

George Mason University
College of Education and Human Development
Graduate School of Education: Elementary Education

ELED 257. DL1 – Integrating Technology in PreK-6
3 Credits, Spring 2024
Mondays, 4:30 – 7:10 PM, Online

Faculty

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Prerequisites/Corequisites

None

University Catalog Course Description

Introduces technology as a tool for working with children across a range of contexts, including early childhood and elementary classrooms. Explores multiple approaches and strategies for technology use in diverse settings. **This course meets the Mason Core Information Technology and Computing requirement.**

Course Overview

Students in this course will participate in individual and group activities that focus on the integration of technology into work with children in diverse settings through use of computers and mobile devices. Students will also participate in large group discussions led by the instructor and in small group discussions and activities with their classmates.

This course fulfills the Mason Core Information Technology and Computing requirement through the following learning outcomes:

1. Students will understand the principles of information storage, exchange, security, and privacy and be aware of related ethical issues.
2. Students will become critical consumers of digital information; they will be capable of selecting and evaluating appropriate, relevant, and trustworthy sources of information.
3. Students can use appropriate information and computing technologies to organize and analyze information and use it to guide decision-making.

4. Students will be able to choose and apply appropriate algorithmic methods to solve a problem.

Course Delivery Method

This course will be delivered online (76% or more) using both synchronous or an asynchronous format (designated in the **Class Schedule** section) 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 January 15th, 2024.

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/Ultra/Getting_Started/Browser_Support
- 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:**
Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
 - ⇒ **For Synchronous sessions: Jan. 22, Feb. 5, 19, Mar. 11, 25, Apr. 15, 29**
 - ⇒ **For Asynchronous sessions: Jan 29, Feb. 12, 26, Mar. 18, Apr. 1, 8, 22**

Because asynchronous courses do not have a “fixed” meeting day, our week will start on a weekly basis where week starts on Friday and finishes on Thursday (when the assignment is due)

- 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. In addition, students must log-in for all scheduled online synchronous meetings.
- 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.
Synchronous class meetings resemble traditional on campus classes in that students must be (virtually) present at the same time.
Punctuality and Preparation:
 - Join the synchronous class meetings on time.
 - Make sure your audio and video setup are functional to facilitate smooth communication during the session.
- 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 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. understand the principles of information storage, exchange, security, and privacy and be aware of related ethical issues;
2. become critical consumers of digital information; they will be capable of selecting and evaluating appropriate, relevant, and trustworthy sources of information;
3. use appropriate information and computing technologies to organize and analyze information and use it to guide decision-making;
4. choose and apply appropriate algorithmic methods to solve a problem;
5. exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society;
6. select appropriate materials, tools, and technologies to achieve instructional goals with all learners;
7. understand the principles of online learning and online instructional strategies and apply the skills to deliver online instruction.
8. understand the Virginia Standards of Learning for Computer Technology and the ability to use technology as a tool for teaching, learning, research, and communication
9. understand, possess, and integrate the knowledge, skills, dispositions, and processes needed to support learners' achievement in an interdisciplinary manner in Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds and the Virginia Standards of Learning in English, mathematics, history and social science, science, and computer technology.

Professional Standards

Upon completion of this course, students will have met the following professional standards:

The Virginia State Technology Standards for Instructional Personnel:

1. Instructional personnel shall be able to demonstrate effective use of a computer system and utilize computer software.
2. Instructional personnel shall be able to apply knowledge of terms associated with educational computing and technology.
3. Instructional personnel shall be able to apply computer productivity tools for professional use.
4. Instructional personnel shall be able to use electronic technologies to access and exchange information.
5. Instructional personnel shall be able to identify, locate, evaluate, and use appropriate instructional hardware and software to support Virginia's Standards of Learning and other instructional objectives.

6. Instructional personnel shall be able to use educational technologies for data collection, information management, problem solving, decision making, communication, and presentation within the curriculum.
7. Instructional personnel shall be able to plan and implement lessons and strategies that integrate technology to meet the diverse needs of learners in a variety of educational settings.
8. Instructional personnel shall demonstrate knowledge of ethical and legal issues relating to the use of technology.

