

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

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

Spring 2014, Thursdays 4:30-7:10 PM, Thompson L018 Online Class will meet F2F on Saturday, February 8, 11:00 AM - 1:00 PM, Thompson L018	1 Credit Hour, Sec. 001
Instructor: Dr. Debra Sprague	E-Mail: dspragu1@gmu.edu Skype: debbiesprague
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COURSE DESCRIPTION:

- A. Prerequisites: Admission to the Elementary Licensure Program.
- B. Corequisites: Enrollment in EDCI 554.
- C. Course description from the university catalog: This course studies the development and integration of technology in the elementary education literacy curriculum.

NATURE OF COURSE DELIVERY:

Students in this course will participate in individual and group activities that focus on the integration of technology by using computers in class. Students will also participate in large group discussions led by the instructor and in small group discussions and activities with their classmates. Sixty percent of the course will be online.

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 Standards (2011):

Standard #4: Content Knowledge. The teacher understands the central concepts, **tools of inquiry**, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

ACEI Standards:

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

Other ACEI Standards identified on rubric are addressed in the companion method course.

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

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

REQUIRED READINGS:

A list of required readings is available on MyMason. There are readings associated with each module. Some of the articles are available on GMU's e-Reserve at <http://furbo.gmu.edu/cgi-bin/ers/OSCRgen.cgi>. The Course is EDCI 546, Instructor is Sprague, Debra, Password is literacy.

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: Blogging, 35 points, ongoing:

Students will read various educational blogs that focus on literacy and technology issues. Students will maintain their own blog and will post comments related to what they are reading in the educational blogs. Points will be awarded for participation and completion of online activities in a timely fashion. Students who submit all their blog postings at the end of the semester should expect to lose participation points.

Assignment #2: Fan Fiction, 25 points, due 3/6:

Students will explore the concept of Fan Fiction. They will write a short story in the Fan Fiction motif and post it on <https://kidfanfiction.pbworks.com>. Students will create a lesson plan that integrates Fan Fiction.

OR

Students will have their students write fan fiction in their classroom. At least one of the stories should be posted to <https://kidfanfiction.pbworks.com>. Students choosing this option will write a reflection on the lesson, the writing process, and reactions to fan fiction.

Assignment #3: Digital Story, 30 points, due 5/1:

Students will design and create a digital story that will introduce their future K-6 students to them. The story should contain information about themselves, their likes and dislikes, and other useful information. The digital story should be appropriate for K-6 students to view. The digital story will be graded on the quality of the product, originality, creativity, depth, and impact of the story.

Assignment #4: Saturday Class Participation, 10 points, due 2/8:

Students will attend a Saturday class. This class will focus on the use of Interactive Whiteboards. Students will be provided the opportunity to engage in hands-on use of the SMARTboards.

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. All assignments are due at the beginning of class. Late assignments will not be accepted without making arrangements with the instructor.

The following criteria will be used in the form of a grading criteria sheet or a rubric:

- Is the required information presented?
- Is the content of the submission accurate?
- Does the paper cover the issues discussed in class and in the readings?
- Are the ideas presented in a thoughtful, integrated manner?
- Does the project show creativity and original thought?

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/the-mason-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 experience 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 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. [See <http://cehd.gmu.edu/assets/docs/cehd/Dispositions%20for%20a%20Career%20Educator.pdf>]

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/>

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

TASKSTREAM REQUIREMENTS

Every student registered for any Elementary Education course with a required performance-based assessment (will be designated as such in the syllabus) is required to submit this assessment to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of your performance-based assessment will also be provided using TaskStream. Failure to submit the assessment to TaskStream will result in a the course instructor reporting the course grade as Incomplete (IN). Unless this grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester. **Please Note: There is no program-level, performance-based assessment in EDCI 546.**

ASSIGNMENT #1
Blogging
35 Points

The purpose of this assignment is to explore educational blogs and to develop an understanding of the educational topics being discussed.

