Auburn University
Syllabus

1. **Course Number:**   EDMD 7010
    Course Title: Instructional & Informational Technologies
    Credit Hours: 3 semester hours
    Prerequisite: None
    Corequisite: None
    Professor: Dr. Sara Wolf
                          4066 Haley Center
                          email: wolfsa1@auburn.edu
                          Office Hours: Wed (2:00 – 4:00 pm); Others by appointment

2. **Date Syllabus Prepared:** August, 2005

3. **Text:** Simpson, C. (1997). *Copyright for Schools*. Columbus, OH: Linworth.
            (Required)
            American Psychological Association (2001). *Publication Manual of the
            American Psychological Association (5th ed.)*. Washington, D.C.: American
            Psychological Association (Required)
            Other readings as assigned

    Other Materials: Portable storage media (Flash/Thumb/Keychain required)

4. **Course Description:**
    Evaluation, selection, and use of traditional and current technologies for instruction,
    information, and administration in learning environments.

5. **Course Objectives:**
    Upon completion of this course, students will be able to demonstrate a knowledge of the
    following:
    a) Attributes and criteria for evaluating different information formats
    b) Locating, evaluating, and selecting instructional and informational technology for
        curriculum, taking into consideration the characteristics of learners in a
        multicultural society
    c) Planning a professional development program for teachers and administrators in
        the use of new technologies
    d) Selecting appropriate instructional technology hardware for instructional and
        administrative functions
    e) Selecting appropriate technology for networking computers for instruction and
        information retrieval, including technology for assistive technologies
    f) Selecting appropriate distance learning resources using the Internet and other
        emerging media
    g) Identifying contemporary ethical issues affecting the selection and use of new
        technologies

6. Course Content:

Date	Topic	Reading Due	Assignment Due
Aug 22	Introduction; WebCT; Journaling, email, discussions; Historical & Social Context; Project 'Space';		Assign group members
Aug 29	What is ET/IT?; APA Format;	Seels & Richey (1994a-b)	Team Lists Bring APA Manuals to class for in-class activity
September 5 – Labor Day – No Class Scheduled			
Sept 12	Technology Planning: Introduction; Mission Statement WebCT for Final Projects	Clark; Kozma Barron Ch. 1	Bring Technology Plans to class for in-class activity Journal Entries
Sept 19	Technology Planning: Gathering Information; Needs Assessments		Final Project Index Page (WebCT) Book Report Title
Sept 26	Technology Planning: Policies; Teaching & Learning with Technology Graphics	Barron Ch. 2	
Oct 3	Technology and Staff Development Advanced Graphics	Barron Ch. 3	Journal Entries Needs Assessment (feedback only)
Oct 10	Digital Audio; Financial Management (Dr. Susan Bannon, budgeting)	Barron Ch. 4	Research Paper Outline
Oct 17	Digital Video; Editing Video; Local Area Networks; Infrastructure	Barron Ch. 5 & 6 Preston	Policies (feedback only)
Oct 24	Telecommunications; Distance Education/Learning	Barron Ch. 7 & 8 Moore & Kearsley (2005a-d)	Book Report
Oct 31	Assistive Technology (PSD Tour) (Tracy Donald); Program Evaluation	Barron Ch. 9	Journal Entries

Date	Topic	Reading Due	Assignment Due
Nov 7	Technology for Information Creators; Public Relations; Inspiration, FrontPage/Dreamweaver, PowerPoint (animation), Publisher		Research Paper Preliminary Technology Plans (feedback only)
Nov 14	Copyright (Dr. Susan Bannon); Ethical Issues		
November 21 – Thanksgiving Holiday – No Class Scheduled			
Nov 28	Professional Competencies		Staff Development Session Journal Entries
Dec 5	Final Project Presentations		Technology Plans (in WebCT) Journal Entries

Readings

Clark, R. E. (2001). Reconsidering research on learning from media. In D. P. Ely & T. Plomp (Eds.) *Classic writings on instructional technology* (Vol 2 pp. 139-153). Englewood, CO: Libraries Unlimited. (Original work published 1983)

Kozma, R. B. (2001). Learning with media. In D. P. Ely & T. Plomp (Eds.) *Classic writings on instructional technology* (Vol 2 pp. 155-188). Englewood, CO: Libraries Unlimited. (Original work published 1991)

Moore, M. & Kearsly, G. (2005a). Chapter 2: The historical context. In *Distance education: A systems view* (pp. 24-45). Belmont, CA: Thomson/Wadsworth.

Moore, M. & Kearsly, G. (2005b). Chapter 9: The theory and scholarship of distance education. In *Distance education: A systems view* (pp. 219-235). Belmont, CA: Thomson/Wadsworth.

Moore, M. & Kearsly, G. (2005c). Chapter 10: Research and studies of effectiveness. In *Distance education: A systems view* (pp. 236-256). Belmont, CA: Thomson/Wadsworth.

Moore, M. & Kearsly, G. (2005d). chapter 12: Distance education is about to change. In *Distance education: A systems view* (pp. 288-306). Belmont, CA: Thomson/Wadsworth.

