# GEORGE MASON UNIVERSITY
## COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
## GRADUATE SCHOOL OF EDUCATION
### Learning Technologies in Schools

EDIT 781 001- Designing for Information Using
3 Credits, Fall 2017
Thursday 7:20-10:00 pm TH L028- Fairfax Campus

**Faculty**
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**Prerequisites/Corequisites**

EDIT 780, Principles of School Based Design

**University Catalog description**
Explores ways in which PreK-12 teachers can design digital environments that connect learners' ability to search, sort, create, communicate, and synthesize information and information resources with learning activities.  Emphasizes teachers' ability to design for digital citizenship and information use.

**Course Overview**
Not Applicable

**Course Delivery Method**
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 the information use as a digital learning goal;
2. develop a comprehensive understanding of the connection between information use and content learning goals;

3. develop a comprehensive understanding of design principles, processes, and patterns for promoting information use within the context of content learning goals;
4. develop comprehensive knowledge of technologies that afford PreK-12 learners' ability to develop information use 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 information use.

## Professional Standards

Upon completion of this course, students will have met the following 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. Johnson, C. (2012). *The information diet: A case for conscious consumption*. Beijing: O'Reilly Media.
2. Hobbs, R. (2010). *Copyright clarity: How fair use supports digital learning*. Thousand Oaks, CA: Corwin Press.
3. Rheingold, H. (2014). *Net smart: How to thrive online*. Cambridge, MA: The MIT Press.
4. Gardner, H. & Davis, K. (2014). *The App Generation: How Today's Youth Navigate Identity, Intimacy, and Imagination in a Digital World, New Haven, CO: Yale University Press.*
5. *Selected articles and web resources.*

**Course Performance Evaluation**

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy)

- Assignments and Examinations
  1. Designer's Blog (30 points) – Five times during the course, student will respond to a reflection prompt provided by the instructor entered around the student's developing understanding of the role of design as an instructional process bridging technology, content, and student learning. Access to the blogs will be provided for both the course instructor and for selected classmates to facilitate interaction through comments.
  2. Lesson Design Document (15 points) - 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.
  3. Instructional WebQuest (25 points) – Student will submit a design document for the design of a WebQuest appropriate for their teaching context. Once approved, student will transition their design document to a web-based instructional WebQuest.

- **Other 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.

- **Course Performance Evaluation Weighting**
  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.

- **Grading Policies**

| Requirements | Points |
|---|---|
| Course Participation[1] | 30 |
| Designer's Blog – 6 Entries– 5 points each | 30 |
| Instructional WebQuest – Design Document and web-based product | 25 |
| Lesson Design Document | 15 |

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

**Professional Dispositions**

See https://cehd.gmu.edu/students/polices-procedures/

**Class Schedule**

Please see attached Master schedule.
*Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.*

**Core Values Commitment**

The College of Education and 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/.

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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.

**GMU Policies and Resources for Students**

*Policies*

- Students must adhere to the guidelines of the Mason Honor Code (see http://oai.gmu.edu/the-mason-honor-code/).

- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason 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.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services.  Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ods.gmu.edu/).

- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

*Campus Resources*

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20.  Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.
- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

**For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/students/ .**