



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 (Online)
Spring 2016 (March 15 – May 13, 2016)

COURSE SYLLABUS

Instructor:

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Office Hours: Virtual and In Person by Appointment. (We will determine the hours and format for virtual and in-person 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 as needed prior to each course module. 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. (If you need help accessing library resources, please let me know.)**

Background References:

1. [The Rhythm of Education](#). A.N. Whitehead.
2. [Design Thinking for Educators Toolkit](#). IDEO
3. [8 Cultural Forces that Define Our Classroom](#). (from Prof. Ron Ritchhart's website)
4. [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.

Course Objectives:

The objectives of this course are to:

- Explore and provide an overview of educational digital media
- Discuss the role of instructional design in the use and implementation of digital media
- Apply elements of design thinking and visible thinking to the process of designing instructional solutions using digital tools
- Identify and compare various types of digital media and how each potentially influences (negatively or positively) the processes of teaching and learning
- Work individually and 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 complete each challenge as assigned. Some assignments are individual and others will be team assignments. For those team assignments, students will be assigned to design teams before the assignment begins.

Challenges are intended to 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, I am available to meet face to face and we can work together to identify the best times for this to happen. 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 the world and interact with real problems and real humans.

Course Expectations

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!) Although I will not be counting the times you access the course or post to a discussion etc., I expect each student to make an impact of some kind on the rest of us. Students will be graded based on the following areas of activity:

1. Response to Design Challenges. As mentioned above, most challenges are individual but there will be at least one formal design team challenge. For the team challenge, students will be assigned to their design teams and graded as a team. These teams will create media solutions to a specific design problem. Your scores on all challenges will be combined into an ongoing challenge grade. **Challenge grade = 50% of the final grade.**

2. Individual Design Journal Each student will be assigned a journal space on Blackboard. Journal assignments will be posted for some or all of the design challenges and may include things like peer reviews, assignment evaluations, ideas, and general thoughts. **Journal grade = 25% of the final grade**

3. Participation. It just would not be the same without 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. The level of contribution will clearly be different for each student. That being said, each of you is expected to contribute regularly, creatively, and happily. You will be evaluated on substance of your contributions and not on the raw number of times you post, comment and so on. I am not counting. **Participation grade = 25% of the final grade.**

4. Technical Expertise: This is a differentiated class, if you want to think of it that way. Each of us has technical strengths and weaknesses—myself especially. That being said, you are not expected to be an expert in any of the tools we explore. Clearly, the course would be a lot longer if that was the case. You are expected to try every tool. To experiment---to fail! Failing is good when it comes to instructional media—largely because your own learners will fail and it is important that you empathize with them when the time comes. I only expect you to try and try again. This isn't a beauty contest.

5. Netiquette: Our goal is to be **collaborative**. We all know that even an innocent remark in the online environment can be misconstrued—WE ARE EDUCATORS AFTER ALL. Be Considerate and Constructive. I am sure I do not need to remind anyone of this—but they made me add this to my syllabus.

Professional Standards

This course adheres to these essential competencies from the International Board of Standards for Training, Performance, and Instruction (IBSTPI) 2012 Instructional Designer Standards:

1(c) - Use active listening skills

1(d) - Solicit, accept and provide constructive feedback

1(i) - Use effective questioning techniques

6(b) - Describe the nature of a learning or performance problem.

7(a) - Determine characteristics of the target population that may impact the design and delivery of instruction.

7(e) - Analyze, evaluate, and use learner profile data and environmental characteristics to design instruction

12(a) - Identify instructional strategies that will align with instructional goals and anticipated learning outcomes.

12(c) - Use appropriate message and visual design principles.

12(f) - Select appropriate technology and media to enhance instructional interventions taking into account theory, research, and practical factors.

15(b) Produce instructional materials in a variety of formats.

