

George Mason University
College of Education and Human Development
Early Childhood Education

ECED 201.001 Introduction to Early Childhood Education for Diverse Learners

3 Credits, Fall 2020

8/24/20 – 12/16/2020, Mondays and Wednesdays/ 1:30 – 2:45pm

Peterson Hall 1105, Fairfax Campus

Faculty

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Prerequisites/Corequisites

None

University Catalog Course Description

Explores major theories of learning in culturally, linguistically, ability, and socioeconomically diverse early childhood education contexts. Focuses on identifying developmentally effective approaches, instructional strategies, and tools to connect with children and families that positively influence young children's learning. Emphasizes anti-bias curriculum and considers advocacy pathways for early childhood educators.

Note: Field Experience Required.

Course Delivery Method

This course will be delivered face to face with several online elements 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 August 24, 2020.

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: [Add or delete options, as desire.]
 - 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: Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- Log-in Frequency: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class updates, discussions, and/or access to course materials at least two times per week.
- Participation: Students are expected to actively engage in all course activities throughout the semester, which includes regularly attending class, viewing all course materials, completing course activities and assignments, and participating in course discussions and virtual 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 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 can be misconstrued. Students must always considerate before sharing remarks, 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 ensure 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. Describe the historical, philosophical, and sociological foundations underlying the role, development, and organization of public education in the United States.
2. Discuss the legal status of teachers and students, including federal and state laws and regulations; school as an organization/culture; contemporary issues and current trends in education, including technology in education; local, state, and federal governance of schools, including the roles of teachers and schools in communities; and Virginia's Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers.
3. Describe the major theories of development and learning and how they are reflected in early childhood education, birth through age 8, settings.
4. Discuss multiple influences on early development and learning (i.e., diverse cultural and linguistic contexts for development, children's close relationships with adults and peers, economic conditions of children and families, health status and disabilities, children's individual developmental variations and learning styles, opportunities to play and learn, technology and the media, and family and community characteristics).
5. Identify anti-bias, culturally sensitive teaching and learning practices that promote children's engagement.
6. Reflect on developmentally effective approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning.
7. Evaluate how observed experiences are developmentally appropriate, meaningful, and challenging for all young children, including those with developmental delays or disabilities, address cultural and linguistic diversities, and lead to positive learning outcomes.
8. Analyze contemporary issues and current trends that might affect their work in the future and articulate the broader contexts and challenges within which early childhood professionals work.
9. Exhibit standards of professionalism, ethical standards, and personal integrity with children, families, and professionals in the field experience setting and in interactions with classmates, the instructor, the field experience coordinator, and others.
10. Use writing as an instructional and assessment tool to generate, gather, plan, organize, and to communicate for a variety of purposes; integrate correct written conventions (i.e., grammar, usage, mechanics, and spelling); and format using current APA style.

Professional Standards - Virginia Professional Studies Competencies, Virginia Early Childhood Special Education Endorsement Competencies, Virginia Early/Primary Education PreK-3 EPK3 Endorsement Competencies, Interstate Teacher Assessment and Support Consortium (InTASC) Standards, Council of Exceptional Children (CEC) and Division of Early Childhood (DEC) Standards, and National Association for the Education of Young Children (NAEYC) Standards

Upon completion of this course, students will have met the following professional standards:

Virginia Professional Studies Competencies

Foundations of Education and the Teaching Profession
Supervised Clinical Experiences

Required Texts

Morrison, G. (2018). *Early childhood education today* (14th ed.). New York: Pearson Education.
Pelo, A. (2008). *Rethinking early childhood education*. Milwaukee, WI: Rethinking Schools.

