

EDU 519: Uses of Technology in Education – Spring 2009
American University – School of Education, Teaching & Health

Instructor: Alex R. Hodges, MLS - Assistant Librarian/Professor
Office: 107, American University (Bender) Library
Office Hours: Thursdays, 4-6pm; other times by appointment
E-mail: alex.hodges@gmail.com **IM via AIM:** alexrhodges
Phone: office – 202.885.3845; cell/text/SMS – 202.210.8850



Location: Anderson Computing Complex, B-13
Meeting time: Tuesdays, 5:30-8:00pm; January 13 to May 5

Course Description

This course offers an introduction to computer and information fluency, focusing on the effective evaluation of technology in the teaching and learning process. The course emphasizes using technology for effective teaching and applying technology to strengthen educational systems. Students will experience hands-on use and instruction of a broad range of Web-based applications, primarily 2.0 solutions. Prerequisites: none; Offered every fall, spring, and summer.

2.0 Connections, Readings, Online Subscriptions and Podcasts

Required Web 2.0 Accounts:

The class will communicate with one another via postings on—

- 1) Twitter (<http://twitter.com>)
- 2) PBwiki (<http://edu519spring2009.pbwiki.com/>)
- 3) Facebook (<http://www.facebook.com/>)

Class members, who do not already have accounts or would prefer a separate class-based account, will create profiles, and we will all become virtual friends. More information about expectations for participation and communication will be explained in detail.

Required Readings:

See course outline for these readings by date. Additional readings may be posted to Blackboard throughout the semester.

Recommended Textbooks:

Solomon, G., & Schrum, L. (2007). *Web 2.0: New Tools, New Schools*. Washington, D.C.: International Society for Technology in Education. (ISBN 1564842347)

Call#: LB1028.3 .S6485 2007 – Located in library reserves (lower level) / 2-hour checkout

Bruns, A. (2008). *Blogs, Wikipedia, Second Life, and Beyond: From Production to Producership*. New York: Peter Lang Publishing. (ISBN 0820488666)

Call#: ZA4482 .B78 2008 – Located in library reserves (lower level) / 2-hour checkout

Suggested Web 2.0 Accounts:

These activities will NOT be required, but they could be the basis for your projects:

- 1) Access to Google Applications (Email, Groups, Reader, Sites, etc.)
- 2) Flickr (<http://www.flickr.com>) or delicious (<http://delicious.com>)
- 3) Second Life (<http://secondlife.com>)

Suggested Online Periodicals, Blogs and Podcasts:

Students may want to subscribe to online technology education journals or podcasts.

Examples of acceptable journals include:

- The Consortium for School Networking CoSN (<http://www.cosn.org/hottopics/>)
- Technology & Learning Magazine (<http://www.techlearning.com/>)
- CITE Journal – Contemporary Issues in Technology and Teacher Education (<http://www.citejournal.org/>)
- eSchool News online (<http://www.eschoolnews.com/>)
- FNO.org--From Now On (<http://fno.org/index.html>)
- Education Policy Analysis Archives (<http://epaa.asu.edu/>)
- Campus Technology – *Technology for Higher Education* (<http://campustechnology.com/>)
- Distance-Educator.com – *Distance Learning* (<http://www.distance-educator.com/dnews/>)

Examples of acceptable podcasts and blogs include: engadget, IT Conversations, Leo Laporte, Teach42 (Steve Dembo), Critical Literacy In Practice CLIP podcast (SETH's Vivian Vasquez)

Philosophy of the School of Education, Teaching & Health (SETH)

The faculty of the School of Education, Teaching & Health is committed to excellence in advancing educational theory and practice through the initial and continuing development of reflective, dedicated and proficient teachers, administrators and researchers. Graduates are equipped to meet individual needs, to nurture the strengths and talents of those individuals, and to initiate and provide leadership in classrooms, educational institutions, and in the public policy arena. The mission of the SETH is derived from the faculty's shared conviction that the fundamental task of schooling in America is the advancement of the welfare of children. The SETH faculty wants our teacher education programs to be known for preparing effective teachers who understand and model a commitment to excellence, equity, community and diversity.

