

George Mason University
College of Education and Human Development
Graduate School of Education: Elementary Education

ELED 257. DL1 – Integrating Technology in PreK-6
3 Credits, Fall 2024
Thursdays, 4:30 – 7:10 PM, Online

Faculty

Name: Dr. Payal Shah

Office Location: Office Location: Thompson 1800, Fairfax Campus

Office Hours: By Appointment/ By Zoom

Office Phone: Office Phone: Please email

Email Address: Please email: pshah23@gmu.edu

Prerequisites/Corequisites

None

University Catalog Course Description

Introduces technology as a tool for working with children across a range of contexts, including early childhood and elementary classrooms. Explores multiple approaches and strategies for technology use in diverse settings. Offered by [School of Education](#). Limited to three attempts.

Course Overview

Students in this course will participate in individual and group activities that focus on the integration of technology into work with children in diverse settings through use of computers and mobile devices. Students will also participate in large group discussions led by the instructor and in small group discussions and activities with their classmates.

This course is part of the Mason Core curriculum and fulfills requirements for Information Technology and Computing through the following learning outcomes:

1. Students will understand the principles of information storage, exchange, security, and privacy and be aware of related ethical issues.
2. Students will become critical consumers of digital information; they will be capable of selecting and evaluating appropriate, relevant, and trustworthy sources of information.
3. Students can use appropriate information and computing technologies to organize and analyze information and use it to guide decision-making.
4. Students will be able to choose and apply appropriate algorithmic methods to solve a problem.

Course Delivery Method

This course will be delivered online (76% or more) using a synchronous or an asynchronous format via Mason’s Learning Management System (LMS). You will log in to the course site using your Mason email name (everything before @gmu.edu) and email password. The course site will be available on August 25, 2024.

- To access your course in Blackboard Learn: <https://mymasonportal.gmu.edu/>

- To access your course in Canvas: <https://canvas.gmu.edu/login/canvas>.

Under no circumstances may students participate in online class sessions 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.

Learning Outcomes

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

1. understand the principles of information storage, exchange, security, and privacy and be aware of related ethical issues;
2. become critical consumers of digital information; they will be capable of selecting and evaluating appropriate, relevant, and trustworthy sources of information;
3. use appropriate information and computing technologies to organize and analyze information and use it to guide decision-making;
4. choose and apply appropriate algorithmic methods to solve a problem;
5. exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society;
6. select appropriate materials, tools, and technologies to achieve instructional goals with all learners;
7. understand the principles of online learning and online instructional strategies and apply the skills to deliver online instruction;
8. understand the Virginia Standards of Learning for Computer Technology and the ability to use technology as a tool for teaching, learning, research, and communication;
9. understand, possess, and integrate the knowledge, skills, dispositions, and processes needed to support learners' achievement in an interdisciplinary manner in Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds and the Virginia Standards of Learning in English, mathematics, history and social science, science, and computer technology.

Professional Standards

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

The [Virginia State Technology Standards for Instructional Personnel](#):

1. **Lifelong Learner: Teachers engage in ongoing professional learning related to content, pedagogy, technology and leadership.**
 - Engage in ongoing professional growth related to the use of innovative instructional strategies that integrate digital technologies
 - Use technology to obtain feedback that allows for reflection and improvement in the learning process
 - Use local and global professional learning networks to collaborate and learn in both physical and digital environments
2. **Digital Leadership: Teachers positively contribute to and responsibly participate in the digital world.**
 - Cultivate and manage their digital identities and reputations and are aware of the permanence of their actions in the digital world

- Promote and model safe, legal and ethical behaviors with students by embedding digital citizenship skills in online lessons and activities
 - Select and correctly attribute appropriate digital content, tools and resources that meet local, state and/or federal policies
 - Understand the rights and obligations of student privacy and security when collecting and using student data, communicating with stakeholders, reviewing user agreements, and selecting digital content, tools, and resources
3. **Learning Facilitator: Teachers facilitate learning with technology to support student achievement.**
- Incorporate learning strategies that use technology to accommodate learner variability, personalize learning, and allow student choice, self-direction and goal-setting
 - Model the appropriate use of technology to communicate, create, collaborate, and solve problems
 - Assist students in selecting and using appropriate and available digital tools to communicate, create, collaborate and solve problems
 - Acquire, access, and analyze a variety of formative and summative assessments that leverage the power of technology to provide immediate and specific feedback and offer alternative learning paths to students
4. **Skilled Technology User: Teachers understand the fundamental concepts of technology operations and troubleshooting as well as basic uses of technology in instruction.**
- Choose and use digital technologies including both hardware, software and web-based resources to support classroom instruction
 - Troubleshoot typical classroom technologies
 - Perform basic computing operations such as accessing accounts, managing files, navigating the Internet, and selecting appropriate applications to perform tasks

The [International Society for Technology in Education \(ISTE\) Standards: For Educators:](#)

