George Mason University
College of Education and Human Development
Elementary Education

EDCI 557 DL1: Integrating Technology in the Elementary Curriculum
3 credits/Fall 2016
4:30-7:10 pm/Wednesdays
Thompson Hall L013-Fairfax Campus- Online classes

Professor: Dr. Debra Sprague
Office Hours: By appointment;
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Prerequisites: Admission to Elementary Education graduate program; must be taken in programmatic sequence.
University Catalog Course Description: This course studies the development and integration of technology in the elementary education curriculum. Particular attention will be given to using technology to address the learning needs of special needs students and culturally diverse students.

Course Overview:
Students in this course will participate in individual and group activities that focus on the integration of technology by using computers and mobile devices in class. Students will also participate in large group discussions led by the instructor and in small group discussions and activities with their classmates.

Course Delivery Method:
Fifty percent of the course will be online. This course will be delivered online using an **asynchronous** format via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before "@masonlive.gmu.edu) and email password.

Learner Outcomes:
At the conclusion of this course, students will be able to:

1. design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning;
2. 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;
3. identify how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners;

4. exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society;
5. understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices;
6. select appropriate materials, tools, and technologies to achieve instructional goals with all learners;
7. understand the principles of online learning and online instructional strategies and apply the skills to deliver online instruction.

Professional Standards:
Upon completion of this course, students will have met the following professional 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.

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 Texts:
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.

Course Performance Evaluation:
Students are expected to submit all assignments on time as designated in the assignment descriptions below.

Course Assignments and Examinations:

Assignment #1: Design of Technology Lesson Plan, 16 points [Outcomes 1, 2, 3, 6]
Students will design one lesson plan that will integrate technology into the curriculum. The lesson plan may focus on the humanities (literacy, social studies, or fine arts) or on STEM (science, mathematics, or engineering). The lesson may involve one student, small group of students, or whole class. If possible, the lesson should include technology beyond the Interactive Whiteboard. This is the course PBA and must be submitted to TK20.

Assignment #2: Teaching with Technology Video, 20 points [Outcomes 1, 2, 3, 6]
Students will teach their technology-integrated lesson designed for assignment #1. Students will videotape themselves teaching the lesson and will upload this to Edthena. For those students who are not in a classroom placement that will allow them to complete this assignment, an alternative assignment is available: students may micro-teach a lesson to another section of EDCI 557. Arrangement must be made with the course instructor beforehand.

Assignment #3: Reflection on Teaching with Technology, 8 points [Outcomes 1, 2, 3, 6]
Students will view their video 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. This is the course PBA and must be submitted to TK20.

Assignment #4: Virtual Field Trip, 20 points [Outcomes 1, 2, 4, 5, 6, 7]
Working in groups, students will design and create a virtual field trip (VFT) around a topic of their choosing. The VFT should be appropriate for Elementary students and appropriate SOLs should be identified. The VFT should be interactive and go beyond just presenting information. Primary sources should be used throughout the VFT.

Assignment #5: Online and In-class Activities, 36 points [Outcomes 4, 5, 7]
Students will participate in all online and in-class activities. Online modules will be completed within the stated time frame.

Technical Requirements:
To participate in this course, students will need the following resources:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox. Opera and Safari are not compatible with Blackboard;
- Consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of the course requirements.
- The following software plug-ins for Pcs and Macs respectively, available for free downloading by clicking on the link next to each plug-in:
    - Adobe Acrobat Reader: http://get.adobe.com/reader/
    - Windows Media Player: http://windows.microsoft.com/en-US/windows/downloads/windows-media-player
    - Apple QuickTime Player: www.apple.com/quicktime/download/

Expectations:

