**EDMD 7210**

**Integration of Technology Into the Curriculum Auburn University- College of Education**

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

1. **Course Number:** EDMD 7210

**Course Title:** Integration of Technology into the Curriculum

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

**Prerequisite:** None

1. **Term:** Summer 2021
2. **Day/Time**: Meet online **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 meet via Zoom.

# Text or Major Resources:

* 1. Miller, M. (2020). *Tech like a pirate: Using classroom technology to create and make learning memorable*. San Diego, CA: Dave Burgess Consulting. <https://amz.run/4XwY>
	2. American Psychological Association (2009). *Publication Manual of the American Psychological Association (6th ed.)*. Washington, D.C.: American Psychological Association -- **Optional**

# Course Description:

Learner competence in integration of technology into curriculum, including designing and integrating technology into instruction

# Course Objectives:

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

1. facilitate and promote student learning and creativity using a variety of technology (**290-3-3-.42(4)(b)1.)**
2. select appropriate tools relevant to individual learners and integrate it into a classroom instruction (**290-3-3-.42(4)(b)2.)**
3. demonstrate confidence in using variety of emerging technologies (**290-3-3-.42(4)(b)3.)**
4. model and promote safe, legal and ethical use of digital media (**290-3-3-**

# .42(4)(b)4.)

1. engage in professional growth by participating in online communities and developing self-directed learning skills (**290-3-3-.42(4)(b)5.)**

# Course Content:

| **Date** | **Topic/Reading** | **Technology** | **Assignment Due** |
| --- | --- | --- | --- |
| Week 1(May 25) | Introduction: Review the syllabus/Technology in the digital age | - Zoom/Padlet  |  |
| Week 2(June 1) | Technology Integration Framework: TPACK | - Google Earth | - Google Earth Lesson (15 pts) |
| Week 3(June 8) | Classroom Innovation/ Miller (Chapter 1 and 2) | * Actively Learn/ Wakelet
 | - Collaborative Resources  (15 pts) |
| Week 4(June 15) | Digital Citizenship | - Zotero | - Zotero practice (10 pts) |
| Week 5(June 22) | Game-based learning/ Miller (Chapter 3 and 4) | - GimKit |  |
| Week 6(June 29) | Computational Thinking | Scratch  | - Scratch practice (10 pts)  |
| Week 7(July 6) | Universal Design for Learning.Miller (Chapter 5,6, and 7) | * Assistive technology
 |  |
| Week 8(July 13) | Copyright | - Nearpod | - Term paper (40 pt) |
| Week 9(July 20) | Media and youth/ Virtual Reality(Chapter 8,9, and 10) | - Merge Cube, Oculus Quest | - Educational material presentation (10pts) |
| Week 10(July 27) | Course reflection | - Canva | - Final project/ reflection (30 pts) |

**Weekly Readings**

**Week 1: Zoom and Padlet activities (290-3-3-.42(4)(b)1., 290-3-3-.42(4)(b)2.)**

# Week 2: Technology Integration Framework (290-3-3-.42(4)(b)1., 290-3-3-.42(4)(b)2.)

Koehler, M. J., & Mishra, P. (2009). What is technological pedagogical content knowledge? Contemporary Issues in Technology and Teacher Education, 9(1), 60-70.

Kirschner, P.A. & Bruyckere, P.D. (2017). The myths of the digital native and multitasker. *Teaching and Teacher Education, 67*, 135-142.

# Week 3: Classroom Innovation (290-3-3-.42(4)(b)3)

Couros, G. (2015). *The innovator’s mindset: Empower learning, unleash talent, and lead a culture of creativity*. Sand Diego, CA: Dave Burgess Consulting, Inc.

**Week 4: Digital Citizenship (290-3-3-.42(4)(b)4.)**

Hollandsworth, R., Donovan, J. & Welch, M. (2017). Digital citizenship: You can’t go home again. *Techtrends, 61*, 524-530.

**Week 5: Game based learning (290-3-3-.42(4)(b)1., 290-3-3-.42(4)(b)2.)**

Ofosu-Ampong, K. (2020). The shift to gamification in education: A review on dominant issues. *Journal of Educational Technology Systems, 49*(1), 113–137

# Week 6: Computational Thinking (290-3-3-.42(4)(b)1.

Dweck, C.S. (2006). *Mindset: The new psychology for success*. New York: Random House.

**Week 7: Universal Design for Learning (290-3-3-.42(4)(b)1., 290-3-3-.42(4)(b)2.)**

King-Sears, M. (2009). Universal design for learning: Technology and pedagogy. *Learning Disablity Quarterly, 2*(4),199-201

**Week 8: Copyright (290-3-3-.42(4)(b)5.)**

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

# Week 9: Virtual Reality (290-3-3-.42(4)(b)3, 290-3-3-.42(4)(b)4., 290-3-3-.42(4)(b)5)

Turkle, S. (2015). *Reclaiming conversation: The power of talk in a digital age.* New York: Penguin Press.

DeWitt, S. (2017). 3 fears about screen time for kids and why they are not true. [https://www.ted.com/talks/sara\_dewitt\_3\_fears\_about\_screen\_time\_for\_kids\_and\_w](https://www.ted.com/talks/sara_dewitt_3_fears_about_screen_time_for_kids_and_why_they_re_not_true/discussion?language=en&t-302931) [hy\_they\_re\_not\_true/discussion?language=en#t-302931](https://www.ted.com/talks/sara_dewitt_3_fears_about_screen_time_for_kids_and_why_they_re_not_true/discussion?language=en&t-302931)

# 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

# Term Paper (\* Details will be provided)

* 1. *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 7th 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:

* + 1. Identify and summarize the main points of the issue being addressed.
		2. Concisely state the position being taken on the issue and provide an alternative action to the one presented in the scenario.
		3. Provide a literature-based rationale and support for the position being taken.
	1. *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.

# Weekly Discussion:

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

# 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/ apps
* Instructional strategies
* 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.

# Technical Skill Development:

You will be asked to develop educational materials using technology that we explore in class.

* Google Earth
* Wakelet
* Zotero
* Canva

# Final Project

1. *Option 1: Blog Development*

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.

1. *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.

1. *Option 3: Teacher Website (Weebly or Wix)*

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.

1. *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.

1. *Option 5: 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.

# 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.

# 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:

| Assignments | Points | Grade Points | Grade |
| --- | --- | --- | --- |
| Term Paper | 40 pts | 90-100% (144 pts) | A |
| Final Project (& Final Reflection) | 30 pts | 80-89.9% (128 pts) | B |
| Google Earth Lesson | 15 pts | 70-79.9% (112 pts) | C |
| Collaborative Resources  | 15 pts | 60-69.9% (96 pts) | D |
| Zotero Practice | 10 pts | Below 60% (<96 pts) | F |
| Scratch | 10 pts |  |  |
| Educational material presentation | 10 pts |  |  |
| Class Participation | 30 pts |  |  |
| *Total:* | *160 pts* |  |  |

- 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 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 ([www.auburn.edu/studentpolicies).](http://www.auburn.edu/studentpolicies%29) 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/).](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).

# 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.*