The SETH faculty and staff are committed to celebrating diversity and building a community of learners. As we work in collaboration in and out of the classroom:

- ◆ We believe that respecting each other's differences and opinions leads to a positive and open environment,
- ◆ We believe that open discourse promotes reflective and thoughtful educators,
- ◆ We believe that equitable treatment of each other is necessary for a positive, sustained, and working community, and
- ◆ We believe that each and every member of the community can make a valuable contribution to the community.
- ◆ These beliefs in action provide for all students, staff, and faculty a safe, productive, and positive educational community.

Computer Disks and Drives

It is recommended that all students purchase at least a 1 gig USB Flash Memory disk or some other type of USB drive in order to transport your work from class each session and to your primary workspace(s), beginning with the second class meeting. You will also be able to save you work on your “G” drive, which is provided to you as a student of American University. How to access your “G” drive will be explained in class.

Computer Accounts

Every student at American University receives several integrated computer accounts that provide access to AU's various online resources. If you have never activated your accounts, please follow instructions on the AU Technology web page:

<http://www.american.edu/technology/sites/helpdesk/section.cfm?ID=10>

Once you have completed the steps to activate your accounts, you will have a computer account on each of the systems described below. Your **USER NAME** and **PASSWORD** are the same for all of the systems, and any changes you make to your password will affect all three simultaneously.

EagleNet - Your EagleNet account is used to log in to the <my.american.edu> portal from any computer connected to the Internet. It also allows you to connect to our network from a campus computer to print, save files, or access specialized programs. For students living off campus, your EagleNet account can be used to gain access to the university's free dial-up Internet access service.

E-mail – Information about AU-sponsored Gmail accounts is here:

<http://help.american.edu/sites/helpdesk/content.cfm?id=2215>

Blackboard - Blackboard (Bb) is AU’s course management system. It is available at both <my.american.edu> and <www.american.edu/blackboard>. Each semester, more than 40 percent of all courses use Blackboard to share documents, such as syllabi and assignments, course communications (including a discussion board), private e-mails and chats for course members, and, in some instances, online surveys and exams.

SETH ePortfolio System – Students in our Teacher Education programs in the School of Education, Teaching & Health design a professional portfolio throughout the course of this class. This portfolio, aligned with the INTASC standards for new teachers, serves as not only a space for reflection of the teacher education programs and a means by which one can track her status through the program, but also as a repository for materials. Students may login with their EagleNet ID and password at <http://portfolio.soe.american.edu>.

Expanded Course Description and Pedagogical Focus

Computer-mediated or Web-based technologies have changed the ways that educators construct and deliver instruction. These developments offer the promise of both enhancing student performance in the classroom and preparing them for lifelong technology adaptations. Technology is approached as a vehicle for students to construct knowledge and search, retrieve, and disseminate information on a local and global scale. This course will address current uses of Web 2.0 applications in the classroom--presenting an overview of what is being done today and the impact that Web 2.0 is having on teaching and teacher preparation.

Underlying the course is the idea that the use of technology **does not guarantee** more effective or efficient instruction. This course will focus on assessing resources and making instructional decisions that enhance student learning and communication. Participants will gain expertise in current and emerging technologies, especially Web 2.0 applications. A primary goal of the course is to move participants toward expertise in using technology in the classroom as well as assuming the role of effective integration consultant to colleagues and students.

Technology is only as good as the content it supports. Alone, technology is useless to educational endeavors, particularly the learning process. Teaching about technology in isolation has limited value, although some experiences that allow the learner to explore the technology for its own sake are necessary. It is my goal in this course that you will have the opportunity to use technology to explore your own learning, writing and teaching. You will be asked to develop projects in which you will decide on the content yourself, and together we will explore the limits of what technology can offer you as you imagine teaching this content.

Course Objectives

- ◆ Students will gain basic knowledge of Web applications, including Web 2.0, multimedia authoring applications, educational software, and basic networking principles.
- ◆ Students will discuss beliefs and knowledge of the learning process as they relate to integrating technology into learning environments and communities of practice.
- ◆ Students will apply knowledge of learning theories to the development of technology-based instructional products, such as websites and multimedia presentations.
- ◆ Students will discuss practices designed to integrate technology into teaching, learning, and administrative functions of schools and educational institutions.
- ◆ Students will reflect on the impact that technology has on teaching and learning in K-12 and higher education environments.
- ◆ Students will identify practices in which technology can enable educators to develop online communities of practice that are culturally, economically, and socially diverse and equally open to genders and to persons with exceptionalities.

