GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
Undergraduate Minor in Educational Studies

EDIT 413
Technology and the Culture of Learning
Spring, 2012

PROFESSOR(S):
Instructor: **Dawn Hathaway**
Phone: 703-993-2019 **Fax:** 703-993-2722
E-mail: dhathawa@gmu.edu **Office:** Thompson Hall L041
Office Hours: T/Th 2pm-4pm

COURSE DESCRIPTION

Prerequisites – EDUC 300 – The Teaching Profession

Course description from the university catalog - Explores the relationship between technological change and education reform initiatives. Includes examination of the relationship between human inventions and social, political, cultural, and epistemological constructions, 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.

NATURE OF COURSE DELIVERY

The course is structured around readings, reflections on those readings, class projects, on-line discussions, and classroom activities. 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.

LEARNER OUTCOMES

The following objectives have been established for the course and are governed by the ISTE NETS standards for Educational Computing and Technology Facilitation:

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,**

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, II-F, 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. **II-A, II-B, II-C, II-D, II-E, II-F, III-A, III-B, III-C, III-D, III-E, 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, II-D, II-E, II-F, III-A, III-B, III-C, III-D, III-E,**

PROFESSIONAL STANDARDS: (e.g., INTASC, Professional Organization)

II. 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.
F. plan strategies to manage student learning in a technology-enhanced environment.

III. 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.

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:

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

Abner Peddiwell	The Saber-Tooth Curriculum	0070491518
Tom Standage	The Victorian Internet	0425171698
Larry Cuban	Teachers and Machines	080772792X
Daniel Pink	A Whole New Mind	9781573223089
Marc Prensky	Don't Bother Me Mom. I'm Learning	1557788588
Orson Scott Card	Ender's Game	0812550706
S. Johnson	Everything Bad is Good for You	1594481946
Alan Collins	Rethinking Education in an Age of Technology	0807750034
Collected copied readings		

COURSE REQUIREMENTS, PERFORMANCE-BASED ASSESSMENT, AND EVALUATION CRITERIA

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.

Performance-based assessments

1. Reflections (45 points): Students will write brief reflections for each reading assignment to demonstrate what they have learned related to technology and the culture of schools from the assigned readings. Reflections are due at the beginning of each class prior to discussion of the reading assignment. The instructor will provide a prompt to guide students in the reflection process; **Performance-based outcome for course objectives 1, 2, 3, & 4.**
2. A Video Essay (10 points): In groups, students will learn and use the video production process to develop and produce a video essay that persuasively articulates the importance of technology tools in education. **Performance-based outcome for course objectives 1, 2, 3, & 4.**
3. An Intellectual Theme Park (10 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 course objectives 1, 2, 3, & 4.**
4. Short Story (20 Points): Students will participate in classroom discussions of short stories and explorations concerning the structure of stories. Using this knowledge and knowledge about technology's impacts on social and educational systems, student will write a short story reflecting their image of education in the future. **Performance-based outcome for course objectives 1, 2, 3, & 4.**
5. Class Participation (15 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.

Criteria for evaluation

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. 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.

Grading scale

Grade	Point Range
A	94-100
A-	90-93
B+	86-89
B	80-85
C	70-79
F	69-below

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See http://academicintegrity.gmu.edu/honorcode/].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu/].
- Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/1301gen.html].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu/].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/]
- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/].

Schedule of Classes

January	February	March	April	May
Week 1– Jan 24	Week 3– Feb 7	Week 7 - Mar 7- **NO CLASS**	Week 10– Apr 3	Week 14– May 1
Week 2– Jan 31	Week 4– Feb 14	**Spring Break**- Mar 13	Week 11– Apr 10	Week 15– May 8
	Week 5– Feb 21	Week 8– Mar 20	Week 12– Apr 17	Week 16- May 15
	Week 6– Feb 28	Week 9– Mar 27	Week 13– Apr 24	

Schedule of Activities and Assignments

Week 1 – January 24

- Overview of Class
- James Burke's *A Matter of Fact*- 1st half
- *All Summer in a Day* – copied story

Week 2 – January 31

- *The Saber Tooth Curriculum* Reflection due
- Discussion and Activity: *The Saber Tooth Curriculum*
- James Burke's *A Matter of Fact*- 2nd half

Week 3 – February 7

- *The Victorian Internet* Reflection due
- Discussion and Activity: *The Victorian Internet*
- *The Trigger Effect*

Week 4 – February 14

- *Teachers and Machines* Reflection due
- Discussion and Activity: *Teachers and Machines*
- *The Murderer* –copied story

Week 5 – February 21

- First half- *A Whole New Mind* Reflection due
- Discussion and Activity: *A Whole New Mind*- 1st half

Week 6 – February 28

- Second Half- *A Whole New Mind* Reflection due
- Discussion and Activity: *A Whole New Mind* – 2nd half

Week 7- March 7- **No Face to Face Class**

- Online Class Discussion week related to selected articles

Week 8 – March 20

- Online Experience Reflection due
- Game Night

Week 9 – March 27

- *Ender's Game* Reflection due
- Discussion: *Ender's Game*
- Brainstorming for Short Story

Week 10 – April 3

- *Don't Bother Me Mom, I'm Learning* Reflection due
- Discussion: *Don't Bother Me Mom, I'm Learning*
- Begin Video Production Process

Week 11- April 10

- First Half- *Everything Bad is Good for You* Reflection due
- Discussion: *Everything Bad is Good for You*
- Continue Video Production Process

Week 12- April 17

- Second Half- *Everything Bad is Good for You* Reflection due
- Discussion: *Everything Bad is Good for You*
- Continue Video Production Process

Week 13- April 24

- First half- *Rethinking Education in the Age of Technology* Reflection due
- Discussion: *Rethinking Education in the Age of Technology*- 1st half
- Finish Video Production Process

Week 14- May 1

- Second half- *Rethinking Education in the Age of Technology* Reflection due
- Discussion and Activity: *Rethinking Education in the Age of Technology*- 2nd half
- Introduction to Intellectual Theme Park

Week 15- May 8

- Intellectual Theme Park- production time
- Intellectual Theme Park Showcase
- Course Evaluations

Week 16- May 15

- Short Story due