



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

**EDIT 895 (section 001)  
Emerging Issues in Instructional Technology (3 credits)  
Spring 2013  
Fairfax**

**Course Syllabus**

**Professor:**

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Office Hours: Mondays 6:00pm – 7:00pm or by appointment

**Course Description**

Prerequisite(s): Admission to PhD program, or permission of instructor.

Covers selected emerging issues. Examines ways instructional technology provides infrastructure for creating, managing, and evaluating innovative types of teaching-learning environments.

**Learning Objectives**

The objectives of this course are to:

- Apply a working knowledge of instructional systems design (ISD) to the research of emerging technologies in education and training
- Explore and provide an 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**

- Handbook of research on effective electronic gaming in education
- <http://www.joanganzcooneycenter.org/Reports.html>
- <http://www.educause.edu/eli>
- <http://www.pewinternet.org/>
- <http://mindshift.kqed.org/>
- <http://dmlcentral.net/>

### **Course Assignments and Examinations**

#### 1. Participation (25 points)

Students will be expected to participate in “potluck” discussions in class by identifying additional readings and content resources. Additionally, students will be expected to present current issues related emerging technology and education/training (i.e newspapers, magazines, television, or internet). Sources may include: EdWeek, Chronicle of Higher Education, EDUCAUSE, Wall Street Journal, NY Times, Washington Post, ASTD Smartbrief, etc.

#### 2. Professional Conference/Meeting (20 points)

Students will attend/participate in at least one scholarly conference and/or meeting related to emerging technology in education/training. Students will then write a 3-page written summary or a presentation of what was learned and how that knowledge can be used to achieve their goal of writing a scholarly publication. In addition to conferences and professional organizations, your summary can include interviews of education researchers.

- <http://www.delicious.com/kclark6/conference>

#### 3. Position Paper & Lecture (25 points)

Students will conduct a review of research literature for specific emerging technology and write a 20-page paper (double-spaced) that is publishable in a scholarly journal. The article must include at least 20 references and be in APA format.

- 20 page article

- 20 references
- APA format
- Presentation slides
- Examples/demonstration

Students have the following options for the position paper: 1) write the paper alone on a self-selected topic or 2) write the paper with a co-author on a team-selected topic.

#### 4. Professional Update (15 points)

Students will have two options for the professional update assignment. 1) After reviewing the “Explore Technology” tab of LATIST (<http://latist.gmu.edu>), students will select on technology to update. This can include updating the existing categories or adding a new technology all together. 2) Students can write a 3-5 page paper describing the impact of emerging technologies in teaching and learning in a particular profession.

#### 5. Proposal (20 points)

Students are required to write a 2-page concept for a conference or grant proposal idea. The student must write a one-page strategy document that identifies and includes at least 5 potential funders or conferences that are applicable for their proposal idea.

### **Grading Policy and Performance-based Assessment:**

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 D= 60 – 69.9 F= 0 – 59.9

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

	<b>Exceeds Expectations</b> (-0%)	<b>Meets Expectations</b> (-10%)	<b>Needs Improvement</b> (-20)
<b>Paper Content (10)</b>	(a) exceptionally demonstrates deep thought about the integration and syntheses of previous academic and professional experience. (b) Paper exceptionally demonstrates and includes relevant evidence of insights and synthesis	(a) demonstrates deep thought about the integration and syntheses of previous academic and professional experience. (b) Paper clearly demonstrates and include relevant evidence of insights and synthesis	(a) contains little or no evidence of reflective thinking about the integration and syntheses of previous academic and professional experience. (b) Paper is lacking evidence of insights and connection to scholarly research.
<b>Paper Organization (5)</b>	(a) exceptionally demonstrated critical thinking and understanding of IDD concepts, processes, and research (b) is reflective, developmental, integrative, and contextual.	(a) clearly demonstrates critical thinking and understanding of IDD concepts, processes, and research. (b) is reflective, developmental, integrative, and contextual.	(a) does not clearly demonstrate critical thinking and understanding of IDD concepts, processes, and research. (b) lacks understanding in one or more of the following: reflective, contextual, developmental, integrative.
<b>Evidence and References (5)</b>	includes references and evidence that is	includes references and evidence that is clearly	lacks adequate references or evidence is not clearly

	exceptionally presented, synthesized, and incorporated	presented, synthesized, and incorporated	supported, reliable, or valid.
<b>Presentation (5)</b>	clear, informative, and good structure. Excellent use of text, graphics, and demonstrations	clear, informative, and good structure. Good use of text, graphics, and demonstrations	Hard to follow and not well organized

