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

ELED 257. 001 – Integrating Technology in PreK-6
3 Credits, Fall 2024
Tuesdays, 1:30 – 4:10 PM, Thompson Hall Room L018, Fairfax Campus

Faculty

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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. **This course meets the Mason Core Information Technology and Computing requirement.**

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 fulfills the Mason Core Information Technology and Computing requirement through the following learning outcomes:

1. Students will explore 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 via a hybrid model, **with face-to-face (in-person [Thompson Hall L018/Fairfax Campus]),** and **asynchronous sessions (**designated in the **Class Schedule** section) format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available starting on August 25th.

Face-to-face sessions in TH L018 (in-person): August 27, September 10, September 24, October 1, October 29, November 19, December 3

Asynchronous: September 3, September 17, October 8, October 22, November 5, November 12, November 26

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

Technical Requirements

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

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

  To get a list of supported operation systems on different devices see: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.

- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
    - The following software plug-ins for PCs and Macs, respectively, are available for free download: Adobe Acrobat Reader: https://get.adobe.com/reader/
    - Windows Media Player: https://support.microsoft.com/en-us/help/14209/get-windows-media-player
    - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week:
  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 discussions, and/or access to course materials at least three 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. These meetings will take place either in person or 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.

Field Experience

This course requires 15 hours of field experience in a PK-6 classroom. Due to the recent pandemic and that schools are limiting the number of people in the building, students will have one of two options for field experience this semester.

1. If you are working in a school this Fall you may complete your field hours at that school by observing another teacher. Hours should be recorded on the Field Experience log and signed by your cooperating teacher.
2. For all other students, field experiences will consist of watching videos provided. Students will keep track of the videos they watch to insure they have 15 hours of viewing time. These videos are available in Blackboard.

Learner Outcomes or Objectives

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

1. explore 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. explore the principles of online learning and online instructional strategies and apply the skills to deliver online instruction;
8. identify the Virginia Standards of Learning for Computer Technology and the ability to use technology as a tool for teaching, learning, research, and communication;
9. synthesize, 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. Instructional personnel shall be able to demonstrate effective use of a computer system and utilize computer software.
2. Instructional personnel shall be able to apply knowledge of terms associated with educational computing and technology.
3. Instructional personnel shall be able to apply computer productivity tools for professional use.
4. Instructional personnel shall be able to use electronic technologies to access and exchange information.
5. Instructional personnel shall be able to identify, locate, evaluate, and use appropriate instructional hardware and software to support Virginia's Standards of Learning and other instructional objectives.
6. Instructional personnel shall be able to use educational technologies for data collection, information management, problem solving, decision making, communication, and presentation within the curriculum.
7. Instructional personnel shall be able to plan and implement lessons and strategies that integrate technology to meet the diverse needs of learners in a variety of educational settings.
8. Instructional personnel shall demonstrate knowledge of ethical and legal issues relating to the use of technology.

International Society for Technology in Education (ISTE) Standards for Teachers:

1. Learner - Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning.
2. Leader - Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning.
3. Citizen - Educators inspire students to positively contribute to and responsibly participate in the digital world.
4. Collaborator - Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems.
5. Designer - Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability.

6. Facilitator - Educators facilitate learning with technology to support student achievement of the ISTE Standards for Students.
7. Analyst - Educators understand and use data to drive their instruction and support students in achieving their learning goals.

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. Portland, Oregon – Arlington, Virginia

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

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard or via other website as appropriate for the individual assignment, such as YouTube, FlipGrid, or Google Classroom). Written assignments should be submitted as either a Word document or PDF. Those using Pages should convert the file to a PDF.

COURSE ASSIGNMENTS:

Assignment #1: **Review of a Lesson Plan, 7 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, computer science, or engineering). The lesson may involve one student, small group of students, or whole class. Lesson plans will be provided in Blackboard.

