EDCI 597 Technology Applications for the Classroom  
COURSE SYLLABUS: Fall, 2012

Instructor: Julie K. McLeod, Ph.D., Adjunct Professor  
Office Location:  
Office Hours: By appointment  
Office Phone: 972-998-0288 (cell phone)  
Office Fax:  
University Email Address: Julie@juliemcleod.org

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Textbook Required: Integrating Educational Technology into Teaching by M.D. Robyler & Aaron Doering (5th Edition)

Plus selected readings from enriching texts as assigned (see Course Outline/Calendar section of this syllabus)

Course Description: This special topics course offers graduate students an opportunity to explore more deeply the theory and methods of purposeful integration of technology into the learning environment.

Student Learning Outcomes: By the end of the course, students will:
1. Understand the theory and methods of purposeful technology integration
2. Develop a philosophical stance regarding technology integration
3. Plan, implement and reflect upon technology-rich student work

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

General rhythm of the class:

Each week, we will have some assigned readings to help you learn more about technology integration and learn more about yourself and your educational philosophy. These readings will be accompanied by some thinking or further considerations posted by the instructor in the lectures section. You will need to reflect on the readings each week in the forums. You will also regularly seek out technology tools and evaluate them for the learning affordances they offer. These tools along with the affordances will be posted online using Diigo. Typically, the students who get the most out of the class will read the assigned chapters during the first few days of the week, reflect in
the forums during the next few days and then respond to classmates during the last few days of the week. Our class weeks will begin on Tuesday and end on the following Monday.

You will also have a technology integration project which you will plan, implement and reflect upon. We will use our face-to-face classes to support each other in the planning and reflection of the project. This is very important collaborative learning as we all seek to explore technology integration more deeply. Make sure you note the face-to-face class meetings and arrange your schedule to attend them. You will also want to make sure you come prepared to those classes with your plan (on October 2\textsuperscript{nd} & 16\textsuperscript{th}) or your student work samples/other documentation (on November 6\textsuperscript{th}). If you are not in attendance or are not prepared, your project grade will be adversely affected.

We will have our final meeting to share our learning journeys on December 11th. The presentations of your portfolio and sharing of our journeys is an important part of the learning and it is also a part of your grade for your portfolio. Come and celebrate together with your classmates!

Assignments:

**Weekly Reading and Reflection** - (20 points, 2 points each week) **DUE WEEKLY BY MIDNIGHT**
Each week, you will be assigned 1 or 2 chapters to read. These will come from our main text, Integrating Educational Technology into Teaching, and from supplemental readings that are designed to deepen your thinking and assist you in developing your own philosophical stance about technology use in the learning environment. Some weeks have choices of chapters and texts while others have specific assigned chapters. In order to earn all points, you will also need to reflect on the readings in the appropriate forums. Reflections should be thoughtful, well written and concise. Guidance or prompts will be posted each week in the forum and will differ depending on the content for the week.

Students who read and respond to classmates’ posts will get the most out of the class. Interacting online creates community and allows us to learn together. Try responding to classmates in a way that extends the thinking rather than merely affirming it. In other words, stems such as “Have you thought about...” or “Tell me about the origins of your thinking on...” are highly preferable to statements such as “I really like your thinking” or “I agree with you.” The classmate response is optional, but will deepen your thinking about the topics. The initial reflection is mandatory.

**Technology Integration Project** - (30 points) **DUE OCTOBER 2\textsuperscript{nd} IN CLASS, OCTOBER 16\textsuperscript{th} IN CLASS, NOVEMBER 6\textsuperscript{th} IN CLASS, and NOVEMBER 19\textsuperscript{th} AT MIDNIGHT**
You will have a project in which you will design, implement and reflect upon technology-rich learning. This project may be large or small and it may be implemented with a whole class or just a few students. You should embark on a project that is interesting and relevant to you and your work.

We will use our face-to-face class periods to collaboratively plan and collaboratively reflect up the technology integration. You will plan individually first, identifying
something of interest to you. You will bring it to a face-to-face class meeting when we will collaboratively assist each other in planning the projects, making suggestions for each other and probing each other to think deeply about the technology-rich student work. You may make modifications to your plan based on this collaborative work. You will then implement your plan in a setting that works for you. As you implement your plan, be sure to collect student work samples or in some way document the student work. You might also strongly consider asking students probing questions about the technology-rich work you have designed. You will then bring the documentation to the next face-to-face class. We will use a protocol to look together at the student work which will help you to examine the technology integration from multiple perspectives. Finally, you will write an individual reflection on the project.

