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COURSE DESCRIPTION: Covers variety of hypertext/hypermedia and multimedia tools. Emphasizes students’ ability to use tools and then teach others. Covers the ways integration of tools in K-12 curriculum support learning, and difference between hypermedia and multimedia.

PREREQUISITE: EDIT 563

NATURE OF COURSE DELIVERY: This course is delivered online using asynchronous communication tools. The course is structured around class projects, discussions and activities, and participation in a series of model lessons designed to reflect strategies for the integration of hypermedia with the teaching/learning process. Using this collection of activities, the methodology of the course seeks to build clear bridges between technology know how and classroom practice.

LEARNER OUTCOMES

This course is designed to enable students to:

1. Develop comprehensive understanding of the mechanics associated with multimedia and hypermedia tools; I-A, I-B
3. Understand and apply principles of layout and design in hypermedia environments including flowcharting; I-A, II-A, III-A
4. Design at least one lesson for their grade and/or subject matter interests using hypermedia tools and design and layout principles. II-A, II-C, IV-A, IV-B, IV-C, VI-A, VI-B, VI-C, VI-D, VI-E

* Coding in bold reflects ISTE NETS Standards for all teachers.
PROFESSIONAL STANDARDS

The Integration of Technology in Schools Online Certificate program is guided by the International Society for Technology Education’s National Educational Technology Standards for Teachers (NETS for Teachers). These standards are addressed iteratively throughout the 36 credit hour program of which this course is a required component. The NETS for Teachers can be accessed at http://www.iste.org/Content/NavigationMenu/NETS/ForTeachers/2008Standards/NETS_for_Teachers_2008.htm, and a printed version is distributed during the first class of the semester. The NETS for Technology Leaders are added to the professional standards during the final 12 credit hours of the program – again addressed iteratively throughout course assignments, activities, and topics.

REQUIRED TEXTS


COURSE REQUIREMENTS, PERFORMANCE-BASED ASSESSMENTS, AND EVALUATION CRITERIA

A. Requirements

1. Participation is mandatory, as discussions, readings and activities are important parts of the course.
2. Each student is expected to complete all readings and participate in all discussions.
3. Each student is expected to participate in and complete all projects.
4. Students who must miss online activities are responsible for notifying the instructor (preferably in advance) and for completing any revised assignments, readings, and activities.
5. All assignments must be completed electronically. Assignments are to be submitted on the date due. Late assignments will not be accepted without making prior arrangements with the instructor.

B. Performance-based assessments

1. Portfolio (10 points): Throughout their program of study, students will be required to create and continually revise a professional portfolio. This portfolio should not be a collection of what the student has done, but rather a reflection of what they have learned. A section will be added to the portfolio reflecting student learning related to multimedia/hypermedia as they relate to the teaching/learning process. Performance-based outcome for objectives 3 & 4.
2. **A Content Area Hypermedia Project (15 points):** Students, either individually or with partners, will prepare a hypermedia stack for their own students’ use related to a content or skill in their teaching area. The stack will reflect the application of design and layout principles as well as effective use of hypermedia. **Performance-based outcome for objectives 1, 2, & 3.**

3. **Hypermedia Grant Proposal (20 points):** Students will create a lesson plan which includes some aspect or aspects of multimedia/hypermedia as part of the overall design as part of the process for submitting a grant application. A format for the lesson plan will be provided to students in class. **Performance-based outcome for objectives 2 & 4.**

4. **Class Participation (5 points):** The class depends heavily on class participation and completion of in class activities. Points will be awarded for participation and completion of these activities.

6. **Mentor-Mentee Discussions (50 points):** On-going email discussions with mentor about the activities and connection to professional practice are an integral part of this course.

7. **Evaluation**

Since this is a graduate level course, high quality work is expected on all assignments and in class. Points for all graded assignments (see section 6) will be based on the scope, quality, and creativity of the assignments. All assignments are due at the beginning of class. Late assignments will not be accepted without making arrangements with the instructor.

Points will be assigned to all graded assignments using a rubric process. Both class participants and the course instructor will be involved in assessment of graded assignments. Prior to the due date for any assignment, the class will participate in the development of an assessment rubric. This rubric will result from a discussion of applicable course objectives and an elaboration of qualities and components associated with excellence in completion of the assignment.

