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EDMD 7210
Integration of Technology Into the Curriculum
Auburn University- College of Education
Educational Foundations, Leadership and Technology Department
Syllabus 2012

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Class Time: Tuesdays, 5:00 to 7:50 pm
Location: Haley 3442
Instructor: Dr. Jung Won Hur
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　　　　　　Office hours: Tuesdays and Wednesdays 1:00 to 4:00 pm/ by appointment

1.　　**Course Number:**　　EDMD 7210
　　　Course Title:　　　Integration of Technology Into the Curriculum
　　　　　　　　　　　　　　3442 Haley Center
　　　　　　　　　　　　　　Tuesdays 5:00-7:50 pm
　　　Credit Hours:　　　3 semester hours (Lecture/ Lab)
　　　Prerequisite:　　　None

2.　　**Date Syllabus Prepared:** January 2012

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 (Jan. 10)	Introduction: Review the syllabus	- Facebook PowerPoint	
Week 2 (Jan. 17)	Meaningful learning with technology	- Voicethread	
Week 3 (Jan. 24)	Technology in the digital age	- Photostory (Storybird)	
Week 4 (Jan. 31)	Pervasive technology use	- Prezi	- Photo Story (15 pt)
Week 5 (Feb. 7)	Ethical use of technology	- Edmodo/Inspiration	
Week 6 (Feb. 14)	Young children's technology use	- Podcast (Animoto)	
Week 7 (Feb. 21)	Technology in music education	- Interactive Whiteboard	- Podcast (15 pt)
Week 8 (Feb. 28)	Library Day		
Week 9 (Mar. 6)	Issues in technology integration	- Wiki	- Library day report (10 pt)
Week 10 (Mar. 13)	Spring Break		
Week 11 (Mar. 20)	Teachers & technology integration	- Wiki discussion	
Week 12 (Mar. 27)	Technology in practice	- Assistive technology	- Midterm paper (35 pt)
Week 13 (Apr. 3)	Ubiquitous learning environment	- Google Doc	
Week 14 (Apr. 10)	Technology debate	- Online meeting	
Week 15 (Apr. 17)	Mobile learning	- iPads	- Educational materials (15 pt)
Week 16 (Apr. 24)	Final presentation		- Final assignment/ (35 pt)/ Reflection (15 pt)

Weekly Readings

Week 2: Meaningful learning with technology
Hu, W. (2011, January 5). Math that moves: Schools embrace the iPad. The New York
　　　Times. Retrieved from
http://www.nytimes.com/2011/01/05/education/05tablets.html?_r=2

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

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

Week 3: Technology in the Digital Age
Prensky, M. (2001). Digital natives, digital immigrants. *From On the Horizon, 9*(5), 1-6.

Driscoll. M. P. (2005). *Psychology of learning for instruction*. New York: Person.
　　　Chapter 9.

Week 4: Pervasive Technology Use
Friedman, T. (2007). *The world is flat: A brief history of the twenty-first century*. New
　　　York: Picado.

Week 5: 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.

Digital Citizenship: http://www.auburn.edu/citizenship/cyber_bullying.html

Week 6: Young Children's Technology Use
Brunvand, S. & Byrd, S. (2011). Using voicethread to promote learning engagment and
　　　success for all students. *Teaching Exceptaional Children, 43*(4), 28-37.

Sandberg, J. Maris, M. & Geus. K. (2011). Mobile English learning: An evidence-based
　　　study with fifth graders. *Computers & Education, 57*(1), 1334–1347.

Week 7: Technology in Music Education
Wise, S., Greenwood, J., & Davis, N. (2011). Teachers' use of digital technology in
　　　secondary music education: Illustrations of changing classrooms. *British
　　　Journal of Music Education, 28*(2), 117-134.

Coutinho, C. & Mota, P. (2011). Web 2.0 technologies in music education in Portugal:
　　　Using podcasts for learning. *Computers in the Schools, 28*(1), 56-74.

Week 9: 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 11: 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.

Week 12: Technology in Practice
Wade, E., Boon, R. T., & Spencer, V. G. (2010). Use of Kidspiration software to enhance the reading comprehension of story grammar components for elementary-age students with specific learning disabilities. *Learning Disabilities: A Contemporary Journal, 8*(2), 31–41.