Because this process is highly collaborative and we have so few face-to-face meetings, make sure you are in attendance for our classes and have prepared and brought the necessary materials to do the work for the evening. If you find yourself unprepared for the work with your classmates, your project grade will be affected.

The result of this work will be a 2 to 4 page, double-spaced Technology Integration Project Report. The report will include the planning, implementation and reflection on the project. Details are provided in the Dropbox area of eCollege.

The breakdown of the points for this project will be as follows:
1. Initial technology integration plan (5 points – due in class on October 2nd)
2. Updated technology integration plan (5 points – due in class on October 16th)
3. Student work samples from the technology integration (5 points – due in class on November 6th)
4. Technology Integration Project Report (15 points – due by midnight November 19th)

**Online Portfolio - (30 points) DUE DECEMBER 11TH IN CLASS**
You will complete an online portfolio as the final project for this course. The portfolio will be web-based and will include the following:
1. Educational philosophy statement (including the use of technology in the learning environment) (10 points)
2. One artifacts from the technology integration project with a reflection ( 6 points)
3. Transformation statement (10 points)
4. Presentation of your learning journey (4 points)

The educational philosophy statement should be well supported with references. It should also include your thinking about technology integration. The transformation statement is a semester long reflection. Using your first writing from the first week of class, along with the reading reflections, the artifact and reflection, and the educational philosophy statement, you will write about your journey in learning about technology integration during this course. Details are provided in the Dropbox area of eCollege.

**Documenting Affordances - (20 points) DUE WEEKLY BY MIDNIGHT**
You will create a Diigo account and join the group for this class. You will post at least 10 resources (at least one each week as noted in the syllabus) that are appropriately tagged with the affordances of that technology. Details are provided in the Dropbox area of eCollege.
Grading

The following assignments combine to help you earn your grade in this class:

- Reading reflections: 20 points
- Technology integration projects: 30 points
- Online Portfolio: 30 points
- Technology affordances: 20 points
- Total points: 100 points

The grading scale is as follows:

- 90 – 100 points: A
- 80 – 89 points: B
- 70 – 79 points: C
- Below 70 points: F

TECHNOLOGY REQUIREMENTS

Because this course is a hybrid course delivery, it combines both face-to-face and online aspects. For the online aspects, you will need a device that allows for consistent Internet service. You will also need word processing software and the ability to render documents in .pdf format. There are free online tools that will convert documents from most word processors into .pdf documents for you. Also, if you use the 2010 version of Microsoft Word, you can navigate to File -> Save As. You will then select the drop down menu for document type and choose PDF. If you have any questions about this requirement, please do not hesitate to contact me.

ACCESS AND NAVIGATION

You will need to be familiar with eCollege as we will be using it as a portal to our learning for the semester. Students who get the most out of the course will log in to eCollege at least three times per week, once early in the week to review the weekly information provided by the instructor, once mid-week to respond to the readings, and once close to the end of the week to respond to your classmates’ posts. You will also turn in your class projects in eCollege.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement: The instructor for this course has been engaged as an Adjunct Professor. This means that she has a full time job in addition to being the instructor for this course. Because of this schedule, the best way to contact the instructor is via email. Please allow at least 24-48 hours for the instructor to respond to your inquiry. For example, I may check email early on the morning one day and then check again after work the next day. In this scenario, I am checking email daily, but if you sent me an email immediately after I logged off the first morning, I would not have the opportunity to respond until the next afternoon when I checked again. This means that you will need to plan ahead and not wait until the last minute to complete your class work.
If you have an emergency and need to contact me immediately for any reason, you may use my cell phone number provided above. Also, arrangements can be made for Skype or other digital communications as necessary.

