GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
GRADUATE SCHOOL OF EDUCATION
Integration of Online Learning in Schools

EDIT 791 S01: Project Development Practicum I
6 Credits, Summer 2015

PROFESSOR:

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COURSE DESCRIPTION:

A. Prerequisites/Corequisites

Permission of Instructor.

B. University Catalog Course Description

Engages students in the application of design and production process for the solution of learning challenges with particular emphasis on the design and development phase of the design process.

C. Expanded Course Description

Not applicable

DELIVERY METHOD:

This course will be delivered online using primarily an **asynchronous** format with weekly synchronous development meetings. Course content is organized and can be accessed via Blackboard. Interactions with your instructor will occur primarily via email and during the weekly development meetings.

TECHNICAL REQUIREMENTS:

To participate in this course, students will need the following resources:

- High-speed Internet access with a standard up-to-date browser. It is recommended that you download multiple (at least 2) browsers onto your computer (i.e. Google Chrome, Mozilla Firefox, Internet Explorer, and Safari)

- Consistent and reliable access to your GMU email and course content, as these are the official methods of communication for this course
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of the course requirements.
- The following software plug-ins for Pcs and Macs respectively, available for free downloading by clicking on the link next to each plug-in:
  - Adobe Acrobat Reader: http://get.adobe.com/reader/
  - Windows Media Player (PC): http://windows.microsoft.com/en-US/windows/downloads/windows-media-player
  - Apple QuickTime Player: www.apple.com/quicktime/download/
  - Google Account and Hangout plugin: http://www.google.com/+/learnmore/hangouts/
- A webcam with a quality microphone.

EXPECTATIONS:
- **Course Week:** Our week will **start** on Thursday at 9:00 am, and **finish** on Wednesday at 11:59 pm. We will also have a weekly synchronous development meeting. The students and instructor will negotiate meeting times that work for each student.
- **Log-in Frequency**: Students must actively check the course site and their GMU email daily for communications from the instructor.
- **Participation**: Students are expected to actively engage in all course activities throughout the semester, which include viewing all course materials, completing course activities and assignments, and participating in weekly development meetings.
- **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.
- **Technical Issues**: Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload**: Expect to log in to this course **daily during the week** to participate in course activities. Remember, this course is **not** self-paced. There are **specific deadlines** and **due dates** listed in the **your pacing guide** which you are expected to adhere. It is the student's responsibility to keep track of the weekly course calendar and assignment due dates.
- **Advising:** If you would like to schedule a one-on-one meeting to discuss course requirements, content or other course-related issues, and you are unable to come to the Mason campus, we can meet via telephone or web conference. Send me an email to schedule your one-on-one session and include your preferred meeting method and suggested dates/times.

- **Netiquette:** Our goal is to be **collaborative**, not combative. Experience shows that even an innocent remark in the online environment can be misconstrued. I suggest that you always re-read your responses carefully before you post them to encourage others from taking them as personal attacks. **Be positive in your approach to others and diplomatic with your words.** I will do the same. Remember, you are not competing with each other but sharing information and learning from one another as well as from the instructor.

LEARNER OUTCOMES or OBJECTIVES:

This course is designed to enable students to:
1. Apply effective instructional design to interactive media, instructional frameworks and applications pertinent to instructional design projects
2. Demonstrate effective and efficient collaboration skills through self and peer documentation
3. Apply effective project management principles to instructional design projects
4. Use research and/or evaluation methodologies in the instructional design process
5. Professionally present a working technology-based instructional product prototype
6. Demonstrate proficiency in the skills/competencies of instructional design via an electronic professional portfolio

PROFESSIONAL STANDARDS:

This course will be aligned with the International Association for K-12 Online Learning's (iNACOL) (2010) National Standards for Quality Online Teaching. Standards A.4, A.5, A.6, J.1, and J.2 are covered by the program prerequisite for licensure. The full list and description of standards can be accessed at
http://www.inacol.org/research/nationalstandards/iNACOL_TeachingStandardsv2.pdf

REQUIRED TEXTS:

Students are not required to purchase any texts for this course. All readings will be accessible for free online or via Mason libraries. However, students should purchase a webcam for the course if they do not already have one.

