GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
GRADUATE SCHOOL OF EDUCATION
Learning Technologies

EDIT 780
Principles of School-Based Design
Fall, 2015
Section 001
(3 credit hours)

PROFESSOR(S)

Name: Priscilla Norton
Office: Thompson Hall L041
Office hours: Thursday, 2:00 – 4:00 pm
Email address: pnorton@gmu.edu

COURSE DESCRIPTION

A. **Corequisite:** EDIT 781, Designing for Information Using

B. **Course description from the University Catalog:** Develops and applies a comprehensive set of digital design strategies appropriate for creating engaging learning opportunities for students in PreK-12 environments. Emphasizes school-based design principles, design processes, and design patterns at the intersection of technology, teaching, and learning.

C. **Expanded Course Description**
The nature of course delivery uses a blended delivery approach, weekly combining asynchronous online and face-to-face instruction. Blended learning is the thoughtful fusion of face-to-face and online learning experiences. Blended learning is not an addition that builds another layer of instruction. Rather, it represents a restructuring of course activities and assignments to enhance engagement and to extend access to a range of web-based opportunities. Blended learning emerges from an understanding of the relative strengths of face-to-face and online learning to provide learning activities consistent with course goals. Blended learning combines the properties and possibilities of both to go beyond the capabilities of each separately.

LEARNER OUTCOMES or OBJECTIVES

This course is designed to enable students to:

1. develop a comprehensive understanding of the connection between society and technology;

2. develop a comprehensive understanding of design – definitions, purposes, facets
3. develop a comprehensive understanding of teachers and students as designers;
4. develop an understanding of the basic principles and processes of educational design - affordance, constructivism, education, technology, anchored instruction, PICKLE, ABCS, AeCTS, situated cognition, authentic problem; and
5. develop a comprehensive understanding of the distinction between content and knowledge as well as the ability to analyze content standards to identify knowledge goals.

PROFESSIONAL STANDARDS

The Designing Digital Learning in Schools (DDLS)-CERG) certificate and 6 course core of the MEd concentration (DDLS) is informed by the International Society for Technology in Education Standards for Teachers (ISTE Standards●T) (http://www.iste.org/standards/standards-for-teachers). For the purposes of evaluation of performance-based assignments and program assessment, the ISTE standards have been collapsed and restated to better reflect program goals. Thus, DDLS-CERG and DDLS concentration standards are:

- Standard 1: Content Knowledge and Reflective Practice - Student demonstrates reflective practice through thoughtful, comprehensive descriptions of their learning with clear connections to concept/theories studied, personal teaching beliefs, experiences, and learning goals, technology's role in supporting and extending learning, and the design of teaching and learning in classroom settings.

- Standard 2: Knowledge of Tools and Designing Instruction - Student demonstrates ability to use a variety of technology tools to produce products that reflect appropriate mechanics, principles of design, and appropriate technology affordances

- Standard 3: Connections to Practice – Designing Learning Opportunities - Student demonstrates understanding and ability to use a variety of technology resources integrated with classroom practice that includes an authentic problem, integration of instructional principles of design, connections with content learning, assessment of learning outcomes, and teacher reflection on implementation.

REQUIRED TEXTS:

1. Benjamin, H. R. W. (1972). *Saber-tooth curriculum*. New York: McGraw-Hill.
2. Standage, T. (1998). *The Victorian internet*. New York: Berkley Books.
   the room. New York: Basic Books.
3. Vygotsky, L. S. (1978). *Mind in Society: The development of higher psychological processes*. M. Cole, V. John-Steiner, S. Scribner, & E. Souberman (Eds.). Cambridge, MA: Harvard University Press.
4. Selected articles and web resources.

