

[George Mason University](#)

[College of Education and Human Development](#)

## **EDIT 747: Technology and Teacher Education**

Spring 2005, Mondays 7:20-10:00	3 Credit Hours, Sec. 001
Instructor: <a href="#">Dr. Debra Sprague</a>	E-Mail: <a href="mailto:dspragu1@gmu.edu">dspragu1@gmu.edu</a>
Office: <a href="#">Commerce II</a> , Rm. 110	IM: DebbieRSprague
Office Hours: Mon. 6:00-7:00, Wed. 3:15-4:15, By appointment	Phone: 703-993-2069
	Fax: 703-993-2722

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**Course Description:** This course will look at the latest research and issues related to teacher education. Teacher education includes staff development in K-12 inservice as well as university courses. As part of this course, students will be paired with preservice teachers and will serve as online mentors. This will allow students to develop leadership and mentoring skills.

**Prerequisite:** EDIT 590 or an equivalent Research Methods course

**Student Outcomes:** At the conclusion of this course, students should be able to:

- describe factors that shape the role of technology in teacher education
- discuss the ways in which the evolution of information technology is shaping the mission, objectives, content, processes, participants and organizational structures in teacher education
- identify the opportunities and challenges associated with integrating technology in teacher education
- identify successful models for staff development
- evaluate research related to technology integration in teacher education

**Educational Standards:** This course addresses the following [International Society for Technology in Education](#) (ISTE) [National Educational Technology Standards for Teachers](#) (NETS):

I. TECHNOLOGY OPERATIONS AND CONCEPTS. Teachers demonstrate a sound understanding of technology operations and concepts. Teachers:

- A. demonstrate introductory knowledge, skills, and understanding of concepts related to technology (as described in the ISTE National Education Technology Standards for Students)

B. demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.

II. PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES. Teachers plan and design effective learning environments and experiences supported by technology. Teachers:

A. design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.

B. apply current research on teaching and learning with technology when planning learning environments and experiences.

D. plan for the management of technology resources within the context of learning activities.

E. plan strategies to manage student learning in a technology-enhanced environment.

V. PRODUCTIVITY AND PROFESSIONAL PRACTICE. Teachers use technology to enhance their productivity and professional practice. Teachers:

A. use technology resources to engage in ongoing professional development and lifelong learning.

B. continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.

C. apply technology to increase productivity.

D. use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.

VI. SOCIAL, ETHICAL, LEGAL, AND HUMAN ISSUES. Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice. Teachers:

A. model and teach legal and ethical practice related to technology use.

B. apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.

C. identify and use technology resources that affirm diversity

D. promote safe and healthy use of technology resources.

E. facilitate equitable access to technology resources for all students.

**Nature of Course Delivery:** This course will utilize a combination of readings, reflections on those readings, large and small group discussions, media, on-line discussions, guest visits with active professionals in the field, lectures, case studies, Internet research, simulations, and writing assignments. These various methodologies seek to satisfy the learning styles of course participants.

**Texts and Readings:**

Mehlinger, H. D. and Powers, S. M. (2002). *Technology and teacher education: A guide for educators and policymakers*. Boston, MA.: Houghton Mifflin Co.

Zhao, Y. (2003). *What should teachers know about technology? Perspectives and Practices*. Greenwich, CT.: Information Age Publishing.

Selected articles

**Course Requirements:** Each student is expected to complete Assignments A, B, and C and to participate in the course asynchronous discussions. In addition, students are to choose one additional assignment listed in D-G or propose an alternative assignment to be negotiated in writing with the instructor. Assignments A and B are each worth 20 % of the grade, Assignment C is worth 15% of the grade, chosen assignment is worth 30% of the grade, and online discussions are worth 15% of the grade. Both brief individual plans for the assignments and the assignments themselves are due on dates specified in the Course Outline and are to be submitted electronically via email or the Digital Dropbox in [Blackboard](#).

**A. Review JTATE Articles.** This assignment involves:

- editor assigning two articles submitted to the *Journal of Technology and Teacher Education* (JTATE) to each student for review.
- reading the article and submitting a review. The review should be thoughtful and comments to the author should be constructive.

