SYLLABUS

GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
INSTRUCTIONAL DESIGN AND DEVELOPMENT (IDD) PROGRAM

EDIT 611 – 6D1
Innovations in e-Learning (3 Credits)
Deloitte e-Learning Cohort
Summer B Session, June 3-July 25, 2013
Course meets online via MyMasonPortal/Courses

PROFESSOR:
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COURSE DESCRIPTION:

- **Pre-requisites/Co-requisites**: There are neither pre-nor co-requisites.
- **Course description from university catalog**: Explores leading-edge learning technologies and their integration into the e-learning design process. Hands-on activities focus on technology planning, selection, implementation, and evaluation using instructional design best practices.
- **Additional description details**: This course builds upon the work completed in EDIT 705-Deloitte e-Learning Cohort by enabling cohort members to explore the latest innovations in e-learning technologies and environments so that they can choose one or more technologies to build out the training solution described in the EDIT 705 Instructional Design Document.
- **Delivery method**: This course will be delivered online using an **asynchronous** (not "real time") format via the Blackboard learning management system housed in the MyMason portal. The course will utilize a combination of readings, lectures, hands-on experiences, research activities, threaded discussions, and projects to help participants understand the strengths and limitations of current e-learning technologies, as well as the likely evolution of e-learning.
- **Technical requirements**: To participate in this course, learners will need the following resources:
    - Internet access with a standard up-to-date browser (Mozilla Firefox works best, but Internet Explorer works as well);
    - The following software plug-ins for Pcs and Macs respectively, available for free downloading by clicking on the link next to each plug-in:
        - Adobe Acrobat Reader: http://get.adobe.com/reader/
        - Windows Media Player: http://windows.microsoft.com/en-US/windows/downloads/windows-media-player
        - Apple QuickTime Player: www.apple.com/quicktime/download/
- **Course Week**: Because online courses do not have a "fixed" meeting day, our week will **start** on **Monday**, and **finish** on **Sunday**.
- **Workload**: Summer session courses operate on a compressed schedule. Expect to log in to this course about **three times a week** to read announcements, participate in the discussions, and work on course materials. If there is anything you don't understand, or if work or personal challenges

threaten to derail your progress, please drop me a note as quickly as possible or call me, and we'll talk. Remember, this course is **not** self-paced. There are **specific deadline**s and **due dates** listed in the **COURSE SCHEDULE** section of this syllabus to which you are expected to adhere.

- **Team Project**: You will work in the same teams that you formed in EDIT 705 Instructional Design and develop the instructional intervention described in your EDIT 705 Instructional Design Document.
- **Open Mic Night**: For those seeking a "live" session with the instructor to ask questions about course requirements/contents, there will be a synchronous Q & A session in the Collaborate web conferencing area of our Blackboard course site on **Sunday, June 30, 2013, 8:00 PM to 9:30 PM**. Attendance is strictly **voluntary**.

LEARNER OUTCOMES:

At the conclusion of this course, learners will be able to:

- Differentiate among the terms e-learning, distance learning, distance education, distributed learning, blended/hybrid learning, and synchronous vs. asynchronous learning.
- Describe current leading edge programs in e-learning in corporate and government training environments.
- Discuss the ways in which teaching and learning across barriers of distance and time are similar to – and different from – face-to-face instruction.
- Demonstrate proficiency in using various commercial and open source interactive media (wikis, blogs, synchronous multi-user environments, groupware, and interactive presentation media), instructional delivery management systems and applications.
- Apply effective instructional design for various interactive media, instructional frameworks and applications.
- Experience how each medium for interacting across distance shapes the cognitive, affective and social dimensions of learning and indicate the range of individual responses to these media.
- Describe methods for evaluating the effectiveness of e-learning approaches.
- Communicate how innovations such as Internet2 and mobile applications, as well as advances in multi-user virtual environments, computer-supported collaborative learning, and online communities are shaping the evolution of e-learning.
- Construct e-learning/training modules

PROFESSIONAL STANDARDS:

American Society of Training and Development (ASTD) Competency Model (http://www.astd.org/Certification/Competency-Model**)**:

1. Foundational competencies: Business/management
    a. Use data from a variety of sources to analyze needs and propose sound solutions
    b. Drive improvement results through learning solutions by setting goals, tracking progress, and making course corrections
2. Learning technologies
    a. Apply a variety of technologies to address specific learning needs
    b. Use technology effectively across the different areas of expertise
    c. Identify when and how to use technology as a training and development solution

REQUIRED TEXT:
Clark, R.C. & Mayer, R.E. (2011). *e-Learning and the science of instruction* (3rd edition). San Francisco: Pfeiffer.

