**Auburn University**

**Syllabus**

1. Course Number: CTSE 7970

Course Title: Principles of Technology Change Theory

Credit Hours: 3 semester hours (Lecture 3).

Prerequisites: None

Corequisites: None

2. Term: Spring 2024 (Syllabus Prepared January 2024)

**Day/Time:** Class Hours: Canvas

Lab Hours: N/A

**Instructor:** Adam Aldridge, Ph.D.

Contact Information: Phone: 205.412.8970

Email: kaa0010@auburn.edu

3. Text and Major Resources:

Selected online research articles and online materials

This course will require the use of Canvas. Canvas can be accessed from the Auburn University website through AU Access.

**4. Course Description:**

Introduction to concepts, theories and practices related to technology change and integration in secondary and postsecondary educational institutions.

**5. Course Objectives:**

Upon completion of this course, students will be able to project themselves as competent, committed, and reflective professionals through their ability to:

1. Define change theory.

2. Defend their philosophical stance on technology change.

3. Differentiate between change theory and theory of change as they relate to technology.

1. Apply change principles to developing technology plans.
2. Apply principles of the adoption-diffusion process.
3. Describe the role of students in technology change.
4. Describe the role of faculty/staff members in technology change.
5. Describe the role of school systems in technology change.

**6. Course Content:**

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| --- | --- | --- | --- |
| **Session#** | **Course Topic** | **Readings** | **Assignment** |
| Module 1 | Introductions and Course Expectations | Syllabus | Introduction Discussion |
| Module 2  1-19-24 | Educational Technology | Selected Readings | Discussion 01 |
| Module 3  1-26-24 | Technology Development and Integration | Selected Readings | Discussion 02 |
| Module 4  2-9-24 | Change Theories | Selected Readings | Discussion 03 |
| Module 5  2-16-24 | Difference between Change Theory and Theory of Change | Selected Readings | Discussion 04 |
| Module 6  3-8-24 | Change in Education | Selected Readings | Discussion 05  Technology in Education Paper |
| Module 7  3-15-24 | Change in Education | Selected Readings | Discussion 06 |
| Module 8 | Covers all course materials previously discussed | Selected Readings | **Midterm** |
| Module 9  3-22-24 | Student Implications | Selected Readings | Discussion 07 |
| Module 10  3-22-24 | Teacher/Staff Implications | Selected Readings | Discussion 08 |
| Module 11  3-29-24 | System Implications | Selected Readings | Discussion 09 |
| Module 12  4-19-24 | Adoptions Diffusion | Selected Readings | Discussion 10 |
| Module 13  4-26-24 | Adoption Diffusion | Selected Readings |  |
| Module 14  4-29-24 | Final Project |  | Project/  presentation Due |
| Module 15  4-29-24 | Covers all course materials covered since last exam |  | **Final** |
|  |  |  |  |

**7. Assignments/Projects:**

1. Participate in all class discussions and exercises.
2. Complete all reading assignments.
3. Complete all quizzes and exams.
4. Technology in Education. Your assignment is to write a well formed, grammatically correct paper [double-space, 12 pt Times New Roman font] assessing how the implementation of 1to 1 initiatives have influenced (improved, no change, or detrimental) educational opportunities for students (focus on K-12). Essentially, this paper is a means to support a position on the integration of this technology initiative. A position must be supported with factual information (statistics, examples, or other evidence) and/or with general principles and theories. Along with empirical evidence, personal experience may be used to support the position of the writer.
5. Technology Plan - Application of Change Theory in Education: Integration of Technology. Assume, you are a teacher in a school system that historically hasn’t received significant funding to support the purchase/integration of technology, but the systems grant writer has received notification that the system has been awarded a substantial grant to improve student and teacher access to educational technology. The grant does not specify what technologies should be purchased, but does stipulate that technology purchased must be used to improve learning opportunities for students. The systems superintendent has appointed you to systems technology committee which has been tasked to develop a 5 year technology plan utilizing the grant funding. The plan should consist of a written description of the school system (can model from the current school you teach at, have taught at, attended, or just create), a needs assessment (Infrastructure, Technology Inventory, Student Learning, Teacher Needs for Instruction and PD, local industry skills need {CTE integration}, etc.), and finally your plan for change outlining the implementation of new technology over a five year period to improve the educational opportunities for students (short-term and long-term goals). The plan must include support (data, statistics, etc.) for your choices of necessary technology integration to improve the school system. The plan should be a well formed, grammatically correct paper [double-space, 12 pt Times New Roman Font].
6. Technology Plan Presentation - You must create a PowerPoint presentation with voice over outlining your technology plan. Assume you have been designated as the spokesperson for the committee, and you must present the plan to the Board of Education for approval.

**Rubrics and Grading Scale:**

|  |  |  |
| --- | --- | --- |
| **Graded Activity** | **Points for each activity** | **Total points available** |
| Discussions (10) | 20 | 200 |
| Technology in Edu. Paper (1) | 200 | 200 |
| Change Theory Project | 200 | 200 |
| Change Theory Project Presentation | 100 | 100 |
| Midterm and Final | 150 | 300 |
|  | Total Points Available | 1,000 |

The following grading scale will be used:

|  |  |
| --- | --- |
| 90 - 100 % | A |
| 80% - 89.9% | B |
| 70% - 79.9% | C |
| 60% - 69.9% | D |
| Below 60% | F |

**8. Class Policy Statements:**

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.

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

**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 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).

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.

**9. Academic Honesty Statement:**

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.

**10. Students with Disabilities Statement:**

“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).”

**11. Justification for Graduate Credit:**

CTCT 7970 (Principles of Technology Change Theory) builds upon previous experiences with technology integration and practical education theory. Students enrolled in this course will analyze the theoretical framework for technology change theory and its application to secondary and postsecondary education. Students in this course will be better able to apply change theory to systemic technological assessments and development of technology plans.