

**GEORGE MASON UNIVERSITY  
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT  
PROFESSIONAL DEVELOPMENT STUDIES**

EDPD 502 Section 6R4: Integrating Technology and Literacy Into the High School Curriculum  
3 Credits, Fall 2015

HYBRID: Tuesdays, 3:30-6:10 pm and online. Face-to-Face meetings at Paul VI HS

**PROFESSOR(S):**

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**COURSE DESCRIPTION:**

This course is designed to assist in-service teachers with technology and literacy integration into the high school curriculum. The course emphasizes technology and literacy strategies that support student learning.

**LEARNER OUTCOMES or OBJECTIVES:**

This course is designed to enable students to:

- Investigate and select technology for classroom integration.
- Plan learning experiences that use technology to engage student learning.
- Plan learning experiences to assist student literacy development in the high school classroom.

**PROFESSIONAL STANDARDS (ISTE - International Society for Technology in Education):**

This course will address the following ISTE Standards for Teachers:

1. Facilitate and inspire student learning and creativity
  - a. Promote, support, and model creative and innovative thinking and inventiveness.
  - d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments.
2. Design and develop digital age learning experiences and assessments
  - a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.

- b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress.
  - c. Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources.
3. Model digital age work and learning
    - a. Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations
    - b. Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation.
    - d. Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning.
  4. Promote and model digital citizenship and responsibility
    - a. Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources.
    - c. Promote and model digital etiquette and responsible social interactions related to the use of technology and information.
  5. Engage in professional growth and leadership
    - b. Exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others.
    - c. Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning.
    - d. Contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community.

PROFESSIONAL STANDARDS: (International Reading Association (IRA))

A Middle and High School Content Classroom Teacher is a professional responsible for teaching one of the content or academic areas (e.g., science, mathematics, social studies, or English) at either the middle or high school level. These teachers must teach the content of the discipline and have responsibility for helping students engage in and learn not only the content but also the reading and writing demands of the discipline. Middle and High School Content Classroom Teachers collaborate with reading specialists and other professionals to improve instruction and to modify the physical and social environments as needed. (see

[http://www.reading.org/General/CurrentResearch/Standards/ProfessionalStandards2010/ProfessionalStandards2010\\_Role3.aspx](http://www.reading.org/General/CurrentResearch/Standards/ProfessionalStandards2010/ProfessionalStandards2010_Role3.aspx) )

Standard 1: Foundational Knowledge

Middle and High School Content Classroom Teacher Candidates understand the theoretical and evidence based foundations of reading and writing processes and instruction.

#### Standard 2: Curriculum & Instruction

Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.

#### Standard 3: Assessment & Evaluation

Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.

#### Standard 4: Diversity

Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.

#### Standard 5: Creating a Literate Environment

Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.

#### Standard 6: Professional Learning & Leadership

Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.

### **REQUIRED TEXTS:**

#### Required Books:

Kopp, K. (2015). Integrating technology into the curriculum. Shell Education.

Solomon, G., & Schrum, L. (2014). *Web 2.0: How-to for educators*. (2<sup>nd</sup> edition) ISTE.

#### Other Required Readings:

Astuto, A., Dover, J., Inman, A., & Lieneck, C. (2013). Classroom technology: Improving learning outcomes by choosing the right tech tools. *Classroom Technology Reference Guide*.

Collins, A., & Halverson, R. (2009). Rethinking education in a technological world. *Rethinking education in the age of technology: The digital revolution and schooling in America* (pp. 128-144). New York: Teachers College.

Collins, A., & Halverson, R. (2009). What does it all mean? *Rethinking education in the age of*

*technology: The digital revolution and schooling in America* (pp. 122-127). New York: Teachers College.

Koehler, M. J., & Mishra, P. (2009). What is technological pedagogical content knowledge? *Contemporary Issues in Technology and Teacher Education*, 9(1), 60-70.

Ohler, J. (2005). Learning in the digital age. *Educational Leadership*, 63(4), 44-47.

Serafini, F. (2015). Making the shift to reading workshop 2.0. *Reading workshop 2.0: Supporting readers in the digital age* (pp. 11-24). Portsmouth: Heinmann.

Serafini, F. (2015). Ten theoretical principles about teaching reading. *Reading workshop 2.0: Supporting readers in the digital age* (pp. 39-48). Portsmouth: Heinmann.

