

<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 2011</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 2011
3. **Text:** 1) All articles will be provided.
2) American Psychological Association (2010). *Publication Manual of the American Psychological Association (6th ed.)*. Washington, D.C.: American Psychological Association -- **Optional**
* A microphone is required to complete assignments.
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	Voicethread	
Week 2	Availability vs. Educational Use of Technology	Prezi	- Voicethread
Week 3	Technology in the Digital Age	Wiki	- Prezi
Week 4	Ubiquitous Learning Environment	Photostory	- Individual assignment contract
Week 5	Pervasive Technology Use	Podcast	- Photostory
Week 6	Issues in Technology Integration	Digital Video	- Podcast (optional)
Week 7	Teachers & Technology Integration	SMART Notebook	
Week 8	Ethical Use of Technology	Live Classroom	- Position paper/ Reading Response
Week 9	Assistive technology	Cloud Computing	- SMART Notebook (optional)
Week 10	Course Reflection		- Final reflection - Final individual project

Weekly Readings

Week 2: Availability vs. Educational Use of 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

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>

Cuban, L., Kirkpatrick, H. & Peck, C. (2001). High access and low use of technologies in high school classrooms: Explaining an apparent paradox. *American Educational Research Journal*, 38(4), 813-834.

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: Ubiquitous Learning Environment

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

Keller, J. (2011). The slow-motion mobile campus. *The Chronicle of Higher Education*. Retrieved from <http://chronicle.com/article/The-Slow-Motion-Mobile-Campus/127380/>

Week 5: Pervasive Technology Use

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

Romo, V. (2010, December 13). Stop me before I facebook again. NPR. Retrieved from <http://www.npr.org/2010/12/13/132029642/stop-me-before-i-facebook-again>

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.

Bjerede, M. (2010). Can standardization and innovation coexist in education? O'Reilly. Retrieved from <http://radar.oreilly.com/2010/12/education-standards-innovation.html>

Week 7: 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.

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 8: 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.

Week 9: Assistive technology

Lee, H. & Templeton, R. (2008). Ensuring equal access to technology: Providing assistive technology for students with disabilities. *Theory Into Practice*, 47(3), 212–219.

Shah, N. (2011). Special Ed. Pupils find learning tool in iPad applications. *Education Week*, 30(22), 1-17.

7. Course Requirements

- 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 boards. The instructor will refer to these data when evaluating participation)
- Complete all class readings and reflect on them
- Complete all assignments on time
- Be self-disciplined and be self-motivated

1) Mid-term 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 6th edition handbook and include a variety of current professional and/or scholarly 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 two 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 5-8 page length (double space).

For either paper, 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) Online Discussion:

We will have online discussions every week and you are expected to make **at least three 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.

3) 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 may include:

- Voicethread
- Prezi
- Photostory

- Podcast
- Digital video
- Blog

4) Individual Project

A) Option 1: Wiki Development

You are expected to create a wiki with your partner or by yourself. The content of the wiki should be related to teaching and learning. If you work with a partner, both of you must EQUALLY contribute to the development of the wiki. At the end, you will be asked to reflect on your topic selection, wiki development process, and classroom application ideas.

B) Option 2: Blog Development

You will be asked to create a blog and make at least 10 postings throughout the semester. The blog topic can be anything related to education. You can also reflect on class readings via this blog. The postings should be reflective, thoughtful, informative, timely and current. At the end, you will be asked to reflect on your topic selection, blog development process, and classroom application ideas.

C) Option 3: Technical skill development

You will use three additional technologies (podcast, SMART Notebook, digital video; or choice of your selected technology) and create instructional materials. At the end, you will be asked to reflect on your classroom integration ideas of each technology.

D) Option 4: 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.

E) Option 5: Choice of Student

If you want to do other project where the workload is equivalent to the previous projects and supports your educational interest, please consult with the instructor in advance.

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	40 pts	The following grading scale will be used:	
Individual projects	50 pts	90-100% (211.5 pts)	A
Technical skill development	45 pts	80-89.9% (188 pts)	B
Discussion Moderation	10 pts	70-79.9% (164.5 pts)	C
Online Discussion Participation	70 pts	60-69.9% (141 pts)	D
Final Reflection	20 pts	Below 60% (<141 pts)	F
<i>Total:</i>	<i>235 pts</i>		

- Position paper or reading response: (40 pt)
- Individual project (50 pt): (e.g., Assignment contract (5 pt)+ SMART Notebook (15 pt)+ Podcast (15 pt) + Digital video (15 pt)
- Technical skill development: Voicethread (15 pt)+ Prezi (15 pt) + Photostory (15 pt)
- Discussion moderation (10 pt)
- Online discussion: Each participation (10 pt) * 7 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 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 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. * **Self-plagiarism where students submit her/his own work that is originally developed for other classes or another assignment will not be 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. Justification for Graduate Credit:

Knowing how to integrate instructional technology into the curriculum is essential for technology planners, teachers, library media specialists, and administrators. This course provides advanced students with opportunities to analyze and synthesize curriculum and learning theories in the application and integration of advanced instructional technologies.

11. 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.