

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

**EDCI 546-002
Integrating Technology in Elementary Classrooms: Literacy
Fall 2010
One Credit**

Instructor: Dr. Amie Weinberg
aweinbe2@gmu.edu
Office hours by appointment

Class: Robinson A350
4:00-6:30pm
September 10, 17, 24
October 1, 8, 15

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 and/or participate in the creation of three technology products: a blog, Wiki, and a digital story.

Student 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.

Standards:

This course addresses the following national and state standards:

INTASC Standards:

- 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

Grading Scale:

A	94-100
A-	90-93
B+	86-89
B	80-85
C	70-79
F	Below 70

Description of Assignments:

Assignment #1: Blog, 25 points, Ongoing:

Students will create and maintain their own blog. Students will post to their blog each week by the designated deadline as well as comment on other students' blogs. Postings will be graded on the quality and depth of entries as well as punctuality.

Assignment #2: Wiki, 25 points, Ongoing:

Students will contribute to a class Wiki. Students will add entries to the Wiki according to a pre-determined schedule. Wiki entries will be graded on quality, depth, accuracy, and punctuality.

Assignment #3: Digital Story, 40 points, due October 8 or October 15:

Students will design and create an original digital story. The digital story will be graded on the quality of the product, originality, creativity, depth, and impact of the story. This assignment is the designated performance-based assessment.

Assignment #4: Class Participation, 10 points, Ongoing:

Students will read assignments prior to class meetings and will be prepared to participate in discussions as well as in-class activities. Points will be awarded for participation and completion of these activities.

Criteria for Evaluation:

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

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://catalog.gmu.edu> for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See <http://catalog.gmu.edu> for the complete policy.

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://www2.gmu.edu/dpt/unilife/ods> or call 703-993-2474 to access the DRC.

ASSIGNMENT #1
Blog
25 points possible

Blog posts due: Various dates (below)

Purpose: This assignment provides students the opportunity to create a blog, to write blog entries and respond to others' entries, and to reflect on the experience of blogging.

Procedure: Students will create and maintain their own blog on Blogger.com. Students will post to their blog each week by the designated deadline. In addition, students will respond to and comment on other students' blogs. Postings will be graded on the quality and depth of entries as well as punctuality.

Evaluation Criteria	Date Due	Points		
Posting #1	September 10 during class	1	2	
Posting #2	September 17 by noon	1	2	3
Posting #3	September 24 by noon	1	2	3
Posting #4 with hyperlink	October 1 by noon	1	2	3
Posting #5 with hyperlink	October 8 by noon	1	2	3
Posting #6 with hyperlink	October 15 by noon	1	2	3
Peer Response #1	September 22 by noon	1	2	
Peer Response #2	September 29 by noon	1	2	
Peer Response #3	October 6 by noon	1	2	
Peer Response #4	October 13 by noon	1	2	
Total points earned				

ASSIGNMENT #2
Wiki
25 points possible

Wiki posts due: Various dates (below)

Purpose: This assignment allows students to participate in a class Wiki. Students will learn how to set up a Wiki, how to edit entries, and the purposes of a Wiki.

Procedure: Students will contribute to a class Wiki on PB Works. Students will create pages, edit entries, and participate in creating class content on the Wiki. Students will be graded on the quality and depth of entries, creating pages, editing entries, discussions on the Wiki, and punctuality.

Evaluation Criteria	Date Due	Points				
Author information with hyperlink	September 19 by noon	1	2	3	4	5
Post an article, book, website about Wikis	September 26 by noon	1	2	3	4	5
Contribute to page "How to Use Wikis"	October 3 by noon	1	2	3	4	5
Post link to useful Wiki	October 10 by noon	1	2	3	4	5
Addition to Wiki	October 17 by noon	1	2	3	4	5
Total points earned						

