GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
GRADUATE SCHOOL OF EDUCATION
BLENDED AND ONLINE LEARNING IN SCHOOLS

EDIT 792 001: Project Development Practicum II
6 Credits, Summer 2017

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COURSE DESCRIPTION:

A. Prerequisites/Corequisites
Prereq: EDIT 769

B. University Catalog Course Description
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
Not Applicable

DELIVERY METHOD:
This course will be delivered online using a primarily asynchronous format. Students will participate in at least two synchronous class session that will be based on instructor and students' availability. One session will be whole-group and the other will be one-on-one.

Although there will be some course-wide deadlines, the deadlines are not weekly and are largely near the end of the course. Instead, students will follow a personalized pacing guide to ensure an on-time completion of major projects. Students will need to exhibit a high level of self-regulation and motivation to work at an appropriate pace.

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 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
- A microphone for use with the web conferencing tool

EXPECTATIONS:

- **Participation**: Students are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials and completing course activities and assignments.
- **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 work on the assigned projects throughout the entire semester. Remember, that while portions of this course is 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 communications carefully before you share 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.

- **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:

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 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 (International Association for K-12 Online Learning):

This course is aligned with the International Association for K-12 Online Learning's (iNACOL) (2010) *National Standards for Quality Online Teaching*. Standards A.4, A.5, A.6, J.1, and J.2 are covered by the program prerequisite for licensure. The full list and description of standards can be accessed at http://www.inacol.org/research/nationalstandards/iNACOL_TeachingStandardsv2.pdf.

REQUIRED TEXTS:

There are no required texts for this course and all learning materials will be created or curated by the instructor and made available online for students to access.

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).

COURSE ASSIGNMENTS AND EXAMINATIONS:

Assignment Descriptions

Fully developed Design Project

Using the design document that students developed in EDIT 769 and skills and knowledge that were previously gained during their time in the BOLS

program, students will develop a fully functional instructional unit that follows best practices for online and blended instruction/learning.

Final Portfolio and Blog

Over the course of the BOLS program students have added reflections and artifacts to an online portfolio. In this project students will organize their portfolio so that it clearly highlights students' knowledge and skills in clear and consistent ways. Students will also integrate their briefing paper, design document, and artifacts from this course into their portfolio. Students will also include a link to your blog that they maintained during the program.

Final Presentation

Students will give a 30-min online presentation to Mason professors and other stakeholders. The first portion of the presentation will focus on their skills and knowledge gained in the BOLS program. Students may choose to create an animated or edited video for this portion of their final presentation. The second portion of the presentation will focus on their design project.

Designer Meeting Participation

Each student will need to participate in at least three designer meetings to discuss their projects and provide/receive feedback. One of the meetings will be whole class and the other two will be one-on-one with the instructor. Meetings will be scheduled based on availability.

Assignment point/percentage values

Assignment	Point/Percentage Value
Fully developed design project	70
Designer meeting participation	5
Final presentation	15
Final portfolio	10

Mastery Learning Approach

In this course we take a mastery learning approach to the assignments. This is how it will work:

- The criteria for completing the assignments will be clearly explained. At times the instructor and students will work together to create the criteria prior to the assignment.
- The instructor will evaluate your work and provide qualitative feedback on your assignments.
- If you have adequately completed all of the criteria you will receive full credit on the assignment.
- If you have not adequately completed all of the criteria, the assignment will be returned and you will be subject to late points until all of the criteria are complete.
- You must complete ALL assignments to get a passing grade.

Grade Percentage Range

A	94-100
A-	90-93
B+	87-89
B	84-86
B-	80-83
C	70-79
F	0-69

Late Work

Students are expected to complete and electronically submit all assignments prior to 11:59 p.m. on the last day of the module as indicated on the course calendar. All assignments—EXCEPT for peer reviews—can be submitted late but a minimum 20% late penalty will be assessed for work submitted after the assignment deadline. Work that is submitted over a week late will receive an additional 20% penalty for each additional week late. No late work is accepted after the final assignment's due date.

