

**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
GRADUATE SCHOOL OF EDUCATION
INSTRUCTIONAL TECHNOLOGY**

EDIT 504 Section D04: Introduction to Education Technology
3 Credits, Summer 2016

Introductory Modules Instructor

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COURSE DESCRIPTION:

A. Prerequisites/Corequisites

None

B. University Catalog Course Description

Examines uses of and issues in educational technology. Explores curriculum integration of technology, and focuses on learning and using commercially available applications software.

C. Expanded Course Description

Not Applicable

DELIVERY METHOD:

This course will be delivered online using an **asynchronous** format via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before “@masonlive.gmu.edu) and email password. The course site will be available on the first day of the course at 9:00am.

TECHNICAL REQUIREMENTS:

To participate in this course, students will need the following resources:

- High-speed Internet access with at least two standard up-to-date browsers;
- Consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of the course requirements.

EXPECTATIONS:

- **Workload:** This is only a 10-week course. Summer courses must, of necessity, move faster than courses in the Fall and Spring semesters that last 15 weeks. The workload is the same so you should expect to spend longer that you would typically spend on a course in the Fall and Summer. [Mason guidelines \(http://pace.gmu.edu/pace/level-1/transition-to-mason/\)](http://pace.gmu.edu/pace/level-1/transition-to-mason/) state that in the Fall or Spring, students should expect to 9-12 hours of work for each 3-credit course. Because our course is only 10 weeks you should actually plan on spending about 12-16 hours a week on this course.
- **Holidays and Weekends:** When determining the course schedule we took into account the two holidays during the summer (Memorial Day and Independence Day which included July 4-5). However, we did not account for weekends. As a result, you will have some modules that go through the weekend. As a result, if you didn't want to work on Saturday or Sunday you would need to put in extra time on the other days. Having taught this course in the summer previously, we strongly believe that this is the best solution considering the calendar constraints that we have.
- **Log-in Frequency:** Students must actively check the course Blackboard site and their GMU email for communications from the instructor, at a minimum this should be every 1-2 days.
- **Participation:** Students are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials, completing course activities and assignments, and participating in course discussions and group interactions. Students should also respond to teacher emails within 48 hours.
- **Technical Competence:** Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance if they are struggling with technical components of the course.
- **Technical Issues:** Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Advising:** If you would like to schedule a one-on-one meeting to discuss course requirements, content or other course-related issues we can meet via telephone or web conference. Send me an email to schedule your one-on-one session and include your preferred meeting method and suggested dates/times.

- **Netiquette:** Our goal is to be **collaborative**, not combative. Experience shows that even an innocent remark in the online environment can be misconstrued. I suggest that you always re-read your responses carefully before you post them to encourage others from taking them as personal attacks. **Be positive in your approach to others and diplomatic with your words.** I will do the same. Remember, you are not competing with each other but sharing information and learning from one another as well as from the instructor.

LEARNER OUTCOMES or OBJECTIVES:

This course is designed to enable students to:

1. Understand the reasons why technology should play an integral role in the ways we teach the content areas;
2. Understand that technology is not something that is just “added” to the teaching and learning enterprise nor is it best served by “jumping on the bandwagon” of the latest tool or trend. It ought to be a thoughtful enterprise that carefully considers what a particular technology can add to the learning experience;
3. Understand the concepts of technology integration, consideration of affordances, and the ACTS lesson design model and the ways in which these concepts inform practice in the secondary content areas;
4. Design five lessons that integrate technology in order to promote content area learning; and
5. Develop a teacher identity that includes a notion of technology as an integral part of teaching and learning.

PROFESSIONAL STANDARDS (International Society for Technology Education Standards for Teachers):

- 1. Facilitate and inspire student learning and creativity:** Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.
- 2. Design and develop digital age learning experiences and assessments:** Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context.
- 3. Model digital age work and learning:** Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.
- 4. Promote and model digital citizenship and responsibility:** Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

- 5. Engage in professional growth and leadership:** Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

REQUIRED TEXTS:

- a.) All readings, videos, and selections are accessible from the Blackboard course website.

