EDIT 504: Introduction to Educational Technology
3 Credit Hours

Instructor: This course is usually taught by adjuncts. If you are currently enrolled in the course please contact your instructor. Diane Harazin - mailto:dharazin@gmu.edu, 703-978-3975
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Phone Number: 703-993-2069
E-mail: mailto:dspragu1@gmu.edu
Note: This syllabus is subject to change and should only be used as an example.

Methodology: This course examines the uses of and issues surrounding educational technology, focusing on computer related technologies and their application to educational tasks. Discussions (online and face-to-face), readings, virtual field experiences through online videos, software evaluations, and class projects will be utilized in order to help students develop a working knowledge of instructional technologies.

Learning Outcomes: At the conclusion of this course, students will be able to:

1. Demonstrate facility in the use of basic applications software, including word-processing, databases, spreadsheets, desktop publishing, and hypermedia.
2. Demonstrate use of the Internet, specifically use of e-mail and the World Wide Web (WWW).
3. Evaluate appropriate instructional uses of software.
4. Describe how characteristics of particular technologies can be exploited for maximum educational benefit, based on the development of the learner.
5. Design Instructional Units that demonstrates age-appropriate applications of various educational technologies.
6. Locate information and resources on educational technology.

Educational Standards: This course addresses the following National and State Standards:

The Virginia State Technology Standards for Instructional Personnel:

1. Instructional personnel shall be able to demonstrate effective use of a computer system and utilize computer software.
2. Instructional personnel shall be able to apply knowledge of terms associated with educational computing and technology.
3. Instructional personnel shall be able to apply computer productivity tools for professional use.
4. Instructional personnel shall be able to use electronic technologies to access and exchange information.
5. Instructional personnel shall be able to identify, locate, evaluate, and use appropriate instructional hardware and software to support Virginia's Standards of Learning and other instructional objectives.
6. Instructional personnel shall be able to use educational technologies for data collection, information management, problem solving, decision making, communication, and presentation within the curriculum.

7. Instructional personnel shall be able to plan and implement lessons and strategies that integrate technology to meet the diverse needs of learners in a variety of educational settings.

8. Instructional personnel shall demonstrate knowledge of ethical and legal issues relating to the use of technology.

International Society for Technology in Education (ISTE) National Educational Technology Standards:

I. TECHNOLOGY OPERATIONS AND CONCEPTS - Teachers demonstrate a sound understanding of technology operations and concepts. Teachers:

1. demonstrate introductory knowledge, skills, and understanding of concepts related to technology (as described in the ISTE National Educational Technology Standards for Students).
2. demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.

II. PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES - Teachers plan and design effective learning environments and experiences supported by technology. Teachers:

3. design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.
4. apply current research on teaching and learning with technology when planning learning environments and experiences.
5. identify and locate technology resources and evaluate them for accuracy and suitability.
6. plan for the management of technology resources within the context of learning activities.
7. plan strategies to manage student learning in a technology-enhanced environment.

V. PRODUCTIVITY AND PROFESSIONAL PRACTICE - Teachers use technology to enhance their productivity and professional practice. Teachers:

8. use technology resources to engage in ongoing professional development and lifelong learning.
9. continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.
10. use computer-based technologies including telecommunications to access information and enhance personal and professional productivity.
11. apply technology to increase productivity.
12. use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.

VI. 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:

13. model and teach legal and ethical practice related to technology use.
14. apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.
15. identify and use technology resources that affirm diversity.
16. promote safe and healthy use of technology resources.
17. facilitate equitable access to technology resources for all students.

Readings and Materials: Students will need to obtain:

3. Floppy Disk or Flash drive (also known as Disk on Key)
4. An e-mail account (GMU provides free to students)

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, assigned projects, and participate in on-line discussions.
3. Students missing a class are responsible for completing any assignments, readings, etc. before the start of the next class.
4. 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 arrangements with the instructor. Assignments may also be sent through e-mail or posted in the Drop Box in Blackboard.

