

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

EDIT 781 002- Designing for Information Using  
3 Credits, Fall 2021  
Wednesday 7:20-10:00 pm Room 208 Mason in Loudoun

**Faculty**

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**Prerequisites/Corequisites**

None

**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 Educators (<https://www.iste.org/standards/iste-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 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.
  
- **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 <sup>1</sup>	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/policies-procedures/>

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<sup>1</sup> 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

Faculty reserves the right to alter the schedule as necessary, with notifications to students.

EDIT 780 and EDIT 781  
Master Schedule  
(Also provided week by week on the Course Blackboard Site)

Topic	Preparation for Face to Face Meeting	Activities During Face to Face Meeting
1	<b>Design, Design, Design</b>	Overview of Syllabus/Class/ Program Meet Blackboard Evaluation rubrics and creating Learning Schedules All Summer in a Day Mini-lecture on planning vs design Examine examples of Design Definition of Design Subsets: Principles, Processes, Patterns, Stuff A Design Principle!!  What's Your Job; Your Purpose; Why Does a Culture Need Schools
2	<b>21<sup>st</sup> Century Learners</b>	
	Complete Blackboard Activities for Topic 2 Read - <i>The Saber-tooth curriculum</i> .	Share Design Analysis Happy Hour Burma Shaves ( <b>Powerpoint</b> ) Design Principle (PICKLE)  Examining Technology Quotes – Consequences of Technology
3	<b>21<sup>st</sup> Century Knowledge</b>	
	Complete Blackboard Activities for Topic 3 Read <i>Situated Cognition and the Culture of Learning</i> three times. L Read selections <i>Teaching with Technology, 2 edition</i> . Begin reading <i>Mind in Society: The development of higher psychological processes. psychological processes</i> .	Discuss Readings, Play and share Kahoot tests Acrostics Analyze SOLs for S, P, D (the tools) The ABCS of Design The Perfect Presidential Candidate Discuss activities Design Principle
4	<b>Meaningful Learning</b>	
	Complete Blackboard Activities for Topic 4 Finish reading <i>Mind in Society: The development of higher psychological processes. psychological processes</i> .	Construct Vygotsky Vocab test, Poetry, Map of Vygotsky Mind Classroom Mystery USDA Nutrition – Menu for Dean Design Principle
5	<b>Technology</b>	
	Complete Blackboard Activities for Topic 5 Read <i>The Victorian Internet</i> . Watch episode 4 from the PBS series, <i>The Day the Universe Changed</i> .	Share charts and Create generalization Share generalizations Pick a Generalization Learn about Infographics, Create Infographic,

		Share Infographic Reflect on BB, Blog, PPT, books, Infographic, Word – How to Choose and Use
6	<b>Affordance Analysis – Choosing and Using</b>	
	Complete Blackboard Activities for Topic 6 Read the article posted on Blackboard - <i>Affordance</i> <i>analysis- matching learning tasks with</i> <i>learning</i> <i>technologies.</i>	Discuss Readings Tool Activities Analysis of affordances Design Principle A Video on Videos
7	<b>Students as Designers</b>	
	Complete Blackboard Activities for Topic 7 Read <i>Professionalism and teachers as</i> <i>designers</i> . Link to pdf is provided. Read <i>The creative spirit of design</i> . Link to pdf is provided.	Share Favorite Tool Analysis Discuss design document Making a Video with One Video recorder Make a video – Design in Education – DDL Infomercial Meet GMU’s Library
8	<b>Sorting and Judging Information</b>	
	Complete Blackboard Activities for Topic 8 Read <i>The Information Diet</i> .	Discuss design document (1) Discussion of <i>Information Diet</i> An Information Users Backpack The Halo Effect A Halo Effect Evaluation Guide
9	<b>Information Searching</b>	
	Complete Blackboard Activities for Topic 9	Share site reflections Intro presentation on searching A Scavenger Hunt Plus Decades Popplet/Graphic Organizer map An Information Using Lesson Design Document  Intro to Portfolios and Google Sites
10	<b>Information Searching Plus</b>	
	Complete Blackboard Activities for Topic 10 Read <i>Copyright clarity: How fair use</i> <i>supports digital learning.</i>	Learning about the Decades- a sharing activity Discussion of <i>Copyright Clarity</i> through Pecha Kucha Parent Brochure – copyright policy and what students will be learning
11	<b>Information Ethics and Copyright</b>	
	Complete Blackboard Activities for Topic 11 Read <i>Net smart: How to thrive online</i> . As you read, identify	Copyright Clarity ‘modified’ Pecha Kucha presentations Discussion of <i>NetSmart</i> Pros and Cons: Being a NetSmart Educator NetSmart Glosters
12	<b>Creating and Communicating</b>	
	Complete Blackboard Activities for Topic 12	Discussion of <i>The App Generation</i> App Generation Posters Introduction to WebQuests

	Read <i>The App Generation: How today's youth navigate identity, intimacy, and imagination in a digital world.</i>	Portfolio check-in
13	<b>Putting It All Together</b>	
	Complete Blackboard Activities for Topic 13	Finish Viajamos A WebQuest about WebQuests A WebQuest Design Document
14	<b>WebQuest Design Processes</b>	
	Complete Blackboard Activities for Topic 14	Design Studio: WebQuest Production (Google Sites) Course Evaluations
15	<b>Finishing EDIT 781 and DDLs</b>	
	1. Finish Design Document for SSCCS. 2. Finish WebQuest in Google Sites. 3. Finish Portfolio.	

## 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 <https://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 VIA should be directed to <https://cehd.gmu.edu/aero/assessments/>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

**Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:**

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).

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