Preston, C. M. (2002). Internet 2 and the next generation internet: A realistic assessment. In. J. J. Hirschbuhl & D. Bishop (Eds.) *Annual Editions: Computers in education 02/03* (10th ed.). Guildford, CT: McGraw-Hill/Dushkin. (Original work published 1999)

Seels, B. B. & Richey, R. C. (1994a). Chapter 3: The sources of Influence on instructional technology. In *Instructional technology: The definition and domains of the field* (pp. 65-94). Bloomington, IN: Association for Educational Communications and Technology.

Seels, B. B. & Richey, R. C. (1994b). Chapter 4: The practice of instructional technology. In *Instructional technology: The definition and domains of the field* (pp. 95-114). Bloomington, IN: Association for Educational Communications and Technology.

7.   Course Requirements
   1. Attend all class sessions and participate in all class discussions and exercises
   2. Complete all readings & assigned homework activities

3. Complete reflective journal entries (20 entries, dealing with technology, implementation, issues, NYTimes, etc.)
4. Complete a book on an instructor approved book relating to technology in education
5. Plan and develop a staff-development session that relates to some aspect of the proposed technology plan project
6. Collaborate to equip an educational setting by:
   a. Developing a 3-year technology plan *(Submitted online in WebCT)*
   b. Selecting appropriate hardware and software for instruction, administrations, and support purposes *(Track expenditures in Excel)*
   c. Creating appropriate floor-plan(s) *(Use Inspiration, PowerPoint, etc.)*
   d. Creating and communicating a budget *(Excel)*
   e. Creating a presentation to the "Board of Education" *(PowerPoint, Word)*

8. **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.

Technology Plan Project	100 points
Staff Development session	30 points
Technology Book Report	30 points
Reflective Journal entries (total)	20 points
Participation/Homework/Attendance	20 points
Total:	*200 points*

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

90-100% (180 pts)...............A 80-89.9% (160 pts)..............B 70-79.9% (140 pts)..............C 60-69.9% (120 pts)..............D Below 60% (<120 pts) .... F	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 two class meetings will not be accepted and will receive a grade of 0.

9. **Class Policy Statements:**

Special notes:
- Students should make sure that any technological problems encountered while using public computers in the LRC, or while in class are *immediately* reported to the instructor, and to the LRC staff in writing. Students should write the number of the computer (found either on the monitor or on the CPU), the time the problem occurred, the specific tasks being attempted when the problem occurred, name & email of the student discovering the problem, and a detailed description of the problem. This will provide the LRC staff with the necessary information to quickly address and correct the problem.
- Students are also *strongly* encouraged to contact the instructor regularly during class, office hours or via e-mail for assistance; clarification, if needed, on assignment requirements; and for periodic review of class progress.

- Auburn University has provided each student with an email account. These accounts are used as the official communication medium between the university and the student. For this reason, students should communicate with the instructor using *only* their official university (TigerMail) accounts or via the WebCT email option. Email originating from Hotmail, AOL, or other non-Auburn sources will *not* be opened by the instructor.

Assignment Submission:
1. 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.
2. Due to the potential incompatibility of word processing and other software programs and formats, *absolutely no work* for the course will be accepted a an e-mail and/or as an e-mail attachment or on a disk, *unless specifically indicated differently* by the instructor. All graded work must be printed off by the student and submitted to the instructor in hard copy format.

Data Maintenance:
- 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 utilize their public server space provided by Auburn University as one of their back-up options. However, this should **not** be the **only** option used by students. Floppy disks, zip disks, and multiple copies of files should also be used to guard against data loss. Failure to submit assignments due to data loss is not an acceptable excuse.
- Students are *strongly encouraged* to make regular time in their schedules for the completion of computer- and team-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 backup copies of electronic files at any time during the semester in order to assess progress.

Attendance: Attendance at each scheduled class meeting is mandatory.
- Written, *University approved*, documentation should be provided for any absence resulting from extenuating circumstances (as outlined in the Tiger Cub Student Handbook http://www.auburn.edu/student_info/tiger_cub/index.html).
- Failure to provide such documentation within one week of the student's return to class will result in the absences being classified as "unexcused" and any work missed will be unable to be made up. Students are responsible for keeping up with work and what is going on in class. If students are absent, late or leave early, they are still responsible for deadlines and project requirements 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 (including, but not limited to: giving or receiving assistance on exams or quizzes, acts of plagiarism, submitting work completed by another individual) 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 a grade of zero (0) for the affected assignment for all parties involved.
- See Tiger Cub Student Handbook http://www.auburn.edu/student_info/tiger_cub/index.html for more specific information.

Computer Security:

- In order to maintain the computers so that they are available for all students as they are needed, the College of Education & the LRC has a *NO Food or Drink* policy. This means that food and drink should not be brought in to the LRC at any time. Students are expected to adhere to this policy.
- Printers in the LRC are networked so that students do not have to pay as they print. However, students should remember that each print job that is executed under their userid will be charged to their bursar bill.
- Only students in the College of Education, or those students enrolled in College of Education courses are permitted to use the computers in the LRC computing center and the LRC classrooms. Under *no* circumstances should students share userids and/or passwords with roommates, classmates, or other Auburn University students. The sharing of userids and passwords is considered to be in violation of the Auburn University computing terms of use, and may result in a revocation of computing privileges.
- Students are *strongly encouraged* to change their passwords on a regular basis to ensure against unauthorized use by others.

Accommodations:

- It is the policy of the University and the instructors 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 &/or instructor.

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.