GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
INSTRUCTIONAL TECHNOLOGY

EDIT 504, Section 002
Introduction to Technology Education for Secondary Teachers
Section 002
Summer 2015
(3 Credits)

PROFESSOR(S):
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COURSE DESCRIPTION

A. **Prerequisites – None**
Co-requisite – NONE

B. **Course description from the University Catalog:** Examines uses of and issues in educational technology. Explores curriculum integration of technology, and focuses on learning and using commercially available applications software.

C.

NATURE OF COURSE DELIVERY

This course is fully online and includes both a public and a private component. Public components deal with shared activities and shared discussions. A discussion requires continual and frequent participation – a discussion requires back and forth. It is important that you login to the course at least once a day, adding your thoughts and contributions whenever appropriate. As well as making your own contributions, you should review others' posts to the discussion forums, responding appropriately and in depth. In addition, the course instructor(s) will be posting to the discussion boards, often posing extension questions to which you must respond. Responses that state agree or disagree, like or don't like add little to the conversation.

STUDENT OUTCOMES

This course is designed to enable students to:

1. Understand the reasons why technology should play an integral role in the ways we teach the content areas;
2. Understand that technology is not something that is just "added" to the teaching and learning enterprise nor is it best served by "jumping on the bandwagon" of the latest tool or trend. It ought to be a thoughtful enterprise that carefully considers what a particular technology can add to the learning experience;

3. Understand the concepts of technology integration, consideration of affordances, and the ACTS lesson design model and the ways in which these concepts inform practice in the secondary content areas;
4. Design five lessons that integrate technology in order to promote content area learning; and
5. Develop a teacher identity that includes a notion of technology as an integral part of teaching and learning..

PROFESSIONAL STANDARDS (International Society for Technology Education Standards for Teachers)

1. Facilitate and inspire student learning and creativity: Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

2. Design and develop digital age learning experiences and assessments: Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context.

3. Model digital age work and learning: Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

4. Promote and model digital citizenship and responsibility: Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

5. Engage in professional growth and leadership: Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

REQUIRED TEXTS:

a.) All readings, videos, and selections are accessible from the BlackBoard course website.

COURSE REQUIREMENTS, PERFORMANCE-BASED ASSESSMENT, AND EVALUATION CRITERIA

A. Requirements –

1. Students will read all assigned readings.

2. Course Participation (45 points): Students are required to participate in all online activities and discussions. Participation will be evaluated 9 times during the course using the participation rubric.

3. Lesson Designs (40 points): Students will complete five lesson designs using the template provided on the course website. Students will examine the design challenge and create lessons that integrate technology and address the learning needs of students as described in each lesson scenarios.

4. Synthesis Essay (15 points): Students will prepare and submit a final synthesis essay addressing the 8 prompts provided on the course website. In this essay, they will reflect on what they have learned in the course. Students will describe they ways in which their course learning is connected to their goals and their future practice as well as reflecting on what they learned about teaching and learning with technology?

B. Performance-Based Assessments - This course includes five performance-based assessments described in the Lesson Design requirements section above.

D. **Criteria for evaluation** - Assessment of each of the five lesson design performance assessments is guided by the following rubric:

	Exceeds Expectations 8 points	**Meets Expectations 6 points**	**Needs Improvement 4 points**
Total Based on Assigned points for each descriptor; then averaged—divide by 7.			
Lesson Overview			
1) Lesson Plan Identifiers	*N/A*	*All 3 lesson identifiers (lesson title, course/subject, grade level) are clearly presented and appropriately related*	*Identifiers are absent or identifiers (lesson title, course/subject, grade level) are presented but not appropriately coordinated or applied*
2) Standards and Objectives	*N/A*	*Clearly presented, appropriately selected, creatively incorporated in the lesson plan*	*Not included and/or poorly selected, unclear relationship to lesson*
3) Context of Lesson	*N/A*	*Well presented, clearly articulated, context described represents appropriate positioning in curriculum sequence*	*Not clearly articulated, inappropriate or unclear positioning in curriculum sequence*
4) Summary of Lesson	*Creatively and completely captures the essence of the lesson*	*Provides a summary of the lesson but is not complete and/or comprehensive*	*Not present or does not adequately capture the essence of the lesson*
5) Resources/ Materials	*Creatively selected and described, backup plans incorporated, can be realistically obtained/accessed*	*Present but availability questionable, backup plans not clearly articulated*	*Not present and/or inappropriately selected and/or not feasible*

Lesson Details			
6) Common Core Standard	*Insightfully identifies, describes, and justifies Common Core Standard addressed by the lesson; lesson structure and habit(s) are creatively connected in the lesson*	*Identifies and describes Common Core Standard addressed by the lesson; lesson structure and habit(s) are realistically and appropriately connected in the lesson*	*Does not or poorly identifies and describes Common Core Standard addressed by the lesson; lesson structure does not support Common Core Standard targeted*
7) Rationale for Technology Integration	*Insightfully identifies, describes, and justifies technology selected for the lesson; lesson structure and technology choices are creatively connected in the lesson*	*Identifies and describes technology choices for the lesson; lesson structure and technology choices are realistically and appropriately connected in the lesson*	*Does not or poorly identifies and describes technology choices for the lesson; technology choices do not support targeted goals*
8) ACTS	*All four elements comprehensively included and described; elements fit together as a whole; lesson is insightful and engaging*	*All four elements included but descriptions are not complete, some elements do not fit together; lesson is adequate but not creative*	*Elements missing, elements do not fit together; lesson is not structured to achieve learning goals*
9) Implementation/ Sequence	*Implementation plan fits well within the structure of instruction, is well paced, is creatively planned with sufficient time to accomplish*	*Implementation plan is present, some inconsistencies with instructional goals, timeframe may be inappropriate*	*Implementation plan is incomplete, not realistic for classroom implementation, inappropriately addresses curricular standards*
10) Evaluation Plan	*Comprehensively captures student learning outcomes*	*Adequately captures most student learning outcomes*	*Does not provide or inadequately provides for a strategy for capturing student learning outcomes*

E. Grading Scale

Nine participation rubrics (5 points possible for each)	45 points
Five Lesson Design Rubrics (8 points possible for each)	40 points
Final Reflection and Synthesis Paper	

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 STATEMENT OF EXPECTATIONS:

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See http://oai.gmu.edu/the-mason-honor-code-2/].

- 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/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.

- 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.

- 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/

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/].

Course Schedule.

Dates	Social Studies	English/Language Arts	Science	Math
May 18 (9 am) – May 22 (9 pm)	Module 1	Module 1	Module 1	Module 1
May 23 (9 am) – May 27 (9 pm)	Module 2	Module 2	Module 2	Module 2
May 28 (9 am) – June 1 (9 pm)	Module 3	Module 3	Module 3	Module 3
June 2 (9 am) – June 6 (9 pm)	Module 4	Module 4	Module 4	Module 4
June 7 (9am) – June 11 (9 pm)	Begin Module 5	Module 5	Begin Module 5	Begin Module 5
June 12 (9 am) – June 16 (9 pm)	Complete Module 5	Module 6	Complete Module 5	Complete Module 5
June 17 (9am) – June 26 (9 pm)	Module 6	Module 7	Module 6	Module 6
June 27 (9am) – July 6 (9 pm)	Module 7	Module 8	Module 7	Module 7
July 7 (9am) – July 16 (9 pm)	Module 8	Module 9	Module 8	Module 8
July 17 (9am) – July 26 (9 pm)	Module 9	Module 10	Module 9	Module 9
July 27 (9 am) – Aug 3 (9 pm)	Module 10	Final Synthesis	Module 10	Module 10