

# EDIT 561 – Teaching with Telecommunications

(1 credit hour)

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\* Coding in **bold** reflects ISTE NETS Standards for all teachers.

## 1. Course Description

This one credit hour course is designed to assist students in exploring and developing expertise with the various aspects of telecommunications tools as well as to model the ways in which these tools can be used for personal learning and for integration into the teaching/learning process. The course will address email, the Internet, the World Wide Web, and online databases.

## 2. Nature of Course delivery

The course is structured around class projects, discussions and activities, and participation in a series of model lessons designed to reflect strategies for the integration of telecommunications with the teaching/learning process. Using this collection of activities, the methodology of the course seeks to build clear bridges between technology know how and classroom practice.

## 3. Objectives

The following objectives have been established for the course:

1. Students will develop comprehensive understanding of the mechanics associated with a series of telecommunications tools including email, listservs, bulletin boards, the World Wide Web, the Internet, uploading and downloading information from a variety of sources, and processes for connecting computers to networks (i.e. LAN's); **I-A, I-B**
2. Students will be able to use a series of telecommunications tools to support their own learning and their professional development; **I-B, V-A, V-B, V-C, V-D**
3. Students will become familiar with curricular and instructional models related to telecommunications and student learning; **II-A, II-B, II-C, II-D, II-E, III-A, III-B, III-C, III-D, VI-A, VI-B, VI-C, VI-D, VI-E**
4. Students will design at least one lesson for their grade and/or subject matter interests for each of the telecommunications tools. **II-A, II-C, IV-A, IV-B, IV-C, VI-A, VI-B, VI-C, VI-D, VI-E**

## 4. Texts and Materials

1. Students need to obtain and read:
  - a.) Norton and Sprague's *Tools for Teaching* –chapter on Telecommunications

## 5. Course Requirements

1. Attendance in class is mandatory, as discussions, lectures, and hands-on activities are important parts of the course.
2. Each student is expected to complete all readings and participate in all discussions.
3. Each student is expected to participate in and complete all classroom projects.
4. All written assignments must be completed on a word processor.

## 6. Course Assignments

1. Portfolio (10 points): Throughout the certificate program, students will be required to create and continually revise a professional portfolio. This portfolio should not be a collection of what the student has done, but rather a reflection of what they have learned. A section will be added to the portfolio reflecting student learning related to telecommunications as it relates to the teaching/learning process. **Performance-based outcome for objective 2.**
2. Telecommunications Lesson Plan (20 points): Students will create a lesson plan which includes some aspect or aspects of telecommunications as part of the overall design. A format for the lesson plan will be provided to students in class. **Performance-based outcome for objectives 3 & 4.**
3. WebQuest (10 points): With a partner, students will create a WebQuest, prepare it with Netscape Gold, and place it on the Internet. The WebQuest will follow guidelines presented in students' readings. **Performance-based outcome for objectives 1, 3, & 4.**
4. Class Participation (10 points): The class depends heavily on class participation and completion of in class activities. Points will be awarded for participation and completion of these activities.
5. Mentor-Mentee Discussions (50 points): On-going email discussions with mentor about the activities and connection to professional practice are an integral part of this course.

## 7. Evaluation

Since this is a graduate level course, high quality work is expected on all assignments and in class. Points for all graded assignments (see section 6) will be based on the scope, quality, and creativity of the assignments. All assignments are due at the beginning of class. Late assignments will not be accepted without making arrangements with the instructor.

Points will be assigned to all graded assignments using a rubric process. Both class participants and the course instructor will be involved in assessment of graded assignments. Prior to the due date for any assignment, the class will participate in the development of an assessment rubric. This rubric will result from a discussion of applicable course objectives and an elaboration of qualities and components associated with excellence in completion of the assignment.

When assignments are presented on the designated due date, class participants and the instructor will complete an assessment of the assignment using the rubric created in class. Class participants' ratings on the rubric will be averaged. Then the class participants' average will be averaged with the instructor's ratings on the rubric to compute a final point value for assignments. In this way, the development of the rubric will inform the final completion of the assignments as well as serve as the instrument for assessment and determination of points awarded.

## 8. Grading Scale

Requirements	Percentage
Portfolio	10%
Telecommunications Lesson Plan	10%
WebQuest	20%
Participation	10%
On-Going Discussion with Mentor	50%

Grade	Point Range
A	94-100
A-	90-93
B+	86-89
B	80-85
C	70-79
F	69-below

### COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS

All students must abide by the following policies:

Students are expected to exhibit professional behavior and dispositions. See <http://gse.gmu.edu> for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code. See [http://www.gmu.edu/catalog/apolicies/#TOC\\_H12](http://www.gmu.edu/catalog/apolicies/#TOC_H12) for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See <http://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See [www.gmu.edu/student/drc](http://www.gmu.edu/student/drc) or call 703-993-2474 to access the DRC.

## 9. Schedule of Class Topics

Class	Class Topics	Weekly Assignments
Week One	An Introduction to the Internet, WWW, etc. The World's Great – an email activity Use Internet to construct an evaluation checklist for Internet sites Using Search Engines – carpet Present the sites you found An Internet Scavenger Hunt	Read Norton & Sprague chapter Bring two blank disks to class each night Internet Assignment: Complete your conversation with the Great Ones from Beyond. Bring a one paragraph summary.
Week Two	Discussion of Readings Finish Scavenger Hunt An Introduction to Townhall Introduction to WebQuests Complete Viajamos WebQuest	Internet Assignment: Sign onto <a href="http://mason.gmu.edu/~pnorton/class.htm">mason.gmu.edu/~pnorton/class.htm</a> Complete assignment for the day.
Week Three	Discussion of Readings Review other online WebQuests Begin working on your own WebQuest Introduction to Netscape Composer	Begin thinking about a WebQuest – Start Writing the Parts Work on lesson plan Internet Assignment: Sign onto <a href="http://mason.gmu.edu/~pnorton/class.htm">mason.gmu.edu/~pnorton/class.htm</a> Complete assignment for the day.
Week Four	Discussion: Design an Evaluation Rubric for WebQuests Work on WebQuest	Work on lesson plan Work on WebQuest Complete Telecommunications section of portfolio Internet Assignment: Sign onto <a href="http://mason.gmu.edu/~pnorton/class.htm">mason.gmu.edu/~pnorton/class.htm</a> Complete assignment for the day.
Week Five	<b>Lesson Plans Due</b> <b>Portfolio Due</b> Finish and Publish WebQuest Use rubric to assess WebQuests Share Portfolios	