

**GEORGE MASON UNIVERSITY**  
**COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT**  
**GRADUATE SCHOOL OF EDUCATION**  
Blended and Online Learning in Schools

EDIT 791 001: Project Development Practicum I  
6 Credits, Summer 2017

**PROFESSOR:**

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**COURSE DESCRIPTION:**

**Prerequisite: EDIT 768**

**A. Prerequisites/Corequisites**

Permission of Instructor.

**B. University Catalog Course Description**

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

**C. Expanded Course Description**

Not applicable

**DELIVERY METHOD:**

This course will be delivered online using primarily an **asynchronous** format with regular synchronous development meetings. Course content is organized and can be accessed via Blackboard. Interactions with your instructor will occur primarily via email and during the weekly development meetings.

**Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a**

**face-to-face class meeting, such online participation requires undivided attention to course content and communication.**

### **TECHNICAL REQUIREMENTS:**

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

- High-speed Internet access with a standard up-to-date browser. It is recommended that you download multiple (at least 2) browsers onto your computer (i.e. Google Chrome, Mozilla Firefox, Internet Explorer, and Safari)
- Consistent and reliable access to your GMU email and course content, 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 (PC): <http://windows.microsoft.com/en-US/windows/downloads/windows-media-player>
  - Apple QuickTime Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)
  - Google Account and Hangout plugin: <http://www.google.com/+learnmore/hangouts/>
- A webcam with a quality microphone.

### **EXPECTATIONS:**

- **Course Week:** Our week will **start** on Monday at 9:00 am, and **finish** on Sunday at 11:59 pm. We will also have regular synchronous development meetings. The students and instructor will negotiate meeting times that work for each student.
- **Log-in Frequency:** Students must actively check the course site and their GMU email daily for communications from the instructor.
- **Participation:** Students are expected to actively engage in all course activities throughout the semester, which include viewing all course materials, completing course activities and assignments, and participating in weekly development meetings.
- **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 **daily during the week** to participate in course activities. Remember, this course is **not** self-paced. There are **specific deadlines** and **due dates** listed in the **your pacing guide** which you are expected to adhere. It is the student's responsibility to keep track of the weekly course calendar and assignment due dates.
- **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 or OBJECTIVES:**

This course is designed to enable students to:

1. Apply effective instructional design to 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 will be 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:**

Students are not required to purchase any texts for this course. All readings will be accessible for free online or via Mason libraries. However, students should purchase a webcam for the course if they do not already have one.

## **COURSE ASSIGNMENTS AND ASSESSMENTS**

### **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.

### **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 discussion board activities—can be submitted late but a minimum 10% 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.

### **Grading scale**

#### **Grade Percentage Range**

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

## Proposed Course Assessments and Point Values

| Assignment                           | Point Value |
|--------------------------------------|-------------|
| Pacing Guide                         | 5           |
| Edited instructional video           | 15          |
| Screencast lecture or animated video | 10          |
| Instructional image                  | 10          |
| Development meeting participation    | 15          |
| Full instructional unit              | 45          |

### Assignment Descriptions

#### *Pacing guide*

The nature of this course requires the student to create a personal pacing guide that clearly describes the action items and deliverables that will be completed each week. The pacing guide should provide a challenging yet attainable vision for fully developing the unit before the end of the semester.

#### *Edited instructional video, screencast (or animated video), and image*

Following best practices, you will create at least one instructional video, screencast, and image.

#### *Development meeting participation*

We will meet synchronously to share and evaluate completed learning objects and discuss personal successes and challenges.

#### *Full instructional unit*

Following their design document, you will develop a fully-functional instructional unit that following best practices established by organizations such as Quality Matters.

### Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

## 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 Disability Services (ODS). 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 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](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- The Writing Center 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 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 Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone

at 703-993-3686. 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://ssac.gmu.edu/make-a-referral/>.

## **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:**

| <b>Modules</b>             | <b>Activities and Projects Due</b>   |
|----------------------------|--|
| Module 1<br>June 26-July 2 | Create a development pacing guide with weekly action items and deliverables  |
| Module 2<br>July 3-9       | Complete the action items and deliverables listed on your development pacing guide<br><br>Prepare for and participate in the developers' meeting |
| Module 3<br>July 10-16     | Complete the action items and deliverables listed on your development pacing guide   |
| Module 4<br>July 17-23     | Complete the action items and deliverables listed on your development pacing guide<br><br>Prepare for and participate in the developers' meeting |
| Module 5<br>July 24-30     | Complete the action items and deliverables listed on your development pacing guide   |
| Module 6<br>July 31-Aug 6  | Complete the action items and deliverables listed on your development pacing guide<br><br>Prepare for and participate in the developers' meeting |
| Module 7<br>Aug 7-12       | Complete and submit your final instructional unit  |



## **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.

### ***Pacing Guide***

1. Clearly describes the action items and deliverables that will be completed each week.
2. Provides a challenging, yet obtainable, vision for developing the unit before the end of the semester.

### ***Edited instructional video***

1. Clearly teaches the intended learning objective in a way that could not be accomplished using traditional learning teaching techniques such as lecture.
2. Visuals are engaging and meaningful.
3. Any narration is clear, natural, and engaging.
4. Background music enhances what is being taught and does not distract the learner from the visuals and narration.
5. Transitions are smooth and timed in ways that keep students engaged.
6. Fair use and copyright guidelines are followed.

### ***Screeencast or Animated Video***

1. Clearly teaches the intended learning objective.
2. The narration is clear, natural, and engaging.
3. The visuals are engaging and clearly support learner goals.
4. Transitions are smooth and timed in ways that keep students engaged.
5. Fair use and copyright guidelines are followed.

### ***Image***

1. Clearly teaches the intended learning objective.
2. Is visually pleasing to students.
3. Fair use and copyright guidelines are followed.

### ***Development meeting participation***

1. Attends all of the development meetings.
2. Shares completed learning objects and discusses personal successes and challenges.
3. Provides peers with meaningful feedback.

### ***Instructional Unit***

1. All learning materials and directions are present as to allow students to progress with or without the presence of the instructor.
2. Learning materials are systematically and logically organized in a learning management system that allows for easy navigation.
3. Leveraged technology affordances in ways that allow them to develop educational and engaging multimedia learning objects that follow best practices and are robust.
4. The unit follows established best practices such as Quality Matters.

For accreditation purposes, the following rubric will be used to assess the multimedia learning materials that students create and curate for your instructional unit. Students' resulting score will not be reflected in students' course grade

| <b>#3 Multimedia Learning Materials – Standard 2 – EDIT 791</b> |   |   |   |
|---|---|---|---|
| Criteria  | 3 Exceeds Standard  | 2 Meets Standard  | 1 Fails to Meet Standard  |
| Organization  | Learning materials are systematically and logically organized in a learning management system that allows for seamless navigation.  | Learning materials are systematically and logically organized in a learning management system that allows for easy navigation.                                      | Learning materials somewhat disorganized and difficult to navigate.           |
| Quality   | Leveraged technology affordances in ways that allow them to develop educational and engaging multimedia learning objects that follow best practices and are varied, creative, and robust. | Leveraged technology affordances in ways that allow them to develop educational and engaging multimedia learning objects that follow best practices and are robust. | Learning materials are not engaging and do not follow best practices.         |
| Accessibility   | All of the learning materials exceed accessibility standards for diverse learner needs.   | The learning materials meet accessibility standards for diverse learner needs.  | Learning materials do not make adequate provisions for diverse learner needs. |