- **Participation**: This course operates with the assumption that knowledge is socially constructed and the most meaningful learning opportunities are those where you have the opportunity to offer and explore diverse perspectives with peers. To do this **it is expected that you attend all scheduled classes and asynchronous/synchronous online meetings** outlined within the syllabus. Absence from class to observe a religious holiday, to serve jury duty, or to participate in required military service, and medical emergencies are exceptions to the above policy. If you anticipate being absent for any of these reasons, please make arrangements at least 48 hours in advance. In addition, **you are expected to be on time to class** each week unless advance notice has been provided to the instructor. **You are expected to contribute to both class and online discussions and activities** as well as genuinely listen to peers as they do the same. In addition, **you are expected to be prepared for each class**, which means having completed all assigned readings and tasks for that class. Cell phones are for emergency use only and **it is expected that you will not use cell phones in class** for purposes such as texting, social media, or phone calls.
- **Technical Competence**: Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance if they are struggling with technical components of the course.
- **Technical Issues**: Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload**: Expect to log in to this course **at least three times a week** to read announcements, participate in the discussions, and work on course materials. Remember, this course is **not** self-paced. There are **specific deadlines** and **due dates** listed in the

CLASS SCHEDULE section of this syllabus to which you are expected to adhere. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

- **Advising:** If you would like to schedule a one-on-one meeting to discuss course requirements, content or other course-related issues, and you are unable to come to the Mason campus, we can meet via telephone or web conference. Send me an email to schedule your one-on-one session and include your preferred meeting method and suggested dates/times.
- **Netiquette:** Our goal is to be **collaborative**, not combative. Experience shows that even an innocent remark in the online environment can be misconstrued. I suggest that you always re-read your responses carefully before you post them to encourage others from taking them as personal attacks. **Be positive in your approach to others and diplomatic with your words.** I will do the same. Remember, you are not competing with each other but sharing information and learning from one another as well as from the instructor.
- **Writing:** All written papers are expected to be double-spaced, with 1" margins, and in 12-point font (Times New Roman, Calibri, or Arial). APA format is expected. If you do not have a 6th Edition APA manual, the OWL at Purdue is an excellent resource: http://owl.english.purdue.edu/owl/resource/560/01/. Please Note: The GMU Writing Center offers online support via email. They will provide feedback on your writing within one hour. Graduate and professional writing can be difficult; I encourage you to take advantage of this service. http://writingcenter.gmu.edu/?page_id=177
- **Assignments:** It is expected that all class assignments will be submitted on time to the correct location; therefore, **late assignments will not receive full credit**. Assignments turned in late will receive an automatic deduction of one letter grade making the highest possible score equivalent to 80% (B). All assignments must be submitted on the due date stated within the syllabus (see below) and should be submitted in the format outlined below.

Note: I reserve the right to add, alter, or omit any assignment as necessary during the course of the semester. You will always receive advanced notice of any modifications.

Course Performance Evaluation Weighting

Course Outcomes	***Requirements & Assignments***	***Points***	***Percentage***	***Due Date***
1, 2, 3, 6	Design of Technology Lesson Plan*	16 points	16	October 26
1, 2, 3, 6	Teaching with Technology Video	20 points	20	November 30
1, 2, 3, 6	Reflection on Teaching with Technology*	8 points	8	December 7
1, 2, 4, 5, 6, 7	Virtual Field Trip	20 points	20	November 9
4, 5, 7	Online and In-class Activities	36 points	36	Weekly

*Designated performance-based assessment

Grading Policies

Grade	GRADING	Grade Points	Interpretation
A+	=100	4.00	Represents mastery of the subject through effort beyond basic requirements
A	94-99	4.00	
A-	90-93	3.67	
B+	85-89	3.33	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	80-84	3.00	
C*	70-79	2.00	Denotes an unacceptable level of understanding and application of the basic elements of the course
F*	<69	0.00	

**Remember: A course grade less than B requires that you retake the course,"C" is not satisfactory for a licensure course; "F" does not meet requirements of the Graduate School of Education*

TK20/Performance-Based Assessment(s) Submission Requirement
Every student registered for any Elementary Education course with a required TK20 performance-based assessment (designated as such in the syllabus) must submit this/these assessment(s) **(EDCI 557: Design of Technology Lesson Plan and Reflection on Teaching with Technology)** to Tk20 through ***'Assessments'*** in Blackboard. Failure to submit the assessment(s) to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless this grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

Professional Dispositions:
Students are expected to exhibit professional behaviors and dispositions at all times (See Elementary Education Program Handbook).

