George Mason University
College of Education and Human Development
Instructional Technology

EDIT 504. C02 – Introduction to Educational Technology
3 Credits, Summer 2020
June 8 – August 8, ONLINE

Faculty
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Prerequisites/Corequisites
None

University Catalog Course Description
Examines uses of and issues in educational technology. Explores curriculum integration of technology, and focuses on learning and using commercially available applications software.

Course Overview
Not Applicable.

Course Delivery Method
This course will be delivered online (76% or more) using an asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on June 8 at 8 am.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements
To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

  To get a list of supported operation systems on different devices see:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- Students must maintain 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 course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader: https://get.adobe.com/reader/
  - Windows Media Player: https://support.microsoft.com/en-us/help/14209/get-windows-media-player
  - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week:
  Because asynchronous courses do not have a "fixed" meeting day, our week will start on Monday, and finish on Sunday.
- Log-in Frequency:
  Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 5 times per week.
- Participation:
  Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:
  Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
  Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
  Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:
  Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:

The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Accommodations:
  Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes or Objectives
This course is designed to enable students to do the following:
- Understand the reasons why technology should play an integral role in the ways we teach the content areas;
- Understand that technology is not something that is just "added" to the teaching and learning enterprise nor is it best served by "jumping on the bandwagon" of the latest tool or trend. It ought to be a thoughtful enterprise that carefully considers what a particular technology can add to the learning experience;
- Understand the concepts of technology integration, considerations of affordances, and the SAMR design model and the ways in which these concepts inform practice in the secondary content areas;
- Design lessons that integrate technology in order to promote content area learning; and
- Develop a teacher identity that includes a notion of technology as an integral part of teaching and learning.

Professional Standards (International Society for Technology Education Standards for Educators)
Upon completion of this course, students will have met the following professional standards:
- **Learner** – Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning.
- **Leader** - Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning.
- **Citizen** - Educators inspire students to positively contribute to and responsibly participate in the digital world.
- **Collaborator** - Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems.
- **Designer** – Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability.
- **Facilitator** - Educators facilitate learning with technology to support student achievement of the 2016 ISTE Standards for Students.
- **Analyst** - Educators understand and use data to drive their instruction and support students in achieving their learning goals.

Required Texts
All required readings are provided in Blackboard.

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/or Examinations**
  - **Course Participation (45 points)**: Students are required to participate in all online activities, assignments, and discussions.
  - **Lesson Designs (30 points)**: Students will complete 3 lesson plan designs. Students will examine the design challenge and create lessons that integrate technology and address the learning needs of students as described in each lesson scenario.
  - **Synthesis Essay (25 points):** Students will prepare and submit a final synthesis essay addressing the prompts provided. In this essay, they will reflect on what they have learned in the course. Students will describe the ways in which their course learning is connected to their goals and their future practice as well as reflecting on what they learned about teaching and learning with technology.

- **Other Requirements**
This course is fully online and includes both a public and a private component. Public components deal with shared activities and shared discussions. A discussion requires continual and frequent participation – a discussion requires back and forth. In addition, the course instructors will be posting to the discussion boards, often posing extension questions to which you must respond. It is important that you login to the course at least once a day, adding your thoughts and contribution whenever appropriate. As well as making your own contributions, you should review others' posts to the discussion forums, responding appropriately and in depth since responses that state agree or disagree, like or don't like, add little to the conversation.

- **Grading**

Assignment	Total Points
Course Participation	45 points
Lesson Designs	30 points
Synthesis Essay	25 points
Grade	**Point Range**
A	94-100
A-	90-93
B+	86-89
B	80-85
C	70-79
F	Below 70

Professional Dispositions

See https://cehd.gmu.edu/students/polices-procedures/

Class Schedule

	Complete by 10:00 pm on last day of range:
Monday June 8	Course Overview Module
Monday June 8 – Sunday June 14	Module 1
Monday June 15 – Sunday June 21	Module 2
Monday June 22 – Sunday June 28	Module 3
Monday June 29 – Sunday July 5	Module 4
Monday July 6 – Sunday July 12	Module 5
Monday July 13 – Sunday July 19	Module 6
Sunday July 19	Lesson Plan #1 due
Monday July 20 – Sunday July 26	Module 7
Sunday July 26	Lesson Plan #2 due
Monday July 27 – Sunday August 2	Module 8
Sunday August 2	Lesson Plan #3 due
Tuesday August 4	Final Reflection and Synthesis Paper

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 https://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 https://ds.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 https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/.

- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a "Responsible Employee," and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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

Final Reflection and Synthesis Paper Rubric

	Exceeds Expectations	Meets Expectations	Needs Improvement
Prompts	Each Prompt is addressed with well-developed paragraph with evidence of reflection. **20 points**	Prompt addressed with minimum or no reflection **10-15 points**	Not addressed **0-9 points**
Overall Writing	Grammatically and stylistically well written; the narrative logically flows from one idea to the next; there are **NO** grammar errors or error patterns. **5 points**	Paper is generally organized, but may contain several grammatical errors or error patterns. **2-3 points**	Paper is disorganized or may contain unreadable sentences; contains multiple grammatical errors or error patterns that prevent paper being readable. **0-1 points**

Students will prepare and submit a final synthesis essay addressing the prompts provided in Blackboard. In this essay, they will reflect on what they have learned in the course. Students will describe the ways in which their course learning is connected to their goals and their future practice as well as reflecting on what they learned about teaching and learning with technology.

Writing a synthesis reflection is a strategy for providing yourself the time and space to make connections between what you have learned and yourself as a learner and educator. You may structure your synthesis reflection any way you like, but it should address the prompts. You may also include references/hyperlinks to your work, images, or other supporting materials.