## **COURSE ASSIGNMENTS AND EXAMINATIONS:**

Assignment Descriptions

### **Assignment #1: Blogging (20 points)**

**Due: ongoing**

**Students will create a blog site and post at least twice a week. In addition to their own postings, students will read and comment on group members' blogs twice throughout the week.**

During face-to-face class weeks, 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.

During online class weeks, students will blog about their experiences in the selected module, focusing on:

- What insights and questions do you have?
- What did you learn?
- What was challenging?
- What are important concepts to keep in mind before integrating this in your classroom?

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: Digital Story (10 points)**

**Due: 9/22**

In order for students to introduce him/herself to the class, students will create a digital story using Photo Story and share it with the class. The digital story should include the student speaking (narrations) along with pictures. This is the students' opportunity to share his/her story by talking about childhood, family, education path, and experience as a teacher. Length: 4 to 6 minutes.

## **Assignment #3: Lesson Designs (5 @ 10 points each = 50 points)**

**Due: ongoing, due at the conclusion of selected modules**

Students will design a technology integration lesson based on the topic presented in the selected module. Follow the structure provided on the class website. Students will also teach one lesson to their class.

## **Assignment #4: Personal Learning Network (10 points)**

**Due: 11/17**

Students will create a Personal Learning Network (PLN). Throughout the course, students will collect resources for teaching and integrating technology and literacy skills. These will be organized in a way that makes it easy to use and locate the resources. Students may choose to create a website or use a simple chart to organize the information. The chart should include a column for the resource, a description of what it provides, and how it will be incorporated into their teaching and learning. Ten to twenty resources should be identified.

## **Assignment #5: Final Reflection and Synthesis Essay (10 points)**

**Due: 12/4**

Students will write a final reflection and synthesis paper based on their instructional technology integration work this semester. Three to four pages, double spaced. This paper should include:

- How have you grown as a teacher through this course?
- After completing this class, what does technology integration mean to you and why is it important?

- How do you now envision your role in literacy instruction in the high school classroom? How has your view changed and why is it important?
- Where do you see yourself going based on what you learned this semester?
- What immediate changes do you plan (or have you already done) to implement these course topics in your classroom?
- Where do you still need/want professional development help and assistance for classroom technology integration? How do you plan to seek this assistance?

### Assignment Weighting

	Points	Percentage of Grade
Blogging	20	20%
Digital Story	10	10%
Lesson Designs	50	50%
Personal Learning Network	10	10%
Final Reflection and Synthesis Essay	10	10%
	100 points possible	

### Grading Scale

A+	98 – 100
A	93 – 96
A-	90 – 92
B+	88 – 89
B	83 – 87
B-	80 – 82
C+	78 – 79
C	73– 77
C-	70 – 72
D	60 – 69
F	0 – 59

**Session Attendance:** Attendance is both important and required. If, due to an emergency, you will not attend a session, you must contact the instructor via email. You are expected to submit assignments regardless of class attendance on the day that the assignment is due. Participants are responsible for obtaining information given during session discussions despite attendance, and arrangements to make up the time and content must be made.

**Criteria for Evaluation:** Since this is a professional development course for teachers, 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. Late assignments will not be accepted without making arrangements with the instructor.

## **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 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.

## **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 <http://gse.gmu.edu/>.**

**PROPOSED CLASS SCHEDULE:**

<b>Dates</b>	<b>Topics</b>
<b>August 25</b> Face-to-Face 3:30-6:10pm	<b>Introduction to the Course</b>  <b>What is Technology?</b>  <b>Being an Online Learner</b>  <b>Technology and literacy integration into the high school curriculum – who, what, where, when, WHY, how!</b>
<b>September 1</b> Face-to-Face 3:30-6:10pm	<b>Technology and literacy integration into the high school curriculum – who, what, where, when, WHY, how! (continued)</b>  <b>ISTE Standards</b>
<b>September 8</b> online	<b>Module 1 - TPACK</b>
<b>September 15</b> online	<b>Module 2 – Digital Stories</b>
<b>September 22</b> Face-to-Face 3:30-6:10pm	<b>Teaching with Technology</b>  <b>How do teachers integrate technology and literacy?</b>
<b>September 29</b> online	<b>Module 3 – Google Tools</b>
<b>October 6</b> online	<b>Module 4 – Google Classroom</b>
<b>October 13</b> Face-to-Face 3:30-6:10pm	<b>Tools for Success</b>  <b>Teaching Technology and Literacy Tools for Student Learning</b>
<b>October 20</b> online	<b>Module 5 – Online Storybooks</b>
<b>October 27</b> online	<b>Module 6 – Fan Fiction</b>