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<tr>
<th>COURSE AND UNIVERSITY PROCEDURES/POLICIES</th>
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**Course Specific Procedures:**

**Assignments** - Assignments are due by midnight on the due date, except for the online portfolio which is due by 5:00 on our last class meeting which is December 11th. Late assignments will be marked down by one letter grade. Late assignments will be accepted only at the discretion of the instructor based on extenuating circumstances and will not be accepted more than 1 week late.

**Graduate-level work** - This is a graduate course and as such assignments should be completed with graduate level, critical thinking. All assignments must meet the citation and reference requirements of the *Publication Manual of the American Psychological Association* with the exception of the online discussions. Correct grammar and spelling is also expected, along with a professional writing style appropriate for graduate level work. Points will be deducted from assignments not meeting these requirements.

**Participation** - Since student participation is an essential component in the design of this course, participation in the weekly reading reflections will not be graded after the end of the semester. If a student is unable to participate in the course activities during the semester, then s/he will have to withdraw from the course or be assigned the grade that includes the reduced points for a lack of participation. Students may request a make-up assignment for a maximum of one week's participation, if requested no later than the week in question, at the instructor of record's approval, and as a result of extenuating circumstances (e.g., death of a loved one, illness documented with a doctor's note).

**Final Grades** - All course grades submitted to the University by the instructor are final. Submitted course grades will not be changed for any other reason than miscalculation. Therefore, if students have questions or concerns regarding grades, it is the student's responsibility to bring those to the attention of the instructor of record at that time.

**Academic Integrity** - Students in this course, and all courses at TAMU-C, are expected to meet the highest standards of academic integrity. Students with concerns or questions about plagiarism and/or other violations of copyright, should contact the instructor prior to submitting any work. Any assignment submitted for a grade that violates copyright will be forwarded to the TAMU-C Office of Academic Integrity for review.

**Changes/adjustments to course and policies** - Changes to the syllabus, due dates, course requirements, assignments, etc. may occur at any time during the semester. However, any such changes will be shared as soon as possible if/when a change must occur. Adjustments to policies for any one student may occur in extraordinary circumstances (e.g., hospitalization, family emergency) with proper and timely notification to the instructor.

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<th>University Specific Procedures:</th>
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*ADA Statement*
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services  
Texas A&M University-Commerce  
Gee Library 132  
Phone (903) 886-5150 or (903) 886-5835  
Fax (903) 468-8148  
StudentDisabilityServices@tamu-commerce.edu  
Student Disability Resources & Services

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Code of Student Conduct from Student Guide Handbook).

COURSE OUTLINE / CALENDAR

Week 1: September 11th - September 17th

<table>
<thead>
<tr>
<th>Topic(s)</th>
<th>1. Orientation</th>
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<tbody>
<tr>
<td>Reading(s)</td>
<td>1. Robyler Chapter 1: Educational Technology in Context: The Big Picture</td>
</tr>
<tr>
<td>Activities</td>
<td>1. Find and read all relevant course materials (syllabus, assignments, etc.)</td>
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</tbody>
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Week 2: September 18th - September 24th (Face-to-face September 18th 5:00 – 9:00)

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<thead>
<tr>
<th>Topic(s)</th>
<th>1. Understanding Technology Integration and its relationship to our philosophical stance</th>
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</table>
| Reading(s)     | 1. Robyler Chapter 2: Theory and Practice: Foundations for Effective Technology Integration  
2. Affordances Reading The Design of Everyday Things pgs. x-xii, 9-12, 99-102 |
| Activities     | 1. Self-assessment  
2. Your “best” technology integration work  
3. Reading reflection |

Week 3: September 25th - October 1st
| Topic(s) | 1. Supporting what we believe with our philosophical stance  
2. Planning for technology integration |
| --- | --- |
| Reading(s) | 1. Robyler Chapter 3: Teaching with Instructional Software  
2. Philosophical Stance Reading - Pedagogy of the Oppressed - Chapter 2 |
| Activities | 1. Individual planning for technology integration project  
2. Document affordances of Instructional Software  
3. Reading Reflection |

**Week 4: October 2nd - October 8th (Face-to-face October 2\textsuperscript{nd} 5:00 – 9:00)**

| Topic(s) | 1. Supporting what we believe with our philosophical stance  
2. Planning for technology integration |
| --- | --- |
| Reading(s) | 1. Robyler Chapter 4: Teaching with the Basic Three Software Tools  
2. Select 2 Play Readings - What Video Games Have to Teach Us About Learning and Literacy - Chapter 1 & Appendix OR Mind in Society - Chapter 7 OR Playing and Reality - Chapter 3 & 8 |
| Activities | 1. Document affordances of Basic Three Software Tools  
2. Collaborative planning for technology integration project  
3. Reading reflections |

