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

EDIT 413 Section 001
Technology, Society, and the Culture of Learning
Spring Semester, 2014

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COURSE DESCRIPTION

Credits: 3
Time: Tuesdays, 4:30 p.m. – 7:10 p.m.
Location: Thompson Hall L014
Prerequisites: EDUC 300 – The Teaching Profession

Course description from the university catalog - Explores the relationship between technological change and education reform initiatives. 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, class projects, on-line discussions, and in-class 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/MATERIALS

Author(s)	Title	ISBN-10:
Standage	The Victorian Internet	0425171698
Peddiwell	The Saber-Tooth Curriculum	0070491518
Sawyer	Group Genius: The Creative Power of Collaboration	0465071937
Collins and Halverson	Rethinking Education in the Age of Technology: The Digital Revolution and Schooling in America	0807750026
Christensen, Horn, and Johnson	Disrupting Class, Expanded Edition: How disruptive Innovation Will change the Way the World Learns	0071749101
Collected online/PDF readings		
Webcam		

GMU POLICIES AND RESOURCES FOR STUDENTS

- Students must adhere to the guidelines of the George Mason University Honor Code [See http://oai.gmu.edu/the-mason-honor-code/]
- Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/].
- 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.
- 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/].

- 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 stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- 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/]

PROFESSIONAL DISPOSITIONS

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

CORE VALUES COMMITMENT

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: http://cehd.gmu.edu/values/

COURSE REQUIREMENTS, PERFORMANCE-BASED ASSESSMENT, AND EVALUATION CRITERIA

Course Requirements and Policies

1. Class attendance and participation is mandatory, as discussions, readings, and activities are important parts of the course.
2. Each student is expected to complete all readings and participate in all online discussions.
3. Each student is expected to participate in and complete all projects.
4. Students who must miss online or in-class activities are responsible for notifying the instructor in advance and for completing any revised assignments, readings, and activities.
5. It is your responsibility to back up all of the work that you do for this course.
6. You are expected to regularly check your GMU email account and promptly respond to instructor inquiries. As your instructor, I will also regularly check and respond promptly to any student inquiries during the week. However, I'm less likely to respond as quickly during weekends and GMU holidays/breaks.

Course Assessments

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.

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Late Work

Students are expected to complete and electronically submit all assignments prior to 11:59 p.m. on the assignment due date. All due dates will be clearly listed on the course calendar. All assignments **except for the discussion board activities** can be submitted late. A minimum 10% late penalty will be assessed for work submitted after the assignment deadline unless prior permission has been received. Work that is submitted over a week late will receive an additional 20% penalty for each additional week late. No late work is accepted after the final exam date.

Grading scale

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

Proposed Course Assessments and Point Values

Course Assessment	**Points**
Class Participation	15
PLE Reflections	10
Discussion Board Activities	5-10 each
Copyright and Fair Use	10
Social Media School District Policy	5
Video Essay	20
Hacker's Project and Presentation	20
Pecha Kucha Presentation	10
Final Take Home Essay	20

Proposed Course Assessment Descriptions

1. Class Participation (15 points): The class activities depend heavily on student participation. In order for students to fully participate in class they must come prepared having completed the online activities prior to class. Students will conduct a self-assessment following each class rating themselves on their preparation and participation. At the end of the semester, the instructor will take into consideration the student's self-assessments when determining participation points.

2. PLE Reflections (10 points): Each student will create a personal learning environment (PLE) using a Web 2.0 tool. Over the course of the semester students will post 5 reflections to their PLE. The reflections should be course related but should not focus entirely on course materials.
3. Discussion Board Activities (5-10 points each): Students will participate in several discussion board activities for the purposes of (1) reflecting on class readings/topics and (2) participating in peer reviews of projects. The requirements for the discussion board activities will vary according to the learning objective they are addressing. As a result, point values and grading rubrics will also vary and will be provided to students the week prior to the discussion board due date.
4. Copyright and Fair Use Assessment (10 points): It is important that students follow copyright and fair use guidelines in this course. As a result students will watch and read copyright related materials and take a copyright quiz (5 points). Students will create a page on their PLE that will teach copyright and fair use issues to others (5 points). This assignment will be mastery based. Students must take the quiz until they get 100% of the questions correct and the copyright portfolio page needs to meet all of the criteria before any points are awarded. The late-work policy will be used when awarding points.
5. Social Media School District Policy (5 points): Following our discussion of the benefits and dangers of social media, students will create a social media school district policy. The rubric and requirements will be developed as a class.
6. A Video Essay (20 points): Students will learn and use the video production process to develop a video essay regarding their reading of *Disrupting Class*. The video essay should clearly and concisely summarize the ideas presented in the book and argue for or against the model of education that is presented. Students are required to work in groups of 2-3 students. The video essay will be graded using a mastery approach that requires students to meet all of the provided criteria prior to earning points on the assignment. The late-work policy will be used when awarding points.
7. Hacker's Project and Presentation (20 points): Students will spend 8-10 hours working on a course related project of their choosing. Students will approve the project with the instructor prior to beginning. Students will maintain an instructor provided log describing their progress and time spent on the project. Students will then give a class presentation showing and telling the class about their project.
8. Pecha Kucha Presentation (10 points): Using classroom experiences and assigned readings, students will create a presentation following the Pecha Kucha format (20 slides for 20 seconds each). The presentation should draw on the knowledge that students gained from class readings and activities.
9. Final Exam (20 points): Students will complete a summative take-home essay during finals week.