Core Values Commitment:
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/

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason 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 Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (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.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/api/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.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/).
- 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 Office of Student Support (OSS) staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to http://studentsupport.gmu.edu/, and the OSS staff will follow up with the student.
- **For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/.**

CLASS SCHEDULE

Access Blackboard for additional information, links, and documents for the class at http://mymason.gmu.edu

*Faculty reserves the right to alter the schedule as necessary with notification to students.

DATE	Topics	Readings and Assignments Due by Start of Class
August 31st (Online)	-Evaluating Math websites online learning module	-Read the syllabus.
September 7th	-Introduction to the Course -Syllabus Review -Integrating technology – what and why? -SAMR	**-Evaluation of Math websites due.** -Explore the Interactive Whiteboard Module.
September 14th	-Interactive whiteboards – why are they popular and how can we make them more useful? -Center activities – Interactive Whiteboard, Social Studies Module, SMARTboard Exchange.	
September 21st (Online)	- E-Books online learning module.	
September 28th	-Making learning active through mobile technology. -Using technology for differentiation.	**-E-Book assignment due.** -Explore Virtual Field trip module.
October 5th	**No class in exchange for fieldtrip to Washington DC to plan the virtual field trip.**	
October 12th (Online)	- Health online learning module	
October 19th	-Literacy and technology integration -Share e-books in class. -What are Virtual Field Trips (VFTs) -Primary Sources -Work on creating VFTs	**-Health Activity due.** -Read the articles in the "Research Focused on Integrating Technology" folder.
October 26th	-Continue work on VFT	**-Lesson Plan Draft Due.**
November 2nd (Online)	-Fine Arts online learning module	-Explore Digital Stories module.

November 9th	-Creating Digital Stories	**-Fine Arts assignment due.** **-Virtual Field Trip due.**
November 16th	-Introduction to Google Tools -Communication Tools K-12	-Read the articles in the "Research Focused on Teaching with Technology" folder.
November 23rd	**No class – Thanksgiving Break**	
November 30th	-Exploring Web 2.0 tools -Choose one tool to share with the class.	-**Teaching with Technology video due.** -Read the articles in the "Research Focused on Teacher Reflection" folder.
December 7th (Online)	-Activity-based online learning module	-**Reflection on Teaching with Technology due.**
December 14th	-Emerging Technologies -Ongoing professional development -Staying current with our practice -ISTE/VSTE	**-Activity Lesson Due.**

Assessment Rubrics

ASSIGNMENT #1
Design of Lesson Plan
16 Points Total

The purpose of this assignment is to design a lesson that integrates 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. The lesson plan may focus on the humanities (literacy, social studies, fine arts) or STEM (science, mathematics, engineering). You may also connect this with a lesson plan you designed 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 via MyMason for feedback by the due date.
- Modify the lesson plan if needed.
- This lesson will be used for the Teaching with Technology assignment (Course assignment #2).

Evaluation Criteria:

	Exceeds Standards (4 Points)	Meets Standards (3 points)	Approaches Meeting (2 points)	Does Not Meet (1 point)
Objective(s) ISTE Standards 1, 2	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.	Inappropriate objectives are used. Objective(s) is/are not distinguishable from state/national standards. It is not clear how learning will be assessed.	No objective(s) is/are stated. The objective(s) is/are not tied to the assessment. The assessment does not match the objectives.
Procedure ISTE Standards 1, 2, 3	The lesson plan is *substantive* in length, breadth, and depth. The procedures thoroughly and completely outline	The lesson plan is *adequate* in length, breadth, and depth. The majority of the procedure outlines	The lesson plan is not adequate in length, breadth, or depth. It is not clear what the teacher will do	The lesson plan lacks focus. Parts of the lesson do not seem to fit together. It is

