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

Instructor: Alex R. Hodges, MLS - Assistant Librarian/Professor
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Location: Anderson Computing Complex, B-13
Meeting time: Tuesdays & Thursdays, 5:30-8:40pm; May 14 to June 18

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) PBworks (http://edu519summer2009.pbworks.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 Produsage*.
    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:
- The Consortium for School Networking CoSN (http://www.cosn.org/)
- 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: engadget, IT Conversations, LOL (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.

Maintenance/Organization of Your Coursework -- Computing and Flash Drives
It is recommended that all students be mindful of saving their online work. Options—
- Purchase a 1 gig USB Flash Memory disk or some other type of USB
- Use 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/oit/accounts/accounts.cfm

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 https://my.american.edu/ the AU 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.
>
> More about EagleNet:
> http://www.american.edu/oit/network/Network.cfm
>
> **E-mail** – Information about AU-sponsored Gmail accounts is here:
> http://www.american.edu/oit/email/Student-Services.cfm
>
> **Blackboard** - <u>**This summer semester we will be TESTING a new version of Bb.**</u>
> Blackboard (Bb) is AU's course management system. 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.
>
> Go here to sign in and access our class Bb site:
> https://blackboard-test.american.edu/webapps/login/
>
> **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 are allowed one absence with no questions asked. Students who accrue 2 absences will receive a **one-half letter grade deduction** (i.e. an A- becomes a B+) from the final course grade. Students who accrue 3 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 3 class sessions **will not pass** the course.

Technology Philosophy (No Points Assigned – Graded as "√" [pass] or "—" [caution])
During the first class 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**
   If additional time is necessary to treat a topic or if class discussion is lacking, students may be asked to expand on course topics via the course's wiki, or the Blackboard site's Discussion Board. 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 or generally communicate via this medium. Less attention will be given to Facebook communication compared to other media.

Group Reading Response Exercises (10 points)
There will be two in-class reading response exercises. Each exercise will be **worth (5 points)**. The exercise will gauge your understanding of concepts presented in lectures, readings and discussions. More information about each exercise will be offered in class.

Web Evaluation Project (25 points)
Choose five 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 five for the Extended Evaluation (**2-3pp. - worth 15 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 (40 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 15 points)** is one part of the overall project, which includes a research-based, evaluative 6-8pp final paper **(worth 20 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
Technology Philosophy	√ (pass) or — (caution)
Attendance & Participation	10 points
2.0 Communications	15 points
Reading Response Exercises	10 points
Web Evaluation Project	25 points
Final Project	40 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
F	59.9-00

CLASS SCHEDULE - SUMMER 2009 - EDU519.N96U

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

Date	Lecture/Discussion Topics & Activities	Assignments/Readings Due

May 14 Thurs. Class 1	**Introduction to the Course**
	 • Review of syllabus
	 • Class group/buddy system
	 • AU technology and using Blackboard
	 • Setting up 2.0 communications
	    ⇒ Twitter
	    ⇒ PBworks
	    ⇒ 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.

May 19 Tues. Class 2	**What is Web 2.0? & Online Safety & Privacy** **Lecture/Class Discussion:** Exploring Web 2.0 for Classroom Use (Social Networks – Blogs – Wikis – Content Management Systems – IM/SMS – RSS – Others) **Activities:** • Share favorite Web sites • Discussion about course grades • Twitter check up • Discuss PBS *Frontline*, "Growing Up Online," & examine teaching materials.	**Reading Due:** (Bb) Web 2.0 and Emergent Multiliteracies, Alexander, *Theory into Practice* (Bb) When Young Teachers Go Wild on the Web, Shapira, *Washington Post* **Homework Due** **by 5pm (before class):** 1. Post favorite site to the course wiki 2. *Frontline* responses to Bb.
May 21 Thurs. Class 3	**What is a Community of Practice (CoP)?** **Activities:** • Learning style inventory • Twitter check up (again) **Lecture/Class Discussion:** CoP lecture & exercise	**Reading Due:** (Bb) "A conceptual perspective: theory and practice," Wenger, *Communities of Practice: Learning, Meaning, and Identity*
May 26 Tues. Class 4	**Evaluating Web Sources & Software** **Class Discussion/Activity:** The Internet and the World Wide Web; Critical Evaluation of Web-based Curriculum Materials; Web Quests; Information Literacy	**In-Class Assignment:** Group Reading Response #1

Date	Lecture/Discussion Topics & Activities	Assignments/Readings Due
May 28 Thurs. Class 5	**Web 2.0 Design Fundamentals** **Class Discussion:** How Do You (and Your Students) Use Technology?; Web 2.0 applications for design **Activity:** Exploration of the applications	**Assignment Due:** Web Evaluation Project, Email by **Thurs, May 28, 8:40pm** Name attachment: lastname_edu519_webliography.doc
Jun. 2 Tues. Class 6	**Learning Theory & Web Design** **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, *Theory Into Practice*
Jun. 4 Thurs. Class 7	**Teaching Writing in the Web Environment** **Class Discussion/Activity:** Reactions to the Pew report	**Reading Due:** (Bb) Pew Internet & American Life – Writing, Technology and Teens **In-Class Assignment:** Group Reading Response #2
Jun. 9 Tues. Class 8	**Educational Technology and Special Education** **Lecture/Discussion:** Using Educational Technology for Students with Exceptionalities **Research Instruction** **Lecture:** How to do library-based research **Activity:** Searching ERIC and other education databases for scholarly content	**Homework Due:** Complete Information Literacy Tutorial.
Jun. 11 Thurs. Class 9	**Adventures in Podcasting and Multimedia** **Lecture:** Incorporating multimedia into lessons **Activities:** • How to Podcast • What is a vlog? -- 12 seconds • Work time and troubleshooting session for portfolios and final project	**Individual Conferences:** Discuss your final project plans with instructor.

Date	Lecture/Discussion Topics & Activities	Assignments/Readings Due
Jun. 16 Tues. Class 10	**Activity:** Work time and troubleshooting session for portfolios and final project	**Individual Conferences:** Discuss your final project plans with instructor.
Jun. 18 Thurs. Class 11	**Final Project Presentations** **Activity:** Course Wrap-Up Course Evaluations	**Assignment Due:** Final Project & Paper Email both paper and URL for project by **Thurs, Jun. 18, 4pm** Name attachment: 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.

Academic and Disability Support Services
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. A wide range of services is available to help you meet course requirements:
>Academic Support Center -- http://www.american.edu/ocl/asc/index.cfm
>Disability Support Services -- http://www.american.edu/ocl/dss/index.cfm
>Counseling Center -- http://www.american.edu/ocl/counseling/index.cfm

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/provost/registrar/regulations/academicreg.cfm
>*The Student Handbook*
>http://www.american.edu/ocl/upload/student_handbook_2008-2009.pdf