



GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
GRADUATE SCHOOL OF EDUCATION
Instructional Design and Technology (IDT) Program

**EDIT 771-DL1 Overview of Digital Media – 2 credits (Online)
Spring 2014 (March 18 – May 15, 2014)**

COURSE SYLLABUS

Instructor:

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Office Hours: Virtual and By Appointment. (We will determine the hours and format for virtual office hours once the course begins.)

Required Readings: (NB: Students are **NOT** required to purchase any text for this course. Required readings will be assigned prior to each course challenge. These readings will come from the university databases via the GMU library system or other sources online.) Students are expected to access online university resources as part of this course.

Background References:

1. [The Rhythm of Education](#). A.N. Whitehead.
2. [Design Thinking for Educators Toolkit](#). IDEO
3. [Classifying K-12 Blended Learning](#). Innosight Institute (Christensen Institute)
4. [8 Cultural Forces that Define Our Classroom](#). (from Prof. Ron Ritchhart's website)
5. [The Future of Learning Institutions in the Digital Age](#) (MacArthur Foundation)

Course Description:

Provides overview of media and technology tools used in teaching, learning and training. Focuses on developing skills necessary to implement digital media approaches using a systematic design process.

Professional Standards

This course adheres to the NETS-T standards established by the International Society of Technology in Education (ISTE) as follows:

Standard 1. Facilitate and inspire student learning and creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

Standard 2. Design and develop digital age learning experiences and assessments. Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes.

Standard 3. Model digital age work and learning. Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

Standard 5. Engage in professional growth and leadership. Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

Course Objectives:

The objectives of this course are to:

- Explore and provide an overview of educational digital media that includes but is not limited to: electronic books, video games, mobile applications, and web resources
- Discuss the role of instructional design in the use and implementation of digital media
- Identify and compare various types of digital media
- Work in design teams to create and test media solutions to a series of design challenges.

Instructional Approach

This is an online course and will be delivered via Blackboard. The course is comprised of a series of challenges. Students will be assigned to design teams for the entirety of the course and will complete each challenge as assigned.

These challenges are intended to engage students in applying media skills to solving authentic problems. At the same time, these challenges highlight aspects of the instructional design process relating specifically to the affordances (or lack thereof) occurring on interaction with different media applications.

Although there are no scheduled face-to-face meetings planned for this course, we will work together to identify the best times for virtual and live office hours. Although classwork is largely asynchronous—this course is intended to be INTERACTIVE and not a sit-at-home-in-your-pajamas course. You will be expected to go out into your world and interact with HUMANS.

Students are expected to check this course regularly (meaning every day) and to contribute enthusiastically to the course commonweal. (Yes, I used *commonweal* in a sentence!)

ASSIGNMENTS/RESPONSIBILITIES

Students will be graded based on the following areas of activity:

1. Response to Design Challenges. Students will be assigned to design teams for the entirety of the course. These teams will create media solutions to a variety of design problems. Teams are graded as a team, with a single grade, which is called the Challenge Grade. **Challenge grade = 50% of the final grade.**

2. Individual Design Portfolio Each student will be expected to curate a personal portfolio of work. Portfolio guidelines will be posted for each challenge assignment and may include activities such as peer reviews, journal postings, or mini-design assignments related to the larger challenge. **Portfolio grade = 25% of the final grade**

3. Participation. It just would not be the same with out the participation grade. This is a measure of how well each student contributes to the course through discussions, group work, posting examples and comments, etc. Contributions will clearly be different for each student but I expect each student to do so happily, regularly, and creatively. **Participation grade = 25% of the final grade.**

Tentative Class Schedule

March 18 – May 14

Week	TOPIC	ASSIGNMENT
1	Class Intro—Assign teams Collaboration tools, presentation tools. Introductory Thinking Routine Using Design Thinking and Human Centered Design	Group Presentation. Portfolio Assignment

2	Task Analysis. Visual Design Principles and Tools. Research, Information Organization and Annotation Finding and Using Data	Design Challenge 1 Portfolio Assignment
3	Digital imagery. Understanding, creating, editing images. Tools for finding, organizing, arranging images. Digital Storytelling 1	Design Challenge 2, Part 1 Portfolio Assignment
4	Audio. The Podcast Bombast Audio Annotation Working with Audio in an instructional setting.	Design Challenge 2, Part 2 Portfolio Assignment
5 - 6	Learning Environments Instructional Environments Learning Management Systems Game-based design Tools and Techniques for assessing instruction in these environments Embedding media tools	Design Challenge 3 Portfolio Assignment
7 - 8	Simulations Authoring systems / Designing Interactions Mobile Learning Tools	Final Challenge

GRADING POLICY:

Grades are assigned using a ten point scale, and no plus or minus grades are given:

A= 90 – 100 B = 80 – 89.9 C= 70 – 79.9 F= 0 - 69.9 and below

Late assignments will be penalized 10 percent for each class session past the due date.

NOTE: Assignment Make-Ups are on a **case-by-case** basis.

Rubric for Team Challenges

	Exceeds Expectations (90-100%)	Does the Job (80-89.9%)	Needs Attention (70-79.9%)	Missing (0%)
Defining the Challenge (50)	(a) Team captures core of problem(s) associated with the challenge (b) identifies potential obstacles, restrictions (c) seeks out less obvious but critical aspects of the challenge (d) seeks out cross-disciplinary connections	(a) team identifies major issues with challenge (b) considers some obstacles/restrictions (c) some consideration for less obvious aspects of the problem (d) some attempt to make cross-disciplinary connections	(a) definition lacking in scope and detail (b) obstacles and restrictions ignored, or not seriously treated (c) weak or missing attempt to make connections	Challenge not defined.
Collaborative Yield (25)	(a) team identifies and capitalizes on individual strengths (b) a variety of ideas are explored, evaluated, and refined as a team (c) creative scope broadly focused as team explores possible solutions and explanations	(a) team somewhat utilizes individual strengths (b) some attention to generating a variety of ideas. (c) narrowly focused creative scope.	(a) team does not utilize full potential of its members (b) limited idea generation (c) no attempt to expand thinking beyond the immediate problem	No collaboration
Creative Substance (15)	(a) Team's solution to the challenge is creative, innovative, and unique (b) solution is readily adaptable to challenges in other contexts or disciplines.	(a) Team's solution is creative but does not push the innovative limits, and is not significantly unique (b) solution is only somewhat useful in other contexts or disciplines	(a) team does not apply a creative solution to the problem. (b) solution cannot be easily applied to similar challenges in other contexts or disciplines in a creative manner.	No creativity
Extra-Credit	Instructor may award extra credit in any category.			

GMU POLICIES AND RESOURCES FOR STUDENTS

a. Students must adhere to the guidelines of the George Mason University Honor Code (See <http://oai.gmu.edu/the-mason-honor-code/>).

- b. Students must follow the university policy for Responsible Use of Computing (See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- c. 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.
- d. 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/>).
- e. 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/>).
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. 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/>).

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/>.

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