### **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.

### **Course Topics and Schedule**

<b>WEEK 1</b> Jan. 28	<ul style="list-style-type: none"> <li>• Welcome &amp; Introductions</li> <li>• Course Overview</li> <li>• My research &amp; activities</li> <li>• <a href="#">Diffusion of Innovation</a></li> <li>• Overview Topics (formal, non-formal, diversity/accessibility, Games, Mobile)</li> <li>• Syllabus Co-creation &amp; Review of Resources</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Horizon Report (2011)</a></li> <li>• <a href="#">Handbook of Emerging Technologies for Learning</a></li> <li>• Syllabus Feedback</li> <li>• Prepare for Potluck</li> </ul>
<b>WEEK 2</b> Feb. 4	<ul style="list-style-type: none"> <li>• Finalize Syllabus</li> <li>• Technology Trends</li> <li>• Student Consultations</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Afterschool Programs, Libraries, and Museums Report</a></li> <li>• <a href="#">Museums, Libraries, and 21st Century Skills</a></li> <li>• Prepare for Potluck</li> </ul>
<b>WEEK 3</b> Feb. 11	<ul style="list-style-type: none"> <li>• Non-formal Learning Environment</li> <li>• Student Consultations</li> </ul>	<ul style="list-style-type: none"> <li>• Diversity Reading (Blackboard)</li> <li>• <a href="http://www.apple.com/education/special-education/">http://www.apple.com/education/special-education/</a></li> <li>• Prepare for Potluck</li> </ul>
<b>WEEK 4</b> Feb. 18	<ul style="list-style-type: none"> <li>• EDUCAUSE Learning Initiative</li> <li>• Diversity</li> <li>• Kristine Neuber – Accessibility</li> <li>• Student Consultations</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Going the Distance</a></li> <li>• <a href="#">M-learning &amp; Mobility</a></li> <li>• <a href="#">Dept. of ED Meta Analysis</a></li> <li>• <a href="#">MOOCs</a></li> <li>• <a href="https://piazza.com/">https://piazza.com/</a></li> <li>• Prepare for Potluck</li> </ul>
<b>WEEK 5</b> Feb. 25	<ul style="list-style-type: none"> <li>• MOOCs</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>WEEK 6</b> Mar. 4	<ul style="list-style-type: none"> <li>• Mobile &amp; Online Learning</li> <li>• Student Consultations</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">DML Resources</a></li> <li>• <a href="#">Summit on Educational Games (FAS, 2006)</a></li> <li>• <a href="#">Ecology of Games</a></li> </ul>

		<ul style="list-style-type: none"> <li>• Prepare for Potluck</li> </ul>
<b>WEEK 7</b> Mar. 11	<ul style="list-style-type: none"> <li>• Spring Break</li> </ul>	<ul style="list-style-type: none"> <li>• Work on Proposal &amp; Position Paper</li> </ul>
<b>WEEK 8</b> Mar. 18	<ul style="list-style-type: none"> <li>• Game-based Learning &amp; Gamification</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare for Potluck</li> </ul>
<b>WEEK 9</b> Mar. 25	<ul style="list-style-type: none"> <li>• The internet of things</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare for Potluck</li> </ul>
<b>WEEK 10</b> Apr. 1	<ul style="list-style-type: none"> <li>• Student Consultations</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare for Potluck</li> </ul>
<b>WEEK 11</b> Apr. 8	<ul style="list-style-type: none"> <li>• Cloud computing</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare for Potluck</li> </ul>
<b>WEEK 12</b> Apr. 15	<ul style="list-style-type: none"> <li>• Horizon Report (2012)</li> </ul>	<ul style="list-style-type: none"> <li>• Work on Proposal &amp; Position Paper</li> </ul>
<b>WEEK 13</b> Apr. 22	<ul style="list-style-type: none"> <li>• <a href="#">American Education Research Association (AERA)</a></li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Work on Proposal</li> </ul>
<b>WEEK 14</b> Apr. 29	<ul style="list-style-type: none"> <li>• Presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Work on Proposal</li> </ul>
<b>WEEK 15</b> May 6	<ul style="list-style-type: none"> <li>• Presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Work on Proposal</li> </ul>

## GMU Policies and Resources for Students

- **Academic integrity** (honor code, plagiarism) – Students must adhere to guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].
- **Communication** – Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, division, and program will be sent to students solely through their Mason email account. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301ge.html>].
- **Counseling and Psychological Services** – The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops, and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- **Office of Disability Services** – Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor in writing at the beginning of the semester <http://ods.gmu.edu/>.
- Students must follow the university policy stating that all **sound emitting devices** shall be turned off during class unless otherwise authorized by the instructor.
- **The Writing Center** (Optional Resource) – The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides,

handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

- **University Libraries** (Optional Resource) – The George Mason University Libraries provide numerous services, research tools, and help with using the library resources [See <http://library.gmu.edu/>].

### **Professional Dispositions**

Students are expected to exhibit professional behaviors and dispositions at all times.

### **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/>

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>]