Assignment #2: **Creation (Designing) of 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, interactive fiction. Additional ideas could be discussed with the instructor.

Assignment #3: **Online Activities, 28 points [Outcomes 1, 2, 3, 4, 5, 7]**

Students complete four 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 seven points. Instructions for the online modules are in Blackboard. The four online modules are: Technology in Math, Creating E-Books, Fine Arts and Technology, and Digital Storytelling. 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. ***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 #4: **Evaluating Websites, 10 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 #5: **Reflection on Technology Videos, 10 points [Outcomes 5]**

Students will watch assigned videos throughout the semester. Students should check the Videos Folder each week for the assigned video(s) to watch for that week. 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: **Coding with Scratch, 10 points [Outcomes 3, 4]**

The "Coding with Scratch" assignment is designed to provide hands-on experience in creating a game, simulation, or digital story using the Scratch visual programming environment. This assignment encourages exploration of Scratch's capabilities for building educational projects that embody computational thinking. Students may focus their project on STEM topics or themes from the humanities and arts. Projects should demonstrate proficiency with Scratch's programming tools while effectively communicating ideas in the chosen subject area. As part of this coding journey, you will develop animated stories, simulations, or games that make learning these essential STEM and non-STEM principles engaging and interactive. Scratch's user-friendly, drag-and-drop interface—developed by MIT—serves as an excellent foundation for practicing computational thinking. Students are expected to apply the algorithmic methods explored in class to effectively design and complete their Scratch project. Projects can be created individually or in a small group (2-4 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 Points

Course Outcomes	*Requirements & Assignments*	*Points*	*Due Date*
1, 2, 3, 4, 5, 7	Online Asynchronous Activities Technology in Math Creating E-books Fine Arts and Technology Digital Storytelling	 7 7 7 7	 Sept. 10 Sept. 24 Oct. 29 Nov. 12
3, 4	Coding with Scratch	10	Oct. 22
2, 3	Website Evaluations	10	Nov. 19
3, 5, 6, 8, 9	Review of a Lesson Plan	7	Nov. 26
1, 2, 3, 4, 5, 6, 7, 8	Creation (Designing) of Technology Resource	20	Dec. 3
5, 8, 9	Reflection on Technology Videos	10	Dec. 3
	Active Participation	15	
		100	

Active Participation:

Active participation in class sessions is a crucial aspect of the learning process, fostering engagement, collaboration, and the exchange of ideas. Your contributions during 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 in-person 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 an in-person 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 during in-person sessions will provide opportunities for teamwork. Active involvement in these activities will be considered for participation points.

• Other Requirements

Students are expected to participate in all instructional activities. Hybrid courses are no different from fully in-person courses in this regard; however, participation must be defined in a different manner. Student "attendance" in asynchronous parts of the hybrid courses will be defined as active participation. Online portions of the hybrid courses will, at a minimum have weekly mechanisms for student participation, which can be documented by any or all of the following methods: student tracking records in Blackboard; submission/completion of assignments; and communication with the instructor. Students who fail to maintain active participation in the course as defined in the course syllabus will be processed in accordance with the College's current attendance policy (https://catalog.gmu.edu/policies/academic/registration-attendance/#ap-1-6)

For the in-person portion, if you have two absences in which you do not make up the class, you will receive a 25% deduction in your overall grade. Three absences will result in automatic failure of the course.

For Excused Absences (Adapted from Torrey Trust):

- If you have to miss a class for an approved reason (e.g., mental/physical well-being, religious event, emergency, technical difficulties), you can make up the class by reviewing the class slides and completing the class activities, and submitting your work.
- You have 2 weeks to make up a missed class and receive full credit.
- Please send an email to notify Dr. Kaya (ekaya3@gmu.edu) of your absence as early as you can (before class starts).
- If you have an excused absence but do not make up the in-class work, you will not receive credit.
- Classes missed prior to enrollment during the add/drop period are considered excused absences and any in-class work missed may be made up for full credit.

