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**George Mason University**
**College of Education and Human Development**
**Blended and Online Learning is Schools**

EDIT 791.001– Project Development Practicum I
6 Credits, Summer 2019
Online
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**Faculty**

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**Prerequisites/Corequisites**

EDIT 768

**University Catalog Course Description**

Engages students in the application of design and production process for the solution of learning challenges with particular emphasis on the design and development phase of the design process.

**Course Overview**

Not Applicable

**Course Delivery Method**

This course will be delivered online using primarily an **asynchronous** format with regular synchronous development meetings. Course content is organized and can be accessed 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 June 24 at 9:00am.

**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 standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

    To get a list of supported operation systems on different devices see:
https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- 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 webcam and microphone to record and share video comments. Students will also use the webcam and microphone in synchronous Blackboard Collaborate web conferencing sessions.
- 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:
    o Adobe Acrobat Reader:  https://get.adobe.com/reader/
    o Windows Media Player:
https://support.microsoft.com/en-us/help/14209/get-windows-media-player
    o Apple Quick Time Player:  www.apple.com/quicktime/download/

*Expectations*

- Course Week: Our week will **start** on Monday at 9:00 am, and **finish** on Sunday at 11:59 pm. We will also have regular synchronous development meetings. The students and instructor will schedule meeting times.
- 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 daily.  In addition, students must log-in for all scheduled online synchronous meetings.
- 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 but students will create a pacing guide that they will be required to follow. It is the student's responsibility to keep track of the course schedule and complete assignments when they are 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:
1. Apply effective instructional design to 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**

This course will be 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**

Students do not need to purchase any texts for this course. All readings will be accessible for free online. However, students should purchase a webcam for the course if they do not already have one. The webcam will be used to record and post video comments to discussion activities.

**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). When submitting Google Documents, be sure that your instructor has editing permissions.

- **Assignments and/or Examinations**

| Assignment | Point Value |
|---|---|
| Pacing Guide | 5 |
| LMS Discussion Board Activity | 3 |
| Weekly Journal Reflections | 12 (2 points each) |
| Edited instructional video | 15 |
| Screencast lecture or animated video | 5 |
| Instructional image | 5 |
| Development meeting participation and preparation | 15 (5 points each) |
| Full instructional unit | 40 |

Note: More detailed descriptions of assignments and rubrics for any Performance-Based Assessment are at the end of the syllabus.

- **Grading**

**Grade Percentage Range**

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

**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.

**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 discussion board activities—can be submitted late but a minimum 10% 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.

**TK20 PERFORMANCE-BASED ASSESSMENT SUBMISSION REQUIREMENT**

Every student registered for any course <u>with a required performance-based assessment</u> is required to submit this assessment, to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through 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 Tk20 submission, the IN will convert to an F nine weeks into the following semester.

**Professional Dispositions**

See https://cehd.gmu.edu/students/polices-procedures/

**Class Schedule**

| Weeks | Activities and Projects Due |
|---|---|
| Week 1 June 24-30 | Review the course syllabus and introduction.<br><br>Review the development guides.<br><br>Create and submit your pacing guide.<br><br>Select and create a course platform or LMS and share your choice in your group's discussion board. |
| Week 2 July 1-7 | Complete the action items/deliverables listed on your development pacing guide and create your journal reflection.<br><br>Prepare for and participate in the developers' meeting if scheduled for this week. |

| Week 3<br>July 8-14 | Complete the action items/deliverables listed on your development pacing guide and create your journal reflection.<br><br>Prepare for and participate in the developers' meeting if scheduled for this week. |
|---|---|
| Week 4<br>July 15-21 | Complete the action items/deliverables listed on your development pacing guide and create your journal reflection.<br><br>Prepare for and participate in the developers' meeting if scheduled for this week. |
| Week 5<br>July 22-28 | Complete the action items/deliverables listed on your development pacing guide and create your journal reflection.<br><br>Prepare for and participate in the developers' meeting if scheduled for this week. |
| Week 6<br>July 29-Aug 4 | Complete the action items/deliverables listed on your development pacing guide and create your journal reflection.<br><br>Prepare for and participate in the developers' meeting if scheduled for this week. |
| Week 7<br>Aug 5-10 | Complete the action items/deliverables listed on your development pacing guide and create your journal reflection.<br><br>Prepare for and participate in the developers' meeting if scheduled for this week.<br><br>Submit your final instructional unit |

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

**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/ .**

# Assignment Descriptions and Requirements

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.

