**EDMD 7210**

**Integration of Technology into the Curriculum Auburn University- College of Education**

**Educational Foundations, Leadership and Technology Department Syllabus 2024**

1. **Course Number**: EDMD 7210
2. **Course Title**: Integration of Technology into the Curriculum
3. **Credit Hours**: 3 semester hours (LEC3)
4. **Prerequisite**: None
5. **Term**: Fall 2024
   * Day/Time: Meet online with a few scheduled face-to-face/online meetings
   * Instructor: Dr. Jung Won Hur Office Address: 4068 Haley
   * Contact Information: Work: 334-844-3019/ Email: [jwhur@auburn.edu/](mailto:jwhur@auburn.edu/) Phone: 334-740-2631
   * Office hours: Tuesdays & Thursdays 2:00 to 4:00 pm/ Please email me whenever you need help.
6. **Text or Major Resources (Suggested):**
   * Miller, M. (2020). Tech like a pirate: Using classroom technology to create and make learning memorable. San Diego, CA: Dave Burgess Consulting. <https://amz.run/4XwY>
   * Miller, M. (2023). AI for Educators: Learning strategies, Teacher Efficiencies, and a Vision for an Artificial Intelligence Future. San Diego, CA: Dave Burgess Consulting. <https://t.ly/-wtO7>
   * Tycker, C. R. (2020). Balance with blended learning: Partner with your students to reimagine learning and reclaim your life. Thousand Oaks, CA: Corwin. <https://amz.run/6zgy>
   * American Psychological Association (2020). Publication Manual of the American Psychological Association (7th ed.). Washington, D.C.: American Psychological Association – Optional <https://amz.run/4oZ4>
7. **Course Description**:

* Learner competence in integration of technology into curriculum, including designing and integrating technology into instruction

1. **Student Learning Outcomes**:

* Upon the completion of this course, students will be able to
* facilitate and promote student learning and creativity using a variety of technology (290-3-3-.42(4)(b)1.)
* select appropriate tools relevant to individual learners and integrate it into a classroom instruction (290-3-3-.42(4)(b)1., 290-3-3-.42(4)(b)2.)
* demonstrate confidence in using various mobile apps and cloud-based technologies (290-3-3-.42(4)(b)3.)
* model and promote safe, legal and ethical use of digital media (290-3-3-
* .42(4)(b)4.)
* engage in professional growth by participating in online communities and developing self-directed learning skills (290-3-3-.42(4)(b)5.)

1. **Course Schedule**

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| **Date** | **Topic/Reading** | **Technology** | **Assignments Due** |
| Week 1  (August 20) | * Introduction: Review the syllabus/ Technology journey/ AI Impact | * Screencasting (Loom) |  |
| Week 2  (August 27) | * Learner Engagement | * Interactive learning tools | * Self-introduction video (15 pts) |
| Week 3  (September 3) | * Game-based learning | * Formative Evaluation Tools |  |
| Week 4  (September 10) | * Student Empowerment | * Social media |  |
| Week 5  (September 17) | * AI in Education | * AI Education Tools |  |
| Week 6  (September 24) | * AI Prompt Engineering | * Generative AI | * Online discussion   (40 pts) |
| Week 7  (October 1) | * K-12 Computer Science Education | * Scratch |  |
| Week 8  (October 8) | * Growth Mindset | * Zotero | * Scratch game  (15 pts) |
| Week 9  (October 15) | * TPACK/ Tips for technology integration | * Flip | * Zotero Annotated Bibliography  (10 pts) |
| Week 10  (October 22) | * Virtual reality | * Oculus Quests |  |
| Week 11  (October 29) | * Educational Policy: Smartphone Bans | * Padlet |  |
| Week 12  (November 5) | * AI Ethics | * Canva | * Online discussion   (30 pts) |
| Week 13  (November 12) | * Digital Citizenship Education | * EdPuzzle |  |
| Week 14  (November 19) | * Copyright | * Online Quiz | * AI literature review (30 pts) |
| Week 15  (November 26) | * Thanksgiving Break | | |
| Week 16  (December 3) | * AI Activity Sharing | * Wakelet | * Wakelet (20 pts) * AI Activity report (20 pts) |

1. **Weekly Readings**

**Week 2: Learner Engagement**

* Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School engagement: Potential of the concept, state of the evidence. *Review of Educational Research, 74*(1), 59–109. <https://doi.org/10.3102/00346543074001059>
* Pedler, M., Yeigh, T., & Hudson, S. (2020). The teachers’ role in student engagement: A review. *Australian Journal of Teacher Education, 4*5(3), 48–62. <https://doi.org/10.14221/ajte.2020v45n3.4>

**Week 3: Game-based learning**

* Plass, J. L., Homer, B. D., & Kinzer, C. K. (2015). Foundations of game-based learning. *Educational Psychologist, 50*(4), 258–283. <https://doi.org/10.1080/00461520.2015.1122533>

**Week 4: Student Empowerment**

* Couros, G. (2015). *The innovator’s mindset: Empower learning, unleash talent, and lead a culture of creativity*. San Diego, CA: Dave Burgess Consulting, Inc.
* Miller, M. (2020). *Tech like a pirate: Using classroom technology to create and make learning memorable*. San Diego, CA: Dave Burgess Consulting.

