

George Mason University
College of Education and Human Development
Learning Technologies in Schools

EDIT 784 001– Designing for Community Participation
3 Credits, Summer 2024
Online Asynchronous

Faculty

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Prerequisites/Corequisites

Required: None

University Catalog Course Description

Explores the impact of social media, globalization, collaboration, and diversity as they influence, enable, and challenge learners' ability to participate in a variety of community settings. Emphasizes the practice of design strategies to prepare PreK-12 learners to use technology for learning and participating in varied and diverse communities.

Course Overview

Not Applicable.

Course Delivery Method

The nature of course delivery is online asynchronous with 2 optional synchronous meetings.

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 will need a headset microphone for use with the Blackboard Collaborate web conferencing tool. [Delete this sentence if not applicable.]
- 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 **Monday (7:00 am) and finish on Sunday (11:59 pm)**.
Two optional synchronous meetings take place as indicated on the Schedule of Classes.
- 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 5 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.
- Technical Competence:
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:

Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

- Workload:

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

- Instructor Support:

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

- Netiquette:

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

- Accommodations:

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

Learner Outcomes or Objectives

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

1. Develop a comprehensive understanding of community participation as a digital learning goal;
2. Develop a comprehensive understanding of the connection between community participation and content learning goals;
3. Develop a comprehensive understanding of design principles, processes, and patterns for promoting community participation within the context of content learning goals;
4. Develop comprehensive knowledge of technologies that afford PreK-12 learners' ability to be active participants in communities 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 community participation.

Professional Standards

The Designing Digital Learning in Schools (DDLS-CERG) certificate and 6 course core of the MED concentration (LTS-DDLS) is informed by the International Society for Technology in Education Standards for Educators (<https://www.iste.org/standards/for-educators>). 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 LTS 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. As there is no available textbook on the topic of community participation in K12 settings, selected online articles and web resources will be found on the Blackboard course site.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor.

- **Assignments and/or Examinations**

1. Lesson Design Documents (20 points) - Student will submit a design document detailing the design of 5 mini lessons, one for each community type and appropriate for their teaching context. Rubric and format will be provided in class. This is a Performance-Based Assessment. It will be used as part of the accreditation data gathering process and submitted to the VIA assessment system.
2. Local Community Podcast (10 points) – Student will create a design document and podcast episode highlighting a local monument as a service to the local community. When design plan is approved, student will produce the public service announcement video and brochure.
3. Digital Citizenship Powtoon (10 points)- Student will create a design document and an animated video using Powtoon to teach one of the Nine Elements of Digital Citizenship
4. Online Portfolio (10 points) - Student is required to create and continually revise a professional, online portfolio. This portfolio should not be a collection of what the student has done, but rather a reflection of what they have learned. Templates and assistance will be

provided during class to assist students in the creation and maintenance of this portfolio. All exhibits in the online portfolio will include a short reflection. At the end of the semester, a comprehensive, semester-wide reflection and supporting samples of work will be added to the portfolio reflecting student learning related the semester's work.

5. Participation (50 points, 5 points each week)- Participation is mandatory and includes initial and reply posts to group discussions, contributions to Community Participation Knowledge Document, volunteer assignments, and contributions to weekly formative assessments assignments (e.g., Prosocial Behavior Giphy, Action Plan)

- **Other Requirements**

1. Each student is expected to complete all readings and participate in all discussions, both face to face and online.
2. Each student is expected to participate in and complete all projects.
3. Students who must miss course activities are responsible for notifying the instructor (preferably in advance) and for completing any revised assignments, readings, and activities.
4. 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.

- **Grading**

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.

Requirements	Points
Course Participation ¹	50
Online Portfolio	10
Lesson Design Document	20
Local Community Podcast	10
Digital Citizenship Powtoon	10

¹ Course participation is inclusive of both face to face class participation in all discussions and activities as well as the extensive activities and discussions which occur on the course Blackboard site as part of the blended learning format of the course.

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/polices-procedures/>

Class Schedule

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

EDIT 784: Designing for Community Participation		
Week 1	May 13 Topics 1	Introductions; Being an Online Learners Defining Community and Community Participation
Week 2	May 20 Topic 2	Pro-Social Behaviors Community Types Community Participation
Week 3	May 27 Topic 3	Community of Practice Digital Citizenship
Week 4	June 3 Topic 4 Part 1	Community of Place
Week 5	June 10 Topic 4 Part 2 Optional Synchronous Thursday June 14 4:30 pm- 8:30 pm	Community of Place
Week 6	June 17 Topic 5 Part 1	Community of Action
<p>Special Edition Online Synchronous Presentation Norwegian Teachers' Digital Citizenship Wednesday June 19, 9:00 am to 10:30 am (link will be sent)</p> <p>the Norwegian national K12 curriculum and a policy framework that guides teacher's digital competence. The framework has several overlaps with digital citizenship models but is developed to highlight that teachers also need classroom methodologies (methodology of teaching)</p>		

Week 7	June 24 Topic 5 Part 2	Community of Action
Week 8	July 1 Topic 6 Part 1	Community of Circumstance
Week 9	July 8 Topic 6 Part 2	Community of Circumstance
Week 10	July 15 Topic 7 Part 1	Community of Interest
Week 11	July 22 Topic 7 Part 2	Community of Interest
	July 29 Catch up time!	All work should be completed by July 31!
Extra time to complete work beyond July 31 is provided if needed. Official Course end date: August 13 , 11:59 pm		

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/> .

Assessment Rubric

Lesson Design Document			
	Exceeds Standard	Meets Standard	Fails to Meet Standard
Design Document	Lesson idea is well-designed and planned. Addresses all components of the design process.	Lesson idea appropriately designed and planned. Addresses all components of the design process.	Lesson idea design and planning incomplete or lacking. Fails to address components of the design process.
Design Principles	Lesson idea reflects principles of good design	Lesson idea makes use of principles of good design,	Lesson idea principles of design poorly implemented,

Content	Lesson idea reflects thoughtful and well-constructed content	Lesson idea reflects appropriately selected content	Lesson idea content selection fails to address intended audience
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