

IDND30513: Teaching with Technology (1 credit) Summer 2007 Syllabus

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Class Meetings

This class will meet on Mondays, May 7 to June 4, from 4:00 to 7:00 (except on May 28). In addition to weekly meetings, students will be expected to actively participate in online discussions about the readings and other assignments, this especially true during the week of May 28, when there will be no face-to-face class meeting. The due date for final projects is Friday, June 8.

Location

TBA, Clark University

Introduction to the Course

Each year sees the arrival of more and more “technology” solutions for education, and 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 technology increases student learning or improves the learning experience. Is this really the case? Are there questions that we should be asking each time we think about integrating a technology tool into our teaching and learning experiences?

While the incorporation of technological tools can enhance both the teaching experience for instructors and the learning experience for students, the technology itself may actually get in the way of excellent teaching and learning. The goal of this course is to provide instructors 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” and “learning technologies.”

Course Goals

Students will deepen their understanding of teaching technologies, enabling them to make sound pedagogical decisions about the use of technology in their own teaching. While this course is NOT an extended how-to workshop, students will have some hands-on experience and demonstrate their proficiency with selected educational technology tools.

Objectives

By the end of the course, students should:

- Understand and be comfortable discussing technology’s role in support of teaching and learning in the higher ed. classroom.
- Develop assessment and evaluation techniques for the use of technology based on pedagogical principles.
- Begin developing their own electronic portfolio that demonstrates the ability to design and deliver technological enhancements to their course

Required Text

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

Other readings will be provided via the course site on Blackboard.

Grading Procedures

Your performance in this course will be graded equally on the basis of four components: participation (in class and online); completion of a plan for technology integration; submission of portfolio assignments; and an in-class presentation of a technology project. The three “assignment” components should be correlated with the syllabus you developed in the Seminar for College Teaching course. The technology plan will lay out your ideas for how you might incorporate technology tools into both teaching and learning experiences of the course. Your portfolio will begin to demonstrate your familiarity with educational technology tools. You will then develop one of the ideas from your technology plan into a demonstrable technology project or teaching module. These projects will be presented in our final class meeting.

Grades will be allocated as follows:

Class Participation	25%
Teaching Technology Plan.....	25%
Portfolio Exhibits	25%
Final Project & Presentation.....	25%

Assignments will be graded on a traditional A-F scale.

Academic Honesty Policy

There are no tests in this course, only take-home and participation assignments. When an assignment is done individually, you may consult with anyone you wish during the thinking and planning phases of the task. At the point where 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 equally to the planning, execution, and reporting of the work.

When making use of external sources, you are expected to cite those 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 University's Academic Integrity Policy at <http://www.clarku.edu/offices/aac/integrity.cfm> for additional details and for procedures and penalties in case of violations.

This course is designed to help you become a better instructor. Receiving a “grade” or a certificate for efforts that are not yours does not benefit your personal growth and can have detrimental effects on the student who will eventually look to you for guidance, instruction and inspiration. Cheating yourself now will only cheat them later.

Course Calendar

Week 1 (May 7)		
Introduction	Technology's context in Higher Education What technology expectations should we have for our students and for ourselves?	"Implementing the Seven Principles: Technology as Lever"
Week 2 (May 14)		
Making Choices	What does the educational technology landscape look like? What tools are available? Why and how do you choose to use educational technology?	<i>Effective Teaching</i> : Preface and Part I (pp. xiii – 105)
Week 3 (May 21)		
Implementing Choices	Organizing and planning for teaching with technology. After you have identified the tool you want to use, how do you put it to use?	<i>Effective Teaching</i> : Part II (pp. 109 – 250)
Week 4 (May 28 online)		
Assessment	Evaluating technology assignments Copyright considerations	<i>Effective Teaching</i> : Part III (pp. 253 – 282) Technology Plans due.
Week 5 (June 4)		
On the Horizon	The Future of Technology in Education Course wrap-up	In-Class Presentations