## *Pacing guide*

The nature of this course requires the student to create a personal pacing guide that clearly describes the action items and deliverables that will be completed each week. The pacing guide should provide a challenging yet attainable vision for fully developing the unit before the end of the semester. The submission should meet the following criteria:

1. Clearly describes the action items and deliverables that will be completed each week.
2. Provides a challenging, yet obtainable, vision for developing the unit before the end of the semester.

## *Journal Reflection*

For weeks 2-7 you will post a reflection in your Blackboard journal. In the journal reflection, you will respond to questions regarding your progress in the course, your successes, and the challenges you are facing in the course. The reflections will be graded for participation—if you respond adequately you will receive full credit.

## *Edited instructional video, screencast (or animated video), and image*

Following best practices, you will create at least one instructional video, screencast, and image. The submission should meet the following criteria:

1. Clearly teaches the intended learning objective in a way that could not be accomplished using traditional learning teaching techniques such as lecture.
2. Visuals are engaging and meaningful.
3. Any narration is clear, natural, and engaging.
4. Background music enhances what is being taught and does not distract the learner from the visuals and narration.
5. Transitions are smooth and timed in ways that keep students engaged.
6. Fair use and copyright guidelines are followed.

## *Development meeting participation*

We will meet synchronously to share and evaluate completed learning objects and discuss personal successes and challenges. The submission should meet the following criteria:

1. Clearly prepares for meetings by posting their materials and sharing concerns/successes with group members in a discussion board comment. The student also reviews group members' materials.
2. Attends all of the development meetings.
3. During the meeting the student shares completed learning objects and discusses personal successes and challenges.
4. During the meeting the student provides peers with meaningful feedback.

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### *Edited instructional video*

Students will use a video editing program to create a video that meets the following criteria:

1. Clearly teaches the intended learning objective in a way that could not be accomplished using traditional learning teaching techniques such as lecture.
2. Visuals are engaging and meaningful.
3. Any narration is clear, natural, and engaging.
4. Background music enhances what is being taught and does not distract the learner from the visuals and narration.
5. Transitions are smooth and timed in ways that keep students engaged.
6. Fair use and copyright guidelines are followed.

### *Screencast or Animated Video*

Students will use a screencast or animated video making tool to create a video that teaches a concept or skill. The submission should meet the following criteria:

1. Clearly teaches the intended learning objective.
2. The narration is clear, natural, and engaging.
3. The visuals are engaging and clearly support learner goals.
4. Transitions are smooth and timed in ways that keep students engaged.
5. Fair use and copyright guidelines are followed.

### *Image*

Students will create an image that meets the following criteria:

1. Clearly teaches the intended learning objective.
2. Is visually pleasing to students.
3. Fair use and copyright guidelines are followed.

### *Full instructional unit*

Following their design document, you will develop a fully-functional instructional unit that following best practices. The submission should meet the following criteria:

1. All learning materials and directions are present as to allow students to progress with or without the presence of the instructor.
2. Learning materials are systematically and logically organized in a learning management system that allows for easy navigation.
3. Leveraged technology affordances in ways that allow them to develop educational and engaging multimedia learning objects that follow best practices and are robust.
4. The unit follows established best practices.

*TK20 Assessment*

For accreditation purposes, the following rubric will be used to assess the multimedia learning materials that students create and curate for your instructional unit. Students' resulting score will not be reflected in students' course grade

| #3 Multimedia Learning Materials – Standard 2 – EDIT 791 | | | |
|---|---|---|---|
| Criteria | 3 Exceeds Standard | 2 Meets Standard | 1 Fails to Meet Standard |
| Organization | Learning materials are systematically and logically organized in a learning management system that allows for seamless navigation. | Learning materials are systematically and logically organized in a learning management system that allows for easy navigation. | Learning materials somewhat disorganized and difficult to navigate. |
| Quality | Leveraged technology affordances in ways that allow them to develop educational and engaging multimedia learning objects that follow best practices and are varied, creative, and robust. | Leveraged technology affordances in ways that allow them to develop educational and engaging multimedia learning objects that follow best practices and are robust. | Learning materials are not engaging and do not follow best practices. |
| Accessibility | All of the learning materials exceed accessibility standards for diverse learner needs. | The learning materials meet accessibility standards for diverse learner needs. | Learning materials do not make adequate provisions for diverse learner needs. |