

GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
Learning Design and Technology (LDT) Program

EDIT 601 Exploring Trends and Professional Identity in the Learning Design and
Technology (LDT) Field
1-Credit, Summer A01, 2024
May 13, 2024 through June 22, 2024 (100% Online)

Instructor Information

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Office Hours: By Appointment (online)

Prerequisites/Corequisites

None (Recommended: Minimum of 12 credits and a maximum of 15 credits).

University Catalog Course Description

Enables students to connect formal, informal, and non-formal learning experiences to gain a more holistic understanding of their knowledge, skills, and capabilities in the field of Learning Design and Technology (LDT) and how to leverage this knowledge professionally through an individualized goals statement and action plan, and a personal identity package. Offered by [School of Education](#). May not be repeated for credit.

Course Overview

The course provides opportunities for student to explore trends in the field of Learning, Design, and Technology. After identifying trends and career areas of interest and posting these online for their classmates to read, students devise specific career goals, establish priorities for professional development, and create a timeline for completion of their goals and trainings.

Course Delivery Method

This is a **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](mailto:user@masonlive.gmu.edu)) and email password. The course site will be available on the first day of class (**Friday, May 10, at 6:00 p.m. Eastern**).

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/Ultra/Getting_Started/Browser_Support
- 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 headset microphone for use with the Blackboard Collaborate web conferencing tool. [Delete this sentence if not applicable.]
- 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 desired.]
 - 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 asynchronous courses do not have a “fixed” meeting day, our week will start 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:

- Integrate and synthesize new trends in the field of learning design and technology that are of interest academically and professionally.
- Develop academic and professional goals related to the learning design and technology field.
- Formulate specific plans to achieve those goals through coursework and/or formal and informal learning activities.
- Develop a personal identity package to express your professional identity through a communication tool of your choice.

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)
- Planning and Analysis –
 - Analyze the characteristics of existing and emerging technologies and their potential use. (essential)
- Management –
 - Manage partnerships and collaborative relationships. (managerial)

Required Text

Walcutt, J.J. & Schatz, S. (Eds.) (2019). [Modernizing Learning: Building the Future Learning Ecosystem](#). Washington, DC: Government Publishing Office. License: Creative Commons Attribution CC BY 4.0 IGO **Available Online**.

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 (20% 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.

- *Sharing Knowledge:* In some weeks you are asked to research information on industry trends and share what you find with your peers by posting to the course Padlet.
- *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. Early in the course you are encouraged to complete a self-assessment. This is aimed at helping you focus on your capabilities and begin working on your goals statement. This self-assessment will influence several discussions and knowledge sharing.

All participation assignments are worth 10 points each. Together they account for 20% of your final course grade. For grading criteria, refer to the Participation Rubric in the Blackboard course site. View the rubric through the My Grades link using the View Rubric option.

Goals Statement and Action Plan (40% of grade)

During this course, you will develop a **Goals Statement and an Action Plan**. Together these are meant to help in the short term as you focus your activities during the remainder of this program and to also provide a longer-term focus on your goals and actions after graduation. Resources are provided on the Blackboard course site to help you get started on the goals statement taking into consideration your educational, personal, and professional goals. We recommend connecting what you have learned through research into industry trends and your personal interests to identify your goals. You may also want to revisit the Individual Learning Plan you developed in EDIT 704 to see how it fits in with your goals statement.

Developing a **Goals Statement and an Action Plan** helps you focus your activities toward achieving your goals and provides a way to measure your success. Some of the questions you want to address to develop your action plan are: 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? Resources are provided in the Blackboard course site to help you develop your action plan.

The **Goals Statements and Action Plan** will be graded as one final assignment which is worth **40 points** and accounts for **40% 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.

Peer Feedback (40% of grade)

During this course, you will have multiple opportunities to provide feedback to your classmates on their Goals Statement and Action Plan. By providing constructive feedback, questions, or suggestions, you will help them make their plans more targeted, manageable, or clear.

Peer feedback assignments are worth **20 points each**. Together they account for **40% 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/polices-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/>].
- ***Generative-AI addendum, expanded:*** *Use of Generative-AI tools should be used following the fundamental principles of the Honor Code. This includes being honest about the use of these tools for submitted work and including citations when using the work of others, whether individual people or Generative-AI tools.*
- 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, 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/>

COURSE SCHEDULE

WEEK	TOPIC	ASSIGNMENTS
1 Mon 5/13	<p>The Future of Learning <i>Modernizing Learning: Building the Future Learning Ecosystem</i>, Chapters 1-5.</p> <p>Explore additional Resources on Industry Trends</p>	Week 1 Assignment - Knowledge Sharing - to be completed by 11:59 PM, Sunday 5/19
2 Mon 5/20	<p>Trends in the LDT Field <i>Modernizing Learning: Building the Future Learning Ecosystem</i>, Chapters 6-15, read two or three chapters that are of interest to you</p>	Week 2 Discussion - Trends in the Field -- Initial Post to be completed by 11:59 PM, Wednesday; Response Posts to be completed by 11:59 PM, Sunday, 5/26.
3 Mon 5/27 *Mem. Day Holiday	<p>Goals Statement Article: Setting Goals to Improve Your Career Article: Career Goal Statement: Why They Are Important + Examples Article: SMART Goals: Definition & Examples Article: 5 Essential Strategies for Planning Effective Professional Learning Review Guest Videos that are of interest to you.</p>	Week 3 Discussion - Goals Statement Peer Feedback - Initial Post to be completed by 11:59 PM, Friday; Response Posts to be completed by 11:59 PM, Sunday, 6/2.
4 Mon 6/3	<p>Planning to Take Action Article: Develop a Career Action Plan Article: How to Write an Action Plan to Help You Achieve Your Goals Article: The Easy Guide to Developing an Effective Action Plan Article: Developing a Personal Action Plan</p>	Week 4 Discussion – Action Plan Peer Feedback - Initial Post to be completed by 11:59 PM, Friday; Response Posts to be completed by 11:59 PM, Sunday, 6/9.
5 Mon 6/10 Class ends Sat June 22	<p>Goals Statement and Action Plan No new resources this week</p>	<p>Week 5 Assignment - Goals Statement and Action Plan - to be completed by 11:59 PM, Wednesday, 6/19.</p> <p>Please complete the Course Evaluation by Wednesday 6/19.</p>

