

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

**EDCI 597
Independent Study: Technology in Elementary Classrooms
Sec. 001**

Fall 2015, Online	1 Credit Hour
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COURSE DESCRIPTION:

- A. Prerequisites: Admission to the Elementary Licensure Program.
- B. This course explores the integration of technology in the elementary education classroom.

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. One hundred percent of the course will be online.

LEARNER OUTCOMES:

This course is designed to enable teacher candidates to:

1. plan and teach interdisciplinary learning experiences that enable elementary students to integrate knowledge, skills, and methods of inquiry within the 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 \(ISTE\) Standards for Teachers](#):

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-reserves which can be accessed within Blackboard.

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: Design of Lesson Plans, 40 points, due 9/25 and 10/30 [Outcomes 1, 2, 3]

Students will design two lesson plans that will integrate technology into the curriculum. Students are free to choose the content area. The lesson may involve one student, small group of students, or whole class. At least one of these lessons needs to include technology beyond the Interactive Whiteboard.

Assignment #2: Teaching with Technology, 40 points, due 10/9 and 11/13 [Outcomes 1, 2, 3]

Students will teach two lessons that integrate technology into the curriculum. These should be the same lessons outlined in the lesson plans. Students will videotape themselves teaching the lesson and will upload these to Edthena.

Assignment #3: Reflection on Teaching with Technology, 20 points, due 10/16 and 11/20 [Outcomes 1, 2, 3]

Students will view their videos and write a reflection of their lesson. They will address what went well and what could be improved. They will discuss what they learned about technology integration.

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 by 11:30 PM on the due date. 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

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

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. [See <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/>].

EMERGENCY PROCEDURES

You are encouraged to sign up for emergency alerts by visiting the website <https://alert.gmu.edu>. There are emergency posters in each classroom explaining what to do in the event of crises. Further information about emergency procedures exists on <http://www.gmu.edu/service/cert>

Important information needed for successful completion of licensure:

IMPORTANT INFORMATION FOR LICENSURE COMPLETION

Student Clinical Practice: Internship Requirements

Testing

Beginning with Spring 2015 internships, **all** official and passing test scores must be submitted and in the Mason system (i.e. Banner/PatriotWeb) by the internship application deadline. Allow a minimum of six weeks for official test scores to arrive at Mason. Testing too close to the application deadline means scores will not arrive in time and the internship application will not be accepted.

Required tests:

Praxis Core Academic Skills for Educators Tests (or qualifying substitute)

VCLA

Praxis II (Content Knowledge exam in your specific endorsement area)

For details, please check <http://cehd.gmu.edu/teacher/test/>

Endorsements

Please note that ALL endorsement coursework must be completed, with all transcripts submitted and approved by the CEHD Endorsement Office, prior to the internship application deadline. Since the internship application must be submitted in the semester prior to the actual internship, please make an appointment to meet with the Endorsement Specialist and plan the completion of your Endorsements accordingly.

CPR/AED/First Aid

Beginning with spring 2015 internships, verification that the Emergency First Aid, CPR, and Use of AED Certification or Training requirement must be submitted and in the Mason system (i.e. Banner/PatriotWeb) by the application deadline. Students must submit one of the “acceptable evidence” documents listed at <http://cehd.gmu.edu/teacher/emergency-first-aid> to CEHD Student and Academic Affairs. In order to have the requirement reflected as met in the Mason system; documents can be scanned/e-mailed to CEHDacad@gmu.edu or dropped-off in Thompson Hall, Suite 2300.

Background Checks/Fingerprints

All local school systems require students to complete a criminal background check through their human resources office (not through George Mason University) **prior to beginning field hours and internship**. Detailed instructions on the process will be sent to the student from either the school system or Mason. Students are **strongly advised** to disclose any/all legal incidents that may appear on their records. The consequence of failing to do so, whether or not such incidents resulted in conviction, is termination of the field hours or internship.

Please Note

Your G-Number must be clearly noted (visible and legible) on the face of the document(s) that you submit.

Application

The internship application can be downloaded at <http://cehd.gmu.edu/teacher/internships-field-experience>

Deadlines

Spring internship application:

Traditional: September 15

Fall internship application:

Traditional: February 15

Year Long Internship: April 1 (All testing deadlines are August 1 immediately preceding the fall start; RVE deadline is December 1)

BLACKBOARD 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 Blackboard (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 Blackboard. Failure to submit the assessment to Blackboard will result in the course instructor reporting the course grade as Incomplete (IN). Unless this grade is changed upon completion of the required Blackboard submission, the IN will convert to an F nine weeks into the following semester. **Please Note: There is no performance-based assessment in EDCI 597.**

ASSIGNMENT #1
Design of Lesson Plans
40 Points Total
(2 Lesson Plans at 20 points each)

The purpose of this assignment is to design lessons that integrate technology into the elementary classroom.