**B. Online Mentor.** This assignment involves:

- pairing with a preservice teacher enrolled in a teacher preparation course.
- providing advice and support through the use of electronic communication (e-mail, chat, etc.) preparing a paper on the experience.
- presenting a synthesis at a class session.

**C. Future of Teacher Education.** This assignment involves:

- writing a narrative story about how teacher education might look in the future. This narrative should include the use of technology, but students are not limited to today's technology or the current teacher education structure.

**Choose one assignment from the list below:**

**D. Analyze NETS.** This assignment involves:

- reading the National Educational Technology Standards (NETS) for Teachers (available online at [http://cnets.iste.org/teachers/t\\_stands.html](http://cnets.iste.org/teachers/t_stands.html)).
- analyzing the standards for content.
- preparing a paper that discusses the pros and cons of the standards and ways to improve them.
- presenting the synthesis in class.

**E. Analyze an Online Resource for Teacher Education.** This assignment involves:

- choosing an online resource designed for teacher education or staff development (i.e. [TappedIn](#), [PBS TeacherSource](#), [Digital Edge Learning Interchange](#), [GMU Webcasts](#)).
- participate in the activities associated with that resource (if applicable)
- analyzing the effectiveness of the resource, pros and cons, preparing a paper that contains a synthesis of the analysis.
- presenting the synthesis at a class session.

**F. Interview Teacher Educators.** This assignment involves:

- designing and conducting an interview with at least three teacher educators focusing on ways technology is used and barriers to use.
- preparing a paper that presents "lessons learned" from the interview experience and a synthesis of the interview outcomes.
- presenting the synthesis at a class session.

**G. Attend an Education Conference.** This assignment involves:

- choosing an education conference. Options include: [SITE \(Society for Information Technology and Teacher Education\) Conference](#) in Phoenix, AZ., [AERA \(American Education Research Association\) Conference](#) in Montreal, Canada, [ATE \(Association of Teacher Educators\) Conference](#) in Chicago, IL., [VSTE \(Virginia Society for Technology in Education\) Conference](#) in Norfolk, VA., [CoSN \(Consortium for School Networking\) Conference](#) in Washington, DC.
- attending at least five sessions, preferably those focusing on technology and teacher education.

- preparing a paper that presents a synthesis of the sessions and "lessons learned" from the conference.
- presenting the synthesis as a class session.

**Assessment:**

Grades will be based on completion of course requirements and on the scope, quality, and creativity of the assignments. Assignments are assessed using a rubric, which will be provided to students prior to assignment due dates. The extent and quality of contribution to the course asynchronous discussions count as 15% of the final grade and are not subject to revision; an interim grade will be provided at mid-semester for informational purposes. Incompletes in the course will be given only under unusual extenuating circumstances.

All work prepared outside of class will be assessed for content AND for presentation. Since this is a graduate level course, high quality work is expected on all assignments and in class. High quality means that words are properly spelled; punctuation is appropriate; sentences are complete; verb/subject, pronoun/antecedent agree; and writing is appropriately concise and clear. All written assignments must be completed on a word processor. Proofread all assignments and correct errors before submitting the final paper.

**Grading Scale:**

A = 93 - 100      A- = 90 - 92      B+ = 86 - 89  
 B = 80 - 85      C = 79 - 70      F = Below 70

**Course Schedule**

<b>Date</b>	<b>In Class Assignments</b>	<b>Homework Assignments</b>
1/24	Introduction to class  Review syllabus  Discussion of teacher education and the role of technology	Read: Zhao, Preface and Introduction, Ch. 1 Read: Mehlinger & Powers, Ch. 1 Read: <i>Technology and the Changing Roles and Responsibilities of Teacher Educators</i> by R. Schwab
1/31	Discuss Readings  Read: <i>The Children's Story</i>  Discuss teacher impact on children	Read: Zhao, Ch. 2 and 3  Read: Mehlinger & Powers, Ch. 2
2/7	Discuss Readings  Discuss NETS Standards  Digital Edge Project	<b>E-mail instructor a brief individual plan for chosen assignment.</b>  Read: Zhao, Ch. 4 and Ch. 5

