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COURSE DESCRIPTION

A. Prerequisites – EDIT 713, EDIT 711 
Co-requisite - EDCI 714

B. Course description from the University Catalog: This three credit hour course is designed to assist students in exploring and developing expertise with a variety of hypertext/hypermedia and multimedia tools. Emphasis will be placed on students’ ability to use hypermedia/multimedia tools and to then teach others to use these tools. Attention will be paid to the ways in which the integration of hypermedia/multimedia tools in the K-12 curriculum can support learning. Skills developed in the other Technology Tools courses will be revisited and put into practice during this course. Attention will be paid to understanding the difference between hypermedia and multimedia. In addition, the course will examine a range of educational technologies expected to become important applications within the next three to eight years such as virtual reality and distributed 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 multimedia and hypermedia tools;
2. be able to use hypermedia tools to support their own learning and their professional development;
3. become familiar with research and curricular and instructional models related to multimedia/hypermedia and student learning;
4. become familiar with and be able to apply principles of layout and design in hypermedia environments including flowcharting;
5. design at least one lesson for their grade and/or subject matter interests using hypermedia tools and design and layout principles;
6. develop comprehensive understanding of the mechanics associated with a series of emerging technologies particularly digital video editing;
7. become familiar with research and curricular and instructional models related to using emerging tools particularly digital video editing to support 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 in the text, Chapter 10, Multimedia/Hypermedia and Chapter 11, Emerging Technologies.

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. A Content Hypermedia Project: Students, either individually or with partners, will prepare a hypermedia project for their own students’ use related to a content or skill in their teaching area. The project will reflect the application of design and layout principles as well as effective use of hypermedia. Students will use PowerPoint.

4. Multimedia/Hypermedia Lesson Plan: Students will create a lesson plan that includes some aspect or aspects multimedia/hypermedia as part of the overall design. This lesson plan is due Week Ten at the beginning of class.

5. 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.

B. Performance-Based Assessments - This course includes three performance-based assessments: an online portfolio, the Design Challenges, and the Comprehensive Unit 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:

D. Grading Scale

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<thead>
<tr>
<th>Requirements</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Online Portfolio</td>
<td>25%</td>
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<tr>
<td>Content Hypermedia Project</td>
<td>50%</td>
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<tr>
<td>Multimedia/Hypermedia Lesson Plan</td>
<td>15%</td>
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<tr>
<td>Class Participation</td>
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<tr>
<td>Grade</td>
<td>Point Range</td>
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<tr>
<td>A</td>
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<td>B</td>
<td>80-85</td>
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<tr>
<td>C</td>
<td>70-79</td>
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<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](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](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](http://www.gmu.edu/student/drc) or call 703-993-2474 to access the DRC.