Procedure:

- Read the articles in the Research Focused on Integrating Technology folder.
- Using the GMU Lesson plan format, design a lesson that integrates technology in the classroom. You may choose any content area you want. You may also connect this with a lesson plan you design in one of your method courses. The lesson may involve one student, small group of students, or whole class.
- Be sure to include strategies for using technology to differentiate for students who would benefit from this strategy.
- Submit the lesson plan to Dr. Sprague via MyMason for feedback by the first due date.
- Modify the lesson plan if needed.
- Teach the lesson if you are able to (see instructions under the Teaching with Technology assignment). If you are unable to teach the lesson you designed contact Dr. Sprague prior to doing the Teaching with Technology assignment.
- Design a second lesson plan. This should include a different type of technology than the previous lesson plan.
- Submit to Dr. Sprague for feedback by the second due date.
- Modify if need be.
- Teach the lesson if you are able to (see instructions under the Teaching with Technology assignment). If you are unable to teach the lesson you designed contact Dr. Sprague prior to doing the Teaching with Technology assignment.

Evaluation Criteria:

	Meets Requirements (5 Points)	Partial Requirements (3 points)	Needs Improvement (1 point)
Objective(s)	The objective(s) clearly state what students will do and learn during the lesson. The objective(s) target appropriate higher order and real life learning opportunities. The objective(s) is/are tied to state/national standards. The objective(s) is/are tied to assessment and it is clear how the learning will be assessed.	The objective(s) clearly state what students will do and learn during the lesson. The objective(s) is/are appropriate, but target lower order thinking skills. The objective(s) is/are tied to state/national standards. It is somewhat clear how learning is assessed.	No objective(s) is/are stated or inappropriate objectives are used. Objective(s) is/are not distinguishable from state/national standards. The objective(s) is/are not tied to the assessment. It is not clear how learning will be assessed.

<p>Procedure</p>	<p>The lesson plan is <i>substantive</i> in length, breadth, and depth. The procedures thoroughly and completely outline what the teacher will do during the lessons: How will you present and guide the lesson?</p> <p>The procedure thoroughly outlines what the students will do during the lesson. Estimated times for each phase are provided.</p> <p>Important questions to ask during the lesson are included. The procedure includes an introduction for surfacing and activating prior knowledge. The procedure includes a plan for closing the unit and checking for understanding.</p> <p>If you have different groups doing different activities, each group's activity is clearly explained.</p>	<p>The lesson plan is <i>adequate</i> in length, breadth, and depth. The majority of the procedure outlines what the teacher will do during the lesson, but parts are vague and unclear. The majority of the procedure outlines what students will do during the lessons, but parts are vague and unclear. Estimated times are provided, but seem unreasonable (either too short or too long). There is a lack of teacher questions. The procedure includes either an introduction for activating prior knowledge or a plan for closing the lesson and checking for understanding, but not both.</p>	<p>The lesson plan is not adequate in length, breadth, or depth. It is not clear what the teacher will do during the lesson. It is not clear what the students will do during the lesson. Estimated times are not provided. No questions or content the teacher uses during the lesson are included in the procedure. The procedure does not include an introduction for activating prior knowledge or a plan for closing the lesson and checking for understanding.</p>
<p>Technology</p>	<p>Technology selected for use in the lesson plan is strongly aligned with one or more objectives. Technology use optimally supports the procedure. Content, procedure and technology fit together strongly within the lesson plan. Technology is used to effectively differentiate instruction for those who need it.</p>	<p>Technology selected for use in the lesson plan is partially aligned with one or more objectives. Technology use minimally supports the procedure. Content, procedure and technology fit together somewhat within the lesson plan. Technology is used to differentiate instruction for those who need it.</p>	<p>Technology selected for use in the lesson plan is not aligned with any objectives. Technology use does not support instructional strategies. Content, procedure and technology do not fit together within the lesson plan. Technology is not used to differentiate instruction for those who need it.</p>

<p>Assessment</p>	<p>The assessment method directly relates to the objective(s). A variety of formal <i>and</i> informal assessments are described for before, during, and after the lesson. The assessment is differentiated as necessary. It is clear what the students will do to demonstrate their understanding in the lessons.</p>	<p>The assessment method somewhat relates to the objective(s). A variety of formal <i>and</i> informal assessments are listed in the lesson plan, but descriptions are vague and may only vaguely tie to lesson objectives. The assessment is differentiated as necessary. It is somewhat clear what the students will do to demonstrate their understanding in the lessons.</p>	<p>The assessment method does not relate to the objective(s). Formal <i>or</i> informal assessments are listed in the lesson plan. Descriptions may not be included or be vague. The assessment is not differentiated as necessary. It is not clear what the students will do to demonstrate their understanding in the lessons.</p>
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ASSIGNMENT #2
Teaching with Technology
40 Points Total
(2 videos at 20 points each)

The purpose of this assignment is to learn to teach with technology in the elementary classroom.