1. **Learner**
- Set professional goals that explore and apply different pedagogical approaches (2.1.a)
 - Pursue and participate professional learning networks (2.1.b)
 - Keep up with professional research on student learning outcomes (2.1.c)
2. **Leader**
- Advance a shared vision for learning with technology (2.2.a)
 - Advocate for equitable access to educational technology (2.2.b)
 - Demonstrate digital tool use for their colleagues (2.2.c)
3. **Citizen**
- Creating positive experiences and establishing empathy with others (2.3.a)
 - Evaluating resources for credibility as part of a learning culture (2.3.b)
 - Lead students in understanding safe, legal, and ethical practices (2.3.c)
 - Demonstrate sound digital privacy practices (2.3.d)
4. **Collaborator**
- Collaborating with colleagues to build learning experiences (2.4.a)
 - Learning alongside their students in the use of technology (2.4.b)

- Employing collaborative tools in their instruction (2.4.c)
- Demonstrating cultural competency in their communications (2.4.d)

5. Designer

- Accommodate learning through differentiated instruction (2.5.a)
- Design standards-aligned learning activities with technology (2.5.b)
- Create an innovative learning environment (2.5.c)

6. Facilitator

- Fostering student ownership of learning in individual and group settings (2.6.a)
- Managing the use of technology at the classroom level (2.6.b)
- Teaching students to use a design process and computational thinking (2.6.c)
- Modeling and encouraging creativity in the classroom (2.6.d)

7. Analyst

- Offering alternative assessments when appropriate (2.7.a)
- Using technology for formative and summative assessments (2.7.b)
- Using assessment data to guide student progress (2.7.c)

Required Texts

ISTE (2022). *Edtech for the K-12 classroom: ISTE Readings on How, When and Why to Use Technology*. International Society for Technology in Education.

A list of required readings is available on MyMason. There are readings associated with each module. Some of the articles are available on GMU's e-reserves which can be accessed within Blackboard.

Technical Requirements

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

- High-speed internet access with updated browsers.
 - Blackboard Learn supported browsers: https://help.blackboard.com/Learn/Student/Ultra/Getting_Started/Browser_Support
 - Canvas supported browsers: <https://guides.instructure.com/a/7203291>
- Consistent and reliable access to GMU email and the course LMS, as these are the official methods of communication for this course.
- Speakers and a microphone or a microphone-enabled headset for use with the synchronous web conferencing tools.
- Note that 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.

Expectations

- Course Week:

Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.

- For Synchronous sessions: Aug. 29, Sep. 12, 26, Oct. 03, 24, Nov. 14, Dec. 05
- For Asynchronous sessions: Sep. 05, 19, Oct. 10, 17, 31, Nov. 07, 21

Because asynchronous courses do not have a “fixed” meeting day, our week will start on Thursday of the class and finish on Wednesday before the next class.

- Log in Frequency:
Students must actively check the course LMS site and their GMU email for communications from the instructor, class discussions, and/or access to course materials **at least 3 times per week**. In addition, students must log in for all scheduled online synchronous meetings, if any.
- 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.
Synchronous class meetings resemble traditional on campus classes in that **students must be (virtually) present at the same time**.
Punctuality and Preparation:
 - Join the synchronous class meetings on time.
 - Make sure your audio and video setup are functional to facilitate smooth communication during the session.
- 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.

Course Performance Evaluation

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

Written assignments should be submitted as either a Word document or PDF. Those using Pages should convert the file to a PDF.

- **Assignments**

Assignment #1: Online Asynchronous Activities, 24 points [Outcomes 1, 2, 3, 4, 5, 7]

Students complete seven online modules. Each online module will be the equivalent of one week of face-to-face time. **Online modules are to be completed within the stated time frame.** Each module is worth six points. Instructions for the online modules are in Blackboard. Each module has students learning about the technology associated with each topic and then using the technology to complete the assignment. For example, students learn about e-books and then create their own e-book; they learn about fine arts and either use a graphic program to create a postcard or a music program to create a song. In the Digital Story module, they will create a multimedia digital story. The other four modules explore digital citizenship, virtual escape rooms, artificial intelligence, and copyright information.

As part of the module, students will write a reflection on what they learned about the technology, how they will use it in the classroom or informal learning environment and why they would use it. References to course readings should be included in the reflections.

Assignment #2: Scratch Games/ Coding with Scratch, 10 points [Outcomes 3, 4]

This online module will be the equivalent of one week of face-to-face time. **Online modules are to be completed within the stated time frame** Students will create an interactive game using Scratch. They will need to apply what they learned about various algorithmic methods to determine the best way to complete the task of designing the game. Scratch Games can be created individually or in a small group (2-3 students). (*Note: Students who submit the Hour of Code Certificate within one week of the Coding class session will receive 5 extra credit points. Students who submit the certificate later than one week will receive 3 extra credit points, regardless of the reason.*)

Assignment #3: Website Evaluations, 7 points [Outcomes 2, 3]

Students will evaluate 10 websites to determine if they are valid websites or a hoax. Students will explain their reasoning for each website. Students will receive one point for each correctly

identified website. Two points will be deducted from final grade if the assignment is submitted late without notifying instructor ahead of time.

