

**EDMD 7210/7216**  
**Integration of Technology Into the Curriculum**  
**Auburn University- College of Education**  
**Educational Foundations, Leadership and Technology Department**  
**Syllabus 2015**

1. **Course Number:** EDMD 7210/7216  
**Course Title:** Integration of Technology Into the Curriculum  
**Credit Hours:** 3 semester hours (LEC3)  
**Prerequisite:** None
  
2. **Term:** Spring 2016  
**Day/Time:** Meet online  
**Instructor:** Dr. Jung Won Hur  
**Office Address:** 4076 Haley  
**Contact Information:** Work: 334-844-3019/ Email: [jwhur@auburn.edu](mailto:jwhur@auburn.edu)  
**Office hours:** Tuesdays & Thursdays 1:00 to 4:00 pm/  
Please email me whenever you need help.
  
3. **Text or Major Resources:**
  - 1) Articles will be available online.
  - 2) American Psychological Association (2009). *Publication Manual of the American Psychological Association (6<sup>th</sup> ed.)*. Washington, D.C.: American Psychological Association -- **Optional**
  - 3) **A microphone is required.**
  
4. **Course Description:**  
Learner competence in integration of technology into curriculum, including designing and integrating technology into instruction
  
5. **Student Learning Outcomes:**  
Upon the completion of this course, students will be able to
  - a) facilitate and promote student learning and creativity using a variety of technology (290-3-3-.42(4)(b)1.)
  - b) 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.)
  - c) demonstrate confidence in using Web 2.0, mobile apps and cloud based technologies (290-3-3-.42(4)(b)3.)
  - d) model and promote safe, legal and ethical use of digital media (290-3-3-.42(4)(b)4.)
  - e) engage in professional growth by participating in online communities and developing self-directed learning skills (290-3-3-.42(4)(b)5.)

## 6. Course Content Outline:

Date	Topic/Reading	Technology	Assignments Due
Week 1-2 (Jan. 13)	Introduction: Review the Syllabus	Voicethread, Jing	
Week 3 (Jan. 25)	Technology in the Digital Age	Video Analysis	- Self-introduction (15 pt) - Study Plan (10 pt)
Week 4 (Feb. 1)	Flipped Classroom/Blended Learning/ Virtual School	Presentation Tool (Haiku Deck, Educreations)	
Week 5 (Feb. 8)	Technology Integration: Theoretical Framework	Infographics	
Week 6 (Feb. 15)	Technology Integration: What's for?	Symbaloo	
Week 7 (Feb. 22)	Technology for Special Needs Students	Google Chrome Apps	- Symbaloo/ Livebinder (15 pt)
Week 8 (Feb. 29)	Pervasive Technology Use	Online Meeting (Google Hangout)	
Week 9 (March 7)	Ethical Use of Technology	Evernote	
Week 10 (March 14)	Spring Break		
Week 11 (March 21)	Engagement and Motivation	Formative Assessment Tools	- Evernote/ Self-Study report (10 pt)
Week 12 (March 28)	Coding Education	Code.org	
Week 13 (April 4)	Copyright	Padlet	- Term paper (40 pt)
Week 14 (April 11)	Online Collaboration	Graphite/Other online tools	
Week 15 (April 18)	Issues in Technology Integration	Useful Websites	- Educational material presentation (10 pt)
Week 16 (April 25)	Final project/Final Reflection		- Final project/ reflection (30 pt)

## Weekly Readings

### Week 3: Technology in the Digital Age (290-3-3-.42(4)(b)1., 290-3-3-.42(4)(b)2.)

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

Herold, B. (June, 2015). Why Ed Tech is not transforming how teachers teach.  
[http://mobile.edweek.org/c.jsp?utm\\_medium=rss&rssid=25919791&utm\\_campaign=mrs&utm\\_source=fb&item=http%3a%2f%2fapi.edweek.org%2fv1%2few%2f%3fuuid%3d2f4a593c-0ba9-11e5-8d81-71c9b3743667&cmp=RSS-FEED&cid=25919801](http://mobile.edweek.org/c.jsp?utm_medium=rss&rssid=25919791&utm_campaign=mrs&utm_source=fb&item=http%3a%2f%2fapi.edweek.org%2fv1%2few%2f%3fuuid%3d2f4a593c-0ba9-11e5-8d81-71c9b3743667&cmp=RSS-FEED&cid=25919801)

**Week 4: Flipped Classroom/ Blended Learning (290-3-3-.42(4)(b)1., 290-3-3-.42(4)(b)3.)**

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

Horn, M. B. & Staker, H. (2011). *The rise of K-12 blended learning*. Innosite Institute.

**Week 5: Technology Integration: Theoretical Framework (290-3-3-.42(4)(b)1., 290-3-3-.42(4)(b)2.)**

Mishra, P. & Koehler, M. J. (2006). Technological pedagogical content knowledge: A framework for teacher knowledge. *Teachers College Record*, 108(6), 1017–1054.