Recommended Reading:
The following text offers real-world e-learning best practices and applications from academia, industry, and government and is a good asset for the e-learning practitioner.

- Kidd, T. (Ed.). (2009). *Online education and adult learning: New frontiers for teaching practices.* Hershey: Information Science Reference, IGI Global**.**

COURSE ASSIGNMENTS AND REQUIRED DELIVERABLES

ASSIGNMENTS
There are **four (4) deliverables** required for successful completion of this course:

1. **Basic Individual Knowledge Checks - 15 points**
   There are three (3) basic individual Knowledge Checks to help reinforce your learning and identify potential areas needing additional study or clarification. The Knowledge checks are located under the **ASSESSMENTS** link in the left-hand navigation menu of our Bb course site or on the Bb Mobile app. The Knowledge Checks may be completed at your own pace – no specific due dates – but must be completed by **the end of the course**. Recommended (but not required) completion dates for each Knowledge check are noted in the **COURSE SCHEDULE** section of this syllabus and under the **COURSE-AT-GLANCE** link of our Bb course site.

2. **Class Discussion Participation - 20 points**
   There are five (5) discussions conducted using the Bb **DISCUSSION BOARD:**
   - DQ #1: Instructor-initiated discussion of e-Learning and the Role of Multimedia
   - DQ #2: Peer discussion/knowledge sharing of Technology Deep Dive papers
   - DQ #3: Instructor-initiated discussion of the Multimedia Redundancy and Coherence Principles
   - DQ #4: Instructor-initiated discussion of Simulations and Games
   - DQ #5: Peer discussion/comments on completed e-Learning/Training Modules

   The **minimum** requirement for all learners is **two (2) postings per discussion**, with postings **spread** throughout the week (i.e., not all on Sunday, the last day of the week). **Note: No credit will be given for postings made after the conclusion of the discussion at 11:59 PM on Sunday of the discussion week.** For more information on how discussion posting quality is evaluated, please consult the *Discussion Participation Rubric* posted on our Bb course site under **RESOURCES/Grading Rubrics**.

3. **Technology Deep-Dive - 30 Points**
   a. Each learner will select **one (1)** technology in which he/she is particularly interested and, preferably, one in which he/she is **not already proficient**. Eligible technologies – along with examples of instructional events created with those technologies - include (but are **not limited** to):
      - Wikis (Example of a wiki: **http://ignite.wikis.birmingham.k12.mi.us/**)
      - Blogs (Example of a blog: **http://clive-shepherd.blogspot.com/**)
      - Virtual worlds (Example of a virtual world: **http://secondlife.com/)**

- Learning management systems (Example of an LMS: **http://moodle.org/sites/**)
- Presentation and rapid e-learning media
  (Examples of e-learning modules created with different rapid e-learning software packages such as Adobe e-Learning Suite:
  http://sonet.nottingham.ac.uk/resources/rapid/examples.php)
- Mobile learning (Examples: http://www.horton.com/portfolioquizshow.htm)
- Serious games and simulations (Example:
  http://www.globalwarminginteractive.com/simulation/sdev/
- Personal learning environments (Example of a PLE:
  http://michelemmartin.typepad.com/thebambooprojectblog/2007/04/my_personal_lea.html).

b. Using **free trial versions** of the relevant software package **or** the full versions available at Deloitte, learners will explore the tool and understand its capabilities to create relevant learning experiences. Each learner will then prepare a **brief paper** (circa 3-4 pages, single spaced) describing and reflecting on his/her experience as it relates to creating relevant e-learning experiences that are **firmly grounded** in the principles/best practices of instructional design. **Note**: Describing the software's features/functions without linking them to instructional design is **not** acceptable. When writing your paper, you may use either APA format or standard business formatting.

c. Post the paper to Blackboard by clicking on the **ASSIGNMENTS** link in the left-hand navigation panel on the date indicated in the **COURSE SCHEDULE**.

d. In addition, upload a copy of your paper for group discussion to the designated forum under the **DISCUSSION BOARD** link in the left-hand navigation panel of our course site. For information on how your paper will be evaluated, please consult the *Technology Deep-Dive Grading Rubric* at the end of this syllabus and posted in Blackboard.