International Society for Technology in Education (ISTE) Standards for Teachers:

1. 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.
2. Leader - Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning.
3. Citizen - Educators inspire students to positively contribute to and responsibly participate in the digital world.
4. Collaborator - Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems.
5. Designer - Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability.
6. Facilitator - Educators facilitate learning with technology to support student achievement of the ISTE Standards for Students.
7. Analyst - Educators understand and use data to drive their instruction and support students in achieving their learning goals.

Required Texts

ISTE (2018). *Edtech for the K-12 classroom: ISTE readings on how, when, and why to use technology*. Eugene, Oregon: International Society for Technology in Education.

A list of required readings is available on MyMason. There are readings associated with each module. Some of the articles are available on GMU's e-reserves which can be accessed within Blackboard.

Course Performance Evaluation

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

Written assignments should be submitted as either a Word document or PDF. Those using Pages should convert the file to a PDF.

- **Assignments**

Assignment #1: Online Asynchronous Activities, 24 points [Outcomes 1, 2, 3, 4, 5, 7]

Each online module will be the equivalent of one week of face-to-face time. **Online modules are to be completed within the stated time frame.** Each module is worth nine points. Instructions for the online modules are in Blackboard.

The four online modules are: Technology in Math, Creating E-Books, Fine Arts and Technology, and Digital Storytelling. Each module has students learning about the technology associated with each topic and then using the technology to complete the assignment. For example, students learn about e-books and then create their own e-book; they learn about fine arts and either use a graphic program to create a postcard or a music program to create a song. In the Digital Story module, they will create a multimedia digital story. *As part of the module, students will write a reflection on what they learned about the technology, how they will use it in the classroom or informal learning environment and why they would use it. References to course readings should be included in the reflections.*

Assignment #2: Scratch Games/ Coding with Scratch, 10 points [Outcomes 3, 4]

This online module will be the equivalent of one week of face-to-face time. **Online modules are to be completed within the stated time frame** Students will create an interactive game using Scratch. They will need to apply what they learned about various algorithmic methods to determine the best way to complete the task of designing the game. Scratch Games can be created individually or in a small group (2-3 students). *(Note: Students who submit the Hour of Code Certificate within one week of the Coding class session will receive 5 extra credit points. Students who submit the certificate later than one week will receive 3 extra credit points, regardless of the reason.)*

Assignment #3: Website Evaluations, 7 points [Outcomes 2, 3]

Students will evaluate 10 websites to determine if they are valid websites or a hoax. Students will explain their reasoning for each website. Students will receive one point for each correctly identified website. Two points will be deducted from final grade if the assignment is submitted late without notifying instructor ahead of time.

Assignment #4: Review of a Lesson Plan, 10 points [Outcomes 3, 5, 6, 8, 9]

Students will review one lesson plan of their choosing. They will rewrite the lesson to integrate technology into the curriculum. The lesson plan may focus on the humanities (literacy, social studies, or fine arts) or on STEM (science, mathematics, or engineering). The lesson may involve one student, small group of students, or whole class. Lesson plans will be provided in Blackboard.

Assignment #5: Reflection on Technology Videos, 10 points [Outcomes 5]

Students will watch assigned videos throughout the semester. Students will write a reflection that discusses which videos they watched, what they learned from the videos, and their thoughts about using technology with children. Students should include course readings and discussions in their reflection. Students should reference appropriate [ISTE Standards for Students](#).

Assignment #6: Designing a Technology Resource, 20 points [Outcomes 1, 2, 3, 4, 5, 6, 7, 8]

Working in groups or individually, students will design and create a technology resource around a topic of their choosing. The technology resource should be appropriate for PK-6 students and appropriate Virginia SOLs and or Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds should be identified. The technology resource should be interactive and go beyond just presenting information. Ideas for this assignment could include: creating a virtual fieldtrip (primary sources should be used throughout the VFT), simulation, augmented reality activity, virtual escape room activity. Additional ideas could be discussed with the instructor.