Procedure:

- If you already have a blog established you may use it for this assignment. If you do not have a blog, set one up at <http://www.edublog.org>.
- Post the URL for your blog on <http://mymasonportal.gmu.edu>.
- Read the research on using blogs in the classroom. You will find resources for this under Research Focused on Blogs.
- Locate at least one Literacy blog and one Technology blog (a list is provided under Resources to Explore Blogs but you may choose to follow other writers). Read these blogs on a regular basis (at least weekly).
- Maintain your own blog regarding literacy and/or technology issues in the Elementary classroom at <http://www.edublog.org>. Using what you are reading and your field experiences, post to your own blog your thoughts and understandings about these issues. You should post at least four times during the course. The following topics should be discussed on your blogs, but you may also discuss other topics that you read about.
 - At least one of the postings should discuss ways technology is used at your field experience site.
 - At least one of the postings should discuss a useful literacy website (some sites are posted under Literary Module, but you may use other sites you find).
 - At least one of the postings should discuss ways to promote literacy in your classroom (use the readings from the literacy blogs to support this).
 - The fourth posting should be on a topic of your choice.
- Choose two of your classmates who are doing their field experiences at a different school. Read their blogs and post comments to their postings at least twice during the semester. Comments should be substantive and encourage a conversation. Share resources you find or experiences you have had. You do not need to always post to the same two students' blogs.

Evaluation Criteria:

	Meets Requirements (5 Points)	Partial Requirements (3 points)	Needs Improvement (0 point)
Preparation of Blog Entry	Postings show evidence of thorough preparation through reading or reflection. Author speaks as one who has knowledge to share.	Postings show little evidence of preparation through reading or reflection.	Postings show no evidence of preparation through reading or reflection.
Content and Creativity	Postings provide comprehensive insight,	Postings provide moderate insight,	Postings show no evidence of insight,

	<p>understanding, and reflective thought about the topic by</p> <ul style="list-style-type: none"> ...building a focused argument around a specific issue or ...asking a new related question or ...making an oppositional statement supported by personal experience or related research. 	<p>understanding and reflective thought about the topic.</p>	<p>understanding or reflective thought about the topic.</p>
Viewpoint	<p>Postings present a focused and cohesive viewpoint that is substantiated by effective supporting examples or links to relevant, up-to-date websites or documents that enhance the information presented.</p>	<p>Postings present a specific viewpoint but lack supporting examples or links to websites or documents, or not all links enhance the information presented.</p>	<p>Postings present no specific viewpoint and no supporting examples or links to websites or documents are provided, or the links selected are of poor quality and do not add any value to the information presented.</p>
Conventions	<p>Postings show few, if any errors in standard written English that do not interfere with understanding.</p>	<p>Postings have several kinds of errors in standard written English that interfere with understanding.</p>	<p>Postings have frequent and severe errors in standard written English that interfere with understanding.</p>
Timeliness	<p>Updates blog as often or more often than required; all posts are date-stamped and the most recent posts are placed at the top of the page.</p>	<p>Updates blog when reminded; posts are often missing a date stamp.</p>	<p>Does not update blog within the required time frame.</p>
Covers Topics	<p>All suggested topics are covered.</p>	<p>One to three of the suggested topics are covered.</p>	<p>None of the suggested topics are covered.</p>
Comments on Others' Entries	<p>Comments to two classmates' blog entries. Reply shows careful thought given to other students' comments and they reply in a manner that promotes conversation. New reply challenges peers to think critically.</p>	<p>Comments to two classmates' blog entries. Reply shows some thought has been given to other students' comments and new reply promotes some conversation</p>	<p>Comments to two classmates' blog entries. Reply shows little thought has been given to students' comments and new reply promotes little conversation or comments to classmates' blog entries are not submitted.</p>

ASSIGNMENT #2
Fan Fiction
25 Points

The purpose of this assignment is to explore fan fiction as a tool for developing elementary students' literacy skills.

