GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
GRADUATE SCHOOL OF EDUCATION
ELEMENTARY EDUCATION

EDCI 557 6K1: Integrating Technology in the Elementary Curriculum
3 Credits, Summer/Fall 2016
MW 11:30 AM – 1:15 PM in Thompson Hall, Room L014.   Some classes online

PROFESSOR:
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COURSE DESCRIPTION:
   A. **Prerequisites/Corequisites**
      Admission to the MEd in Curriculum and Instruction, Elementary Education
      program.
   B. **University Catalog Course Description**
      This course studies the development and integration of technology in the elementary
      education curriculum. Particular attention will be given to using technology to address
      the learning needs of special needs students and culturally diverse students.
   C. **Expanded Course Description**
      Not Applicable

DELIVERY METHOD:
Students in this course will participate in individual and group activities that focus on the
integration of technology by using computers and mobile devices in class. Students will also
participate in large group discussions led by the instructor and in small group discussions and
activities with their classmates.

Fifty percent of the course will be online. 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.

TECHNICAL REQUIREMENTS:
To participate in this course, students will need the following resources:
- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox. Opera and Safari are not compatible with Blackboard;
- 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.
- The following software plug-ins for Pcs and Macs respectively, available for free downloading by clicking on the link next to each plug-in:
  - Adobe Acrobat Reader: http://get.adobe.com/reader/
  - Windows Media Player: http://windows.microsoft.com/en-US/windows/downloads/windows-media-player
  - Apple QuickTime Player: www.apple.com/quicktime/download/

EXPECTATIONS:
- **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.
- **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.
- **Workload**: Expect to log in to this course **at least three times a week** to read announcements, participate in the discussions, and work on course materials. Remember, this course is **not** self-paced. There are **specific deadlines** and **due dates** listed in the **CLASS SCHEDULE** section of this syllabus to which you are expected to adhere. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- **Advising:** If you would like to schedule a one-on-one meeting to discuss course requirements, content or other course-related issues, and you are unable to come to the Mason campus, 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:

At the conclusion of this course, students will be able to:

1. design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning;
2. 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;
3. identify how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners;
4. exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society;
5. understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices;
6. select appropriate materials, tools, and technologies to achieve instructional goals with all learners;
7. understand the principles of online learning and online instructional strategies and apply the skills to deliver online instruction.

PROFESSIONAL STANDARDS:

InTASC Standards (2011):

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

ACEI Standards:

3.4. The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Other ACEI Standards identified on rubric are addressed in the companion method course.

The **Virginia State Technology Standards for Instructional Personnel**:
1. Instructional personnel shall be able to demonstrate effective use of a computer system and utilize computer software.
2. Instructional personnel shall be able to apply knowledge of terms associated with educational computing and technology.
3. Instructional personnel shall be able to apply computer productivity tools for professional use.
4. Instructional personnel shall be able to use electronic technologies to access and exchange information.
5. Instructional personnel shall be able to identify, locate, evaluate, and use appropriate instructional hardware and software to support Virginia's Standards of Learning and other instructional objectives.
6. Instructional personnel shall be able to use educational technologies for data collection, information management, problem solving, decision making, communication, and presentation within the curriculum.
7. Instructional personnel shall be able to plan and implement lessons and strategies that integrate technology to meet the diverse needs of learners in a variety of educational settings.
8. Instructional personnel shall demonstrate knowledge of ethical and legal issues relating to the use of technology.

International Society for Technology in Education (ISTE) Standards for Teachers:
1. Facilitate and inspire student learning and creativity
2. Design and develop digital-age learning experiences and assessments
3. Model digital-age work and learning
4. Promote and model digital citizenship and responsibility
5. Engage in professional growth and leadership

REQUIRED TEXTS:
A list of required readings is available on MyMason. There are readings associated with each module. Some of the articles are available on GMU's e-reserves which can be accessed within Blackboard.

