COURSE DESCRIPTION

A. Prerequisites – EDIT 717
   Co-requisite - EDCI 716

B. Course description from the University Catalog: This three credit course is designed to explore the emerging Web2 tools (blogs, wikis, and podcasts) as well as digital video. Particular attention will be placed on a conceptual understanding of the features and applications of these tools, both their shared features and their unique attributes. In addition, students will develop mastery of the software and hardware features of these tools and their use. Finally, students will examine potential applications of these tools for the design of learning opportunities for K-12 settings. The course culminates in the design and development of products using these tools and lessons integrating these tools with content learning pertinent to students’ particular fields of practice.

NATURE OF COURSE DELIVERY

As the culminating course in five-course sequence of courses focusing on learning about and teaching with a series of technologies, this course uses a combination of delivery methods. Students will participate in whole group discussions of blogs, wikis, digital video, and podcasts focusing on the integration of these tools with classroom practice. Students will also participate in whole group instruction on strategies and concepts that govern the use of software and hardware tools that support use of these tools. Additionally, students will participate in small group activities that support student mastery of these tools as well as their application to professional practice as they collaborate to build an advocacy resource wiki to support an issue of their choice. Finally, students will use these tools in online environments as they work collaboratively and individually to complete projects using these tools to discuss classroom applications and personal reflections.
STUDENT OUTCOMES

This course is designed to enable students to:

1. understand the definition of blogs, available online resources for blogging, and how to use the tools;
2. use blogs to reflect on their teaching and to interact with other educators by commenting on their blogs;
3. create lessons and classroom applications of blogs to support student content learning relevant to their particular classroom content;
4. understand the definition of wikis, available online resources for creating wikis, and how to use wiki tools;
5. use wikis to communicate with others about their teaching;
6. create lessons and classroom applications of wikis to support student content learning relevant to their particular classroom content;
7. understand the purposes and processes for creating edited digital videos;
8. use software and hardware applications for editing digital video;
9. use digital video capabilities to promote professional practice;
10. create lessons and classroom applications using digital video to support student content learning relevant to their particular classroom content;
11. understand the purposes and processes for creating podcasts;
12. use software, hardware, and interfaces for creating podcasts;
13. use podcasting capabilities to promote professional practice; and
14. create lessons and classroom applications using podcasting to support student content learning relevant to their particular classroom content.

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

Standard 1 – Technology Operations and Concepts
   B. Teachers demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.

Standard 2 – Planning and Designing Learning Environments and Experiences
   A. Teachers design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.
   B. Teachers apply current research on teaching and learning with technology when planning learning environments and experiences.
   C. Teachers identify and locate technology resources and evaluate them for accuracy and suitability.
   D. Teachers plan for the management of technology resources within the context of learning activities.
   E. Teachers plan strategies to manage student learning in a technology-enhanced environment.
Standard 3 – Teaching, Learning, and the Curriculum
A. Teachers facilitate technology-enhanced experiences that address content standards and student technology standards.
B. Teachers use technology to support learner-centered strategies that address the diverse needs of students.
C. Teachers apply technology to develop students' higher order skills and creativity.
D. Teachers manage student learning activities in a technology-enhanced environment.

Standard 4 – Productivity and Professional Practice
A. Teachers use technology resources to engage in ongoing professional development and lifelong learning.
B. Teachers continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.
C. Teachers use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.
D. Teachers use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.

REQUIRED TEXTS:
2. Assorted collected articles.

COURSE REQUIREMENTS, PERFORMANCE-BASED ASSESSMENT, AND EVALUATION CRITERIA

A. Requirements –

1. Students will read class readings to include the text and a supplemental set of articles that reflect current literature and research related to Web2 tools and digital video and digital video editing tools.

2. An Advocacy Resource Wiki - Students in small groups will select a relevant technology in education issue and design an advocacy resource wiki site. This site will include a number of resources to support the advocacy of students’ chosen issue to include at least five “pages:” a front page, a call to action page, a tools for change page, a page for external resources and references page, and marketing and publicity page. This wiki will present an overview of resources available at the wiki site and links to resources especially the resources they create.