Procedure:

- Read "Where the Story Never Ends: Using Fanfiction with Elementary Students." This will provide you with an overview of Fan Fiction and the Fan Fiction website we will use for this assignment.
- Read the articles in the folder Research focused on Fan Fiction.
- View FanFiction Site List at <http://www.squidoo.com/fanfictionsites> Be sure to scroll to the bottom to read more about the rules of fan fiction.
- Explore two fan fiction sites to develop an understanding of the genre. These are listed on Squidoo and other sites are available in the folder Resources to Explore Fan Fiction.
- Request access on Kid Fanfiction at <https://kidfanfiction.pbworks.com/> If you do not receive a response within 24 hours contact Dr. Sprague directly.
- Write a fan fiction story or have your students write fan fiction stories. Be sure to proof read it as spelling and grammar are important in this genre. Also, be sure to follow the canon of the original story. Since we are exploring the use of this tool for children please reframe from using adult themes and language. Also avoid the work of authors who have indicated they do not support fan fiction (see the articles under research. Known authors are also listed on the Kid fan fiction site).
- When ready, post your story or your students' stories to Kid Fanfiction at <https://kidfanfiction.pbworks.com/>
- Post the title of the story or stories and the fiction that inspired it in MyMason at <http://mymason.gmu.edu>.
- Read two of your classmates' stories and post comments (what you liked and suggestions for improvement) on to Kid Fanfiction at <https://kidfanfiction.pbworks.com/> To be sure everyone gets feedback, no more than two responses per story. Be professional in your comments as everyone on Kid Fanfiction will be able to read them.
- Write either a lesson plan (if you wrote your own story) or a reflection on fanfiction (if you had students write stories).

Evaluation Criteria:

	Meets Requirements (5 Points)	Partial Requirements (3 Points)	Needs Improvement (1 Point)
Fan Fiction	The story reflects the fan fiction genre. There is a clear connection to another author's work.	The story partially reflects the fan fiction genre. Although it is based on another author's work, it does not stay within the boundary of that work.	The story does not reflect the fan fiction genre. It is not based on another author's work.
Creativity	Although connected to another's work, the story reflects creativity. There is clear evidence that effort has been put into the story.	Although connected to another's work, the story reflects creativity. There is some evidence that some effort has been put into the story.	The story is too connected to another's work. Little creativity has been put into the story. There is little evidence that effort has been put into the story.
Spelling and Grammar	There are no spelling or grammar errors present.	There are 1-3 errors, but they do not interfere with the meaning of the story.	There are more than three errors or the errors interfere with the meaning of the story.
Reflection/Lesson Plan	Shows a clear understanding of fan fiction and how it can be used in the classroom. Addresses positive and challenging aspects.	Shows a basic understanding of fan fiction and how to use it in the classroom. Addresses either positive or challenging aspects.	Does not show an understanding of fan fiction or how to use it in the classroom. Does not address the issues.
Comments to Others	Response included what was liked and suggestions for improvement.	Response included what was liked or suggestions for improvement, but not both.	Response did not include either what was liked or suggestions for improvement.

ASSIGNMENT #3
Digital Story
30 points

The purpose of this assignment is to explore the use of digital stories as a means to develop elementary children’s literacy skills.

Procedure:

- Read the articles and examine the websites in the folder Research focused on Digital Stories.
- Choose a technology to use for creating the digital story. Several programs and instructions for use are listed under Resources to Explore Digital Stories. You are welcome to use one of these programs or a different, similar program.
- Storyboard your digital story. The audience is your future students. What would you like them to know about you?
- Be creative. You are designing this for K-6 students, not for me or your classmates, so make it interesting for young children.
- Choose appropriate images to include.
- Record your narrative or write the narrative and include it with the images (for those choosing to use Glogster).
- Be prepared to share the digital story in class on May 1.