	what the teacher will do during the lessons: How will you present and guide the lesson? The procedure thoroughly outlines what the students will do during the lesson. Estimated times for each phase are provided. 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. If you have different groups doing different activities, each group's activity is clearly explained.	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. Some of the group activities are explained, but not all.	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. Group activities are not well explained.	impossible to determine what the teacher or the students will be doing during the lesson. There is a lack of teacher involvement during some of the lesson activities. Group activities are not explained.
Technology ISTE Standards 2, 3, 4	Technology selected for use in the lesson plan is strongly aligned with one or more objectives. Technology use optimally supports the procedure. Students use the technology to create and produce knowledge. Content, procedure and	Technology selected for use in the lesson plan is partially aligned with one or more objectives. Technology use somewhat supports the procedure. Students use the technology to consume	Technology selected for use in the lesson plan is partially aligned with one or more objectives. Technology use minimally supports the procedure. Teacher uses technology to	Technology selected for use in the lesson plan is not aligned with any objectives. Technology use does not support instructional strategies. Content,

	technology fit together strongly within the lesson plan. Technology is used to effectively differentiate instruction for those who need it.	information, but not to create. Content, procedure and technology fit together somewhat within the lesson plan. Technology is used to differentiate instruction for those who need it.	present information. Students do not use the technology. Content, procedure and technology fit together somewhat within the lesson plan. Technology is used to somewhat differentiate instruction for those who need it, but more could be done in this area.	procedure and technology do not fit together within the lesson plan. Technology is not used to differentiate instruction for those who need it.
Assessment ISTE Standards 2, 4	The assessment method directly relates to the objective(s). A variety of formal *and* 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. The assessment includes technology skills and the content.	The assessment method somewhat relates to the objective(s). A variety of formal *and* 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. The assessment focuses on the content, but does not include an assessment of technology skills.	The assessment method does not relate to the objective(s). Formal *or* informal assessments are listed in the lesson plan. Descriptions may not be included or be vague. The assessment is somewhat differentiated, but more could be done. It is not clear what the students will do to demonstrate their understanding in the lessons. The assessment focuses mostly on technology skills being demonstrated and does not assess the content.	The assessment method is not included or lacks sufficient details to understand how the objectives will be assessed. The assessment is not differentiated. Technology activities are not included in the assessments.

ASSIGNMENT #2
Teaching with Technology Video
20 Points Total

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, teach the lesson. If you are not able to teach the lesson as designed contact the course instructor prior to teaching a lesson for this assignment or to arrange micro-teaching with your EDCI 557 classmates.
- 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 557 Group.
- Upload a copy of the video to TK20.
- 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.

Evaluation Criteria:

	Exceeds Standards (4 Points)	Meets Standards (3 points)	Approaches Meeting (2 point)	Does Not Meet (1 point)
Cohesiveness ISTE Standards 1, 2	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 follows the lesson plan, although the intern does make some adjustments to better meet students' needs.	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 follows the lesson plan.	The lesson flows well in some places and seems disjointed in others. The objectives are not stated for the students. It is not always clear how the activities connect with the objectives. The lesson does not follow the lesson plan.	The lesson does not flow well throughout. It is disjointed and somewhat confusing. The objectives wrong objectives are stated for the students. It is not clear how the activities connect with the objectives. The lesson does not follow the lesson plan.
Assessment ISTE Standards 2	A variety of formal *and* informal assessments are used during the	Formal *or* informal assessments are used during the lesson, but not	It is not clear how students are being assessed during the lesson. The assessment does	No obvious assessment is used during the lesson.

