

**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
GRADUATE SCHOOL OF EDUCATION
Learning Technologies**

**EDIT 780-6N1 - Principles of School-Based Design
3 credit hours, Fall, 2017
Wednesdays 4:30-7:10 pm Room 208 Mason at Loudoun**

Faculty

Name: Priscilla Norton
Office hours: Thursday, 2:00 – 4:00 pm
Office: Thompson Hall L041
Office Phone: 703-993-2015
Email address: pnorton@gmu.edu

Prerequisites/Corequisites

EDIT 781, Designing for Information Using

University Catalog Course Description

Develops and applies a comprehensive set of digital design strategies appropriate for creating engaging learning opportunities for students in PreK-12 environments. Emphasizes school-based design principles, design processes, and design patterns at the intersection of technology, teaching, and learning.

Course Overview

Not Applicable

Course Delivery

The nature of course delivery uses a blended delivery approach, weekly combining asynchronous online and face-to-face instruction. Blended learning is the thoughtful fusion of face-to-face and online learning experiences. Blended learning is not an addition that builds another layer of instruction. Rather, it represents a restructuring of course activities and assignments to enhance engagement and to extend access to a range of web-based opportunities. Blended learning emerges from an understanding of the relative strengths of face-to-face and online learning to provide learning activities consistent with course goals. Blended learning combines the properties and possibilities of both to go beyond the capabilities of each separately.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

1. develop a comprehensive understanding of the connection between society and technology;
2. develop a comprehensive understanding of design – definitions, purposes, facets
3. develop a comprehensive understanding of teachers and students as designers;
4. develop an understanding of the basic principles and processes of educational design - affordance, constructivism, education, technology, anchored instruction, PICKLE, ABCS, AeCTS, situated cognition, authentic problem; and
5. develop a comprehensive understanding of the distinction between content and knowledge as well as the ability to analyze content standards to identify knowledge goals.

Professional Standards

The Designing Digital Learning in Schools (DDLs)-CERG) certificate and 6 course core of the MEd concentration (DDLs) is informed by the International Society for Technology in Education Standards for Teachers (ISTE Standards•T) (<http://www.iste.org/standards/standards-for-teachers>). For the purposes of evaluation of performance-based assignments and program assessment, the ISTE standards have been collapsed and restated to better reflect program goals. Thus, DDLs-CERG and DDLs concentration standards are:

- Standard 1: Content Knowledge and Reflective Practice - Student demonstrates reflective practice through thoughtful, comprehensive descriptions of their learning with clear connections to concept/theories studied, personal teaching beliefs, experiences, and learning goals, technology's role in supporting and extending learning, and the design of teaching and learning in classroom settings.
- Standard 2: Knowledge of Tools and Designing Instruction - Student demonstrates ability to use a variety of technology tools to produce products that reflect appropriate mechanics, principles of design, and appropriate technology affordances
- Standard 3: Connections to Practice – Designing Learning Opportunities - Student demonstrates understanding and ability to use a variety of technology resources integrated with classroom practice that includes an authentic problem, integration of instructional principles of design, connections with content learning, assessment of learning outcomes, and teacher reflection on implementation.

Required Texts

1. Benjamin, H. R. W. (1972). *Saber-tooth curriculum*. New York: McGraw-Hill.
2. Standage, T. (1998). *The Victorian internet*. New York: Berkley Books.
the room. New York: Basic Books.

3. Vygotsky, L. S. (1978). *Mind in Society: The development of higher psychological processes*. M. Cole, V. John-Steiner, S. Scribner, & E. Souberman (Eds.). Cambridge, MA: Harvard University Press.
4. Selected articles and web resources.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

- **Assignments and Examinations**

1. Designer's Blog (30 points) – Five times during the course, student will respond to a reflection prompt provided by the instructor entered around the student's developing understanding of the role of design as an instructional process bridging technology, content, and student learning. Access to the blogs will be provided for both the course instructor and for selected classmates to facilitate interaction through comments. (This is the core performance-based assessment for this course (see rubric at the end of the syllabus) and this assignment must be submitted to the assessment link in Blackboard. Please contact TK20help@gmu.edu for any questions related to the TK20 system assignment upload.)
2. Lesson Design Document (2 for 15 points each) - Mid-semester and end of semester student will submit a design document detailing the design of a lesson appropriate for their teaching context. Rubric and format will be provided in class.

