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| <p style="text-align: center;"><b>EDMD 7216</b><br/><b>Integration of Technology Into the Curriculum</b><br/><b>Auburn University- College of Education</b><br/><b>Educational Foundations, Leadership and Technology Department</b><br/><b>Syllabus 2013</b></p> |
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**Class Time:** Meet online

**Location:** Meet online

**Instructor:** Dr. Jung Won Hur

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Office hours: Please email me whenever you need help.

1. **Course Number:** EDMD 7216  
**Course Title:** Integration of Technology Into the Curriculum  
**Credit Hours:** 3 semester hours (Lecture/ Lab)  
**Prerequisite:** None
2. **Date Syllabus Prepared:** January, 2013
3. **Text:** 1) All articles will be provided.  
2) American Psychological Association (2009). *Publication Manual of the American Psychological Association (6<sup>th</sup> 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 or cloud based technologies
  - c) Issues involved in planning and integrating technology into classroom settings
  - d) Application of a variety of technologies in the classroom

## 6. Course Content:

| Date    | Topic/Reading                         | Technology                  | Assignment Due  |
|---------|---------------------------------------|-----------------------------|---|
| Week 1  | Introduction: Review the syllabus     | Jing                        |   |
| Week 2  | Meaningful learning with technology   | Voicethread/<br>Extranormal | - Self-introduction   |
| Week 3  | Technology in the Digital Age         | Symbaloo                    |   |
| Week 4  | Ethical Use of Technology             | Online meeting              | - Online meeting  |
| Week 5  | Pervasive technology use              | PhotoStory                  |   |
| Week 6  | Issues in Technology Integration      | Prezi                       | - First optional technology practice due  |
| Week 7  | Technology Integration: What's for?   | Podcast                     |   |
| Week 8  | Library Day                           |                             |   |
| Week 9  | Technology in Music Education         | SMART Notebook              | - Educational website or learning material presentation<br>- Library Day Report |
| Week 10 | Spring Break                          |                             |   |
| Week 11 | Web 2.0 Technology Integration        | Web 2.0 tools               | - Mid-term paper  |
| Week 12 | Technology for Special Needs Students | Weebly                      | - Second optional technology practice   |
| Week 13 | Flipped Classroom                     | Wiki                        |   |
| Week 14 | Technology in Practice                | Edmodo                      |   |
| Week 15 | Copyright                             | iPad app                    |   |
| Week 16 | Class reflection/ final presentation  |                             | - Final presentation/ reflection  |

## 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](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* (4<sup>th</sup> 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.

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

### **Week 4: 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.

Snakenborg, J., Van Acker, R., Gable, R. A. (2011). Cyberbullying: Prevention and intervention to protect our children and youth. *Preventing School Failure*, 55(2), 88-95.

### **Week 5: Pervasive Technology Use**

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

Richtel, M. (2012, November 1). Technology changing how students learn, Teachers say. The New York Times. Retrieved from

<http://www.nytimes.com/2012/11/01/education/technology-is-changing-how-students-learn-teachers-say.html?pagewanted=all>

### **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: Technology Integration: What's for?**

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

### **Week 9: 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.

Webster, P. (2011). Key research in music technology and music teaching and learning. *Journal of music, technology and education*, 4(2-3), 115-130.

### **Week 10: Web 2.0 Technology Integration**

Charles, K.J. & Dickens, V. (2012). Closing the communication gap: Web 2.0 tools for Enhanced planning and collaboration. *Teaching Exceptional Children*, 45(2), 24-32.

Olthouse, J. M. & Miller, M.T. (2012). Teaching talented writers with Web 2.0 tools. *Teaching Exceptional Children*, 45(2), 6-14.

### **Week 11: Technology for Special Needs Students**

Carnahan, C.R., Williamson, P.S., Hollingshead, A., Israel, M. (2012). Using technology to support balanced literacy for students with significant disabilities, *Teaching Exceptional Children*, 45(1), 20-29.

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 12: Flipped Classroom**

Webley, K. (2012, July 9). Reboot the school. Time. 37-41.

<http://www.youtube.com/watch?v=nTFEUsudhfs>

Hertz, M.B. (2012, July 10). The flipped classroom: Pro and Con. Retrived from <http://www.edutopia.org/blog/flipped-classroom-pro-and-con-mary-beth-hertz>

### **Week 13: Technology in Practice**

Dalton, B. & Grisham, D. L. (2011). eVoc strategies: 10 ways to use technology to build vocabulary. *The Reading Teacher*, 64(5), 306-317.

Wilson, E., Wright, V. H., Inman, C., & Matherson, L.H. (2011). Retooling the social studies classroom for the current generation. *The Social Studies*, 102, 65-72.

## **7. Course Requirements**

- Be on-time and self-monitored ALL THE TIME
- Participate in online discussions regularly (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) 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 6<sup>th</sup> edition

handbook and include a variety of current professional and/or scholarly references. You need to include at least six 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 **five to eight content pages** (title, abstract, and references do not count toward this total). You need to include at least six references.

**\*\* Regardless of which option you choose from, please 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 online discussions of the weekly readings (details will be provided). 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:

- Wiki/blog
- Digital Video
- Prezi
- SMARTNotebook
- iPad app
- Symbaloo
- Web 2.0 tools

## **5) Library Day Report**

For week 8, students will explore books of their choice in a 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 or by yourself. The content of the wiki should be related to teaching and learning and all group members are required to EQUALLY contribute to the development of the wiki.

### *B) Option 2: Blog Development*

You will be asked to create a blog and make at least 14 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 what you have learned in this class. 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.

### *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., prezzi, SMART Notebook, Symbaloo; or choice of your selected technology) and create instructional materials.

### *G) Option 7: Teacher Website*

You will create a teacher website that can be used for teaching or job hunting. The website should include appropriate photos, videos, and files.

### *G) Option 8: 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.

### 6) 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.

| Assignments                       | Points         | The following grading scale will be used: |   |
|-----------------------------------|----------------|---|---|
| Midterm Paper                     | 40 pts         | 90-100% (198 pts)                         | A |
| Weekly discussion                 | 60 pts         | 80-89.9% (176 pts)                        | B |
| Educational Material presentation | 10 pts         | 70-79.9% (154 pts)                        | C |
| Technical skill development       | 40 pts         | 60-69.9% (132 pts)                        | D |
| Library Day Report                | 10 pts         | Below 60% (<132 pts)                      | F |
| Final project & reflection        | 50 pts         |   |   |
| Self-Introduction                 | 10 pts         |   |   |
| <i>Total:</i>                     | <i>220 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](http://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.*