

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

**EDCI 547.002**

**Integrating Technology in Elementary Classrooms: Mathematics  
1 Credit, Fall 2013**

**Meeting Times/Days:**

**Face-to-Face:** 7:20 – 10:00 Thursday, Sept. 5 & Thursday, December 5

**Online:** Over the course of the semester from Sept. 5 – Nov. 28

**Location:** Thompson L014

**Professor:** Corey R. Sell, Ph.D.

**Office Hours:** By appointment

**Office Location:** Thompson Hall, Rm. 1407

**Office Phone:** 703 993-3824

**Email:** [csell1@gmu.edu](mailto:csell1@gmu.edu)

**COURSE DESCRIPTION:**

This course studies the development and integration of technology in the Elementary Education Mathematics curriculum. **Prerequisite(s):** Admission to the Elementary Licensure Program.

**Corequisites:** This course is offered in conjunction with EDCI 552 Math Methods; therefore, all students must be enrolled in EDCI 552 Math Methods.

**LEARNER OUTCOMES/OBJECTIVES:**

As a result of EDCI 547, students will be able to:

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

## **RELATIONSHIP TO PROFESSIONAL STANDARDS:**

To complete this course, you must show evidence that you have satisfied the following National and State teaching standards:

### [INTASC \(The Interstate Teacher Assessment & Support Consortium\):](#)

- Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

### [Association for Childhood Education International](#)

- 2.3 Mathematics—Candidates know, understand, and use the major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and manage data.
- 3.1 Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community.
- 3.2 Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.

### [International Society for Technology in Education \(ISTE\)](#) (which covers VA Technology Standards for Instructional Personnel):

- Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S

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

- 1) Demonstrate effective use of a computer system and utilize computer software.
- 2) Apply knowledge of terms associated with educational computing and technology.
- 3) Apply computer productivity tools for professional use.
- 4) Use electronic technologies to access and exchange information.

- 5) Identify, locate, evaluate, and use appropriate instructional hardware and software to support Virginia's Standards of Learning and other instructional objectives.
- 6) Use educational technologies for data collection, information management, problem solving, decision-making, communication, and presentation within the curriculum.
- 7) 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.

## **NATURE OF COURSE DELIVERY**

Students in this course will participate in **two face-to-face meetings** and complete **four learning modules** through online asynchronous classes. Students will read educational research, utilize online resources, and contribute to conversations on discussion boards all within Blackboard. You can access Blackboard through the website - <https://mymasonportal.gmu.edu>.

If you are having a problem accessing the Blackboard Learn environment, try: 1) contacting the ITU Support Center via phone (703-993-8870, Monday-Friday 8 AM – 7 PM), in person (Innovation Hall Room 233, Monday-Friday 8:30 AM – 5 PM), or via email at [support@gmu.edu](mailto:support@gmu.edu), 2) visiting the CLUB on the 3rd floor of the Johnson Center for face-to-face assistance (Monday-Thursday 9 AM – 7 PM and Fridays 10 AM – 4 PM), and, lastly, 3) emailing [courses@gmu.edu](mailto:courses@gmu.edu) if steps 1 and 2 did not resolve your issue. If you have a question about an assignment or due date, you can use your course forums, ask a friend, or revisit the course syllabus. Many other types of questions can be answered by using a search engine like Google.

## **REQUIRED TEXTS**

Van de Walle, J. A., Karp, K. S., & Bay-Williams, J. M. (2013). *Elementary and middle school mathematics: Teaching developmentally* (8<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson.

## **COURSE REQUIREMENTS AND ASSIGNMENTS**

**A. Class Participation & Attendance (20 points)** This course will meet face-to-face only twice: **Aug. 27 and Dec. 3**. Attendance is mandatory for both classes and notification must be provided to the instructor of an emergency that prohibits you from attending either class. In addition, you are expected to be on time to both classes unless advance notice has been provided to the instructor. Since we only meet twice it is expected that you are prepared for face-to-face meetings and contribute to class discussions and activities as well as genuinely listening to peers as they do the same. Cell phones are for emergency use only—no texting, social media, or phone class during class time. I encourage you to bring laptops and will ask you to open them only when their use is appropriate or necessary.

This course will also require you to complete four online learning modules. These modules are designed for you to complete on your own and at your own pace. A variety of choices

regarding readings and resources have been included within the modules in order for you to personalize your learning towards your specific interests and needs. It is expected that you complete all 4 learning modules in the order presented below and by the due date.