<i>Course Outcomes</i>	<i>Requirements & Assignments</i>	<i>Points</i>	<i>Due Date</i>
1, 2, 3, 4, 5, 7	Online Asynchronous Activities		
	Technology in Math	7	Feb. 5
	Creating E-books	7	Feb. 19
	Fine Arts and Technology	7	Mar. 25
	Digital Storytelling	7	Apr. 8
3, 4	Scratch Games	10	Mar. 11
2, 3	Website Evaluations	10	Apr. 15
3, 5, 6, 8, 9	Review of a Lesson Plan	7	Apr. 22
5, 8, 9	Reflection on Technology Videos	10	Apr. 29
1, 2, 3, 4, 5, 6, 7, 8	Designing a Technology Resource	20	Apr. 29
	Active Participation	15	
		100	

Active Participation:

Active participation in synchronous sessions is a crucial aspect of the learning process, fostering engagement, collaboration, and the exchange of ideas. Your contributions during live sessions will be rewarded with active participation points, which will contribute to your overall grade. Here are some ways you can earn active participation points:

1. Attendance and Punctuality: Regular and punctual attendance at all synchronous sessions will be rewarded with participation points. Being present and ready to engage during the entire session is essential for active learning.
 - a. Tardiness and Early Departure: Late arrivals or early departures may result in a partial loss of participation points, as they impact the continuity of the class discussion.
 - b. Absence Notification: In the event that you must miss a synchronous session due to unforeseen circumstances, it is essential to notify the instructor before the session's start.
2. Thoughtful Contributions: Actively participate in discussions by sharing thoughtful insights, asking questions, and offering feedback during the session. Quality contributions that demonstrate critical thinking and engagement will be recognized.
3. Engagement in Group Activities: Collaborative group activities or breakout sessions during synchronous sessions will provide opportunities for teamwork. Active involvement in these activities will be considered for participation points.

- **Other Requirements**
Attendance Policy

In accordance with the GMU Attendance Policies (University Catalog, 2023-2024), “Students are expected to attend the class periods of the courses for which they are registered. In-class participation is important not only to the individual student, but also to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness, or early departure as de facto evidence of nonparticipation.”

If you must be absent from class, inform the instructor prior to the beginning of the class session. Missed classes (or portions of classes) will result in loss of participation points. After three absences, students will not be able to earn a passing grade and must retake the class.

Missing scheduled synchronous sessions, either in full or in part (late or leaving early), will be considered as "absences" for synchronous sessions. While attendance might not apply in the traditional sense for asynchronous sessions, your active participation in completing assignments and timely completion of assignments will be considered.

- **Grading**

UNDERGRADUATE GRADING SCALE

Grade	Grading Scale	Interpretation
A+	97-100	<i>Represents mastery of the subject through effort beyond basic requirements</i>
A	93-96	
A-	90-92	
B+	87-89	<i>Reflects an understanding of and the ability to apply theories and principles at a basic level</i>
B	83-86	
B-	80-82	
C+	77 – 79	
C	73 – 76	
C-	70-72	<i>Denotes an unacceptable level of understanding and application of the basic elements of the course. Grade does not meet the minimum requirement for licensure courses.</i>
D	60-69	
F	<69	

Note: No credit toward graduation accrues from a failing grade or a grade that is replaced by a retaken course.

Expectations:

- **Writing:** All written papers are expected to be double-spaced, with 1” margins, and in 12-point font (Times New Roman, Calibri, or Arial). APA format is expected. If you do not

have a 7th Edition APA manual, the OWL at Purdue is an excellent resource: <http://owl.english.purdue.edu/owl/resource/560/01/>. Please Note: The GMU Writing Center offers online support via email. They will provide feedback on your writing within one hour. Professional writing can be difficult; I encourage you to take advantage of this service. http://writingcenter.gmu.edu/?page_id=177

