

George Mason University
College of Education and Human Development
Instructional Design and Technology (IDT) Program

EDIT 576 DL1: Mobile Learning and Applications

2 credits, Fall 2016

Faculty Information

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Prerequisites/Co-requisites

None.

University Catalog 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.

Course Overview

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.

Course Delivery Method

This course will be delivered online using an asynchronous format via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on **Monday, October 17 at 9:00 AM EDT**.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with a standard up-to-date browser, either Mozilla Firefox, Internet Explorer or Safari. Opera and Chrome are **not** fully 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 course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player: <https://windows.microsoft.com/en-us/windows/downloads/windows-media-player/>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week: Because asynchronous courses do not have a "fixed" meeting day, our week will start on Monday, and finish on Friday.
- Log-in Frequency: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week.
- Participation: Students are expected to actively engage in all course activities throughout the semester, which includes viewing 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 who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues: Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload: Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support: Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette: The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in*

selecting your words. Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Accommodations: Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learner Objectives

This course is designed to enable students to do the following:

- 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

2012 International Board of Standards for Training, Performance and Instruction (IBSTPI) (<http://ibstpi.org/instructional-design-competencies/>).

Upon completion of this course, students will have met the following professional standards:

Design & Development:

10. Use an instructional design and development process appropriate for a given project
11. Organize instructional programs and/or products to be designed, developed, and evaluated
14. Select or modify existing instructional materials
15. Develop instructional materials

Evaluation & Implementation:

19. Implement, disseminate and diffuse instructional and non-instructional interventions

Required Texts

No required textbook.

Optional textbook: *Mobile Makes Learning Free: Building Conceptual, Professional and School Capacity* (2015), Boris Handal, Information Age Publishing

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. If you can't find the answer here, then...
2. Check the more detailed instructions in the appropriate assignment section on our Blackboard course. If you can't find the answer there, then...
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 to it.
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 or contact me via Skype.

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.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor.

The following are descriptions of required class assignments. Additional details will be available on our Blackboard course site. 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 on the Blackboard course site.**

Class Assignments

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 Assignment

There will be one writing assignment which will require written analysis of a mobile website or mobile application, plus a brief demonstration or video description. This will be about 1½ -2 pages long. 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 readings and other material introduced each week, therefore students should be familiar with the required 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.

Course Performance Evaluation Weighting

Final Design Project	55 points (scored over stages of project development)
Writing Assignment	9 points (one assignment)
Discussions	24 points (eight weeks of discussion at 3 points max each)
Reflective Blog	12 points (3 posts at 4 points each)
<i>Total</i>	<i>100 points</i>

Grading Scheme

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

Blackboard Requirements

Every student registered for any Instructional Design and Technology (IDT) course with a required performance-based assessment is required to submit this assessment to Blackboard (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). For EDIT 576, the performance-based assessment is the **Final Design Project**.

Evaluation of the performance-based assessment by the course instructor will also be completed in Blackboard. Failure to submit the assessment to Blackboard will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Blackboard submission, the IN will convert to an F nine weeks into the following semester.

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

Core Values Commitment

The College of Education and 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/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the->

[mason-honor-code/](#)).

- 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 Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.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/>).
- 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 Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://studentsupport.gmu.edu/>, and the OSS staff will follow up with the student.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.

Class Schedule

REVIEW	COMPLETE
WEEK 1: Oct. 17 – 23	
<ul style="list-style-type: none"> ✓ Introductions and welcome to course ✓ Presentation on <i>Affordances of mobile learning and the current state of mLearning</i> ✓ Assigned readings 	<ul style="list-style-type: none"> ✓ Personal introduction ✓ Course prerequisites (surveys, etc.) ✓ Online discussion: <i>Definitions and preconceptions of Mobile Learning</i>
WEEK 2: Oct. 24 – 30	
<ul style="list-style-type: none"> ✓ Presentation on <i>Best Practices for mobile web design</i> ✓ Assigned readings ✓ Introduction to Design Project and course expectations 	<ul style="list-style-type: none"> ✓ Online discussion: topic TBA ✓ Blog post #1: Initial thoughts on mobile learning ✓ Start thinking of possible design project topics and narrow to 2-3 choices
WEEK 3: Oct. 31 – Nov. 6	
<ul style="list-style-type: none"> ✓ Assigned readings ✓ Presentation on <i>Instructional Design for Mobile Learning</i> 	<ul style="list-style-type: none"> ✓ Online discussion (topic TBA) ✓ Design Project: Stage 1 completed <ul style="list-style-type: none"> ○ DUE: Topic for final project & project components and scope
WEEK 4: Nov. 7 - 13	
<ul style="list-style-type: none"> ✓ Assigned readings and other materials 	<ul style="list-style-type: none"> ✓ Online discussion: topic TBA ✓ Design Project: Stage 2 completed <ul style="list-style-type: none"> ○ Flow charting
WEEK 5: Nov. 14 – 20	
<ul style="list-style-type: none"> ✓ Assigned readings and other materials 	<ul style="list-style-type: none"> ✓ Online discussion: Evaluating mobile designs ✓ Design Project: Stage 3 completed <ul style="list-style-type: none"> ○ Draft storyboard/prototype ✓ Blog post #2
WEEK 6: Nov. 21 – 27 [Nov. 23-27: Thanksgiving break]	
<ul style="list-style-type: none"> ✓ Assigned readings and other materials 	<ul style="list-style-type: none"> ✓ Online discussion: topic TBA ✓ Writing assignment: Critical analysis of mobile learning application ✓ Design Project: Stage 4 completed <ul style="list-style-type: none"> ○ Second draft of storyboard/ prototype
WEEK 7: Nov. 28 – Dec. 4	
<ul style="list-style-type: none"> ✓ Presentation on emerging technologies for mobile learning ✓ Assigned readings and other material 	<ul style="list-style-type: none"> ✓ Online discussion: topic TBA ✓ Design Project: Final Stage 5 completed <ul style="list-style-type: none"> ○ Submit final storyboard ✓ Blog post #3
WEEK 8: Dec. 5 – 11	
<ul style="list-style-type: none"> ✓ Assigned readings and other material 	<ul style="list-style-type: none"> ✓ Design Project: Presentations and peer review evaluations of student designs ✓ Online discussion: Lessons learnt & next steps

**Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.*

Assessment Rubric

Final Design Project – 55 points

ACTIVITY NAME	EXCEEDS STANDARDS	MEETS STANDARDS	DOES NOT MEET STANDARDS	POINTS
Description	5 points – One to two pages of detailed scope, intended target audience and assumptions about devices used by the target audience.	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 & 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.	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	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	30

	There are no broken links to external sites. The flow of the application is readily clear to the reader.	typographical errors or broken links to external sites are present. The flow of the application is generally clear to the reader.	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.	
(*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 on their project	5 points – Offered comments (on average) to at least 3 other students each time feedback is scheduled.	3 points - Offered comments (on average) to at least two other students each time feedback is scheduled.	1 point - Offered comments (on average) to only one other students each time feedback is scheduled.	5
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