:

Bates, M.J. (2005). Information and knowledge: An evolutionary framework for information science. *Information Research*, 10(4). Available at:  
<http://InformationR.net/ir/10-4/paper239.html>

Clerwall, C. (2003). Information architecture: A descriptive overview. In Pettersson, J.S. (ed.) *HumanIT 2003* (pp. 93-110). Karlstad University Studies: Karlstad University.

### September 12:

Norman, D. (1988). *The psychopathology of everyday things*. New York: Basic Books. Chapter 1.

Sharp, H., Rogers, Y., & Preece, J. (2007). *Interaction design: Beyond human-computer interaction*. New York: Wiley. Chapter 1.

### September 19:

Hannon, C. (2008). Mental and conceptual models, and the problem of contingency. *Interactions*, 15(5), 58-64.

Norman, D.A. (2009). Memory is more important than actuality. *Interactions*, 16(2), 24-26.

Lidwell, W., Holden, K., Butler, J. (2003). *Universal principles of design*. Gloucester, Massachusetts: Rockport.

### September 26:

Krug, S. (2006). *Don't make me think: A common sense approach to Web usability* (2<sup>nd</sup> ed.). Berkeley, CA: Circle.com library. Chapter 2

Garrett, J. (2011). *The elements of user experience: User-centered design for the Web* (2<sup>nd</sup> ed.). Berkeley, CA: New Riders. Chapter 1.

### October 3:

Evernden, R. and Evernden, E. (2003). Third-generation information architecture. *Communications of the ACM*, 46(3), 95-98

Toms, E.G. (2002). Information interaction: Providing a framework for information architecture. *Journal of the American Society for Information Science and Technology*, 53(10), 855-862.

**October 10:**

Morville, P. & Rosenfeld, L. (2007). *Information architecture for the World Wide Web: Designing Large-Scale Web Sites* (3<sup>rd</sup> ed.). Sebastopol, CA: O'Reilly. Chapter 7.

Rogers, B.L. and Chaparro, B. (2003). Breadcrumb navigation: Further investigation of usage. Usability News 5.2  
<http://psychology.wichita.edu/surl/usabilitynews/52/breadcrumb.htm>

**October 17:**

Morville, P. & Rosenfeld, L. (2007). *Information architecture for the World Wide Web: Designing Large-Scale Web Sites* (3<sup>rd</sup> ed.). Sebastopol, CA: O'Reilly. Chapter 8.

**October 24:**

Halvorson, K. (2010). *Content strategy for the Web*. Berkeley, CA: New Riders.

**October 31:**

Jarrett, C. & Gaffney, G. (2009). *Forms that work: Designing Web forms for usability*. Boston: ELSEVIER.

**November 7:**

Krug, S. (2006). *Don't make me think: A common sense approach to Web usability* (2<sup>nd</sup> ed.). Berkeley, CA: Circle.com library. Chapter 9.

Rubin, J. & Chisnell (2008). *Handbook of usability testing: How to plan, design, and conduct effective tests* (2<sup>nd</sup> ed.). Indianapolis, IN: Wiley. Chapter 5.

**November 14:**

Rubin, J. & Chisnell (2008). *Handbook of usability testing: How to plan, design, and conduct effective tests* (2<sup>nd</sup> ed.). Indianapolis, IN: Wiley. Chapter 9.

**7. Course Requirements**

1. Actively participate in all in-class discussions and activities
2. Complete all class readings
3. Be self-disciplined and be self-motivated
4. Complete all required assignments on time

**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.

Usability principles	30 points
Website critique	50 points
Database practice and reflection	40 points
Website redesigns	50 points
<u>Reading reflection and participation</u>	<u>30 points</u>
<i>Total:</i>	<i>200 points</i>

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

90-100% (180 pts).....A	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.
80-89.9% (160 pts).....B	
70-79.9% (140 pts).....C	
60-69.9% (120 pts).....D	
Below 60% (<120 pts) ..... F	

## 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 Blackboard system on a regular basis to check announcements and to access handouts or other information for the class. Students are expected to try to solve their own technological problems through trouble shooting 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>

**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](http://www.auburn.edu/student_info/tiger_cub/index.html)) for more specific information.

**Definition of plagiarism:** Any use of other people's words, unless properly credited. All direct quotes must be in quotation marks and must include page number in the citation. Ideas must also be credited but do not need page numbers and direct quotes. However, avoid slight word changes, as these would be considered direct quotes. In this course the citation format is the American Psychological Association (APA) format.

**\* Self-plagiarism where students submit her/his own work that was originally developed for other classes or another assignment is also NOT allowed.**

*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." 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 this course. Participation in EDMD 7010 is defined as:

1. Regular, collegial contribution to class discussions
  - a. Providing assistance to classmates for “troubleshooting” purposes
  - b. Treating classmates with respect and dignity
  - c. Continuing discussions 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 7010 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:**

Instructional and information technologies are becoming ubiquitous in business, education, health, the military, and other enterprises. Administrators, media specialists,



teachers, and many other planners must become prepared to make informed decisions regarding selection and utilization of current and emerging technologies. They need to know what choices to make in selecting both hardware and software, what are the applications of technologies to instruction and information gathering, and what are the ethical issues surrounding the uses of technology. This course is designed to allow our graduates to assume these decision making roles with knowledge and confidence, knowing about currently available technologies and the criteria and means for analyzing their institutions' needs and synthesizing the many variables that enter into the decision making process.

**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.*