Faculty
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Prerequisites/Corequisites

None

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.

Course Overview

Not Applicable.

Course Delivery Method

This course will be delivered online (76% or more) using asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on June 24 at 8 am.

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 standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

  To get a list of supported operation systems on different devices see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- 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 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 June 24 and finish on July 26.
- Log-in Frequency:
  Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 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 and group interactions.
- 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:
- Understand the reasons why technology should play an integral role in the ways we teach the content areas;
- 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;
- Understand the concepts of technology integration, considerations of affordances, and the ACTS lesson design model and the ways in which these concepts inform practice in the secondary content areas;
- Design lessons that integrate technology in order to promote content area learning; and
- 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 Educators)

Upon completion of this course, students will have met the following professional standards:
- **Learner** – Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student

learning. Educators stay current with research that supports improved student learning outcomes, including findings from the learning sciences.

- **Leader** - Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning. Educators: Model for colleagues the identification, exploration, evaluation, curation and adoption of new digital resources and tools for learning.
- **Citizen** - Educators inspire students to positively contribute to and responsibly participate in the digital world. Educators establish a learning culture that promotes curiosity and critical examination of online resources and fosters digital literacy and media fluency.
- **Collaborator** - Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems. Educators dedicate planning time to collaborate with colleagues to create authentic learning experiences that leverage technology.
- **Designer** – Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability. Educators design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning.
- **Facilitator** - Educators facilitate learning with technology to support student achievement of the ISTE Standards for Students. Educators create learning opportunities that challenge students to use a design process and computational thinking to innovate and solve problems.

Required Texts
All required readings are provided in Blackboard.

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/or Examinations**
  Course Participation (45 points): Students are required to participate in all online activities and discussions. Participation will be evaluated 9 times during the course using the participation rubric.
  Lesson Designs (30 points): Students will complete 3 lesson plan designs (10 points each) 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 scenario. These will be performance-based assessments for the course and will be guided by the rubric.
  Synthesis Essay (25 points): Students will prepare and submit a final synthesis essay addressing the 7 prompts provided. In this essay, they will reflect on what they have learned in the course. Students will describe the 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.

- **Other Requirements**

This course is fully online and includes both a public and a private component. Public components deal with shared activities and shared discussions. A discussion requires continual and frequent participation – a discussion requires back and forth. In addition, the course instructors will be posting to the discussion boards, often posing extension questions to which you must respond. It is important that you login to the course at least once a day, adding your thoughts and contribution whenever appropriate. As well as making your own contributions, you should review others' posts to the discussion forums, responding appropriately and in depth since responses that state agree or disagree, like or don't like, add little to the conversation.

- **Grading**

Assignment	Total Points
Course Participation	45 points
Lesson Designs	30 points
Synthesis Essay	25 points

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

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

Class Schedule

	Complete by 10:00 pm:
Monday June 24	Course Overview Module
Wednesday June 26	Module 1
Friday June 28	Module 2
Monday July 1	Module 3
Wednesday July 3	Module 4
Friday July 5	Module 5
Monday July 8	Module 6
Wednesday July 10	Lesson Plan 1
Friday July 12	Module 7
Monday July 15	Module 8
Wednesday July 17	Lesson Plan 2
Friday July 19	Module 9
Monday July 22	Module 10
Wednesday July 24	Lesson Plan 3
Friday July 26	Final Reflection and Synthesis Paper

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 https://ds.gmu.edu/).

- Students must silence all sound emitting devices 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/ .

Lesson Design Rubric
Score Assigned by adding total points earned for each descriptor and dividing by 8.