3. Individual Blog – Students will create a personal blog site. They will post to their blog at least once a week presenting and summarizing their thinking on the readings, Web2 tools, podcasting, and digital video tools. These blogs will represent their reflective thinking and questioning related to these tools and pay particular attention to the ways in which these tools can be used to support their classroom practice, their
professional development, and their roles as a teacher leader. In addition to weekly postings, students will read and comment on their fellow classmates’ blogs.

4. **ITSophiedia** – Students will participate in a whole class wikipedia activity to construct a collaborative “encyclopedia” site with entries related to the tools and concepts that have comprised their graduate studies. These entries will pay particular attention to definitions, elaboration, importance, and implementation related to each of the entries. Using a process and timeline presented in class, students will work weekly to add to the collaborative wikipedia.

5. **Public Service Announcement** - The PSA is a marketing tool designed to educate the man-on-the-street about the advocacy issue. It will be in the form of a Public Service Video written and produced by the advocacy team using digital video filming and editing techniques. The Public Service Video will be linked to the Advocacy site.

6. **Podcast** - The Podcast is another marketing/advertising product available on the Advocacy site. This Public Service Podcast is intended to inform and possibly recruit teachers as allies for the advocacy mission. Podcasts will be written and produced by the advocacy team using podcasting technology. The Public Service Podcast will be linked to the Advocacy site.

7. **Lesson Plans** – Students will independently prepare two lesson plans integrating Web2 and digital video tools with their K-12 practice. One lesson plan (due midpoint) will integrate either wikis or blogs with content learning in contexts representative of their classroom practice, and the second lesson plan (due end of term) will integrate either podcasting or digital video applications with content learning in contexts representative of their classroom practice.

B. **Performance-Based Assessments** - This course includes five performance-based assessments: an Advocacy Resource Wiki, a public service video announcement digitally edited, an advocacy podcast, and two lesson plans. These are described above in Requirements.

C. **Criteria for evaluation** - Assessment of each performance assessment is guided by a rubric. The rubrics are as follows:
### Advocacy Resource Wiki

<table>
<thead>
<tr>
<th></th>
<th>Masterful and Concise (5)</th>
<th>Appropriate and Sufficient (3)</th>
<th>Weak and Incomplete (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Front Page has an appealing and inviting look and feel</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Navigation is well-designed</td>
<td></td>
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<tr>
<td>Links are working</td>
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<td></td>
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<tr>
<td>Pages adhere to design principles</td>
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<tr>
<td>Mission statement is complete and inspiring</td>
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</tr>
<tr>
<td>All elements of Website are present: Front Page, Reference Page, Position paper, Public Service Announcement Video, Podcast, Letter of Introduction, Staff Development Workshop page, PowerPoint presentation, Call to Action page</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Clear summaries of purposes and content for each resource link are present</td>
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<tr>
<td>Advocacy Resource Center has been carefully edited for spelling and grammar</td>
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</tbody>
</table>

### Interactive Advocacy Public Service Video

<table>
<thead>
<tr>
<th></th>
<th>Masterful and Concise (5)</th>
<th>Appropriate and Sufficient (3)</th>
<th>Weak and Incomplete (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design: Completed a detailed Treatment and Storyboard</td>
<td></td>
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<tr>
<td>Video incorporates digital video techniques and features such as effects, titles, and digital editing</td>
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<tr>
<td>Video is engaging and persuasive</td>
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<tr>
<td>Advocacy topic is clearly presented</td>
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<tr>
<td>Information presented is grounded in research</td>
<td></td>
<td></td>
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<tr>
<td>Overall quality of presentation</td>
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</tbody>
</table>

### Public Service Podcast

<table>
<thead>
<tr>
<th></th>
<th>Masterful and Concise (5)</th>
<th>Appropriate and Sufficient (3)</th>
<th>Weak and Incomplete (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design: Completed a detailed Treatment and Script</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Podcast follows format of design</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information presented is grounded in research</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Podcast created uses appropriately edited audio</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Overall quality of podcast presentation</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>
### Rubric for Blog/Wiki Lesson Plan

