

**Auburn University
Syllabus**

1. **Course Number:** EDMD 6000
Course Title: Computers in Education
Credit Hours: 3 semester hours (lecture/lab)
Prerequisite: Junior Standing
Corequisite: None

2. **Date Syllabus Prepared:** May, 2003

3. **Text:** Bitter, G. and Pierson, M. (2002). Using technology in the classroom. Boston, MA: Allyn and Bacon (5th ed.).
Simpson, C. (2001). Copyright for schools: A practical guide. Columbus, OH: Linworth.
International Society for Technology in Education (2000). National Educational Technology Standards for Students: Connecting Curriculum and Technology. (ISBN: 1-56484-150-2) ISTE.

4. **Course Description:**
Introduction to the use of computer technologies in educational environments.

5. **Course Objectives:**
After appropriate learning activities, students will be able to:
 - a) Identify and evaluate technology resources and sources of technical assistance
 - b) Assess advantages and limitations of current and emerging technologies, Internet resources, and software to facilitate teaching and learning.
 - c) Discuss legal and ethical issues relating to technology
 - d) Describe characteristics of appropriate and effective learner-centered lessons and units that integrate technology.
 - e) Utilize technology tools (word processing – WP, spreadsheets – SS, databases – DB, presentation software, i.e. PowerPoint – PP; digital cameras, scanners, etc.) and Internet-based resources in teaching and learning situations
 - f) Facilitate students' individual and collaborative use of technology resources to locate, collect, create, produce, communicate, and present information;
 - g) Apply appropriate assistive and/or adaptive technology resources for diverse students and students having special needs.
 - h) Evaluate students' technology proficiency and students' technology-based products within curricular areas.
 - i) Enhance personal professional growth using appropriate technology resources.

6. Course Content:

Date	Topic/Reading	Assignment Due
Week 1: 5/21	Basic File Management Skills; Getting Started with Technology; Basic Productivity Software Chapters 1 – 3: Bitter	Synch Password; Set up AU Web-space
Week 2: 5/28	Feeling at Home on the Internet; Emerging Technologies Chapters 4 & 5: Bitter	
Week 3: 6/4	Research on Technology; Selecting Educational Resources Chapters 6 & 7: Bitter	Research Paper Outline (HW)
Week 4: 6/11	Types of Educational Software; Integrating WWW Resources; Designing Online Instruction Chapters 8 - 10: Bitter	Word Processing & Spreadsheet Portfolio elements (paper, online)
Week 5: 6/18	Integrating in the Content Area; Multidisciplinary Integration Chapters 11 & 12: Bitter	Annotated Bibliography (HW)
Week 6: 6/25	Data Analysis & Simulations; Mathematical Modeling Chapters 13 & 14: Bitter	Software Evaluation
Week 7: 7/2	Organizing & Managing; Producing & Presenting Chapters 15 & 16: Bitter	PowerPoint & Database Portfolio elements (paper, online)
Week 8: 7/9	Assessing & Evaluating; Classroom Administration Chapters 17 & 18: Bitter	Research Paper
Week 9: 7/16	Professional Educator; Social, Ethical, Legal, & Human Issues Chapters 19 & 20: Bitter; Simpson	Digital Image & Web Resources Portfolio elements (paper, online)
Week 10: 7/23	Creating a Technology Integrated Unit	Final Portfolio (Online)

7. Course Requirements:

- Successfully complete a web-based electronic portfolio of technology integrated educational resources and lesson plans. This portfolio will include:
 - a. Individual lessons utilizing 2 of the productivity software packages by the learner.
 - b. Evidence that the unit designer (student) has utilized at least two (2) productivity software packages in the design and development of portfolio and/or teaching materials.