	Exceeds Expectations	Meets Expectations	Needs Improvement
	8 points	**5-7 points**	**0-4 points**
Lesson Overview			
Lesson Plan Identifiers	N/A	All 3 lesson identifiers (lesson title, course/subject, grade level) are clearly presented and appropriately related	Identifiers are absent or are presented but not appropriately applied
Standards and Objectives	N/A	Cleary presented, appropriately selected, creatively incorporated in the lesson plan	Not included and/or poorly selected, unclear relationship to lesson
Context of Lesson	N/A	Well presented, clearly articulated, context described represents appropriate positioning in curriculum sequence	Not clearly articulated, inappropriate or unclear positioning in curriculum sequence
Summary of Lesson	Creatively and completely captures the essence of the lesson	Provides a summary of the lesson but is not complete and/or comprehensive	Not present or does not adequately capture the essence of the lesson
Resources	Creatively selected and described, backup plans incorporated, can be realistically obtained/accessed	Present but availability questionable, backup plans not clearly articulated	Not present and/or materials inappropriately selected and/or not feasible
Lesson Details			
Standard	Insightfully identifies, describes, and justifies standard addressed by the lesson; lesson structure and habit(s) are creatively connected in the lesson	Identifies and describes standard addressed by the lesson; lesson structure and habit(s) are realistically and appropriately connected in the lesson	Does not or poorly identifies and describes standard addressed by the lesson; lesson structure does not support standard targeted
Rationale for Technology Integration	Insightfully identifies, describes, and justifies technology selected for the lesson; lesson structure and technology choices are creatively connected in the lesson	Identifies and describes technology choices for the lesson; lesson structure and technology choices are realistically and appropriately connected in the lesson	Does not or poorly identifies and describes technology choices for the lesson; technology choices do not support targeted goals
ACTS	All four elements are comprehensively included and described; elements fit together as a whole; lesson is insightful and engaging	All four elements are included but descriptions are not complete, some elements do not fit together; lesson is adequate but not creative	Elements missing, elements do not fit together; lesson is not structured to achieve learning goals
Implementation/Sequence	Implementation plan fits well within the structure of instruction, is well paced, is creatively	Implementation plan is present, some inconsistencies with instructional goals,	Implementation plan is incomplete, not realistic for classroom implementation,

	planned with sufficient time to accomplish	timeframe may be inappropriate	inappropriately addresses curricular standards
Evaluation Plan	Comprehensively captures student learning outcomes	Adequately captures most student learning outcomes	Does not provide or inadequately provides for a strategy for capturing student learning outcomes
Submission	On Time **3 points**	Late **1 points**	Not submitted **0 points**

Participation Rubric
Participation will be assessed during 9 modules.

Category	Exceeds Expectations 5 points = A	Meets Expectations 4 points = B	Does Not Meet Expectations 3 points or less = C
Assign points for each descriptor; then average—divide by 7.			
Quantity of Posts			
Makes ≥ 1 original comment per topic			
Makes ≥ 2 substantive responses to others per topic			
Responds to all instructor prompts and questions			
Quality of Posts			
Provides significant detail from reading adds to the knowledge of the group; cites sources and uses quotes when appropriate; contributes to the learning and work of the group			
Relates to personal experience			
Timeliness			
Meets deadlines			
Posts over entire period, not in a spurt or 2			

Final Reflection and Synthesis Paper Rubric

	Exceeds Expectations	Meets Expectations	Needs Improvement
Each Prompt (7 prompts total)	Prompt is addressed with well-developed paragraph with evidence of reflection. **3 points**	Prompt addressed with minimum or no reflection **1-2 points**	Not addressed **0 points**
Overall Writing	Grammatically and stylistically well written; the narrative logically flows from one idea to the next; there are **NO** grammar errors or error patterns. **4 points**	Paper is generally organized, but may contain several grammatical errors or error patterns. **2-3 points**	Paper is disorganized or may contain unreadable sentences; contains multiple grammatical errors or error patterns that prevent paper being readable. **0-1 points**

Students will prepare and submit a final synthesis essay addressing the 7 prompts. In this essay, they will reflect on what they have learned in the course. Students will describe the 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.

Writing a synthesis reflection is a strategy for providing yourself the time and space to make connections between what you have learned and yourself as a learner and educator. You may structure your synthesis reflection any way you like, but it should address the topics below. You may also include references/hyperlinks to your work, images, or other supporting materials.

7 Prompts:
- **Content**: What did you learn about the attributes that are necessary to be an effective Social Studies teacher and learner? What were the main concepts and ideas you are taking from the course?
- **Lesson Design**: Discuss the lessons you have learned designing technology integrated learning opportunities for students.
- **Learning with Technology**: What did you learn about learning with technology? How does what you learned and experienced influence your understanding of technology integration in Social Studies classrooms?
- **Teaching with Technology**: What did you learn about teaching with technology? How does what you learned and experienced influence your understanding of teaching in today's classrooms?
- **Practice**: When, where, why, and how might what you learned about using technology to support Social Studies teaching and learning impact your face-to-face?
- **Online Learning**: What have you learned about online learning from your experience in this course? When, where, why, and how might what you learned and experienced about online learning impact your teaching career?
- **Self**: What did you learn about yourself as a learner and a teacher?