EDCI 710 – Technology and the Culture of Schools
3 credit hours

* Coding in **bold** reflects ISTE NETS standards for Educational Computing and Technology Facilitation

1. **Course Description**

   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.

2. **Methodology**

   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.

3. **Objectives**

   The following objectives have been established for the course:

   1. Students will 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; VI-A, VI-B, VI-C, VI-D, VI-E, VIII-A, VIII-B, VIII-C, VIII-D, VIII-E

   2. Students will 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; II-A, II-B, II-C, II-D, II-E, III-A, III-B, III-C, III-D, III-E

   3. Students will develop an understanding of technology impacts on educational goals through the reassessment of traditional educational goals, rethinking what is to be learned, how it 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
IV-A, IV-B, IV-C

4. Students will 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. II-A, II-B, II-C,
VIII-E

4. Texts and Materials

1. Students need to obtain and read:
   c.) Thomas Friedman’s *The World is Flat* (2005) 0374292884;
   d.) Donald Pink’s *A Whole New Mind* (2005) 1573223085;
       0691119724;
   i.) Orson Scott Card’s *Ender’s Game* (1994) ISBN: 0812550706; and

2. Students are expected to obtain and bring to class appropriate materials and supplies
to include 3 ½ “ disks and note taking materials.

3. In addition, students should put together an "art bag" that includes tape, paste,
markers, scissors, etc. This bag should be brought to class on a regular basis.

4. Students must have an email account (GMU provides free to students) and regular,
systematic, easy access to both telecommunications and a computer.

5. Course Requirements

1. Attendance in class is mandatory, as discussions, lectures, and hands-on
activities are important parts of the course.
2. Each student is expected to complete all readings and participate in all on-line
discussions.
3. Each student is expected to participate in and complete all classroom projects.
4. Students who must miss a class are responsible for notifying the instructor
(preferably in advance) and for completing any assignments, readings, etc.
before the start of the next class.
5. All written assignments must be completed on a word processor. Assignments are to be turned in at the beginning of class on the date due. Late assignments will not be accepted without making prior arrangements with the instructor.

6. Course Assignments

1. **Online Portfolio** (45 points): 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; **Performance-based outcome for objectives 1, 2, 3, & 4.**

2. **An Intellectual Theme Park** (25 points): 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. **Performance-based outcome for objectives 1, 2, 3, & 4.**

3. **Class Participation** (30 points): 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.

7. Evaluation

Since this is a graduate level course, high quality work is expected on all assignments and in class. Points for all graded assignments (see section 6) will be based on the scope, quality, and creativity of the assignments. All assignments are due at the beginning of class. 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 class participants and the course instructor will be involved in assessment of graded assignments. Prior to the due date for any assignment, the class will participate in the development of an assessment rubric. This rubric will result from a discussion of applicable course objectives and an elaboration of qualities and components associated with excellence in completion of the assignment.

When assignments are presented on the designated due date, class participants and the instructor will complete an assessment of the assignment using the rubric created in class. Class participants’ ratings on the rubric will be averaged. Then the class participants’ average will be averaged with the instructor’s ratings on the rubric to compute a final point value for assignments. In this way, the development of the rubric will inform the final completion of the assignments as well as serve as the instrument for assessment and determination of points awarded.
8. GSE Syllabus Statements of Expectations

The Graduate School of Education (GSE) expects that all students 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.