COURSE ASSIGNMENTS AND EXAMINATIONS:
GRADING SCALE:

A	94-100
A-	90-93
B+	86-89
B	80-85
C	70-79
F	Below 70

Assignment #1: Design of Lesson Plan, 20 points [Outcomes 1, 2, 3, 6]
Students will design one lesson plan that will integrate technology into the curriculum. The lesson plan may focus on the humanities (literacy, social studies, or fine arts) or on STEM (science, mathematics, or engineering). The lesson may involve one student, small group of students, or whole class. If possible, the lesson should include technology beyond the Interactive Whiteboard. This is the course PBA and must be submitted to TK20.

Assignment #2: Teaching with Technology Video, 30 points [Outcomes 1, 2, 3, 6]
Students will teach their technology-integrated lesson designed for assignment #1. Students will videotape themselves teaching the lesson and will upload this to Edthena. For those students who are not in a classroom placement that will allow them to complete this assignment, an alternative assignment is available: students may micro-teach a lesson to another section of EDCI 557. Arrangement must be made with the course instructor beforehand.

Assignment #3: Reflection on Teaching with Technology, 10 points [Outcomes 1, 2, 3, 6]
Students will view their video and write a reflection of their lesson. They will address what went well and what could be improved. They will discuss what they learned about technology integration. This is the course PBA and must be submitted to TK20.

Assignment #4: Virtual Field Trip, 20 points [Outcomes 1, 2, 4, 5, 6, 7]
Working in groups, students will design and create a virtual field trip (VFT) around a topic of their choosing. The VFT should be appropriate for Elementary students and appropriate SOLs should be identified. The VFT should be interactive and go beyond just presenting information. Primary sources should be used throughout the VFT.

Assignment #5: Online and In-class Activities, 20 points [Outcomes 4, 5, 7]
Students will participate in all online and in-class activities. Online modules will be completed within the stated time frame.

Criteria for evaluation: Since this is a graduate level course, high quality work is expected on all assignments and in class. Points for all graded assignments will be based on the scope, quality, and creativity of the assignments. Please see the criteria rubrics provided for specific evaluation criteria.

TK20 PERFORMANCE-BASED ASSESSMENT SUBMISSION REQUIREMENT

Every student registered for any 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. **The performance-based assessments for this course are Assignment #1: Design of Lesson Plan and Assignment #3: Reflection on Teaching with Technology.**

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/**).

h. 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 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:

Class Schedule and Assignments
Access Blackboard for additional information, links, and documents for the class at
http://mymason.gmu.edu

Day	Date	Meeting	Topic	Readings & Assignments Due by start of class
Monday	6/27	F2F	-Introduction to the Course -Syllabus Review -Integrating technology – what and why? -TPACK	-Read the syllabus.
Wednesday	6/29	Online	-Fan Fiction online learning module	-Explore the Interactive Whiteboard Module.
Monday	7/4	NO CLASS	University Closed for July 4 Holiday	
Wednesday	7/6	F2F	-Interactive whiteboards – why are they popular and how can we make them more useful? -Center activities – Interactive Whiteboard, Literacy Module, SMARTboard Exchange	
Monday	7/11	F2F	-Making learning active through mobile technology. -Using technology for differentiation	
Wednesday	7/13	F2F	-Literacy and technology integration -Creating e-books	-Explore Digital Stories module.
Monday	7/18	F2F	-Digital Stories Introduction to Google Tools Communication Tools K-12	
Wednesday	7/20	Online	-Evaluating Math websites online learning module	
Monday	7/25	Online	-Fine Arts online learning module	
Wednesday	7/27	Online	-Social Studies Games online learning module	**-Evaluation of Math websites due.**
Monday	8/1	F2F	-What are Virtual Field Trips (VFTs) -Primary Sources	**-Fine Arts assignment due.** -Explore Virtual Field trip module.