**Week 5: October 9th - October 15th**

| Topic(s) | 1. Refining our beliefs  
2. Planning for technology integration |
| --- | --- |
| Reading(s) | 1. Robyler Chapter 6: Teaching with Multimedia and Hypermedia  
2. Child Philosophers reading The Second Self: Computers and the Human Spirit - Chapter 1 |
| Activities | 1. Document affordances of Multimedia and Hypermedia  
2. Refining planning for technology integration project  
3. Readings reflections |

**Week 6: October 16th - October 22nd (Face-to-face October 16\textsuperscript{th} 5:00 – 9:00)**

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<thead>
<tr>
<th>Topic(s)</th>
<th>1. Planning together</th>
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| Reading(s) | 1. Robyler Chapter 7: Distance Learning Tools and the Role of the Internet in Education  
2. Philosophical Stance Readings - The Children’s Machine - Chapter 1 OR Chapter 5 |
### Week 7: October 23rd - October 29th

| Topic(s) | 1. Implementing technology integration project  
2. Documenting technology integration work |
|----------------|------------------------------------------------|
| Reading(s) | 1. Robyler Chapter 8: Integrating the Internet into the Curriculum  
2. Documentation readings Windows on Learning - Chapter 1 & Page 36 OR The Hundred Languages of Children - Chapter 5 |

| Activities | 1. Document affordances of Internet sites  
2. Implement technology integration & document student work  
3. Readings reflection |

### Week 8: October 30th - November 5th

| Topic(s) | 1. Implementing technology integration project  
2. Documenting technology integration work |
|----------------|------------------------------------------------|
| Reading(s) | 1. Robyler Chapter 5: Teaching with Software Tools: Beyond the Basic Programs  
2. Powerful Ideas in Mind-sized bites Reading - Mindstorms Chapter 6 |

| Activities | 1. Document affordances (any)  
2. Implement technology integration & document student work  
3. Readings reflection |

### Week 9: November 6th - November 12th (Face-to-face November 6th 5:00 – 9:00)

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<thead>
<tr>
<th>Topic(s)</th>
<th>1. Reflecting on what we believe - protocols with student work</th>
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| Reading(s) | 1. Brain Readings - Kluge: The Hapharzard Construction of the Human Mind - Chapters 1 & 2 OR How People Learn: Brain, Mind,Experience and School - Chapters 5 & 9  
2. Scaffolding/ZPD Readings - Mind in Society - Chapter 6 OR Contexts for Learning - Chapter 6 OR Chapter 7 |

| Activities | 1. Document affordances (any)  
2. Collaborative reflection of technology integration  
3. Readings Reflection |

### Week 10: November 13th - November 19th
### Week 11: November 20th - November 26th (Thanksgiving)
Week off - Enjoy!

### Week 12: November 27th - December 3rd

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<thead>
<tr>
<th>Topic(s)</th>
<th>1. Further refinement of your technology integration philosophy</th>
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<tr>
<td>Reading(s)</td>
<td>1. Philosophical Stance Readings - The Power of Their Ideas - pg. 41-42 &amp; Chapter 8 OR The Hundred Languages of Children - Chapter 3</td>
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<tr>
<td>Activities</td>
<td>1. Create portfolio</td>
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<td>2. Readings Reflection</td>
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### Week 13: December 4th - December 10th

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<tr>
<th>Topic(s)</th>
<th>1. Developing our own philosophical stance</th>
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<tr>
<td>Reading(s)</td>
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<tr>
<td>Activities</td>
<td>1. Create portfolio</td>
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### Week 14: December 11th - December 14th (Face-to-face December 11th 5:00 – 9:00)

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<tr>
<th>Topic(s)</th>
<th>1. Sharing our Journey</th>
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<tr>
<td>Reading(s)</td>
<td></td>
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<tr>
<td>Activities</td>
<td>2. Portfolio presentations</td>
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