- **Assignments:** It is expected that all class assignments will be submitted on time to the correct location; therefore, late assignments will not receive full credit. If extraordinary circumstances prevent you from submitting your work in a timely manner, it is your responsibility to contact the instructor as soon as possible after the circumstances occur and make arrangements to complete your work. It is up to the discretion of the instructor to approve the late/makeup work. Assignments turned in late without prior communication will receive an automatic deduction of one letter grade making the highest possible score equivalent to 80% (B). All assignments must be submitted on the due date stated within the syllabus (see below) and should be submitted in the format outlined.
- **Revise & Resubmit:** If a student submits an assignment that may indicate limited understanding or confusion about the content as indicated by scoring on the assignment rubric, the instructor may request for a student to revise and resubmit the assignment based on feedback. This is an opportunity for a student to clarify understanding of the content and demonstrate growth. In most cases, the original assignment and revision will be averaged for a new final grade. The instructor will communicate with the student to determine a reasonable timeframe within which to complete the revision.
- **Academic Integrity and Responsible AI Use:** Plagiarism, the uncredited use or appropriation of someone else's ideas, words, or work, is a serious breach of academic and ethical standards. It undermines the values of originality, integrity, and scholarly growth that form the foundation of our learning community. In this course, we emphasize the importance of proper citation, responsible research practices, and the development of your unique voice. Additionally, as we navigate the digital age, we address the role of AI tools like ChatGPT in content creation. It is important to note that any form of plagiarism, including but not limited to direct copying, paraphrasing without proper attribution, self-plagiarism, and unintentional plagiarism, is unacceptable.

Any text generated by an artificial intelligence (AI) text-generation tool (such as ChatGPT) is not accepted in this class as “the student’s own work,” and so will be considered similarly to text published on paper or online or text composed or significantly edited/changed by another person. The use of such text without proper attribution is a violation of academic integrity. We have multiple writing assignments in this class. Because the act of composing a response in your own words actually increases your learning, it is important that you complete the task yourself, rather than rely on an artificial intelligence (AI) tool. Completing these writing assignments yourself will help strengthen your performance in this class on later assignments and activities, as well as help you develop professionally and succeed in your career goals. You should also be aware that AI text generation tools may present incorrect information, biased responses, and incomplete analyses; thus they are not yet prepared to produce text that meets the standards of this course. If you do choose to experiment with AI text generation, you are expected to indicate your usage of it and give

credit for text that has been generated by AI. Use of AI-generated text without proper attribution is a violation of academic integrity.

Professional Dispositions

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

See <https://cehd.gmu.edu/students/policies-procedures/>

Class Schedule

Class	Date	Guiding Questions/Topics	Readings/Assignments Due Prior to Class
1	Jan 22 (Synchronously)	<ul style="list-style-type: none"> - Introduction to the Course - Syllabus Review - Integrating technology – what and why? - Introduction to ISTE/VSTE - SAMR - Literacy and technology integration 	<ul style="list-style-type: none"> - Read the syllabus. - Read Chapter 1: ISTE Standards
2	Jan 29 (Asynchronously)	Technology in Math Module	<ul style="list-style-type: none"> - Complete the Technology in Math Module - Read Chapter 3: Personalized Learning
3	Feb 5 (Synchronously)	<ul style="list-style-type: none"> - Discussion on security and privacy issues related to technology. - Discussion of ways to keep children safe online. - Exploring online tools (Flipgrid, Nearpod, etc.) 	<p>DUE: Technology in Math <i>online</i> assignment</p> <ul style="list-style-type: none"> - Read Chapter 5: Digital and Media Literacy
4	Feb 12 (Asynchronously)	Creating E-books Module.	- Complete the E-book Module
5	Feb 19 (Synchronously)	<ul style="list-style-type: none"> - Coding - Video: Mitch Resnick: Let's Teach Kids to Code. 	<p>DUE: Creating E-books <i>online</i> assignment</p> <ul style="list-style-type: none"> - Read Chapter 7: Digital Learning Lessons and Resources
6	Feb 26 (Asynchronously)	-Work on Scratch game.	
7	Mar 4	Spring Recess (no classes) University Closed Mon. Mar 4 - Sun. Mar 10	
8	Mar 11 (Synchronously) Mid-term Evaluation	<ul style="list-style-type: none"> - Virtual Escape Rooms - Breakout.edu - Discussion of copyright issues. 	DUE: Scratch Games/ Coding with Scratch