	lesson. It is clear how students are being assessed. The focus is on the content being taught and on technology skills.	both. It is somewhat clear how students are being assessed. The focus is on the content being taught.	not fit with the lesson. The focus is on technology skills, not content.	
Technology ISTE Standards 1, 2, 3, 4	Technology selected for use in the lesson is strongly aligned with one or more objectives. Technology use optimally supports the procedure. Students use the technology to create and produce knowledge. 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 plan is partially aligned with one or more objectives. Technology use somewhat supports the procedure. Students use the technology to consume information, but not to create. Content, procedure and technology fit together somewhat within the lesson plan. Technology is used to differentiate instruction for those who need it.	Technology selected for use in the lesson plan is partially aligned with one or more objectives. Technology use minimally supports the procedure. Teacher uses technology to present information. Students do not use the technology. Content, procedure and technology fit together somewhat within the lesson plan. Technology is used to somewhat differentiate instruction for those who need it, but more could be done in this area.	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 ISTE Standards 2, 3	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 and able to troubleshoot	Intern and/or students operate technologies adequately in the observed lesson. Although the intern is comfortable with the technology, he/she could benefit from	Intern and/or students operate technologies inadequately in the observed lesson. The intern appears comfortable with the technology overall, but is unable to troubleshoot	Intern and/or students operate technologies inadequately in the observed lesson. The intern appears uncomfortable with the technology. Students seem unsure what to do.

	simple problems that occur.	more practice.	simple problems that occur.	
User ISTE Standards 1, 2	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.	Technology is not included in the lesson or is only used to project information.

ASSIGNMENT #3
Reflection on Teaching with Technology
8 Points

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 lesson with technology.
- Read the articles in the "Research Focused on Teacher Reflection" folder.
- 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 Assignments.

Evaluation Criteria:

	Exceeds Standards (4 points)	Meets Standards (3 points)	Approaches Meeting (2 points)	Does Not Meet (1 point)
Depth of Reflection ISTE Standards 3, 5	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 supported with flawed arguments. Examples, when applicable, lack details.	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 inappropriate, and/or unsupported. Examples, when applicable, are irrelevant to the assignment.	Response does not connect with the theories, concepts, and/or strategies presented in the course materials to date Viewpoints and interpretations are missing. Examples, when applicable, are not provided.
Required Components ISTE Standards 3, 5	Response includes all 5 components and meets all 5 requirements indicated in the instructions. Each question or part of the assignment	Response includes 4 out of 5 components and meets the requirements indicated in the instructions. One question or part of the	Response includes 3 of the components and these are addressed adequately and meet the requirements indicated in the instructions. The	Response excludes essential components and/or does not address the requirements indicated in the instructions.

	is addressed.	assignment is not addressed.	remaining components of the assignment are addressed minimally, inadequately, and/or not at all.	Many of the parts of the assignment are addressed minimally, inadequately, and/or not at all.

ASSIGNMENT #4
Virtual Field Trip
20 Points

Purpose: This assignment enables students to develop a virtual field trip that allows for the connection of multiple concepts. This is a group assignment.

Procedure:

- Students will read the articles provided and explore the resources on virtual field trips.
- Working in groups students will take a fieldtrip to Washington, DC or to a local cultural site. Each group will explore a museum or cultural site and take pictures of primary sources around a topic of the group's choosing.
- Students will choose a grade level and appropriate SOL(s) for their virtual field trip.
- Students will create a virtual field trip for Elementary children. VFTs may be created by using Weebly (http://www.weebley.com), Prezi (http://www.prezi.com), or any other web-based program students are familiar with. In addition to the images taken in the museum, video, webpages, and podcasts can be included in the virtual field trip. At least five of the items must be primary source artifacts, from the museum, cultural site or other sources.
- The virtual field trip should allow Elementary students to interact with the primary sources in a way that promotes a deeper understanding of the concept. The VFT should go beyond presenting information.
- One student from each group will post the name of their virtual field trip, URL, grade level, and SOLs covered on MyMason.