COURSE ASSIGNMENTS AND ASSESSMENTS

Mastery Learning Approach

In this course we take a mastery learning approach to the assignments. This is how it will work:

- The criteria for completing the assignments will be clearly explained. At times the instructor and students will work together to create the criteria prior to the assignment.

- The instructor will evaluate your work and provide qualitative feedback on your assignments.
- If you have adequately completed all of the criteria you will receive full credit on the assignment.
- If you have not adequately completed all of the criteria, the assignment will be returned and you will be subject to late points until all of the criteria are complete.
- You must complete ALL assignments to get a passing grade.

Late Work

Students are expected to complete and electronically submit all assignments prior to 11:59 p.m. on the last day of the module as indicated on the course calendar. All assignments—EXCEPT for discussion board activities—can be submitted late but a minimum 10% late penalty will be assessed for work submitted after the assignment deadline. Work that is submitted over a week late will receive an additional 20% penalty for each additional week late. No late work is accepted after the final assignment's due date.

Grading scale

Grade Percentage Range

A	94-100
A-	90-93
B+	87-89
B	84-86
B-	80-83
C	70-79
F	0-69

Proposed Course Assessments and Point Values

Assignment	Point Value
Pacing Guide	10
Edited instructional video	20
Screencast	10
Instructional image	10
Objective assessment	10
Item analysis	10
Development meeting participation	5 points each
A workable and fully integrated instructional unit	50

Assignment Descriptions

Pacing Guide
> The nature of this course requires the student to create a personal pacing guide that clearly describes the action items and deliverables that will be completed each week. The pacing guide should provide a challenging yet obtainable vision for fully developing the unit before the end of the semester.

Edited instructional video, screencast, and image
> Following the development guides created in EDIT 768, you will create at least one instructional video, screencast, and image.

Objective assessment and item analysis
> Following the development guides created in EDIT 768, you will create an objectively scored assessment that contains 15-20 multiple choice, true or false, matching, short answer, and essay items. You will then administer the assessment at least 30 people who have little to no understanding of the content. Lastly, you will conduct an item analysis on the assessment responses.

Development meeting participation
> Each week we will meet synchronously to share and evaluate completed learning objects and discuss personal successes and challenges

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/.

PROPOSED CLASS SCHEDULE:

Modules	Activities and Projects Due
Module 1 June 25-July 1	Create a development pacing guide with weekly action items and deliverables Prepare for and participate in the developers' meeting
Module 2 July 2-8	Complete the action items and deliverables listed on your development pacing guide Prepare for and participate in the developers' meeting
Module 3 July 9-15	Complete the action items and deliverables listed on your development pacing guide Prepare for and participate in the developers' meeting
Module 4 July 16-22	Complete the action items and deliverables listed on your development pacing guide Prepare for and participate in the developers' meeting
Module 5 July 23-29	Complete the action items and deliverables listed on your development pacing guide Prepare for and participate in the developers' meeting
Module 6 July 30-Aug 5	Complete the action items and deliverables listed on your development pacing guide Prepare for and participate in the developers' meeting

ASSESSMENT CHECKLISTS:

As explained earlier, the course will use a mastery-based approach to grading. As a result, students will need to complete all of the assignment criteria in order to earn points on the assignment and all assignments must be completed in order to pass the course.

Pacing Guide
1. Clearly describes the action items and deliverables that will be completed each week.
2. Provides a challenging, yet obtainable, vision for developing the unit before the end of the semester.

Edited instructional video, screencast, and image
1. Each learning object follows the best practices identified in EDIT 768.
2. Each learning object is aligned with the intended learning outcome.

Objective assessment and item analysis
1. The assessment contains 15-20 items that include multiple-choice, true-or-false, matching, short-answer, and essay items.
2. All of the items follow the development guide created in EDIT 768
3. The assessment is administered to at least 30 people who have little to no understanding of the content
4. An item analysis is conducted on the assessment responses.

Development meeting participation
1. Attends all of the weekly development meetings
2. Shares completed learning objects and discusses personal successes and challenges
3. Provides peers with meaningful feedback