Course Assignments:
1. **Software Reviews** (10%): Students will preview at least five educational technology software programs which focus on the subject matter discipline they plan to teach. Different technology areas (i.e. videodisks, hypermedia, computer software, and CD-ROM discs) will be previewed. Then, students will select two of the previewed pieces of software to complete a comprehensive software evaluation. Particular attention should be paid on ways to use the program within the classroom.
2. **Video Case Studies** (15%): Students will examine three video case studies/exhibits, to be chosen by the instructor. These video case studies will be chosen from either the Digital Edge or InTime Projects. Students will reflect on the lesson presented and will discuss the case studies on Blackboard.
3. **Unit Lesson Plans** (20% each): Students will create two unit lesson plans (preparation for at least one week) which use technology as part of the instruction. In each lesson, students will specifically outline how they will use the technology they have selected to teach the subject matter. Each unit plan will be accompanied with an essay describing the design features which support the plan.
4. **Video Project** (10%): Students, in small groups, will create and edit a political advertisement of the perfect presidential candidate.
5. **WebQuest Project** (15%): Working in pairs, students will design and create a WebQuest.
6. **TappedIn** (10%): Students will participate in two TappedIn virtual discussions. TappedIn is a virtual community of teachers sharing ideas and resources. The first discussion, Tips and Tricks, will allow students to explore the TappedIn interface. The second discussion will be a topic of the student's own choosing. Students will post a summary of the discussion and what they learned in Blackboard. A calendar of events may be found at http://ti2.sri.com/tappedin/do/CalendarAction. Be sure to change the time to U. S. Eastern Time.

Special Note: Although time will be provided in class to work on projects, it will be impossible to complete all projects in class. Therefore, it will be necessary for students to have access to computers outside of class. Students should note the GSE computer lab hours (Robinson A350 and A352) as well as the hours of other labs around campus.

Evaluation: Grades will be based on completion of course requirements and on the scope, quality, and creativity of the assignments. Once feedback and a grade are received on the first unit lesson plan only, if a higher grade is desired the student can resubmit a revised unit lesson plan within two weeks. The grade assigned to the revised first unit lesson plan is final. Assignments are assessed using a rubric, which will be provided to students prior to assignment due dates. The extent and quality of contribution to the course asynchronous discussions on Blackboard count as 15% of the final grade and are not subject to revision; an interim grade will be provided at mid-semester for informational purposes. Incompletes in the course will be given only under unusual extenuating circumstances.
All work prepared outside of class will be assessed for content AND for presentation. Since this is a graduate level course, high quality work is expected on all assignments and in class. High quality means that words are properly spelled; punctuation is appropriate; sentences are complete; verb/subject, pronoun/antecedent agree; and writing is appropriately concise and clear. All written assignments must be completed on a word processor. Proofread all assignments and correct errors before submitting the final paper.

Grading Scale:

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<tr>
<th>Grade</th>
<th>Score</th>
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<tbody>
<tr>
<td>A+</td>
<td>100</td>
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<tr>
<td>A</td>
<td>92 - 99</td>
</tr>
<tr>
<td>A-</td>
<td>90 - 91</td>
</tr>
<tr>
<td>B+</td>
<td>86 - 89</td>
</tr>
<tr>
<td>B</td>
<td>80 - 85</td>
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<tr>
<td>C</td>
<td>79 - 70</td>
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<tr>
<td>F</td>
<td>Below 70</td>
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Students are asked to turn off all cell phones and beepers before the start of class.