**Week 6: Technology Integration: What's for? (290-3-3-.42(4)(b)1., 290-3-3-.42(4)(b)2.)**

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

**Week 7: Technology for Special Needs Students (290-3-3-.42(4)(b)2.)**

Fernandez-Lopez, A., Rodriguez-Fortiz, M., Rodriguez-Almendros, M., & Martinez-Sequera, M. (2013). Mobile learning technology based on iOS devices to support students with special education needs. *Computers & Education*. 61(1), 77-90.

**Week 8: Pervasive Technology Use (290-3-3-.42(4)(b)3., 290-3-3-.42(4)(b)4.)**

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 (290-3-3-.42(4)(b)4., 290-3-3-.42(4)(b)5)**

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 11: Engagement and Motivation (290-3-3-.42(4)(b)1., 290-3-3-.42(4)(b)2.)**

Toshalis, E. & Nakkula, M. J. (2013). Prioritizing motivation and engagement. In R.E. Wolfe, A. Steinberg, & N. Hoffman (Eds.), *Anytime, anywhere student-centered learning for schools and teachers*. Cambridge, MA: Harvard Education Press.

**Week 12: Coding Education (290-3-3-.42(4)(b)1.)**

<https://code.org/>

**Week 13: Copyright (290-3-3-.42(4)(b)4.)**

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

**Week 14: Online Collaboration (290-3-3-.42(4)(b)1., 290-3-3-.42(4)(b)2.)**

Bonk, J. & Khoo, E. (2014). Adding some TEC-VARIETY: 100+ activities for motivating and retaining learners online. Open World Books

**Week 15: Issues in Technology Integration (290-3-3-.42(4)(b)4., 290-3-3-.42(4)(b)5.)**

Toyama, K. (June, 2015). Technology won't fix America's neediest schools. It makes bad education worse.

<https://www.washingtonpost.com/posteverything/wp/2015/06/04/technology-wont-fix-americas-neediest-schools-it-makes-bad-education-worse/?postshare=3321437565802105>

**Week 16: Final Project/ Final Reflection (290-3-3-.42(4)(b)1., 290-3-3-.42(4)(b)2, 290-3-3-.42(4)(b)3, 290-3-3-.42(4)(b)5.)**

**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) Term Paper (\* Details will be provided)**

*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:**

Each week, you will be asked to answer discussion questions related to weekly readings. All students are expected to fully participate in the discussions every week.

**3) Education Material Presentation:**

You are expected to introduce one educational material 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:

- Symbaloo/ Heikudeck/ Evernote

**5) Final Project (\* Details will be provided)**

*A) Option 1: Website Development using Weebly.com or Wix.com*

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

*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 5-10 minute video reflecting 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: Common Craft Style Video*

You will create an appropriately 5-10 minute common craft style video (<http://www.commoncraft.com/videolist>) that you teach an important concept in an engaging way. Your narration should be clear and easy to understand. Appropriate drawings need to be included.

*E) 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.

*F) Option 6: Technical Skill Development*

You will use two additional technologies (e.g., prezi, podcast, Glogster; or choice of your selected technology) that you have not used before and create instructional materials.

*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.

**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:	
Study Plan	10 pts	90-100% (180 pts)	A
Self-Introduction	15 pts	80-89.9% (160 pts)	B
Symboloo/Livebinder	15 pts	70-79.9% (140 pts)	C
Evernote Practice	10 pts	60-69.9% (120 pts)	D
Term Paper	40 pts	Below 60% (<120 pts)	F
Educational Material Presentation	10 pts		
Final Project & Reflection	30 pts		
Online Discussion	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/ Canvas messages** 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 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.

**Excused Absences:** Students are granted excused absences from class for the following reasons: Illness of the student or serious illness of a member of the student's immediate family, the death of a member of the student's immediate family, trips for student organizations sponsored by an academic unit, trips for University classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from this class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will

weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/) for more information on excused absences ([http://www.auburn.edu/student\\_info/student\\_policies/](http://www.auburn.edu/student_info/student_policies/)).

**Make-Up Policy:** Arrangement to make up missed major examination (e.g. hour exams, mid-term exams) 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 will take place within two weeks from the time that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins. The format of the make-up exam will be *(as specified by instructor)*.

**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).

**Honesty Code:** All portions of the Auburn University student academic honesty code (Title XII) found in the [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/) will apply to this class. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

**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.

*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



**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.*

**AQTS Course Assessment Map**

Course Objectives	Course Assessment							
	Term Paper	Weekly Discussion	Educational Material Presentation	Symbaloo/Livebinder	Evernote Practice	Self-Introduction	Study Plan	Final Assignment/R reflection
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 Web 2.0, 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.)		✓				✓	✓	✓