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Appropriate</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Quality of Presentation</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>(Clear and concise writing, edited, follows format)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Comprehensive &amp; Consistent with Overall Plan</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Present - Needs elaboration</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Not Present</strong></td>
<td></td>
<td></td>
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</tbody>
</table>

#### Quality of Elements

- **a.) Title**
- **b.) Suggested Grade Level**
- **c.) Content Area(s)**
- **d.) Overall Description of Unit**
- **e.) Overall Objectives/SOL’s**
- **f.) Place of Blog/Wiki in Overall Unit**
- **g.) Description of**
  - 1. Authentic Problem
  - 2. Clear Outcome/Product
  - 3. Thinking Skills
  - 4. Blog/Wiki skills Needed
- **h.) Sequence of Lesson**
- **i.) Evaluation Strategy**

### Rubric for Digital Video/Podcasting Lesson Plan

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Appropriate</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Quality of Presentation</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>(Clear and concise writing, edited, follows format)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Comprehensive &amp; Consistent with Overall Plan</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Present - Needs elaboration</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Not Present</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Quality of Elements

- **a.) Title**
- **b.) Suggested Grade Level**
- **c.) Content Area(s)**
- **d.) Overall Description of Unit**
- **e.) Overall Objectives/SOL’s**
- **f.) Place of Digital Video/Podcasting in Overall Unit**
- **g.) Description of**
  - a. Authentic Problem
  - b. Clear Outcome/Product
  - c. Thinking Skills
  - d. Digital Video/Podcasting skills Needed
- **h.) Sequence of Lesson**
- **i.) Evaluation Strategy**
D. Grading Scale

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Advocacy Resource Wiki</td>
<td>50%</td>
</tr>
<tr>
<td>Public Service Video</td>
<td>10%</td>
</tr>
<tr>
<td>Advocacy Podcast</td>
<td>10%</td>
</tr>
<tr>
<td>Blog or Wiki Lesson Plan</td>
<td>15%</td>
</tr>
<tr>
<td>Digital Video or Podcasting Lesson Plan</td>
<td>15%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Point Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
</tr>
<tr>
<td>B+</td>
<td>86-89</td>
</tr>
<tr>
<td>B</td>
<td>80-85</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
</tr>
<tr>
<td>F</td>
<td>69-below</td>
</tr>
</tbody>
</table>

