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

EDIT 576 DL1 (2 credits)
Mobile Learning and Applications
Fall Semester 2014
August 25 – October 12, 2014
Fully Online Course

INSTRUCTOR:
Name: Dr. Stephen Nodine
Email address: snodine@gmu.edu
Phone: 703-993-4563 (office)
        864-650-5439 (cell)
Office hours by appointment
I am happy to schedule an appointment to talk by phone or in my office (368 Research Hall) if
you will be on the Fairfax campus.

*I recommend that you download a copy of this syllabus to your computer or flash
drive so that you will have ready access to this information.*

Table of Contents

COURSE BASICS

COURSE DESCRIPTION:
Explores current best practices and techniques required to deliver effective learning content through mobile devices. Students learn pedagogical approaches to mobile learning as well as investigate various mobile platforms and applications.

EXPANDED COURSE DESCRIPTION:
This course will focus specifically on the impact of mobile technology on learning. Students will examine trends and techniques involved with creating and consuming learning assets with mobile devices. Students will especially consider the context of learning and how mobile technology can become an organic element of learning *within that context*. Examples of mobile learning will be shown to illustrate the current best practices and techniques required to deliver effective learning content to learners through mobile devices. Pedagogical approaches to mobile learning will be introduced and students will have an opportunity to produce a storyboard for a mobile learning design as well as be exposed to some design requirements for this platform.

NATURE OF COURSE DELIVERY:

This course will be delivered in a fully-online format utilizing asynchronous online technologies to explore the course content and facilitate discussion and collaboration. You will need to have regular access to a broadband Internet connection, since you will be viewing videos and uploading class assignments.

Important Note: While this course is only a two-credit-hour course, it is compressed into a short seven-week period. This is equivalent to four face-to-face class sessions per week, so you will need to spend an appropriate amount of time each week in this class to complete our class-equivalent activities and homework requirements. Expect to log in to this course at least three-five times a week to read announcements, participate in the discussions, and work on course materials.

We will use the Blackboard learning management system (LMS) housed in the MyMason portal (http://mymason.gmu.edu). The course site will be available by August 18, 2014. You will log in to the Blackboard course site using your Mason email name (everything before "@masonlive.gmu.edu) and email password. Helpful resources can be found in our course menu under "Student Tools and Resources." If you encounter a technical issue with Blackboard, please review Blackboard help at http://coursessupport.gmu.edu or contact Mason's Blackboard support team at courses@gmu.edu.

This course is **not** self-paced, but has a weekly schedule that includes individual study and interactions with other students. Class weeks run from Monday through Sunday. Weekly modules will be opened one week ahead of time so that students can manage their course schedule around home and work schedules.

Technical Competence: Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance if they are struggling with technical

components of the course. Students should anticipate that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly.

LEARNING OUTCOMES:
After taking this course, students will be able to:
- Identify the cultural and contextual affordances of mobile learning that differentiate it from other forms of learning
- Define best practices in mobile learning design
- Identify trends and techniques involved with creating and consuming learning assets with mobile devices
- Identify current mobile learning technologies and trends impacting k-12, higher education, business, government and military
- Evaluate the pedagogical effectiveness of mobile learning designs and apply pedagogical approaches to mobile learning
- Create a sample mobile learning design, developing a design storyboard demonstrating use of best practices of mobile learning design

PROFESSIONAL STANDARDS:
This course adheres to the standards and best practices of e-learning design set down in the American Society of Training and Development (ASTD) Competency Model, published at **http://www.astd.org/Communities-of-Practice/Career-Development/Competency-Model.aspx**.

REQUIRED TEXTS:
This course is based on the Open Educational Resources (OER) model, so there is no required textbook for this course. The instructor will provide a set of readings from multiple current texts. This variety of references is intended so that if you find any of these texts relevant to your future studies or job opportunities, you may choose to acquire one or more of these texts to address your individual needs.

COURSE CONDUCT:
It is my intent to help you make this course relevant to your own work or study situation and experiences. Whether your interest is in higher education, corporate training, K-12 education, or informal education, you will have an opportunity to apply your preferred context to our discussions and assignments.

It is very important to me that you understand that while we will not likely encounter each other face-to-face during this course, I intend to be very available and accessible to you throughout the seven weeks of this course. If you have questions or concerns about any elements of this course, please ask me about them as early as possible.