### Course Outline/Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>In Class Assignments and Topics</th>
<th>Out of Class Assignments</th>
</tr>
</thead>
</table>
| 1    | Introduction to Course Concepts & Syllabus: Interdisciplinary, Integration of Technology | Read Norton and Sprague, Preface, Ch. 6  
Introduction to Blackboard  
What is Technology Integration? Class Activity #1  
Higher Level Thinking Class Activity #2  
Creating a Personal Logo  
Using Graphics Class Activity #3  
Obtain all materials  
Establishing a GMU e-mail account  
Learning to use e-mail  
Send instructor an e-mail message - mailto:dharazin@gmu.edu  
Look for software to preview |
| 2    | Discuss readings  
Creating a Database  
Solving and Writing a Mystery  
The Perfect Presidential Candidate - using a database #4 and #5 | Read Jonassen, et. al., Ch. 1  
Read Norton and Sprague, Ch. 5  
Preview software  
Subscribe to a Listserv of your choice |
| 3    | Discuss readings  
The Perfect Presidential Candidate-Desktop Publishing #4  
Read Norton and Sprague, Ch. 2  
Work on Software Review 1 due 2/19 |
| 4    | Discuss readings  
Editing the video  
Introduction to Digital Edge Project  
Introduction to InTime Project  
Software Review 1 Due | Read Jonassen, et. al., Ch. 5  
Read Norton and Sprague, Ch. 3 |
| 5    | Discuss readings  
Work on videos | Read Jonassen, et. al., Ch. 3  
Begin working on Unit Plan and Essay |
| 6    | Discuss readings  
Presenting videos  
Exploring language learning software  
Learning and Teaching Languages  
Introduction to Tapped In - Discussion Board entry completed in class | Read Norton and Sprague, Ch. 7  
Work on Unit Plan and Essay  
Video Case Study #1 Digital Edge-Travel to Mexico Post response in Discussion Board on Blackboard due 3/12 |
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Notes</th>
</tr>
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<tbody>
<tr>
<td>3/12</td>
<td>Discuss readings</td>
<td>Exploring online simulations, Sorting and Evaluating Websites, Viajamos. Blackboard Discussion Board Response to Video Case Study #1 Digital Edge- Elementary-Travel to Mexico due.</td>
</tr>
<tr>
<td>3/26</td>
<td>Welcome to the WWW</td>
<td>Zerkonians Are Coming! #25, #26, and #27. Video Case Study #2-In Time- High School- Ocean Exhibits - Grade 9 Science due.</td>
</tr>
<tr>
<td>4/2</td>
<td>Discuss readings</td>
<td>Zerkonian WebQuest. Video Case Study #3 -In Time- Middle School A Walk Through History due.</td>
</tr>
<tr>
<td>4/9</td>
<td>Discuss readings</td>
<td>Zerkonian Presentations. Create a WebQuest (#28- # 35) Software Review 2 Due.</td>
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<tr>
<td>4/16</td>
<td>Discuss readings</td>
<td>Work on WebQuest and Unit Plan 2.</td>
</tr>
<tr>
<td>4/23</td>
<td>Discuss readings</td>
<td>Work on WebQuest and Unit Plan 2. Tapped-In Discussion Board entries due.</td>
</tr>
<tr>
<td>4/30</td>
<td>Discuss readings</td>
<td>Unit Plan and Essay Due.</td>
</tr>
<tr>
<td>5/7</td>
<td>A GPS treasure hunt</td>
<td>Upload Webquest.</td>
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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 http://gse.gmu.edu/facultystaffres/profdisp.htm 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.

Searching and Evaluating Websites

1. Evaluation of Information - Lisa Janicke Hinchliffe, Reference Librarian, Parkland College Library
2. Checklist for an Informational Web Page - Woltgram Memorial library, Widener University
3. WWW Cyberguides - Karen McLachlan, Library Media Specialist at East Knox High School, Ohio

Online Resources

Dr. Super's Real and Virtual Math Manipulatives - an original example of an on-line workshop developed by several GMU faculty and based on the idea of an electronic book by Roger Shank of Northwestern University.

Expanding Universe - a classified search tool for amateur astronomy, useful to K12 teachers as a rich source of Internet materials for teaching purposes.

Tips on Choosing Software for Schools - useful article on choosing appropriate software. Written by Tammy Payton.

Educational Software Resources - links to a wide range of resources for locating educational software, for locating reviews, and, in general, getting to the software options available to educators.

Kathy Schrock's Guide for Educators - a categorized list of sites useful for enhancing curriculum and professional growth. It is updated daily to include the best sites for teaching and learning.

Goggles Directory of Shareware - a list of shareware programs available on the Internet. Shareware programs may have a small fee attached to them. Download programs at your own risk as viruses are often transmitted through shareware. Be sure your virus definitions are up-to-date before downloading any files. If you do not have a virus protection program on your computer you can purchase Norton
Anti-Virus on line at http://www.norton.com/ or McAfee at http://www.mcafee.com/us/ It is worth the money to purchase a virus protection program even if you are not downloading these files.