Auburn University
Syllabus

1.   **Course Number:**   EDMD 3300 (Fri 9-11:50, Fri 1-3:50, 3442 Haley Center)
      Course Title: Instructional Technology for Educators
      Credit Hours: 2 semester hours (lecture/lab)
      Professor: Dr. Sara Wolf (4066 Haley Center, wolfsa1@auburn.edu)
                                  Office Hrs: **by appointment**
      Instructor: Sid Hearn (4023 Haley Center; 844-3093)
                                  <mark>Please use WebCT email for correspondence
                                  Office hours: Thurs 2-4
                                  And by appointment</mark>
      <u>**LRC Hours of Operation:**</u> Monday-Thursday: 7:45 a.m. - 8:00 p.m.
                                  Friday   7:45 a.m. - 4:45 p.m.
      <u>**OIT Computer Lab Hrs:**</u>   Generally, whenever buildings are open on campus

2.   **Date Syllabus Prepared:**   <mark>February 15, 2006</mark>

3.   **Text:** Lever-Duffy, J., McDonald, J. B., and Mizell, A. P. (2003). *Teaching and
                 learning with technology*. (2nd edition) Boston, MA: Allyn and Bacon.
                 (**Required**)
                 Simpson, C. (2001). *Copyright for schools: A practical guide.* (4th edition)
                 Columbus, OH: Linworth. (**Required**)
                 Newby, T. J. (2004). *Teaching and learning with Microsoft Office and
                 Frontpage: Basic building blocks for computer integration.* Upper
                 Saddle River, NJ: Pearson. *(Recommended)*

      Other Materials:
      Required:
      Each student must purchase one 64MB *(or larger)* USB Flash Drive / Thumb
      Disk. This will be the primary mode of storing files used in class each week.
      Available in 64MB to 2.0GB sizes.

      Recommended:
      3-ring binder. Students are strongly encouraged to purchase and use a 3-ring
      binder for their class work and project archival.
      Software. Students will be using a variety of software packages throughout the
      summer. Each of the pieces of software is available to students on the AU
      campus. However, many students find that having access to software at home or
      outside of class is extremely beneficial. Some software will be used that has is
      available on a temporary basis in a trial format. Specific details will be related in
      the appropriate class sessions. Students should ensure that they have reliable
      access to the following software packages in order to complete assignments for
      class:
      - Microsoft Office Suite: Word, Excel, PowerPoint, Access, FrontPage
        (Available on campus and in the classrooms)

- Inspiration (Available in the LRC and in the classrooms)
- Adobe Photoshop (Available in RBD library and in the classrooms)

4.   Course Description:
Basics of current and emerging instructional and communication technologies with primary emphasis on curricular integration. Location, selection, and application of technology resources (Internet, commercially authored software, etc.) for curricular needs with emphasis on developmental stages, learning styles and learning taxonomies.

5.   Course Objectives:
After appropriate learning activities, students will be able to:
Demonstrate a knowledge of:
Instructional Strategies((2)(d)1.):
(ii)   How to select and support the use of instructional and assistive technologies
(iii)   Teaching and learning theory
(iv)   Developmentally appropriate teaching practices
(v)   Multiple ways for students to participate in learning activities
(vi)   Methods for assessing advantages and limitations of current and emerging technologies and tools for instruction, student assessment, management, reporting purposes and communication.
(vii)   How to use a wide variety of school and community materials and human and technological resources
Communication((2)(f)1.):
(i)   Standard speech and written communication
(ii)   Media communication technologies to enrich learning opportunities
Planning((2)(g)1.):
(i)   How to determine objectives based on the Alabama Course(s) of Study and the needs and abilities of the students
Professionalism((2)(i)1.):
(i)   Appropriate professional behavior and dispositions expected of professionals
(ii)   Professional literature, research, organizations and other resourc4es including the applications of technology for continuing professional development.
(x)   Safe, responsible, legal and ethical uses of technologies including fair-use and copyright guidelines and Internet-user protection policies

Demonstrate an ability to:
Instructional Strategies((2)(d)2.):
(iii)   Modify tasks and/or accommodate individual needs
(iv)   Provide a variety of ways for students with diverse needs including students with disabilities to demonstrate their learning
(vii)   Make developmentally appropriate choices in selecting teaching strategies to meet the needs of diverse learners.
(xi)   Provide the application of technology across all content areas.
(xv)   Facilitate students' individual and collaborative use of technologies
Communication((2)(f)2.):
(i)   Model appropriate verbal and written communication
Planning((2)(g)2.):

(i)   Plan learning opportunities based on the Alabama Course(s) of Study applicable to his/her teaching field and appropriate for diverse learners

(iv)   Select teaching resources, curriculum materials, and technology appropriate for students with diverse backgrounds and reading skills.