Assignment #4: Review of a Lesson Plan, 10 points [Outcomes 3, 5, 6, 8, 9]

Students will review one lesson plan of their choosing. They will rewrite the lesson to integrate technology into the curriculum. The lesson plan may focus on the humanities (literacy, social studies, or fine arts) or on STEM (science, mathematics, or engineering). The lesson may involve one student, small group of students, or whole class. Lesson plans will be provided in Blackboard.

Assignment #5: Reflection on Technology Videos, 10 points [Outcomes 5]

Students will watch assigned videos throughout the semester. Students will write a reflection that discusses which videos they watched, what they learned from the videos, and their thoughts about using technology with children. Students should include course readings and discussions in their reflection. Students should reference appropriate [ISTE Standards for Students](#).

Assignment #6: Designing a Technology Resource, 20 points [Outcomes 1, 2, 3, 4, 5, 6, 7, 8]

Working in groups or individually, students will design and create a technology resource around a topic of their choosing. The technology resource should be appropriate for PK-6 students and appropriate Virginia SOLs and or Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds should be identified. The technology resource should be interactive and go beyond just presenting information. Ideas for this assignment could include: creating a virtual fieldtrip (primary sources should be used throughout the VFT), simulation, augmented reality activity, virtual escape room activity. Additional ideas could be discussed with the instructor.

<i>Course Outcomes</i>	<i>Requirements & Assignments</i>	<i>Points</i>	<i>Due Date</i>
1, 2, 3, 4, 5, 7	Online Asynchronous Activities		
	Technology in Math	7	Sep. 12
	Creating E-books	7	Sep. 26
	Fine Arts and Technology	7	Oct. 24
	Digital Storytelling	7	Nov. 7
3, 4	Scratch Games	10	Oct. 17
3, 5, 6, 8, 9	Review of a Lesson Plan	7	Flexible/ Oct. 10
2, 3	Website Evaluations	10	Nov. 14
5, 8, 9	Reflection on Technology Videos	10	Dec. 5
1, 2, 3, 4, 5, 6, 7, 8	Designing a Technology Resource	20	Dec. 5
	Active Participation	15	
		100	

Active Participation:

Active participation in synchronous sessions is a crucial aspect of the learning process, fostering engagement, collaboration, and the exchange of ideas. Your contributions during live sessions will be rewarded with active participation points, which will contribute to your overall grade. Here are some ways you can earn active participation points:

1. Attendance and Punctuality: Regular and punctual attendance at all synchronous sessions will be rewarded with participation points. Being present and ready to engage during the entire session is essential for active learning.
 - a. Tardiness and Early Departure: Late arrivals or early departures may result in a partial loss of participation points, as they impact the continuity of the class discussion.
 - b. Absence Notification: In the event that you must miss a synchronous session due to unforeseen circumstances, it is essential to notify the instructor before the session's start.
2. Thoughtful Contributions: Actively participate in discussions by sharing thoughtful insights, asking questions, and offering feedback during the session. Quality contributions that demonstrate critical thinking and engagement will be recognized.
3. Engagement in Group Activities: Collaborative group activities or breakout sessions during synchronous sessions will provide opportunities for teamwork. Active involvement in these activities will be considered for participation points.

• Other Requirements

[e.g., attendance/participation]

In accordance with the GMU Attendance Policies (University Catalog, 2023-2024), “Students are expected to attend the class periods of the courses for which they are registered. In-class participation is important not only to the individual student, but also to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness, early departure, or failure to engage in online classes as de facto evidence of nonparticipation.”

If you must be absent from class, inform the instructor prior to the beginning of the class session. Missed classes (or portions of classes) will result in loss of participation points.

Unless there are extenuating circumstances that have been shared with the instructor, more than two missed classes will result in a failing grade and you must retake the course.

Absence from class to observe a religious holiday, to serve jury duty, or to participate in required military service are exemptions to the above policy. If you anticipate being absent for any of these reasons, please make arrangements at least 48 hours in advance.

In addition, **you are expected to be on time to class** each week unless 48 hours advance notice has been provided to the instructor. Your instructor will define their policy for tardiness as it relates to class participation points and absences.

- **Grading**

UNDERGRADUATE GRADING SCALE

Grade	Grading Scale	Interpretation
A+	97-100	<i>Represents mastery of the subject through effort beyond basic requirements</i>
A	93-96	
A-	90-92	
B+	87-89	<i>Reflects an understanding of and the ability to apply theories and principles at a basic level</i>
B	83-86	
B-	80-82	
C+	77 – 79	
C	73 – 76	
C-	70-72	<i>Denotes an unacceptable level of understanding and application of the basic elements of the course. Grade does not meet the minimum requirement for licensure courses.</i>
D	60-69	
F	<69	

Note: No credit toward graduation accrues from a failing grade or a grade that is replaced by a retaken course.