4. Create an e-Learning/Training Module Team Project - 35 Points

a. Working with the same team members you had in EDIT 705 Instructional Design-Deolitte e-Learning Cohort, develop and implement **at least one hour of instruction** from your IDD using one or more of the technologies covered in EDIT 611. You may choose to implement more than one hour of instruction, depending on the size of your project, but one hour is the minimum. **Implement means "live" and working so that a learner can complete the instruction, including some form of learner evaluation (e.g., tests, knowledge checks).** The topics from EDIT 705 are:
   - Team 1: ***Emotional IQ*** (McLure, Rosinski, Wardak, Wilkerson)
   - Team 2***: Food for Thought*** (Bedrossain, Cody, Comendador, Karras)
   - Team 3: ***Time and Attendance System*** (Jackson, Michael, Thomson, Wilson-Brox)

b. For planning purposes, each team will be assigned **private** areas in Blackboard for discussion, document sharing/collaboration, and chat. **Note:** If your team opts to use Deloitte's own communication and collaboration tools, **minutes** of your team meetings must be posted to the **File Exchange** section of your Bb private areas.

d. Your "live", working module – or a hyperlink to your module - must be uploaded via the **ASSIGNMENTS** link on the date indicated in the **Course Schedule** section of this syllabus**.**

e. In addition, upload a copy of the module link to the ***Project Sharing*** thread on the Bb **DISCUSSION BOARD** on the dated indicated in the **Course Schedule** section of this syllabus.

Examples of e-learning/training modules created in **previous** EDIT611 classes are posted in the ***Exemplary Projects*** sub-folder under the **RESOURCES** link in the left-hand navigation panel. The *e-*

Learning/Training Module Grading Rubric is also posted under the **RESOURCES** link as well as included at the end of this syllabus.

Total Possible Points for all Deliverables: 100

GRADING POLICIES

- **General information**: The evaluation of learner performance is related to the learner's demonstration of the course outcomes. All work is evaluated on its relevance to the specific assignment, comprehensiveness of information presented, specificity of application, clarity of communication, and the analytical skills utilized, as documented in the respective grading rubrics on the Bb course site.
- **Team projects**: Note that the grading rubric for the team project evaluates both the project deliverables **and** each team member's individual contribution to the project and the project process based on the content and activity in the private team areas in Bb and on the results of an anonymous (results visible only to the instructor) *Team Member Effectiveness* survey that will be conducted at the end of the summer session. As such, an **individual** team member's score for the project may differ from the project deliverable score.
- **Grading scale**: The grading scale used in this course is the official George Mason University scale for graduate-level courses. Decimal percentage values ≥.5 will be rounded up (e.g., 92.5% will be rounded up to 93%); decimal percentage values <.5 will be rounded down (e.g., 92.4% will be rounded down to 92%).

Letter Grade	Total Points Earned
A	93%-100%
A-	90%-92%
B+	88%-89%
B	83%-87%
B-	80%-82%
C	70%-79%
F	<70%

Great care is given to evaluating learner performance based on the requirements documented in the grading rubrics for each assignment. As such, grades are not negotiable. In the event that, following discussions with the instructor, a learner feels that his/her grade is unfair, the grade may be appealed using the university's appeal process described at http://www.gmu.edu/catalog/apolicies/index.html#Anchor56.

GMU POLICIES AND RESOURCES FOR LEARNERS

a. Learners must adhere to the guidelines of the George Mason University Honor Code [see http://oai.gmu.edu/honor-code/].

b. Learners must follow the university policy for Responsible Use of Computing [see http://universitypolicy.gmu.edu/1301gen.html].

c. Learners are responsible for the content of university communications sent to their George Mason University e-mail 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 learners solely through their Mason e-mail account.

d. 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 learners' personal experience and academic performance [see http://caps.gmu.edu/].

e. Learners 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 [see http://ods.gmu.edu/].

f. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support learners as they work to construct and share knowledge through writing [see http://writingcenter.gmu.edu/].

PROFESSIONAL DISPOSITIONS
Learners are expected to exhibit professional behavior 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. Learners 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].

