Course Syllabus
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Last updated 6/23/08

College of Education and Human Development
Instructional Technology Program
EDIT 772 Section CT1
Web-Based Instructional Tools
(2 Credit Hours)

<table>
<thead>
<tr>
<th>DAYS / TIME / LOCATION</th>
<th>INSTRUCTOR: Wanda Mally</th>
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<tbody>
<tr>
<td>Course meets online 06/30/08 through 08/04/08.</td>
<td>Email Address: <a href="mailto:wmally@gmu.edu">wmally@gmu.edu</a></td>
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<td></td>
<td>Phone Number: (207) 738-2414; (207) 738-2449 (FAX)</td>
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<td></td>
<td>Teleconference and Online Office Hours Mon-Fri by Appointment; No office hours on Sundays</td>
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Course Description
EDIT 772 is a 2-credit course that begins with an overview of concepts and strategies used in the design of online and instruction, followed by an in-depth overview of the tools that make up the Blackboard CE6 course management system (CMS). Students will use Blackboard along with the concepts and strategies learned to develop an online and/or blended course pertaining to student-selected topics.

Delivery Format
EDIT 772 Section CT1 will be delivered online using a primarily asynchronous format consisting of the following:

- Instructor-provided materials
- Assigned readings & research
- Instructor-Student discussions
- Two Role-Play assignments

To successfully participate in the course, students are required to have access to the Internet. Students will be given access to the Blackboard course delivered by the instructor. Students will also be given access to a separate course for which each student is assigned a designer role.

Objectives
- Identify content best suited for online and classroom delivery or a blend of both
- Map and use Blackboard tools appropriately to instructional strategies
- Use Blackboard to develop and deliver an online course that facilitates a collaborative and interactive learning environment
- Evaluate an online course from the learner’s perspective and provide feedback

Resources Required by Students
- Internet access
- Blackboard Account
- Access to Blackboard (CE6) http://www.irc.gmu.edu/ce6transition/studentquickguidece6.pdf provides information on how to log in
- GMU Email Account

Required Software and Course Texts
- Software: Blackboard course folder (instructor-provided)
Schedule of Topics
The table is a summary of the topics & activities covered during the 5-week summer period. **Students should refer to the Blackboard course for a detailed checklist of activities to be completed during each session.**

<table>
<thead>
<tr>
<th>Session/Dates</th>
<th>Topic / Sub-Topics</th>
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</table>
| Session 1: 6/30-7/6 | Course kick-off with syllabus/resource walk-through  
Participate in student-instructor intro discussion  
Online Documentation Review and Readings relating to design models and techniques used in the development of e-Learning products  
Begin thinking about topic for course project (for Assignment #1)  
Finalize topic for course project  
Asynchronous Discussion #1 – Synthesize and Share Results of Exploration Phase  
Begin review of Blackboard tools and exploration of Blackboard application in designer/developer role |
Asynchronous Discussion #2 (Suggest & Discuss Potential Strategies)  
Continue review of Blackboard tools and exploration of Blackboard application in designer/developer role |
Online Documentation Review (Assessment and Evaluation)  
Asynchronous Discussion #3 – (Brainstorm & Compile Evaluation Criteria)  
Complete review of Blackboard tools and exploration of Blackboard application in designer/developer role |
| Session 4: 7/21-7/27 | Complete Assignment #1—Use the Blackboard folder that has been assigned to you to design and develop your course.  
(Use the **Project Quality Checklist** for criteria and to verify completion)  
Instructor feedback on assignment 1 |
| Session 5: 7/28-7/31 | Complete Assignment #2—Complete online component of course/assessments created by your classmate(s) for which you are enrolled; submit course surveys to the course designer/developers (your classmates) upon completion.  
Instructor feedback on assignment 2 |
## Session/Dates
<table>
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<tr>
<th>Session 6: 8/1 – 8/4</th>
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<tr>
<td>Instructor feedback continues; Students should use this time to close any outstanding issues with assignments 1 and 2. EDIT 772 Course Wrap-up; Course evaluations</td>
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## Grading and Course Assignments
Your grade will be based on your participation in 3 discussions and completion of 2 role-play assignments as described below:

- Participation in Discussion #1 – Synthesize and Share Results of Exploration Phase (25 pts)
- Participation in Discussion #2 – Suggest & Discuss Potential Strategies (25 pts)
- Participation in Discussion #3 – Brainstorm & Compile Criteria for Level 1, 3 & 4 Evaluations [Note: This is a 2-part discussion] (50 pts)
- Assignment #1 (Role-play as Designer/Developer) – Design/Develop prototype of online component of your course and update per peer / instructor feedback (100 pts)
- Assignment #2 (Role-play as Learner/Evaluator) – Complete Online component of course(s) in which you are enrolled, including any assignments & assessments; complete the course survey (100 pts—includes 50 pts for completing the course, assignments & assessments; 50 pts for completing the survey)

Late discussion postings and assignments will receive 50% of the point value.

The following Project Quality Checklist will be used to grade your resulting product from role-play assignment #1. While some of the items listed may overlap, this checklist is intended to help you validate the quality and effectiveness of your final product. Each checklist item is worth 10 points for the total value of 100 points for assignment #1, as noted above.

- Clearly conveys expected outcomes (objectives) of learning
- Organization and structure facilitate (rather than obstruct) learning
- Employs various Blackboard tools and features to effectively integrate key components of online learning
- Employs use of Gagne’s events of instruction for at least 2 complete instructional units (lessons) including, but not limited to, a component for learner assessment
- Incorporates use of authentic learning activities
- Employs instructional strategies appropriate for the desired learning outcomes
- Employs delivery modes that are appropriate for the instructional content
- Includes a component for the learner to evaluate the course and provide feedback
- Incorporates the use of various scaffolding techniques that promote online learning
- Employs the use of tools for student tracking and course data management
Using the following scale, the final grade is based on your performance out of 300 possible points:

<table>
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<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>300-269</td>
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<tr>
<td>B</td>
<td>268-239</td>
</tr>
<tr>
<td>Failure</td>
<td>&lt; 239</td>
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**Student Pointers from the Graduate School of Education**

1. The IT program website is at: http://it.gse.gmu.edu/
   Check this website periodically for course descriptions, program requirements, applications requirements, and other useful information.

2. Students may subscribe to the IT listserve. Instructions on how to subscribe can be found at: http://it.gse.gmu.edu/itlist.htm (or from the IT homepage, click on Resources and then on the IT listserve icon). The IT listserve keeps you informed about program announcements, special topics courses, job announcements, internships, etc.

3. Extended Studies students may transfer up to 12 credits to a graduate program. To transfer credits students must submit a formal graduate application. Check the IT website for information admission regarding requirements and procedures. On acceptance you should transfer your extended study courses into the graduate program by submitting the Transfer of Credit form at http://gse.gmu.edu/forms/academic/TransferCreditRequest.pdf.

4. Students who will earn a graduate degree or certificate should submit an "intent to graduate" at the beginning of the semester in which they will fulfill their course requirements. Information about graduation processes can be found at: http://registrar.gmu.edu/grad/graduation.html

5. Students should direct advising questions to their advisor. Adjunct Faculty members are not responsible for advising students on programmatic issues.