Tentative Assessment Rubrics/Requirements

Class preparation and participation

At the end of each class students complete a self-assessment by responding to the following statements using a 6-point Likert scale (1=strongly disagree and 6=strongly agree).

I came fully prepared to class having read/watched the assigned materials.
I came to class on time and stayed for the entire class time.
I was highly cognitively engaged in class learning activities.

PLE Reflections

Each PLE reflection will be awarded 0-2 points based on the following criteria:

- The post shows that the student has reflected and applied the information in some way and has not simply summarized information.
- The reflection is course related but is not based entirely on the required course readings and links/refers the reader to additional content.

Video Essay

The video essay will be assessed using technical and content related criteria. As stated earlier, no points will be awarded until all criteria have been met. As a result, students will revise and resubmit the video until all criteria has been met. The late-work policy will be used when awarding points.

Video Planning Criteria

- You have created a video essay PLE page
- The page contains a description of the video essay and overall purpose of the video
- You have a statement on your PLE that indicates if you have collected or identified all of the media elements for your project and saved them into one folder on your computer or USB drive.
- You embedded a storyboard with at least 8 storyboard scenes, a title page, and a credits page.
- The storyboard content effectively and clearly instructs viewers of relevant information and persuades them to a particular point of view
- Students collaborated on each aspect of the planning

Video Criteria

- Voice narration from each member of the group
- Images and/or video that supports the video's objective
- Background music that enhances the feel of the video and does not distract the viewer.
- Follows copyright and fair use guidelines including a credits page where all media is cited correctly
- Title page that contains a title and the names of the video creators

- The video is uploaded to YouTube and embedded into the student's PLE so that it can be viewed by others
- The video has a professional look and feel
- The video content effectively and clearly instructs viewers of relevant information and persuades them to a particular point of view
- Students collaborated on each aspect of the video

Hacker's Project and Presentation:

The hacker's project will be assessed using the following criteria.

Time Log (10 points)

- The time log clearly shows that the student has spent 8-10 hours on their project and describes how that time was spent.

Presentation (5 points)

- The presentation clearly and visually shows the class what the student did for the hacker's project.
- The information is relevant and interesting to the class.

Pecha Kucha Presentation (15 points):

Students' presentation will be assessed using the following rubric:

The presenter was:

Engaging and Informative

1 2 3 4 5 6 7 8 9 10

Prepared and follows Pecha Kucha guidelines

1 2 3 4 5

Tentative Schedule of Activities and Assignments

Week (class date)	Activities/Projects Due	In-Class Topics and Guiding Questions
Week 1 (Jan 21)		Introductions Review the syllabus and learning management system (LMS) How do we define the terms technology, culture, and learning? What is the difference between an LMS and a PLE? Setup PLEs and Google accounts
Week 2 (Jan 28)	Submitted link to your PLE Read *The Victorian Internet* Discussion board activity	How does technology impact culture and learning?
Week 3 (Feb 4)	Read *The Saber-Tooth Curriculum* and create chapter summaries	What is the purpose of schools? What are the roles of a teacher? What does society need?
Week 4 (Feb 11)	Read *Group Genius* (First Half) Discussion board activity	What is creativity and why is it important? How is creativity measured? Can creativity be developed?
Week 5 (Feb 18)	Read *Group Genius* (Second Half) Watch Ken Robinson's *Do Schools Kill Creativity?* Discussion board activity	Can schools help students to be more creative? Can technology help people to be more creative?
Week 6 (Feb 25)	Read/watch selected resources Copyright assessment Discussion board activity	How has technology changed communication and collaboration? How can technology and social media be used responsibly and safely?
Week 7 (Mar 4)	Read/watch selected resources Begin reading *Disrupting Class* Discussion board activity	Is technology hurting or helping our intelligence? How do we use technology safely?
Spring Break		
Week 8 (Online)	Finish reading *Disrupting Class* Submit your video essay story board (due March 18th)	
Week 9 (Mar 25--optional)	Create your video essay (due March 25)	
Week 10 (Apr 1)	Read *Rethinking Education* (first half) Discussion board activity	What are the different models of online/blended learning? Will technology replace teachers?
Week 11 (Apr 8)	Read *Rethinking Education* (second half) Discussion board activity	Game Night Brainstorming for Hackers' Week

Week 12 (no class)	Hackers' Week	
Week 13 (Apr 22)	Create a presentation describing what you learned/did during Hackers' Week	Hackers' Week Show and Tell Is this generation different from previous generations?
Week 14 (Apr 29)	Create and ***practice*** your Petch Kucha presentation	Petcha Kucha Presentations
Finals Week	Take-home essay due the last day of finals by 5:00 p.m.	