PROFESSORS:

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PREREQUISITES/COREQUISITES:
● Prerequisites: Admission into the MEd Curriculum and Instruction concentration in Transformative Teaching program; completion of EDUC 647 Critical Reflective Practice.
● Corequisites: EDUC 651 Critical Theories and Pedagogies course.

UNIVERSITY CATALOG COURSE DESCRIPTION: Develops technological knowledge and skills to support teaching and learning and to sustain and enhance learning communities. Teachers explore and critique the possibilities and concerns of using technology in learning environments.

COURSE DELIVERY METHOD: This course will be delivered online using synchronous and asynchronous formats 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 August 26th.

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 or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
● Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
● Students will need a headset microphone for use with Blackboard Collaborate conferencing tool.
● 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: 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:

- **Course Participation:** Active and consistent participation in the course as described in the individual course syllabus is extremely important for online courses. 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. The completion of all readings assigned for the course is assumed. Online courses will, at a minimum, have weekly requirements for student participation that can be documented by any or all of the following methods:
  ➢ Submission/completion of assignments as specified by the professors
  ➢ Communication with the professors
  ➢ Active, meaningful, and respectful communication with peers

  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. In addition, students must log-in for all scheduled online synchronous meetings.

- **Log-in Frequency:** Expect to log in to this course **at least 3 times a week** to read announcements, participate in the discussions, and work on course materials. Students must also regularly check their GMU email for communications from the instructors.

- **Course Schedule:** Because asynchronous courses do not have a "fixed" meeting day, our sessions will generally start on Wednesday and finish on Tuesday. Synchronous meetings will be arranged as needed.

- **Written Assignments:** All formal written assignments will be evaluated for content and presentation. (Formal assignments do not include Blackboard discussions, class/course feedback, in-class reflections or journaling) The American Psychological Association, Sixth Edition (APA) style guide should be followed for formal written assignments. All written work unless otherwise noted must be completed on a word processor and should be proofread carefully. (Use spell check!) If students are not confident of their own ability to catch errors, they should have another person proofread their work. When in doubt, they should check the APA manual. Portions of the APA manual appear at the Style Manuals link on the Mason library web guide at http://library.gmu.edu/resources/edu/. Students may consult the Writing Center for additional writing support. Students will do the following:
  ➢ Present ideas in a clear, concise, and organized manner. (Avoid wordiness and redundancy.)
  ➢ Develop points coherently, definitively, and thoroughly.

➢ Refer to appropriate authorities, studies, and examples to document where appropriate. (Avoid meaningless generalizations, unwarranted assumptions, and unsupported opinions.)
➢ Use correct capitalization, punctuation, spelling, and grammar.
- **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.
- **Mentoring/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 an email to your instructors 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. We 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.** We 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 instructors.
- **Accommodations:** Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

LEARNER OBJECTIVES:
This course is designed to enable students to:
1. Augment their technology skills useful to their development and work as a "transformative educator" (e.g., using Blackboard and other current technologies),
2. Critique and develop a repertoire of current technology-mediated learning,
3. Understand the nuances of technology and seek out new sources of funding for helpful technology for their classrooms, and
4. Translate their learning and critique into their classroom practice.

PROFESSIONAL STANDARDS:
This course fits with the core values of the College of Education and Human Development, which include collaboration, research based practice, innovation, ethical leadership, and social justice.

This course is designed to meet the following professional teaching standards:
- NETS-T (National Education Technology Standards for Teachers) 1, 2, 3, 4, and 5
  - o Facilitate and Inspire Student Learning and Creativity
  - o Design and Develop Digital Age Learning Experiences and Assessments

- o Model Digital Age Work and Learning
- o Promote and Model Digital Citizenship and Responsibility
- o Engage in Professional Growth and Leadership
- GMU Dispositions for a Career Educator III
  - o Commitment to Key Elements of Professional Knowledge
- Teachers College Columbia Teacher Expectations II
  - o Learner-Centered Educators
- NBPTS Propositions 2
  - o Teacher Know the Subjects They Teach and How to Teach Those Subjects to Students

REQUIRED TEXTS:

Clement, J., & Miles, M. (2018). *Screen Schooled: Two Veteran Teachers Expose How Technology Overuse is Making our Kids Dumber*. Chicago: Chicago Review Press.

*Please Note: Additional articles, chapters, PowerPoint presentations, and media related to specific current technology use in classrooms will be posted on Blackboard as needed.

COURSE PERFORMANCE EVALUATION (ALIGNED WITH OBJECTIVES):
Students are expected to submit all assignments on time in the manner outlined by the instructors.

