

<p style="text-align: center;">EDMD 7216 Integration of Technology Into the Curriculum Auburn University- College of Education Educational Foundations, Leadership and Technology Department Syllabus 2010</p>

Class Time: Meet online

Location: Meet online

Instructor: Dr. Jung Won Hur

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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:** May 2010
3. **Text:** 1) All articles will be provided.
2) American Psychological Association (2001). *Publication Manual of the American Psychological Association (5th ed.)*. Washington, D.C.: American Psychological Association -- **Optional**
* A microphone is required to develop PhotoStory and Podcast projects as well as to participate in synchronous communication.
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 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		- Introduce yourself (5/27; 5/31)
Week 2	Technology in the digital age	Wiki	- Online discussion (6/3; 6/7)
Week 3	Use of technology in classrooms	Wiki Design	- Wiki idea (6/13) - Online discussion (6/10; 6/14)
Week 4	Issues in technology integration	PhotoStory	- Wiki template (6/20) - Online discussion (6/17; 6/21)
Week 5	Teachers & technology Integration	Podcast	- Photostory (6/27) - Online discussion (6/24; 6/28)
Week 6	Ethical use of technology	Digital Video	- Podcast (7/6) - Online discussion (7/1; 7/6)
Week 7	Assistive technology	Live Classroom	- Group presentation (7/12-7/17) - Online discussion (7/9; 7/13)
Week 8	Online learning	Web 2.0 technologies	- Peer comments (7/23) - Online discussion (7/16; 7/20)
Week 9	Preparing for 21 st century learning skills		- Digital video (7/26)
Week 10	Course Reflection		- Final wiki (8/1) - Position paper / or Reading responses (8/1)

Weekly Readings

Week 2: Technology in the digital age

Prensky, M. (2001). Digital natives, digital immigrants. *From On the Horizon*. 9(5),1-6.
Kamenetx, A. (2010, April). A is for APP. *Fastcompany.com*. 67-77.

Week 3: Use of technology in classrooms

Warschauer, M. (2007). Information literacy in the laptop classroom. *Teachers College Record*, 109 (11), 2511–2540.

Russell, M., Bebell, D., O'Dwyer, L., & O'Conner, K. (2003). Examining teacher technology use: Implications for preservice and inservice teacher preparation. *Journal of Teacher Education*, 54(4), 297-310.

Week 4: 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.

Roblyer, M. D. (2006). *Integrating educational technology into teaching* (4th ed.). Columbus, OH: Merrill.

Week 5: 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 6: Ethical use of technology

Kowalski, R. M. & Limber, S. P. (2007). Electronic bullying among middle school students. *Journal of Adolescent Health*, 41, 22-30.

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

Week 7: Assistive technology

Hasselbring, T. S. & Glaser, C. H. (2000). Use of computer technology to help students with special needs. *The Future of Children*, 10(2), 102-122.

Dyal, A., Carpenter, L. B., & Wright, J. (2009). Assistive technology: What every school leader should know. *Education*, 129(3), 556-560.

Week 8: Online learning

Bonk, C. & Zhang K. (2008). *Empowering online learning: 100+ activities for reading, reflecting, displaying, & doing*. San Francisco, CA.: Wiley.

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

7. Course Requirements

- Be on-time and self-monitored ALL THE TIME
- Participate in all online discussions (Note that Blackboard allows instructors to review each student's level of participation such as the number of hours to access Blackboard 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

Wiki project:

Each of you needs to choose at least one book that you want to read during the summer break. The book must be something that can assist your profession (e.g., something that you can proudly say to your boss that you are reading this book). Then, you will create a wiki discussing the book. Your photostory and podcast project will be related to your book and the files will be posted to your wiki. You will present your wiki to your group members in week 7.

*Position paper or reading reflection: You need to complete **one** of the following*

Option A. Position Paper:

You need to write a position paper where you either support or oppose use of technology in schools. 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 page, bibliography, etc. 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.
- D. Throughout the paper, utilize excellent grammar, organization and adhere to APA style for citations and bibliographical references.

Option B. Reading Response:

After our online discussion, you will be given 3-5 discussion questions related to our weekly discussion. Your task is to synthesize all the readings and clearly present your opinions with supporting data. The paper must be organized following the APA style.

Online Discussion:

We will have online discussions every week and you are expected to make **at least two postings** per week. You can make a new posting or reply to others' postings. The postings should include critical points (saying "I agree" type of posting does not count!) In addition to participating in online discussions, you will rotate responsibility for moderating online discussion of the article readings. Moderators will be responsible for posting discussion questions, monitoring and facilitating online discussion, and summarizing the discussion at the end of the week.

Technical skill development

We will explore several educational programs and you will be asked to develop educational materials that you may want to use in your own classrooms. The materials that you need to develop include:

- PowerPoint recording
- Photo Story
- Podcast
- Digital video
- Wiki

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.

Position paper/ or reading response	35 pts	The following grading scale will be used:	
Wiki	55 pts	90-100% (211.5 pts)	A
Technical skill development	65 pts	80-89.9% (188 pts)	B
Discussion Moderation	20 pts	70-79.9% (164.5 pts)	C
Online Discussion Participation	60 pts	60-69.9% (141 pts)	D
		Below 60% (<141 pts)	F
<hr/> <i>Total:</i>		<hr/> <i>235 pts</i>	

- Position paper or reading response: (35 pt)
- Wiki: Wiki idea (5 pt)+ Wiki template (5 pt) + Wiki presentation (10 pt) + final wiki (25 pt)+ peer comments (10 pt)
- Technical skill development: Self-introduction (10 pt)+Photo Story (15 pt)+ Podcast (15 pt) + Digital video (25 pt)
- Discussion moderation (20 pt)
- Online discussion: Each participation (10 pt) * 6 times

Any assignment presented or turned in late **will be penalized 10% for each day** of last submission. Late assignments presented or turned in late after one week 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 Blackboard, 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 dates 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 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 (V/TT).

Honesty Code: The University Academic Honesty code and the Tiger Cub 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.

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

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.