

GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
Learning Design and Technology (LDT) Program
EDIT 701 (001) Exploring Career Opportunities in the Learning Design and Technology
(LDT) Field
Term (1 credit, Online)

Instructor Information

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Prerequisites/Corequisites

EDIT 601 is a prerequisite, enforced by registration system

University Catalog Course Description

This course enables students to reflect upon personal growth and development as an instructional designer, correlate personal skills to current trends and career opportunities in the field, and develop a personal identity package for marketing their professional skills.

Course Overview

In this course students will reflect upon their personal growth and development as an instructional designer and synthesize those reflections with the realities of the job market so that they are able to confidently execute a job search. More specifically, this 1-credit course enables students to further refine the Personal Identity Package they created in EDIT 601 by incorporating additional reflection on the alignment between their personal skills, industry trends, and career opportunities in the Learning Design and Technology (LDT) field. Students will revise their goals statement and action plan to reflect new skills or interests developed during coursework completed after EDIT 601. Students will additionally prepare for a job search by practicing how to network and market themselves.

Course Delivery Method

This is a **7.5-week course** delivered **100% online** via the Blackboard Learning Management system (LMS) housed in the MyMason portal using an **asynchronous format**. You will log in to the Blackboard (Bb) course site using your Mason email name (userid@masonlive.gmu.edu) and email password. The course site will be available on the first day of class (Monday April 26).

Technical Requirements

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.

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 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: [Add or delete options, as desire.]
 - 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: Our course week will begin on **Monday** and end on **Sunday**.
- 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 3 times per week**. In addition, students should plan to attend all **synchronous meetings (if any)**. Recordings of synchronous meetings will be available but it is highly recommended that students attend those meetings. The instructor may cancel some of those meetings with due notice depending on course progress and learning needs.
- 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 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. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule (timeline)** 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 ensure 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:

- Reflect upon personal growth and development as an instructional designer through assimilation, integration, and application of learning design and technology field processes both within and outside the program.
- Correlate personal skills to current trends and career opportunities in the field of learning design and technology that are of interest.
- Develop personal and professional lifelong learning goals related to the learning design and technology field.
- Plan and develop a targeted and attractive personal identity package for marketing your professional skills.

Professional Standards

Upon completion of this course, students will have met the following professional standards based on the 2012 IBSTPI ([International Board of Standards for Training, Performance, and Instruction](#)) Instructional Design Competency categories:

- Professional Foundations –
 - Communicate effectively in visual, oral and written form. (essential)
 - Update and improve knowledge, skills, and attitudes pertaining to the instructional design process and related fields. (essential)
- Design & Development
 - Use an instructional design and development process appropriate for a given project (essential)
- Evaluation & Implementation
 - Implement, disseminate, and diffuse instructional and non-instructional interventions. (advanced)

Required Text

None

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, hard copy).

Learning Activities, Performance Based Assessments, and Grading Policy

Participation (40% of grade)

During this course, you will have multiple asynchronous participation activities. These provide opportunities to share knowledge, ideas, and resources and to reflect on various topics. Review the specific instructions for each activity.

- *Personal Reflection:* In Week 1, you are asked to complete a self-assessment and reflect on your academic and professional growth in the areas of learning design and technology during your time in this program.
- *Discussions:* Discussions provide a platform for reflecting on the course topics and the resources shared by your peers. They also provide an opportunity to continue building your professional network. In the first discussion you are asked to begin searching for career opportunities and share job search resources with your peers. In the second discussion you are asked to identify a job opportunity that interests you and align your personal skills and qualifications. In the third discussion you are asked to summarize an informational interview and reflect on networking experiences and skills.

All participation assignments are worth **10 points each**. Together they account for **40% of your final course grade**. For grading criteria, refer to the **Reflection Rubric** or **Discussion Rubric** in the Blackboard course site. View the rubric through the My Grades link using the View Rubric option.

Goals Statement and Action Plan (20% of grade)

During this course, you will update your **Goals Statement and an Action Plan** that you developed in EDIT 601. These revised goals should reflect any changes to your interests, skills, or long-term goals since EDIT 601. Resources are provided on the Blackboard course site to help you reconsider your educational, personal, and professional goals. We recommend connecting what you have learned through the self-assessment, research into industry trends, and your personal interests to revise your goals statement and action plan.

