



**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
INSTRUCTIONAL DESIGN AND TECHNOLOGY**

**EDIT 895.001 - Emerging Trends in Learning Technologies
3 credits, Spring 2019
Mondays/4:30pm – 7:10pm, L028 Thompson Hall - Fairfax**

Course Syllabus

Faculty

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Office Hours: Mondays 3:00pm – 4:00pm or by appointment

Prerequisites/Corequisites

Admission to PhD program, or permission of instructor

University Catalog Course Description: Covers selected emerging trends in learning technologies. Examines ways learning technologies provide infrastructure for creating, managing, and evaluating innovative types of teaching-learning environments.

Course Overview – Not Applicable

Course Delivery Method

The course will be delivered using a **blended** seminar format that combines face-to-face classroom sessions with asynchronous sessions.

Learning Outcomes or Objectives

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

- Apply a working knowledge of instructional systems design (ISD) to the research of emerging technologies in education and training
- Explore and provide a detailed review of conferences and organizations related to the research of emerging technologies in education

- Identify and compare various scholarly publications and resources

Professional Standards

This course adheres to the standards established by the Association of Educational Communication and Technologies (AECT).

Standard 3 – Utilization

3.2 Diffusion of Innovations

3.2.1 Apply research and theory in the implementation of strategies for the diffusion, adoption, and dissemination of innovations in learning communities.

3.3 Implementation and Institutionalization

3.3.3 Identify and implement strategies to engage stakeholders in the process of diffusion, adoption, and dissemination.

3.3.5 Evaluate the effects of diffusion, adoption, and dissemination.

Required Text: N/A

Course Resources

- <http://infoguides.gmu.edu/edutech>
- <http://www.gartner.com>
- <https://www.edsurge.com>
- <http://www.educause.edu/eli>
- <http://www.pewinternet.org/>
- <http://www.nmc.org/publications>
- <http://www.common sense media.org/research/>
- <http://www.elearningguild.com>
- <http://www.futurist.com>
- <http://nextgenlearning.org>

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. Current Issues & Feedback (25 points)

Students are expected to participate in class discussions. Additionally, students are expected to present a current issue related emerging technology and education/training using sources that include but are not limited to: course resources, newspapers, magazines, television, or Internet. Examples may include: EdWeek, Chronicle of Higher Education, EDUCAUSE, Wall Street Journal, NY Times, Washington Post, SmartBrief, etc. Students are required to post in one of the Current Issue groups, and respond to each of the other Current Issues groups; resulting in one

posting and 3 responses. Students will also be required to provide feedback on the Startup proposal presentations.

2. Briefing Presentation (25 points)

Student will research and explore an emerging trend in learning technology related to a specific topic that includes but is not limited to: Children's Media, History/Museums, Performing/Visual Arts, Informal Learning/Play, STEM, Higher Education, Executive/Online Learning, Diversity, Accessibility, Games/Mobile Learning, EdTech Incubators, Corporate Training, etc. The student will use at least 10 references/resources to make a class presentation (using PowerPoint, Prezi, iMovie, etc.) that provides: background information, theoretical foundation/framework, research findings, ad/dis-vantages, and examples or implementations.

3. Ed Tech Startup Proposal and Presentation (50 points)

Students will work in pairs to create a proposal for an educational technology startup that provides a solution for an educational, training, and/or learning challenge. Components: instructional problem, proposed solution, educational research, business proposition, resources, constraints/limitations, and outcomes. Each group must create a short video presentation of their concept.

Grading

Grades are assigned using a ten point scale, and no plus or minus grades are given:

A= 90 – 100 B = 80 – 89.9 C= 70 – 79.9 F= 0 – 69.9

Late assignments will be penalized 10 percent for each class session past the due date.

Class Make-up Policy

If George Mason University is closed due to inclement weather on the day of class, the class will not be held. Material missed due to the cancellation of the first 3-hour class will be incorporated into the remaining class sessions. Should a second 3-hour session be canceled, all remaining class sessions will be 15 minutes longer. All subsequent classes missed will be rescheduled.

Professional Dispositions

See <https://cehd.gmu.edu/students/policies-procedures/>

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 <https://catalog.gmu.edu/policies/honor-code-system/>).
- 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 <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices 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/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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