GMU POLICIES AND RESOURCES FOR STUDENTS

Policies

- Students must adhere to the guidelines of the George Mason University 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 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.

- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Disability Services (ODS). 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 turned off 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/.

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/.

PROPOSED CLASS SCHEDULE:

As stated previously, the course is project-based and largely self-paced with deadlines near the end of the course. There are no set interim due dates and students must follow a personalized pacing guide that has been approved by the instructor. As a result, students must demonstrate a high degree of self-regulation and self-motivation in order to complete the projects on time.

Students will also participate in at least three synchronous designer meeting that will be scheduled based on availability. One meeting will be whole-class and the other two will be one-on-one with the instructor.

Due Date	Project/Activity
Aug 1	Fully developed design project
Aug 4	Final presentation
Aug 11	Final portfolio and blog

ASSESSMENT CHECKLISTS:

As explained earlier, the course will use a mastery-based approach to grading. As a result, students will need to complete all of the assignment criteria in order to earn points on the assignment and all assignments must be completed in order to pass the course.

Fully Developed Design Project
- Follows the design document that was previously developed
- All learning materials are organized and presented using online/blended learning best practices

Final Portfolio and Blog
- Provides artifacts (including the briefing paper, design document, and artifacts/screenshots from the final design project) and evidence that demonstrate proficiency in the knowledge/skills required to teach online/blended.
- Consistently models and promotes legal, ethical, safe, and healthy behavior related to technology use.
- Evidence and artifacts are consistently and logically organized in ways that make navigation easy.
- The portfolio pages consistently follow best practices for online learning environments and only contain minor errors.
- Exhibited leadership and vision by creating and sharing materials that contributed to the effectiveness, vitality, and self-renewal of the profession in ways that develop leadership and skills in online and blended teaching.

Final Presentation
- Is 25-30 minutes in length
- Follows best practices for online presentations
- Summarizes student's experiences and learning in the BOLS program. Students may choose to create an animated or edited video for this portion of the presentation.
- Effectively demonstrates the final design product
- Claims are supported by specific examples and/or artifacts
- Student participated in other's presentations.

The following rubric will be used to assess students' professional portfolio and blog for accreditation purposes and will not be reflected in students' course grade

Professional Portfolio and Blog – Standard 4 – EDIT 792			
Criteria	3 Exceeds Standard	2 Meets Standard	1 Fails to Meet Standard
Evidence and artifacts	Provides artifacts and evidence that demonstrate expertise in the knowledge/skills required to teach online/blended.	Provides artifacts and evidence that demonstrate proficiency in the knowledge/skills required to teach online/blended.	Lacks sufficient artifacts and evidence to demonstrate proficiency of the knowledge/skills required to teach online or blended.
Citizenship	Consistently models and promotes legal, ethical, safe, and healthy behavior related to technology use in creative and engaging ways.	Consistently models and promotes legal, ethical, safe, and healthy behavior related to technology use.	Fails to consistently model and promote legal, ethical, safe, and healthy behavior related to technology use.
Organization and consistency	Evidence and artifacts are consistently and logically organized in ways that make navigation seamless and enjoyable	Evidence and artifacts are consistently and logically organized in ways that make navigation easy.	Evidence and artifacts organized in ways that cause confusion.
Professionalism	All of the portfolio pages follow best practices for online learning environments and free from errors	The portfolio pages consistently follow best practices for online learning environments and only contain minor errors.	Portfolio pages are not appropriate for online learning environments and contain multiple errors.
Leadership and vision	Exhibited leadership and vision by creating and sharing materials that contributed to the effectiveness, vitality, and self-renewal of the profession in ways that develop leadership and skills in online and blended teaching in creative and robust ways.	Exhibited leadership and vision by creating and sharing materials that contributed to the effectiveness, vitality, and self-renewal of the profession in ways that develop leadership and skills in online and blended teaching.	Failed to exhibit leadership and vision by creating and sharing materials that contributed to the effectiveness, vitality, and self-renewal of the profession.