

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

**EDIT 576 (2 credits)  
Mobile Learning and Applications  
Fall Semester 2013  
October 22 – December 18, 2013  
Fully Online Course**

**INSTRUCTOR:**

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**COURSE DESCRIPTION:**

Explores current best practices and techniques required to deliver effective learning content through mobile devices. Students learn pedagogical approaches to mobile learning as well as investigate various mobile platforms and applications.

**EXPANDED COURSE DESCRIPTION:**

This course will focus specifically on the impact of mobile technology on learning. Students will examine trends and techniques involved with creating and consuming learning assets with mobile devices. Examples of mobile learning will be shown to illustrate the current best practices and techniques required to deliver effective learning content to learners through mobile devices. Pedagogical approaches to mobile learning will be introduced and students will have an opportunity to produce a storyboard for a mobile learning design as well as be exposed to some programming requirements for this platform.

**NATURE OF COURSE DELIVERY:**

This course will be delivered in a fully-online format utilizing synchronous and asynchronous online technologies to explore the course content and facilitate discussion and collaboration.

**LEARNING OUTCOMES:**

After taking this course, students will be able to:

- Identify the cultural and contextual affordances of mobile learning that differentiate it from other forms of learning
- Define best practices in mobile learning design
- Identify trends and techniques involved with creating and consuming learning assets with mobile devices
- Identify current mobile learning technologies and trends impacting k-12, higher education, business, government and military
- Evaluate the pedagogical effectiveness of mobile learning designs and apply pedagogical approaches to mobile learning
- Create a sample mobile learning design, developing a design storyboard demonstrating use of best practices of mobile learning design

**PROFESSIONAL STANDARDS:**

This course adheres to the standards and best practices of e-learning design set down in the American Society of Training and Development (ASTD) Competency Model, published at <http://www.astd.org/Communities-of-Practice/Career-Development/Competency-Model.aspx>.

**REQUIRED TEXTS:**

Designing mLearning: Tapping into the Mobile Revolution for Organizational Performance (Clark Quinn) (2011, Pfeiffer)

**COURSE REQUIREMENTS, PERFORMANCE-BASED ASSESSMENT, AND EVALUATION CRITERIA:****Final Design Project:**

Each student will be required to create a mobile learning design prototype in Microsoft PowerPoint or a similar tool. This project will represent 50% of student grades. Design prototypes will address the platform(s) the student is targeting for their learning product, along with flow charts and visual representations of their design in a storyboard format. Details of this project will be explained thoroughly at the start of the course.

**Writing Assignments:**

Writing assignments will require a 1-2 page written analysis of a mobile web site or mobile application, plus a brief demonstration or video description. Students will demonstrate their technical understanding of course materials by providing a deconstruction of mobile design components by highlighting strengths, limitations and proposed improvements. There will be two writing assignments of this nature during the course, representing 20% of student grades.

**Online Discussions:**

Discussions represent 20% of student grades. Discussion topics will be introduced through Blackboard during the first part of each week. The instructor will guide the topics by introducing them and providing questions and commentary through each week. Students must participate in discussions in a meaningful way, following roles assigned for each discussion. Discussions will often revolve around reading topics also introduced each week, therefore students should be familiar with the reading content prior to participating in discussions. Students must complete their responses for each weekly topic by 11:59 PM on the concluding Sunday. Some topics may require a single written response on Blackboard, while most will follow a more conversational flow with many responses to other students and the instructor's entries.

**Class Participation:**

Class participation represents 10% of student grades, and is outside of participating in the above class discussions. An open forum will be provided where everyone can contribute ideas, examples of mobile applications, current news from the field, personal thoughts and ideas, and other consequential materials or thoughts. Each student's participation will be based on the items he/she brings to this forum as well as comments and responses offered to others' contributions. Participation also will include comments provided to other students' design projects.