Expectations:

- **Writing:** All written papers are expected to be double-spaced, with 1” margins, and in 12-point font (Times New Roman, Calibri, or Arial). APA format is expected. If you do not have a 7th Edition APA manual, the OWL at Purdue is an excellent resource: <http://owl.english.purdue.edu/owl/resource/560/01/>. Please Note: The GMU Writing Center offers online support via email. They will provide feedback on your writing within one hour. Professional writing can be difficult; I encourage you to take advantage of this service. http://writingcenter.gmu.edu/?page_id=177
- **Assignments:** It is expected that all class assignments will be submitted on time to the correct location; therefore, late assignments will not receive full credit. If extraordinary circumstances prevent you from submitting your work in a timely manner, it is your responsibility to contact the instructor as soon as possible after the circumstances occur and make arrangements to complete your work. It is up to the discretion of the instructor to approve the late/makeup work. Assignments turned in late without prior communication will receive an automatic deduction of one letter grade making the highest possible score equivalent to 80% (B). All assignments must be submitted on the due date stated within the syllabus (see below) and should be submitted in the format outlined.
- **Revise & Resubmit:** If a student submits an assignment that may indicate limited understanding or confusion about the content as indicated by scoring on the assignment rubric, the instructor may request for a student to revise and resubmit the assignment based on feedback. This is an opportunity for a student to clarify understanding of the content and demonstrate growth. In most cases, the original assignment and revision will be averaged for

a new final grade. The instructor will communicate with the student to determine a reasonable timeframe within which to complete the revision.

- **Academic Integrity and Responsible AI Use:** Plagiarism, the uncredited use or appropriation of someone else's ideas, words, or work, is a serious breach of academic and ethical standards. It undermines the values of originality, integrity, and scholarly growth that form the foundation of our learning community. In this course, we emphasize the importance of proper citation, responsible research practices, and the development of your unique voice. Additionally, as we navigate the digital age, we address the role of AI tools like ChatGPT in content creation. It is important to note that any form of plagiarism, including but not limited to direct copying, paraphrasing without proper attribution, self-plagiarism, and unintentional plagiarism, is unacceptable.

Use of Generative AI

Use of Generative AI tools should be used following the fundamental principles of Mason's Academic Standards. This includes being honest about the use of these tools for submitted work and including citations when using the work of others, whether individual people or Generative AI tools. Mason is an Honor Code university; please see the Office for Academic Integrity for a full description of the code and the honor committee process. Three fundamental principles to follow at all times are that: (1) all work submitted be your own, as defined by the assignment; (2) when you use the work, the words, or the ideas of others, including fellow students or online sites, you give full credit through accurate citations; and (3) if you are uncertain about the ground rules on a particular assignment or exam, ask for clarification. No grade is important enough to justify academic misconduct.

Use of Generative-AI tools should be used following the fundamental principles of the Honor Code. This includes being honest about the use of these tools for submitted work and including citations when using the work of others, whether individual people or Generative-AI tools.

When explicitly stated by the instructor, Generative AI tools are allowed on the named assignment. Students will be directed if and when citation or statement-of-usage direction is required. Use of these tools on any assignment not specified will be considered a violation of the academic integrity policy. All academic integrity violations will be reported to the office of Academic Integrity. Some student work may be analyzed using an originality detection tool focused on AI tools. Generative AI detection tool use will be revealed when the assignment directions are provided to students.

There will be times in the education field that use of AI tools will be needed for you to do well at the job and there will be times where you will need to be able to do the work without support from these tools. This course aims to provide you with experience in the real-world scenarios that you may encounter once you leave the university

Professional Dispositions (CEHD Student Guide)

Throughout study in the College of Education and Human Development, students are expected to demonstrate behaviors that reflect the positive dispositions of a professional. See <https://cehd.gmu.edu/current-students/cehd-student-guide>.

[Additional course or program specific language may be added.]