Unexcused Absences:

- Absences without prior notification via email will generally be considered unexcused.

To be clear – an excused absence provides you with the opportunity to make up any in-class work, but if you don't do the work you don't get credit for it.

Grading Policies

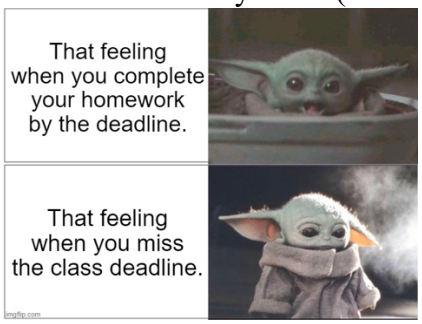
At George Mason University course work is measured in terms of quantity and quality. A credit normally represents one hour per week of lecture or recitation or not fewer than two hours per week of laboratory work throughout a semester. The number of credits is a measure of quantity. The grade is a measure of quality. The Elementary Education Program has adopted the following grading system for undergraduate courses:

Grade	***Grading Scale***	***Interpretation***
A+	*97-100*	*Represents mastery of the subject through effort beyond basic requirements*
A	*93-96*	
A-	*90-92*	

B+	*87-89*	*Reflects an understanding of and the ability to apply theories and principles at a basic level*
B	*83-86*	
B-	*80-82*	
C+	*77 – 79*	
C	*73 – 76*	
C-	*70-72*	*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.*
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.

Note: I reserve the right to add, alter, or omit any assignment as necessary during the course of the semester. You will always receive advanced notice of any modifications.

Use of Generative AI

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 shared when the assignment directions are provided to students.

There will be times in the education field when the use of AI tools will be needed for you to perform your job well 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 in the use of AI 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.

Class Schedule

Face-to-face sessions in TH L018 (in-person): August 27, September 10, September 24, October 1, October 29, November 19, December 3

Asynchronous: September 3, September 17, October 8, October 22, November 5, November 12, November 26

Class	Date	Guiding Questions/Topics	Readings/Assignments Due Prior to Class
1	August 27 (in person)	-Introduction to the Course -Syllabus Review -Integrating technology – what and why? -Introduction to ISTE/VSTE -SAMR -Literacy and technology integration -ISTE Student Standards	-Read the syllabus. -Read Chapter 3: The ISTE Standards
2	September 3 (Asynchronously)	Technology in Math Module	-Complete the Technology in Math Module -- Read Chapter 1: Teaching and Learning with EdTech -Watch assigned video(s) in the Video folder.
3	September 10 (in person)	-Discussion on security and privacy issues related to technology. -Exploring online tools (Flipgrid, Nearpod, etc.) -Discussion of ways to keep children safe online. -ISTE Student Standards	**-Technology in Math online assignment due.** -Read Chapter 4: Digital Citizenship and Media Literacy -Watch assigned video(s) in the Video folder.
4	September 17 (Asynchronously)	Creating E-books Module.	-Complete the E-book Module -Watch assigned video(s) in the Video folder.
5	September 24 (in person)	- Virtual Escape Rooms - Breakout.edu -Discussion of copyright issues. -Coding	**Creating E-books online assignment due.** -Watch assigned video(s) in the Video folder.