COURSE ASSIGNMENTS AND EXAMINATIONS:

A. Requirements –

1. Students will read all assigned readings.
2. Course Participation (45 points): Students are required to participate in all online activities and discussions. Students will only be assessed when all of a module’s activities/discussions are complete. Participation will be evaluated 9 times during the course using the participation rubric located at the end of this syllabus.
3. Lesson Designs (40 points): Students will complete five lesson designs using the template provided on the course website. Students will examine the design challenge and create lessons that integrate technology and address the learning needs of students as described in each lesson scenarios.
4. Synthesis Essay (15 points): Students will prepare and submit a final synthesis essay addressing the 8 prompts provided on the course website. In this essay, they will reflect on what they have learned in the course. Students will describe they ways in which their course learning is connected to their goals and their future practice as well as reflecting on what they learned about teaching and learning with technology.

- B. Performance-Based Assessments -** This course includes five performance-based assessments described in the Lesson Design requirements section above. Assessment of each of the five lesson design performance assessments is guided by the rubric located at the end of this syllabus.

C. Point Values and Grading Scale

Nine participation rubrics (5 points possible for each)	45 points
Five Lesson Design Rubrics (8 points possible for each)	40 points
Final Reflection and Synthesis Paper	15 points

LATE WORK

Public discussions can NOT be completed late.

Private assignments can be submitted following the due date and prior to the last calendar week of the semester for partial credit based on the following table:

Days Late	Maximum Score
4	80%
8	60%
12	40%
16	20%

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

GMU POLICIES AND RESOURCES FOR STUDENTS

- a. Students must adhere to the guidelines of the George Mason University Honor Code (See <http://oai.gmu.edu/the-mason-honor-code/>).
- b. Students must follow the university policy for Responsible Use of Computing (See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- c. 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.
- d. 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/>).
- e. 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/>).
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. 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/>).

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 additional information on the College of Education and Human Development, Graduate School of Education, please visit our website <http://gse.gmu.edu/>.

PROPOSED CLASS SCHEDULE:

To work within the frame of the Summer semester schedule, the first four introductory modules have been organized around four day blocks starting at 9 am on day 1 and ending at 9:00 pm on day 4. For the disciplinary tract portions of the course (June 9-30), the modules have been organized largely around 9 day blocks starting at 9 am on Day 1 and ending at 9:00 pm on Day 8 with some exceptions. Please consult the class schedule below for specific dates and times.

Dates	All Content Areas Combined			
May 23 (9 am) – May 26 (9 pm)	Module 1			
May 27 (9 am) – May 31 (9 pm)	Module 2			
June 1 (9 am) – June 4 (9 pm)	Module 3			
June 5 (9 am) – June 8 (9 pm)	Module 4			
Dates	Social Studies	Math	Science	English/Language Arts
June 9 (9am) – June 17 (9 pm)	Begin Module 5	Begin Module 5	Begin Module 5	Module 5 (June 9-13) Module 6 (June 14-17)
June 18 (9am) – June 26 (9 pm)	Module 6	Module 6	Module 6	Module 7
June 27 (9am) – July 7 (9 pm)	Module 7	Module 7	Module 7	Module 8
July 8 (9am) – July 16 (9 pm)	Module 8	Module 8	Module 8	Module 9
July 17 (9am) – July 25 (9 pm)	Module 9	Module 9	Module 9	Module 10
July 26 (9 am) – July 30 (9 pm)	Module 10	Module 10	Module 10	Final Synthesis

ASSESSMENT RUBRIC(S):

Discussion Board Activities

Participation rubrics will be used to assess all discussion board activities. The rubrics will vary based on the activity prompt and content area. All rubrics will be listed in the course grade books and should be reviewed prior to completing the activity.

