

**George Mason University Executive
Chief Learning Officer (ECLO) Program
EDIT 750-001: Learning Technologies and Strategies for Innovation (3 credits)
Spring 2016, January 15-March 4**

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Office Hours: By Appointment

Pre-requisites/Co-requisites

Admission to Executive Chief Learning Officer (ECLO) Certificate Program, or permission of advisor

University Catalog Description

Explores formal and non-formal learning technologies, models, theories, and strategies that support enterprise learning and performance. Assesses the potential of learning technologies to innovate the practice of the organization.

Expanded Course Description

Part of *Module 1 Strategic Thinking and Learning Innovation* of the ECLO Certificate program, this course examines best practices in formal and non-formal learning technologies and new generation learning environments based on principles of learning theory, instructional design, and strategies for innovation. Learners will develop theoretical and applied knowledge of learning technologies design and innovative methods for implementing such designs in the organization. Course activities are designed to help learners understand the practice of learning design, the learning affordances of current and emerging technologies, current and evolving organizational learning practices, and to develop a systemic and integrative learning technologies framework that supports the organization's strategic goals and fosters a culture of innovation.

Delivery Method

This course uses the traditional executive education delivery format consisting of weekend residency (Friday, Saturday) with online components. The first and last day of the course are in residency; the online components will be delivered via the Blackboard LMS housed in the MyMason portal. You will log in to Blackboard using your mason email name and password. The online components will be largely asynchronous. The duration of this course will be 6 weeks, January 15 – March 4. Residency days are January 15, 16, and March 4. Attendance is required on residency days.

Technical Requirements

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

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox. Opera and Safari are not compatible with Blackboard
- Consistent and reliable access to their GMU email and Blackboard 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
- A headset microphone for use with the Blackboard Collaborate web conferencing tool

EXPECTATIONS:

- **Course Week:** Because asynchronous courses do not have a “fixed” meeting day, our week will **start on Monday and finish on Sunday**. Synchronous sessions will be limited and announced a week in advance.
- **Log-in Frequency:** Students must actively check the course Blackboard site and their GMU email for communications from the instructor, **at a minimum this should be 4 times per week**.
- **Participation:** Students are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- **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 **at least 4 times a week** to read announcements, participate in the discussions, and work on course materials. Remember, this course is **not** self-paced. There are **specific deadlines** and **due dates** listed in the **CLASS SCHEDULE** section of this syllabus to which you are expected to adhere. It is the student’s responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- **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

At the end of this course, learners will be able to:

1. Understand and apply the basics of learning technologies design including the systematic process of instructional design
2. Understand theories of learning and workforce development and apply these principles to the design of learning technologies
3. Analyze the cognitive and functional affordances of learning technologies
4. Differentiate between formal and non-formal learning technologies, models, and strategies
5. Identify appropriate learning technologies for a particular organizational context
6. Develop a systemic and integrative learning technologies framework that supports the organization’s strategic goals and culture of innovation

Professional Standards

There is no single entity prescribing professional standards for Chief Learning Officers. However, there is an industry-adopted set of competencies derived from a 2006 survey of more than 450 Chief Learning Officers and published in *Chief Learning Officer* magazine

(http://www.clomedia.com/articles/clo_competencies_the_path_for_future_learning_leaders).

The competencies relevant to this course are:

1. **Commanded knowledge of the learning and development process:** Future CLOs should have a general knowledge of specific learning methods and concepts in order to better manage their organization:
 - Be familiar with key concepts of instructional design; including, needs analysis, characteristics of the adult learner, and the design and development process for learning programs.
 - Conceptualize, design, and apply new learning interventions to business needs, while simultaneously modeling strong values and openness to change.
 - Have a general understanding of the qualities of multimedia, simulations, role play, case studies, virtual classrooms, traditional classrooms and blended instruction, as well as understanding what each one does best. This all should be coupled with an understanding of learner, content and management competency systems.
 - Be able to evaluate the extent to which the organization's current portfolio of formal and non-formal learning opportunities aligns with organizational goals.
 - Be able to evaluate the organization's technology infrastructure to support and encourage learning at the individual, group and organizational levels.