		-ISTE Student Standards	
6	October 1 (in person)	- Coding - Video: Mitch Resnick: Let's Teach Kids to Code. -ISTE Student Standards	- Read Chapter 5: Digital Learning Tools and Approaches -Watch assigned video(s) in the Video folder.
7	October 8 (Asynchronously)	-Work on Scratch game.	- Read Chapter 2: Digital Equity and SEL -Watch assigned video(s) in the Video folder.
8	October 15	**Fall Break – No Class**	
9	October 22 (Asynchronously)	Fine Arts and Technology Module	-Complete the Fine Arts and Technology Module -Watch assigned video(s) in the Video folder. **-Scratch Projects due.**
10	October 29 (in person)	-AI Education -Share Scratch Games - Introduction to Digital Storytelling. -ISTE Student Standards	**-Fine Arts and Technology online assignment due.** -Watch assigned video(s) in the Video folder.
11	November 5 (Asynchronously)	Digital Storytelling	-Complete Digital Storytelling Module -Watch assigned video(s) in the Video folder.
12	November 12 (Asynchronously)	-Evaluating websites	**-Digital Storytelling online assignment due.** -Watch assigned video(s) in the Video folder.
13	November 19 (in person)	-The role of technology in STEM -MakerSpace -AR/VR -Discuss technology resource options -ISTE Student Standards	**-Website evaluations due.** -Watch assigned video(s) in the Video folder.

14	November 26 (Asynchronously)	-Work on the technology resource.	**- Rewrite a Lesson Plan due.** - Read: Chapter 6: Support and Community
15	December 3 (in person)	- Sharing technology resource. -ISTE Student Standards	**-Reflection on Technology Videos due.** **-Technology Resource due.**

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

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: https://ctfe.gmu.edu/teaching/student-support-resources-on-campus
    - TimelyCare: https://caps.gmu.edu/timelycare-services/
    - Writing Center: https://writingcenter.gmu.edu/
- For additional information on the College of Education and Human Development's Student Success Resources, please visit: https://cehd.gmu.edu/students/.

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/.

For additional information on the College of Education and Human Development, School of Education, please visit our website [See https://education.gmu.edu/**]**

EMERGENCY PROCEDURES

You are encouraged to sign up for emergency alerts by visiting the website https://alert.gmu.edu. There are emergency posters in each classroom explaining what to do in the event of crises. Further information about emergency procedures exists on **https://ready.gmu.edu/**

ASSIGNMENT #1

Rewrite (Review) of Lesson Plan, 7 Points

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. Review the lesson and redesign it to integrate technology in the classroom.
- Think about ways students could use the technology to enhance their learning of the concept(s)
- Submit the revised lesson plan via MyMason. Be sure to indicate which lesson plan you revised.

Evaluation Criteria:

	Meets Requirements	Partial Requirements	Needs Improvement (0 Point)
Appropriate Choice of Technology	The technology chosen is appropriate for the lesson and is the best fit. Technology use optimally supports the lesson. (2)	The technology chosen is appropriate for the lesson, but another use of technology would be better. Technology use somewhat supports the lesson. (1)	The technology chosen is not appropriate for the lesson. Technology use does not support the lesson.
Appropriate Use of Technology	Students use the technology to create and produce knowledge.(2)	Students use the technology to consume information, but not to create. (1)	Teacher uses technology to present information. Students do not use the technology.
Alignment with Standards	The use of technology aligns with the ISTE standards and these are stated in the revised lesson plan. (1)	The use of technology aligns with the ISTE standards. However, these are not stated in the revised lesson plan. (1)	The use of technology does not align with the ISTE standards.
Lesson Effect	The use of technology enhances the lesson. (1)	The use of technology complements the lesson, but does not enhance it. (0.5)	The use of technology detracts from the lesson.
Completes Assignment on Time	The assignment was completed on time. (1)	The assignment was late, but the instructor was notified ahead of time or student had a viable excuse. (1)	The assignment was late, no viable excuse provided.

ASSIGNMENT #2

Designing a Technology Resource, 20 Points

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 (2 Points)	Needs Improvement (0 Points)
Content	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	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	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	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.

Completes Assignment on Time	The assignment was completed on time.	The assignment was late. Instructor was notified ahead of time or student had a viable excuse.	The assignment was late, no viable excuse provided.

ASSIGNMENT #3

Online Activities

28 Points Total

(7 points for each activity)

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 four online modules by each due date.
- Students will include a reflection on what they learned from each module. Reflection will be tied to the readings and activities associated with the module.
- Late assignments will be deducted points.

