EDIT 784
Designing for Community Participation
Summer, 2016
Section 003
(3 credit hours)

PROFESSOR(S)

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COURSE DESCRIPTION

A. **Prerequisite:** EDIT 782 and EDIT 783
   Corequisite: EDIT 785

B. **Course description from the University Catalog:** Explores the impact of social media, globalization, collaboration, and diversity as they influence, enable, and challenge learners' ability to participate in a variety of community settings. Emphasizes the practice of design strategies to prepare PreK-12 learners to use technology for learning and participating in varied and diverse communities.

C. **Expanded Course Description**
   The nature of course delivery uses a blended delivery approach, weekly combining asynchronous online and face-to-face instruction. Blended learning is the thoughtful fusion of face-to-face and online learning experiences. Blended learning is not an addition that builds another layer of instruction. Rather, it represents a restructuring of course activities and assignments to enhance engagement and to extend access to a range of web-based opportunities. Blended learning emerges from an understanding of the relative strengths of face-to-face and online learning to provide learning activities consistent with course goals. Blended learning combines the properties and possibilities of both to go beyond the capabilities of each separately.

LEARNER OUTCOMES or OBJECTIVES

This course is designed to enable students to:

1. develop a comprehensive understanding of community participation as a digital learning goal;
2. develop a comprehensive understanding of the connection between community participation and content learning goals;

3. develop a comprehensive understanding of design principles, processes, and patterns for promoting community participation within the context of content learning goals;
4. develop comprehensive knowledge of technologies that afford PreK-12 learners' ability to be active participants in communities within the context of content learning goals; and
5. design learning opportunities for PreK-12 learners at the intersection of effective design, technology affordances, and content that promote community participation.

PROFESSIONAL STANDARDS

The Designing Digital Learning in Schools (DDLS)-CERG) certificate and 6 course core of the MEd concentration (DDLS) is informed by the International Society for Technology in Education Standards for Teachers (ISTE Standards●T) (http://www.iste.org/standards/standards-for-teachers). For the purposes of evaluation of performance-based assignments and program assessment, the ISTE standards have been collapsed and restated to better reflect program goals. Thus, DDLS-CERG and DDLS concentration standards are:

- Standard 1: Content Knowledge and Reflective Practice - Student demonstrates reflective practice through thoughtful, comprehensive descriptions of their learning with clear connections to concept/theories studied, personal teaching beliefs, experiences, and learning goals, technology's role in supporting and extending learning, and the design of teaching and learning in classroom settings.

- Standard 2: Knowledge of Tools and Designing Instruction - Student demonstrates ability to use a variety of technology tools to produce products that reflect appropriate mechanics, principles of design, and appropriate technology affordances

- Standard 3: Connections to Practice – Designing Learning Opportunities - Student demonstrates understanding and ability to use a variety of technology resources integrated with classroom practice that includes an authentic problem, integration of instructional principles of design, connections with content learning, assessment of learning outcomes, and teacher reflection on implementation.

REQUIRED TEXTS:

1. Richardson, W. (2010). *Blogs, wikis, podcasts, and other powerful Web tools for classrooms a multimedia kit for professional development* (3rd ed.). Thousand Oaks, CA: Corwin Press.
2. Turkle, S. (2012.). *Alone together: Why we expect more from technology and less from each other*. New York: Basic Books.
3. Standage, T. (2013). *Writing on the wall: Social media - the first 2,000 years*. New York: Bloomsbury USA.
4. Ohler, J. (2010). *Digital community, digital citizen*. Thousand Oaks, CA: Corwin Press.
5. Assigned individual readings.
6. Selected articles and web resources.

TK20 PERFORMANCE-BASED ASSESSMENT SUBMISSION REQUIREMENT

Every student registered for any DDLS course <u>with a required performance-based assessment</u> is required to submit this assessment to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

COURSE REQUIREMENTS, PERFORMANCE-BASED ASSESSMENT, AND EVALUATION CRITERIA

A. Requirements –

1. Participation is <u>mandatory</u>, as discussions, readings and activities are important parts of the course.
2. Each student is expected to complete all readings and participate in all discussions, both face to face and online.
3. Each student is expected to participate in and complete all projects.
4. Students who must miss either online or face to face activities are responsible for notifying the instructor (preferably in advance) and for completing any revised assignments, readings, and activities.
5. All assignments must be completed electronically. Assignments are to be submitted on the date due. Late assignments will not be accepted without making prior arrangements with the instructor.

B. Performance-Based Assessment –

1. Lesson Design Documents (10 points each) - Student will submit a design document detailing the design of a lesson appropriate for their teaching context. Rubric and format will be provided in class. (This PBA will be used as part of the accreditation data gathering process.)
2. Local Community Podcast (30 points) – Student will create a design document and podcast episode highlighting a local monument as a service to the local community. When design plan is approved, student will produce the public service announcement video and brochure. Online Portfolio (20 points) - Students is required to create and continually revise a professional, online portfolio. This portfolio should not be a collection of what the student has done, but rather a reflection of what they have learned. Templates and assistance will be provided during class to assist students in the creation and maintenance of this portfolio. All exhibits in the online portfolio will include a short reflection. At the end of the semester, a comprehensive, semester-wide reflection and supporting samples of work will be added to the portfolio reflecting student learning related the semester's work.

