GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
GRADUATE SCHOOL OF EDUCATION
Instructional Design and Technology (IDT) Program

EDIT 611 DL1: Innovations in e-Learning
3 Credits, fall 2016

PROFESSOR(S):

Name: Dr. Joseph Provenzano

Office hours: By appointment only

Mobile: 571-331-4051

Email address: jprovenz@gmu.edu OR jprov51@gmail.com (Email response time: 24 hours)

Prerequisites/Co-requisites
None. However, the content of this course assumes a basic knowledge of the principles and best practices of Instructional Design. To be successful in this course, students should have either taken **EDIT 705** (Instructional Design) or have **work experience** that includes the basics of Instructional Design.

University Catalog Course Description
Explores leading-edge learning technologies and their integration into the e-learning design process. Hands-on activities focus on technology planning, selection, implementation, and evaluation using instructional design best practices.

Course Overview
Students will explore the latest innovations in e-learning technologies and environments as well as the theoretical issues central to e-learning. The course will cover online learning environments including, but not limited to, online learning communities, communication and sharing tools, content creation tools, and communities of practice. Students will research and present various emerging e-learning applications and discuss how new approaches to learning can be integrated into today's education/training environments. Issues of target audience, design, usability, and accessibility will be addressed. Students will design, develop and implement e-learning modules using one or more of the technologies explored during the course.

Course Delivery Method
This is blended course with face-to-face sessions occurring on-site at the cohort workplace. Online portions of the course, both synchronous and asynchronous will be schedule and delivered through the GMU Blackboard learning management system (Bb LMS) housed in the MyMason portal. Note: we will determine the best tool for delivering the synchronous online components of the course with the entire cohort.

The course site will be available on Monday, January 23, 2017.

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 Bb, as these are the official methods of communication for this course
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of the course requirements.
- The following software plug-ins for Pcs and Macs respectively, available for free downloading by clicking on the link next to each plug-in:
  - ➢ Adobe Acrobat Reader: http://get.adobe.com/reader/
  - ➢ Windows Media Player: https://www.microsoft.com/en-us/search/result.aspx?q=media+player&form=MSHOME
  - ➢ Apple QuickTime Player: www.apple.com/quicktime/download/
- A headset microphone for use with the web conferencing tool we use in the course. (Most likely this will be Adobe Connect, since it is available through the cohort's organization)

EXPECTATIONS:

- **Course Week:** Class sessions are scheduled from 4:30 to 7:30 on Tuesday evenings. Synchronous online sessions will also take place during the same time, unless otherwise determined by the class. Asynchronous weeks will begin on the scheduled Tuesday and end the follow Monday evening at midnight.
- **Log-in Frequency**: Students must actively check the Bb course site and their GMU email for communications from the instructor. Students should also subscribe to the course announcements area in order to receive email or text notifications. (The instructor may use the Remind service if everyone agrees.)
- **Participation**: Each student is expected to contribute to the course. Students are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials, completing course activities and assignments, and participating in course blogs and peer review interactions, and discussions.
- **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 log in to this course **at least three times a week** to read announcements, participate in the online discussions and peer review, and work on course materials. Remember, this course is **not** 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 responses carefully before you post 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.
- **Accommodations**: Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes
This course is designed to enable students to:

- Differentiate among the terms e-learning, distance learning, distance education, distributed learning, blended/hybrid learning, and synchronous vs. asynchronous learning.
- Describe current leading edge programs in e-learning in K-12 settings, postsecondary education, corporate and government training environments.
- Discuss the effects of factors such as distance, time, and interest on teaching and learning models
- Demonstrate proficiency in using various commercial and open source interactive media (wikis, blogs, groupware, and interactive content creation and presentation media), instructional delivery management systems and applications.
- Apply effective instructional design for various interactive media, instructional frameworks and applications.
- Experience how each medium for interacting across distance shapes the cognitive, affective and social dimensions of learning and indicate the range of individual responses to these media.
- Describe methods for evaluating the effectiveness of e-learning approaches.
- Communicate how innovations such as mobile applications, as well as advances in multi-user virtual environments, computer-supported collaborative learning, and online communities are shaping the evolution of e-learning.
- Construct or adapt existing e-learning modules in order to reflect principles examined in course readings and during class sessions.

PROFESSIONAL STANDARDS:
2012 International Board of Standards for Training, Performance and Instruction (IBSTPI)
(http://www.ibstpi.org/instructional-designer-competencies/):
- Design & Development
    10. Use an instructional design and development process appropriate for a given project
    11. Organize instructional programs and/or products to be designed, developed, and evaluated
    14. Select or modify existing instructional materials
    15. Develop instructional materials
- Evaluation & Implementation
    19. Implement, disseminate & diffuse instructional & non-instructional interventions

REQUIRED TEXTS:
Clark, R.C. & Mayer, R.E. (2016). *e-Learning and the science of instruction* (4th edition). San Francisco: Pfeiffer.

Course Performance Evaluation
There are five (5) assignments required for successful completion of this course:

1. **Knowledge Check Assessments - 15% of final grade**
2. **In-Class Roundtable Discussions - 25% of final grade**
3. **Technology Deep-Dive-20% of final grade**
4. **Create an e-Learning/Training Module Project-30% of final grade**
5. **Qualitative Peer Reviews of e-Learning/Training Module- 10% of final grade**

Grading Policies

- **General information**: The evaluation of student performance is related to the student's demonstration of the course outcomes. All work is evaluated on its relevance to the specific assignment, comprehensiveness of information presented, specificity of application, clarity of communication, and the analytical skills utilized, as documented in the respective grading rubrics at the end of this syllabus and on the Bb course site.
- **Weekly feedback:** A new feature in our Bb LMS called DropThought enables you to provide weekly feedback privately to the instructor about what is (not) working for you in the course, along with your ideas as to how the course may be improved. Those preferring a "live" consultation with the instructor may certainly do so by making an appointment for a Web conference or a phone conference.
- **Grading scale**: The grading scale used in this course is the official George Mason University scale for graduate-level courses. Decimal percentage values ≥.5 will be rounded up (e.g., 92.5% will be rounded up to 93%); decimal percentage values <.5 will be rounded down (e.g., 92.4% will be rounded down to 92%).

Letter Grade	Total Points Earned
A	93%-100%
A-	90%-92%
B+	88%-89%
B	83%-87%
B-	80%-82%
C	70%-79%
F	<70%

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/**.

GMU Policies and Resources for Students

Policies
• Students must adhere to the guidelines of the George Mason University 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 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 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 stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor

Campus Resources
• Support for submission of assignments to Tk20 should be directed to 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, Graduate School of Education, please visit our website http://gse.gmu.edu/.