



**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
INSTRUCTIONAL DESIGN AND TECHNOLOGY**

**EDIT 895 (section 001)
Emerging Trends in Learning Technologies (3 credits)
Spring 2017
Fairfax**

Course Syllabus

Professor:

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Office Hours: Mondays 6:00pm – 7:00pm or by appointment

Course Description:

- **Pre-requisites/co-requisites:** Admission to PhD program, or permission of instructor.
- **Course description from the university catalog:** Covers selected emerging trends in learning technologies. Examines ways learning technologies provide infrastructure for creating, managing, and evaluating innovative types of teaching-learning environments.
- **Delivery method:** The course will be taught in a **blended** format that combines face-to-face classroom sessions with asynchronous (not “real time”) online sessions using the Blackboard Learning Management system housed in the [MyMason portal](#).

Learning Objectives

The objectives of this course are to:

- Apply a working knowledge of instructional systems design (ISD) to the research of emerging technologies in education and training
- Explore and provide an detailed review of conferences and organizations related to the research of emerging technologies in education
- Identify and compare various scholarly publications and resources

Professional Standards

This course adheres to the standards established by the Association of Educational Communication and Technologies (AECT).

Standard 3 – Utilization

3.2 Diffusion of Innovations

3.2.1 Apply research and theory in the implementation of strategies for the diffusion, adoption, and dissemination of innovations in learning communities.

3.3 Implementation and Institutionalization

3.3.3 Identify and implement strategies to engage stakeholders in the process of diffusion, adoption, and dissemination.

3.3.5 Evaluate the effects of diffusion, adoption, and dissemination.

Required Text: N/A

Course Resources

- <http://infoguides.gmu.edu/edutech>
- <http://www.joanganzcooneycenter.org>
- <http://www.gartner.com>
- <https://www.edsurge.com>
- <http://researchmap.digitalpromise.org>
- <http://www.educause.edu/eli>
- <http://www.pewinternet.org/>
- <http://www.nmc.org/publications>
- <http://www.common sense media.org/research/>
- <http://www.marketplace.org/topics/learningcurve>
- <http://www.elearningguild.com>
- <http://www.edudemic.com/23-best-game-based-resources-2014/>
- <http://www.futurist.com>
- <http://nextgenlearning.org>
- STEM 2026 Report- <http://www.air.org/system/files/downloads/report/STEM-2026-Vision-for-Innovation-September-2016.pdf>
- Fast Company (10/16) - Getting School (EDTech 101), 10 Gadget Flops
- <https://www.powtoon.com>

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).

Assignments and Examinations

1. Current Issues (25 points)

Students are expected to participate in class discussions. Additionally, students are expected to present a current issue related emerging technology and education/training using sources that include but are not limited to: course resources, newspapers, magazines, television, or Internet. Examples may include: EdWeek, Chronicle of Higher Education, EDUCAUSE, Wall Street Journal, NY Times, Washington Post, SmartBrief, etc. Students are also required to respond to each of their classmate's postings of current issues.

2. Briefing Presentation (25 points)

Student will research and explore an emerging trend in learning technology related to a specific topic that includes but is not limited to: Children's Media, History/Museums, Performing/Visual Arts, Informal Learning/Play, STEM, Higher Education, Executive/Online Learning, Diversity, Accessibility, Games/Mobile Learning, EdTech Incubators, Corporate Training, etc. The student will use at least 10 references/resources to make a class presentation (using PowerPoint, Prezi, iMovie, etc.) that provides: background information, theoretical foundation/framework, research findings, ad/dis-vantages, and examples or implementations.

3. Ed Tech Startup Proposal and Presentation (50 points)

Students will work in pairs to create a proposal for an educational technology startup that provides a solution for an educational, training, and/or learning challenge. Components: instructional problem, proposed solution, educational research, business proposition, resources, constraints/limitations, and outcomes. Each group must create a short video presentation of their concept. This is a Performance Based Assessment and the rubric is below.

Grading Policies:

Grades are assigned using a ten point scale, and no plus or minus grades are given:

A= 90 – 100 B = 80 – 89.9 C= 70 – 79.9 F= 0 – 69.9

Late assignments will be penalized 10 percent for each class session past the due date.

Class Make-up Policy:

If George Mason University is closed due to inclement weather on the day of class, the class will not be held. Material missed due to the cancellation of the first 3-hour class will be incorporated into the remaining class sessions. Should a second 3-hour session be canceled, all remaining class sessions will be 15 minutes longer. All subsequent classes missed will be rescheduled.

GMU Policies and Resources for Students

- 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/>.

- **Academic integrity** (honor code, plagiarism) – Students must adhere to guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code/>].
- **Communication** – 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, division, and program will be sent to students solely through their Mason email account. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- **Counseling and Psychological Services** – 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/>].
- **Office of Disability Services** – 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 <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.
- **The Writing Center** (Optional Resource) – 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/>].
- **University Libraries** (Optional Resource) – The George Mason University Libraries provide numerous services, research tools, and help with using the library resources [See <http://library.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 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/>

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