Wednesday	8/3	F2F	-Class Field Trip to Washington DC	**-Social Studies game write-up due.**
Monday	8/8	Online	-Screencast online learning module -Work with group members on your VFT.	
Wednesday	8/10	Online	-Screencast online learning module continue. -Work with group members on your VFT continue.	-Read the articles in the "Research Focused on Integrating Technology" folder.
Monday	8/15	F2F	-Designing a Virtual Field Trip – work with group members to finish your VFT -Teaching with Technology -Designing a technology-integrated lesson plan	**-Screencast Due.** -Read the articles in the "Research Focused on Teaching with Technology" folder.
Wednesday	8/17	F2F	-Emerging Technologies -Ongoing professional development -Staying current with our practice -ISTE/VSTE	**-Virtual Field Trip Due.** -Read the articles in the "Research Focused on Teacher Reflection" folder.
8/18-9/29		Online	-Individual support provided during field experiences	**-Lesson Plan Due 9/12.** **-Teaching with Technology video due 9/29.** --**Reflection on Teaching with Technology due 9/29.**

ASSESSMENT RUBRIC(S):

ASSIGNMENT #1
Design of Lesson Plan
20 Points Total

The purpose of this assignment is to design a lesson that integrates technology into the elementary classroom.

Procedure:
- Read the articles in the "Research Focused on Integrating Technology" folder.
- Using the GMU Lesson plan format, design a lesson that integrates technology in the classroom. The lesson plan may focus on the humanities (literacy, social studies, fine arts) or STEM (science, mathematics, engineering). You may also connect this with a lesson plan you designed in one of your method courses. The lesson may involve one student, small group of students, or whole class.
- Be sure to include strategies for using technology to differentiate for students who would benefit from this strategy.
- Submit the lesson plan to via MyMason for feedback by the due date.
- Modify the lesson plan if needed.
- This lesson will be used for the Teaching with Technology assignment (Course assignment #2).

Evaluation Criteria:

	Meets Requirements (4 Points)	Partial Requirements (3 points)	Needs Improvement (2 points)	Unacceptable (1 point)
Objective(s) ISTE Standards 1, 2	The objective(s) clearly state what students will do and learn during the lesson. The objective(s) target appropriate higher order and real life learning opportunities. The objective(s) is/are tied to state/national standards. The objective(s) is/are tied to assessment and it is clear how the learning will be assessed.	The objective(s) clearly state what students will do and learn during the lesson. The objective(s) is/are appropriate, but target lower order thinking skills. The objective(s) is/are tied to state/national standards. It is somewhat clear how learning is assessed.	Inappropriate objectives are used. Objective(s) is/are not distinguishable from state/national standards. It is not clear how learning will be assessed.	No objective(s) is/are stated. The objective(s) is/are not tied to the assessment. The assessment does not match the objectives.
Procedure ISTE Standards 1, 2, 3	The lesson plan is *substantive* in length, breadth, and depth. The procedures thoroughly and completely outline	The lesson plan is *adequate* in length, breadth, and depth. The majority of the procedure outlines what the teacher will	The lesson plan is not adequate in length, breadth, or depth. It is not clear what the teacher will do	The lesson plan lacks focus. Parts of the lesson do not seem to fit together. It is

	what the teacher will do during the lessons: How will you present and guide the lesson? The procedure thoroughly outlines what the students will do during the lesson. Estimated times for each phase are provided. Important questions to ask during the lesson are included. The procedure includes an introduction for surfacing and activating prior knowledge. The procedure includes a plan for closing the unit and checking for understanding. If you have different groups doing different activities, each group's activity is clearly explained.	do during the lesson, but parts are vague and unclear. The majority of the procedure outlines what students will do during the lessons, but parts are vague and unclear. Estimated times are provided, but seem unreasonable (either too short or too long). There is a lack of teacher questions. The procedure includes either an introduction for activating prior knowledge or a plan for closing the lesson and checking for understanding, but not both. Some of the group activities are explained, but not all	during the lesson. It is not clear what the students will do during the lesson. Estimated times are not provided. No questions or content the teacher uses during the lesson are included in the procedure. The procedure does not include an introduction for activating prior knowledge or a plan for closing the lesson and checking for understanding. Group activities are not well explained.	impossible to determine what the teacher or the students will be doing during the lesson. There is a lack of teacher involvement during some of the lesson activities. Group activities are not explained.
Technology ISTE Standards 2, 3, 4	Technology selected for use in the lesson plan is strongly aligned with one or more objectives. Technology use optimally supports the procedure. Students use the technology to create and produce knowledge. Content, procedure and technology fit together strongly within the lesson plan. Technology is used to	Technology selected for use in the lesson plan is partially aligned with one or more objectives. Technology use somewhat supports the procedure. Students use the technology to consume information, but not to create. Content, procedure and technology fit together somewhat within the lesson	Technology selected for use in the lesson plan is partially aligned with one or more objectives. Technology use minimally supports the procedure. Teacher uses technology to present information. Students do not	Technology selected for use in the lesson plan is not aligned with any objectives. Technology use does not support instructional strategies. Content, procedure and technology do not fit together within the

