

<p style="text-align: center;">EDMD 7210/7216 Integration of Technology Into the Curriculum Auburn University- College of Education Educational Foundations, Leadership and Technology Department Syllabus 2013</p>

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

Location: 3430 Haley Center

Instructor: Dr. Jung Won Hur

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Office hours: Wednesdays / Thursdays 1:00 to 4:00 pm/ or
by appointment

1. **Course Number:** EDMD 7210
Course Title: Integration of Technology Into the Curriculum
Credit Hours: 3 semester hours (Lecture/ Lab)
Prerequisite: None
2. **Date Syllabus Prepared:** August 2013
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**
* **A microphone is required.**
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 the knowledge of the following:
 - a) Effectively integrating technology into classroom instruction
 - b) Use of Web 2.0/mobile technologies
 - c) Issues involved in planning and integrating technology into classroom settings
 - d) Application of a variety of technologies in the classroom
 - e) Legal and ethical use of technology in classrooms

6. Course Content:

Date	Topic/Reading	Technology	Assignment Due
Week 1 (Aug. 21)	Introduction: Review the syllabus	- My Story (In class)	
Week 2 (Aug. 28)	Educational Technology Trends	- Educreation/ Inspiration (In class)	
Week 3 (Sep. 4)	Mobile Learning	- Google Hangout Photostory	
Week 4 (Sep. 11)	Technology in the Digital Age	- Symbaloo	
Week 5 (Sep. 18)	Inquiry Based Learning	- Prezi/Glogster	
Week 6 (Sep. 25)	Technology Integration: What's for & How	- SMART Notebook	- First optional technology (15 pt)
Week 7 (Oct. 2)	Issues in Technology Integration	- Podcast	
Week 8 (Oct. 9)	Pervasive Technology Use	- Active Learning Class (In Class)	- Educational Material Presentation (10 pt)
Week 9 (Oct. 16)	Ethical Use of Technology	- Online Meeting	
Week 10 (Oct. 23)	Library Day		- Second optional technology (15 pt)
Week 11 (Oct. 30)	Flipping the Classroom &MOOC	- Edmodo	- Library Day Report (10 pt)
Week 12 (Nov. 6)	Copyright	- Evernote peek	
Week 13 (Nov. 13)	Technology in Practice	- Weebly	- Term paper (40 pt)
Week 14 (Nov. 20)	Useful Apps		
Week 15 (Nov. 27)	Thanksgiving Break		
Week 16 (Dec. 4)	Final Reflection		- Final Project/Final Reflection (40 pt)

Weekly Readings

Week 2: Educational Technology Trends

Educational Technology (2013, June 29). Catching on at last: New technology is poised to disrupt America's schools, and then the world's. *The Economist*. Retrieved from <http://www.economist.com/news/briefing/21580136-new-technology-poised-disrupt-americas-schools-and-then-worlds-catching-last>

Johnson, L., Adams Becker, S., Cummins, M., Estrada V., Freeman, A., and. Ludgate, H. (2013). *NMC Horizon Report: 2013 K-12 Edition*. Austin, Texas: The New Media Consortium.

Week 3 Mobile Learning

Smith, J. L. (2013, August 12). Meet your child's new teacher: the iPad. *Telegraph*. Retrieved from <http://www.telegraph.co.uk/education/10230335/Meet-your-childs-new-teacher-the-iPad.html>

Evers, M. (2013, June 29). Radical reform: iPad schools seek to transform education. *ABC News*. Retrieved from <http://abcnews.go.com/International/radical-reform-ipad-schools-seek-transform-education/story?id=19521170>

David, C (2011, January 5). Pointed response to NYT article on iPads in Schools, *HASTAC*. Retrieved from <http://www.hastac.org/blogs/cathy-davidson/pointed-response-nyt-article-ipads-schools>

Week 4: Technology in the Digital Age

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

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

Week 5: Inquiry Based Learning

Schmidt, L (2004). *Classroom confidential: The 12 secretes of great teachers*. Portsmouth: Heinemann. Secrete 5.

Howland, J., Jonassen, D., & Marra, R. (2012). *Meaningful learning with technology* (4th ed.). New York: Person. Chapter 1.

Week 6: Technology Integration: What's for & How

Warschauer, M. (2011). *Learning in the cloud: How (and why) to transform schools with digital media*. New York: Teachers College. Chapter 2.

Howland, J., Jonassen, D., & Marra, R. (2012). *Meaningful learning with technology* (4th ed.). New York: Person. Chapter 1.

Week 7: 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 8: Pervasive Technology Use

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

Turkle, S. (2011). *Alone together: Why we expect more from technology and less from each other*. New York: Basic Books.

Week 9: Ethical Use of Technology

Kowalski, R. M. & Limber, S. P. (2007). Electronic bullying among middle school students. *Journal of Adolescent Health, 41*(6), 22-30.

Hinduja, S. & Patchin, J. W. (2011). Cyberbullying: A review of the legal issues facing educators. *Preventing School Failure, 55*(2), 71-78.

Week 11: Flipping the Classroom & MOOC

Webley, K. (2012, July 9). Reboot the school. *Time*. 37-41.
<http://www.youtube.com/watch?v=nTFEUsudhfs>

Week 12: Copyright

Cennamo, K. S., Ross, J., & Ertmer, P.A. (2010). Technology integration for meaningful classroom use: A standards-based approach. Chapter 10.

Week 13: Technology in Practice

Cosmah, M. & Saine, P. (2013). Targeting digital technologies in common core standards: A framework for professional Development. *Computers in the School, 48*(2), 81-86.