Class Schedule

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

Class	Date	Guiding Questions/Topics	Readings/Assignments Due Prior to Class
1	Aug 29 (Synchronously)	<ul style="list-style-type: none"> - Introduction to the Course - Syllabus Review - Integrating technology – what and why? - Introduction to ISTE/VSTE - SAMR - Literacy and technology integration 	<ul style="list-style-type: none"> - Read the syllabus. - Read Chapter 1: ISTE Standards
2	Sep 5 (Asynchronously)	Technology in Math Module	<ul style="list-style-type: none"> - Complete the Technology in Math Module - Read Chapter 3: Personalized Learning
3	Sep 12 (Synchronously)	<ul style="list-style-type: none"> - Discussion on security and privacy issues related to technology. - Discussion of ways to keep children safe online. 	<p>DUE: Technology in Math <i>online</i> assignment</p> <ul style="list-style-type: none"> - Read Chapter 4 and 5: Digital Citizenship and Digital and Media Literacy
4	Sep 19 (Asynchronously)	Creating E-books Module.	- Complete the E-book Module
5	Sep 26 (Synchronously)	<ul style="list-style-type: none"> - Virtual Escape Rooms - Breakout.edu - Discussion of copyright issues. 	DUE: Creating E-books <i>online</i> assignment
6	Oct 3 (Synchronously)	<ul style="list-style-type: none"> - Coding - Video: Mitch Resnick: Let's Teach Kids to Code. 	- Read Chapter 7: Digital Learning Lessons and Resources
7	Oct 10 (Asynchronously) Mid-term Evaluation	-Work on Scratch game.	Due: Review of a Lesson Plan due*
8	Oct 17 (Asynchronously)	<ul style="list-style-type: none"> - Fine Arts and Technology Module - Lesson Plan 	<p>DUE: Scratch Games/ Coding with Scratch</p> <ul style="list-style-type: none"> - Complete the Fine Arts and Technology Module
9	Oct 24 (Synchronously)	- Introduction to Digital Storytelling.	DUE: Fine Arts and Technology <i>online</i> assignment

10	Oct 31 (Asynchronously)	- Digital Storytelling	- Complete Digital Storytelling Module
11	Nov 7 (Asynchronously)	- Evaluating websites	Due: Digital Storytelling <i>online</i> assignment
12	Nov 14 (Synchronously)	-The role of technology in STEM - MakerSpace - AI in Education - Digital Equity - Discuss technology resource options	Due: Website evaluations - Read Chapter 6: Digital Equity.
13	Nov 21 (Asynchronously)	- Work on the technology resource.	
14	Nov 28	Thanksgiving Break (no classes) University Closed Wed. Nov 27 - Sun. Dec 1	
15	Dec 5 (Synchronously)	- Sharing technology resource.	Due: Reflection on Technology Videos Due: Designing a Technology Resource

Flexible Due Date: Review of a Lesson Plan*

CEHD Commitments

The College of Education and Human Development is committed to fostering collaboration and community, promoting justice and equity, and advancing research-informed practice. Students are expected to adhere to, and contribute to, these commitments, the CEHD Mission, and Core Values of George Mason University. More information can be found here:

<https://cehd.gmu.edu/about/culture/>

GMU Policies and Resources for Students

Policies

- Students must adhere to Mason’s Academic Standards (see <https://catalog.gmu.edu/policies/academic-standards/>)
- 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 VIA should be directed to viahelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments>.
- Questions or concerns regarding use of your LMS should be directed to:
 - Blackboard Learn: <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>
 - Canvas: <https://its.gmu.edu/service/canvas/>
- For information on student support resources on campus, see:
 - TimelyCare: <https://caps.gmu.edu/timelycare-services/>
 - Writing Center: <https://writingcenter.gmu.edu/>

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

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, 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 or support measures from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

Assignment #1

Asynchronous Activities, 28 points (7 points for each activity)

Due:	Technology in Math	Sep. 12
	Creating E-books	Sep. 26
	Fine Arts and Technology	Oct. 24
	Digital Storytelling	Nov. 7

Purpose: These assignments provide opportunities for hands-on experience with technology, as well as models for integrating technology.

Procedure (Throughout the semester):

- Students will complete the online modules by each due date.
- Students are required to submit a reflective piece outlining their learnings from each module. These reflections should be closely linked to the readings and activities pertinent to the respective module. **Consider expanding on the following aspects:**
 - **Personal Experience:** Share more about your personal journey throughout the assignment. Reflect on specific challenges you encountered, any surprises you encountered, and how you overcame them.
 - **Educational Implications:** Discuss in more detail how you envision incorporating the technology into your teaching practice. What specific benefits do you see for your students? How do you anticipate it enhancing their learning experiences?
 - **Learning Outcomes:** Reflect on what you learned from the process of working with the technology. Did it change your perspective on technology in education? What new skills or insights did you gain?
 - **Critical Analysis:** Offer a critical analysis of the articles you read. How did these resources contribute to your understanding of the use of technology in education? Were there any limitations or areas where you wished for more information?

Evaluation Criteria:

	Meets Requirements (2 Points)	Partial Requirements (1 Points)	Needs Improvement (0 Points)
Completes Assignment on Time	1 Point - assignment was completed on time. 1 Point - shared in class.	c	The assignment was late, no viable excuse provided.
Reflection	1 Point - Demonstrates an insightful analysis of the technology and its implication on education. 1 Point - Engages in personal reflections that delve deeper than superficial observations.	Provides a basic analysis of the technology and its implications on education. Includes personal reflections but may lack depth.	Response demonstrates a lack of reflection on, or personalization of, the theories, concepts, and/or strategies presented in the course materials.
Citations	1 Point - Clearly connects the experience or topic with readings from class.	Connections to readings are present but may not be clearly articulated or citations are incomplete or not in APA style.	Course readings are not referred to in the reflection. Citations are missing.