	<p>Read: Excerpts from <i>Story Time</i> by Bloor</p> <p><b>Receive first JTATE assignment</b></p>	
2/14	<p><b>No Class - work with preservice teachers to design Unit Lesson Plans</b></p>	<p>Read: Zhao, Ch. 6</p> <p>Read: Mehlinger &amp; Powers, Ch. 3</p>
2/21	<p>Discuss Readings</p> <p>Alternative Teacher Education Programs</p> <p>Western Governor Online University</p>	<p>Read Contemporary Issue article from CITE Journal - <a href="http://www.citejournal.org">http://www.citejournal.org</a></p> <p>Read: Mehlinger &amp; Powers, Ch. 4</p>
2/28	<p>Discuss Readings</p> <p>Models for integrating technology, video case studies, using WebQuests</p>	<p>Work on JTATE review</p> <p>Read: <i>The Challenge of Faculty Professional Development: New Approaches and Structures for Teacher Educators</i> by A. Thompson</p> <p><i>High Tech Mentoring</i> by D. Sprague, J. Cooper, and C. Pixley</p>
3/7	<p>Discuss Readings</p> <p>Mentoring as a Faculty Professional Development Strategy</p>	<p><b>Submit first JTATE Review by March 12.</b></p> <p>Work on Online Mentoring Paper.</p>
3/14	<p><b>No Class - Spring Break</b></p>	<p>Read: Mehlinger &amp; Powers, Ch. 5</p> <p>Read: Zhao, Ch. 7 and Ch. 8</p> <p>Work on Online Mentoring Paper.</p>
3/21	<p>Discuss Readings</p> <p>Discuss JTATE articles</p> <p>Assistive Technology - do Special Education teachers need to know more?</p> <p><b>Receive second JTATE assignment</b></p>	<p><b>E-mail instructor Online Mentoring Paper</b></p> <p>Read: <i>Communities of Practice as Catalysts for a Revitalized Teaching Profession</i> by M. Schlager</p> <p>Read: <i>Preparing Teachers for Emerging Educational Environments</i> by T. Stilwill</p>
3/28	<p>Discuss Readings</p> <p>The changing role of teacher education. How can technology help?</p>	<p>Read: <i>The Measures Used by Schools, Colleges, and Departments of Education in Determining the Success of Teachers and Teacher Education Programs</i> by S. Kirshner</p> <p>Read: <i>Action Research as a Means for Evaluating Technology Integration Projects</i> by M. Lundeberg</p> <p>Read: <i>Significant Changes in the</i></p>

		<i>Measures Used to Assess the Success of Teachers and Teacher Education Programs</i> by J. Nagle
4/4	Discuss Readings Evaluating teacher education programs. What is working?	Read: Mehlinger & Powers, Ch. 6 and Ch. 7
4/11	<b>No Class - Attending AERA Conference</b>	
4/18	Discuss Readings Discussion of role of technology specialists Review NETS for Administrators	<b>Submit second JTATE Review</b> Read: Mehlinger & Powers, Ch. 8
4/25	Discuss Readings Discuss JTATE articles Review distance education tools	Read: Mehlinger & Powers, Ch. 9 Read: <a href="#"><i>Technology and Teacher Education: Are We talking to Ourselves?</i></a> by D. Sprague Work on Chosen Assignment paper.
5/2	Discuss Readings Where do we go from here?	<b>E-mail instructor paper from Chosen Assignment</b>
5/9	Student Presentations	
5/16	Student Presentations	<b>E-mail instructor Future of Teacher Education story</b>

**GSE Syllabus Statements of Expectations:** The Graduate School of Education (GSE) expects that all students abide by the following:

Students are expected to exhibit professional behavior and dispositions. See <http://gse.gmu.edu/facultystaffres/profdisp.htm> for a listing of these dispositions. Students must follow the guidelines of the University Honor Code. See [http://www.gmu.edu/catalog/apolicies/#TOC\\_H12](http://www.gmu.edu/catalog/apolicies/#TOC_H12) for the full honor code. Students must agree to abide by the university policy for Responsible Use of Computing. See <http://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See [www.gmu.edu/student/drc](http://www.gmu.edu/student/drc) or call 703-993-2474 to access the DRC.

Students are asked to turn off all cell phones and beepers at the start of each class.