9	Mar 18 (Asynchronously)	- Fine Arts and Technology Module	- Complete the Fine Arts and Technology Module
10	Mar 25 (Synchronously)	- Introduction to Digital Storytelling.	DUE: Fine Arts and Technology <i>online</i> assignment
11	Apr 1 (Asynchronously)	- Digital Storytelling	- Complete Digital Storytelling Module
12	Apr 8 (Asynchronously)	- Evaluating websites	Due: Digital Storytelling <i>online</i> assignment
13	Apr 15 (Synchronously)	-The role of technology in STEM - MakerSpace - AI in Education - Digital Equity - Discuss technology resource options	Due: Website evaluations - Read Chapter 6: Digital Equity.
14	Apr 22 (Asynchronously)	- Work on the technology resource.	Due: Review of a Lesson Plan due
15	Apr 29 (Synchronously)	- Sharing technology resource.	Due: Reflection on Technology Videos Due: Designing a Technology Resource

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 <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 viahelp@gmu.edu or <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, sexual harassment, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, 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 or support measures from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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

[Additional Program or Division content, supplemental materials, instructions, and graphics may be placed here, as appropriate.]

Assignment #1
Asynchronous Activities, 28 points
(7 points for each activity)

Due:

Technology in Math Feb. 5
Creating E-books Feb. 19
Fine Arts and Technology Mar. 25
Digital Storytelling Apr. 8

Purpose: These assignments provide opportunities for hands-on experience with technology, as well as models for integrating technology.

Procedure (Throughout the semester):

- Students will complete three online modules by each due date.
- Students will include a reflection on what they learned from each module. Reflection will be tied to the readings and activities associated with the module.
- Late assignments will be deducted points.

Evaluation Criteria:

	Meets Requirements (upto 3 Points)	Partial Requirements (1 Points)	Needs Improvement (0 Points)
Completes Assignment on Time	1 Point - assignment was completed on time. 2 Point - shared in class.	The assignment was late, but the instructor was notified ahead of time or student had a viable excuse.	The assignment was late, no viable excuse provided.
Reflection 2 points	Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials. Citations of sources are presented in APA style.	Response demonstrates a reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials. Citations of sources are not provided.	Response demonstrates a lack of reflection on, or personalization of, the theories, concepts, and/or strategies presented in the course materials. Course readings are not referred to in the reflection.
Online Module 2 points	The online module was completed in its entirety. Assignment functions as intended. Appropriate reflection is included.	The majority of the online module was completed in its entirety. The assignment functions as intended. A reflection is included, but not sufficient.	The majority of the online module was not completed in its entirety. Major parts of the module were skipped. The assignment does not function as intended.

Assignment #2
Scratch Games, 10 points
Due: March 11

Purpose: This assignment enables students to develop an understanding of coding and computational thinking and how to integrate coding in the classroom.

Task: Your task is to conceive and craft an interactive game in Scratch, tailored for a child's engagement, where they control a character's navigation.

Procedure:

- Explore various Scratch games. Watch tutorials to understand movements, sensing user input, and basic game logic. Get familiar with game's sprites and backdrops and how to add code blocks to sprites.
- Make a list of suggested simple game ideas (e.g., collecting objects, avoiding obstacles, navigating a maze, or incorporating a combination of these challenges)
- Design and create a game using Scratch. INCLUDE instructions and educational objective.
- Be prepared to share with other students
- This assignment can be completed either individually or with 2-3 other students.