	effectively differentiate instruction for those who need it.	plan. Technology is used to differentiate instruction for those who need it.	use the technology. Content, procedure and technology fit together somewhat within the lesson plan. Technology is used to somewhat differentiate instruction for those who need it, but more could be done in this area.	lesson plan. Technology is not used to differentiate instruction for those who need it.
Assessment ISTE Standards 2, 4	The assessment method directly relates to the objective(s). A variety of formal *and* informal assessments are described for before, during, and after the lesson. The assessment is differentiated as necessary. It is clear what the students will do to demonstrate their understanding in the lessons. The assessment includes technology skills and the content.	The assessment method somewhat relates to the objective(s). A variety of formal *and* informal assessments are listed in the lesson plan, but descriptions are vague and may only vaguely tie to lesson objectives. The assessment is differentiated as necessary. It is somewhat clear what the students will do to demonstrate their understanding in the lessons. The assessment focuses on the content, but does not include an assessment of technology skills.	The assessment method does not relate to the objective(s). Formal *or* informal assessments are listed in the lesson plan. Descriptions may not be included or be vague. The assessment is somewhat differentiated, but more could be done. It is not clear what the students will do to demonstrate their understanding in the lessons. The assessment focuses mostly on technology skills being demonstrated and does not assess the content.	The assessment method is not included or lacks sufficient details to understand how the objectives will be assessed. The assessment is not differentiated. Technology activities are not included in the assessments.

ASSIGNMENT #2
Teaching with Technology Video
30 Points Total

The purpose of this assignment is to learn to teach with technology in the elementary classroom.

Procedure:
- Read the articles in the "Research Focused on Teaching with Technology" folder.
- Using the lesson plan you designed, once approved, teach the lesson. If you are not able to teach the lesson as designed contact the course instructor prior to teaching a lesson for this assignment or to arrange micro-teaching with your EDCI 557 classmates.
- Videotape the lesson. The focus should be on how the technology is being used. I am interested in who is using the technology and how they are using it so be sure the camera captures this.
- Upload the video to Edthena under the EDCI 557 Group.
- Upload a copy of the video to TK20.
- View two of your classmates' videos and provide feedback. Comment on what you thought went well and ideas for improving the use of technology. You may share additional resources to be considered or provide links to blogs with additional ideas.

Evaluation Criteria:

	Meets Requirements (6 Points)	Partial Requirements (4 points)	Needs Improvement (2 point)	Unacceptable (1 point)
Cohesiveness ISTE Standards 1, 2	The lesson flows very well throughout. The objectives are clearly stated for the students. It is clear how the activities connect with the objectives. The lesson follows the lesson plan, although the intern does make some adjustments to better meet students' needs.	The lesson flows well throughout. The objectives are somewhat stated for the students, but they are not clear. It is somewhat clear how the activities connect with the objectives. The lesson follows the lesson plan.	The lesson flows well in some places and seems disjointed in others. The objectives are not stated for the students. It is not always clear how the activities connect with the objectives. The lesson does not follow the lesson plan.	The lesson does not flow well throughout. It is disjointed and somewhat confusing. The objectives wrong objectives are stated for the students. It is not clear how the activities connect with the objectives. The lesson does not follow the lesson plan.