- a. TPACK Module (Sept. 12)
- b. Virtual Manipulatives (Sept. 22)
- c. Teaching Math (Oct. 18)
- d. Equity (Nov. 22)

**B. Online Postings and Discussions (25 points each)** Due to the online nature of this course, the majority of our discussions will occur online using Blackboard discussion posts. Each learning module contains one discussion post starter with several questions. It is expected that you post your thoughts to the question using the research and resources provided within the module to support your ideas as well as you own personal experience. In addition, you are expected to respond to one classmate and write a substantial comment that extends his/her original post.

**C. Internet-based Activities Evaluation [Assignment #1] (15 points)** Evaluate two internet-based activities (i.e. website, online game, tutorial, online math program) using criteria based on Goldenberg (2000) and excerpts from Underwood et al. (2005). The internet-based activity you analyze should exemplify how technology can be used to enhance mathematics teaching and learning, and the other should be a poor example and meet few criteria on the evaluative rubric. To complete this assignment, fill out the evaluative template for both internet-based activities. Then write a short reflective paper on the stronger rated internet-based activity addressing the following: (a) the math content and key instructional ideas the internet-based activities address, (b) descriptions of how they could be used in the classroom, (c) thoughtful and appropriate suggestions for modification, and (d) an evaluation of the internet-based activities strengths and weaknesses including the benefits and/or drawbacks of using this internet-based activity over other materials. This assignment is due on **Oct. 3** and you should upload your evaluative template along with your reflection paper to Blackboard.

**D. Online Tool Evaluation and Selection [Assignment #2] (15 points)** Locate three different virtual manipulatives or applets that support the mathematical content you will address in the student assessment project you are completing for EDCI 552. Using the template posted in the online module, analyze the models you have selected and evaluate them on their effectiveness and fidelity to the mathematical concept. This assignment is due **on Oct. 24** and the evaluative templates should be uploaded to Blackboard. For virtual manipulatives you can use the following websites:

[National Library of Virtual Manipulatives](#)

[Shodor's Interactive website](#)

[Math Playground](#)

[Illuminations \(be sure to click on the box that searches for lessons with online activities\)](#)

**E. Technology-based Math Lesson [Assignment #3] (25 points)** Design and teach a lesson or activity that uses technology to support a problem-based approach to teaching math. The teaching experience can take place with the whole class, a small group, or even just one student. Examples of this type of activity include using an interactive whiteboard, leading students through a high-quality activity in the computer lab, designing an activity for a learning center, or providing one-on-one remediation or acceleration. Other ideas are also possible; check with the professor before planning the activity. The technology that you choose should support the learning of mathematics rather than being the focus of the lesson (i.e. design a problem that students can solve by using a spreadsheet rather than walking them through a lesson about how to use a spreadsheet). The technology should be an integral part of the lesson, not an optional add-on. ***This lesson counts as 1 of the 3 lessons you will be completing for EDCI 552 Math Methods.*** This assignment is due on **Nov. 21** and should be uploaded to Blackboard.

***Class Point Assignments:***

Class Participation and Attendance:	20 points	(5%)	<i>N/A</i>
Learning Module Postings and Discussions:	25 points	(20%)	
Module 1: TPACK			<b><i>Due: Sept. 12</i></b>
Module 2: Virtual Manipulatives			<b><i>Due: Sept. 26</i></b>
Module 3: Teaching Math			<b><i>Due: Oct. 10</i></b>
Module 4: Equity			<b><i>Due: Nov. 7</i></b>
Internet-based Activities Evaluation [Assignment #1]:	15 points	(25%)	<b><i>Due: Oct. 3</i></b>
Online Tool Evaluation and Selection [Assignment #2]:	15 points	(25%)	<b><i>Due: Oct. 24</i></b>
<u>Technology-Based Math Lesson [Assignment #3]:</u>	<u>25 points</u>	<u>(25%)</u>	<b><i>Due: Nov. 21</i></b>
Final Course Grade	95 points	(100%)	

***Grading Scale:***

A = 94-100  
A- = 90-93  
B+ = 86-89  
B = 80-85  
C+ = 76-79  
C = 70-75  
D = 65-69  
F = below 65

## TASKSTREAM REQUIREMENTS

Every student registered for any Elementary Education course with a required performance-based assessment is required to submit the assessment (none for this course) to TaskStream. Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