1. **Assignment descriptions**
   - Lesson Incorporating New Technologies – PBA (Assesses objectives 1, 2, and 4)
   - Grant Proposal for funding technology in the classroom (Assesses objectives 2 and 3)
   - Class Participation (Assesses objectives 1, 2, 3, & 4)

2. **Assignment and examination weighting (percentages, points)**

Class Participation	
Session 3	5 points
Session 4	5 points
Session 6	5 points
Session 7	5 points
Lesson Incorporating New Technologies	45 points
Grant Writing Project	35 points

3. Grading policies – Grade Distribution:

95-100	A
90-94	A-
87-89	B+
83-86	B
80-82	B-
75-79	C
74 and below	F

4. Selected performance-based assessment (PBA)

<u>Lesson Incorporating New Technologies</u>. The purpose of this activity is to use a critical perspective to develop and share curricular strategies that effectively use new technologies. The activity requires that you complete the following steps:

1. **Identification:** Identify a technological tool, approach, or program that you have not used before and that you think might improve the teaching and learning in your classroom.
2. **Reflection:** Think of a way that this tool will help you in your own classroom or more broadly in your professional practice. Consider the project you are proposing in the context of your practical theories, teaching philosophy, and beliefs about teaching and learning and the theoretical constructs that undergird them. What/how will your project contribute to "democratic learning?" It is important that the tool be used in service to the teaching and learning goals you have set – this is not technology for the sake of technology!
3. **Design a Lesson:** Design a lesson (or series of lessons) that make use of the particular new technology you have selected. (You might, of course, approach this selection method the other way and pick a unit of instruction first and then search for a technological tool to help you teach that particular element of your curriculum.)
4. **Another Perspective:** Locate an article related to the technology tool you are using or technology and education in general.
5. **Critical Reflection #1:** Before you teach the lesson(s), use a critical perspective to write a reflection that answers the following questions:
    ● What are you hoping to accomplish during your lesson?
    ● Why do you think the technology contributes to the teaching and learning of this particular piece of your curriculum?
    ● What fears do you have about using the technology?
    ● In what ways has the article you read helped you understand and critique the significance and usefulness of your project?
    Include the reference (APA format) of the article you read.
6. **Implementing the Lesson:** As you are implementing the lesson using the new technology element, use all of your observation skills to watch what happens to your classroom as a learning community.
7. **Critical Reflection #2:** Afterwards, use a critical perspective to write a second reflection that answers the following questions:
    ● What was the result of your lesson (provide evidence from students)

- What did you learn from this experience?
- What questions did it raise for you?
- How has your thinking changed and expanded over the course of the project by examining technology through the lens of critical theory?
- What future exploring are you hoping to do?

You will be using the Critical Reflections #1 and #2 to help you prepare for sharing the project with your classmates.

8. **Sharing using VoiceThread or another relevant technology:** You will share your project with your classmates using VoiceThread (or another relevant technology). You will describe:
   - Your goals (i.e., what you were hoping to accomplish by implementing this new technology)
   - Your fears going into the lesson project
   - How you implemented the new technology in your classroom
   - How your students responded to the lesson (provide specific evidence)
   - How your thinking changed by examining technology through the lens of critical theory?

GMU Policies and Resources for Students

Policies

a. Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/).

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 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.

d. 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/).

e. Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

a. 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/.

b. For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

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

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/**

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

EDUC 651/653 Class Schedule – Cohort 6; Fall 2019
The two courses are integrated for the fall semester

Sessions/Dates/Topics	Readings & Assignments

Session 1 (2 weeks)
 Dates: Aug. 28 – Sept. 10
 	
 Topics: *Critical Theories & Pedagogy/Equity Audit:* Defining Critical Theory; History of Critical Theory; The State of the Field of Education; Curriculum as Compromised Knowledge
	Assignments:
	 1. Read Wink chapter 3, 4, & 5.
	 2. Watch the 3 short clips:
	     ● Overview of the semester
	     ● Equity Audit
	     ● Grant writing
	 3. Participate in Discussion #1 (See Discussion folder for guidelines)
	 4. **Due Sept. 10: Complete Reflective Journal Assignment #1: Reflections on Wink Chapters 4 & 5** (see guidelines in the Bb Assignments folder).

Session 2 (2 weeks) **Dates:** Sept. 11 – Sept. 24 **Topics:** *Redefining Critical Pedagogy;* Defining Critical Theory; "Doing" Critical Theory in and beyond the Classroom	**Assignments:** 1. Watch the videos – Applying critical pedagogy 2. Participate in Discussion #2: Applying Critical Pedagogy (See Discussion folder for guidelines) 3. Bb Collaborate Session #1 – Debrief Equity Audit & Brainstorm grant possibilities 4. **Due Sept. 24: Equity Audit**