<b>November 3</b> Face-to-Face 3:30-6:10pm	<b>Literacy with Technology</b>
<b>November 10</b> online	<b>Module 7 – Web 2.0 Tools</b>
<b>November 17</b> Face-to-Face 3:30-6:10pm	<b>Professional Development &amp; Professional Organizations</b>
<b>November 24</b> online	<b>Module 8 – Web 2.0 Tools</b>
<b>December 1</b> Face-to-Face 3:30-6:10pm	<b>Putting it all together</b> <b>Where do we go next?</b>

## ASSESSMENT RUBRIC(S):

### Blogging

Procedure:

- Create a blog at <http://www.edublogs.org>.
- Post the URL for your blog on the class discussion board
- Read the research on using blogs in the classroom. You will find resources for this on the class website.
- 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 secondary classroom. 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 six times during the course. The following topics should be discussed on your blogs, but you may also discuss other topics that you read about.
- Postings should discuss a useful literacy website and should discuss ways to promote literacy in your classroom (use the readings from the literacy blogs to support this).
- Postings should discuss a useful technology integration website and should discuss ways to promote technology teaching in your classroom (use the readings from the technology integration blogs to support this).
- Read your classmates' blogs (groups will be assigned) and post comments to their postings. Select at least two classmates a week. 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: (15 points)

	<b>Meets Requirements (3 points)</b>	<b>Partial Requirements (2 points)</b>	<b>Needs Improvement (1 point)</b>
Preparation	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, understanding, and reflective thought about the topic by ...building a focused argument around a specific issue or	Postings provide moderate insight, understanding and reflective thought about the topic.	Postings show no evidence of insight, understanding or reflective thought about the topic.

	...asking a new related question or ...making an oppositional statement supported by personal experience or related research.		
Timeliness	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.	Updates blog when reminded; posts are often missing a date stamp.	Does not update blog within the required time frame.
Viewpoint	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.	Postings present a specific viewpoint but lack supporting examples or links to websites or documents, or not all links enhance the information presented.	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.
Comments on Others' Blog Entries	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.	Comments to two classmates' blog entries. Reply shows some thought has been given to other students' comments and new reply promotes some conversation.	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.

## Digital Story

### Procedure:

- In order to introduce yourself to the class, you will create a digital story and share it with the class.
- Each picture included in your photo story (both personal and those acquired from public domain) should include narration. Any photos obtained from public domain should be cited. All citations can be listed in the final slide of your digital story.
- Be creative. This is your opportunity to share your story. Talk about your childhood, family, education path, and experience as a teacher.
- Length: 4 to 6 minutes.
- Use Photo Story which is already installed on your laptop. See the help guides at <http://www.paulvi.net/academics/student-resources/tutorials>
- Upload the story to the class website so others can see it.

### Evaluation Criteria: (10 points)

	<b>Meets Requirements (2 points)</b>	<b>Partial Requirements (1 point)</b>	<b>Needs Improvement (0 points)</b>
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.
Content and Creativity	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.
Is the narrative clear and loud enough to hear?	Narrative is clear and loud enough. The narrator tells the story using appropriate inflections. A citation slide is included if other pictures are used.	Narrative is either unclear or not loud enough. Narrator may speak clearly, but the reader has to strain to hear.	Narrative is unclear and not loud enough to hear. Narrator mumbles throughout. No references to other pictures are provided.
Is the pacing of the narrative appropriate?	The pace, rhythm, and voice fits the storyline and helps the	Occasionally speaks too fast or too slowly for the storyline. The	No attempt to match the pace of the storytelling to the

	audience really “get into” the story.	pacing is relatively engaging for the audience.	story line or the audience.
Is the story appropriate for high school students and their parents?	The story is appropriate for both parents and students.	The story is not appropriate for both parents and students.	The story is not appropriate.