Evaluation Criteria:

	Meets Requirements (1 or 2 Points)	Partial Requirements (.5 or 1Point)	Needs Improvement (0 Point)
Completes Assignment on Time	1 Point - assignment was completed on time. 1 Point - shared in class.	The assignment was late, but the instructor was notified ahead of time.	The assignment was late, no viable excuse provided.
Creativity 2 points * Creativity can shine through in even the most basic of games.	Engaging gameplay mechanics- character movement, interactions with objects, or a scoring system.	Some creative elements are present but not consistently throughout the game.	Little thought or effort.
Functionality 2 points	The game functions flawlessly, with no bugs or technical issues. Players can easily navigate and interact with the game.	The game functions flawlessly, with no bugs or technical issues. Players can easily navigate and interact with the game.	Many technical issues make it difficult or impossible to play.
User Experience 2 points	Includes instructions for user to interact with program.	Includes instructions but there may be occasional confusion or challenges.	Confusing interface with unclear/no instructions.
Educational Value 1 point	Has educational value	Some educational value	No educational value
* problem-solving, persistence, hand-eye coordination, competition and/or cooperation, strategic thinking, exploration, learning through play, etc			
Alignment/Relevance to Educational Context 1 point	Relevant to a/many age group(s). Can be seamlessly integrated into classroom activities to support learning		Not relevant to the age group and/or cannot be integrated in classroom.

ASSIGNMENT #3
Website Evaluation, 10 Points
Due: April 15

Purpose: The purpose of this assignment is to conduct a rigorous evaluation of a set of ten webpages, with the overarching goal of distinguishing between those that can be deemed as credible, valid websites and those that may potentially be deceptive or hoaxes.

This task requires a meticulous examination of online content to ensure that it aligns with established standards of accuracy, trustworthiness, and reliability, ultimately equipping students with essential "digital information literacy" skills for discerning misinformation and disinformation.

Procedure:

- Examine each of the ten assigned webpages individually.
- Determine whether each webpage is a valid, trustworthy source, or if it appears to be a hoax.
- For each webpage evaluation, explain why you consider the webpage to be either valid or a potential hoax. Use critical thinking and analysis from your readings to support your judgments.
- Submit your completed evaluation, including your assessments for all ten webpages and the accompanying explanations.

Note that there is no separate reflection component for this assignment.

Evaluation Criteria:

- Each correctly identified website earns 0.5 point.
- Each well-explained reasoning for the website evaluation earns an additional 0.5 point.
- Late submissions without prior notification result in a 2-point deduction from overall score.
- The maximum possible score for this assignment is 10 points.
- The final score is calculated based on the total number of correctly identified websites and the quality of reasoning provided for each evaluation. Late submissions will have points deducted as specified.

ASSIGNMENT #3

Review of Lesson Plan, 7 Points

Due: April 22

Purpose: The purpose of this assignment is to design a lesson that integrates technology into the PreK-6 classroom.

Procedure:

- Choose a lesson plan from the folder in Blackboard. Conduct a thorough analysis of the chosen lesson plan, considering its objectives, content, and the targeted age group. Think of how technology can enhance or support these objectives? Identify integration opportunities and select technology(ies) that aligns with the lesson's goals and is age-appropriate.
- Describe step-by-step how and when in the lesson, students will interact with and utilize the technology to enhance their understanding of the lesson's concept(s).
- Submit the revised lesson plan in WORD or PDF via MyMason. Ensure that the revised lesson plan includes clear instructions of what technology(ies) will be used, how and when it will be used, objectives (why – standards), and a timeline (how long) for technology usage during the lesson.

Evaluation Criteria:

	Meets Requirements (1 or 2 Points)	Partial Requirements (½ or 1 Points)	Needs Improvement (0 Point)
Completes Assignment on Time 1 point	The assignment was completed on time.	The assignment was late, but the instructor was notified ahead of time.	The assignment was late, no viable excuse provided.
Appropriate Choice of Technology 1 point	Student demonstrates a thorough understanding of the technology options available and selects a highly suitable technology tool or resource for the lesson.	The technology chosen is appropriate for the lesson, but another use of technology would be better. Technology use somewhat supports the lesson.	The technology chosen is not appropriate for the lesson. Technology use does not support the lesson.
Appropriate Use of Technology 2 points	Student provides clear and detailed explanations of how the technology is used within the lesson to achieve specific learning objectives.	The explanations of how the technology is used are provided but may lack some detail or clarity.	The explanations of how and why the technology is used are entirely absent or insufficient, lacking details or relevance.
Alignment with Standards 2 points	Student provides a clear and comprehensive alignment of the revised lesson plan with relevant educational standards, such as ISTE or other including references and citations.	Student attempts to align the revised lesson plan with educational standards, but lacks citations or references to specific standards.	Student does not effectively align the revised lesson plan with educational standards, or the alignment is entirely missing.