COURSE REQUIREMENTS

Attendance & Participation (10 Points)

Your attendance and critical engagement are crucial for your success. You are expected to be on time and to attend all sessions. Students who accrue 3 absences will receive a **one-half letter grade deduction** (i.e. an A- becomes a B+) from the final course grade. Students who accrue 4 absences will receive a **one letter grade deduction** (i.e. an A becomes a B) from the final course grade. Students who miss more than 4 class sessions **will not pass** the course.

Maintenance/Organization of Your Coursework

All projects must be completed within the course time frame to receive a passing course grade. You should keep all of your assignments in one location (perhaps in your G drive space).

Technology Philosophy (5 points)

Early in the semester students will write a reflective narrative about their experiences using emerging technologies and Web applications in relation to educational pursuits. This work serves as both a diagnostic writing assignment and as a chance for the instructor to understand the students' past experiences and comfort with varieties of technology.

2.0 Communications (15 Points)

Each student will participate in microblogging via Twitter, social networking via Facebook, using the course wiki, and on occasion, assigned discussions via Blackboard. Participation in these forums is critical to attaining goals and objectives for the course.

1) Twitter

Students are expected to sign up for a Twitter account, follow one another, and the instructor, and provide the class with their discoveries of online education-related tools or media. Class participants are expected **weekly** to monitor and respond to discussions. Active participation will be gauged each week of the course:

Full points can be earned by providing at least -- **weekly** opinionated posts a) that relate substantially to the education field, b) that reflect meaningfully on other students' posts, or c) that contribute Web-based finds, critical evaluations, or discovered articles.

2) Course Wiki and Blackboard (Bb) Discussions

Students may be asked to expand on in-class discussions via the course's wiki, or the Blackboard site's Discussion Board, if additional time is necessary to treat a topic. Also, students who miss in-class meetings may be assigned makeup reflection assignments that will be posted in the Bb Discussion Board.

3) Facebook

Students are expected to have a Facebook account and join the class group. Students are encouraged to share articles and generally communicate via this medium as well. Less attention will be given to Facebook communication compared to other media.

Quizzes (20 points)

There will be two in-class quizzes. Each quiz will be worth (10 points). The quizzes will gauge your understanding of concepts presented in lectures, readings and discussions. **Makeup quizzes will not be offered.** More information about each quiz will be offered in class.

Web Evaluation (20 points)

Choose ten exemplary educational software, hardware, computing services, or Web sites – all related to a common curricular thread. Each item will be evaluated in 2-3 sentences, and no matter the form, its corresponding Web site should be noted. The Webliography (**worth 10 points**) should be organized alphabetically. Choose one of the ten for extended evaluation (**max. 3pp. - worth 10 points**). This evaluation exercise will help students understand how to match curriculum with technology, or vice versa. More information will be presented in class.

Final Project (30 points)

Students will create one of the following: an educational web site, blog, wiki, or Google Group that uses, to the greatest extent possible, the graphical and interactive tools offered by the Web interface. Students are expected to design a product formatted for the IE, Safari, or Firefox browsers. The Web product (**worth 10 points**) is one part of the overall project, which includes a research-based, evaluative 7-9pp paper (**worth 15 points**) that should be written in academic register. This product and your rationale for its creation will be presented to the class (**worth 5 points**). More information about this assignment will be explained in class.

COURSE POINTS / GRADING SCALE:

Assignment/Project	Points Value
<i>Technology Philosophy</i>	5 points
<i>Attendance & Participation</i>	10 points
<i>2.0 Communications</i>	15 points
<i>Quizzes</i>	20 points
<i>Web Evaluation</i>	20 points
<i>Final Project</i>	30 points
Total Available Course Points:	100 POINTS

Course Grade	% Value
A	100-94
A-	93.9-90
B+	89.9-87
B	86.9-84
B-	83.9-80
C+	79.9-77
C	76.9-74
C-	73.9-70
D	69.9-60

CLASS SCHEDULE, SPRING 2009, EDU 519.001 AND EDU 519.901

Note: These details are subject to change. Be aware of in-class & online announcements.

