

**GEORGE MASON UNIVERSITY  
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT  
GRADUATE SCHOOL OF EDUCATION  
BLENDED AND ONLINE LEARNING IN SCHOOLS**

EDIT 792 D02: Project Development Practicum II  
6 Credits, Summer 2016

**PROFESSOR(S):**

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**COURSE DESCRIPTION:**

**A. Prerequisites/Corequisites**

Prereq: EDIT 769

**B. University Catalog Course Description**

Facilitates the application of design and production processes to the solution of learning challenges with particular emphasis on the implementation and evaluation phase of the design process.

**C. Expanded Course Description**

Not Applicable

**DELIVERY METHOD:**

This course will be delivered online using a primarily asynchronous format. Students will participate in a synchronous class session that will be scheduled in the middle of the course based on instructor and students' availability. Although there will be some deadlines, the deadlines are not weekly and are largely near the end of the course. As a result, students will need to exhibit a high level of self-regulation and motivation to work at an appropriate pace.

**TECHNICAL REQUIREMENTS:**

To participate in this course, students will need the following resources:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox. Opera and Safari are not compatible with Blackboard;
- Consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course
- A headset microphone for use with the web conferencing tool

### **EXPECTATIONS:**

- **Participation:** Students are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials and completing course activities and assignments.
- **Technical Competence:** Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance if they are struggling with technical components of the course.
- **Technical Issues:** Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload:** Expect to work on the assigned projects throughout the entire semester. Remember, that while portions of this course is self-paced. There are **specific deadlines** and **due dates** listed in the **CLASS SCHEDULE** section of this syllabus to which you are expected to adhere. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- **Advising:** If you would like to schedule a one-on-one meeting to discuss course requirements, content or other course-related issues, and you are unable to come to the Mason campus, we can meet via telephone or web conference. Send me an email to schedule your one-on-one session and include your preferred meeting method and suggested dates/times.
- **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 communications carefully before you share 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.

### **LEARNER OUTCOMES or OBJECTIVES:**

This course is designed to enable students to:

1. Apply effective instructional design for interactive media, instructional frameworks and applications pertinent to instructional design projects
2. Demonstrate effective and efficient collaboration skills through self-documentation
3. Apply effective project management principles to instructional design projects

4. Use research and/or evaluation methodologies in the instructional design process
5. Professionally present a working technology-based instructional product prototype
6. Demonstrate proficiency in the skills/competencies of instructional design via an electronic professional portfolio

**PROFESSIONAL STANDARDS (International Association for K-12 Online Learning):**

This course is aligned with the International Association for K-12 Online Learning's (iNACOL) (2010) *National Standards for Quality Online Teaching*. Standards A.4, A.5, A.6, J.1, and J.2 are covered by the program prerequisite for licensure. The full list and description of standards can be accessed at

[http://www.inacol.org/research/nationalstandards/iNACOL\\_TeachingStandardsv2.pdf](http://www.inacol.org/research/nationalstandards/iNACOL_TeachingStandardsv2.pdf).

**REQUIRED TEXTS:**

There are no required texts for this course and all learning materials will be created or curated by the instructor and made available online for students to access.

**COURSE ASSIGNMENTS AND EXAMINATIONS:**

**Assignment Descriptions**

**Fully developed Design Project**

Using the design document that they developed in EDIT 769 and skills and knowledge that were previously gained during their time in the IOLS program, students will develop a full functional instructional unit that follows best practices for online and blended instruction/learning.

**Final Portfolio**

Students will integrate their briefing paper, design document, and artifacts from their design project into their existing portfolio.

**Final Presentation**

Students will give a 30-min online presentation to Mason professors and other stakeholders. The first portion of the presentation will focus on their skills and knowledge gained in the IOLS program. Students make choose to create an animated or edited video for this portion of their final presentation. The second portion of the presentation will focus on their design project.

**Assignment point/percentage values**

<b>Assignment</b>	<b>Point/Percentage Value</b>
Fully developed design project	70
Designer meeting participation	5
Final presentation	20
Final portfolio	5

### **Mastery Learning Approach**

In this course we take a mastery learning approach to the assignments. This is how it will work:

- The criteria for completing the assignments will be clearly explained. At times the instructor and students will work together to create the criteria prior to the assignment.
- The instructor will evaluate your work and provide qualitative feedback on your assignments.
- If you have adequately completed all of the criteria you will receive full credit on the assignment.
- If you have not adequately completed all of the criteria, the assignment will be returned and you will be subject to late points until all of the criteria are complete.
- You must complete ALL assignments to get a passing grade.