Required Texts

- Adult Learning: Linking Theory and Practice. Wiley – 2013 (Sharan Merriam, Laura Bierema)
- Revolutionize Learning & Development: Performance and Innovation Strategy for the Information Age. Paperback – 2014 (Clark Quinn)
- Collective Genius: The Art and Practice of Learning Innovation. Harvard Business Review Press - 2014 (Linda Hill, Greg Brandeau, Emily Truelove, Kent Lineback)

The course will also use journal articles from the Mason library that will be accessible via Blackboard, along with selected cases from *The ID Casebook: Case Studies in Instructional Design*, 4th Edition (2013) by Ertmer, Quinn, & Glazewski (Pearson) and/or Enterprise Learning Media Publications.

COURSE ASSIGNMENTS/DELIVERABLES:

There are a total of **four (4)** assignments required for successful completion of this course:

1. **Case Study Discussions (20 points):** Working in small groups based on the selected ECLO team project, participants will discuss key issues in the case and relate them to the concepts discussed in class. Each group will then present a summary analysis for commentary by other course participants.
2. **Blog or video posts (vlogs) (16):** Each participant will contribute blogs or vlogs articulating their understanding of the readings and the relationship of specific concepts in the readings to the role of the CLO in a particular organizational context.

3. **Learning Technologies Affordance Analysis (LTAA) (24 points):** Each participant will select a learning technology (LT) or platform (e.g., MOOCs, social media platforms, LMS, games, simulations, mobile learning) and critically examine the functional and cognitive affordances of this learning technology. Each participants will then map the LT affordances to a learning theory, model or instructional strategy (e.g., self-directed learning, transformative learning, experiential learning, formal and non-formal learning) and demonstrate how the LT supports the implementation of the model.
4. **Integrative Learning Technologies Framework (ILTF) (40 points):** Working in small groups based on the selected ECLO team projects, participants will evaluate the extent to which the organization's current portfolio of formal and non-formal learning opportunities aligns with organizational goals and develop a systemic and Integrative Learning Technologies Framework that supports the organization's strategic goals and culture of innovation.

TOTAL POSSIBLE POINTS FOR ALL ASSIGNMENTS/DELIVERABLES: 100

GRADING:

The grading scale used in this course is the official George Mason University scale for graduate-level courses. Decimal percentage values $\geq .5$ will be rounded up (e.g., 92.5% will be rounded up to 93%); decimal percentage values $< .5$ will be rounded down (e.g., 92.4% will be rounded down to 92%).

Letter Grade	Total Points Earned
A	93%-100%
A-	90%-92%
B+	88%-89%
B	83%-87%
B-	80%-82%
C	70%-79%
F	Below 70%

Rubric for Learning Technologies Affordance Analysis (LTAA):

	Category 1	Category 2	Category 3
Criteria	Unsatisfactory Analysis	Satisfactory Analysis	Excellent Analysis
Affordances of selected LT are reflective of the selected LT and grounded in the course readings	4-5	6-7	8
Contributions are ongoing, collaborative, and demonstrate understanding of the affordance analysis process	4-5	6-7	8
Mapping of LT affordances to instructional strategies and models is pedagogical aligned	4-5	6-7	8
SCORE	12-15	18-21	22-24

CLASS SCHEDULE:

Friday, Saturday, January 15&16, 2016 (Residency Days)

- Introduction to *Module 1 Strategic Thinking and Learning Innovation*
- Introduction to course topics/assignments
- Learning Theories and Workforce Development
- Overview of Learning and Development in the Information Age
- Case Study Assignments

Monday, January 18, 2016 – Monday February 29, 2016 (Online Components)

- Affordances of Learning Technologies
- Learning Designs
- LTAA Analysis Report
- Formal and Non-Formal Learning: Pedagogical Models and Constructs
- New Generation Learning Environments
- Strategies for Innovation

Friday, March 04, 2016, 9:00 AM – 5:00 PM (Residency Day)

- Presentation of the ILTF Proposal
- Key lessons learned about Learning Technologies and Organizational Learning

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/>.