Other readings as assigned

Recommended Texts

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author. ISBN: 9781433832178

Course Performance Evaluation

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

Assignments	Due Date	Points
Attendance and Participation • Self-Evaluation	Ongoing December 7	25
Critical Reflections • Reflection 1 • Reflection 2 • Reflection 3 • Reflection 4	September 9 September 30 November 2 November 30	20 5 5 5 5
Field Experience • Field Experience Journal • Field Experience Verification	Ongoing December 2	15 10 5
Early Childhood Education Exploration Project • Developing an Early Childhood Philosophy • Exploring Early Childhood Settings • Evaluating Anti-bias Teaching and Learning Tools	September 21 October 19 November 18	40 5 20 15
TOTAL		100

Assignments and/or Examinations

Virtual Field Experience (15 points)

This course requires a minimum of 10 hours of a virtual field experience across a variety of early childhood education environments (early intervention, home-based, school-based, or

community-based settings) and various ages (infant, toddler, prekindergarten, kindergarten, first grade, second grade, or third grade). Field placement observation videos will include culturally, linguistically, and socioeconomically diverse young learners.

- **Field Experience Journal.** Students will complete a field experience journal throughout the semester to document observations, connections to course content, and any questions that arise during virtual field experiences. Journal entries should include observations about the early childhood environment, routines, interactions, and professional dispositions. A template will be provided on Blackboard.
- **Field Experience Verification.** Students will document all virtual field experience hours on the field experience verification form provided on Blackboard. Documentation should include the video title, length of each video, and the date the video was watched.

Throughout the Field experience process with the instructor, field experience coordinator, classroom teacher, students, administrators, etc., students will exhibit standards of professionalism, ethical standards, and personal integrity. Students will refer to Blackboard for CEC, DEC, and NAEYC standards in early childhood education and early childhood special education.

Critical Reflections (20 points)

Students will submit four reflections (at 5 points each) that makes connections between the Morrison text, field experience or case study scenarios, and early childhood practice. Specifically, each reflection will focus on a specific topic connecting to course readings and concepts discussed in class. These topics include the following:

- Reflection 1: Professionalism
- Reflection 2: Environment
- Reflection 3: Interaction
- Reflection 4: Teaming and Collaboration

The point of each reflection is NOT for students to simply provide a summary of the readings and/or their field experiences; rather, students are to think critically about what is being read/discussed/learned in class. Each reflection will include a brief description and analysis of the following:

- A concept from the Morrison text
- A selected NAEYC Developmentally Appropriate Practice *or* DEC Recommended Practice in connection to field experiences or case study scenario.
- How the selected text concept and practice for supporting culturally, linguistically, ability, and socioeconomically diverse learners can be applied

Reflections must be two, double-spaced pages in length using 12-point Times New Roman font and follow current APA writing style.

Early Childhood Exploration Project (40 points)

Developing an Early Childhood Philosophy (5 points)

Students will develop a brief personal philosophy of early childhood education. Each personal philosophy should include the following:

- Definition of the role of an early childhood educator or professional
- Description of an early childhood theory of development serving as the foundation for teaching and learning
- Statement of the importance of supporting diverse learners

Each philosophy statement should be no longer than one double-spaced page. Students will share their personal philosophy with at least two peers and discuss similarities and differences between each philosophy statement. Philosophy statements will be graded according to the rubric provided on Blackboard.

Exploring Early Childhood Settings (20 points)

Students will develop and present information on an early childhood education or care setting.

Each presentation should include the following:

- Description of the type of early childhood program selected
- Historical and philosophical context related to the type of early childhood program selected
- Connection to at least one theory of development appropriate for the selected ECE setting
- Description of how children from culturally, linguistically, ability and socioeconomically diverse backgrounds will be supported in the selected setting

Students will utilize an electronic presentation format (e.g. PowerPoint, Prezi) to develop a 3-5-minute presentation. Each student will post their presentation on Blackboard prior to presenting. Presentations will be graded according to the rubric provided on Blackboard.

Evaluating Anti-bias Teaching and Learning Tools (15 points)

Students will identify and evaluate a teaching and learning tool that can be used to promote an anti-bias curriculum. Examples of teaching and learning tools include, but are not limited to, the following:

- Practices (e.g. number talks)
- Resources (e.g. articles, books)
- Online resources (e.g. websites, podcasts)

Students will submit a short overview of their teaching and learning tool for approval prior to evaluation. After receiving approval for their tool, students will complete the evaluation form provided on Blackboard.

Students will provide a description of their selected teaching and learning tool as part of a resource *Share Fair* on Blackboard. This overview should include the name of the tool and its use in promoting anti-bias curriculum. If the tool is accessible online, students should provide a link to access the tool. The purpose of this resource *Share Fair* is to provide all students with a resource library to promote anti-bias and anti-bias curriculum in their future work as early childhood professionals.