Session 3 (2 weeks) **Dates:** Sept. 25 – Oct. 8 **Topics:** *Changing Education:* Technology and Critical Pedagogy; Changing Landscape	**Assignments:** 1. Read Clement & Miles chapters 1-5 2. Participate in Discussion #3: Technology through the Lens of Critical Pedagogy. (See Discussion folder for guidelines) 3. **Due Oct. 8: Complete Reflective Journal Assignment #2: The Impact of the Equity Audit on your Practice and Case Study Project** (see guidelines in the Bb Assignments folder)
Session 4 (2 weeks) **Dates:** Oct. 9 – Oct. 22 **Topics:** *Technology's Impact on Students; The Three S's of Education – Simple, Skills, Social*	**Assignments:** 1. Read Clement & Miles chapters 6-10 2. Read the Teaching Tolerance article BYOD? [Bring Your Own Device] 3. Participate in Discussion #4: Debrief technology readings and share technology articles for Lesson Incorporating New Technologies project 4. **Due October 22: Grant Writing Project**
Session 5 (2 weeks) **Dates:** Oct. 23 – Nov. 5 **Topics:** *Critical Pedagogy, Technology and Curriculum Design*: The State of the Field and the Banking Model of Education	**Assignments:** 1. Read Apple chapter 2. 2. Read Freire chapter 2. 3. Participate in Discussion #5: Critical Pedagogy, Technology and Curriculum Design. (See Discussion folder for specific guidelines)

Session 6 (2 weeks) **Dates:** Nov. 6 – Nov. 19 **Topics:** *Lessons in Technology*	**Assignments:** 1. Read Apple chapter 5. 2. **Due November 11: Lesson Incorporating New Technologies Critical Reflections & VoiceThread Presentation (submit the two reflections as one document with a link to your completed VoiceThread presentation in both the Assignment and Assessment spaces.)** 3. View 3 other Lesson presentations and make audio and/or video comments (comments and questions) on each using VoiceThread. Respond to Lesson feedback you got from peers using VoiceThread. 4. **Due Nov. 19: Complete Reflective Journal Assignment #3: Reflections on the Apple Chapter 5 and the Equity Audit** (see guidelines in the Bb Assignments folder).
Session 7 (2 weeks) **Dates: Nov. 20 – Dec. 3** (Includes Thanksgiving recess Nov. 27 – Dec. 1) **Topics: *Using Technology to Consider Critical Pedagogy in the Classroom***	**Assignments:** 1. **Prepare the Case Study Presentation for Collaborate Session.** 2. **Bb Collaborate Session #2 (Dec. 2-Dec. 4). Share Case Study Projects in breakout rooms and document with the whiteboard**
Session 8 (1 week) **Dates: Dec. 4 – Dec. 10** **Topic: *Critical Pedagogy in the Classroom***	**Assignments:** 1. **Complete the Fall Semester Reflection.** 2. **Due December 10: Case Study Project**

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

ASSESSMENT RUBRIC

The PBA will be assessed according to the professional standards and the specific assignment guidelines using the following rubric:

Technology and Learning
Assignment rubric

CRITERIA	Beginning (Does not meet standards) 1	Developing (Meets standards) 2	Accomplished (Exceeds standards) 3	Exemplary (Exceeds standards) 4
Design, development, modeling and evaluation of digital learning experiences NETS-T 1, 2, 3, 4, 5	Design, development, modeling, and evaluation of digital learning experiences are rudimentary	Design and development of digital learning experiences are adequate but modeling and/or evaluation is rudimentary	Design, development, modeling, and evaluation of digital learning experiences are thorough and adequate.	Design, development, modeling, and evaluation of digital learning experiences are carefully thought out, thorough and more than adequate; demonstrates critical metacognition about these processes and their implications.
Content Depth (GMU III, TC II, NBPTS 2, NETS-T 1,2,3,4,5)	Demonstrates uneven skill and knowledge about the disciplines and practices that you present	Demonstrates skill and knowledge about the trends, theories, *or* disciplinary practices in education	Demonstrates skill and knowledge about the trends, controversies, theories, *and* disciplinary practices in teaching and effectively applies skills and knowledge to create critical, imaginative, and creative thinking for all students.	Demonstrates critical metacognition about skill and knowledge on the trends, trends, theories, and disciplinary practices in teaching and learning and effectively applies skills and knowledge to create critical, imaginative, creative, and relevant multicultural curricula for all children
Critical Reflection	Did not address the questions required for Critical	Minimally addresses the questions required for Critical	Adequately addresses the questions required for Critical Reflection #1 and	Careful consideration of the questions and their nuances in both Critical Reflection #1 and Critical Reflection #2

	Reflection #1 and/or Critical Reflection #2	Reflection #1 and Critical Reflection #2	Critical Reflection #2	
Project Sharing	Did not share project	Minimally describes the implementation of the new technology in the classroom with little discussion of implications	Adequately describes the implementation of the new technology in the classroom with careful consideration of implications	Rich description of the implementation of the new technology in the classroom that includes teacher reflection, student reaction and reflection, and connections to theories of learning technologies