

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 2018
Online

Faculty

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Prerequisites/Corequisites

EDIT 768

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.

Course Overview

Not applicable

Course 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 Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on May 21 at 9:00am.

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 to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

To get a list of supported operation systems on different devices see:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool. [Delete this sentence if not applicable.]
- 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 course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download: [Add or delete options, as desire.]
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player:
<https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

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 course discussions.
- **Technical Competence:** Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- **Technical Issues:** Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- **Workload:** Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- **Instructor Support:** Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- **Netiquette:** The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- **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 do the following:

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

REQUIRED TEXTS:

Students do not need to purchase any texts for this course. All readings will be accessible for free online. However, students should purchase a webcam for the course if they do not already have one. The webcam will be used to record and post video comments to discussion activities.

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.

TK20 PERFORMANCE-BASED ASSESSMENT SUBMISSION REQUIREMENT

Every student registered for any course with a required performance-based assessment is required to submit this assessment, to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

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.

Screencast 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

#3 Multimedia Learning Materials – Standard 2 – EDIT 791			
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.

PROPOSED CLASS SCHEDULE:

Modules	Activities and Projects Due
Module 1 June 25-July 1	Create a development pacing guide with weekly action items and deliverables
Module 2 July 2-8	Complete the action items and deliverables listed on your development pacing guide Prepare for and participate in the developers' meeting
Module 3 July 9-15	Complete the action items and deliverables listed on your development pacing guide
Module 4 July 16-22	Complete the action items and deliverables listed on your development pacing guide Prepare for and participate in the developers' meeting
Module 5 July 23-29	Complete the action items and deliverables listed on your development pacing guide
Module 6 July 30-Aug 5	Complete the action items and deliverables listed on your development pacing guide Prepare for and participate in the developers' meeting
Module 7 Aug 6-11	Complete and submit your final instructional unit

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 <https://catalog.gmu.edu/policies/honor-code-system/>).
- 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 silence all sound emitting devices 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/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

PROFESSIONAL DISPOSITIONS

See <https://cehd.gmu.edu/students/policies-procedures/>

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