- **Other Requirements**

Attendance and Participation (25 points)

Because active participation and engagement are imperative for optimal learning, preparation for and participation in in-class and online activities will be evaluated based on the following criteria:

- Students attend class, arrive on time, and stay for the entire class period.
- Students use laptops and personal devices for instructional purposes only.
- Students complete readings and prepare for class activities prior to class as evidenced by their ability to discuss and write about the concepts presented and examined in the texts as well as participate fully in related activities.
- Students are actively involved in in-class and online learning experiences as evidenced by (a) participating in all activities, (b) engaging in small- and large-group discussions, (c) completing written work related to the activities, and (d) supporting the participation and learning of classmates.
- Students show evidence of critical reflective thinking through in-class and online discussions, activities, and written reflections.
- Students display professional dispositions at all times while interacting with the instructor and other students.
- Students complete participation activities across the semester that complement the scheduled course topic. Instructors will periodically collect artifacts from the activities. Students in attendance and who actively engage in the learning experience will receive credit for their efforts. Graded participation activities are not announced and are implemented at the discretion of the instructor.
- Students submit an attendance and participation self-evaluation.

Written Assignments

All formal written assignments will be evaluated for content and presentation. The American Psychological Association, Seventh Edition (APA) style will be followed for all written work. All written work unless otherwise noted must be completed on a word processor and should be proofread carefully. (Use spell check!) If students are not confident of their own ability to catch errors, they should have another person proofread their work. When in doubt, they should check the APA manual. Students may consult the Writing Center for additional writing support.

Students will do the following:

1. Present ideas in a clear, concise, and organized manner. (Avoid wordiness and redundancy.)
2. Develop points coherently, definitively, and thoroughly.
3. Refer to appropriate authorities, studies, and examples to document where appropriate. (Avoid meaningless generalizations, unwarranted assumptions, and unsupported opinions.)
4. Use correct capitalization, punctuation, spelling, and grammar.
5. Type the paper with double spacing, indented paragraphs, 1-inch margins all around, and 12-point Times New Roman font.

Grading

A+ = 98 – 100 A = 93 – 97 A- = 90 – 92 B+ = 87 – 89 B = 83 – 86 B- = 80 – 82

C+ = 77 – 79 C = 73 – 76 C- = 70 – 72 D = 60 – 69 F = < 60

Incomplete (IN): This grade may be given to students who are passing a course but who may be unable to complete scheduled coursework for a cause beyond reasonable control.

All CEHD undergraduate students are held to the university grading policies as described in the Academic Policies section of the current catalog, which can be accessed at <http://catalog.gmu.edu>. Those students seeking Virginia initial teaching licensure must earn a B- or better in all licensure coursework.

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

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

Class Schedule

Week	Date	Topic	Reading	Assignments Due
1	August 24	Introduction and Review of Syllabus	Morrison Chapter 1	
1	August 26	The Early Childhood Profession	CEC Code of Ethics NAEYC Ethical Principles and Practice Standards	
2	August 31	Historical, Philosophical, and Sociological Foundations Critical reflection	Morrison Chapter 4 Pelo Introduction (ix-xvi) Pelo Part 4-1 pg. 123	
2	September 2	Early Childhood Education: Past and Present	Morrison Chapter 4 Pelo Introduction (ix-xvi) Pelo Part 4-1 pg. 123	
3	September 7	Labor Day Holiday – No Class		
3	September 9	Theories of Development and Learning	Morrison Chapter 5 Pelo, Choice of selection from Part 3	Due to Bb by 9/9 – Critical Reflection #1
4	September 14	Theories of Development and Learning Continued	Morrison Chapter 5 Pelo, Choice of selection from Part 3	
4	September 16	School as an Organization and Culture	Morrison Chapter 6 Pelo Part 4-2 pg. 131	