ASSIGNMENT #5

Reflection on Technology Videos, 10 Points

Due: April 29

Purpose: This assignment enables students to understand how technology is used in the classroom.

Procedure:

- Watch assigned videos. Keep a journal of which videos you watched and what you learned.
- Write a reflection of what you learned about the use of technology in the schools. Include a list of the videos chosen. Be sure to connect this with class readings.
- Include examples of how technology was used and what ISTE or other Standards for Students were represented.
- Include ideas for using technology in your future teaching practice.

Evaluation Criteria

	Meets Requirements (upto 4 Points)	Partial Requirements (.5 Points)	Needs Improvement (0 Points)
Completes Assignment on Time 1 point	The assignment was completed on time.	The assignment was late, but the instructor was notified ahead of time.	The assignment was late, no viable excuse provided.
Depth of Reflection 4 points 1 point for each criteria	<ol style="list-style-type: none"> 1. Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. 2. Viewpoints and interpretations are insightful and well supported. 3. References to course materials are included. 4. Includes proper citations 		Response demonstrates a lack of reflection on, or personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are inappropriate, and/or unsupported. No References or Citations.
Examples of Technology Used 2 points 1 point for each criteria	<ol style="list-style-type: none"> 1. Clear, detailed examples are provided. 2. Includes a mixture of teacher use and student use of technology. 		Examples of technology use are irrelevant to the assignment. Examples focus mostly on teacher or student use of technology only.
Future Plans for Use of Technology 3 points	<ol style="list-style-type: none"> 1. Included at least two future plans for use of technology in the classroom (2 points) 2. Ideas were connected to the SOLs and/or ISTE or other standards for students (1 point) 		Included no ideas for future plans for use of technology. Ideas presented were not connected to the SOLs or ISTE standards.

ASSIGNMENT #6

Designing a Technology Resource, 20 Points

Due: April 29

Purpose: This assignment enables students to design a technology resource that allows for the connection of multiple concepts. This can be done as an individual or group assignment.

Procedure:

- Students will explore various modules to choose a technology resource to create.
- Students may work in small groups if they desire (no more than four to a group).
- Students will choose a grade level and appropriate SOL(s) for their resource.
- Students will create a technology resource for PreK-6 children. Students should discuss their idea with the instructor to determine the appropriate resources needed.
- The technology resource should allow PreK-6 students to interact with the material in a way that promotes a deeper understanding of the concept. The resource should go beyond presenting information.
- Technology resources will be shared in class.

Evaluation Criteria:

	Meets Requirements (4 Points)	Partial Requirements (1 or 2 Points)	Needs Improvement (0 or 1 Points)
Completes Assignment on Time	1 Point - assignment was completed on time. 3 Points - shared in class.	The assignment was late. Instructor was notified ahead of time or student had a viable excuse.	The assignment was late, no viable excuse provided.
Content 4 Points	There is a clear concept taught in using the resource.	There is a concept being taught, but some parts are confusing.	There is no clear concept being taught.
Appropriate 4 Points	All aspects of the resource are appropriate for PreK-6 students. If applicable, all websites linked are appropriate in terms of content and reading levels.	The majority of the resource is appropriate for PreK-6 students. Websites are appropriate in terms of content, but reading levels maybe challenging.	The majority of the resource is not appropriate for PreK-6 students. Websites are not appropriate in terms of content and reading levels.
Engaging 4 Points	The resource is engaging for PreK-6 children. The majority of students will enjoy interacting with the resource.	The resource is somewhat engaging for PreK-6 children. Some students will enjoy interacting with the resource.	The resource is not engaging for PreK-6 children. The majority of students will not enjoy interacting with the resource.
Creative 4 Points	Considerable thought and effort went into development of the resource. It is usable in a classroom.	Thought and effort is evident. It could be used in a classroom.	Little thought or effort is evident. Could not be used in a classroom.