GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
Division of Learning Technologies
Learning Technologies in Schools

EDIT 792
Project Development Practicum II
Spring, 2017
Section 6N1
(3 credit hours)

PROFESSOR(S)
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COURSE DESCRIPTION

A. **Prerequisites:** Permission of Instructor; **Corequisite:** EDIT 769 or EDIT 791
B. **Course description from the university catalog:** Facilitates the application of design and production processes to the solution of learning challenges with particular emphasis on the implementation and evaluation phase of the design process.
C. **Expanded Course Description:** Students will apply the principles of instructional design, design research, and interdisciplinary design and development techniques to a real world learning technology design project. Students will work intensively in a team-based setting to collaboratively and thoroughly research, analyze, and design a real world technology solution to a specific instructional or performance problem. The practicum will be focused heavily on opportunities for productive face-to-face and virtual team interaction, collaboration, communication, and presentation skills, as well as successful client and stakeholder interaction.

LEARNER OUTCOMES

This course is designed to enable students to:

1. Apply effective instructional design for 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

Depending on the particular learning technologies program (IID, DDLS, IASP), standards related to this course will be identified using the standards that govern the particular program.

For IIDD, this course will be aligned with standards for curriculum and candidate competency in the area of educational communications and instructional technologies (ECIT) of the Association for Educational Communications and Technology (AECT). The complete list of ECIT standards is available at http://www.ncate.org/public/programStandards.asp?ch=4#AECT. In addition, the course will be aligned with the International Board of Standards for Training, Performance and Instruction's list of 23 competencies and 127 associated performance statements that are grounded in the major theories that underpin the field of instructional design. The full list of competencies and statements is available at http://www.ibstpi.org/Competencies/instruct_design_competencies.htm.

For DDLS, this course will be aligned with the International Association for K-12 Online Learning's (iNACOL) (2010) *National Standards for Quality Online Teaching* http://www.inacol.org/research/nationalstandards/iNACOL_TeachingStandardsv2.pdf. or the *International Society for Technology and Education* (http://www.iste.org/standards/standards-for-teachers).

For IASP, this course will be aligned with professional standards established by the Council for Exceptional Children. The full list and description of standards can be accessed at http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalStandards/

REQUIRED TEXTS

1. Krug, S. (2006). *Don't make me think! A common sense approach to Web usability*, (2nd ed.). Berkeley: Pearson Education.

2. Golombisky, K., & Hagen, R. (2010). *White space is not your enemy: A beginner's guide to communicating visually through graphic, Web and multimedia design*. Oxford: Elsevier.

3. Van Duyne, D. K., Landay, J.A., & Hong, J.I. (2007). *The design of sites: Patterns for creating winning web sites*, (2nd ed.). Upper Saddle River: Pearson Education.

4. Levin, B., & Schrum, L. (2012). *Leading technology-rich schools*. New York, NY: Teachers College Press.

COURSE REQUIREMENTS, PERFORMANCE-BASED ASSESSMENT, AND EVALUATION CRITERIA

A. Requirements

1. Participation is mandatory, as discussions, readings, and activities are important parts of the course.

2. Each student is expected to complete all readings and participate in all discussions.

3. Each student is expected to participate in and complete all projects.

4. Students who must miss activities are responsible for notifying the instructor (preferably in advance) and for completing any revised assignments, readings, and activities.

5. All assignments must be completed electronically. Assignments are to be submitted on the date due. Late assignments will not be accepted without making prior arrangements with the instructor.

B. Performance-based assessments

Participation (20 points): Students will be evaluated based on their participation in course discussions, group activities, and participation in synchronous meetings. Students are expected to provide articulate responses to weekly discussion board posts and engage with instructor and group members.

Project Products (60 points): Each student will be responsible for producing quality instructional design deliverables for established projects, including interim deliverables such as: Performance analysis report with needs assessment, User personas/models, Usability test planning and execution, Use case analyses/concept models, Competitive analysis/benchmarking, Content inventories, Site mapping, Flowcharts, and Storyboards. This is a Performance-Based Assessment and will be scored in Taskstream.

Online Portfolio (20 points): Throughout their program of study, students are required to create and continually revise a professional, online portfolio. This portfolio should not be a collection of what the student has done, but rather a reflection of what they have learned. Templates and assistance will be provided to assist students in the creation and maintenance of this portfolio. All exhibits in the online portfolio will include a short reflection. At the end of this course, a comprehensive, course-wide reflection and supporting samples of work will be added to the portfolio reflecting student learning.

C. Criteria for evaluation –

Since this is a graduate level course, high quality work is expected on all assignments. Points for all graded assignments will be based on the scope, quality, and creativity of the assignments. All assignments are due on the date stipulated in the Schedule of Activities section below. Late assignments will not be accepted without making arrangements with the instructor. Points will be assigned to all graded assignments using a rubric process. Both course participants and the course instructor will be involved in assessment of graded assignments. Prior to the due date for any assignment, the student will participate in the review and/or development of an assessment rubric. This rubric will provide course objectives and an elaboration of qualities and components associated with excellence in completion of the assignment. See rubric(s) below.

D. Grading scale

Requirements	Points
Course Participation[1]	20
Project Products	60
Online Portfolio	20

Grade	Point Range
A	94-100
A-	90-93
B+	86-89
B	80-85
C	70-79
F	69-below

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

[1] Course participation is inclusive of both face to face class participation in all discussions and activities as well as the extensive activities and discussions which occur on the course Blackboard site as part of the blended learning format of the course.

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. 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/.

h. 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/].

i. 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/.

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 [See http://gse.gmu.edu/]

PROPOSED CLASS SCHEDULE

Student(s)' work in this course is focused on the application of knowledge and skills acquired in previous course work as student(s)' develop solutions to learning problems through the development of technology-based product interventions or other curriculum/training strategies or materials. Because this course is a practicum directed to the production of projects identified and described in design documents formulated by students in prior courses, the schedule is directed toward development of those products with learning activities created based on student(s)' needs. Thus, it is not realistic to establish a schedule independent of the project(s) which define the practicum experience.

To view schedules related to previous project(s), please refer to instances of previous syllabi posted on the College of Education and Human Development's Website, http://cehd.gmu.edu/courses/courseinfo/?id=64 .

ASSESSMENT RUBRICS

Project Products (60 points)

	Exceeds Expectations 5 points x 12	Meets Expectations 3 points x 12	Does Not Meet Expectations 1 point x 12
Project Products	All products closely follow design documents, all products demonstrate masterful implementation of aesthetic design considerations, all products work without flaws, all products robustly and clearly relate to and address the learning requirements inherent in the project, all products are well constructed and carefully edited for spelling and grammar errors.	All products follow design documents, all products demonstrate implementation of aesthetic design considerations, all products work without flaws, all products relate to and address the learning requirements inherent in the project, all products are well constructed with minimal spelling and grammar errors.	All products do not adhere to design documents, all products do not demonstrate implementation of aesthetic design considerations, some or all products are flawed in their working, some or all products are not connected to learning requirements inherent in the project, some or all products are poorly constructed with multiple spelling and grammar errors.