



**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 2015
Fairfax**

Course Syllabus

Professor:

Name: Kevin Clark, Ph.D.

Office: L045 Thompson Hall

Phone: (703) 993-3669

Email: kclark6@gmu.edu

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 trends, by examining ways learning technologies provide 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

- <http://www.joanganzcooneycenter.org>
- <http://www.gartner.com>
- <https://www.edsurge.com>
- <http://www.educause.edu/eli>
- <http://www.pewinternet.org/>
- <http://mindshift.kqed.org/>
- <http://dmlcentral.net/>
- <http://www.edutopia.org>
- <http://www.nmc.org/publications>
- <http://www.common sense media.org/research/>
- <http://www.marketplace.org/topics/learningcurve>
- <http://www.touchcast.com>
- <http://www.edudemic.com/23-best-game-based-resources-2014/>

Course Assignments and Examination

1. Current Issues (10 points)

Students are expected to participate in class discussions. Additionally, students are expected to present current issues related emerging technology and education/training. Students will make 5 postings/presentations of current issues using sources that include but are not limited to: course resources, newspapers, magazines, television, or internet. Examples may include: EdWeek, Chronicle of Higher Education, EDUCAUSE, Wall Street Journal, NY Times, Washington Post, SmartBrief, etc.

2. Briefing Report (30 points)

Student will research and explore an emerging issue of instructional technologies related to a specific topic that includes but is not limited to: Children’s Media, History/Museums, Performing/Visual Arts, Informal Learning/National Parks, STEM, Higher Education, Executive/Online Learning, Diversity, Accessibility, Games/Mobile Learning, EdTech Incubators, etc. The student will use at least 10 references/resources to make a class presentation (using PowerPoint, Prezi, etc.) that provides: background information, theoretical foundation/framework, research findings, ad/dis-vantages, and examples or implementations.

3. Position Paper & Infographic (40 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 follow APA format. Students must also create an infographic to depict the content of the paper. Here are some samples:

- <http://infogr.am>
- <http://www.easel.ly>
- <http://piktochart.com>
- <http://create.visual.ly>
- PowerPoint Templates (on Bb)

4. 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 F= 0 – 69.9

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 (10)	(a) exceptionally demonstrated critical thinking and understanding of IDD concepts, processes, and research (b) is reflective,	(a) clearly demonstrates critical thinking and understanding of IDD concepts, processes, and research. (b) is reflective, developmental,	(a) does not clearly demonstrate critical thinking and understanding of IDD concepts, processes, and research. (b) lacks understanding in

	developmental, integrative, and contextual.	integrative, and contextual.	one or more of the following: reflective, contextual, developmental, integrative.
Evidence and References (10)	includes references and evidence that is exceptionally presented, synthesized, and incorporated	includes references and evidence that is clearly presented, synthesized, and incorporated	lacks adequate references or evidence is not clearly supported, reliable, or valid.
Infographic (10)	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. 20	<ul style="list-style-type: none"> • Welcome & Introductions • Course Overview • My research & activities • Explore discussion topics (Briefing, Paper, Proposal) • Syllabus Co-creation & Review of Resources • Diffusion of Innovation • Horizon Report - http://www.nmc.org/horizon-project • Top 100 Tools for Learning • CES 2015 Wrap Up 	<ul style="list-style-type: none"> • Horizon Report - http://www.nmc.org/horizon-project • Top 100 Tools for Learning http://www.c4lpt.co.uk/blog/2014/09/22/top-100-tools-for-learning-2014/ • Top 20 Tech Trends of 2014 http://www.frogdesign.com/tech-trends2014/ • Review Course Resources • Current Issue
WEEK 2 Jan. 27	<ul style="list-style-type: none"> • Current Issues 1 • Finalize briefing reports and proposal topics • Discuss Readings 	<ul style="list-style-type: none"> • Game Changers (Ch. 1-2) http://www.educause.edu/research-publications/books/game-changers-education-and-information-technologies • How Technology is Revolutionizing Higher Education http://americanradioworks.publicradio.org/features/tomorrows-college/keyboard-college/ • Current Issue

WEEK 3 Feb. 3 (v)	<ul style="list-style-type: none"> • Review Resources • Work on Briefing Report • Current Issues 2 	<ul style="list-style-type: none"> • Fast Company (Oct. 2014) http://www.fastcompany.com/magazine/189/october-2014 • Best Infographics of 2014 (http://www.fastcodesign.com/3039650/the-18-best-infographics-of-2014#1) • Current Issue
WEEK 4 Feb. 10	<ul style="list-style-type: none"> • Current Issues 3 • Discuss Readings • Grants and Proposals 	<ul style="list-style-type: none"> • Essentials of Constructing Grant Applications (Sections 1-9) http://www.dummies.com/how-to/content/the-essentials-of-constructing-your-grant-application.html • Current Issue
WEEK 5 Feb. 17 (v)	<ul style="list-style-type: none"> • Work on Briefing Projects • Work on Proposal Ideas • Current Issues 4 	<ul style="list-style-type: none"> • AERA conference grants http://www.aera.net/EducationResearch/AERAEducationResearchConferencesProgram/tabid/10256/Default.aspx • AERA Funding http://www.aera.net/ProfessionalOpportunitiesFunding/AERAFundingOpportunities/tabid/10241/Default.aspx • NSF Proposal Guide http://www.nsf.gov/pubs/policydocs/pappguide/nsf14001/gpgprint.pdf • Current Issue
WEEK 6 Feb. 24	<ul style="list-style-type: none"> • Current Issues 5 • Discuss Readings • Grants and Proposals 	<ul style="list-style-type: none"> • Select proposal idea
WEEK 7 Mar. 3	<ul style="list-style-type: none"> • Present Proposal Ideas • Discuss Readings • Grants and Proposals 	<ul style="list-style-type: none"> • Work on Proposals
WEEK 8 Mar. 10	<ul style="list-style-type: none"> • SPRING BREAK – NO CLASS 	<ul style="list-style-type: none"> • Briefing Report resources
WEEK 9 Mar. 17	<ul style="list-style-type: none"> • Briefing Report 1 • Briefing Report 2 	<ul style="list-style-type: none"> • Briefing Report resources
WEEK 10 Mar. 24	<ul style="list-style-type: none"> • Briefing Report 3 • Briefing Report 4 	<ul style="list-style-type: none"> • Briefing Report resources
WEEK 11 Mar. 31 (v)	<ul style="list-style-type: none"> • Work on Briefing Projects & Infographics 	<ul style="list-style-type: none"> • Briefing Report resources
WEEK 12 Apr. 7	<ul style="list-style-type: none"> • Briefing Report 5 • Briefing Report 6 	<ul style="list-style-type: none"> • Briefing Report resources
WEEK 13	<ul style="list-style-type: none"> • Briefing Report 7 	<ul style="list-style-type: none"> •

Apr. 14	<ul style="list-style-type: none"> • Briefing Report 8 	
WEEK 14 Apr. 21	<ul style="list-style-type: none"> • Infographic Presentations 	•
WEEK 15 Apr. 28	<ul style="list-style-type: none"> • Infographic Presentations • Papers Due May 5 	•

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/the-mason-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/policies/responsible-use-of-computing/>].
- **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/>]