When you have questions about any aspect of this course, please follow these three steps to resolve your question:
1. Check this syllabus first. I have tried to cover everything here, but I always seem to miss something. If you can't find the answer here…

2. Check my more detailed instructions in the appropriate assignment section in our Blackboard course shell. If you can't find the answer there…
3. Check the "Class Questions" discussion board to see if anyone has asked that same question already. (I will post answers there so that everyone can benefit from those answers.) If no one else has asked your question, please add your question there, and I will respond there as well. And…
4. If after seeking an answer along the above routes, you still can't get a sufficient answer, please send me your question by email.

If you encounter any life issues that will affect your ability to complete any assignment on time, please let me know. You can reach me best for this by email, but we can also arrange to schedule phone calls if you would like to talk.   If you have any religious observances which are important to you and which conflict with our assignment dates, please let me know early in the course and we will make an adjustment for you.

You are responsible for making any adjustments in your plans for this course within the university's posted calendar and deadlines. You can find the fall 2014 Academic Calendar at http://registrar.gmu.edu/calendars/fall-2014/. Please be aware that a grade of "Incomplete" is a possible remedy only in cases of significant, unexpected life events that are beyond your control, and that all course work still must be completed within a fixed time period to prevent the grade of "I" from converting to a grade of "F."

Please also refer to the last page of this syllabus for information from the College of Education and Human Development for additional information under the headings "Student Responsibilities" and "Campus Resources." If you are not able to make any contacts in regard to those notes or have any issues accessing student resources needed for this course, please let me know by email.

My students frequently comment that they appreciate the feedback and supportive suggestions they receive from their classmates in this course. Please make sure that all your suggestions to each other are constructive as well as polite. I am glad to report that civility has never been an issue in my courses, and that is a direct result of everyone treating each other with the same respect you would wish to receive yourself.

COURSE REQUIREMENTS, PERFORMANCE-BASED ASSESSMENT, AND EVALUATION CRITERIA:

The following are descriptions of required class assignments, and assessment rubrics are presented later in this syllabus. Additional details will be available in our Blackboard course shell. Any revisions will be communicated ahead of time to the class during the semester and will be noted in Blackboard. Therefore, the most up-to-date assignment requirements and rubric details will be those recorded in the Blackboard course shell.

Final Design Project:
Each student will be required to create a mobile learning design prototype in Microsoft PowerPoint or a similar tool. This project will represent 55% of student grades. Design prototypes will address the platform(s) the student is targeting for their learning product, along

with flow charts and visual representations of their design in a storyboard format. This project will be completed in incremental stages, with elements of the design and final project due at the end of every week, and students interacting to critique and support each other's work. Details of this project will be explained thoroughly at the start of the course.

Writing Assignments:
There will be one writing assignment which will require a 1½ -2 page written analysis of a mobile web site or mobile application, plus a brief demonstration or video description. Students will demonstrate their technical understanding of course materials by providing a deconstruction of mobile design components by highlighting strengths, limitations and proposed improvements. This writing assignment represents 10% of student grades.

Online Discussions:
Discussions represent 21% of student grades. Discussion topics will be introduced through Blackboard during the first part of each week either through readings or videos. The instructor will guide the topics by introducing them and providing questions and commentary through each week. Students must participate in discussions in a meaningful way, following roles assigned for each discussion.

You are required to post two times per week to the discussions. Unless noted otherwise, your first post should be completed by midnight (11:59 p.m.) Wednesdays, and your second by midnight Saturdays. This schedule is carefully planned so that you will have enough time to prepare your initial posting by mid-week so that other students will have time to prepare their responses. You can post more than two times in a given week, but that will not improve your grade. **Treat this as if you are at a very important meeting and only have the chance to speak two times. Make each time count, making your points clearly and reflecting and supporting your responses to others' posts.**

Diverse views are welcome, as they enrich our discussions. Our discussions will often revolve around reading and video topics introduced each week, therefore students should be familiar with the reading content prior to participating in discussions. Discussions will follow a more conversational flow with multiple responses to other students and to the instructor's entries. Rather than simply express opinions, students should utilize resources from the course as well as concrete examples to reinforce their points

Reflective Blog Assignment:
This course explores the context of learning "in place", which is an intuitive concept but one which is often not considered explicitly. As this course unfolds, students usually find that their perception of the concept will change or deepen. To capture that evolution of your thinking, each student will maintain a blog with weekly entries required. Your weekly blog post should be completed by midnight (11:59 p.m.) Sundays. (Note that you do not have to wait until Sunday to write, but you should wait until you have completed most of the week's activities so that each posting captures your reflection on the new information and perspectives introduced and experienced. Blogs will be visible to other students, and while commenting on others' blogs is encouraged, comments are not required. The blog counts 14% of the course grade.

