**EDMD 7970/7976**

**Special Topics in Instructional Technology:**

**Emerging Technology and Future of Education**

**Auburn University- College of Education**

**Educational Foundations, Leadership and Technology Department Syllabus 2021**

1. **Course Number:** EDMD 7970/7976

**Course Title:** Special Topics in Instructional Technology: Emerging Technology and

Future of Education

**Credit Hours:** 3 semester hours (LEC3)

**Prerequisite:** None

1. **Term:** Spring 2021
2. **Day/Time**: Meet online/ flexible fact-to-face meeting
3. **Instructo**r: Dr. Jung Won Hur **Office Address**: 4068 Haley

**Contact Information**: Work: 334-844-3019/ Email: [jwhur@auburn.edu](mailto:jwhur@auburn.edu)

**Office hours:** Please email me whenever you need help. We can have a virtual meeting via Zoom.

# Text or Major Resources: Choose one that suits your interest the most

**< Human History and Social Changes>**

* Diamond, J. (2019). *Upheaval: Turning points for nations in crisis*. New York: Little, Brown and Company. <https://amz.run/4B6Z>
* Harari, Y. N. (2015). *A brief history of human kind*. New York: HarperCollins Publisher. <https://amz.run/4BDi>
* Harari, Y. N. (2018). *21 lessons for the 21st century*. New York: Penguin Random House LLC. <https://amz.run/4BDd>
* Harari, Y. N. (2020). *A graphic history: The birth of humankind (vol. 1)*. <https://amz.run/4BDo>

**<New Technology Development>**

* Kelly, K. (2017). *The inevitable: Understanding the 12 technological forces that will shape our future*. New York: Penguin Books. <https://amz.run/4BDw>
* Diamandis, P. H. & Kotler, S. (2020). *The future is faster than you think: How converging technologies are transforming business, industries and our lives*. New York: Simon & Schuster. <https://amz.run/4C2F>
* Guillen, M.F. (2020). 2030: *How today’s biggest trends will collide and reshape the future of everything*. New York: Martin’s Publishing Group. <https://amz.run/4BEW>

< **New Model of Higher Education**>

* Kosslyn, S. M. & Nelson, B. (2018). *Building the international university: Minerva and the future of Higher Education*. Cambridge, MA: The MIT Press. <https://amz.run/4BSv>

**<Understanding New Generation>**

* Elmore, T. & McPeak, A. (2019). *Generation Z unfiltered: Facing nine hidden challenges of the most anxious population*. Atlanta, GA: Poet Gardener Publishing. <https://amz.run/4B6O>

<**AI Ethics**>

* Coechelbergh, M. (2020). AI ethics (The MIT Press essential knowledge series). <https://amz.run/4C2H>

<**New Technology**>

* Theobald, O. (2017). *Machine learning for absolute beginners* (2nd Ed.). <https://amz.run/4BTM>
* Bailenson, J. (2018). Experience on demand: What virtual reality is, how it works, and what it can do. W.W. Norton & Company. <https://amzn.to/2VHNISO>
* Holmes, W., Bialik, M. & Fadel, C. (2018). Artificial intelligence in education: Promises and implications for teaching & leaning. Boston, MA: Center for Curriculum Redesign <https://amzn.to/36cOPLW>

# Course Description:

Exploration of technological trends and changes of social behaviors, norms and values. In-depth reflection on self- development and discussion on social changes and its implications.

# Course Objectives:

Upon completion of this course, students will be able to:

1. Research and analyze technological trends
2. Review social issues and changes in the U.S and in the world
3. Demonstrate an understanding of new generations
4. Discuss educational implications of social and technical changes
5. Discuss ethics related to the development of artificial intelligence (AI)
6. Reflect on personal strengths and areas for improvement
7. Present specific plans on how to prepare for the future

# Course Content:

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Date** | **Topic** | | | | | **Reading** | | |  | | | | | | | |
| Week 1  (Jan. 12) | Course Introduction/  Course Expectation discussion | | | | | |  | | | |  | | | | | |
| Week 2  (Jan. 19) | Problems in the U.S. & Possible Solutions | | | | | | Diamond (2019) | | | | | |  | | | |
| Week 3  (Jan. 26) | Are we happier now? | | | | | | Harari (2015) | | | |  | | | | | |
| Week 4  (Feb. 2) | Understanding 12 technological forces | | | | | | Kelly (2017) | | | |  | | | | | |
| Week 5  (Feb. 9) | | Future of education | | | | | Diamandis & Kotler (2020) | | | | | | |  | | |
| Week 6  (Feb. 16) | | Prediction of 2030 | | | | | Guillen (2020) | | |  | | | | | | |
| Week 7  (Feb. 23) | | Generation Z | | | Elmore (2019) | | | | | | |  | | | | |
| Week 8  (Mar. 2) | | Group 1 Presentation | | |  | | | | | | |  | | | | |
| Week 9  (Mar. 9) | | Group 2 Presentation | |  | | | | | | | |  | | | | |
| Week 10  (Mar. 16) | | Group 3 Presentation | |  | | | | | | | |  | | | | |
| Week 11  (Mar. 23) | | New model of higher education | | | | Kosslyn & Nelson (2018) | | | | | | | | |  | |
| Week 12  (Mar. 30) | | | AI Ethics | | | Coechelbergh (2020) | | | | | | | |  | | |
| Week 13  (Apr. 6) | | | Emerging Technologies | | | Bailenson, (2018); Holmes (2018) | | | | | | | | | |  |
| Week 14  (Apr. 13) | | | Self reflection | | | | |  | | | |  | | | | |
| Week 15  (Apr. 20) | | | Final project | | | | |  | | | |  | | | | |

# Course Requirements

1. Actively participate in class activities
2. Complete all class readings/ assignments
3. Be self-disciplined and be self-motivated
4. Complete all required assignments on time

# Assessment:

The final grade for the course will be based on a ratio of the points earned to the students to the points offered during the semester.

Weekly discussion questions 20 points

Discussion participation (oral/writing) 40 points

Group Project 30 points

Personal Development Plan 10 points

Individual project 20points Individualized Study Plan 10 points

*Total: 130 points*

The following grading scale will be used to assign final grades for the course:

|  |  |
| --- | --- |
| 90-100% (117 pts)...............A  80-89.9% (104 pts)..............B  70-79.9% (91 pts)................C  60-69.9% (78 pts)................D  Below 60% (<78 pts) ..........F | 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 two class meetings will not be accepted and will receive a grade of 0. |

* 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.

# 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 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 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](https://cas.auburn.edu/owa/redir.aspx?C=db91fc15acff494296aafcb62a0c2417&amp;URL=http%3a%2f%2fwww.auburn.edu%2fstudent_info%2fstudent_policies%2f) [eHandbook](https://cas.auburn.edu/owa/redir.aspx?C=db91fc15acff494296aafcb62a0c2417&amp;URL=http%3a%2f%2fwww.auburn.edu%2fstudent_info%2fstudent_policies%2f) ([www.auburn.edu/studentpolicies](https://cas.auburn.edu/owa/redir.aspx?C=db91fc15acff494296aafcb62a0c2417&amp;URL=http%3a%2f%2fwww.auburn.edu%2fstudentpolicies)). 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.

**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/>).

**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).

# Justification for Graduate Credit:

We are living in the ever-changing society. Understanding social and technical changes is critical for educators to provide most relevant learning experiences to learners. This course is designed to help students critically analyze social and technical changes and deeply reflect on its impacts and ways for them to prepare themselves for the future.

# 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.*