COURSE ASSIGNMENTS AND EXAMINATIONS

A. Requirements –

1. Participation is <u>mandatory</u>, as discussions, readings and activities are important parts of the course.
2. Each student is expected to complete all readings and participate in all discussions, both face to face and online.
3. Each student is expected to participate in and complete all projects.
4. Students who must miss either online or face to face activities are responsible for notifying the instructor (preferably in advance) and for completing any revised assignments, readings, and activities.
5. All assignments must be completed electronically. Assignments are to be submitted on the date due. Late assignments will not be accepted without making prior arrangements with the instructor.

B. Performance-Based Assessment –

1. Designer's Blog (30 points) – Five times during the course, student will respond to a reflection prompt provided by the instructor entered around the student's developing understanding of the role of design as an instructional process bridging technology, content, and student learning. Access to the blogs will be provided for both the course instructor and for selected classmates to facilitate interaction through comments. (This PBA will be used as part of the accreditation data gathering process.)
2. Lesson Design Document (2 for 15 points each) - Mid-semester and end of semester student will submit a design document detailing the design of a lesson appropriate for their teaching context. Rubric and format will be provided in class.

C. Criteria for evaluation - Since this is a graduate level course, high quality work is expected on all assignments. Points for all graded assignments will be based on the scope, quality, and creativity of the assignments. All assignments are due on the date stipulated in the Schedule of Activities section below. Late assignments will not be accepted without making arrangements with the instructor.

Points will be assigned to all graded assignments using a rubric process. Both course participants and the course instructor will be involved in assessment of graded assignments. Prior to the due date for any assignment, the student will participate in the review and/or development of an assessment rubric. This rubric will provide course objectives and an elaboration of qualities and components associated with excellence in completion of the assignment. See rubric(s) at end of syllabus.

D. Grading Scale

Requirements	Points
Course Participation[1]	40
Designer's Blog – 6 Entries – 5 points each	30
Lesson Design Document #1	15
Lesson Design Document #2	15

Grade	Point Range
A	94-100
A-	90-93
B+	86-89
B	80-85
C	70-79
F	69-below

BLACKBOARD REQUIREMENTS:

Every student registered for any Designing Digital Learning in Schools course with a required performance-based assessment is required to submit this assessment, Designer's Blog to Blackboard (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Blackboard. Failure to submit the assessment to Blackboard will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Blackboard submission, the IN will convert to an F nine weeks into the following semester.

GMU POLICIES AND RESOURCES FOR STUDENTS

    a. Students must adhere to the guidelines of the George Mason University Honor Code [See http://oai.gmu.edu/the-mason-honor-code-2/].

    b. Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/].

    c. 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,

---

[1] Course participation is inclusive of both face to face class participation in all discussions and activities as well as the extensive activities and discussions which occur on the course Blackboard site as part of the blended learning format of the course.

college, school, and program will be sent to students solely through their Mason email 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 students' personal experience and academic performance [See http://caps.gmu.edu/].

e. 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/].

f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

g. 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/].

PROFESSIONAL DISPOSITIONS

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

CORE VALUES COMMITMENT

The College of Education & 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/].

ASSESSMENT RUBRIC

Designer's Blog			
	Exceeds Expectations 1 points	Meets Expectations .5 points	Does Not Meet Expectations .1 point
Blog Content	Is focused and coherently integrates examples with explanations or analysis	Is reasonably focused and explanations or analysis are mostly based on examples or other evidence	Is mostly description or summary, without consideration of alternative perspectives

Reflective	Fully develops connections and considers multiple perspectives when appropriate.	Few connections are made between ideas, and though new insights are offered, they are not fully developed.	No connections are not made between ideas, and are not fully developed
Comprehensive	Reflects in-depth engagement with the topic.	Reflects moderate engagement with the topic	Reflects passing engagement with the topic.
Grammar and Spelling	Entry is well constructed and carefully edited for spelling and grammar errors	Entry is well constructed with minimal spelling and grammar errors	Some or all entires are poorly constructed with multiple spelling and grammar errors
Flow	Refers to and follows seamlessly prior blog entry	Refers to but is somewhat disconnected from prior blog entry	Is not connected with prior blogs; demonstrates no continuity to reflection