Criteria for evaluation:
Final Design Project: 55 points (scored over stages of project development)
Writing Assignment: 10 points (one assignment)
Discussions: 21 points (seven weeks of discussion at 3 points max each)
Reflective Blog: 14 points (2 points per week)
Total: 100 points

Grading Scheme:
A = 94-100
A - = 90-93
B+ = 86-89
B = 83-85
B- = 80-82
C = 70-79
F = 69 and below

WEEKLY CLASS SCHEDULE FALL 2014

Week Zero	Class Activities
Before Aug. 25	• Introductions and welcome to course • Complete two anonymous pre-course surveys • Complete the "Course technologies" checklist
Week One	Class Activities
Aug. 25-31	• Presentation on Affordances of Mobile Learning and the current state of mLearning • Introduction to Design Project and course expectations o Consider possible design project topics and narrow to 2 or 3 choices • Assigned reading • Online discussion o Definitions and preconceptions of "Mobile Learning"
Week Two	Class Activities
Sept. 1-7	• "Guest lectures" via video • Design Project: Stage 1 completed o Topic for final project due, plus components and scope • Presentation on Best Practices for mobile web design • Presentation on Instructional Design for Mobile Learning • Assigned reading • Online discussion
Week Three	Class Activities
Sept 8-14	• "Guest lectures" via video • Design Project: Stage 2 completed o Flow Charting • Assigned reading • Online discussion

Week of Four	Class Activities
Sept 15-21	• Class discussion: Evaluating mobile designs • Writing assignment: Critical analysis of mobile web site • Design Project: Stage 3 completed o Rough cut of storyboard/prototype • Assigned reading • Online discussion
Week Five	Class Activities
Sept 22-28	• Writing assignment: Critical analysis of mobile learning application • Design Project: Stage 4 completed o Second cut of storyboard/prototype • Assigned reading • Online discussion
Week Six	Class Activities
Sept. 29 - Oct. 5	• "Guest lectures" via video • Presentation on emerging technologies for mobile learning • Design Project: Stage 5 completed o Submit final storyboard/prototype • Assigned reading • Online discussion
Week Seven	Class Activities

Oct. 6-12	• Review and evaluate student designs for final project
	• Design Project: Final Stage 5 completed
	   o Present final storyboard/prototype walk-through
	   o Peer reviews of final designs
	• Assigned reading
	• - Online discussion – "Lessons learned" and next steps

ASSESSMENT RUBRICS

Final Design Project Activities – 55 points

Activity Name	Exceeds Expectations ("A" level work)	Meets Expectations ("B" level work)	Below Expectations ("C" level work)	Points
Description	**5 points -** Includes detailed scope, intended target audience and assumptions about devices used by the target audience. This section is one to two pages in length.	**3-4 points -** Includes basic description of scope, intended target audience and assumptions about devices used by the target audience. Length is approximately one page in length.	**1-2 points -** Includes sparse details about scope, intended target audience and assumptions about devices used by the target audience. Description is only a paragraph or two.	5

Content Outline and Rationale	**5 points -** Outline includes a clear, succinct 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 are included and the relevance of those resources is explained.	**3-4 points -** Outline includes 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 are brief and the relevance of those resources are covered somewhat.	**1-2 points -** Outline include a brief description of the content on every screen within your application and your rationale as to why your learners would find the content relevant, but does not give a sufficient overview. Descriptions of links to external resources and the relevance of those resources are missing.	5
Application Design Storyboard	**26-30 points -** Storyboard includes a clear visual design for each content screen in your application. Visual screen designs include learning content, navigation buttons, menus and all other visual elements expected to be on a working version of the application. Text is clear and free from typographical errors. There are no broken links to external sites. The flow of the application is readily clear to the reader.	**20-25 points -** Storyboard includes a basic visual design for each content screen in your application. Visual screen designs include learning content, navigation buttons, menus and all other visual elements expected to be on a working version of the application. Some text is not clear to the reader and typographical errors or broken links to external sites are present. The flow of the application is generally clear to the reader.	**1-19 points -** Storyboard includes a limited visual design for each content screen in your application which is insufficient to understanding the purpose or context of that screen. Visual screen designs do not include learning content, navigation buttons, menus and all other visual elements expected to be on a working version of the application. Much of the text is not clear to the reader and typographical errors or broken links to external sites are common. The flow of the application is generally not clear to the reader.	30
	(*Exceptions can be made for applications which attach to extensive databases, i.e. you don't need to cover every possible screen in your course, but you must show an example of at least one screen from that portion of your application)			
Feedback to classmates	**5 points** – Offered comments (on average)	**3 points -** Offered comments (on average)	**1 point -** Offered comments (on average)	5

