

**GEORGE MASON UNIVERSITY  
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT  
ELEMENTARY EDUCATION**

**EDCI 546  
Integrating Technology in Elementary Classrooms: Literacy  
Fall 2009**

**INSTRUCTOR:**

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**COURSE DESCRIPTION:**

- A. Prerequisites: Admission to the Elementary Licensure Program.
- B. Co-requisite: Enrollment in EDCI 556.
- C. Course description: This one credit course studies the development and integration of technology in the Elementary Education Literacy curriculum.

**NATURE OF COURSE DELIVERY:**

This course is structured around using computers for individual and group activities that focus on the integration of technology. Students will participate in large group discussions led by the instructor and in small group discussions and activities with their classmates. In addition, students will create three technology products: a blog, Wiki, and a digital story.

**LEARNER OUTCOMES:**

This course is designed to enable teacher candidates to:

1. plan interdisciplinary learning experiences that enable elementary students to integrate knowledge, skills, and methods of inquiry within the Literacy curriculum;
2. identify how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners;
3. select appropriate materials, tools, and technologies to achieve instructional goals with all learners.

**PROFESSIONAL STANDARDS:** This course addresses the following National and State Standards:

[INTASC](#)

6. The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

The [Virginia State Technology Standards for Instructional Personnel](#):

Instructional personnel shall...

1. be able to demonstrate effective use of a computer system and utilize computer software.
2. be able to apply knowledge of terms associated with educational computing and technology.
3. be able to apply computer productivity tools for professional use.
4. be able to use electronic technologies to access and exchange information.
5. 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. be able to use educational technologies for data collection, information management, problem solving, decision making, communication, and presentation within the curriculum.
7. 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. demonstrate knowledge of ethical and legal issues relating to the use of technology.

[International Society for Technology in Education \(ISTE\) National Educational Technology Standards 2008:](#)

1. Facilitate and Inspire Student Learning and Creativity
2. Design and Develop Digital-Age Learning Experiences and Assessments
3. Model Digital-Age Work and Learning
4. Promote and Model Digital Citizenship and Responsibility
5. Engage in Professional Growth and Leadership

### **COURSE REQUIREMENTS:**

There are three performance-based assessments.

- A. Requirement #1: Students will create a blog and will post to it weekly by the designated deadline. Postings will be graded on quality of entries as well as punctuality. (30 points)
- B. Requirement #2: Students will contribute to a class Wiki. Entries will be graded on quality, accuracy, and punctuality. (30 points)
- C. Requirement #3: Students will design and create an original digital story that is appropriate for elementary children to view. It will be graded on originality, creativity, and impact of the story. (30 points)
- D. Requirement #4: Students will read assignments before the class meeting and will be prepared to participate in class discussions as well as in-class activities. Points will be awarded for participation and completion of these activities. (10 points)

### **TEXTBOOK:**

There are no textbooks for this course. Readings and articles will be available in Blackboard or on the Internet.

### **CRITERIA FOR EVALUATION:**

Since this is a graduate level course, high quality work is expected on all assignments and in class. Points for all graded assignments will be based on the scope, quality, and creativity of the assignments and will be assigned according to a rubric. All online assignments are due by the deadline designated in the schedule. Late assignments will not be accepted without making arrangements with the instructor.

### **GRADING SCALE:**

A = 94-100      A- = 90-93      B+ = 88-90      B = 80-87      C = 70-79      F = below 70

### **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 <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/#Anchor12> for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See <http://www.gmu.edu/facstaff/policy/newpolicy/1301gen.html>.

Click on responsible Use of Computing Policy 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 <http://www.gmu.edu/student/drc/> or call 703-993-2474 to access the DRC.