Lesson Plan Rubric

	Exceeds Expectations 8 points	Meets Expectations 6 points	Needs Improvement 4 points
<i>Total Based on Assigned points for each descriptor; then averaged based on the total number of criteria.</i>			
Lesson Overview			
1) Lesson Plan Identifiers	N/A	<i>All 3 lesson identifiers (lesson title, course/subject, grade level) are clearly presented and appropriately related</i>	<i>Identifiers are absent or identifiers (lesson title, course/subject, grade level) are presented but not appropriately coordinated or applied</i>
2) Standards and Objectives	N/A	<i>Clearly presented, appropriately selected, creatively incorporated in the lesson plan</i>	<i>Not included and/or poorly selected, unclear relationship to lesson</i>
3) Context of Lesson	N/A	<i>Well presented, clearly articulated, context described represents appropriate positioning in curriculum sequence</i>	<i>Not clearly articulated, inappropriate or unclear positioning in curriculum sequence</i>
4) Summary of Lesson	<i>Creatively and completely captures the essence of the lesson</i>	<i>Provides a summary of the lesson but is not complete and/or comprehensive</i>	<i>Not present or does not adequately capture the essence of the lesson</i>
5) Resources/ Materials	<i>Creatively selected and described, backup plans incorporated, can be realistically obtained/accessed</i>	<i>Present but availability questionable, backup plans not clearly articulated</i>	<i>Not present and/or inappropriately selected and/or not feasible</i>
Lesson Details			

6) Common Core Standard (Only applicable to English/Language Arts)	<i>Insightfully identifies, describes, and justifies Common Core Standard addressed by the lesson; lesson structure and habit(s) are creatively connected in the lesson</i>	<i>Identifies and describes Common Core Standard addressed by the lesson; lesson structure and habit(s) are realistically and appropriately connected in the lesson</i>	<i>Does not or poorly identifies and describes Common Core Standard addressed by the lesson; lesson structure does not support Common Core Standard targeted</i>
7) Habit(s) of Mind (Applicable to all content areas except for English/Language Arts)	<i>Insightfully identifies, describes, and justifies habit(s) of mind addressed by the lesson; lesson structure and habit(s) are creatively connected in the lesson</i>	<i>Identifies and describes habit(s) of mind addressed by the lesson; lesson structure and habit(s) are realistically and appropriately connected in the lesson</i>	<i>Does not or poorly identifies and describes habit(s) of mind addressed by the lesson; lesson structure does not support habit(s) of mind targeted</i>
8) Rationale for Technology Integration	<i>Insightfully identifies, describes, and justifies technology selected for the lesson; lesson structure and technology choices are creatively connected in the lesson</i>	<i>Identifies and describes technology choices for the lesson; lesson structure and technology choices are realistically and appropriately connected in the lesson</i>	<i>Does not or poorly identifies and describes technology choices for the lesson; technology choices do not support targeted goals</i>
9) ACTS	<i>All four elements comprehensively included and described; elements fit together as a whole; lesson is insightful and engaging</i>	<i>All four elements included but descriptions are not complete, some elements do not fit together; lesson is adequate but not creative</i>	<i>Elements missing, elements do not fit together; lesson is not structured to achieve learning goals</i>
10) Implementation/Sequence	<i>Implementation plan fits well within the structure of instruction, is well paced, is creatively planned with sufficient time to accomplish</i>	<i>Implementation plan is present, some inconsistencies with instructional goals, timeframe may be inappropriate</i>	<i>Implementation plan is incomplete, not realistic for classroom implementation, inappropriately addresses curricular standards</i>
11) Evaluation Plan	<i>Comprehensively captures student learning outcomes. If science, the evaluation plan uses multiple and varied assessment strategies throughout the lesson</i>	<i>Adequately captures most student learning outcomes</i>	<i>Does not provide or inadequately provides for a strategy for capturing student learning outcomes</i>