



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

**EDIT 401 (section 5T1)
Introduction to Learning Technologies (3 credits)
Spring 2013
Fairfax**

Course Syllabus

Professor:

Name: Kevin Clark, Ph.D.
Office: L045 Thompson Hall
Phone: (703) 993-3669
Email: kclark6@gmu.edu
Office Hours: By Appointment

Course Description

Provides an overview of the field of learning technologies, including its history, theoretical foundations, design processes, and technologies. Illustrates how learning technologies can be applied in a variety of teaching and training contexts including e-learning, educational software, instructional design, corporate training, and curriculum development.

Learning Objectives

The objectives of this course are to:

- Become familiar with the history and current state of the learning technologies field
- Identify and explore the conferences, organizations, and resources related to the field of learning technologies
- Become familiar with basic instructional design process, practices, and learning theories

Professional Standards

This course adheres to the standards established by the Association of Educational Communication and Technologies (AECT).

Standard 1 – Design

1.1 Instructional Systems Design (ISD)

1.1.1 Analyzing: process of defining what is to be learned and the context in which it is to be learned

1.1.2 Designing: process of specifying how it is to be learned

1.2.3 Developing: process of authoring and producing the instructional materials

1.1.4 Implementing: actually using the materials and strategies in context

1.1.5 Evaluating: process of determining the adequacy of the instruction

1.3 Instructional Strategies

1.4 Learner Characteristics

2.3 Computer-Based Technologies

2.4 Integrated Technologies

3.2 Diffusion of Innovations

Required Texts

Anglin, Gary J. (2010). Instructional Technology: Past, present, and future (3rd edition). Englewood, CO: Libraries Unlimited, Inc.

Reiser, R., & Dempsey, J.V. (2011). Trends and Issues in Instructional Design and Technology (3rd edition). Boston, MA: Pearson.

Course Resources

American Society for Training and Development

<http://www.astd.org>

Association for Educational Communications and Technology

<http://www.aect.org>

International Society for Performance Improvement

<http://www.ispi.org>

International Society of Technology in Education

<http://www.iste.org>

EDUCAUSE

<http://www.educause.edu>

Association for the Advancement of Computing in Education

<http://www.aace.org>

The Sloan Consortium

<http://sloanconsortium.org>

Consortium of School Networking

<http://www.cosn.org>

eLearning Guild

<http://www.elearningguild.com>

Library resources

infoguides.gmu.edu/edutech

Course Assignments and Examinations

1. Participation (10 points)

Students will be expected to participate in class discussions (face-to-face and virtual) and provide their classmates with constructive feedback when asked to do so.

2. Industry Profile (25 points)

Students will profile a specific Learning Technologies industry (i.e. corporate training, educational software, non-formal learning, etc.) by writing a 2-page description, identifying at least one company/product, professional association, conference, and job description (entry-level, mid-level, or executive level).

3. Practitioner Interview (20 points)- Students must conduct and document an interview of a professional in the field of Learning Technologies. Students should focus specifically on the following:

- professional and educational background of the person you interview

- type of organization
- philosophy and purpose of organization
- person's role in the organization
- person's duties and responsibilities
- required skills, education and training
- day-to-day operations and tasks
- range of compensation (if available).

4. Learning Technologies Paper (25 points)

Students will write a paper about a topic or an aspect of learning technology. The paper must be 10 double spaced pages, include at least 10 references, and be in APA format. Students will also make a 10-15 minute presentation of their paper.

5. Chapter Presentation (20 points)

Students will give a 15-20 minute presentation on a chapter(s) from the texts; using slides and/or other visuals aids.

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.

	Exceeds Expectations (-0%)	Meets Expectations (-10%)	Needs Improvement (-20)
Paper Content (10)	(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.
Paper Organization (5)	(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.
Evidence and References (5)	includes references and evidence that is exceptionally presented, synthesized, and	includes references and evidence that is clearly presented, synthesized, and incorporated	lacks adequate references or evidence is not clearly supported, reliable, or valid.

	incorporated		
Presentation (5)	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

WEEK 1 Jan. 28	<ul style="list-style-type: none"> • Welcome & Introductions • Overview of Division of Learning Technologies • Syllabus • Chapter selections • Defining the Field 	<ul style="list-style-type: none"> • Anglin ch. 1 & 5 • Reiser & Dempsey ch. 1-3
WEEK 2 Feb. 4 (v)	<ul style="list-style-type: none"> • Preparation for Chapter presentations • Select Industry Profile 	<ul style="list-style-type: none"> • Anglin ch. 14-15 • Reiser & Dempsey ch. 4-13
WEEK 3 Feb. 11 (v)	<ul style="list-style-type: none"> • Preparation for Chapter presentations • Select Practitioner to Interview 	<ul style="list-style-type: none"> • Anglin ch. 6, 8, 10 • Reiser & Dempsey ch. 14-13
WEEK 4 Feb. 18	<ul style="list-style-type: none"> • Theories and Models (Shawn) • Evaluation • Discuss Industry Profile • Discuss Practitioner Interview 	<ul style="list-style-type: none"> • Reiser & Dempsey ch. 14-22
WEEK 5 Feb. 25	<ul style="list-style-type: none"> • Performance Improvement (Anne) • Trends & Issues in Various Settings (Marjaneh) • Discuss Industry Profile • Discuss Practitioner Interview 	<ul style="list-style-type: none"> • Anglin ch. 23-24 • Reiser & Dempsey ch. 23-38
WEEK 6 Mar. 4 (v)	<ul style="list-style-type: none"> • Complete Industry Profile • Complete Practitioner Interview 	
WEEK 7 Mar. 11	<ul style="list-style-type: none"> • SPRING BREAK – NO CLASS 	<ul style="list-style-type: none"> •
WEEK 8 Mar. 18	<ul style="list-style-type: none"> • Global Trends & Issues / Getting an IDT Position (John) • Present & Submit Industry Profiles • Submit Practitioner Interview 	<ul style="list-style-type: none"> • http://www.youtube.com/playlist?list=PLF25A8B6ECE5DF4DB
WEEK 9 Mar. 25	<ul style="list-style-type: none"> • New Directions (Kevin) • Current Issues (Rania) 	<ul style="list-style-type: none"> •
WEEK 10 Apr. 1	<ul style="list-style-type: none"> • Library Presentation • Horizon Report 	<ul style="list-style-type: none"> •

	<ul style="list-style-type: none"> • Discuss Paper topics 	
WEEK 11 Apr. 8 (v)	<ul style="list-style-type: none"> • Paper progress report • Work on Paper 	•
WEEK 12 Apr. 15 (v)	<ul style="list-style-type: none"> • Paper Progress report • Work on Paper 	•
WEEK 13 Apr. 22	<ul style="list-style-type: none"> • Paper Progress report • Work on Paper 	•
WEEK 14 Apr. 29 (v)	<ul style="list-style-type: none"> • Student Presentations 	•
WEEK 15 May 6	<ul style="list-style-type: none"> • Student Presentations • Course Evaluations • All work must be submitted by May 10 	•

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/>]