

EDMD 7210/7216
Integration of Technology Into the Curriculum
Auburn University- College of Education
Educational Foundations, Leadership and Technology Department
Syllabus 2016

1. **Course Number:** EDMD 7210/7216
Course Title: Integration of Technology Into the Curriculum
Credit Hours: 3 semester hours (LEC3)
Prerequisite: None
2. **Term:** Summer 2016
Day/Time: Meet online
Instructor: Dr. Jung Won Hur
Office Address: 4076 Haley
Contact Information: Work: 334-844-3019/ Email: jwhur@auburn.edu
Office hours: Mondays & Tuesdays 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 (6th 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. **Course Objectives:**
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:

Date	Topic/Reading	Technology	Assignment Due
Week 1 (May 19)	Introduction: Review the syllabus/Technology in the Digital Age	- Voicethread/Sway-Jing - Video reflection	
Week 2 (May 30)	Technology Integration: What's for?	- Symbaloo/Livebinder	- Study Plan (10 pt) - Self introduction (10 pt)
Week 3 (June 6)	Flipped Classroom/ Blended Learning	- Educreations - Thinklink - Edmodo/	- Symbaloo/ Livebinder (15 pt)
Week 4 (June 13)	Technology for Special Needs Students	- Google Chrome Apps/ Evernote	
Week 5 (June 20)	Coding Education	- Code.org	- Evernote (10 pt)
Week 6 (June 27)	Ethical use of technology	- Kahoot/Socrative - Inforgraphics	
Week 7 (July 4)	Pervasive Technology Use	- Weebly/ Wix	
Week 8 (July 11)	Copyright	- Padlet	- Term paper (40 pt)
Week 9 (July 18)	Theoretical Framework/ Makerspace/Design Thinking	- Useful tools	- Educational material presentation (10 pt)
Week 10 (July 25)	Course reflection		- Final Project/Final Reflection (30 pt)

Weekly Readings

Week 1: 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.

Week 2: 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 3: Flipped Classroom (290-3-3-.42(4)(b)1., 290-3-3-.42(4)(b)3.)

Bergmann, J., & Sams, A. (2012). *Flip your classroom: Reach every student in every class every day*. Washington, DC: ISTE.

Staker, H. & Horn, M. B. (2012). Classifying K-12 blended learning. Innosite Institute. Retrieved from <http://www.christenseninstitute.org/wp-content/uploads/2013/04/Classifying-K-12-blended-learning.pdf>

Week 4: 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 6: 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.

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 7: Pervasive Technology Use

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 8: Copyright

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

Week 9: Technology Integration: Theoretical Framework & Project based learning (290-3-3-.42(4)(b)1., 290-3-3-.42(4)(b)2.)

Harris, J. Mishra, P., & Koehler, M. (2009). Teachers' technological pedagogical content knowledge and learning activity types: Curriculum-based technology integration reframed. *Journal of Research on Technology in Education*, 41(4), 393-416.

7. Course Requirements

- Be on-time and self-monitored ALL THE TIME
- Participate in all online discussions (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 6th 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:

All students are expected to fully participate in the discussions every week.

3. Education Material Presentation:

You are expected to introduce one or two educational materials 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
- Jing/Voicethread
- Evernote

5. Final Project

A) Option 1: Blog Development (<https://wordpress.com/>; <https://www.tumblr.com/>)

You will be asked to create a blog and make at least 9 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. At the end, you will be asked to write a paper where you reflect on your topic selection, blog development process, and classroom application ideas.

B) Option 2: Reflection Video

You will create an appropriately 10 minute video that you reflect on the course. 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. Please choose this option only if you have not done any video editing before. You should edit the video; just shooting without any editing will not be allowed.

C) Option 3: 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.

D) Option 4: Teacher Website

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

E) Option 5: 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.

F) Option 6: Technical Skill Development

You will use two additional technologies (e.g., prezi, podcast, digital video; or choice of your selected technology) that you have not used for your first and second technology assignments and create instructional materials. Please submit a lesson plan idea along with your technology examples.

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.

		The following grading scale will be used:	
Term Paper	40 pts	90-100% (144 pts)	A
Final Project (& Final Reflection)	30 pts	80-89.9% (128 pts)	B
Symbaloo	15 pts	70-79.9% (112 pts)	C
Self-introduction	10 pts	60-69.9% (96 pts)	D
Educational material presentation	10 pts	Below 60% (<96 pts)	F
Evernote	10 pts		
Study Plan	10 pts		
Online Discussion Participation	35 pts		
<i>Total:</i>	<i>160 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** 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.

OIT Help Desk Student Page: <http://www.auburn.edu/oit/students/>

Honesty Code: The University Academic Honesty code and the [Student Policy eHandbook](http://www.auburn.edu/studentpolicies) (www.auburn.edu/studentpolicies). 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* 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, an 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).

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.