**EDMD 7010/7016**

**Instructional & Informational Technologies Auburn University- College of Education**

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

1. **Course Number:** EDMD 7010/7016

**Course Title:** Instructional & Informational Technologies

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

**Prerequisite:** None

1. **Term:** Summer 2021
2. **Day/Time**: Meet online via Zoom on a weekly basis
3. **Instructo**r: Dr. Jung Won Hur **Office Address**: 4068 Haley

**Contact Information**: Work: 334-844-3019/ Email: jwhur@auburn.edu

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

# Text or Major Resources:

**Required:**

Sheniger E. (2019). *Digital Leadership: Changing paradigms for changing times* (2nd Ed). Thousand Oaks, CA: (https://amz.run/4XVU)

# Optional:

#  < Inequality and Technology Use>

# Lareau. A. (2003). *Unequal childhoods: Class, race and family life*. Berkley and Los Angeles, CA (<https://amz.run/4XVZ>)

# Aguilar, E. (2020). *Coaching for equity: Conversations that change practice*. Hoboken, NJ: Jossey-Bass. (<https://amz.run/4XVe>)

# < Gen Z and Education>

# Lukianoff, G. & Haidt, J. (2019). The coddling of the American mind: How good intentions and bad ideas are setting up a generation for failure. New York: Penguin Press. (<https://amz.run/4XVx>)

Twenge, J. M. (2017). Gen: Why today’s super-connected kids are growing up less rebellious, more tolerant, less happy--and completely unprepared for adulthood--and what that means for the rest of us. New York: ATRIA paperback (https://amzn.to/36m4okV)

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>)

< **Teaching (leadership) in 21st Century**>

Morgan, J. (2020). *The future leader: 9 skills and mindsets to succeed in the next decade*. Hoboken, NJ: Wiley. (<https://amz.run/4XW1>).

Couros, G. (2015). *The innovator’s mindset: Empower learning, unleash talent, and lead a culture of creativity*. San Diego, CA: Dave Burgess Consulting, Inc. (https://amzn.to/28VH4hO)

Bell, K. (2018). *Shake up learning: Practical ideas to move learning from static to dynamic.* San Diego, CA: Dave Burgess Consulting, Inc. (https://amzn.to/2LPHagb)

Spencer, J. & Juliani, A.J. (2017). *Empower: What happens when students own their learning.* San Diego, CA: Dave Burgess Consulting, Inc. (https://amzn.to/2m5Pvzu )

Burgess, S. & Houf, B. (2017). *Lead like a pirate*. San Diego, CA: Dave Burgess Consulting, Inc.( https://amzn.to/2X6Jwd8)

Burgess, D. (2012). Teaching like a pirate. San Diego, CA: Dave Burgess Consulting, Inc. (https://amzn.to/3dUQjgG)

# <Digital Citizenship>

Lagarde, J. & Hudgins, D. (2018). *Fact vs. fiction: Teaching critical thinking skills in the age of fake news*. Portland, Oregon: International Society for Technology in Education. (https://amzn.to/36i3Lsw)

Heitner, D. (2016). *Screenwise: Helping kids thrive (and survive) in their digital world*. New York: Bibliomotion, Inc. (https://goo.gl/JW2QEb)

# < Computer Science Education>

Saujani, R. (2017). *Girls who code*. New York: Penguin Young Readers Group. (https://goo.gl/m35e3P)

Krauss, J. & Prottsman, K. (2017). *Computational thinking and coding for every student: The teacher’s getting-started guide*. Thousand Oaks, CA: Corwin. (https://goo.gl/B5WxSU)

# Course Description:

Evaluation, selection, and use of traditional and current technologies for instruction, information, and administration in learning environments.