Date	Lecture/Discussion Topics & Activities	Assignments/Readings Due
Jan. 13 (Week 1)	<u>Introduction to the Course</u> <ul style="list-style-type: none"> • Review of syllabus • Class buddy system • AU technology and using Blackboard • Setting up 2.0 communications <ul style="list-style-type: none"> ⇒ Twitter ⇒ PBwiki ⇒ Facebook 	In-Class Assignments: 1) Technology philosophy diagnostic writing activity. Send via email. Name attachment: lastname_edu519_philosophy.doc 2) Set up 2.0 accounts and connect with one another online.
Jan. 20	<u>Inauguration Day</u> – NO CLASS	Celebrate! Go to a ball!
Jan. 27 (Week 2)	<u>Online Safety & Privacy</u> No in-class meeting. Coursework and discussion will be conducted online within Blackboard and the course wiki. Activities: <ul style="list-style-type: none"> • Watch PBS <i>Frontline</i>, “Growing Up Online,” & examine teaching materials. • Post responses on Bb Discussion Group. 	Reading Due: (Bb) When Young Teachers Go Wild on the Web, Shapira, <i>Washington Post</i> Homework Due: Tues, Jan. 27, 8pm Post favorite site to the course wiki and <i>Frontline</i> responses to Bb.
Feb. 3 (Week 3)	<u>What is Web 2.0?</u> Activities: <ul style="list-style-type: none"> • Icebreaker • Share favorite Web sites • Discussion about course grades • Twitter check up Lecture/Class Discussion: Exploring Web 2.0 for Classroom Use (Blogs – Wikis – Content Management Systems – Social Networks – IM/SMS – RSS – Others)	Reading Due: (Bb) Web 2.0 and Emergent Multiliteracies, Alexander, <i>Theory into Practice</i>
Feb. 10 (Week 4)	<u>What is a Community of Practice (CoP)?</u> Activities: <ul style="list-style-type: none"> • Learning style inventory • Twitter check up (again) Lecture/Class Discussion: <ul style="list-style-type: none"> • CoP lecture & exercise 	Reading Due: (Bb) “A conceptual perspective: theory and practice,” Wenger, <i>Communities of Practice: Learning, Meaning, and Identity</i>

Date	Lecture/Discussion Topics & Activities	Assignments/Readings Due
Feb. 17 (Week 5)	<u>Evaluating Web Sources & Software</u> Class Discussion/Activity: The Internet and the World Wide Web; Critical Evaluation of Web-based Curriculum Materials; Web Quests; Information Literacy	In-Class Assignment: Quiz #1
Feb. 24 (Week 6)	<u>Web 2.0 Design Fundamentals</u> Class Discussion/Activity: How Do You (and Your Students) Use Technology?; Web 2.0 applications for design Hands-on: Exploration of the applications	Assignment Due: Webliography, send via email by Mon, Feb. 23, 4pm <u>Name attachment:</u> lastname_edu519_webliography.doc
Mar. 3 (Week 7)	<u>Learning Theory & Web Design</u> Class Discussion: Designing instruction from objectivist, constructivist and critical literacy perspectives Activity: Introduction to Student Response Systems (SRS)	Reading Due: (Bb) Supporting Dialogic Literacy Through Mashing and Moddling of Places and Spaces, Hedberg & Brudvik, <i>Theory Into Practice</i>
Mar. 10	SPRING BREAK – NO CLASS	
Mar. 17 (Week 8)	<u>Teaching Writing in the Web Environment</u> Class Discussion/Activity: Reactions to the Pew report Hands-on: Pre-research time for final project ideas	Reading Due: (Bb) Pew Internet & American Life – Writing, Technology and Teens
Mar. 24 (Week 9)	<u>Educational Technology and Special Education</u> Lecture/Discussion: Using Educational Technology for Students with Exceptionalities; Students with ADHD	Assignment Due: Extended Web Evaluation Project, send via email by Mon, Mar. 23, 4pm <u>Name attachment:</u> lastname_edu519_evaluation.doc
Mar. 31 (Week 10)	<u>Research Instruction</u> Lecture: How to do library-based research Hands-on: Searching ERIC and other education databases for scholarly content	Homework Due: Complete Information Literacy Tutorial.

