A. Prerequisites – None  
Co-requisite – EDIT711

B. Course description from the University Catalog: This three credit hour course is designed to explore the relationship between human inventions and social, political, cultural, and epistemological constructions. It will examine the history of technology, the relationship between technology and human behavior, and theories of social change and technology. Emphasis will be placed on the ways in which technological and social changes influence and shape the goals and outcomes of the K-12 educational process. Included in the broader discussion of technology, change, and education will be a consideration of the linkages between technology and educational reform, the ways in which technology is associated with the educational reform movement, and the ways in which educators can take leadership roles in facilitating the intersection of educational reform and technology.

NATURE OF COURSE DELIVERY

The course is structured around readings, reflections on those readings, class projects, online 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 an understanding of technology impacts on social contexts through explorations of the history of technology, the role of technology in change, the social and
psychological impacts of technology, technology integration as it impacts diverse cultures, and the implications of current changes for education;
2. develop an understanding of technology impacts on knowledge forms through examination of the psychological and epistemological influences of technology on the nature of knowledge - on what we know and how we know it - by inquiring about the structure and implications of the various discourse arenas created by the electronic technologies;
3. develop an understanding of technology impacts on educational goals through the reassessment of traditional educational goals, rethinking what is to be learned, who the learner is, the nature of each learner's cultural experiences, and how learning might be assessed, in particular the transdisciplinary nature of knowledge and learning and the emerging literature on standards and goals for education as well as the role of technology in shaping these reassessments;
4. develop an understanding of the linkages between technology and educational reform, the ways in which technology is associated with the educational reform movement, and the ways in which educators can take leadership roles in facilitating the intersection of educational reform and technology.

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 complete all class readings and participate in on-line discussions.

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 to technology and the culture of schools.

3. An Intellectual Theme Park: Using classroom experiences and assigned readings, students will divide into groups of four and prepare an intellectual theme park modeled after theme parks like Disney World and Epcot Center. In these intellectual theme parks, students will invent exhibits/rides that reflect what others might learn if they visited this exhibit. Each exhibit/ride will be presented as both visual and written descriptions.

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. Sample activities will be included in the portfolio.

B. Performance-Based Assessments - This course includes two performance-based assessments: an online portfolio and an Intellectual Theme Park. These are described above in Requirements.

C. Criteria for evaluation - Assessment of each performance assessment is guided by a rubric. The rubrics will be distributed in class.

D. Grading Scale

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Online Portfolio</td>
<td>45%</td>
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<tr>
<td>An Intellectual Theme Park</td>
<td>25%</td>
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<tr>
<td>Class Participation</td>
<td>30%</td>
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<tr>
<td>Grade</td>
<td>Point Range</td>
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<tr>
<td>A</td>
<td>94-100</td>
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<td>A-</td>
<td>90-93</td>
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<td>B+</td>
<td>86-89</td>
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<tr>
<td>B</td>
<td>80-85</td>
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<tr>
<td>C</td>
<td>70-79</td>
</tr>
<tr>
<td>F</td>
<td>69-below</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.