**Week 5: AI in Education**

* Ng, D. T. K., Leung, J. K. L., Chu, S. K. W., & Qiao, M. S. (2021). Conceptualizing AI literacy: An exploratory review. *Computers and Education: Artificial Intelligence, 2*, 100041. <https://doi.org/10.1016/j.caeai.2021.100041>

**Week 6: AI Prompt Engineering**

* Lo, L. S. (2023). The CLEAR path: A framework for enhancing information literacy through prompt engineering. *The Journal of Academic Librarianship, 49*(4), 102720. <https://doi.org/10.1016/j.acalib.2023.102720>
* Meskó, B. (2023). Prompt engineering as an important emerging skill for medical professionals: *Tutorial. Journal of Medical Internet Research, 25*, e50638. https://doi.org/10.2196/50638

**Week 7: K-12 Computer Science Education**

* Grover, S., Pea, R., & Cooper, S. (2015). Designing for deeper learning in a blended computer science course for middle school students. *Computer Science Education, 25*(2), 199–237. https://doi.org/10.1080/08993408.2015.1033142

**Week 8: Growth Mindset**

* Dweck, C.S. (2006). *Mindset: The new psychology for success*. New York: Random House.

**Week 9: Technological Pedagogical And Content Knowledge (TPACK)**

* Koehler, M. J., & Mishra, P. (2009). What is technological pedagogical content knowledge? *Contemporary Issues in Technology and Teacher Education, 9*(1), 60-70.

**Week 10: Virtual Reality**

* Bailenson, J. (2018). Experience on demand: What virtual reality is, how it works, and what it can do. W.W. Norton & Company.

**Week 11: Educational Policy- Smartphone Barn**

* https://www.bbc.com/news/articles/ce99443qweno

**Week 12: AI Ethics**

* Coeckelbergh, M. (2020). AI ethics. The MIT Press.

**Week 13: Digital Citizenship Education**

* Brown, C. F., Demaray, M. K., & Secord, S. M. (2014). Cyber victimization in middle school and relations to social emotional outcomes. *Computers in Human Behavior, 35*, 12-21.

**Week 14: Copyright**

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

1. **Course Requirements**

* Be a self-directed learner
* Participate in online or face-to-face 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. **Assignments**
2. Self-Introduction video (15 pts): Students will record a presentation introducing themselves, personal goals, and your life story with technology.
3. Online discussion/Face-to-face discussion (70 pts):

* Students will be introduced various tools each week and will be required to demonstrate confidence of using a tool of choice.
* Students are expected to read weekly article and respond to the prompts.

1. Scratch Game (15 pts): Students will demonstrate confidence in block-based programing by designing a Scratch game.
2. Zotero Annotated Bibliograph (10 pts): Students will demonstrate confidence in using Zotero for citation.
3. AI Paper (30 pts)

Students will conduct a literature review on AI and write a short paper, describing related theories, current practice, and future expectations. They will choose a specific topic related to AI (e.g., future jobs in the age of AI, AI use in a sport industry) and conduct a scholarly review. The paper should synthesize information from reputable academic sources, present a coherent analysis of the chosen AI topic, and include a section detailing your experience with AI tools during the research and writing process.

1. AI Activity Report (20 pts): Throughout the semester, you will be engaged in generative AI activities and summarized your learning at the end of the semester.
2. Wakelet (20 pts): You will collect videos and news articles related to AI and share your reflection via <https://wakelet.com/>
3. **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.

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| **Assignments** | **Points** | **Grade** |
| Self-introduction video | 15 points | * A: 90-99.9% (>162 pts) * B: 80-89.9% (>144 pts) * C: 70-79.9% (> 126 pts) * D: 60-69.9% (> 108 pts) * F: Below 60% (<108 pts) |
| Discussion participation | 70 points |
| Scratch Game | 15 points |
| Zotero | 10 points |
| AI Literature Review | 30 points |
| AI Activity Report | 20 points |
| Wakelet | 20 points |
| Total | 180 points |

* **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.

1. **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 email regularly and complete ALL activities on time. 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.

**OIT Help Desk Student Page**: <http://www.auburn.edu/oit/students/>

**Honesty Code**: The University Academic Honesty code and the Student Policy

eHandbook (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 or another assignment is also NOT allowed.

In addition to the university recommended statements noted above, College of Education

syllabi are to include the following statement:

**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

**Participation:** Students are expected to participate in all class discussions and participate in all exercises. Assignments are due on announced dates. Unexcused late assignments are unacceptable. It is the student’s responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work. Students must satisfy all course objectives to pass the course.

**Make-Up Policy:** Arrangement to make up missed major assignments due to properly authorized excused absences must be initiated by the student within one week from the end of the period of the excused absences. Except in unusual circumstances, such as continued absence of the student or the advent of University holidays, a make-up exam/assignment will take place within two weeks from the time that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams/assignments will be arranged during the last three days before the final exam period begins.

**Course contingency:** If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, and addendum to your syllabus and/or course assignments will replace the original materials.

**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. To set up the meeting, please contact the instructor 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).

**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.