#  Course Objectives:

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

1. Develop a digital vision and share it using a recent presentation tool
2. Analyze characteristics of students and available technology systems and identity ways to use data to better support students’ needs.
3. Facilitate the selection and use of instructional technologies to maximize student learning
4. Plan a professional development program for teachers and administrators in the use of new technologies/instructional strategies
5. Demonstrate responsible decision making that reflects understanding of social, legal, and ethical issues related to technology
6. Identify technology trends related to K-12 education

# Course Content:

|  **Date** | **Topic** |  **Reading** | **Class Activity** | **Assignment** |
| --- | --- | --- | --- | --- |
| Week 1(May 20) | Course Introduction/ Self- study topic Exploration |  | Data Analysis  |  |
| Week 2(May 27) | Inequity and technology  | Lareau (2003) | Padlet | Final assignment plan |
| Week 3(June 3) | Understanding emotions | Aguilar (2020); Rosenberg (2015) | Nonviolent communication practice | Student-Technology System Analysis (15 pt) |
| Week 4(June 10) | New learner and digital leader | Sheninger 1 & 2 |  Scratch | Scratch Activity (15 pts) |
| Week 5(June 17) | Sustainable changes | Sheninger 3 & 4 | Canva |  Digital Leadership  Vision (15 pts) |
| Week 6(June 24) | Student Engagement | Sheninger 5 | Book Discussion 1 |  |
| Week 7(July 1) | Public relations/ Branding | Sheninger 8,9, &10 |  Social Media |  WeVideo Presentation  (15 pts) |
| Week 8(July 8) | Fake news  | Lagarde & Hudgins (2018) | Book Discussion 2 |  |
| Week 9(July 15) | Professional Development  | Sheninger 7 |  |  Book Discussion  Participation (15 pts) |
| Week 10(July 22) | Future educational technology | Sheninger 11 & 12 |  | Flipped professional development/ Final presentation (30 pts) |

1. **Course Requirements**
2. Actively participate in online discussions and activities
3. Complete all class readings/ assignments
4. Be self-disciplined and be self-motivated
5. 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.

Student-technology System Analysis 15 points

Scratch Activity 15 points

Digital Leadership Vision 15 points

WeVideo Presentation 15 points

Book Discussion Participation 15 points

Class Participation 15 points

Professional Development 20 points

Final Presentation 10 points

*Total: 120 points*

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

| **Points** | **Explanations** |
| --- | --- |
| 90-100% (108 pts)...............A | Any assignment presented or turned in late will |
| 80-89.9% (96 pts)................B | be penalized 10% for each class period that it is |
| 70-79.9% (84 pts)................C | late. Late assignments presented or turned in |
| 60-69.9% (72 pts)................D | late after two class meetings will not be |
| Below 60% (<72 pts) .......... F | 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 eHandbook ([www.auburn.edu/studentpolicies). Rules and Regulations pertaining to](http://www.auburn.edu/studentpolicies%29.RulesandRegulationspertainingto) 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.

# ï 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:

ï Engage in responsible and ethical professional practices

ï Contribute to collaborative learning communities

ï Demonstrate a commitment to diversity

ï 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/).](http://www.auburn.edu/student_info/student_policies/%29)

**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:

Instructional and information technologies are becoming ubiquitous in business, education, health, the military, and other enterprises. Administrators, school librarian, teachers, and many other planners must become prepared to make informed decisions regarding selection and utilization of current and emerging technologies. They need to know what choices to make in selecting both hardware and software, what are the applications of technologies to instruction and information gathering, and what are the ethical issues surrounding the uses of technology. This course is designed to allow our graduates to assume these decision making roles with knowledge and confidence, knowing about currently available technologies and the criteria and means for analyzing their institutions’ needs and synthesizing the many variables that enter into the decision making process

***13. 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.*

*\* Curriculum Map*

|  | **Student-technology systems analysis** | **Scratch Activity** | **Digital Vision** | **WeVideo presentation** | **Professional Development** | **Final Presentation** | **Book discussion** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Develop a digital vision and share it using recent technology |  | V | V |  |  |  |  |
| Analyze characteristics of students and available technology systems | V |  |  |  |  |  | V |
| Facilitate the selection and use of instructional technologies to maximize student learning | V |  |  | V |  |  |  |
| Plan a professional development program for teachers and administrators in the use of new technologies |  |  |  |  | V | V |  |
| Demonstrate responsible decision making that reflects understanding of social, and ethical issues related to technology |  |  | V |  |  |  | V |
| Identify technology trends related to K-12 education |  | V |  |  |  |  |  |