- **Other Requirements**

1. Participation is mandatory, as discussions, readings and activities are important parts of the course.
2. Each student is expected to complete all readings and participate in all discussions, both face to face and online.
3. Each student is expected to participate in and complete all projects.
4. Students who must miss either online or face to face activities are responsible for notifying the instructor (preferably in advance) and for completing any revised assignments, readings, and activities.
5. All assignments must be completed electronically. Assignments are to be submitted on the date due. Late assignments will not be accepted without making prior arrangements with the instructor.

- **Course Performance and Evaluation Weighting**

Since this is a graduate level course, high quality work is expected on all assignments. Points for all graded assignments will be based on the scope, quality, and creativity of the assignments. All assignments are due on the date stipulated in the Schedule of

Activities section below. Late assignments will not be accepted without making arrangements with the instructor.

Points will be assigned to all graded assignments using a rubric process. Both course participants and the course instructor will be involved in assessment of graded assignments. Prior to the due date for any assignment, the student will participate in the review and/or development of an assessment rubric. This rubric will provide course objectives and an elaboration of qualities and components associated with excellence in completion of the assignment. See rubric(s) at end of syllabus.

- **Grading Policies**

| Requirements | Points |
|---------------------------------------------|--------|
| Course Participation ¹ | 40 |
| Designer's Blog – 6 Entries – 5 points each | 30 |
| Lesson Design Document #1 | 15 |
| Lesson Design Document #2 | 15 |

| Grade | Point Range |
|-------|-------------|
| A | 94-100 |
| A- | 90-93 |
| B+ | 86-89 |
| B | 80-85 |
| C | 70-79 |
| F | 69-below |

Professional Dispositions

See <https://cehd.gmu.edu/students/policies-procedures/>

Class Schedule

Please see attached Master Schedule. Faculty reserves the right to alter the schedule as necessary, with notifications to students.

Core Values Commitment

The College of Education and 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/>.

¹ Course participation is inclusive of both face to face class participation in all discussions and activities as well as the extensive activities and discussions which occur on the course Blackboard site as part of the blended learning format of the course.

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 silenced 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/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>.

Assessment Rubrics

Designer's Blog – Standard 1

| | Exceeds Expectations | Meets Expectations | Does Not Meet Expectations |
|----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reflective Practice | Is focused and coherently integrates examples with analysis and reflections about the design of teaching and learning in classroom settings | Is reasonably focused and is mostly based on examples with analysis and reflections about the design of teaching and learning in classroom | Is mostly descriptive or summative analysis and reflections about the design of teaching and learning in classroom |
| Clear Connections | Fully develops connections to concept/theories studied, personal teaching beliefs, experiences, learning goals, technology's role in supporting and extending learning and considers multiple perspectives when appropriate. | Connections are not fully developed to concept/theories studied, personal teaching beliefs, experiences, learning goals, technology's role in supporting and extending learning and considers multiple perspectives | No connections are developed to concept/theories studied, personal teaching beliefs, experiences, learning goals, technology's role in supporting and extending learning and considers multiple perspectives |
| Comprehensive Descriptions | Reflects in-depth engagement with the topic. | Reflects moderate engagement with the topic | Reflects passing engagement with the topic. |
| Blog Structure | Refers to and follows seamlessly prior blog entries | Refers to but is somewhat disconnected from prior blog entries | Is not connected with prior blog entries; demonstrates no continuity to reflection |