### **Grade Percentage Range**

A	94-100
A-	90-93
B+	87-89
B	84-86
B-	80-83
C	70-79
F	0-69

### **Late Work**

Students are expected to complete and electronically submit all assignments prior to 11:59 p.m. on the last day of the module as indicated on the course calendar. All assignments—EXCEPT for peer reviews—can be submitted late but a minimum 20% late penalty will be assessed for work submitted after the assignment deadline. Work that is submitted over a week late will receive an additional 20% penalty for each additional week late. No late work is accepted after the final assignment's due date.

## **TK20 PERFORMANCE-BASED ASSESSMENT SUBMISSION REQUIREMENT**

Every student registered for any course with a required performance-based assessment is required to submit this assessment, to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through 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 Tk20 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/>).
- 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, 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/>).
- h. The Office of Student Support staff helps students negotiate life situations by

connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community (<http://studentsupport.gmu.edu/>) and the staff will follow up with the student.

## **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 <http://gse.gmu.edu/>.**

## **PROPOSED CLASS SCHEDULE:**

As stated previously, the course is project based and largely self-paced with deadlines near the end of the course. There are no set interim due dates and students must show self-regulation and self-motivation in order to complete the projects on time. The instructor will also work with students individually following a mentor-mentee module but those meetings will not follow a set calendar.

<b>Due Date</b>	<b>Project/Activity</b>
June 13	Briefing Paper
June 13	Briefing paper sent for peer review
June 16	Briefing paper reviews completed
June 20	Design Document

## **ASSESSMENT CHECKLISTS:**

As explained earlier, the course will use a mastery-based approach to grading. As a result, students will need to complete all of the assignment criteria in order to earn points on the assignment and all assignments must be completed in order to pass the course.

## **Fully Developed Design Project**

- Follows the design document that was previously developed
- All learning materials are organized and presented using online/blended learning best practices

### **Final Portfolio**

- The following were integrated into the professional portfolio:
  - briefing paper
  - design document
  - artifacts and/or screenshots from their design project
- Provides contextual information for each artifact
- All portfolio pages are modified to reflect the knowledge, skills, and experiences that were gained during this summer design experience.

### **Final Presentation**

- Is 25-30 minutes in length
- Follows best practices for online presentations
- Summarizes student's experiences and learning in the IOLS program. Students may choose to create an animated or edited video for this portion of the presentation.
- Effectively demonstrates the final design product
- Claims are supported by specific examples and/or artifacts
- Student attended other's presentations.

The following portfolio will be used to assess students' professional portfolio and blog for accreditation purposes and will not be reflected in students' course grade

<b>Professional Portfolio and Blog – Standard 4 – EDIT 792</b>			
<b>Criteria</b>	<b>3 Exceeds Standard</b>	<b>2 Meets Standard</b>	<b>1 Fails to Meet Standard</b>
Evidence and artifacts	Provides artifacts and evidence that demonstrate expertise in the knowledge/skills required to teach online/blended.	Provides artifacts and evidence that demonstrate proficiency in the knowledge/skills required to teach online/blended.	Lacks sufficient artifacts and evidence to demonstrate proficiency of the knowledge/skills required to teach online or blended.
Citizenship	Consistently models and promotes legal, ethical, safe, and healthy behavior related to technology use in creative and engaging ways.	Consistently models and promotes legal, ethical, safe, and healthy behavior related to technology use.	Fails to consistently model and promote legal, ethical, safe, and healthy behavior related to technology use.
Organization and consistency	Evidence and artifacts are consistently and logically organized in ways that make navigation seamless and enjoyable	Evidence and artifacts are consistently and logically organized in ways that make navigation easy.	Evidence and artifacts organized in ways that cause confusion.
Professionalism	All of the portfolio pages follow best practices for online learning environments and free from errors	The portfolio pages consistently follow best practices for online learning environments and only contain minor errors.	Portfolio pages are not appropriate for online learning environments and contain multiple errors.
Leadership and vision	Exhibited leadership and vision by creating and sharing materials that contributed to the effectiveness, vitality, and self-renewal of the profession in ways that develop leadership and skills in online and blended teaching in creative and robust ways.	Exhibited leadership and vision by creating and sharing materials that contributed to the effectiveness, vitality, and self-renewal of the profession in ways that develop leadership and skills in online and blended teaching.	Failed to exhibit leadership and vision by creating and sharing materials that contributed to the effectiveness, vitality, and self-renewal of the profession.