## Lesson Designs

Procedures:

- Create a lesson design that integrates the technology discussed in your selected module.
- Format:
  - Identify lesson title and course.
  - Identify ISTE Standards for Students used in this lesson.
  - Identify time frame (Number of class periods or minutes in class)
  - Summarize the lesson which includes the planned instructional sequence.
  - Include resources and materials used.
  - State the rationale for technology integration
  - State the evaluation plan

Evaluation Criteria: (10 points)

	<b>Meets Requirements (2 points)</b>	<b>Partial Requirements (1 point)</b>	<b>Needs Improvement (0 points)</b>
Basic Information	The lesson plan includes all the required information from the format section above.	The lesson plan includes some of the required information from the format section above.	The lesson plan lacks most of the required information from the format section above.
Why integrate technology?	A clear statement is provided explaining the reason to integrate technology and the benefits to student learning.	A statement is provided explaining the reason to integrate technology but the benefits to student learning are missing.	No statement is provided explaining the reason to integrate technology.
The lesson	The lesson plan is realistic for 21 <sup>st</sup> century students in a technology-driven world. The lesson includes engagement in learning.	The lesson includes technology related to curriculum.	The lesson is lacking.
Evaluation	A realistic student evaluation plan is provided.	An evaluation plan is included.	No discussion of student evaluation.
Structure	The lesson plan is easy to read and follow. Other teachers in the department can replicate this lesson.	The lesson plan is readable but others teachers in the department would not be able to replicate without additional information.	It is not easy to read or follow.

## Personal Learning Network

### Procedures:

- Students will read articles provided and explore the resources on personal learning networks.
- These tools will enable students to collect and organize information and resources for technology and literacy integration in their subject area.
- At least twenty quality resources should be identified.
- Students will organize the resources in an appropriate manner that makes it easy to use and locate the resources. Resources might be organized by topic, technology or by a system that makes sense to the student.
- Students will create a website or chart to organize their resources. The following information should be included:
  - the name of the resource,
  - a description of what it provides, and
  - how it will be incorporated into their teaching and learning.
- Students will explain the reason why they included each resource and/or how they plan to use it in the classroom. (Common resources may be grouped together with one explanation provided)

### Evaluation Criteria: (10 points)

	<b>Meets Requirements (1 point)</b>	<b>Partial Requirements (.5 point)</b>	<b>Needs Improvement (0 points)</b>
Number of resources	20 or more resources are included	10 to 19 resources are included	Less than 10 resources are included
Organization	There is a clear organization that makes the resources easily to find and use.	There is a somewhat clear organization to the resources. The organization makes it easy to locate a given resource. The organization may not connect to a given topic.	There is no clear organization. Resources are difficult to find and use.
Quality of Resources	There was an effort made to find high quality and useful resources.	There was some effort to find good resources. Some resources are average and somewhat helpful.	There was little effort made to find quality and useful resources. Student included whatever they could find without considering the worth of the resource.
Variety of Resources	A variety of resources	Some resources are	There is not both

	are included that contain both technology and literacy resources for classroom teachers to use.	included for technology and/or literacy but the focus is not on helping teachers.	technology and literacy resources for teachers.
Explanation	The explanation is clear and articulates the benefits for teachers.	An explanation is written but vague in how these resources are useful for teachers.	No explanation provided.

## Final Reflection and Synthesis Essay

Procedures:

- Write a final reflection and synthesis paper based on your instructional technology integration work this semester.
- Four to five pages, double spaced.
- This paper should include:
  - How have you grown as a teacher through this course?
  - After completing this class, what does technology integration mean to you and why is it important?
  - How do you now envision your role in literacy instruction in the high school classroom? How has your view changed and why is it important?
  - Where do you see yourself going based on what you learned this semester?
  - What immediate changes do you plan (or have you already done) to implement these course topics in your classroom?
  - Where do you still need/want professional development help and assistance for classroom technology integration? How do you plan to seek this assistance?

Evaluation Criteria: (15 points)

	<b>Meets Requirements (3 points)</b>	<b>Partial Requirements (2 points)</b>	<b>Needs Improvement (1 point)</b>
Reflection and Synthesis	It is evident that the student has spent time reflecting and synthesizing on knowledge gained from the course.	Some reflection and synthesis are included.	No reflection and synthesis are included.
Literacy and Technology	The importance of literacy and technology integration are discussed along with ways to integrate in the classroom.	Literacy and technology integration are discussed but there are no ways to integrate in the classroom included in the paper.	Literacy and technology integration are not discussed.
Personal and Professional Journey	The personal and professional journey throughout these fifteen weeks is discussed along with future professional development plans	The personal and professional journey is briefly discussed along with brief professional development thoughts.	Personal and professional journey are missing and/or the professional development needs are missing.

	and needs.		
Organization	The paper has sub headings and is organized, clear, and easy to follow.	The paper is clear but does not use sub headings to help with organization.	The paper is not clear.
Scope	The paper addresses the six questions above.	Most of the six questions are addressed.	The questions above are not addressed.