

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

**EDIT 561 6N1
Teaching with Telecommunications
1 credit
Spring 2018
Online**

Faculty

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Prerequisites/Corequisites

None

University Catalog Course Description

Develops expertise with various aspects of telecommunications tools, and models ways these tools can be used for personal learning and integration into teaching/learning process. Addresses e-mail, Internet, web, and online databases.

Course Overview

Not applicable

Course Delivery Method

This course will be delivered online (76% or more) using an **asynchronous** format via the Integration of Technology in Schools Online Certificate (ITSOLC) website located at <http://itsolc.gmu.edu/>. The instructor will provide login and password credentials by January 19, 2018.

The course is structured around projects, discussions with online mentors, 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.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a

face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer, Mozilla Firefox, Chrome, or Safari is required.
- Students must maintain consistent and reliable access to their GMU email as this is 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 course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player:
<https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week:
Because asynchronous courses do not have a “fixed” meeting day, our week will start on **Fridays** and finish on **Thursdays**, 11:59pm. New Modules will be posted on Friday by 7 am.
- Log-in Frequency:
Students must actively check the course site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 5 times per week.
- Participation:
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions.
- Technical Competence:
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:

Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

- Instructor Support:

Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

- Netiquette:

The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Accommodations:

Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

1. 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. 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. Understand 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. 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**

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

Professional Standards

The Integration of Technology in Schools Online Certificate program is guided by the International Society for Technology Education's National Educational Technology Standards for Teachers (NETS for Teachers). These standards are addressed iteratively throughout the 36 credit hour program of which this course is a required component. The NETS for Teachers can

be accessed at

http://www.iste.org/Content/NavigationMenu/NETS/ForTeachers/2008Standards/NETS_for_Teachers_2008.htm, and a printed version is distributed during the first class of the semester. The NETS for Technology Leaders are added to the professional standards during the final 12 credit hours of the program – again addressed iteratively throughout course assignments, activities, and topics.

Required Texts

1. Norton, P., & Sprague, D. (2001). *Teaching With Technology*. Needham, MA: Allyn & Bacon.
- 2.

Course Performance Evaluation

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

a. 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 (10 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): Students will create a WebQuest, design it using a Web builder such as Google sites, 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 (20 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.

f. Other Requirements

1. Participation is mandatory, 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.

g. 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.

h. Grading Policies

Requirements	Points
Course Participation ¹	20
Telecommunication Lesson Plan	10
Webquest	10
Electronic Portfolio	10
Mentor-Mentee Communications	50

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/policies-procedures/>

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.

Class Schedule

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 mason.gmu.edu/~pnorton/class.htm 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 mason.gmu.edu/~pnorton/class.htm 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 mason.gmu.edu/~pnorton/class.htm Complete assignment for the day.
Week Five	Lesson Plans Due Portfolio Due Finish and Publish WebQuest Use rubric to assess WebQuests Share Portfolios	

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/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- 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://coursesupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>. This link includes additional links to a variety of campus resources such as:
 - The Writing Center 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/>).
 - The 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/>).

- The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. 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 by going to <http://ssac.gmu.edu/make-a-referral/>.

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

WebQuest

Criteria	Well Planned and Articulated 2	Present but Needs Elaboration 1	Unclear or Weak Links 0
1. My WebQuest is clearly linked to curriculum standards.			
2. My WebQuest has a well-developed, clearly articulated Introduction, Task, and Process.			
3. My WebQuest has a robust and appropriate set of resources and the links to resources from my web page work.			
4. My WebQuest presents a clear, appealing web page design. My use of color, graphics, and fonts is appropriate and conducive to learning.			
5. My WebQuest is well edited for spelling, grammar, and readability.			