Evaluation Criteria:

	Meets Requirements	Partial Requirements (1.5 Points)	Needs Improvement (1 Points)
Completes Assignment on Time	The assignment was completed on time. (2 Points)	The assignment was late, but the instructor was notified ahead of time or student had a viable excuse.	The assignment was late, no viable excuse provided.
Reflection	Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials. Citations of sources are resented in APA style. (2 Points)	Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials. Citations of sources are not provided.	Response demonstrates a lack of reflection on, or personalization of, the theories, concepts, and/or strategies presented in the course materials. Course readings are not referred to in the reflection or no reflection is included.
Online Module	The online module was completed in its entirety. Assignment functions as intended. Appropriate reflection is included. (3 Points)	The majority of the online module was completed in its entirety. The assignment functions as intended. A reflection is included, but not sufficient.	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 and/or no reflection is included.

ASSIGNMENT #4

Reflection on Technology Videos, 10 Points

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 Standards for Students were represented.
- Include ideas for using technology in your future teaching practice.

Evaluation Criteria

	Meets Requirements (2.5 Points)	Partial Requirements (1.5 Points)	Needs Improvement (1 Points)
Depth of Reflection	Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are insightful and well supported. References to course materials are included.	Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are supported, but references to course materials are not included.	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.
Examples of Technology Used	Clear, detailed examples are provided. Include a mixture of teacher use and student use of technology.	Examples of technology use lack details. The focus is mostly on student use of technology.	Examples of technology use are irrelevant to the assignment. Examples focus mostly on teacher use of technology.
Future Plans for Use of Technology	Included several future plans for use of technology in the classroom. Ideas were connected to the SOLs and/or ISTE standards. Included both teacher and student use.	Included at least two future plans for use of technology. Ideas were connected to the SOL and/or ISTE standards. The ideas focused on student use.	Included one or no ideas for future plans for use of technology. Ideas presented were not connected to the SOLs or ISTE standards. Ideas focused on teacher use only.

Completes Assignment on Time	The assignment was completed on time.	The assignment was late, but the instructor was notified ahead of time or student had a viable excuse.	The assignment was late, no viable excuse provided.

Assignment #5

Coding with Scratch, 10 points

Purpose: This assignment aims to enhance students' coding and computational thinking skills through project creation in Scratch. Students will develop a game, digital story, or simulation that aligns with concepts from their chosen field of study.

Procedure:

- Explore various algorithmic methods.
- Design and create a game/simulation/animation using Scratch
- Projects should incorporate relevant concepts and practices from the student's chosen subject area.
- Be prepared to share with other students
- This assignment can be completed either individually or with 2-4 other students.

Evaluation Criteria:

	Meets Requirements (2.5 Points)	Partial Requirements (1.5 Points)	Needs Improvement (1 Point)
Creativity & Subject Integration	Project is highly creative, effectively integrates chosen subject concepts, and engages users in an enjoyable learning experience.	Project demonstrates creativity and some subject integration, offering a degree of user engagement in learning.	Shows an attempt at creativity and subject integration but may benefit from further development for educational effectiveness.
User Friendly	The project is intuitive, with a clear interface that makes it easy for users to engage with subject concepts.	Mostly intuitive with minor confusing elements, slightly hindering engagement with subject concepts.	Requires additional clarity and simplification to enhance engagement with subject concepts.
Programming	Shows comprehensive understanding of programming, algorithms, and Scratch with a well-organized, logical project free from bugs.	Demonstrates a basic understanding of programming, algorithms, and Scratch with some logical structure and minor bugs.	Displays some foundational skills in Scratch; further refinement needed for a smoother and more logical learning experience.
Completes Assignment on Time	The assignment was completed on time.	The assignment was late, but the instructor was notified ahead of time or student had a viable excuse.	Project is submitted late; more timely planning and execution are encouraged.

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.