NETIQUETTE:
Our goal is to be **collaborative**, not combative. Experience shows that even an innocent remark in the online environment can be misconstrued. I suggest that you always re-read your responses carefully before you post them to encourage others from taking them as personal attacks. **Be positive in your approach to others and diplomatic with your words.** I will do the same. Remember, you are not competing with each other but sharing information and learning from one another as well as from the instructor.

COURSE SCHEDULE:

DATE	TOPIC/LEARNING EXPERIENCES	READINGS AND ASSIGNMENTS
Week 1 **06/03-06/09**	**TOPIC: COURSE KICK-OFF** • Verify Bb access, troubleshoot any issues by sending an email to courses@gmu.edu • After logging into the MyMason portal, click on the COURSES tab at the top of the page, then wait a moment or two for the COURSE LIST to upload in the center of the portal page. • When the COURSE LIST appears, click on the link for EDIT 611 • Read the course *Welcome* page • Review course Syllabus and print it for off-line reference • Post any syllabus-related questions to the designated forum under the **DISCUSSION** link • Select a technology for your deep dive assignment	• Click on the **COURSE-AT-A-GLANCE** link in the left-hand navigation menu bar • Select the **Week 1** link [**Note**: All the following assignments/tasks are accessible under the week's link.] • Read the Week 1 Learning Outcomes • Complete the assigned readings o Chapters 1-3 in Clark & Mayer • View the video *Online Learning, Lifelong Learning* • Confirm via Bb email to instructor as to whether or not you want to remain in the same project team you were in for EDIT 705 OR prefer to work with others. Send your preference by **06/09**. • Send your Technology Deep Dive topic choice for instructor approval via Bb email by **06/09**
Week 2 **06/10-06/16**	**TOPIC: E-LEARNING, WHY?** • Begin working on your Technology Deep Dive assignment • View previous EDIT 611 projects in the ***Exemplary Projects*** sub-folder under the **RESOURCES** link • Begin working on your e-Learning/Training module • **Recommendation**: Now would be a good time to complete *Knowledge Check #1*	• Click on the **COURSE-AT-A-GLANCE** link in the left-hand navigation menu bar • Select the **Week 2** link [**Note**: All the following assignments/tasks are accessible under the week's link.] • Read the Week 2 Learning Outcomes • Complete the assigned readings o Chapters 4-6 in Clark & Mayer • View the video *Technology Selection by Design*

DATE	TOPIC/LEARNING EXPERIENCES	READINGS AND ASSIGNMENTS
Week 3 **06/17-06/23**	**TOPIC: MULTIMEDIA-WORDS, GRAPHICS, AUDIO USAGE** • DQ #1 responses/comments throughout the week • Finalize your Technology Deep Dive paper • Continue working on your e-Learning/Training module	• Click on the **COURSE-AT-A-GLANCE** link in the left-hand navigation menu bar • Select the **Week 3** link [**Note**: All the following assignments/tasks are accessible under the week's link.] • Read the Week 3 Learning Outcomes • Submit your **Technology Deep Dive** paper under the **ASSIGNMENTS** link in Bb by **06/23** • Upload a copy of your Deep Dive paper to the relevant forum on the **DISCUSSION BOARD** by **06/23**
Week 4 **06/24-06/30**	**TOPIC: KNOWLEDGE-SHARING WEEK** • Comments on Technology Deep Dive papers throughout the week (DQ #2) • **Recommendation:** Now would be a good time to complete Knowledge Check #2 • **Open Mic Night:** Sunday, June 30, 8:00-9:30 PM, via Bb Collaborate (attendance optional)	• Click on the **COURSE-AT-A-GLANCE** link in the left-hand navigation menu bar • Select the **Week 4** link [**Note**: All the following assignments/tasks are accessible under the week's link.] • Read the Week 4 Learning Outcomes • Complete the assigned reading o Chapters 7 & 8 in Clark & Mayer
Week 5 **07/01-07/07**	**TOPIC: MULTIMEDIA REDUNDANCY AND COHERENCE PRINCIPLES** • DQ #3 responses/comments throughout the week	• Click on the **COURSE-AT-A-GLANCE** link in the left-hand navigation menu bar • Select the **Week 5** link [**Note**: All the following assignments/tasks are accessible under the week's link.] • Read the Week 5 Learning Outcomes • Complete the assigned reading o Chapter 16 in Clark & Mayer

