DESIGNING DIGITAL LEARNING IN SCHOOLS CONCENTRATION COURSE SHEET

30 credit degree program
(12 credits of Core courses, 18 credits of Concentration courses)

Core Courses: 12 credits *Required for all ASTL M.Ed. students*	Credit Hours
EDUC 612: Inquiry into Practice Provides experience using research skills to foster systematic and thoughtful inquiry into classroom practice. Explores relevant classroom practice issues through critical writing, action, and research. Emphasizes cultural diversity and gender issues in research.	2
EDUC 613: How Students Learn Advanced course in study of learning based on research and theory from different disciplines. Focuses on increasing students' learning through study of different learning systems, and understanding each learner in context of learning process itself.	3
EDUC 614: Designing and Assessing Teaching and Learning Explores design and development of curricular, pedagogical, and assessment strategies responsive to needs and interests of students. Investigates factors that affect teaching and learning, and examines multiple ways of knowing that teachers bring to classrooms.	2
EDUC 606: Education and Culture Uses cultural inquiry process (CIP) and web site to acquire cultural, social, and language-related perspectives on educational processes; and teaches skills to analyze educational settings and expand strategies to address puzzlements in students' own practice.	3
EDUC 615: Educational Change Explores influences on educational change at classroom, school, community, state, and national levels. Investigates implications of factors and influences that affect educational change. Analyzes influences and factors, and involves students in reflecting on their own experiences.	2

Designing Digital Learning in Schools Concentration Courses: 18 credits	Credit Hours
EDIT 780: Principles of School-Based Design Develops and applies a comprehensive set of digital design strategies appropriate for creating engaging learning opportunities for students in PreK-12 environments. Emphasizes school-based design principles, design processes, and design patterns at the intersection of technology, teaching and learning.	3
EDIT 781: Designing for Information Using Explores ways in which PreK-12 teachers can design digital environments that connect learners' ability to search, sort, create, communicate, and synthesize information and information resources with learning activities. Emphasizes teachers' ability to design for digital citizenship and information use.	3
EDIT 782: Designing for Literacy Explores 21st century definitions of literacy related to multiple symbolic environments (e.g. visual, numeric, alphabetic). Examines the practice of design that integrates technology to promote literacy competence across media and across PreK-12 abilities and interests.	3
EDIT 783: Designing for Problem Solving Examines problem solving as an educational goal, as a cognitive process, and as a series of strategies and habits of mind. Emphasizes and provides practice in the design of digital problem solving environments where technology affords opportunities at the intersection of content learning and problems solving.	3
EDIT 784: Designing for Community Participation Explores the impact of social media, globalization, collaboration, and diversity as they influence, enable, and challenge learners' ability to participate in a variety of community settings. Emphasizes the practice of design strategies to prepare PreK-12 learners to use technology for learning and participating in varies and diverse communities.	3
EDIT 787: Teacher Leadership and Advocacy for Digital Learning Enables PreK-12 teacher leaders to support colleagues in the design of classroom and school-based digital learning. Explores advocacy as a strategy to engage colleagues and communities in the design of school-based initiatives related to teaching, learning, and technology.	3
PROGRAM EXIT REQUIREMENT	
Professional Development Portfolio: A performance-based portfolio that provides evidence of a teacher's teacher professional learning and development throughout the ASTL program. The portfolio is presented the last spring semester of a student's program.	NA

Advanced Studies in Teaching and Learning (ASTL)
Division of Advanced Professional Teacher Development and International Education

College of Education and Human Development

Dr. Stephanie Dodman (sdodman@gmu.edu)
Dr. Nancy Holincheck (nholinch@gmu.edu)
ASTL Academic Program Coordinators

