

GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
INSTRUCTIONAL DESIGN AND DEVELOPMENT PROGRAM

EDIT 575
Mobile Learning and Applications
Summer 2012
7:20 – 10:00/Monday and Thursday
Thompson Hall L003

INSTRUCTOR:

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COURSE DESCRIPTION:

This course explores current best practices and techniques required to deliver effective learning content through mobile devices. Students learn pedagogical approaches to mobile and investigate various mobile platforms and applications.

NATURE OF COURSE DELIVERY:

(e.g., lecture, on-line discussion, cooperative learning groups)

This course will utilize both online tools and in-person classes to deliver course content and facilitate discussion and collaboration. The class will meet in-person on Monday and virtually on Thursday of each class week. Thursday sessions will be conducted online through Blackboard. The instructor will raise a discussion question every Thursday to start a discussion on a specific topic. Course materials and discussion boards will be available at all times through Blackboard.

LEARNER OUTCOMES:

This course is designed to enable students to:

- Identify trends and techniques involved with creating and consuming learning assets with mobile devices
- Discuss pedagogical approaches to mobile learning
- Create a sample mobile learning design

COURSE OUTCOMES:

1. Define best practices in mobile learning design
2. Identify current mobile learning technologies and trends impacting k-12, higher education, business, government and military
3. Develop a design storyboard demonstrating use of best practices of mobile learning design

4. Identify the cultural and contextual affordances of mobile learning that differentiate it from other forms of learning
5. Evaluate the pedagogical effectiveness of mobile learning designs

PROFESSIONAL STANDARDS:

This course adheres to the standards and best practices established by the MOBIlearn Consortium published at <http://www.mobilearn.org/standards/standards.htm>.

REQUIRED TEXTS:

This course requires no text book. The texts for this course will be assigned weekly.

COURSE REQUIREMENTS, PERFORMANCE-BASED ASSESSMENT, AND EVALUATION CRITERIA: [TO BE COMPLETED BY INSTRUCTOR]

- A. Requirements
- B. Performance-based assessments
- C. Criteria for evaluation
- D. Grading scale A = A - = B+ = B = B- = C = F =

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT*Student Expectations*

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University 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 must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

The College of Education & Human Development is committed to the following five values: collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.

<http://cehd.gmu.edu/values/>

- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

PROPOSED CLASS SCHEDULE

Date	Topic/Learning Experiences	Readings and Assignments
5/21	<ul style="list-style-type: none">- Introductions- Presentation on Affordances of Mobile Learning and the Current State of mLearning- In class activity: Design your first mobile learning application- Discuss final project and course expectations	<p>Reading: Reading: Apple iOS Human Interface Guidelines</p> <p>Assignment(s): Storyboard and Record a podcast Identify a topic for final storyboard project</p>
5/28	<ul style="list-style-type: none">- Presentation on Best Practices for Instructional Design in Mobile Learning- Presentation on User Experience Design for mLearning	<p>Reading: Selected online resources</p> <p>Assignment(s): Writing Assignment: Research and evaluate a mobile learning</p>

	<ul style="list-style-type: none"> - Discussion: mLearning Tools - Students Present final project topics to class 	development tool.
6/4	<ul style="list-style-type: none"> - Class discussion: Evaluating mobile designs - Class time to work on storyboards 	Reading: Selected online resources Assignment(s): Writing assignment: Critical analysis of mobile learning application
6/11	<ul style="list-style-type: none"> - Presentation on emerging technologies for mobile learning 	Reading: Selected online resources Assignment(s): No assignment – continue work on final project
6/18	<ul style="list-style-type: none"> - Present final storyboards - Peer review of final designs 	Reading: Selected online resources Assignment(s): No assignment – continue work on final project
6/21	<ul style="list-style-type: none"> - Hand in final projects through Blackboard 	Reading: No reading Assignment(s): No assignments

ASSESSMENT RUBRIC(S)

Evaluation Criteria

The following table displays all graded activities in the course:

Final Design Project	50 points
Writing Assignments (2)	20 points
Podcast assignment	10 points
Class Participation	10 points
Online Discussions	10 points
	= 100 points

Breakdown of criteria for each graded activity

Final Design Project Activities – 50 points

Activity Name	Requirements	points
Description	Includes detailed scope, intended target audience and assumptions about devices used by the target audience. This should be no more than one page in length.	5
Content Outline and Short Description	Outline should include a short description of the content on every screen within your application and your rationale as to why your learners would find the content relevant. Descriptions of links to external resources should be addressed and the relevance of those resources should also be covered.	5
Application Design Storyboard	Storyboard should include a basic visual design for each content screen in your application (*exceptions can be made for applications which attach to extensive databases, i.e. you don't need to cover every possible screen in your	30

	course, but you must show an example of at least one screen from that portion of your application). Visual screen designs should include learning content, navigation buttons, menus and all other visual elements expected to be on a working version of the application.	
Application Presentation to Class	Presentations must cover each storyboarded screen in a logical flow as if a student was accessing the application. Presenters should explain the content, navigation and media choices to the class.	10
	Total	50

Online Discussion Activities – 15 points

Activity Name	Requirements (partial credit given)	
Weekly Online Discussions	<p>Partial credit: 5 points</p> <p>Responded to all questions posed by the instructor with a thoughtful response, demonstrating understanding of concepts learned in the reading and in class. However, student did not consistently respond to the postings of others on a weekly basis and did not propose new questions or hypothesis about the topic.</p>	<p>Full credit 10 Points</p> <p>Responded to all questions posed by the instructor with thoughtful responses, demonstrating understanding of concepts learned in the reading and in class. Student also supplemented comments with an additional probing question or hypothesis for the class to consider.</p>

Writing Assignment Activities – 20 points

Activity Name	Requirements	points
Two 1-2 page Papers	<p>Assignment 1:</p> <p>Students will research and identify a mobile learning development tool. Students will provide an analysis of the strengths and weaknesses of the tool as a viable option for mobile learning development along with a basic demonstration of how the tool works (if possible). Students will share the results of their evaluation with the class in a short PowerPoint presentation.</p>	10 points
	<p>Assignment 2:</p> <p>Students will demonstrate their ability to evaluate the value of a mobile learning application by providing a paper outlining the application strengths, weaknesses and proposed improvements. Papers should note concepts learned in the course when providing rationale for thoughts on strengths and weakness. The proposed improvements section should summarize each attributed weakness and the prescribed improvement to make the application stronger.</p>	10 points

Podcast Assignment – 10 Points

Activity Name	Requirements	points
Podcast	<p>Students will demonstrate their ability to create a storyboard and record a podcast. The storyboard and finished podcast should demonstrate basic knowledge of best practices for mobile learning design and development. Students should</p>	10

	produce a podcast with good audio quality.	
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Class Participation – 10 points

Attendance in this course is mandatory for all sessions, with exceptions at the discretion of the instructor. While in class, students are expected to participate in all class discussions and group activities. Students should feel free to ask questions and start discussions in class at the appropriate times.