Evaluation Criteria:

	Meets Requirements (5 Points)	Partial Requirements (3 points)	Needs Improvement (1 Point)
Is the digital story engaging?	Compelling and engaging. The focus of the storyline holds reader’s attention. It draw the reader in.	Somewhat engaging. It holds most of the reader’s attention. All components are well integrated.	Not at all engaging. There is little to hold the reader’s attention.
Does the story provide a sense of who the person is?	The viewer feels they know the person. There is enough information provided to gain a sense of what the person values and his/her personality.	The viewer feels they know the person. There is enough information provided to gain a sense of the person’s likes and dislikes.	The viewer does not feel they know the person. Not enough information is provided.
Are the images well chosen and support the story?	Images are very well chosen. 81-100% fit with the story. Images enhance the story and help to convey meaning.	Images are well chosen. Between 50-80% fit well with the story. Images enhance the story.	Images are not well chosen. Less than 50% appear to fit with the story. Images distract from the story.
Is the narrative clear and loud enough to	Narrative is clear and loud enough. The	Narrative is either unclear or not loud	Narrative is unclear and not loud enough

hear?	narrator tells the story using appropriate inflections.	enough. Narrator may speak clearly, but the reader has to strain to hear.	to hear. Narrator mumbles throughout.
Is the pacing of the narrative appropriate?	The pace (rhythm and voice Punctuation fits the storyline and helps the audience really “get into” the story.	Occasionally speaks too fast or too slowly for the storyline. The pacing is relatively engaging for the audience.	No attempt to match the pace of the storytelling to the story line or the audience.
Is the story appropriate for K-6 children?	The story is appropriate for Elementary children (K-6) to view.	The story is appropriate for Upper Elementary children (4-6) to view.	The story is not appropriate for Elementary children to view.

ASSIGNMENT #4
Participation in Saturday Class
10 points

Purpose: Interactive whiteboards (SMARTboards, Promethean Boards) are an important technology used extensively in today's classrooms. In order to provide students with a hands-on opportunity to explore this technology and become comfortable with it a Saturday class has been set up. Students are expected to attend the class and engage in the activities.

Procedure:

- Prior to the Saturday class, read the articles in the folder Research focused on Interactive Whiteboards.
- Explore the websites in the folder Resources to Explore Interactive Whiteboards.
- Attend the Saturday class scheduled for February 8th in Thompson Hall L018.
- Engage in the small group activities and complete the various tasks.
- Conclude with a large group discussion.

Evaluation Criteria:

	Meets Requirements (5 Points)	Partial Requirements (3 Point)	Needs Improvement (0 Points)
Attendance	Student attended the Saturday class for the entire time.	Student attended the Saturday class but left early or arrived late.	Student did not attend the Saturday class.
Participation in Class Activities	Student participated in the class activities. Student tried the assigned tasks and assisted others in completing their tasks. Student actively participated in class discussions.	Student participated somewhat in the class activities. Student tried the assigned tasks, but did not provide help to others. Student participated in class discussions when called on.	Student did not participate in the class activities. Student did not try the assigned tasks, preferring to watch others do them. Student did not participate in class discussions.

Class Schedule and Assignments

Access Blackboard for additional information, links, and documents for the class at

<http://mymason.gmu.edu>

Date	Assignment Due (work may be submitted early)	Module to Work On During this Time Period
1/23 Face-to-Face	Create your blog on http://www.edublog.org . Post the URL in My Mason .	Interactive Whiteboards Blogging
2/8 Face-to-Face Saturday Class	Attend the Saturday class to learn about the use of Interactive Whiteboards.	Blogging
2/13 Online	First blog posting due. Comment on two other students' blog postings.	Blogging Fan Fiction
3/6 Online	Second blog posting due. Comment on two other students' blog postings. Post fan fiction story on https://kidfanfiction.pbworks.com Post the title of your story and the original work that inspired it on My Mason .	Blogging Fan Fiction
3/27 Online	Third blog posting due. Comment on two other students' blog postings. Comment on two classmates' fan fiction stories. Fan fiction lesson plan or reflection due. Post these in My Mason .	Blogging Digital Stories
4/24 Online	Fourth blog posting due. Comment on two other students' blog postings.	Blogging Digital Stories
5/1 Face-to-Face	Digital Stories due, present in class.	