Assessment ISTE Standards 2	A variety of formal *and* informal assessments are used during the lesson. It is clear how students are being assessed. The focus is on the content being taught and on technology skills.	Formal *or* informal assessments are used during the lesson, but not both. It is somewhat clear how students are being assessed. The focus is on the content being taught.	It is not clear how students are being assessed during the lesson. The assessment does not fit with the lesson. The focus is on technology skills, not content.	No obvious assessment is used during the lesson.
Technology ISTE Standards 1, 2, 3, 4	Technology selected for use in the lesson is strongly aligned with one or more objectives. Technology use optimally supports the procedure. Students use the technology to create and produce knowledge. Content, procedure and technology fit together strongly within the lesson. Technology is used to effectively differentiate instruction for those who need it.	Technology selected for use in the lesson plan is partially aligned with one or more objectives. Technology use somewhat supports the procedure. Students use the technology to consume information, but not to create. Content, procedure and technology fit together somewhat within the lesson plan. Technology is used to differentiate instruction for those who need it.	Technology selected for use in the lesson plan is partially aligned with one or more objectives. Technology use minimally supports the procedure. Teacher uses technology to present information. Students do not use the technology. Content, procedure and technology fit together somewhat within the lesson plan. Technology is used to somewhat differentiate instruction for those who need it, but more could be done in this area.	Technology selected for use in the lesson is not aligned with any objectives. Technology use does not support instructional strategies. Content, procedure and technology do not fit together within the lesson. Technology is not used to differentiate instruction for those who need it.
Logistics ISTE Standards 2, 3	Intern and/or students operate technologies well in the observed lesson. It is obvious the intern took time to learn the technology and is comfortable with	Intern and/or students operate technologies adequately in the observed lesson. Although the intern is comfortable with the technology,	Intern and/or students operate technologies inadequately in the observed lesson. The intern appears comfortable with the technology overall, but is	Intern and/or students operate technologies inadequately in the observed lesson. The intern appears uncomfortable with the technology.

	it and able to troubleshoot simple problems that occur.	he/she could benefit from more practice.	unable to troubleshoot simple problems that occur.	Students seem unsure what to do.
User ISTE Standards 1, 2	The students use the technology to work on an assignment. The assignment is enhanced by the use of the technology.	The students use the technology to work on an assignment. Although interesting, the assignment could be done more effectively without the use of the technology.	The teacher is the only one using the technology. Students do not interact with the technology.	Technology is not included in the lesson or is only used to project information.

ASSIGNMENT #3
Reflection on Teaching with Technology
10 Points

The purpose of this assignment is to reflect on teaching with technology in the elementary classroom.

Procedure:
- This assignment should be done after you teach the lesson with technology.
- Read the articles in the "Research Focused on Teacher Reflection" folder.
- Watch the video of your lesson.
- Write a reflection of the lesson. What went well? What could be improved? What surprised you? What did you learn about integrating technology in the curriculum? What goals will you set for yourself in terms of your teaching and technology integration?
- Submit the reflection in MyMason, under Assignments.

Evaluation Criteria:

	Meets Requirements (4 points)	Partial Requirements (3 points)	Needs Improvement (2 points)	Unacceptable (1 point)
Depth of Reflection ISTE Standards 3, 5	Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples are provided, as applicable.	Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are supported with flawed arguments. Examples, when applicable, lack details.	Response demonstrates a lack of reflection on, or personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are inappropriate, and/or unsupported. Examples, when applicable, are irrelevant to the assignment.	Response does not connect with the theories, concepts, and/or strategies presented in the course materials to date Viewpoints and interpretations are missing. Examples, when applicable, are not provided.
Required Components ISTE Standards 3, 5	Response includes all 5 components and meets all 5 requirements indicated in the instructions. Each question or part of	Response includes 4 out of 5 components and meets the requirements indicated in the instructions. One question or part of	Response includes 3 of the components and these are addressed adequately and meet the requirements indicated in the	Response excludes essential components and/or does not address the requirements indicated in the instructions.

	the assignment is addressed.	the assignment is not addressed.	instructions. The remaining components of the assignment are addressed minimally, inadequately, and/or not at all.	Many of the parts of the assignment are addressed minimally, inadequately, and/or not at all.