Professionalism((2)(i)2.):

(v)   Articulate a personal philosophy and its relationship to teaching practices

(viii)   Practice safe, responsible, legal and ethical use of technology and comply with school and district acceptable use policies including fair-use and copyright guidelines and Internet-user protection policies.

6.   Course Requirements:

- Successfully complete an electronic (Web-based) portfolio project. Specific details will be provided in class.
- Successfully complete all assignments and homework activities.
- Successfully master reading quizzes (min 80%) covering concepts from the textbooks.
- Attend each scheduled class meeting as well as participate in activities and discussions in an active and collegial fashion.

7.   Course Content: (Key: LD=Lever-Duffy)

(Week)Date *Reading*	Topic/Activity	Assignment Due/Milestone
(1) Jan 13	Introduction: Portfolio Requirements; Mastery Quiz Structure; Partner Mini-lesson assignments; Review Final Project assignment; Create banner pages; Publishing Procedure	Investigate available server space (account limits)
(2) Jan 20 *LD Ch. 1*	Theoretical Foundations / Defining Pedagogy, Content Mastery, Professionalism; Writing Reflectively & Professionally; Tutorial 1: Word Processing	Journal Entry 1 Respond to Introduction Post
(3) Jan 27 *Simpson*	Copyright Considerations; Introduction to Inspiration; Tutorial 2: Inspiration	Journal Entry 2 Resume (HW 1)
(4) Feb 3 *LD Ch. 2*	Designing & Planning Technology-Enhanced Instruction; Tutorial 3: FrontPage	Begin Resource Evaluations Journal Entry 3 (Print and Hand in 1-3) Class Floor Plan (HW 2) Copyright Follow-up
(5) Feb 10 *LD Ch. 3*	Personal Computer in the Learning Environment;	Journal Entry 4 5-site Webliography (HW 3) **Quiz 1-3**
(6) Feb 17 *LD Ch. 4*	Digital Technologies in the Classroom; Using Adobe Acrobat; Tutorial 4: Excel; Tutorial 5: PowerPoint	Journal Entry 5
(7) Feb 24 *LD Ch. 5*	Using Administrative Software for Teaching and Learning; Productivity Software w/K-12 students; Mail Merge; Tutorial 6: Access	Portfolio First Phase Journal Entry 6 (Print and Hand in 4-6) Gradebook (HW 4) Philosophy PowerPoint (HW5)
NOTE: March 1 is Mid-Semester, the last day to drop a class.		
(8) Mar 3 *LD Ch. 6*	Using Educational Software for Teaching and Learning; Bring Photo (to scan) to Class	Journal Entry 7 Mail Merge (HW 6) **Quiz 4-6**
(9) Mar 10	LAB SESSION	Journal Entry 8 Annotated Web Resources Completed & linked into Portfolio Resource Evaluations Due
(10) Mar 17 *LD Ch. 7 & 8*	Networking and the Internet in the Learning Environment; Using the Web for Teaching and Learning; Creating Web-based Lesson Plans; Webquests	Journal Entry 9 (Print and Hand in 7-9) Begin Integrated Lessons
(11) Mar 24 *LD Ch. 9*	Audio & Visual Technologies; Using Digital Cameras; Adobe Photoshop	Journal Entry 10 DID Template Due **Quiz 7-9**
(12) Apr 7 *LD Ch. 10*	Video Technologies; Basic Digital Video Editing; Windows Movie Maker	Journal Entry 11 Lesson Plan Template Due
(13) Apr 14 *LD Ch. 11*	Distance Education; Burning CD-ROMs	Journal Entry 12 (Print and Hand in 10-12) PWS Template Due
(14) Apr 21 *LD Ch. 12*	Issues in Implementing Technology in Schools; Peer Reviews	Journal Entry 13 Peer Reviews (done in class 4/21) **Quiz 10-12**
(15) Apr 28	LAB SESSION	Journal Entry 14, 15 (Journals 13-15 will be graded in portfolio)
Final Exam Time: There is no final examination for this course. Your portfolio counts as your final exam. Portfolios are due by the end of the last class meeting.		

NOTE: The instructor reserves the right to adjust this schedule and the contents of the syllabus as needed. Changes from original syllabus are highlighted in yellow.

8.   **Assessment:**   Students will receive points for assignments throughout the semester based on the following scale.