	1 Point - Citations of sources are presented in APA style.		
Online Module	1 Point - The online module was completed in its entirety. 1 Point - Assignment functions as intended.	The majority of the online module was completed in its entirety. The assignment functions as intended.	The majority of the online module was not completed in its entirety. Major parts of the module were skipped. The assignment does not function as intended.

Assignment #2
Scratch Games, 10 points
Due: Oct. 17

Purpose: This assignment enables students to develop an understanding of coding and computational thinking and how to integrate coding in the classroom.

Task: Your task is to conceive and craft an interactive game in Scratch, tailored for a child's engagement, where they control a character's navigation.

Procedure:

- Explore various Scratch games. Watch tutorials to understand movements, sensing user input, and basic game logic. Get familiar with game's sprites and backdrops and how to add code blocks to sprites.
- Suggested simple game ideas: collecting objects, avoiding obstacles, navigating a maze, or incorporating a combination of these challenges.
- Design and create a game using Scratch. **INCLUDE instructions and educational objective.**
- Be prepared to share with other students. To work with a partner, talk to the instructor.

Evaluation Criteria:

	Meets Requirements (1 or 2 Points)	Partial Requirements (.5 or 1Point)	Needs Improvement (0 Point)
Completes Assignment on Time	1 Point - assignment was completed on time. 1 Point - shared in class.	The assignment was late, but the instructor was notified ahead of time AND student had a viable excuse.	The assignment was late, no viable excuse provided.
Creativity 2 points * Creativity can shine through even the most basic of games.	Engaging gameplay mechanics- character movement, interactions with objects, or a scoring system.	Some creative elements are present but not consistently throughout the game.	Little thought or effort.
Functionality 2 points	The game functions flawlessly, with no bugs or technical issues. Players can easily navigate and interact with the game.	The game functions flawlessly, with no bugs or technical issues. Players can easily navigate and interact with the game.	Many technical issues make it difficult or impossible to play.
User Experience 2 points	Includes instructions for user to interact with program.	Includes instructions but there may be occasional confusion or challenges.	Confusing interface with unclear/no instructions.
Educational Value 1 point	Has educational value	Some educational value	No educational value
* problem-solving, persistence, hand-eye coordination, competition and/or cooperation, strategic thinking, exploration, learning through play, etc			
Alignment/Relevance to Educational Context 1 point	Relevant to a/many age group(s). Can be seamlessly integrated into classroom activities to support learning		Not relevant to the age group and/or cannot be integrated in classroom.

ASSIGNMENT #3
Website Evaluation, 10 Points
Due: Nov. 14

Purpose: The purpose of this assignment is to conduct a rigorous evaluation of a set of ten webpages, with the overarching goal of distinguishing between those that can be deemed as credible, valid websites and those that may potentially be deceptive or hoaxes.

This task requires a meticulous examination of online content to ensure that it aligns with established standards of accuracy, trustworthiness, and reliability, ultimately equipping students with essential "digital information literacy" skills for discerning misinformation and disinformation.

Procedure:

- Examine each of the ten assigned webpages individually.
- Determine whether each webpage is a valid, trustworthy source, or if it appears to be a hoax.
- For each webpage evaluation, explain why you consider the webpage to be either valid or a potential hoax. Use critical thinking and analysis from your readings to support your judgments.
- Submit your completed evaluation, including your assessments for all ten webpages and the accompanying explanations.

Note that there is no separate reflection component for this assignment.

Evaluation Criteria:

- Each correctly identified website earns 0.5 point.
- Each well-explained reasoning for the website evaluation earns an additional 0.5 point.
- Late submissions without prior notification result in a 2-point deduction from overall score.
- The maximum possible score for this assignment is 10 points.
- The final score is calculated based on the total number of correctly identified websites and the quality of reasoning provided for each evaluation. Late submissions will have points deducted as specified.

ASSIGNMENT #4

Review of Lesson Plan, 7 Points

Due: Oct. 10

HOWEVER, this is a FLEXIBLE DATE. NO LATE POINTS if you submit it before Dec. 05th

Purpose: The purpose of this assignment is to design a lesson that integrates technology into the PreK-6 classroom.

Procedure:

- Choose a lesson plan from the folder in Blackboard. Conduct a thorough analysis of the chosen lesson plan, considering its objectives, content, and the targeted age group. Think of how technology can enhance or support these objectives? Identify integration opportunities and select technology(ies) that aligns with the lesson's goals and is age-appropriate.
- Describe step-by-step how and when in the lesson, students will interact with and utilize the technology to enhance their understanding of the lesson's concept(s).
- Submit the revised lesson plan in WORD or PDF via MyMason. Ensure that the revised lesson plan includes clear instructions of **what** technology(ies) will be used, **how** and **when** it will be used, objectives (**why** – standards), and a timeline (**how long**) for technology usage during the lesson.