Evaluation Criteria:

	Meets Requirements (5 Points)	Partial Requirements (3 points)	Needs Improvement (1 Point)
Integrated Concept	There is a clear concept addressed in the virtual field trip. It is clear how all the artifacts chosen relate.	There is a clear concept addressed in the virtual field trip. It is clear how the majority of the artifacts relate.	There is no clear concept. The majority of the items are unrelated.
Primary Sources Included	Five or more primary sources were included in the virtual field trip.	Three primary sources were included in the virtual field trip.	Two or less primary sources are included in the virtual field trip.
Interactive	The entire VFT is interactive and promotes higher thinking skills.	The majority of the VFT is interactive and promotes higher thinking skills.	The majority of the VFT is not interactive and does not promote higher thinking skills.
Appropriate	All SOLs and artifacts are appropriate for the resources. They match the concept addressed in the virtual field trip.	The majority of the SOLs and artifacts are appropriate.	The majority of the SOLs and artifacts are not appropriate or SOLs are not included.

ASSIGNMENT #5
Online and In-class Activities
36 points

The purpose of this assignment is to provide opportunities for hands-on experience with technology, as well as models for integrating technology.

Procedure (Throughout the semester):

- Students should arrive on time for each face-to-face class and stay for the entire class session.
- In case of sickness or an emergency, please notify the instructor via email prior to the class session.
- Absences can adversely affect a student's final grade.
- Complete online modules prior to each due date. Each online module will be awarded a maximum of five points which will be applied to the overall Online and In-Class Activities grade.
- Late assignments will not be accepted without prior consent of the instructor.
- Participate in class discussions (online and face-to-face) and activities (online and face-to-face).

Evaluation Criteria:

	Meets Requirements (9 Points)	Partial Requirements (6 Points)	Needs Improvement (3 Points)
Completes Assignments On Time	All assignments were completed on time.	One assignment was late, but notified the instructor ahead of time or had a viable excuse.	More than one assignment was late, no viable excuse provided.
Participation	Participated in all class and online discussions and activities.	Participated in some of the class or online discussions and activities.	Rarely or never participated in class or online discussions or activities.
Online Postings	Online postings in the discussion board demonstrated a clear understanding of the concepts. It is clear that readings were completed.	Online postings in the discussion board demonstrated a partial understanding of the concepts. It is clear that some of readings were completed.	Online postings in the discussion board demonstrated a poor understanding of the concepts. Seldom or never completed readings.
Online Modules	All of the online modules were completed in their entirety. All activities were completed.	The majority of the online modules were completed in their entirety. For those not completed, a minor activity was skipped.	The majority of the online modules were not completed in their entirety. Major parts of the modules were skipped.

ASSIGNMENT DETAILS
EDCI 557

Items to accomplish in field experience (*information for your classroom teacher*). Although there is no additional field experience hours required for this course you should still address these tasks as part of your field experience.

Please discuss these with your classroom teacher early (on your first day at the school) in the semester so you can plan with him/her.

Late October	**Technology Lesson Plan** • Use your observations of your field placement classroom, as well as your knowledge of technology integration, to create a well-developed lesson plan. You should work closely with your classroom teacher to identify a topic and date for instruction. You will work collaboratively in class and with your teacher to design your lesson. The lesson should be approved and finalized by the course instructor and shared at least 48 hours in advance with your teacher. The lesson should be video-recorded. **Please remember to identify any students who are not allowed to be on video.**
Late November	**Teaching with Technology Video** • Once the lesson plan has been approved arrange with your classroom teacher to teach the lesson. The lesson should be video-recorded. **Please remember to identify any students who are not allowed to be on video.** Please be sure the camera catches who is using the technology. • If you need a camera to use for recording or if you do not wish to use your phone camera, the Elementary Education program has flip cameras that can be borrowed for this assignment. Please contact the course instructor to arrange to borrow a camera.

Please discuss these with your teacher early (NOW) in the semester so you can plan with him/her.

Additional Program Content

Important Information for Licensure Completion:
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
- RVE
- 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 semester long internship: September 15

Fall internship application:
- Traditional semester long internship: February 15
- Year Long Internship: April 1 (All testing deadlines are August 1 immediately preceding the fall start; RVE deadline is December 1)