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.
<table>
<thead>
<tr>
<th>WEEK</th>
<th>IN CLASS ACTIVITIES</th>
<th>OUT OF CLASS ACTIVITIES</th>
</tr>
</thead>
</table>
| 1    | The Change Game     | - Work on Module 1 in The Leadership Academy  
                   | Overview of Syllabus: Schedule and Requirements  
                   | Portfolios  
                   | Making and Using Blogs (http://www.blogger.com)  
                   | - Read Richardson book – Chapters 1, 2, 3  
                   | - Create at least 1 entry in Blog on Blogs; comment on others’ blogs (http://mason.gmu.edu/~dhathawa/bloggers.htm) |
| 2    | Welcome to the ITSopedia  
                   | - Work on ITSopedia – Entries by Saturday PM and Tuesday PM  
                   | ITSopedia on the Run: Blogs  
                   | - Make comments on blog entries on blogs  
                   | Using Wikis  
                   | Entering Authors’ Information (http://pbwiki.com)  
                   | Introduction to Advocacy Resource Wiki  
                   | Look and Feel  
                   | FrontPage  
                   | Start References Page  
                   | - Work on ITSopedia – Entries by Saturday PM and Tuesday PM  
                   | - Create at least 1 blog entry on wikis; comment on others’ blogs |
| 3    | Work on Advocacy Resource Wiki  
                   | - Read Richardson book – Chapters 4, 6, 9  
                   | Navigation  
                   | - Work on ITSopedia – Entries by Saturday PM and Tuesday PM  
                   | FrontPage  
                   | - Create at least 1 blog entry on wikis; comment on others’ blogs  
                   | Continue References Page  
                   | - Work on ITSopedia – Entries by Saturday PM and Tuesday PM  
                   | Write Position Paper  
                   | - Comment on blog entries on wikis |
| 4    | ITSopedia on the Run: Wikis  
                   | - Work on ITSopedia – Entries by Saturday PM and Tuesday PM  
                   | Work on Advocacy Resource Wiki  
                   | - Comment on blog entries on wikis  
                   | Look and Feel / Navigation  
                   | Established  
                   | Position Paper completed  
                   | FrontPage completed  
                   | References Page well underway  
                   | - Work on ITSopedia – Entries by Saturday PM and Tuesday PM  
                   | DUE END OF CLASS |
| 5    | Digital Video Editing  
                   | - Work on ITSopedia – Entries by Saturday PM and Tuesday PM  
                   | Meet Pinnacle 10  
                   | - Bring props, clips, all PSA supplies  
                   | An Original: A Day in a Dog’s Life  
                   | - Comment on blog entries on wikis  
                   | PSA’s: A Today Show Video  
                   | - Work on ITSopedia – Entries by Saturday PM and Tuesday PM  
                   | A Review of the Video Process  
                   | - Comment on blog entries on wikis  
                   | Plan video–brainstorm and focus idea  
                   | - Work on ITSopedia – Entries by Saturday PM and Tuesday PM  
                   | - Comment on blog entries on wikis |
| 6    | Complete treatment – Get approved  
                   | - Work on ITSopedia – Entries by Saturday PM and Tuesday PM  
                   | Complete storyboard – Get approved  
                   | - Comment on blog entries on wikis  
                   | Work on PSA  
                   | - Work on ITSopedia – Entries by Saturday PM and Tuesday PM  
                   | Work on Advocacy Resource Wiki  
                   | - Create at least 1 blog entry on digital video; comment on others’ |
| 7    | ITSopedia on the Run: Digital Video Editing  
                   | - Work on ITSopedia – Entries by Saturday PM and Tuesday PM  
                   | Work on PSA  
                   | - Create at least 1 blog entry on digital video; comment on others’  
                   | Work on Advocacy Resource Wiki  
                   | PSA DUE END OF CLASS |

**PROPOSED CLASS SCHEDULE**
<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
</tr>
</thead>
</table>
| 8    | Introduction to Podcasting  
Podcasting Tools  
Advertising: A Day in a Dog’s Life  
The Process: Design, Script, Implement  
Share Advertising Podcasts  
Advocacy Podcast–brainstorm/focus idea |
|      | - Work on ITSopedia – Entries by Saturday PM and Tuesday PM  
- Read Richardson book – Chapter 8 and Epilogue  
- Comment on blog entries on digital video  
- Create at least 1 blog entry on podcasting |
| 9    | **SPRING BREAK** |
| 10   | ITSopedia on the Run: Podcasting  
Create Advocacy Podcast:  
- Get Treatment approval  
- Get Script approval  
- Rehearse, Rehearse, Rehearse  
Produce  
**PODCASTS DUE END OF CLASS** |
|      | - Work on ITSopedia – Entries by Saturday PM and Tuesday PM  
- Begin creating a Blog or Wiki lesson plan  
- Comment on blog entries on podcasting |
| 11   | **Blog or Wiki Lesson Plan DUE**  
Intro to Staff Development Workshops  
A Workshop Framework  
Work on Staff Development Workshop  
Work on Advocacy Resource Wiki |
|      | - ITSopedia Entries MUST be completed next class |
| 12   | **ITSopedia Entries COMPLETED**  
Work on Staff Development Advocacy Workshop  
Work on Advocacy Resource Wiki  
**Staff Development Plan DUE End of Class** |
|      | - Begin work on Digital Video or Podcasting Lesson Plan |
| 13   | Work on Advocacy Resource Wiki  
Begin Planning for Presentations |
| 14   | **Digital Video/Podcasting Lesson Plan Due**  
Work on Advocacy Resource Wiki  
Finish Plan for Exit Experience |
|      | - Advocacy Resource Wiki - DUE Next Class |
| 15   | Presentation of Advocacy Wikis  
Using Rubric to Assess Advocacy Resource Wiki  
Course Evaluations |