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 2017 (March 20 – May 17, 2017) 2 Credits

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.)**

University Catalog 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 Delivery Method

This course will be delivered online (76% or more) using [select either a synchronous or an asynchronous] format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on March 20, 2017 at 9:00 am.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face

class meeting, such online participation requires undivided attention to course content and communication.

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 Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool. [Delete this sentence if not applicable.]
- 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: [Add or delete options, as desire.]
  - 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 Tuesday, and finish on Monday.
  Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- 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 2 times per week. In addition, students must log-in for all scheduled online synchronous meetings. We will schedule these sessions at least two weeks ahead.
- 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 Outcomes or Objectives

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

- 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 Universal Design for Learning (UDL)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.

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

Required Texts

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.)**

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

- **Assignments and/or Examinations**
  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**

- **Other Requirements**

1. **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.**

- **Grading**

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

Professional Dispositions

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

Class Schedule March 20 – May 17
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.

Week #	Topic	Assignment
#1 3/20/16 Virtual Meeting Time TBD	Introduction How this course works Intro Thinking Routine Intro Design Challenge Intro to the Blackboard Collaborate Practice with OneNote Class Notebook Choose Date/Time for April 3 Virtual Class	Post intro to the class forum Post to solution to the intro design challenge

Template Revision Date: 11/14/16

	For Next Class: Review UDL Articles	
#2 3/27/17.	Introduction to Universal Design and Design Resources Research Tools and Methodology. • Using the Library Databases • Zotero • Diigo Overview of Collaborative Document Tools, OneNote	Practice with group area in Blackboard. Team assignment: Analyzing a design problem through the UDL lens. Journal Post For Next Class: Prepare for Virtual Session. Look at breakout rooms.
#3 4/3/17 Virtual Week	Using Breakout Rooms - Demo Virtual Session this week in Collaborate. (Time to be determined)	Groups:In-class work in the Breakout Rooms Individual: Journal Post For Next Class: Read links and articles on Designing Effective Images (UDL). Sign up for demo accounts as directed.
#4 4/10/17	Digital imagery. Identifying, creating, editing images. Tools for finding, organizing, arranging images.	Individual: Complete the infographic exercise Peer Review Exercise of Infographics (Forum Post) For Next Class: Readings on Video from the Weekly Folder. Read overview of Design Thinking Model n Weekly Folder.
#5 4/17/17	Using Video in Instruction Using Video in Instruction Screen Capture applications Finding and embedding video resources\ Design Thinking Exercise.	Individual: Video Assignment Group: In-class exercise in design thinking. Journal Posting (Optional) For Next Class:

	Introduction to the final design project -Developing a design challenge	Complete Readings in the Weekly Folder on using audio and also on Design Thinking Begin research design challenge
#6 4/24/17	Using Audio Effectively in Instruction Creating and manipulating audio. Podcasts, Audio Feedback, Creating Audio Assignments, Introduction to Ideation	Individual: Audio Assignment Post a final design challenge statement for comment by the rest of the class. Class ideation Exercise in Padlet.
#7 5/1/17	Engaging Learners in Online Learning Environments/Learning Management Systems Tools and Techniques for creating, delivering, and assessing instruction in these environments. Game-based Design Intro to the final challenge	Journal Exercise For Next Class: Work on Final Challenge
#8 5/8/16	Present Prototype for Final Challenge. Peer reviews of Prototypes	Post reviews
5/17/16	Final Project and all coursework due	

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

Assessment:

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	(a) student identifies major issues with challenge (b) considers some obstacles/restrictions (c) some consideration for less obvious aspects of the problem	(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.

	aspects of the challenge (d) seeks out cross-disciplinary connections	(d) some attempt to make cross-disciplinary connections		
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 (c) creative scope broadly focused as team explores possible solutions and explanations	(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
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.**			

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

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.

- The Writing Center 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 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 Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see http://ssac.gmu.edu/). Students in need of these services may contact the office by phone at 703-993-3686. 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://ssac.gmu.edu/make-a-referral/.

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