C. Criteria for evaluation - Since this is a graduate level course, high quality work is expected on all assignments. Points for all graded assignments will be based on the scope, quality, and creativity of the assignments. All assignments are due on the date stipulated in the Schedule of Activities section below. 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 course participants and the course instructor will be involved in assessment of graded assignments. Prior to the due date for any assignment, the student will participate in the review and/or development of an assessment rubric. This rubric will provide course objectives and an elaboration of qualities and components associated with excellence in completion of the assignment. See rubric(s) below.

D. Grading Scale

Requirements	Points
Course Participation[1]	30
Online Portfolio	20
Lesson Design Document #1	10
Lesson Design Document #2	10
Local Community Podcast	30

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

GMU POLICIES AND RESOURCES FOR STUDENTS

1. Students must adhere to the guidelines of the George Mason University Honor Code [See http://oai.gmu.edu/the-mason-honor-code/].
2. Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/
3. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check It regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.

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[1] Course participation is inclusive of both face to face class participation in all discussions and activities as well as the extensive activities and discussions which occur on the course Blackboard site as part of the blended learning format of the course.

4. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu/].
5. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu/].
6. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
7. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/].
8. The Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community (http://studentsupport.gmu.edu/) and the staff will follow up with the student.

PROFESSIONAL DISPOSITIONS
Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT
The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. http://cehd.gmu.edu/values/

FOR GSE SYLLABI:
For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/]

PROPOSED CLASS SCHEDULE

	In Class Activities	Preparation for Class

Week 1	Introduction to Course
	Overview of Syllabus and Course
	   Responsibilities and Assignments
	Short Presentation – Community
	   Participation, Design, and Digital
	   Learning
		Complete readings and activities
		   specified for Week 1 on class
		   Blackboard site
		Begin *Writing on the Wall*

Week 2	Model Lesson 1 – 5 Kinds of
	   Community
	Analysis of the design of the lesson
		Finish *Writing on the Wall*
		Complete readings and activities
		   specified for Week 2 on class
		   Blackboard site

Week 3	Discussion and Activity - *Writing on
	   the Wall*
	Model Lesson 2 – Globalization
		Begin *Alone Together*
		Complete readings and activities
		   specified for Week 3 on class

	Analysis of the design of the lesson	Blackboard site
Week 4	Model Lesson 3 – Being Part of a Community Analysis of the design of the lesson	Finish *Alone Together* Complete readings and activities specified for Week 4 on class Blackboard site
Week 5	Discussion and Activity - *Alone Together*	Begin *Blogs, Wikis, Podcasts* Complete readings and activities specified for Week 5 on class Blackboard site
Week 6	Discussion and Activity – Blogs Model Lesson 4 – Blogs Analysis of the design of the lesson	Continue *Blogs, Wikis, Podcasts* Write blog entry – topic provided in class Complete readings and activities specified for Week 6 on class Blackboard site
Week 7	Discussion and activity – Wikis Model Lesson 5 – Wikis Analysis of the design of the lesson	Continue *Blogs, Wikis, Podcasts* Complete assignments and activities specified for Week 7 on class Blackboard site
Week 8	Part 1 of Model Lesson 6 –Podcasts Analysis of the design of the lesson	Continue *Blogs, Wikis, Podcasts* Complete assignments and activities specified for Week 8 on class Blackboard site
Week 9	**LESSON DESIGN DOCUMENT DUE** Introduction to PSAs Part 2 of Model Lesson 6 –Podcasts Analysis of the design of the lesson	Finish *Blogs, Wikis, Podcasts* Complete assignments and activities specified for Week 8 on class Blackboard site
Week 10	Discussion and activity – Social Networking Model Lesson 7 – Social Networking Analysis of the design of the lesson	Begin *Digital Community, Digital Citizen* Complete readings and activities specified for Week 9 on class Blackboard site Work on PSA design document
Week 11	Discussion and activity – Ethics and Etiquette Model Lesson 7 – Ethics Analysis of the design of the lesson	Finish *Digital Community, Digital Citizen* Complete readings and activities specified for Week 10 on class Blackboard site Work on PSA design document
Week 12	**PSA design document DUE** Discussion and activity – Cyber Crime and Cyberbulling Model Lesson 7 – Cyber Crime and Cyberbullying Analysis of the design of the lesson	Begin *Digital Citizenship in Schools* Complete readings and activities specified for Week 11 on class Blackboard site
Week 13	Discussion and activity – Rights and	Finish *Digital Citizenship in Schools*

	Responsibilities Model Lesson 7 – Rights and Responsibilities Analysis of the design of the lesson	Complete readings and activities specified for Week 12 on class Blackboard site
Week 14	**LESSON DESIGN DOCUMENT DUE** Design Studio – Filming PSAs	Complete readings and activities specified for Week 13 on class Blackboard site
Week 15	Class Presentations of Public Service Announcements (PSA) and Brochures Final Synthesis Activity Course Evaluation	Write blog entry – topic provided in class Complete readings and activities specified for Week 14 on class Blackboard site

ASSESSMENT RUBRIC

Lesson Design Document			
	Exceeds Standard	Meets Standard	Fails to Meet Standard
Design Document	Lesson idea is well-designed and planned. Addresses all components of the design process.	Lesson idea appropriately designed and planned. Addresses all components of the design process.	Lesson idea design and planning incomplete or lacking. Fails to address components of the design process.
Design Principles	Lesson idea reflects principles of good design	Lesson idea makes use of principles of good design,	Lesson idea principles of design poorly implemented,
Content	Lesson idea reflects thoughtful and well-constructed content	Lesson idea reflects appropriately selected content	Lesson idea content selection fails to address intended audience