Assessment Rubric

	Exceeds Expectations (90-100%)	Does the Job (80-89.9%)	Needs Attention (70-79.9%)	Missing (0%)
Defining the Challenge (50)	(a) student 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) student 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 (15)	(a) student identifies and capitalizes on individual strengths other others in the class (b) a variety of ideas are explored, evaluated, and refined when working in teams	(a) Student somewhat utilizes the input of others in the class (b) some attention to generating a variety of ideas. (c) narrowly focused creative scope.	(a) student does not utilize full potential of others in the class (b) limited idea generation (c) no attempt to expand thinking beyond the immediate problem	No collaboration

	(c) creative scope broadly focused as team explores possible solutions and explanations			
Creative Substance (25)	(a) Student's solution to the challenge is creative, innovative, and unique (b) solution is readily adaptable to challenges in other contexts or disciplines.	(a) Student'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) student 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.			

Tentative Class Schedule

March 15 – May 10

NB: Topics may be added and removed depending on available time. There will be one Mandatory Virtual Session delivered through the Blackboard Collaborate Tool. This will be scheduled with input from the students once the course begins.

Week	Topic	Assignment
1 3/15/16	Introduction How this course works Intro Thinking Routine Intro Design Challenge Intro to the Blackboard Collaborate Platform Practice with Padlet For Next Class: Review Design Thinking Articles	Post intro to the class forum Post to solution to the intro design challenge

<p>2</p> <p>3/22/16.</p>	<p>Overview of Design Thinking and Instructional Design.</p> <p>Research Tools and Methodology.</p> <p>Course Groups and Group Topics are assigned</p> <p>Intro to group work area in Blackboard. Overview of Collaborative Document Tools, Finding and using data</p>	<p>Practice with group area in Blackboard.</p> <p>1st Group Assignment (Discovery Phase) -- Create Discovery Brief describing specific challenge</p> <p>Journal Post</p> <p>For Next Class: Read about the interpretation phase</p>
<p>3</p> <p>3/29/16</p> <p>Virtual Week</p>	<p>Using Breakout Rooms - Demo Virtual Session this week in Collaborate. (Time to be determined)</p> <p>Digital imagery. Identifying, creating, editing images. Tools for finding, organizing, arranging images.</p> <p>Interpretation Phase</p>	<p>Groups: Present and info graphic describing possible topics for design.</p> <p>Individual: Journal Post</p> <p>For Next Class: Read Ideation Section</p>
<p>4.</p> <p>4/5/16</p>	<p>Ideation Tools.</p> <p>Telling Stories.</p>	<p>Complete Ideation Exercise</p>

	<p>Working with Audio in an instructional setting.</p> <p>Audio Annotation</p> <p>Podcast/Digital Storytelling</p>	<p>Create and Post Digital Story</p> <p>Forum Post (Peer Review)</p> <p>Journal Exercise</p> <p>For Next Class:</p> <p>View Video Resources Complete Readings in the Weekly Folder.</p>
<p>5</p> <p>4/12/16</p>	<p>Prototyping Design Concept</p> <p>Using Video in Instruction Screen Capture applications</p> <p>Finding and embedding video resources</p>	<p>Video Capture Exercise</p> <p>Group: Present Prototype design overview</p> <p>Journal Exercise</p> <p>For Next Class: Complete Readings in the Weekly Folder.</p>
<p>6</p> <p>4/19/16</p>	<p>Engaging Learners in Online Learning Environments/Learning Management Systems</p> <p>Tools and Techniques for creating, delivering, and assessing instruction in these environments.</p>	<p>Group work: Adapting an LMS for your design topic</p> <p>Individual: Journal Post</p> <p>For Next Class: Complete Readings in the Weekly Folder.</p>

7	Game-based Design	Journal Exercise
4/26/16	Intro to the final challenge	For Next Class: Work on Final Challenge
8	Present Prototype for Final Challenge.	Post reviews
5/3/16	Peer reviews of Prototypes	Group work on Final Design
5/10/16	Final Project and all coursework due	

GRADING POLICY:

The graduate grading scale as required by the university's academic policy 3.2 is as follows:

Grade	Quality Points	Graduate Courses
A+	4.00	Satisfactory/Passing
A	4.00	Satisfactory/Passing
A-	3.67	Satisfactory/Passing
B+	3.33	Satisfactory/Passing
B	3.00	Satisfactory/Passing
B-	2.67	Satisfactory*/Passing
C	2.00	Unsatisfactory/Passing
F	0.00	Unsatisfactory/Failing

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.

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-2/>)

- 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/>.