## GMU POLICIES AND RESOURCES FOR STUDENTS

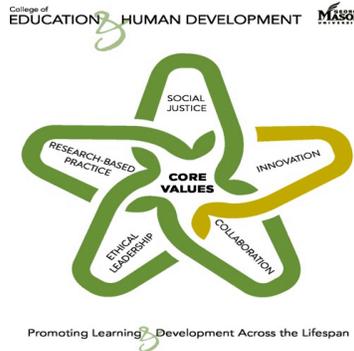
- a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/> ]
- b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/> ]
- c. Students 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.***
- d. 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 experiences and academic performance [See <http://caps.gmu.edu/> ]
- e. 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/> ]
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during the class unless otherwise authorized by the instructor.
- g. 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/> ]

## PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times.

## CORE VALUES COMMITMENT

The College of Education and Human Development is committed to *Social justice, Innovation, Research-based practice, Ethical leadership, and Collaboration*. Students are expected to adhere to these principles. [See <http://cehd.gmu.edu/values> ]



## GRADUATE SCHOOL OF EDUCATION

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/> ]

### **COURSE SCHEDULE:**

*\* Instructor reserves the right to adjust syllabus throughout the semester*

<b><i>Date</i></b>	<b><i>Topic</i></b>	<b><i>Assignments Due</i></b>
<b>Class One</b> <b>Aug. 27</b>	Introduction and instructions for online learning modules	
<b>Class Two</b>	Learning Module 1: TPACK due <b>Sept. 12</b>	
<b>Class Three</b>	Learning Module 2: Virtual Manipulatives due <b>Sept. 26</b>	Assignment #1 due <b>Oct. 3</b>
<b>Class Four</b>	Learning Module 3: Teaching Math due <b>Oct. 10</b>	Assignment #2 due <b>Oct. 24</b>
<b>Class Five</b>	Learning Module 4: Equity due <b>Nov. 7</b>	Assignment #3 due <b>Nov. 21</b>
<b>Class Six</b> <b>Dec. 3</b>	Class Synthesis and wrap-up.	TBA

*EDCI 547 -- RUBRIC FOR PARTICIPATION AND ATTENDANCE*

<i>ELEMENT</i>	<b>Unsatisfactory (12 or less pts.)</b>	<b>Basic (12-15 pts.)</b>	<b>Proficient (16-19 pts.)</b>	<b>Distinguished (20 points)</b>
<b>Attendance</b>	The student missed four or more classes and the procedures outlined in this section of the syllabus were NOT followed. The student was often late to class <b>(5 points or less)</b>	The student missed three or more classes and the procedures outlined in this section of the syllabus were NOT followed. The student was often late to class. <b>(6-7 points)</b>	The student missed two or more classes and the procedures outlined in this section of the syllabus were followed. The student was occasionally late for class. <b>(8-9 points)</b>	The student missed no more than one class and the procedures outlined in this section of the syllabus were followed. The student was always on time for class. <b>(10 points)</b>
<b>Participation</b>	The student is not prepared for class and does not actively participate in discussions. <b>(5 points or less)</b>	The student is sometimes prepared for class discussions, and occasionally participates in group and class discussions. <b>(6-7 points)</b>	The student is often prepared and makes active contributions to the learning group and class. <b>(8-9 points)</b>	The student is prepared for all classes. The student actively participates and supports the members of the learning group and the members of the class. <b>(10 points)</b>

**EDCI 547 -- RUBRIC FOR POSTINGS AND ONLINE DISCUSSIONS**

	<b>Basic (0 Points)</b>	<b>Proficient (3 Points)</b>	<b>Distinguished (5 Points)</b>
<b>Assignments</b>	Two or more assignments were late.	One assignment was late without notification and prior approval from the instructor.	All assignments were turned in on time.
<b>Prepared for Discussions</b>	Student was not prepared for the discussions. There is no evidence that class readings were completed.	Student was prepared for the majority of the discussions. There is some evidence that class readings were completed.	Student was prepared for all discussions. There is evidence that class readings were completed.
<b>Follow-up Postings</b>	Posts shallow contribution to discussion (e.g., agrees or disagrees); does not enrich discussion or does not post to follow-up comments.	Elaborates on an existing posting with further comment or observation.	Demonstrates analysis of others' posts; extends meaningful discussion by building on previous posts.
<b>References and Citations</b>	Includes no references or supporting experience.	Uses no more than one reference to resources or readings and focuses more on personal experience.	Uses several references to resources, readings, and/or personal experience to support comments.
<b>Content Contribution</b>	Posts information that is off-topic, incorrect, or irrelevant to discussion.	Repeats but does not add substantive information to the discussion.	Posts factually correct, reflective and substantive contribution; advances discussion.