- c. Technology and curriculum standards correlated and integrated within included lesson plans.
 - d. Use of at least one (1) (preferably problem-based) WebQuest that supports the goals and objectives of the unit. OR The integration of at least one (1) “off the shelf” (commercially authored) piece of software within the unit and used by the learners.
 - e. Evidence that the unit designer (student) has utilized digital images in an appropriate and effective manner.
 - f. Appropriate modification suggestions within *each* lesson for learners having diverse needs.
 - g. Evidence of the ethical use of technological resources in the form of a personal action-plan/philosophy statement.
 - h. A logical and well-developed organizational structure, a professional presentation of the unit and learning materials.
 - i. Reflective rationales for the inclusion of each selected element within the portfolio
- Successfully complete a 5-page research paper the topic of which is: “Current Issues in Educational Technology”
 - Active and collegial participation in class discussions.
 - Completion of all assigned homework activities
 - Final Project presentation

8. Assessment:

The final grade for the course will be based on a ratio of the points earned by the students to the number of points offered during the semester.

Multi-disciplinary Unit	100 points	<u>The following grading scale will be used:</u>	
Current Issues Research Paper	30 points	90-100% (216 pts)	A
Attendance/Participation	20 points	80-89.9% (192 pts)	B
Homework	80 points	70-79.9% (168 pts)	C
Final Project Presentation	10 points	60-69.9% (144 pts)	D
<i>Total:</i>	<i>240 points</i>	Below 60% (<144 pts)	F

Any assignment presented or submitted after the due date will be penalized 10% for each class period after the due date. Late assignments presented or turned in late after three class meetings will not be accepted and will receive a grade of zero (0).

9. Class Policy Statement:

Special notes: It is the student's responsibility to maintain backup copies of disks and assignments and to complete the work in the time available. Students are strongly encouraged to make regular time in their schedules for the completion of computer based projects. Typically more time is needed than is available in the class meeting schedule for the successful completion of these projects. The instructor may request to see a student's disk and assignments at any time during the semester in order to assess progress. Students should contact the instructor

regularly during class, office hours or via e-mail for assistance. Assignments are due at the beginning of the class period noted. In cases where assignments are emailed to instructors, they are due *prior to the beginning* of the class indicated on the schedule.

Technology: This course is heavily supported through the use of WebCT, 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 (http://webct3.auburn.edu:8900/SCRIPT/8179/scripts/serve_home.pl) on a regular basis to check email, announcements, and to access handouts or other information for the class. Additionally, 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 troubleshooting 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/>

WebCT Information: <http://www.auburn.edu/helpdesk/webct/student.html>

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/>

Attendance: Students are expected to attend all classes. Attendance policy is as specified on pages 83 and 84 of the 1999 – 2000 Tiger Cub Student Handbook (http://www.auburn.edu/student_info/tiger_cub/index.html). You are responsible for keeping up with your work and what is going on in class. If you are absent, late or leave early, you are still responsible for deadlines on exercises and exams. Students are responsible for initiating arrangement for missed work due to excused absences.

Make-up quizzes and exams: Make-ups will be given only for University approved excuses as outlined in the Tiger Cub (http://www.auburn.edu/student_info/tiger_cub/index.html). Arrangements to take a make-up quiz or an exam must be made in advance. Students who miss a quiz or an exam because of illness need a doctor's statement of verification of sickness and should clear the absence with the instructor the day they return to class. Other unavoidable absences from campus must be documented and cleared with the instructor in advance.

Academic Misconduct: All acts of dishonesty in any work constitute academic misconduct. The University Academic Honesty Code will be followed in the event of academic misconduct. Acts of dishonesty in any work will result in the letter grade of F for all parties involved. See Tiger Cub Student Handbook (http://www.auburn.edu/student_info/tiger_cub/index.html) for more specific information.

Accommodations: It is the policy of the University to make reasonable accommodations for qualified individuals with disabilities. If you are a person with a disability and desire accommodations to complete course requirements, you may request disability accommodations. Please contact the Students With Disabilities Office (844-2096). After initial arrangements are made with that office, contact your professor.

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.