

Syllabus
IDND 30513: Teaching with Technology (1 cr.)
Summer (E Term) 2004

Location:

TBA, Clark University

Instructors:

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INTRODUCTION TO COURSE

There is an increasing “buzz” in higher education about the use of technology. To listen to the dialog on some campuses one might think that the use of technology for teaching is an imperative. Some assume that the use of technology increases student learning or improves the learning experience. Is this really true, however? Are there questions we should be asking each time we think about integrating a technology tool in our teaching or learning experiences?

The incorporation of technology tools (including – among other things – Web sites or Web enhancements to courses, simulations, digital media, software-based exercises, etc.), can enhance both the teaching experience for a faculty member as well as the learning experience for students. Technology can also get in the way of excellent teaching and learning. The goal of this course is to provide faculty with appropriate frameworks for making choices about what technology would or would not be of service in their teaching. We will examine both “teaching technologies” as well as “learning technologies.” Students will leave the course with a rubric to use in the decision-making process for all technologies – one that ensures sound pedagogical principles are considered with each use of technology.

This seminar will include readings, discussions, individual and group activities. There will be hands-on “workshop” sessions providing opportunity for participants to experiment with technology tools. In the course, students will engage in activities that further develop the syllabus prepared in the Seminar in College Teaching which may include development of a presentation, a Web site, simulation or exercises associated with classroom teaching or student learning for that course.

COURSE OBJECTIVES

At the successful completion of this course, students will have an understanding of current technologies in service to teaching and learning and an understanding of the considerations for their use and incorporation. Specific objectives include:

1. Articulating a personal philosophy for the use of technology in the college teaching/learning experience.
2. Develop assessment and evaluation techniques for the use of technology based on sound pedagogical principles.
3. Demonstrate the ability to design and deliver a technological enhancement to your course.

COURSE MEETINGS

The course will consist of five weekly classroom meetings (“face-to-face” or “F2F”) and one Web-based learning component. F2F meetings will take place on Mondays from 3:00-5:45 p.m.: **May 3, May 10, May 17, May 24, and June 7**. An asynchronous class will take place the week of **May 31st**. The final due date for all course projects is **Monday, June 14, 2004**.

REQUIRED TEXT

Bates, A.W.& Poole, G. (2003). Effective Teaching with Technology in Higher Education: Foundations for Success. San Francisco: Jossey-Bass.

OTHER COURSE MATERIALS

Additional course materials will be provided via the IDND 30513 Blackboard course site at: <http://echalk.clarku.edu/>.

GRADING PROCEDURES

Your performance in this course will be graded primarily on the basis of a plan for technology integration and completion/presentation of a technology project. These will be correlated with the syllabus you developed in the Seminar for College Teaching. The “Infusion of Technology” plan will lay out your ideas for how you might incorporate technology tools into both the teaching and learning experiences of the course. You will then develop one of the ideas in the “Infusion of Technology” plan into a demonstrable technology project or teaching module. These projects will be presented in our last class meeting.

Grades will be given for the submission of “Teaching with Technology” philosophy statements and course participation.

You are expected to submit assignments by the posted due dates; Anthony, Cheryl and John will return them with comments and a grade. Grade allocation is as follows:

“Teaching with Technology” philosophy (5/10 & 6/14)	15%
“Infusion of Technology” plan (5/24)	40%
Technology project(s) (presentation 6/7, due 6/14)	30%
Course participation (ongoing)	15%

All assignments will be discussed in class and rubrics for their evaluation will be developed as part of the teaching/learning experience. Assignments will be graded with letter grades that correlate with the rubric: A, A-, B+, B, B-,C, D, F. “F” is a failing grade.

ACADEMIC HONESTY POLICY

There are no tests in this course, only take-home assignments. When an assignment is done individually, you may consult any people you wish during the thinking and planning phases of the assignment. At the point at which you begin to write, your work is expected to be your own. When an assignment is done collaboratively, all group members are expected to contribute approximately equally to the planning, execution and reporting of the work.

When making use of external sources such as books, published papers, Web resources, etc., you are expected to cite sources of ideas and information that are not your own, and to enclose in quotation marks and properly attribute any material that you take verbatim from other sources.

Consult Clark’s Academic Honesty Policy at <http://www.clarku.edu/offices/aac/integrity.shtml> for additional details and for procedures and penalties in case of violations.

COURSE SCHEDULE - Check course Web site for updates. Reading assignments are expected to be read **before** class.

During meetings 2, 3, 4 and 6 “hands-on” activities will be done. We will determine the nature of those activities during our first class meeting.

Day	Topic	Reading/Assignment
5/3	Introduction Technology’s context in Higher Education	Material will be provided for in-class reading.
5/10	Making Technological Choices Part 1	<u>Effective Teaching</u> : Preface and Part 1 (pp xiii – 105) “Teaching with Technology” philosophy statement due
5/17	Making Technological Choices Part II	<u>Effective Teaching</u> : Part II (pp. 109 – 250)
5/24	Evaluating technology assignments Copyright considerations	Material will be provided on 5/17 “Infusion of Technology” plan due
Virtual 5/31-6/7	Future of Technology in Education	<u>Effective Teaching</u> : Preface and Part III Online participation required
6/7	Presentations: “5 Minutes of Fame” Course wrap-up	Your reading will be based on the project you are completing In-class presentations
6/14		Projects and revised “Teaching with Technology” statement due