Procedure:

- Read the articles in the Research Focused on Teaching with Technology folder.
- Using the lesson plan you designed, once approved by Dr. Sprague, teach the lesson. If you are not able to teach the lesson as designed contact Dr. Sprague prior to teaching a lesson for this assignment.
- Videotape the lesson. The focus should be on how the technology is being used. I am interested in who is using the technology and how they are using it so be sure the camera captures this.
- Upload the video to Edthena under the EDCI 597 Group.
- View two of your classmates' videos and provide feedback. Comment on what you thought went well and ideas for improving the use of technology. You may share additional resources to be considered or provide links to blogs with additional ideas.
- Repeat these steps for the second lesson.

Evaluation Criteria:

	Meets Requirements (4 Points)	Partial Requirements (2 points)	Needs Improvement (0 point)
Cohesiveness	The lesson flows very well throughout. The objectives are clearly stated for the students. It is clear how the activities connect with the objectives.	The lesson flows well throughout. The objectives are somewhat stated for the students, but they are not clear. It is somewhat clear how the activities connect with the objectives.	The lesson does not flow well throughout. It is disjointed and confusing. The objectives are not stated for the students or wrong objectives are stated. It is not clear how the activities connect with the objectives.
Assessment	A variety of formal <i>and</i> informal assessments are used during the lesson. It is clear how students are being assessed. The focus is on the content being taught and on technology skills.	Formal <i>or</i> informal assessments are used during the lesson, but not both. It is somewhat clear how students are being assessed. The focus is on the content being taught.	No assessment is used during the lesson. It is not clear how students are being assessed. The focus is on technology skills, not content.

Technology	Technology selected for use in the lesson is strongly aligned with one or more objectives. Technology use optimally supports the procedure. Content, procedure and technology fit together strongly within the lesson. Technology is used to effectively differentiate instruction for those who need it.	Technology selected for use in the lesson is partially aligned with one or more objectives. Technology use minimally supports the procedure. Content, procedure and technology fit together somewhat within the lesson. Technology is used to differentiate instruction for those who need it.	Technology selected for use in the lesson is not aligned with any objectives. Technology use does not support instructional strategies. Content, procedure and technology do not fit together within the lesson. Technology is not used to differentiate instruction for those who need it.
Logistics	Intern and/or students operate technologies well in the observed lesson. It is obvious the intern took time to learn the technology and is comfortable with it.	Intern and/or students operate technologies adequately in the observed lesson. Although the intern is comfortable with the technology, he/she could benefit from more practice.	Intern and/or students operate technologies inadequately in the observed lesson. The intern appears uncomfortable with the technology. Students seem unsure what to do.
User	The students use the technology to work on an assignment. The assignment is enhanced by the use of the technology.	The students use the technology to work on an assignment. Although interesting, the assignment could be done more effectively without the use of the technology.	The teacher is the only one using the technology. Students do not interact with the technology.

ASSIGNMENT #3
Reflection on Teaching with Technology
20 Points Total
(2 reflections at 10 points each)

The purpose of this assignment is to reflect on teaching with technology in the elementary classroom.

Procedure:

- This assignment should be done after you teach the lessons with technology.
- Read the articles in the Research Focused on Teacher Reflection.
- Watch the video of your lesson.
- Write a reflection of the lesson. What went well? What could be improved? What surprised you? What did you learn about integrating technology in the curriculum? What goals will you set for yourself in terms of your teaching and technology integration?
- Submit the reflection in MyMason, under Assessments.
- Repeat these steps for the second lesson.

Evaluation Criteria:

	Meets Requirements (5 Points)	Partial Requirements (3 points)	Needs Improvement (1 point)
Depth of Reflection	Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples are provided, as applicable.	Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are unsupported or supported with flawed arguments. Examples, when applicable, are not provided or are irrelevant to the assignment.	Response demonstrates a lack of reflection on, or personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are missing, inappropriate, and/or unsupported. Examples, when applicable, are not provided.
Required Components	Response includes all components and meets all requirements indicated in the instructions. Each question or part of the assignment is addressed.	Response is missing some components and/or does not fully meet the requirements indicated in the instructions. Some questions or parts of the assignment are not addressed.	Response excludes essential components and/or does not address the requirements indicated in the instructions. Many parts of the assignment are addressed minimally, inadequately, and/or not at all.

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, but should be done in the correct order)	Module to Work On During this Time Period
9/4 Online	Download the syllabus. Read it, save it with your initials, upload it to MyMason. If you have any questions, contact Dr. Sprague.	Integrating Technology
9/25 Online	First Lesson Plan Due. Submit first lesson plan via MyMason.	Teaching with Technology
10/9 Online	First Teaching with Technology video due. Submit first video via Edthena. Comment on two classmates' videos.	Teacher Reflection
10/16 Online	First Reflection on Teaching with Technology due. Submit your first reflection to MyMason.	Review Integrating Technology
10/30 Online	Second Lesson Plan Due. Submit second lesson plan via MyMason.	Review Teaching with Technology
11/13 Online	Second Teaching with Technology video due. Submit second video via Edthena. Comment on two classmates' videos.	Review Teacher Reflection
11/20 Online	Second Reflection on Teaching with Technology due. Submit your second reflection to MyMason.	