EDIT 785
Designing School-Based Digital Learning
Summer, 2017
Section 6N1
(3 credit hours)

PROFESSOR(S)

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COURSE DESCRIPTION

A. **Recommended Prerequisite:** EDIT 782 and EDIT 783
B. **Recommended Corequisite:** EDIT 784, Designing for Community

C. **Course description from the University Catalog:** Develops frameworks for designing and structuring school-based digital learning. Emphasizes the interaction of design, technology, and content learning to influence teachers' practice in service of PreK-12 learners' abilities to problem solve, use information, participate productively in communities, become knowledgeable, and effectively communicate.

D. **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 design frameworks to integrate technology, content, and digital learning goals;
2. apply principles of design to the planning of learning environments and experiences that promote digital and content learning goals; and

3. design units of instruction that reflect effective design, use of technology, content learning and digital learning.

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. Norton, P., & Wiburg, K. (2003). *Teaching with technology: Designing opportunities to learn.* Belmont, CA: Wadsworth/Thompson Learning.
2. Selected articles and web resources.

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).

COURSE REQUIREMENTS, PERFORMANCE-BASED ASSESSMENT, AND EVALUATION CRITERIA

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. Integrated Units (2) (20 points each): Students will create two unit plans of approximately 2 weeks in length following guidelines established by the FACTS model and integrating standards, technology, and content learning. Second, the unit designs will be accompanied by appropriately designed supplemental materials. Third, the plans will include an assessment/evaluation system and copies of sample tests, rubrics, portfolio guidelines, etc. Finally, the unit plans will be accompanied by an essay that describes why the lesson plan is well designed, making sure to integrate references to concepts presented in this class or in previous classes. (This PBA will be used as part of the accreditation data gathering process.)
2. Online Portfolio (20 points) - Students is 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 during class 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 the semester, a comprehensive, semester-wide reflection and supporting samples of work will be added to the portfolio reflecting student learning related the semester's work.

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) below.

D. Grading Scale

Requirements	Points
Course Participation[1]	40
Online Portfolio	20
Integrated Unit #1	20
Integrated Unit #2	20

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

E. 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 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 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/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.

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[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.

- 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 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/.

F. PROFESSIONAL DISPOSITIONS

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

G. 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/

H. For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/] For RHT Syllabi:

PROPOSED CLASS SCHEDULE

	In Class Activities	Preparation for Class
May 25 and 26	Top Ten Things . . . Design Challenge 2 A Cacophony of Case Studies Creating the mid-program portfolio	**READING**: Read Chapter 3 and 4 in *Teaching with Technology* -- Think about your classroom curriculum. Identify the topic and SOLs related to a unit you expect/want to teach. Bring notes to class. Complete readings and activities specified for Week 1 and 2 on class Blackboard site
June 1 and 2	Design Challenge 3 Timber Lane Detective Agency Design Challenge 4 A Cacophony of Case Studies Meet the Design Tool – SOLs Analyze for Structure, Process, Discourse	**READING**: Read Chapter 5 and 6 in *Teaching with Technology* Work on unit designs Work on portfolio Complete readings and activities specified for Week 3 and 4 on class Blackboard site
June 8 and 9	Design Challenge 5 A Medieval Feast A Cacophony of Case Studies Design Challenge 6 Perfect Presidential Candidate Back to the Design Tool	**READING**: Read Chapter 7 and 8 in *Teaching with Technology* Work on unit designs Work on portfolio Complete readings and activities specified for Week 5 and 6 on class Blackboard site
June 15 and 16	Design Challenge 7 A Cacophony of Case Studies Design Challenge 8 A Cacophony of Case Studies Back to the Design Tool	Work on unit designs Work on portfolio Complete readings and activities specified for Week 7 and 8 on class Blackboard site
June 21 and 22	**Second Practicum Paper DUE** Design Challenge 9 A Cacophony of Case Studies Design Challenge 10 A Cacophony of Case Studies Back to the Design Tool	Work on unit designs Work on portfolio Complete readings and activities specified for Week 9 and 10 on class Blackboard site
Week of June 29	Design Meetings: Collaboration, feedback, and troubleshooting with peers and instructor (units and/or portfolio)	Work on unit designs Work on portfolio
Week of July 6	Design Meetings: Collaboration, feedback, and troubleshooting with peers and instructor (units	Work on unit designs Work on portfolio

	and/or portfolio)	
Week of July 13	Design Meetings: Collaboration, feedback, and troubleshooting with peers and instructor (units and/or portfolio)	Work on unit designs Work on portfolio
Week of July 20	Design Meetings: Collaboration, feedback, and troubleshooting with peers and instructor (units and/or portfolio)	Finish unit designs Finish portfolio
July 27	**Unit Designs and Evaluation Plan DUE** **Mid-Program Portfolio DUE** Course Evaluations	

ASSESSMENT RUBRIC

Rubric for Performance-Based Assessment (Mid-Point Portfolio)

End of Semester Portfolio	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Personal Learning	Includes a comprehensive set of artifacts with robust reflections for all components and reflects mastery of concepts studied during the course.	Includes most artifacts and acceptable reflections for all components and reflection mastery of concepts studied during the course	Artifacts and reflections are missing and/or incomplete and reflections fail to indicate mastery of concepts studied during the course.
Implications for Practice	Includes thoughtful and comprehensive descriptions of what is learned embedded throughout the portfolio. Reflections express clear and robust connections to course concepts and to implications for K-12 online learning practice.	Includes descriptions of what is learned embedded throughout the portfolio. Reflections express connections to course concepts and to implications for K-12 online learning practice.	Descriptions of what is learned are poorly developed throughout the portfolio. Reflections fail to express connections to course concepts and to implications for K-12 online learning practice.
Reflections/Connections	Reflections express lessons drawn for practice with robust connections to concepts/theories studied, personal teaching and learning goals, and emerging understanding of the art of online teaching and learning.	Reflections express lessons drawn for practice with clear connections to concepts/theories studied, personal teaching and learning goals, and emerging understanding of the art of online teaching and learning.	Reflections fail to express lessons drawn for practice with limited connections to concepts/theories studied, personal teaching and learning goals, and emerging understanding of the art of online teaching and learning.
Portfolio Construction	The portfolio is well constructed and reflects a website design with working links, a clear navigation system, and a common look and feel throughout rather than a collection of pages. The portfolio is carefully edited for spelling and grammar errors.	The portfolio is well constructed and reflects a website design with working links, a clear navigation system, and a common look and feel throughout. The portfolio is edited with minimal spelling and grammar errors.	The portfolio is poorly constructed and represents a collection of pages rather than a website design with working links, a navigation system, and a common look and feel throughout. The portfolio has multiple spelling and grammar errors.

Rubric for Performance-Based Assessment (Unit Design Document)

	Exceeds Standard	Meets Standard	Fails to Meet Standard
Design Document	Presents a robust and practical design plan. Addresses all components of the design process.	Presents a reasonable design plan. Addresses all components of the design process.	Design plan lacks full development. Fails to addresses components of the design process.
Use of Design Model	Creatively includes all components of the design pattern framework.	Includes all components of the design pattern framework.	Missing components of the design pattern framework.
Principles of Instruction	Creatively reflects principles of good instructional design	Reflects adequate implementation of principles of instructional design	Reflects poor implementation of principles of instructional design
Content	Reflects thoughtful and well-constructed content	Reflects appropriately selected and organized content	Content is poorly selected and organized