Reflective Journals...45 pts
Integrated Lesson(s)
    Dynamic Instructional Design ....10 pts
    Lesson Plan ....15 pts
    Professional Work Sample..20 pts
Copyright Follow-Up...20 pts
Annotated Web Resources..35 pts
Resource Evaluation Project...45 pts
Final Portfolio Total...120 pts
Textbook Quizzes ....120 pts
Homework
    Word (resume) ....5 pts
    Excel (gradebook)..5 pts
    PowerPoint(teaching philosophy).......................................5 pts
    Access (mail merge) ....5 pts
    Inspiration (floorplan)..5 pts
    FrontPage (1st 5 annotated web resources) ....5 pts
Attendance ....10 pts
Participation ....20 pts

Course Total .... **490 pts**

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

90-100% (441 pts).......A 80-89.9% (392 pts)......B 70-79.9% (343pts).......C 60-69.9% (294 pts)......D Below 60% (<294 pts) F	Any assignment presented or submitted after the due date will be penalized 5% for each calendar day after the due date. Late assignments presented or turned in late after three calendar days will not be accepted and will receive a grade of zero (0).

A note about the quizzes:

Each quiz must be passed with a minimum score of 80% (24 pts out of 30). *If a student fails to achieve an 80%, a 0 will be entered as the grade for calculation purposes.* Students will have the opportunity to retake quizzes if they receive a score lower than 80%. However, if a student achieves a score of 95% or greater on the first three quizzes, a score of 95% will be entered automatically into the gradebook for the fourth quiz. Some possible scenarios relating to this policy:

Name	Q1	Q2	Q3	Q4	Q Avg.	Note
Sue	83	85	90	80	84.5%	All quizzes passed (>80%)
Bob	75(**82**)	80	83	90	83.75%	1st quiz retaken, 2nd score calculated
Joe	80	80	75(**0**)	83	60.75%	3rd quiz not retaken, 0 entered for grade
Alice	97	95	96	**95** **(bye)**	95.75%	4th quiz entered automatically, due to high performance on first 3.

Please note, that it is the *student's responsibility* to ensure that makeup times are scheduled with the instructor for purposes of passing quizzes.

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.
- An important skill for teachers is the ability to communicate effectively with a wide variety of people. Parents, administrators, students and peers all participate in the communication process with teachers. As such, future teachers should begin to master the art of effective and appropriate communication skills. The instructors are aware that many students utilize shorthand methods of communication with peers that are associated with text message software and hardware. However, this type of communication is not appropriate in a professional setting, such as with instructors and professors. Therefore, the instructors expect students to use standard forms of grammar, punctuation and spelling when using email to inquire about course-related activities or problems.

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. Any assignment presented or submitted after the due date will be penalized 5% for each calendar day after the due date. Late assignments presented or turned in late after three calendar days will not be accepted and will receive a grade of zero (0). Be aware that many assignments that are due later in the semester are based on work that is completed at the beginning of the semester. Failure to complete work in a timely manner has a tendency to "snowball" and affect performance on later assignments.
3. EDMD 3300 instructors will utilize the WebCT assignment drop box for the submission of all work. There will be times that written copies of work also will be submitted. In these situations, the student will need to submit a blank assignment to WebCT in order for the entry in the online gradebook to be opened. Specific submission procedures will be communicated by the instructor to students on the first class meeting. **Students are strongly encouraged to keep paper and electronic archival copies of all work submitted. Additionally, any work that is returned to the students with a grade on it should be retained for record-keeping purposes.**

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 will be utilizing the server space provided to them by the University for the portfolio project. It is the *student's responsibility* to ensure that adequate space is available for the storage of all required files for this project.
- Students are *strongly encouraged* to investigate their available server space at the beginning of the semester in order to ensure that adequate storage space is available. If students have trouble determining the space available, they should contact the OIT help desk. If it is determined that adequate space is not available, the student should *contact the instructor immediately* in order to determine the best course of action that will resolve the situation.
- 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. Most universities use the following guideline when determining the appropriate amount of time that should be spent on course-related work: For each credit hour a course receives, students should spend between 3-5 hours outside of class preparing for that course. In other words, for a 2 hr course, students should spend an additional 6-10 hours outside of class on work related to that course. Remember, this is a guideline. There will be students who require less time outside of class, and some who require more. Likewise, there will be weeks of heavier versus weeks of lighter requirements in terms of workload.
- 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 assignments: Make-ups (for quizzes, or for the submission of missed work) 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 assignment 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. ***Please note:*** Simply informing the instructor of an absence does not automatically cause that absence to be considered "excused." It is the student's responsibility to provide appropriate documentation of excused absenses for make-up purposes. Failure to provide documentation within 1 week of return to class will result in a 0 being entered in the gradebook for any missed work or quizzes. ***Additional note:*** The student is responsible to make sure that all quiz scores meet or exceed the 80% mastery goal. The instructor holds the student responsible for making sure all quizzes have been mastered.

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.