Date	Lecture/Discussion Topics & Activities	Assignments/Readings Due
Apr. 7 (Week 11)	<u>Adventures in Podcasting and Multimedia</u> Class Discussion: Incorporating multimedia into lessons Activity: Podcasts and 12 seconds	In-Class Assignment: Quiz #2
Apr. 14 (Week 12)	Hands-on: Work time and troubleshooting session for final project	Individual Conferences: Discuss your final project plans with instructor
Apr. 21 (Week 13)	Hands-on: Work time and troubleshooting session for final project	Individual Conferences: Discuss your final project plans with instructor
Apr. 28 (Week 14)	Final Project Presentations Activity: Course Evaluation	
May 5 (Week 15)	Final Project Presentations Activity: Course Wrap-Up	Assignment Due: Final Project & Paper Email both paper and URL for project by Tues, May 5, 4pm <u>Name attachment:</u> lastname_edu519_final.doc

Academic Integrity Code

Students are expected to conform to the regulations of the University in regard to academic integrity, especially in regard to plagiarism, inappropriate collaboration, dishonesty in examinations, dishonesty in papers, work for one course and submitted to another, deliberate falsification of data, interference with other students' work, and copyright violation.

Research – Information Literacy Tutorial

The University Library faculty provide assistance with developing search strategies and information evaluation. As a course assignment, you will complete this online tutorial that will help your search acumen: <http://www.library.american.edu/tutorial/index.html>

You can also seek help through the library's instant messaging reference service. IM the librarians at **askaulibrary** via AIM/GTalk/Yahoo!/MSN.

Center for Teaching Excellence

CTE offers students assistance with advanced technology support services. Discover their offerings here: <http://www.american.edu/teachingcenter/index.htm>

Using Appropriate Documentation Formats

The School of Education, Teaching & Health endorses the use of APA or Turabian (Chicago) style for research citations, footnotes, list of references, and layout, and all written work. I also allow MLA style. All style guides can be found in print in the library next to the reference desk.

American Psychological Association. (2001). *Publication manual of the American Psychological Association, Fifth Edition*. Washington, D.C.: American Psychological Association. **(At Reference Desk – Call number: PN147 .A7 2001)**

Turabian, Kate. *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*. 5th ed. Chicago: The University of Chicago Press, 1982. **(At Reference Desk – Call number: LB2369 .T8 2007)**

Gibaldi, J. *MLA Handbook for Writers of Research Papers*. 6th ed. New York: Modern Language Association, 2003. **(At Reference Desk – Call number: LB2369 .G53 2003)**

Protection of Human Subjects Catalog

Any research involving interviewing, surveying, or observing human beings is subject to review and approval by the University Institutional Review Board (IRB). In SETH, the teaching unit liaisons to the IRB are Dean Sarah Irvine Belson and Prof. Fred Jacobs. Inquiries about policies and procedures may be directed to them.

Services for Students with Disabilities

Appropriate modifications to academic requirements may be necessary on a case-by-case basis to ensure educational opportunity for students with disabilities, and individual faculty members may need to modify specific course requirements to permit equal participation by students with disabilities.

Academic Support Center -- <http://www.american.edu/ocl/asc/index1.html>

Disability Support Services -- <http://www.american.edu/ocl/dss/index1.html>

Incomplete Grades

Faculty members must approve student requests for an incomplete grade, and must do so before the end of the semester. Students must complete and submit an Incomplete Contract Form to the faculty member. Incompletes are given only in cases of severe emergencies, or special, well-documented circumstances, etc.

Additional Information for students --

American University Academic Regulations

<http://www.american.edu/american/registrar/AcademicReg/index.html>

The Student Handbook

<http://www.american.edu/handbook/StudentHandbook.pdf>

*N.B.: Portions of this syllabus have been adapted from previous syllabi crafted by SETH's Sarah Irvine Belson (spring 2008), Connie Chubb (summer 2007), and Alex Hodges (summer & fall 2008).