5	September 21	Types of Early Childhood Programs	Morrison Chapter 7 Pelo, Choice of selection from Part 7	Due to Bb by 9/21 – Developing an Early Childhood Philosophy
5	September 23	Child Care	Morrison Chapter 7 Pelo, Choice of selection from Part 7	
6	September 28	Role, Development, and Organization of Public Education	Morrison Chapter 8 Pelo, Choice of selection from Part 2	
6	September 30	Federal and State Programs	Morrison Chapter 8 Pelo, Choice of selection from Part 2	Due to Bb by 9/30 – Critical Reflection #2
7	October 5	Infants and Toddlers	Morrison Chapter 9 Additional Blackboard Materials	
7	October 7	The Preschool Years	Morrison Chapter 10 Additional Blackboard Materials	
8	October 13 <i>Monday classes meet on Tuesday</i>	Kindergarten This class will be asynchronous and conducted through Blackboard	Morrison Chapters 11 Additional Blackboard Materials	
8	October 14	Primary Grades (1-3)	Morrison Chapters 12 Additional Blackboard Materials	
9	October 19	Review of time in the classroom Present Exploring Early Childhood Programs	Morrison Chapters 9-12	Due to Bb by 10/19 – Exploring Early Childhood Programs
9	October 21	Observation and Assessment for Teaching and Learning	Morrison Chapters 3, 13 Pelo, Part 3-6 pg. 109	
10	October 26	Observation and Assessment for Teaching and Learning	Morrison Chapters 3, 13 Pelo, Part 3-6 pg. 109	
10	October 28	Technology and Young Children	Morrison Chapters 3, 13 Pelo, Part 3-6 pg. 109	

11	November 2	Understanding Children with Diverse Needs	Morrison Chapter 16 Pelo, Choice of selection from Part 3	Due to Bb by 11/2 – Critical Reflection #3
11	November 4	Developmentally Appropriate and Effective Approaches	Morrison Chapter 14 Pelo, Choice of selection from Part 5	
12	November 9	Guiding Behavior	Morrison Chapter 14 Pelo, Choice of selection from Part 5	
12	November 11	Anti-bias Teaching	Morrison Chapter 15 Pelo, Part 1-1 pg. 3 Pelo, Part 1-2 pg. 7	
13	November 16	Culturally Responsive Teaching and Learning	Morrison Chapter 15 Pelo, Part 1-1 pg. 3 Pelo, Part 1-2 pg. 7	
13	November 18	Connecting Parents, Families, and Communities	Morrison Chapter 17 Pelo Part 6-2 pg. 165	Due to Bb by 11/18 – Anti-Bias Teaching and Learning Tool Evaluation
14	November 23	Guiding and Connecting Children	Morrison Chapter 17 Pelo Part 6-2 pg. 165	
	November 25	Thanksgiving Break – No Class		
15	November 30	Contemporary Issues in Early Childhood Education	Morrison Chapter 2	Due to Bb by 11/30 – Critical Reflection #4
15	December 2	Contemporary Issues in Early Childhood Education	Additional Blackboard Materials	Due to Bb by 12/2 – Field Experience Journal and Field Experience Verification
16	December 7	Reading Day – No Class		Due to Bb by 12/7 – Participation Self-Evaluation

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/>.



SAFE RETURN TO CAMPUS AND REMOTE LEARNING GUIDANCE FOR STUDENTS ENROLLED IN CEHD COURSES

Both a Safe Return to Campus and Successful Remote Learning Depend on YOU.

All students are required to take Safe Return to Campus Training prior to visiting campus: it is, however, recommended for all Mason students. Training is available in [Blackboard](#).

Students are required to follow the university's public health and safety precautions and procedures outlined on the university [Safe Return to Campus webpage](#).

All students in face to face and hybrid courses must also complete the Mason COVID Health Check daily, seven days a week.

- You may not come to class if you receive a Yellow or Red email response to the Mason COVID Health Check.
- You may only come to class if you receive a Green email response to the Mason COVID Health Check.
- If you suspect that you are sick or have been directed to self-isolate, quarantine, or get testing do not go to class.
- Faculty are allowed to ask you to show them that you have received a Green email and are thereby permitted to be in class.

Disability Services: Students unable to participate in a course in the manner presented, either due to existing disability or COVID comorbidity risk, should seek accommodations through the [Office of Disability Services](#).

