

**GEORGE MASON UNIVERSITY**  
**COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT**  
**Division of Learning Technologies**

EDIT 791-6N1 - Project Development Practicum  
3 credit hours Fall, 2016  
Wednesday 7:20 – 10:00 Signal Hill Room 111 – Loudoun site

**Faculty**

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**Prerequisites/Corequisites**

EDIT 786 – Design and Teacher Leadership

**University Catalog Course Description**

Engages students in the application of design and production processes for the solution of learning challenges with particular emphasis on the design and development phase of the design process.

**Course Overview**

Students will apply the principles of instructional design, design research, and interdisciplinary design and development techniques to a real world learning technology design project. Students will work intensively in a team-based setting to collaboratively and thoroughly research, analyze, and design a real world technology solution to a specific instructional or performance problem. The practicum will be focused heavily on opportunities for productive face-to-face and virtual team interaction, collaboration, communication, and presentation skills, as well as successful client and stakeholder interaction.

**Course Delivery**

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. 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 and peer 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

This course is aligned with the *International Society for Technology and Education* (<http://www.iste.org/standards/standards-for-teachers>).

## Required Texts

There are no required texts for this course. Related articles and websites will be posted on the course Blackboard site as well as student identified literature related to the ongoing development of course products.

## Course Performance Evaluation

- **Assignments and Examinations**
  - Participation (20 points): Students will be evaluated based on their participation in course discussions, group activities, and participation in synchronous meetings. Students are expected to provide articulate responses to weekly discussion board posts and engage with instructor and group members.
  - Project Products (60 points): Each student will be responsible for producing quality instructional design deliverables for established projects, including interim deliverables such as: Performance analysis report with needs assessment, User personas/models, Usability test planning and execution, Use case analyses/concept models, Competitive analysis/benchmarking, Content inventories, Site mapping, Flowcharts, and Storyboards. **(This is the core performance-based assessment for this course (see rubric at the end of the syllabus) and this assignment must be submitted to the assessment link in Blackboard. Please contact [TK20help@gmu.edu](mailto:TK20help@gmu.edu) for any questions related to the TK20 system assignment upload.)**
  - Online Portfolio (20 points): Throughout their program of study, students are required to create and continually revise a professional, online portfolio. This portfolio should not be a collection of what the student has done, but rather a reflection of what they have learned. Templates and assistance will be provided to assist students in the creation and maintenance of this portfolio. All exhibits in the online portfolio will include a short

reflection. At the end of this course, a comprehensive, course-wide reflection and supporting samples of work will be added to the portfolio reflecting student learning.

- **Other Requirements**

1. Participation is mandatory, 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.
3. Each student is expected to participate in and complete all projects.
4. Students who must miss 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.

- **Course Performance Evaluation Weighting**

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) below.

- **Grading Policies**

Requirements	Points
Course Participation <sup>1</sup>	20
Project Products	60
Online Portfolio	20

Grade	Point Range
A	94-100
A-	90-93
B+	86-89
B	80-85
B-	75-79

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<sup>1</sup> Course participation is inclusive of both face to face and Blackboard class participation.

C	70-74
F	69-below

## 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/>.

## GMU Policies and Resources for Students

### *Policies*

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- 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 Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

### *Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.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/>).
- 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 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 by going to <http://studentsupport.gmu.edu/>, and the OSS staff will follow up with the student.

**For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.**

### **Class Schedule**

Student(s)' work in this course is focused on the application of knowledge and skills acquired in previous course work as student(s) develop solutions to learning problems through the development of technology-based product interventions or other curriculum/training strategies or materials. Because this course is a practicum directed to the production of projects identified and described in design documents formulated by students in prior courses, the schedule is directed toward development of those products with learning activities created based on student(s)' needs. Thus, it is not realistic to establish a schedule independent of the project(s) which define the practicum experience.

To view schedules related to previous project(s), please refer to instances of previous syllabi posted on the College of Education and Human Development's Website, <http://cehd.gmu.edu/courses/courseinfo/?id=64> .

### **ASSESSMENT RUBRICS**

	Exceeds Expectations 5 points x 12	Meets Expectations 3 points x 12	Does Not Meet Expectations 1 point x 12
Project Products	All products closely follow design documents, all products demonstrate masterful implementation of aesthetic design considerations, all products work without flaws, all products robustly and clearly relate to and address the learning requirements inherent in the project, all products are well constructed and carefully edited for spelling and grammar errors.	All products follow design documents, all products demonstrate implementation of aesthetic design considerations, all products work without flaws, all products relate to and address the learning requirements inherent in the project, all products are well constructed with minimal spelling and grammar errors.	All products do not adhere to design documents, all products do not demonstrate implementation of aesthetic design considerations, some or all products are flawed in their working, some or all products are not connected to learning requirements inherent in the project, some or all products are poorly constructed with multiple spelling and grammar errors.