Some of the questions you will want to **revisit** include: What is your plan for achieving each goal? What is your timeline? Does one goal require completing another goal first? What resources will you need to find or develop?

Your updated **Goals Statements and Action Plan** will be graded as one final assignment which is worth **20 points** and accounts for **20% of your final course grade**. For grading criteria, refer to the **Goals and Action Plan Rubric** in the Blackboard course site. View the rubric through the My Grades link using the View Rubric option.

Personal Identity Package (30% of grade)

During this course, you will update your **Personal Identity Package (PIP)** that you developed in EDIT 601. The PIP refers to the wide variety of communication tools you may have to use during your career to express your professional experiences, skills and goals to potential clients, employers, or collaborators. Each of these tools or resources helps to tell your story and market your skills.

Some possible resources may include (but are not limited to):

- Cover Letter
- Resume/CV
- Personal Branding Plan
- Social Media Presence
- Elevator Pitch
- Personal Networking Plan
- Digital Portfolio
- Narrated Presentation of Career History or Skills
- Personal Website

Choose **at least two types** of these resources to develop or update for this course. You should choose the formats that are most relevant to your goals at this time.

The Personal Identity Package should be well-integrated with your revised Goals Statement and Action Plan and reflect the additional research you completed in 701 regarding career opportunities that interest you. Whichever format you choose to use should be presented as if it were being submitted in a professional setting.

The **Personal Identity Package** will be graded as one final assignment which is worth **30 points** and accounts for **30% of your final course grade**. For grading criteria, refer to the **Personal Identity Package Rubric** in the Blackboard course site. View the rubric through the My Grades link using the View Rubric option.

Peer Feedback (10% of grade)

During this course, you will have an opportunity to provide feedback to your classmates on their Personal Identity Package (PIP). By providing constructive feedback, questions, or suggestions, you will help them make their PIP more targeted, manageable, or clear.

The peer feedback assignment is worth **10 points**. It accounts for **10% of your final course grade**. For grading criteria, refer to the Peer Feedback Rubric in the Blackboard course site. View the rubric through the My Grades link using the View Rubric option.

Grading Scale

A = 94-100; A - = 90-93; B+ = 86-89; B = 80-85; C = 70-79; F = 69 and below

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. 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 George Mason University Honor Code [see <http://catalog.gmu.edu/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 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 <http://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>
- 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, sexual harassment, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, 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 or support measures 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/>

COURSE SCHEDULE

WEEK	TOPIC	ASSIGNMENTS
1	Personal Reflection Review weekly readings and resources	Week 1 Assignment – Personal Reflection- to be completed by 11:59 PM, Sunday
2	LDT Roles and Opportunities Review Career Services and Personal Branding Resources that are of interest to you	Week 2 Discussion – Career Opportunities -- Initial Post to be completed by 11:59 PM, Wednesday; Response Posts to be completed by 11:59 PM, Sunday
3	Aligning LDT Skills to Opportunities Review weekly readings and resources	Week 3 Discussion – Benchmarking Personal Skills-- Initial Post to be completed by 11:59 PM, Wednesday; Response Posts to be completed by 11:59 PM, Sunday
4	Update Your Goals and Action Plan Review Goals and Action Plan resources that are of interest to you	Week 4 Assignment – Goals Statement and Action Plan Update - to be completed by 11:59 PM, Sunday
5	Planning Your Personal Identity Package Review Personal Identity Package resources that are of interest to you	Week 5 Assignment – Plan Your PIP - to be completed by 11:59 PM, Sunday
6	Developing Your Personal Identity Package Review Personal Identity Package resources that are of interest to you	Week 6 Discussion – Personal Identity Package Peer Feedback - Initial Post - to be completed by 11:59 PM, Friday; Response Posts to be completed by 11:59 PM, Sunday
7	Networking: Informational Interview Review Personal Identity Package resources that are of interest to you	Week 7 Discussion – Networking (Informational Interview) - Initial Post to be completed by 11:59 PM, Wednesday; Response Posts to be completed by 11:59 PM, Sunday
8	Course Wrap Up Review Personal Identity Package resources that are of interest to you	Week 8 Assignment – Personal Identity Package - to be completed by 11:59 PM, Wednesday Please complete the Course Evaluation