Evaluation Criteria:

	Meets Requirements (1 or 2 Points)	Partial Requirements (½ or 1 Points)	Needs Improvement (0 Point)
Completes Assignment on Time 1 point	The assignment was completed on time.	The assignment was late, but the instructor was notified ahead of time AND student had a viable excuse.	The assignment was late, no viable excuse provided.
Appropriate Choice of Technology 1 point	Selects appropriate technology that aligns well with the lesson's goals and is suitable for the targeted age group.	Chooses technology that generally aligns with the lesson's goals but may not be perfectly suited or detailed.	Technology choice is inappropriate or not clearly linked to lesson goals.
Appropriate Use of Technology 2 points	Provides clear, step-by-step description of how and when students will use the technology to achieve specific learning objectives.	The description of technology use is present but lacks some clarity or detail.	The description of technology use is missing or unclear.
Alignment with Standards 2 points	Provides a clear and comprehensive alignment of the revised lesson plan with relevant educational standards, such as ISTE or other including references and citations.	Attempts to align the revised lesson plan with educational standards, but lacks citations or references to specific standards.	Does not provide alignment to any educational standards or relevant references.

ASSIGNMENT #5

Reflection on Technology Videos, 10 Points

Due: April 23

Purpose: This assignment enables students to understand how technology is used in the classroom.

Procedure:

- Watch assigned videos. Keep a journal of which videos you watched and what you learned.
- Write a reflection of what you learned about the use of technology in the schools. Include a list of the videos chosen. Be sure to connect this with class readings.
- Include examples of how technology was used and what ISTE or other Standards for Students were represented.
- Include ideas for using technology in your future teaching practice.

Evaluation Criteria

	Meets Requirements (1-4 Points)	Partial Requirements (.5 Points)	Needs Improvement (0 Points)
Completes Assignment on Time 1 point	The assignment was completed on time.	The assignment was late, but the instructor was notified ahead of time AND student had a viable excuse.	The assignment was late, no viable excuse provided.
Depth of Reflection 4 points 1 point for each criteria	<ol style="list-style-type: none"> 1. Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. 2. Viewpoints and interpretations are insightful and well supported. 3. References to course materials are included. 4. Includes proper citations 	Response demonstrates a lack of reflection on, or personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are inappropriate, and/or unsupported. No References or Citations.	
Examples of Technology Used 2 points 1 point for each criteria	<ol style="list-style-type: none"> 1. Clear, detailed examples are provided. 2. Includes a mixture of teacher use and student use of technology. 	Examples of technology use are irrelevant to the assignment. Examples focus mostly on teacher or student use of technology only.	
Future Plans for Use of Technology 3 points	<ol style="list-style-type: none"> 1. Included at least two future plans for use of technology in the classroom (2 points) 2. Ideas were connected to the SOLs and/or ISTE or other standards for students (1 point) 	Included no ideas for future plans for use of technology. Ideas presented were not connected to the SOLs or ISTE standards.	

ASSIGNMENT #6

Designing a Technology Resource, 20 Points

Due: April 23

Purpose: This assignment enables students to design a technology resource that allows for the connection of multiple concepts. This can be done as an individual or group assignment.

Procedure:

- Students will explore various modules to choose a technology resource to create.
- Students may work in small groups if they desire (no more than four to a group).
- Students will choose a grade level and appropriate SOL(s) for their resource.
- Students will create a technology resource for PreK-6 children. Students should discuss their idea with the instructor to determine the appropriate resources needed.
- The technology resource should allow PreK-6 students to interact with the material in a way that promotes a deeper understanding of the concept. The resource should go beyond presenting information.
- Technology resources will be shared in class.

Evaluation Criteria:

	Meets Requirements (4 Points)	Partial Requirements (1 or 2 Points)	Needs Improvement (0 or 1 Points)
Completes Assignment on Time	1 Point - assignment was completed on time. 3 Points - shared in class.	The assignment was late, but the instructor was notified ahead of time AND student had a viable excuse.	The assignment was late, no viable excuse provided.
Content 4 Points	There is a clear concept taught in using the resource.	There is a concept being taught, but some parts are confusing.	There is no clear concept being taught.
Appropriate 4 Points	All aspects of the resource are appropriate for PreK-6 students. If applicable, all websites linked are appropriate in terms of content and reading levels.	The majority of the resource is appropriate for PreK-6 students. Websites are appropriate in terms of content, but reading levels maybe challenging.	The majority of the resource is not appropriate for PreK-6 students. Websites are not appropriate in terms of content and reading levels.
Engaging 4 Points	The resource is engaging for PreK-6 children. The majority of students will enjoy interacting with the resource.	The resource is somewhat engaging for PreK-6 children. Some students will enjoy interacting with the resource.	The resource is not engaging for PreK-6 children. The majority of students will not enjoy interacting with the resource.
Creative 4 Points	Considerable thought and effort went into development of the resource. It is usable in a classroom.	Thought and effort is evident. It could be used in a classroom.	Little thought or effort is evident. Could not be used in a classroom.



Common Policies Affecting All Courses at George Mason University

Updated August 2024

These four policies affect students in all courses at George Mason University. This Course Policy Addendum must be made available to students in all courses (see [Catalog Policy AP.2.5](#)).

