

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

EDIT 792. DL1 – Project Development Practicum II
6 Credits, Spring 2020
Online

Faculty

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Prerequisites

EDIT 769

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.

Course Overview

Not applicable

Course Delivery Method

This course will be delivered online using a primarily asynchronous format via Blackboard Learning Management System (LMS) housed in the MyMason portal. You will also participate in synchronous instructor check-ins. 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 or before Jan 21.

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 for use with synchronous meetings.
- 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:
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player:
<https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week:
Because this is a primarily asynchronous course do not have regular “fixed” meeting day/times. Please check the course calendar for assignment due dates. Synchronous meetings will be scheduled based on students’ availability.
- 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 once every week day.
- 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/peer-reviews 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 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:

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

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 and Materials

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. As a result, it is critical that you have consistent access to a computer with reliable/high-speed internet and a webcam.

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**

Assignment	Point/Percentage Value
Fully Developed Unit and Evaluation Plan/Instruments	25
Peer Reviews	5
Implementation Discussion	5
Instructor Check-ins	10 (5 for each phase)
Daily Observation Journal	10
Evaluation Findings	15
Final VoiceThread Presentation	15
VoiceThread Peer Comments	5
Final Portfolio and Blog	10

Fully Developed Unit and Evaluation Plan/Instruments: Using the design document that you developed in EDIT 769 and skills and knowledge that were previously gained during their time in the BOLS program, you will develop a fully functional instructional unit that follows best practices for online and blended instruction/learning. You will also create a plan for evaluating the effectiveness of the unit. Your plan must contain two student surveys that you will need to develop and submit for review.

Peer Reviews: You will need to participate in a peer review to provide/receive feedback on the design of your unit and evaluation plan/instruments prior to actually implementing them. The peer review will occur asynchronously to provide a high level of flexibility.

Implementation Discussion: In the middle of the implementation of your blended or online instructional unit, you will discuss with your group members your successes and challenges up to that point.

Instructor Check-ins: You will participate in 2-3 instructor check-ins to share their successes and challenges with the instructor. In phase 1, you will meet with the instructor for 30 minutes after both the unit development and creation of the evaluation instruments (or one 1-hour meeting about both) and another 30 minute meeting during your implementation. You also have the option of scheduling one after your evaluation is complete to review the results if you feel that is necessary. This will provide an opportunity for you to receive feedback and guidance from the instructor at all phase of this course.

Daily Observation Journal: You will be required to keep a daily log where you describe and evaluate the learner-content, learner-learner, and learner-instructor interactions that occurred while you facilitated the unit. NOTE: some will be facilitating an extended initiative and will not be facilitating your unit in consecutive day and will only need to keep a log for the days that you are actually facilitating participants' learning.

Evaluation Findings: Once you have finished developing your unit, you will be required to facilitate the unit with your intended audience (e.g., students or teachers). As you facilitate the unit you will be required to evaluate the effectiveness of the unit using data (e.g., survey responses, interviews, example work, self-reflections) that you collect. You will then share the findings of your evaluation in your briefing paper.

Final Presentation: Using VoiceThread students will create a 30-min online presentation. The first portion of the presentation will focus on their skills and knowledge gained in the BOLS program. The second portion of the presentation will focus on their design project and evaluation results. Mason professors and other stakeholders will then view/comment on your presentation and you are required to respond to any questions asked.

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

- **Grading**

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.

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/polices-procedures/>

Class Schedule

The course is project-based and largely self-paced with only three deadlines—one for each phase. However, phase one needs to be completed before you start phase 2. As a result, most of you will complete phase 1 early.

Although there are few set due dates, the course will follow three phases.

Phase	Description	Assignments Due	Due Dates
Phase 1: Developing	The purpose of this phase is to have everything prepared before you actually start to facilitate the unit with students. This includes having the instructional unit fully developed as well as the evaluation plan and instruments.	<ul style="list-style-type: none"> Fully developed design unit Peer review Evaluation plan section in the briefing paper Creation of the evaluation instruments/surveys Instructor check-in(s) 	March 31— All Phase 1 assignments
Phase 2: Implementing	Because everything will be prepared in Phase 1, in Phase 2 your efforts will focus on actually implementing the	<ul style="list-style-type: none"> Full implemented designed unit Implementation discussion Facilitator daily 	April 11— Phase 2 Check In Discussion

	designed unit, carefully reflecting on the implementation process, and collecting data that will allow you to formally evaluate the unit.	<ul style="list-style-type: none"> journal • Collect evaluation data • Complete statistics lessons • Instructor check-in 	April 30— All Phase 2 assignments (extensions may be provided upon request)
Phase 3: Sharing	After the unit is over, you will carefully analyze the data that you collected during Phase 2. You will share your evaluation findings in an “Evaluation Findings” section of your briefing paper. The findings from the evaluation will also be included in a VoiceThread presentation that will be viewed by your peers, instructor, Mason professors, and other stakeholders. Lastly, you will transform your process portfolio that you have been maintaining throughout the program into a professional portfolio.	<ul style="list-style-type: none"> • “Evaluation Findings” section in your briefing paper • VoiceThread presentation and comments • Professional portfolio 	May 6— <ul style="list-style-type: none"> • VoiceThread presentation • Evaluation section in the briefing paper • Daily observation journal May 10— Comments on peer VoiceThreads May 12— Responses to questions posted to your VoiceThread May 12— Professional portfolio

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>

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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

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 Unit and Evaluation Plan

- Follows mostly the design document that was previously developed
- All learning materials are organized and presented using online/blended learning best practices
- The unit is developed in a way that provides students with some flexibility in their learning time, place, pace, and path.
- The assignments/assessments are authentic, meaningful, and aligned with the intended learning outcomes.
- The evaluation plan is adequate for determining the level of students' engagement in learning interactions.
- The data collection instruments, including a mid-unit and end-of-unit student survey, contain clear question that will result in helpful data.

Peer Review

- Highlights the strengths of the unit and evaluation plan/instruments.
- Highlights areas of weakness with specific recommendations for improvement.
- The feedback is provided using a combination of text and video.

Evaluation Findings

- The "Evaluation Plan" section of the briefing paper clearly describes an evaluation plan that would allow you and others to understand the strengths and weaknesses of student engagement in learning interactions.
- The "Evaluation Results" section of the briefing paper clearly describe the results of your data analysis.

Daily Observation Journal

- The log contains entries for each of the days when you worked with students.
- The log entries were recorded on the day that you are describing
- The log entries describe the strengths and weaknesses of the different learning interactions that occurred (e.g., learner-content, learner-learner, learner-instructor).

Final Presentation and Evaluation

- The presentation is no more than 30 minutes in length.
- Follows best practices for online presentations with engaging images that support the concepts being shared and allow the viewer to easily *see* how the unit was implemented.
- Briefly (less than 5 min) summarizes student's experiences and learning in the BOLS program.
- Effectively demonstrates the final design product, shares the evaluation results, and highlights implications that can be applied when improving the facilitated unit as well as how you can apply what was learned to other units.
- Claims are supported by specific examples, artifacts, and student comments.

- You comment on your group members' presentations and respond to any questions posted to your presentation.

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.
- Exhibits 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.

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.