**Criteria for evaluation:**

Final Design Project: 50 points

Writing Assignment: 20 points

Discussions: 20 points

Class Participation: 10

Total: 100 points

**Grading Scheme:**

A = 94-100

A - = 90-93

B+ = 86-89

B = 83-85

B- = 80-82

C = 70-79

F = 69 and below

### PROPOSED CLASS SCHEDULE

Course Week	Class Activities
Week One	<ul style="list-style-type: none"> <li>- Introductions</li> <li>- Presentation on Affordances of Mobile Learning and the current state of mLearning</li> <li>- Introduction to Design Project and course expectations</li> <li>- Online discussion – topic TBA</li> </ul>
Week Two	<p>Class Activities</p> <ul style="list-style-type: none"> <li>- Topics for final project due</li> <li>- Presentation on Best Practices for mobile web design</li> <li>- Presentation on Instructional Design for Mobile Learning</li> <li>- Assigned reading</li> <li>- Online discussion – topic TBA</li> </ul>
Week Three	<p>Class Activities</p> <ul style="list-style-type: none"> <li>- “Guest lectures” via video – TBA</li> <li>- Design Project: Stage 1 completed</li> <li>- Assigned reading</li> <li>- Online discussion – topic TBA</li> </ul>
Week of Four	<p>Class Activities</p> <ul style="list-style-type: none"> <li>- Class discussion: Evaluating mobile designs</li> <li>- Writing assignment: Critical analysis of mobile web site</li> <li>- Design Project: Stage 2 completed</li> <li>- Assigned reading</li> <li>- Online discussion – topic TBA</li> </ul>
Week Five	<p>No Class</p> <ul style="list-style-type: none"> <li>- Writing assignment: Critical analysis of mobile learning application</li> <li>- Design Project: Stage 3 completed</li> <li>- Assigned reading</li> <li>- Online discussion – topic TBA</li> </ul>
Week Six	<p>Class Activities</p> <ul style="list-style-type: none"> <li>- “Guest lectures” via video – TBA</li> <li>- Presentation on emerging technologies for mobile learning</li> <li>- Design Project: Stage 4 completed</li> <li>- Assigned reading</li> <li>- Online discussion – topic TBA</li> </ul>
Week Seven	<p>Class Activities</p> <ul style="list-style-type: none"> <li>- Review and evaluate student designs for final project</li> <li>- Design Project: Stage 5 completed</li> <li>- Assigned reading</li> <li>- Online discussion – topic TBA</li> </ul>
Week Eight	<p>Class Activities</p>

	<ul style="list-style-type: none"> <li>- Present final storyboards via Blackboard</li> <li>- Peer review of final designs</li> <li>- Assigned reading</li> <li>- Online discussion – “Lessons learned” and next steps</li> </ul>
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## ASSESSMENT RUBRIC(S)

### Final Design Project Activities – 50 points

Activity Name	Exceeds Expectations (“A” level work)	Meets Expectations (“B” level work)	Below Expectations (“C” level work)	points
Description	Includes detailed scope, intended target audience and assumptions about devices used by the target audience. This section is one to two pages in length.	Includes basic description of scope, intended target audience and assumptions about devices used by the target audience. Length is approximately one page in length.	Includes sparse details about scope, intended target audience and assumptions about devices used by the target audience. Description is only a paragraph or two.	5
Content Outline and Rationale	Outline includes a clear, succinct description of the content on every screen within your application and your rationale as to why your learners would find the content relevant. Descriptions of links to external resources are included and the relevance of those resources is explained.	Outline includes a short description of the content on every screen within your application and your rationale as to why your learners would find the content relevant. Descriptions of links to external resources are brief and the relevance of those resources are covered somewhat.	Outline include a brief description of the content on every screen within your application and your rationale as to why your learners would find the content relevant, but does not give a sufficient overview. Descriptions of links to external resources and the relevance of those resources are missing.	5
Application Design Storyboard	Storyboard includes a clear visual design for each content screen in your application. Visual screen designs include learning content, navigation buttons, menus and all other visual elements expected to be on a	Storyboard includes a basic visual design for each content screen in your application. Visual screen designs include learning content, navigation buttons, menus and all other visual elements expected to be on a	Storyboard includes a limited visual design for each content screen in your application which is insufficient to understanding the purpose or context of that screen. Visual screen designs do not include learning	30

	<p>working version of the application. Text is clear and free from typographical errors. There are no broken links to external sites. The flow of the application is readily clear to the reader.</p>	<p>working version of the application. Some text is not clear to the reader and typographical errors or broken links to external sites are present. The flow of the application is generally clear to the reader.</p>	<p>content, navigation buttons, menus and all other visual elements expected to be on a working version of the application. Much of the text is not clear to the reader and typographical errors or broken links to external sites are common. The flow of the application is generally not clear to the reader.</p>	
<p>(*Exceptions can be made for applications which attach to extensive databases, i.e. you don't need to cover every possible screen in your course, but you must show an example of at least one screen from that portion of your application)</p>				
Application Presentation to Class	<p>Presentation covers each storyboarded screen in a logical flow as if a student was accessing the application. Explanation of the content, navigation and media choices are clear to the class and stimulate good questions and observations by classmates.</p>	<p>Presentation covers each storyboarded screen in a logical flow as if a student was accessing the application. Explanation of the content, navigation and media choices are somewhat clear to the class but leave questions in the viewers' minds and stimulate few questions and observations by classmates.</p>	<p>Presentation does not cover each storyboarded screen in a logical flow as if a student was accessing the application. Explanation of the content, navigation and media choices are unclear to the class and do not stimulate questions and observations by classmates.</p>	10
	Total			50

## COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

*The College of Education & Human Development is committed to the following five values: 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/>].

### *Student Expectations*

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].
- 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 [See <http://ods.gmu.edu/>].
- 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 George Mason University 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 must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

### *Campus Resources*

- 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/>].
- 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/>].