about their project postings	to at least 3 other students each time feedback is scheduled	to at least two other students each time feedback is scheduled	to only one other students each time feedback is scheduled	
Presentation of Application to Class	**9-10 points -** Presentation covers each storyboarded screen in a logical flow as if a student was accessing the application. Explanation of the content, navigation and media choices are clear to the class and stimulate good questions and observations by classmates.	**5-8 points -** Presentation covers each storyboarded screen in a logical flow as if a student was accessing the application. Explanation of the content, navigation and media choices are somewhat clear to the class but leave questions in the viewers' minds and stimulate few questions and observations by classmates.	**1-4 points -** Presentation does not cover each storyboarded screen in a logical flow as if a student was accessing the application. Explanation of the content, navigation and media choices are unclear to the class and do not stimulate questions and observations by classmates.	10
	Total			**55**

Discussion Board Rubric – 21 points (3 points max per week)

Exceeds Expectations ("A" level work)	Meets Expectations ("B" level work)	Below Expectations ("C" level work)
3 points - Posts three times and adheres to all of the online participation guidelines outlined in the syllabus. The citations and references to the assigned and additional readings are exceptionally suitable, the comments appropriate and concise, and the responses demonstrate reflective, critical and analytical thinking.	**2 points** - Posts two times a week; the posts adhere to most of the online participation guidelines outlined in the syllabus. Provides citations from the readings and examples from experience and study.	**1 point** - Posts only one time a week and the post does not adhere to the online participation guidelines outlined in the syllabus.

Writing Assignment Rubric – 10 points

Activity Name	Exceeds Expectations ("A" level work)	Meets Expectations ("B" level work)	Below Expectations ("C" level work)	points
Analysis	**5-7 points** - Includes concise description of intended audience and purpose, setting/location for use, learner interactions, and outcomes. Insightful assessment of strengths and limitations, and constructive suggestions for improvements.	**3-4 points** - Includes general description of intended audience and purpose, setting/location for use, learner interactions, and outcomes. Provides some assessment of strengths and limitations, and offers constructive suggestions for improvements.	**1-2 points** - Includes limited description of intended audience and purpose, setting/location for use, learner interactions, and outcomes. Demonstrates limited attention to assessment of strengths and limitations, and insufficient suggestions for improvements.	7
Demonstration	**3 points** - Imparts a clear representation of the app or site, pointing out strengths and limitations.	**2 points** - Gives a brief but adequate description of the app or site, with limited commentary on strengths and weaknesses.	**1 point** - Demonstration does not show the range of experiences in the app and does not note strengths and weaknesses.	3

Reflective Blog Assignment Rubric – 14 points (2 points max per week)

Exceeds Expectations ("A" level work)	Meets Expectations ("B" level work)	Below Expectations ("C" level work)
2 points – Student posts a blog entry within the weekly time limit (e.g. by 11:59 p.m. Sundays). Blog posting references the week's activities and indicates something new or revealing that the student has learned or some way in which the student's perspectives on mobile learning were changed.	**1 point** - Student posts a blog entry within the weekly time limit (e.g. by 11:59 p.m. Sundays). Blog posting references the week's activities but does little to indicate something new or revealing that the student has learned or some way in which the student's perspectives on mobile learning were changed.	**0 points** –Student did not submit a blog post within the weekly time limit (e.g. by 11:5p p.m. Sundays).

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

*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/**].

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See **http://oai.gmu.edu/the-mason-honor-code/**].

- 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/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.

- 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/**].