7. Course Requirements

- Be on-time and self-monitored ALL THE TIME
- Participate in all in class and online discussions (Note that Canvas allows instructors to review each student's level of participation such as the number of hours to access Canvas and the number of postings in discussion. The instructor will refer to these data when evaluating participation).
- Complete all readings
- Complete all assignments on time

1. Term Paper (Please review the instructions on Canvas for details)

*You need to complete **one** of the following:*

Option A. Position Paper

You need to write a position paper where you either support or oppose use of technology in schools. The paper should be written in APA style (following the 6th edition handbook) and include a variety of current professional and/or scholarly references. 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.
- D. Throughout the paper, utilize excellent grammar, organization and adhere to APA style for citations and bibliographical references.

Option B. Reading Response

You will be given 3-5 discussion questions related to our weekly discussion. Your task is to synthesize all the readings and clearly present your opinions with supporting data. The paper must be organized following the APA style.

Option C. Literature Review

Find a topic of your interest (e.g., online learning, technology integration in PE) and conduct literature review on the topic.

2. Weekly Discussion:

All students are expected to fully participate in the discussions every week.

3. Education Material Presentation:

You are expected to introduce one or two educational materials to your classmates. You will record your presentation using Jing. Possible materials may include:

- Educational websites
- Instructional strategies
- Educational videos (from TeacherTube, CNN, BBC News, etc)
- Educational blogs or podcasts
- Your own teaching materials
- Audio books, apps, etc
- Animations, simulations, technical reports, white papers, etc

Presenters must explain specific ways to integrate the materials into classroom learning.

4. Technical Skill Development:

You will be asked to develop educational materials using technology that we explore in class. Possible technology include:

- Prezi
- SMARTNotebook
- Photostory
- Podcast
- iPad app
- Symbaloo
- Web 2.0 tools

5. Library Day Report

On October 23 (week 10), students will explore books of their choice in a library. Students need to summarize book chapters and reflect on them by the following week.

6. Final Project:

A) Option 1: Website development

You will create a personal or teacher website using weebly.com. The site must include appropriate images, videos, and useful information. The site should include at least five menus and be easy to navigate.

B) Option 2: Blog Development

You will be asked to create a blog and make at least 13 postings throughout the semester. The blog topic can be anything related to education. You can also reflect on class readings via this blog. Your blog must include images and relevant videos. The postings should be reflective, thoughtful, informative, timely and current.

C) Option 3: Reflection Video

You will create an appropriately 10 minute video about the course reflection. The video must include the key points that you have learned in this course and your future application plans. The video should be creative, reflective and informative. Please choose this option only if you have not done any video editing before. You should edit the video; just shooting without any editing will not be allowed. Detailed video format will be provided.

D) Option 4: Literature Review

You need to review previous studies on topics of your interest. The topic must be related to technology use in educational settings. The paper should be about 10-page double space and be written in APA.

E) Option 5: Technical Skill Development

You will use two additional technologies (e.g., prezi, podcast, digital video; or choice of your selected technology) that you have not used for your first and second technology assignments and create instructional materials. Please submit a lesson plan idea along with your technology examples.

F) Option 5. Instructional Unit:

You will design and implement an interdisciplinary unit that demonstrates an effective and appropriate use of technology by both you and students. You must apply emerging technology into your class and reflect on your development and implementation processes. Lesson plans, related materials and reflection paper should be turned in at the end.

G) Option 7: Choice of Student

If you want to do a different project where the workload is equivalent to other projects and supports your educational interest, please consult with the instructor in advance.

7. Final Reflection:

At the end of the course, you will be asked to reflect on your learning process in this class. Specific reflection questions will be provided.

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.

		The following grading scale will be used:	
Term Paper	40 pts	90-100% (180 pts)	A
Final Project & Final Reflection	40 pts	80-89.9% (160 pts)	B
Technical skill development	30 pts	70-79.9% (140 pts)	C
Library Day Report	10 pts	60-69.9% (120 pts)	D
Educational material presentation	10 pts	Below 60% (<120 pts)	F
Discussion Participation	70 pts		
<i>Total:</i>	<i>200 pts</i>		

- 24 hour lateness policy: No assignment is late as long as you turn it in within 24 hours of the due date (maximum 2 assignments)
- After the 24 hour due, 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 three days will not be accepted and will receive a grade of 0.
- All the assignment must be turned in before midnight on the due day.

9. Class Policy Statement:

Technology: This course is heavily supported through the use of Canvas, 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 site on a regular basis and to access handouts or other information for the class. More importantly, the instructor will send a weekly announcement, so students should check their **Tiger email** regularly and complete **ALL** activities on time. 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 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>

AUInstall (software available to students at Auburn):

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

Participation: Students are expected to participate in all class activities. Students are responsible for keeping up with their work and communicate with peers and

the instructor.

Make-up assignments: Students must submit assignments on time. If students cannot meet the due date due to emergency, they should contact the instructor as soon as possible and discuss possible solutions. Students should make every effort to resolve any missing work within timeline. Appropriate documentation may be required in order to make arrangements for special scheduling needs in these circumstances.

Disability Accommodations: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

Honesty Code: The University Academic Honesty code and the [Student Policy eHandbook](http://www.auburn.edu/studentpolicies) (www.auburn.edu/studentpolicies). Rules and Regulations pertaining to Cheating will apply to this class.

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 is NOT allowed.

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

10. **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.