DATE	TOPIC/LEARNING EXPERIENCES	READINGS AND ASSIGNMENTS
Week 6 **07/08-07/14**	**TOPIC: SIMULATIONS AND GAMES** • DQ #4 responses/comments throughout the week • Continue working on your e-Learning/Training Module • **Recommendation:** Now would be a good time to complete *Knowledge Check #3*	• Click on the **COURSE-AT-A-GLANCE** link in the left-hand navigation menu bar • Select the **Week 6** link [**Note**: All the following assignments/tasks are accessible under the week's link.] • Read the Week 6 Learning Outcomes • Finalize your e-Learning/Training Module project
Week 7 **07/15-07/25** **Extended Work Week**	**TOPIC: E-LEARNING/TRAINING MODULE PROJECT EXHIBITS AND COURSE WRAP-UP** • Review and comment on all of the team projects other than your own (DQ #5) o Be sure to use the criteria in *the e-Learning/Training Module Grading Rubric* to substantiate your comments • Course wrap-up and review of fall 2013 course schedule	• Have one representative of your team upload your e-Learning/Training Module link to the **ASSIGNMENTS** area in Bb by **07/19** • Upload the module link to the ***Project Exhibit Hall*** forum on the Bb **DISCUSSION BOARD** by **07/19** • Complete the **Team Member Effectiveness** survey, the link to which was emailed to you, by **07/24** • Complete the anonymous Mason **Online Course Evaluation Survey,** the link to which is located in the bottom right-hand corner of the **COURSES** tab on the MyMason portal

E-Learning/Training Module Grading Rubric (Total Possible Points: 35)

Criteria	Does Not Meet Standards	Meets Standards	Exceeds Standard
Alignment with Instructional Objectives/Intended Messages:	Combination of multimedia elements and content do not reinforce one another, imbalance interferes with communication of intended instructional messages *Point values: 0.0-5.5*	Combination of multimedia elements and content adequately delivers impactful instructional messages with elements and words generally reinforcing each other *Point values: 5.6-6.9*	Combination of multimedia elements and content takes instruction to a superior level, delivering intended instructional messages with elements and words consistently reinforcing each other *Point value: 7*
Multimedia selection:	Graphics, video or other multimedia show no evidence of new though or inventiveness and rehash existing usage *Point values: 0.0-5.5*	Some graphics, video, audio or other multimedia enhancements show some evidence of inventiveness, with one or two new ways of usage *Point values: 5.6-6.9*	All graphics, video, audio or other multimedia enhancements show inventiveness and are used in a fresh, original way *Point value: 7*
Design:	Sequencing of information is not logical and intuitive, menus and paths to information are unclear and flawed *Point values: 0.0-5.5*	Sequencing of information is somewhat logical and intuitive, menus and paths to most information are clear and direct *Point values: 5.6-6.9*	Sequencing of information is logical and intuitive, menus and paths to all information are clear and direct *Point value: 7*
Interaction:	Provides no tools/techniques for learner interaction with peers, instructor and/or external community *Point values: 0.0-3.1*	Provides one or two tools/techniques for learner interaction with peers, instructor and/or external community *Point values: 3.2-3.9*	Provides multiple tools/techniques for learner interaction with peers, instructor and/or external community *Point value: 4*

Criteria	Does Not Meet Standards	Meets Standards	Exceeds Standard
Language:	Rules of English grammar, usage, spelling and punctuation are not followed, multiple language areas throughout the modules and slides *Point values: 0.0-2.3*	Rules of English grammar, usage, spelling and punctuation are generally followed throughout the module and the slides, one or two minor language errors in total *Point values: 2.4-2.9*	Rules of English grammar, usage, spelling and punctuation are followed consistently throughout the module and the slides *Point value: 3*
Technical:	Model does not run satisfactorily with multiple technical problems *Point values: 0.0-1.5*	Module runs satisfactorily with only one or two minor technical problems Point values: 1.6-1.9	Module runs perfectly with no technical problems (e.g., no error messages, clear audio and/or video) *Point value: 2*
Individual Team Member Contributions:	Each team member did not adhere to shared roles/responsibilities documented in Bb private team areas *Point values: 0.0-3.9*	Each team member generally adhered to shared roles/responsibilities documented in Bb private team areas *Point values: 4.0-4.9*	Each team member consistently adhered to shared roles/responsibilities documented in Bb private team areas: *Point value: 5*