Advisor and Support Contact List

Concentration	Advisor	Email	Phone
Designing Digital Learning in Schools	Dr. Dawn Hathaway	dhathawa@gmu.edu	(703) 993-2019
Diversity and Exceptionality in PK-12 Schools	Marie Champagne	mchampa4@gmu.edu	(703) 993-3173
Early Childhood Education	Dr. Julie Kidd	jkidd@gmu.edu	(703) 993-8325
Languages (Spanish & French)	Dr. Rebecca Fox *Dr. Jenny Leeman** *Dr. Christy Pichichero**	rfox@gmu.edu *jleeman@gmu.edu* *cpichich @gmu.edu*	(703) 993-4123
Gifted Child Education	Dr. Nancy Holincheck	nholinch@gmu.edu	(703) 993-8136
History	Dr. Mark Helmsing *Dr. Brian Platt**	mhelmsin@gmu.edu *bplatt1 @gmu.edu*	(703) 993-2384 *(703) 993-1253*
Individualized	Dr. Nancy Holincheck	nholinch@gmu.edu	(703) 993-8136
International Baccalaureate	Marie Champagne	mchampa4@gmu.edu	(703) 993-3173
Literacy: Reading Specialist	Dr. Jennifer Hathaway	jhathaw2@gmu.edu	(703) 993-5789
Literacy: PreK-12 Classroom	Dr. Jennifer Hathaway	jhathaw2@gmu.edu	(703) 993-5789
Mathematics	Dr. Courtney Baker	cbaker@gmu.edu	(703) 993-5081
Physical Education	Dr. Dominique Banville	dbanvill@gmu.edu	(703) 993-3579
Science K-12	Dr. Nancy Holincheck	nholinch@gmu.edu	(703) 993-8136
STEM	Dr. Nancy Holincheck	nholinch@gmu.edu	(703) 993-8136
Special Education	Jancy Templeton	jtemple1@gmu.edu	(703) 993-2387
Teacher Leadership	Dr. Stephanie Dodman *Dr. Farnoosh Shahrokhi**	sdodman@gmu.edu *fshahrok@gmu.edu*	(703) 993-3841 *(703) 993-2009*
ASTL Core Advisors	Dr. Stephanie Dodman Dr. Nancy Holincheck	sdodman@gmu.edu nholinch@gmu.edu	(703) 993-3841 (703) 993-8136
APTDIE Coordinator of Student Services	Marie Champagne	mchampa4@gmu.edu	(703) 993-3173
APTDIE Support Manager	Felicita Minionis	fminioni@gmu.edu	(703) 993-2794
ASTL program (general)		astl@gmu.edu	(703) 993-2794
ASTL program website	https://gse.gmu.edu/advanced-teaching-studies/		
ASTL Facebook page	https://www.facebook.com/ASTLProgramGMU/		

* Liaison Contact for Departmental Advising

Advanced Studies in Teaching and Learning (ASTL)
Program of Study Form

Once you are admitted and you indicate your intent to enroll, contact your Advisor *immediately*. Advisor information is located in your admissions materials and at https://gse.gmu.edu/advanced-teaching-studies/current-student-information. Complete this form with your Advisor *by the end of your second semester*. What you include on this form is not permanent, and you can adjust as necessary. However, it will provide you with a roadmap for your program. See the Concentration Course Sheet for your specific Concentration for guidance in course selection.

Any changes to your Program of Study should be made in consultation with your Advisor.

Student Name	Concentration
Advisor Name	

Notes on Core courses:
The Core classes may be taken concurrently and interspersed with the Concentration courses OR the Core may be taken in a one year block as necessitated by Concentration course availability.
EDUC 612: offered face to face and online; summer only; must be first Core course taken
EDUC 613: offered face to face and online; fall only; must be second Core course taken
EDUC 614: offered face to face and online; fall only; can be taken concurrently with EDUC 613
EDUC 606: offered face to face and online; spring only; can be taken concurrently with EDUC 615
EDUC 615: offered face to face and online; spring only; must be taken the last spring semester of program

Semester	Semester, Year	Course number	Credits	Concentration or Core?
(Example)	*Summer 2019*	*EDUC 612* *EDLE 620*	*2* *3*	*Core* *Concentration*
1				
2				
3				
4				
5				
6				
7				
8				

Student's signature		Date	
Advisor's signature		Date	