Week 13: Ubiquitous learning environment
Zucker, A., & Light, D. (2009). Laptop programs for students. *Science, 323*, 82-85.

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

Week 14. Technology debate
Richtel, M. (2012, January 3). Teachers resist high tech push in Idaho schools. The New York Times. Retrieved from http://www.nytimes.com/2012/01/04/technology/idaho-teachers-fight-a-reliance-on-computers.html?ref=education

Bonk, C. J. & Thomas, P. (2011, December 2). Should schools use as much digital technology as they can afford? *Congressional Quarterly Researcher*, 1117. http://library.cqpress.com/cqresearcher/document.php?id=cqresrre2011120206&PHPSESSID=nc4ovhk70kl2lmlfi8kml678f2

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

1) Midterm Paper:
A) Option 1: Position Paper
You are expected to write a position paper in which you either support or oppose use of technology in school. 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, abstract, and references 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.

B) Option 2: Reading Response:
You will be asked to answer one of three 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).

For either paper, utilize excellent grammar and adhere to APA style for citations and bibliographical references. You are welcome to integrate classroom readings but must include **at least two additional references** relevant to your topic.

2) Weekly Discussion:
You 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. All students are expected to fully participate in the discussions every week.

3) Education Material Presentation:
You are expected to bring one or two educational materials to class and demonstrate its educational **application** for about 10 minutes. 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. Presentations can be made at any week, but all students must complete one presentation **by week 15, April 17.**

4) Technical Skill Development:
You will be asked to develop educational materials using technology that we explor in class. Possible technology include:
- Wiki/blog
- Digital Video
- Prezi/Storybird
- SMARTNotebook
- iPad app
- Web 2.0 tools

5) Library Day Report

On February 28 (week 8), students will explore books of their choice in the library and read them. Students need to summarize book chapters and reflect on them by the following week.

6) Final Project:

A) Option 1: Wiki Development

You are expected to create a wiki with your team members. The content of the wiki should be related to teaching and learning and all group members are required to EQUALLLY contribute to the development of the wiki. At the end, you will be asked to write a paper where you reflect on your topic selection, wiki development process, and classroom application ideas.

B) Option 2: Blog Development

You will be asked to create a blog and make at least 15 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. At the end, you will be asked to write a paper where you reflect on your topic selection, blog development process, and classroom application ideas.

C) Option 3: Reflection Video

You will create an appropriately 10 minute video that you reflect on the course. 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. You will need to submit a video script and reflection paper at the end.

D) Option 4. 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.

E) Option 5: 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.

F) *Option 6: Technical Skill Development*

You will use three additional technologies (e.g., prezi, SMART Notebook, digital video; or choice of your selected technology) and create instructional materials. At the end, you will be asked to reflect on your classroom integration ideas of each technology.

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.

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:	
Midterm paper	35 pts		
Educational materials	15 pts	90-100% (180 pts)	A
Technical skill development	30 pts	80-89.9% (160 pts)	B
Library day report	10 pts	70-79.9% (160 pts)	C
Final project	35 pts	60-69.9% (140 pts)	D
Final reflection	15 pts	Below 60% (<121 pts)	F
Weekly discussion	60 pts		
Total:	*200 pts*		

- 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.

9.   Class Policy Statements:

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 on a regular basis 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
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 one day after the due date will be penalized 10 % 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).
- The instructor will utilize the Canvas 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."

Situations of "extenuating" circumstances (i.e., extended stays in the hospital) should be communicated to the instructor as soon as 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 (e.g., 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):

- o Visiting Social Network sites such as Facebook or YouTube
- o Online shopping/ordering
- o Wedding Planning
- o Online gaming
- o 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 in EDMD 7210 is defined as:
   a. Regular, collegial contribution to class discussions
   b. Providing assistance to classmates for "troubleshooting" purposes
   c. Treating classmates with respect and dignity
   d. 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. Keeping off-task computer-based tasks (email, shopping, etc.) to a minimum during break time and non-existent during lectures or guest speaking engagements
   c. Cooperating with your team member(s) for team projects in a professional way
   d. 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.

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.