When assignments are presented on the designated due date, class participants and the instructor will complete an assessment of the assignment using the rubric created in class. Class participants’ ratings on the rubric will be averaged. Then the class participants’ average will be averaged with the instructor’s ratings on the rubric to compute a final point value for assignments. In this way, the development of the rubric will inform the final completion of the assignments as well as serve as the instrument for assessment and determination of points awarded.
Hypermedia Grant Proposal

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Well-Articulated and Presented</th>
<th>Present, but Needs Elaboration</th>
<th>Unclear or Weak Links</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. My application states how my lesson/unit idea for using hypermedia is linked with curricular standards (i.e. school district and/or curriculum, state standards).</td>
<td>5</td>
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</tr>
<tr>
<td>2. My application demonstrates how my lesson/unit makes appropriate use of hypermedia, reflects the DEAPR design process, and is innovative, feasible, AND realistic.</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>3. My application reflects how my plan centered on student use and learning not on the technology or on the teacher's use of hypermedia and presents a clear plan for sharing my innovative plan and samples of students' work.</td>
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<tr>
<td>4. My application presents a realistic budget and clearly presents how requested purchases link to student use and learning.</td>
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</tbody>
</table>

D. Grading scale

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portfolio</td>
<td>10%</td>
</tr>
<tr>
<td>Hypermedia Grant Proposal</td>
<td>20%</td>
</tr>
<tr>
<td>Content Project</td>
<td>15%</td>
</tr>
<tr>
<td>Participation</td>
<td>5%</td>
</tr>
<tr>
<td>On-Going Discussion with Mentor</td>
<td>50%</td>
</tr>
</tbody>
</table>

Grade | Point Range
--- | ---
A | 94-100
A- | 90-93
B+ | 86-89
B | 80-85
C | 70-79
F | 69-below
GMU POLICIES AND RESOURCES FOR STUDENTS

- Students must adhere to the guidelines of the George Mason University Honor Code [See http://oai.gmu.edu/the-mason-honor-code/]
- Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/].
- 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.
- 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/].
- 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 stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- 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/]
- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/]

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: http://cehd.gmu.edu/values/
## Proposed Class Schedule

<table>
<thead>
<tr>
<th>Class</th>
<th>Class Topics</th>
<th>Weekly Assignments</th>
</tr>
</thead>
</table>
| Week 1| Introduction to Syllabi  
Introduction to Multimedia  
Write a children’s picture story and present it in multimedia format | READ: Chapter 8 – Hypermedia  
Locate articles and begin reviews                                                                                   |
| Week 2| Finish Children’s story  
Sharing of stories  
Wishbringer and writing interactive fiction  
Modifying A Children’s Story | Locate articles and begin reviews                                                                                      |
| Week 3| Finish and share interactive fiction story  
Introduction to Hypermedia  
Hypermedia Features – cards and buttons  
Create two cards with a linked loop | Work on articles and begin reviews                                                                                     |
| Week 4| Hypermedia Features – art tools, sound, importing graphics, layout and design  
Add some original art, sounds, etc and two more cards to the two cards from last week | Work on articles and begin reviews  
Finish first article review                                                                                           |
| Week 5| Steps for Creating Hypermedia - DEAPR  
A Lesson on Designing HM  
Creating a HM Design  
Planning a Hypermedia content area stack | Work on articles and begin reviews  
Work on lesson plan                                                                                                   |
| Week 6| Sharing article and review  
Animation with Hypermedia  
Continue work on planning content area stack  
Sharing and Revising Hypermedia Design  
Begin work on hypermedia content area stack | Work on articles and begin reviews                                                                                     |
| Week 7| More animation with hypermedia  
Final review of hypermedia design  
Work on hypermedia stack | Work on articles and begin reviews  
Finish lesson plan                                                                                                     |
| Week 8    | Design a rubric for assessing hypermedia stacks  
| Work on hypermedia stack |
| Week 9    | Work on content area hypermedia program  
| *Second article and review due* |
| Week 10   | Work on content area hypermedia program  
| Hypermedia stack should be finished by end of first half of class  
| Using rubric to assess hypermedia content stacks  
| *Lesson Plan Due*  
| *Portfolio Due* |