

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

**EDIT 787 6N1 Teacher Leadership and Advocacy for Digital Learning  
3 credits, Summer 2020  
Online Asynchronous with three Synchronous meetings**

**Faculty**

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**Prerequisites/Corequisites**

**Prerequisite:** EDIT 782 and EDIT 783

**University Catalog Course Description**

Enables PreK-12 teacher leaders to support colleagues in the design of classroom and school-based digital learning. Explores advocacy as a strategy to engage colleagues and communities in the design of school-based initiatives related to teaching, learning, technology.

**Course Delivery Method**

This course will be delivered online (76% or more) using both synchronous and asynchronous formats 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 May 15 at 7 am EDT.

**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](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](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.
- It is recommended that students have a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- 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>  
or
  - Apple Quick Time Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

### *Expectations*

- Course Week:  
Because asynchronous courses do not have a “fixed” meeting day, our week will start on Friday and finish on Thursday, 11:59 pm EDT.  
Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes. There are three schedule whole class synchronous meetings. You and your group may agree to hold additional synchronous meetings by consensus only.
- 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. In addition, students must log-in for all scheduled online synchronous meetings.
- 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:

1. Develop a comprehensive understanding of teacher leadership and advocacy as they enable transformation to digital learning;
2. Develop a comprehensive understanding of the connection between teacher leadership and advocacy and professional development and teacher collaboration;
3. Develop a comprehensive understanding of design principles, processes, and patterns for facilitating effective strategies for teacher leadership and advocacy;
4. Develop comprehensive knowledge of technologies that afford effective implementation of teacher leadership and advocacy; and
5. Design learning opportunities for teachers at the intersection of effective design, technology affordances, and teacher leadership and advocacy activity.

## **Professional Standards**

Upon completion of this course, students will have met the following 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>) and the International Society for Technology in Education Standards for Coaches (ISTE Standards●Coaches) (<http://www.iste.org/standards/standards-for-coaches>). 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, the DDLs and DDLs-CERG program standard informing this course is:

- Standard 4: Design-Oriented Teacher Leadership - Student demonstrates understanding of the relationship between design and teacher leadership and is able to apply concept to leadership case studies as well as to lead design-oriented professional conversations, to use a variety of technologies to support professional growth and leadership activities, and to lead school-based design teams in solving shared instructional problems.

### **Required Texts**

1. Brown, J. L., & Moffett, C. A. (1999). *The hero's journey: How educators can transform schools and improve learning*. ASCD.  
<http://www.ascd.org/Publications/Books/Overview/The-Heros-Journey.aspx>
2. An assigned or selected book from the DDLs Summer Book Club provided on the course Blackboard site.
3. Additional online articles provided on the course Blackboard site.

### **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**
  1. Advocacy Resource Wiki (40 points)- Students in small groups will design an advocacy resource wiki site. This site will include a number of resources to support the advocacy of students' chosen issue to include at least five "pages:" a front page, a call to action page, a tools for change page, a page for external resources and references page, and marketing and publicity page. This wiki will present an overview of resources available at the wiki site and links to resources especially the resources they create. (This PBA will be used as part of the accreditation data gathering process.)
  2. Online Portfolio or Blogs (20 points) - Student 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.

The instructor may substitute the online portfolio requirement with a reflective blog assignments. Students may be assigned or offered the option to select a DDLs Summer Book Club book and associated digital learning resource tool to review and connect to current educational practices in a reflective and analytical blog. Commenting on other book club member blogs will be required.

- **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 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) below.

- **Grading Policies**

Requirements	Points
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Course Participation <sup>1</sup>	40
Online Portfolio/Reflective Blog	20
Advocacy Resource Wiki	40

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/>

### Class Schedule

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

	Topic Fridays	Online Synchronous Meetings	Work to be done before Thursdays 11:59 pm
Week 1 L5/13 F5/14	Introduction to Course Overview of Syllabus	Think of DDLS topics that you would like to share with colleagues, parents, administrators, etc.	Read ASCD Advocacy Guide Begin Advocacy Design Document
Week 2 L5/20 F5/21	<b>Advocacy</b> Advocacy Website and Guide CoP Blog	Group Synchronous (any day or time)  Groups who have a member enrolled in EDIT 784: They have a synchronous meeting on Wed May 20 from 5 pm - 6 pm	<u>Advocacy</u> Website Skeleton Consider Navigation; Look and Feel Collaborate on Home Page Elements Collaborate on adding resources to Reference Page Collaborate on Calls to Action Start research for Infographic

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<sup>1</sup> 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.

Week 3 L5/27 F5/28	<b><u>Advocacy</u></b> The Change Game  Public Service Announcement	Mandatory whole class synchronous: 4:30 pm to 8:30 pm L5/27; F5/28  Brainstorm PSA ideas with group	<b>Finish Home Page</b> <b>Finish Calls to Action</b> <b>Work on Infographic</b> Continue to add to <b>Reference page</b> <b>Public Service Announcement</b> Brainstorm PSA ideas with group The Today Show video and PSA examples
Week 4 L6/3 F6/4	<b><u>Advocacy</u></b> <b>PSA</b>	Group Synchronous (any day or time)	Finish PSA Finish Infographic Continue to add to Reference page Review PD Workshop Resources
Week5 L6/10 F6/11	<b><u>Advocacy</u></b> <b>Professional</b> <b>Development</b> <b>Workshop</b>	Tentative Mandatory whole class synchronous: 4:30 pm to 8:30 pm L6/10; F6/11	Work on Advocacy Website elements
Week 6 L6/17 F6/18	<b><u>Advocacy</u></b> <b>Leadership</b>	<b>6/19</b> The Leadership Academy Module 1	<b>Tentative Complete Advocacy Website by June 19, 11:59 pm</b>
Week 7 <b>6/26</b>	<b><u>Leadership</u></b>	The Leadership Academy Module 2	
Week 8 <b>7/3</b>	<b><u>Leadership</u></b>	The Leadership Academy Module 3	
Week 9 <b>7/10</b>	<b><u>Leadership</u></b>	The Leadership Academy Module 4	
Week 10 <b>7/17</b>	<b><u>Leadership</u></b>	The Leadership Academy Module 5	
<b>7/24-7/3</b>	<b>Finish All Work for EDIT 787 on or before July 31<sup>st</sup>!</b>		

## 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](mailto: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](mailto:titleix@gmu.edu).

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

**Assessment Rubric**

Advocacy Wiki			
	Exceeds Standard	Meets Standard	Fails to Meet Standard



Design Document	Includes all components of the advocacy wiki design template and	Includes most components of the advocacy wiki design template	Fails to include all components of the advocacy wiki design template
Components of Wiki Template	Robust implementation of all components	Adequate implementation of all components	Implementation of components lacks detail and technical implementation
Research Support	Presents detailed research	Presents adequate research	Presents inadequate research
Design Principles	Creative design of all components	Adequate design of all components	Inadequate design of components