GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
INSTRUCTIONAL TECHNOLOGY

EDIT 713
Teaching with Technology 2:
Graphics, Television and Video, and Simulations
Spring Semester

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COURSE DESCRIPTION

A.  Prerequisites – EDIT 711
Co-requisite – EDUC 712

B.  Course description from the University Catalog: This three credit hour course is
    designed to assist students in exploring and developing expertise with the various graphic
    programs available for constructing visual images, with the interpretation and creation of
    video, and with the structure and use of simulations for learning. The course will address
draw and paint programs, scanning and editing images, and using visual communication
to support K-12 learning. It will explore the social, cognitive, and learning implications
of film, video, and television as well as engage students in the process of planning,
storyboarding, and filming with video. Last, the course will focus on the various
categories of simulation, the relationship between simulation and ways of knowing, and
strategies for using simulations to promote K-12 learning.

NATURE OF COURSE DELIVERY

The course is structured around readings, reflections on those readings, class
projects, on-line discussions and activities, and participation in a series of model lessons
designed to reflect strategies for the integration of technology with the teaching/learning
process. Using this collection of activities, the methodology of the course seeks to build
clear bridges between technology know how, theoretical/research perspectives, and
classroom practice.

STUDENT OUTCOMES

This course is designed to enable students to:

1. develop comprehensive understanding of the mechanics associated with a series of
   graphics tools including paint and draw programs, scanning, and digital cameras;
2. be able to use a series of graphics tools to support their own learning and their professional development;
3. become familiar with research and curricular and instructional models related to graphics and student learning;
4. design at least one lesson for their grade and/or subject matter interests using graphics tools;
5. develop comprehensive understanding of the mechanics associated with television and video including critique of film and video, media literacy techniques, and production of video with storyboarding and in-camera editing;
6. become familiar with research and curricular and instructional models related to television and video and student learning;
7. produce a three minute video;
8. design at least one lesson for their grade and/or subject matter interests using television and video;
9. develop comprehensive understanding of the mechanics associated with simulations;
10. become familiar with research and curricular and instructional models related to simulations and student learning.

PROFESSIONAL STANDARDS (International Society for Technology Education – NETS for Teachers)

1. Technology Operations and Concepts - Teachers demonstrate a sound understanding of technology operations and concepts. Teachers:
   A. demonstrate introductory knowledge, skills, and understanding of concepts related to technology
   B. demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.

2. Planning and Designing Learning Environments and Experiences - Teachers plan and design effective learning environments and experiences supported by technology. Teachers:
   A. design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.
   B. apply current research on teaching and learning with technology when planning learning environments and experiences.
   C. identify and locate technology resources and evaluate them for accuracy and suitability.
   D. plan for the management of technology resources within the context of learning activities.
   E. plan strategies to manage student learning in a technology-enhanced environment.

3. Teaching, Learning, and the Curriculum - Teachers implement curriculum plans, that include methods and strategies for applying technology to maximize student learning. Teachers:
   A. facilitate technology-enhanced experiences that address content standards and student technology standards.
   B. use technology to support learner-centered strategies that address the diverse needs of students.
   C. apply technology to develop students' higher order skills and creativity.
D. manage student learning activities in a technology-enhanced environment.

4. Assessment and Evaluation - Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies. Teachers:
   A. apply technology in assessing student learning of subject matter using a variety of assessment techniques.
   B. use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.
   C. apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity.

5. Productivity and Professional Practice - Teachers use technology to enhance their productivity and professional practice. Teachers:
   A. use technology resources to engage in ongoing professional development and lifelong learning.
   B. continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.
   C. apply technology to increase productivity.
   D. use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.

6. Social, Ethical, Legal, and Human Issues - Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice. Teachers:
   A. model and teach legal and ethical practice related to technology use.
   B. apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.
   C. identify and use technology resources that affirm diversity
   D. promote safe and healthy use of technology resources.
   E. facilitate equitable access to technology resources for all students.

REQUIRED TEXTS:


COURSE REQUIREMENTS, PERFORMANCE-BASED ASSESSMENT, AND EVALUATION CRITERIA

A. Requirements –

1. Students will read chapters 3 and 7 in the Norton/Sprague text as well as the master the computer game, Zoo Tycoon.
2. **Online Portfolio**: Throughout their program of study, students are 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.

3. **Graphics Lesson Plan and Essay**: Students will create a lesson plan which includes some aspect or aspects of graphics as part of the overall design. The lesson plan will be accompanied by an essay which describes why the lesson plan is well designed, making sure to integrate references to concepts presented in class or in the readings.

4. **Video/Television Lesson Plan and Essay**: Students will create a lesson plan which includes some aspect or aspects of either video production or media literacy. The lesson plan will be accompanied by an essay that describes why the lesson plan is well designed, making sure to integrate references to concepts presented in class or in the readings.

4. **Class Participation**: The class depends heavily on class participation and completion of in class activities. Points will be awarded for participation and completion of these activities. Three classroom projects will be completed: a graphics website, a time capsule, and an instructional video.

**B. Performance-Based Assessments** - This course includes three performance-based assessments: an online portfolio, a Graphics Lesson Plan and Essay, and a Video/Television Lesson Plan and Essay. These are described above in Requirements.

**C. Criteria for evaluation** - Assessment of each performance assessment is guided by a rubric. A series of rubrics to be distributed in class.

**D. Grading Scale**

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<th>Requirements</th>
<th>Percentage</th>
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<tr>
<td>Online Portfolio</td>
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<tr>
<td>Graphics Lesson Plan and Essay</td>
<td>25%</td>
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<tr>
<td>Television/Video Lesson Plan and Essay</td>
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<td>Class Participation</td>
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<thead>
<tr>
<th>Grade</th>
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<tr>
<td>A</td>
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<tr>
<td>A-</td>
<td>90-93</td>
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<td>B+</td>
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<td>B</td>
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<td>C</td>
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<td>F</td>
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COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS:
All students must abide by the following:

Students are expected to exhibit professional behavior and dispositions. See gse.gmu.edu for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See http://mail.gmu.edu and click on Responsible Use of Computing at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.