Campus Closure: If the campus closes or class is canceled due to weather or other concerns, students should check [Blackboard](#), Mason email, or the [Mason website](#) for updates on how to continue learning and information about any changes to events or assignments.

Participation and Make-up Work: CEHD instructors will work with students to find reasonable opportunities to make up class work or assignments missed due to documented illness. Begin by contacting your instructor for guidance. For further assistance, students may contact their program and the CEHD Office of Student and Academic Affairs (cehdsaa@gmu.edu).

Technology Requirements:

- Activities and assignments in CEHD courses regularly use the [Blackboard](#) learning system. Students are required to have regular, reliable access to a computer with an updated operating system (recommended: Windows 10 or Mac OSX 10.13 or higher) and a stable broadband Internet connection (cable modem, DSL, satellite broadband, etc., with a consistent 1.5 Mbps [megabits per second] download speed or higher).
 - Additionally, CEHD course activities and assignments may regularly use web-conferencing software (Blackboard Collaborate / Zoom). In addition to the requirements above, students are required to have a device with a functional webcam and microphone. In an emergency, students can connect through a telephone call, but video connection is the expected norm.
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Course Materials and Student Privacy:

- All course materials posted to Blackboard or other course site are private; by federal law, any materials that identify specific students (via their name, voice, or image) must not be shared with anyone not enrolled in this class.
 - Video recordings of class meetings that include audio or visual information from other students are private and must not be shared.
 - Live Video Conference Meetings (e.g. Collaborate or Zoom) that include audio or visual information from other students must be viewed privately and not shared with others in your household.
 - Some/All of your CEHD synchronous class meetings may be recorded by your instructor to provide necessary information for students in this class. Recordings will be stored on Blackboard [or another secure site] and will only be accessible to students taking this course during this semester.
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Testing with LockDown Browser:

CEHD courses may require the use of LockDown Browser and a webcam for online exams. The webcam can be built into your computer (internal webcam) or can be the type of webcam that plugs in with a USB cable (external webcam). [Information on installing and using LockDown Browser may be found here.](#)

You will need the following system requirements for online exams:

- Windows: 10, 8, 7
- Mac: OS X 10.10 or higher
- iOS: 10.0+ (iPad only)
- Must have a compatible LMS integration
- Web camera (internal or external) & microphone
- A reliable internet connection
- Prior to your first exam, you must install LockDown Browser following the step-by-step instructions linked above.

To ensure LockDown Browser and the webcam are set up properly, do the following:

- Start LockDown Browser, log into Blackboard and select your course.
- Locate and select the Help Center button on the LockDown Browser toolbar.
- Run the Webcam Check and, if necessary, resolve any issues or permissions your computer prompts.
- Run the System & Network Check. If a problem is indicated, see if a solution is provided in the [Knowledge Base](#). Further troubleshooting is available through the [ITS Support Center](#).
- Exit the Help Center and locate the practice quiz.
- Upon completing and submitting the practice quiz, exit LockDown Browser.

When taking an online exam that requires LockDown Browser and a webcam, remember the following guidelines:

- Ensure you're in a location where you won't be interrupted.
- Turn off all other devices (e.g. tablets, phones, second computers) and place them outside of your reach.
- Clear your desk of all external materials not permitted — books, papers, phones, other devices.
- Before starting the test, know how much time is available for it, and that you've allotted sufficient time to complete it.
- Remain at your computer for the duration of the test. Make sure that your computer is plugged into a power source, or that battery is fully-charged.
- If the computer or networking environment is different than what was used previously with the Webcam Check and System & Network Check in LockDown Browser, run the checks again prior to starting the test.

To produce a good webcam video, do the following:

- Do not wear a baseball cap or hat with a brim that obscures your face.
- Ensure your computer or tablet is on a firm surface (a desk or table). Do NOT have the computer on your lap, a bed, or any other surface where the device (or you) are likely to move.
- If using a built-in (internal) webcam, avoid tilting the screen after the webcam setup is complete.
- Take the exam in a well-lit room and avoid backlighting, such as sitting with your back to a window.
- Remember that LockDown Browser will prevent you from accessing other websites or applications; you will be unable to exit the test until all questions are completed and submitted.