Additional policies affecting this course, and additional resources or guidance regarding these policies, may be provided to students by the instructor.

Academic Standards

Academic Standards exist to promote authentic scholarship, support the institution's goal of maintaining high standards of academic excellence, and encourage continued ethical behavior of faculty and students to cultivate an educational community which values integrity and produces graduates who carry this commitment forward into professional practice.

As members of the George Mason University community, we are committed to fostering an environment of trust, respect, and scholarly excellence. Our academic standards are the foundation of this commitment, guiding our behavior and interactions within this academic community. The practices for implementing these standards adapt to modern practices, disciplinary contexts, and technological advancements. Our standards are embodied in our courses, policies, and scholarship, and are upheld in the following principles:

- **Honesty:** Providing accurate information in all academic endeavors, including communications, assignments, and examinations.
- **Acknowledgement:** Giving proper credit for all contributions to one's work. This involves the use of accurate citations and references for any ideas, words, or materials created by others in the style appropriate to the discipline. It also includes acknowledging shared authorship in group projects, co-authored pieces, and project reports.
- **Uniqueness of Work:** Ensuring that all submitted work is the result of one's own effort and is original, including free from self-plagiarism. This principle extends to written assignments, code, presentations, exams, and all other forms of academic work.

Violations of these standards—including but not limited to plagiarism, fabrication, and cheating—are taken seriously and will be addressed in accordance with university policies. The process for reporting, investigating, and adjudicating violations is [outlined in the university's procedures](#). Consequences of violations may include academic sanctions, disciplinary actions, and other measures necessary to uphold the integrity of our academic community.

The principles outlined in these academic standards reflect our collective commitment to upholding the highest standards of honesty, acknowledgement, and uniqueness of work. By adhering to these principles, we ensure the continued excellence and integrity of George Mason University's academic community.

Student responsibility: Students are responsible for understanding how these general expectations regarding academic standards apply to each course, assignment, or exam they participate in; students should ask their instructor for clarification on any aspect that is not clear to them.

Accommodations for Students with Disabilities

Disability Services at George Mason University is committed to upholding the letter and spirit of the laws that ensure equal treatment of people with disabilities. Under the administration of University Life, Disability Services implements and coordinates reasonable accommodations and disability-related services that afford equal access to university programs and activities. Students can begin the registration process with Disability Services at any time during their enrollment at George Mason University. If you are seeking accommodations, please visit <https://ds.gmu.edu/> for detailed information about the Disability Services registration process. Disability Services is located in Student Union Building I (SUB I), Suite 2500. Email: ods@gmu.edu. Phone: (703) 993-2474.

Student responsibility: Students are responsible for registering with Disability Services and communicating about their approved accommodations with their instructor *in advance* of any relevant class meeting, assignment, or exam.

FERPA and Use of GMU Email Addresses for Course Communication

The [Family Educational Rights and Privacy Act \(FERPA\)](#) governs the disclosure of [education records for eligible students](#) and is an essential aspect of any course. **Students must use their GMU email account** to receive important University information, including communications related to this class. Instructors will not respond to messages sent from or send messages regarding course content to a non-GMU email address.

Student responsibility: Students are responsible for checking their GMU email regularly for course-related information, and/or ensuring that GMU email messages are forwarded to an account they do check.

Title IX Resources and Required Reporting

As a part of George Mason University's commitment to providing a safe and non-discriminatory learning, living, and working environment for all members of the University community, the University does not discriminate on the basis of sex or gender in any of its education or employment programs and activities. Accordingly, **all non-confidential employees, including your faculty member, have a legal requirement to report to the Title IX Coordinator, all relevant details obtained directly or indirectly about any incident of Prohibited Conduct** (such as sexual harassment, sexual assault, gender-based stalking, dating/domestic violence). Upon notifying the Title IX Coordinator of possible Prohibited Conduct, the Title IX Coordinator will assess the report and determine if outreach is required. If outreach is required, the individual the report is about (the "Complainant") will receive a communication, likely in the form of an email, offering that person the option to meet with a representative of the Title IX office.

For more information about non-confidential employees, resources, and Prohibited Conduct, please see [University Policy 1202: Sexual and Gender-Based Misconduct and Other Forms of Interpersonal Violence](#). Questions regarding Title IX can be directed to the Title IX Coordinator via email to TitleIX@gmu.edu, by phone at 703-993-8730, or in person on the Fairfax campus in Aquia 373.

Student opportunity: If you prefer to speak to someone *confidentially*, please contact one of Mason's confidential employees in Student Support and Advocacy ([SSAC](#)), Counseling and Psychological Services ([CAPS](#)), Student Health Services ([SHS](#)), and/or the [Office of the University Ombudsperson](#).

This document is updated annually and maintained by the [Stearns Center for Teaching and Learning](#), in cooperation with GMU Faculty Senate Academic Policies Committee.