

George Mason University
College of Education and Human Development
Learning Technologies in Schools

EDIT 784 002/6N1 – Designing for Community Participation
3 Credits, Summer 2018

Wednesday 4:30pm-7:10pm Signal Hill, Room 208 – Mason in Loudoun
Saturday, June 30, 9:00am-3:00pm, Thompson Hall, Room L028- Fairfax
Saturday July 28, 9:00am-3:00pm, Thompson Hall, Room L028- Fairfax

Faculty

Name: Dawn M. Hathaway
Office Hours: By Appointment
Office Location: Thompson Hall, L041 Fairfax
Office Phone: 703.993.2019
Cell Phone: 703.862.5966
Email Address: dhathawa@gmu.edu

Prerequisites/Corequisites

Required: None

University Catalog Course Description

Explores the impact of social media, globalization, collaboration, and diversity as they influence, enable, and challenge learners' ability to participate in a variety of community settings. Emphasizes the practice of design strategies to prepare PreK-12 learners to use technology for learning and participating in varied and diverse communities.

Course Overview

Not Applicable.

Course Delivery Method

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 community participation as a digital learning goal;
2. Develop a comprehensive understanding of the connection between community participation and content learning goals;
3. Develop a comprehensive understanding of design principles, processes, and patterns for promoting community participation within the context of content learning goals;
4. Develop comprehensive knowledge of technologies that afford PreK-12 learners' ability to be active participants in communities within the context of content learning goals; and
5. Design learning opportunities for PreK-12 learners at the intersection of effective design, technology affordances, and content that promote community participation.

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 Educators (<https://www.iste.org/standards/for-educators>). 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. Richardson, W. (2010). *Blogs, wikis, podcasts, and other powerful Web tools for classrooms a multimedia kit for professional development* (3rd ed.). Thousand Oaks, CA: Corwin Press.

2. Assigned individual readings will be selected from texts that support critical analysis of current and emerging uses of digital learning technologies and topics in education.
3. 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).

[Further information regarding specific course assignment submission instructions may be inserted here or in one of the applicable categories below.]

- **Assignments and/or Examinations**

1. Lesson Design Documents (20 points) - Student will submit a design document detailing the design of 5 mini lessons, one for each community type and appropriate for their teaching context. Rubric and format will be provided in class. (This is a Performance-Based Assessment. It will be used as part of the accreditation data gathering process.)
2. Local Community Podcast (30 points) – Student will create a design document and podcast episode highlighting a local monument as a service to the local community. When design plan is approved, student will produce the public service announcement video and brochure.
3. Online Portfolio (20 points) - Students is required to create and continually revise a professional, online portfolio. This portfolio should not be a collection of what the student has done, but rather a reflection of what they have learned. Templates and assistance will be provided during class to assist students in the creation and maintenance of this portfolio. All exhibits in the online portfolio will include a short reflection. At the end of the semester, a comprehensive, semester-wide reflection and supporting samples of work will be added to the portfolio reflecting student learning related the semester’s work.

- **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.

- **Grading**

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) below.

Requirements	Points
Course Participation ¹	30
Online Portfolio	20
Lesson Design Document	20
Local Community Podcast	30

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/polices-procedures/>

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.

Class Schedule

EDIT 784: Designing for Community Participation		
Topic 1	May 18 - May 24	Online Learning/Learner Preparing for a Community of Practice
Topic 2	May 25 – May 31	Defining and Types of Community Community of Practice Community of Circumstance
Topic 3	June 1 - June 7	Digital citizenship and participation Community of Practice
Topic 4	June 8 - June 14	Community of Place
	June 15 - June 21	Community of Place FACE to FACE Class: Wednesday, June 20 (Loudoun group) or Thursday, June 21 (Fairfax group) 4:30pm -8:30pm
Topic 5	June 22 - June 28	Community of Action
	June 29 - July 5	Community of Action
Topic 6	July 6 - July 12	Community of Interest
	July 13 - July 19	Community of Interest Designing for Community
Topic 7	July 20 - July 26	Designing for Community
	July 27-July 31	All work due on or before July 31, 11:59 pm

Note: Faculty reserves the right to alter the schedule as necessary, with notification 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/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- 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 silence all sound emitting devices 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://coursessupport.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 Rubric

Lesson Design Document			
	Exceeds Standard	Meets Standard	Fails to Meet Standard
Design Document	Lesson idea is well-designed and planned. Addresses all components of the design process.	Lesson idea appropriately designed and planned. Addresses all components of the design process.	Lesson idea design and planning incomplete or lacking. Fails to address components of the design process.
Design Principles	Lesson idea reflects principles of good design	Lesson idea makes use of principles of good design,	Lesson idea principles of design poorly implemented,
Content	Lesson idea reflects thoughtful and well-constructed content	Lesson idea reflects appropriately selected content	Lesson idea content selection fails to address intended audience