ASSIGNMENT #4
Virtual Field Trip
20 Points

Purpose: This assignment enables students to develop a virtual field trip that allows for the connection of multiple concepts. This is a group assignment.

Procedure:
- Students will read the articles provided and explore the resources on virtual field trips.
- Students will take a class fieldtrip to Washington, DC. Each group will explore a museum and take pictures of primary sources around a topic of the group's choosing.
- Students will choose a grade level and appropriate SOL(s) for their virtual field trip.
- Students will create a virtual field trip for Elementary children. VFTs may be created by using Weebly (http://www.weebley.com), Prezi (http://www.prezi.com), or any other web-based program students are familiar with. In addition to the images taken in the museum, video, webpages, and podcasts can be included in the virtual field trip. At least five of the items must be primary source artifacts, from the museum or other sources.
- The virtual field trip should allow Elementary students to interact with the primary sources in a way that promotes a deeper understanding of the concept. The VFT should go beyond presenting information.
- One student from each group will post the name of their virtual field trip, URL, grade level, and SOLs covered on MyMason.

Evaluation Criteria:

	Meets Requirements (5 Points)	Partial Requirements (3 points)	Needs Improvement (1 Point)
Integrated Concept	There is a clear concept addressed in the virtual field trip. It is clear how all the artifacts chosen relate.	There is a clear concept addressed in the virtual field trip. It is clear how the majority of the artifacts relate.	There is no clear concept. The majority of the items are unrelated.
Primary Sources Included	Five or more primary sources were included in the virtual field trip.	Three primary sources was included in the virtual field trip.	Two or less primary sources are included in the virtual field trip.
Interactive	The entire VFT is interactive and promotes higher thinking skills.	The majority of the VFT is interactive and promotes higher thinking skills.	The majority of the VFT is not interactive and does not promote higher thinking skills.
Appropriate	All SOLs and artifacts are appropriate for the resources. They match the concept addressed in the virtual field trip.	The majority of the SOLs and artifacts are appropriate.	The majority of the SOLs and artifacts are not appropriate or SOLs are not included.

ASSIGNMENT #5
Online and In-class Activities
20 points

The purpose of this assignment is to provide opportunities for hands-on experience with technology, as well as models for integrating technology.

Procedure (Throughout the semester):

• Students should arrive on time for each face-to-face class and stay for the entire class session.
• In case of sickness or an emergency, please notify the instructor via email prior to the class session.
• Absences can adversely affect a student's final grade.
• Complete online modules prior to each due date.
• Late assignments will not be accepted without prior consent of the instructor.
• Participate in class discussions (online and face-to-face) and activities (online and face-to-face).

Evaluation Criteria:

	Meets Requirements (5 Points)	Partial Requirements (3 Point)	Needs Improvement (1 Points)
Completes Assignments On Time	All assignments were completed on time.	One assignment was late, but notified the instructor ahead of time or had a viable excuse.	More than one assignment was late, no viable excuse provided.
Participation	Participated in all class and online discussions and activities.	Participated in some of the class or online discussions and activities.	Rarely or never participated in class or online discussions or activities.
Online Postings	Online postings in the discussion board demonstrated a clear understanding of the concepts. It is clear that readings were completed.	Online postings in the discussion board demonstrated a partial understanding of the concepts. It is clear that some of readings were completed.	Online postings in the discussion board demonstrated a poor understanding of the concepts. Seldom or never completed readings.
Online Modules	All of the online modules were completed in their entirety. All activities were completed.	The majority of the online modules were completed in their entirety. For those not completed, a minor activity was skipped.	The majority of the online modules were not completed in their entirety. Major parts of the modules were skipped.