ASSIGNMENT #3
Digital Story
40 points possible

	No Evidence 0	Beginning Limited evidence 2	Developing Clear evidence 4	Accomplished Substantial evidence 6	Score
Is the digital story engaging? INTASC 6 NETS 3 Virginia 1, 2	Not at all engaging. Nothing to hold the viewers' attention.	Storyline could interest the reader, but lacks other forms of engagement, such as sound, music, graphics, etc.	Story is somewhat engaging. Holds most viewers' attention. All components are well integrated.	Story is compelling and engaging. The focus of the storyline holds viewers' It draws the viewers in.	
Does the story produce an emotional impact? INTASC 6 NETS 3 Virginia 1, 2	No emotional impact. Viewer is not drawn in emotionally.	Very little emotional impact. Viewer may feel some emotion but has little concern for the main character/the story.	There is an emotional impact from the story. The viewer is drawn in emotionally and is made to care about the main character/the story.	There is a strong, appropriate emotional impact from the story. The viewer cares about the main character/story.	
Is the story original? INTASC 6 NETS 3 Virginia 1, 2	The story is not original. It is adapted from a well-known story or is an unoriginal topic.	The story is primarily adapted from a well-known story or topic, but has some original components.	The story/topic is primarily original or puts a different spin on it.	The story/topic is completely original and unique.	
Is the music well integrated? INTASC 6 NETS 3 Virginia 1, 2	No music is included.	The music is not well integrated is does not seem appropriate for the story/topic.	The music is well integrated and is appropriate.	The music is very well integrated. The tempo fits well with the story. It enhances the product.	
Do the images support the story? INTASC 6 NETS 3 Virginia 1, 2	Images are not well chosen and do not clearly fit with the story/topic.	Images are not well chosen. Less than 50% of images fit well with the story/topic and distract from it.	Images are well chosen. 50-80% of images fit well with the story/topic and enhance it.	Images are very well chosen. 81-100% of images are well chosen and enhance the story. They help to convey its meaning.	
Is the narrative clear? INTASC 6 NETS 3 Virginia 1, 2	Narrative is unclear and not loud enough to hear. Narrator mumbles throughout.	Narrative is either unclear or not loud enough. The viewer has to strain to hear.	Narrative is clear and loud enough. The narrator tells the story and captivates the reader.	Narrative is clear and loud enough. The narrator tells the story using appropriate inflections.	

*4 additional points can be added for turning in the assignment on time.

ASSIGNMENT #5
Class Participation
10 points possible

Class Participation: Ongoing

Purpose: When students read assignments prior to each class session, they will be better able to participate in discussions. In addition, active engagement, critical reflections, and thoughtful participation in class sessions are important for each student’s learning and for the group as a whole.

Procedure: Throughout the semester:

- Students should arrive **on time** for each class and stay for the **entire** class session.
- In case of sickness or an emergency, please **notify** Dr. Weinberg via email prior to the class session.
- **Absences** can adversely affect a student’s final grade.
- **Read** assignments prior to each class session.
- **Late** assignments will not be accepted without prior consent of the instructor.
- Plan to **participate** in class discussions and activities

Evaluation Criteria	Points		
Arrives on time for all class sessions	1	2	3
Attends all class sessions, unless sickness or emergency	1	2	3
Participates in class discussions and activities	1	2	
Assignments turned in on time	1	2	
Total points earned			

Class Schedule and Assignments

Access Blackboard for additional information, links, and documents for this class at <https://courses.gmu.edu>

Week	Readings and Assignments to Complete Before Class	In-Class Topic/Learning Experiences
#1 9/10/10	<ol style="list-style-type: none"> 1. Access this course on Blackboard 2. Print the syllabus 	<ul style="list-style-type: none"> • Overview of class and review syllabus • Introduce blogs and create a blog • First <u>blog post</u> during class • Introduction to digital storytelling
#2 9/17/10	<ol style="list-style-type: none"> 1. Read Chapter 2 (Penrod), “Blogging and New Literacies” 2. Second <u>blog post</u> due by noon 	<ul style="list-style-type: none"> • Discuss Penrod chapter • Educational uses of digital storytelling • Introduce Wikis
#3 9/24/10	<ol style="list-style-type: none"> 1. <u>Wiki author</u> (with hyperlink) due September 19 by noon 2. First <u>blog peer response</u> due September 22 at noon 3. Third <u>blog post</u> due by noon 4. Think of a topic for your digital story 5. Read Chapter 4 (Richardson), “Wikis: Easy Collaboration for All” 	<ul style="list-style-type: none"> • Discuss Richardson chapter and Wikis • Discuss blogs • Work on digital stories
#4 10/1/10	<ol style="list-style-type: none"> 1. <u>Post to Wiki</u> due September 26 at noon 2. Second <u>blog peer response</u> due September 29 at noon 3. Fourth <u>blog post</u> (with hyperlink) due by noon 	<ul style="list-style-type: none"> • Discuss blog posts • Discuss Wikis • Work on digital story
#5 10/8/10	<ol style="list-style-type: none"> 1. <u>Post to Wiki</u> due October 3 by noon 2. Third <u>blog peer response</u> due October 6 by noon 3. Fifth <u>blog post</u> (with hyperlink) due by noon 4. Work on <u>digital stories</u> 	<ul style="list-style-type: none"> • Discuss blogs • Discuss Wikis • Work on digital story • Share some digital stories
#6 10/15/10	<ol style="list-style-type: none"> 1. <u>Post to Wiki</u> due October 10 by noon 2. Fourth <u>blog peer response</u> due October 13 by noon 3. Sixth <u>blog post</u> (with hyperlink) due by noon 4. Work on <u>digital stories</u> 	<ul style="list-style-type: none"> • Summary • Share digital stories
	<ol style="list-style-type: none"> 1. <u>Post to Wiki</u> due October 17 by noon 	