

**Auburn University
Syllabus**

1. **Course Number:** EDMD 7210
Course Title: Integration of Technology Into the Curriculum
Credit Hours: 3 semester hours
Prerequisite: None
Corequisite: None

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

3. **Texts: (Required)**
American Psychological Association (2001). *Publication Manual of the American Psychological Association (5th ed.)*. Washington, D.C.: American Psychological Association
Roblyer, M. D. (2003). *Integrating educational technology into teaching*. Columbus, OH: Merrill.
Loertscher, D., Koechlin, C., and Zwaan, S. (2004). *Ban those bird units: 15 models for teaching and learning in information-rich and technology-rich environments*. Salt Lake city, UT: Hi willow Research and Publishing. (ISBN: 0-931510-89-9)
(Recommended)
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:**
Learner competence in integration of technology into curriculum, including designing and writing software and plans for using computers in instruction

5. **Course Objectives:**
Upon completion of this course, students will be able to demonstrate a knowledge of the following:
 - a) Applications of telecommunications in the classroom
 - b) Integrating the use of technology into classroom instruction
 - c) Issues involved in preparing teachers to utilize technology
 - d) Issues involved in planning for effective technology integration

6. Course Content:

Date	Topic/Reading	Assignment Due
Week 1 (5/23):	Introduction; Ed Tech in Context; Connecting Curriculum and Technology; What is a “Bird Unit”?; Position Paper (Take a Position Model) (Chapter 1, Roblyer; Introduction, Loertscher)	
Week 2 (5/30):	Memorial Day Holiday – No Class – Work on Unit ideas (Find Bird Unit Examples)	
Week 3 (6/6):	Planning & Implementation for Technology Integration; ISTE student standards; Curricular Standards; (Chapter 2, Roblyer; Section 2,)	Real Life “Bird Units” (HW)
Week 4 (6/13):	Learning Theories (Background to Question Model); Integrating Software (Chapters 3 & 4, Roblyer)	
Week 5 (6/20):	Integrating Productivity and Other tools; (Chapters 5 & 6, Roblyer)	
Week 6 (6/27):	Copyright/Ethical Issues (Dr. Susan Bannon)	First Summarizing Journal Brief Project Outlines
Week 7 (7/4)	Independence Day Holiday – No Classes in Session Project Feedback (individually scheduled during this week) (Chapters 7 & 8, Roblyer)	
Week 8 (7/11):	Emerging Technologies; Technology Integration for Diverse Learners (video); Adaptive Technologies (Chapter 9, & 15, Roblyer)	
Week 9 (7/18):	Integrating within specific subject areas (Jigsaw Model) (Chapters 10-14, Roblyer)	
Week 10 (7/25):	Integrating within specific subject areas; Instructional Unit Development (Chapters 10-14, Roblyer)	
Week 11 (8/1):	Instructional Unit Development	Final Projects Second Summarizing Journal

7. Course Requirements

- Attend all class sessions and participate in all in-class and online discussions and exercises
- Complete all readings
- Complete a position paper
- Complete one major instructional unit for a specific content area

Summarizing Journals:

Students are expected to complete two summarizing journal entries that provide insight into their learning over the course of the semester. Journal prompts will be provided, however, students are also expected to supplement their entries with reflective writing based on their learning experiences throughout the semester.

Instructional Unit:

Students are expected to work in collaboration with a partner (or two) to design and develop an interdisciplinary unit that demonstrates an effective and appropriate use of technology by both the teacher and the learner. This unit should encompass at least 8 (eight) clock-hours of instruction. These hours should be distributed in blocks no smaller than 60 minutes per session. The units should include evidence that the developer understands the ethical uses of technology, information, and copyrighted materials. Students should use the following specifications when developing their units:

- A. Each classroom has the following equipment available at all times:
 - a. TV/VCR
 - b. Document Camera
 - c. 3 student computer stations with Internet Access (including networked access to the school OPAC), Microsoft Office, and Inspiration software.
 - d. 1 teacher computer station with the same software as student stations, plus the district grade and attendance reporting system, and Adobe Photoshop.
 - e. A video/data projector
 - f. Calculators for all students.
- B. There is a computer lab available for class use. Its use is limited to 120 minutes per Unit.
- C. There is a digital camera available for use from the school media center, it must be “shared” by all classes in the school.
- D. The class is a single grade (chosen by the developer), and includes 3 students from the following list (to be randomly determined):
 - a. A child identified as “developmentally delayed” by at least 3 grade levels (placement in the special ed class is pending).
 - b. A child with dyslexia
 - c. A child who wears an FM receiver for hearing loss.
 - d. A child who performs 2 grade levels above the rest of the class in every subject except for math.
 - e. A child who has the potential to perform significantly better than the rest of the class in all subjects, yet whose grades consistently are at the “C” and “D” level.
 - f. A child who is visually impaired.
 - g. A child who just entered the class from out of the district.
 - h. A child recovering from an automobile accident that caused paralysis of the legs and limited mobility of the right arm.

- i. A child who just entered the class and who speaks only enough English to travel to and from school as well as make food orders in the cafeteria.

Each unit should include the following elements:

- A. An engaging, creative, worthwhile question that learners will investigate
- B. An accompanying rationale that describes the “Bird Unit” model providing the structure for the unit. In other words, which of Loertscher’s models was used as a basis for the one being submitted?
- C. At least 2 specific learning goals for the entire unit.
- D. Correlated technology and curricular standards within each lesson plan.
- E. At least 2 different productivity software packages used effectively by learners.
- F. Integration of the Internet and WWW resources (teacher and student use).
- G. Use of at least 1 (one) piece of “off the shelf software” integrated into the unit.
- H. An appropriate number of well-written individual lesson plans that contain:
 - a. Well-written learning objectives
 - b. Relative advantage listing
 - c. Materials (including copies of all student handouts, samples of student products, and other items needed for lesson completion)
 - d. Detailed Procedures/Activity description
 - e. Assessment of learning (Unit level)
- I. Reference list for any resources used during unit development.
- J. A neat and professional presentation.

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.

		The following grading scale will be used:	
Instructional Unit	100 pts	90-100% (162 pts)	A
Journal Entries	20 pts	80-89.9% (144 pts)	B
Homework	40 pts	70-79.9% (126 pts)	C
Attendance	20 pts	60-69.9% (108 pts)	D
<i>Total:</i>	<i>180 pts</i>	Below 60% (<108 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 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 trouble shooting 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.