

**George Mason University**  
**College of Education and Human Development**  
**Instructional Design and Technology (IDT) Program**

EDIT 576 6T1 — Mobile Learning and Applications

2 credits, Spring 2018  
Meets Totally Online

**Faculty**

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**Prerequisites/Corequisites**

None.

**University Catalog Course Description**

Explores current best practices and techniques required to deliver effective learning content through mobile devices. Students learn pedagogical approaches to mobile learning as well as investigate various mobile platforms and applications.

**Course Overview**

This course will focus specifically on the impact of mobile technology on learning. Students will examine trends and techniques involved with creating and consuming learning assets with mobile devices. Students will especially consider the context of learning and how mobile technology can become an organic element of learning *within that context*. Examples of mobile learning will be shown to illustrate the current best practices and techniques required to deliver effective learning content to learners through mobile devices. Pedagogical approaches to mobile learning will be introduced and students will have an opportunity to produce a storyboard for a mobile learning design, as well as be exposed to some design requirements for this platform.

**Course Delivery Method**

This course will be delivered online using an asynchronous format 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 **Friday, January 19**.

**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 a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- 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 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:
  - 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/](http://www.apple.com/quicktime/download/)

### *Expectations*

- Course Week:  
Because asynchronous courses do not have a “fixed” meeting day, our week will start on Monday, and finish on Sunday. Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- Log-in Frequency:  
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week.
- Participation:  
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- 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 should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

- **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. Such meetings can take place via telephone or web conference. Students should email the instructor to schedule one-on-one sessions, 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:

- Identify the cultural and contextual affordances of mobile learning that differentiate it from other forms of learning.
- Define best practices in mobile learning design.
- Identify trends and techniques involved with creating and consuming learning assets with mobile devices.
- Identify current mobile learning technologies and trends impacting K-12, higher education, business, government and military.
- Evaluate the pedagogical effectiveness of mobile learning designs and apply pedagogical approaches to mobile learning.
- Create a sample mobile learning design, developing a design storyboard demonstrating use of best practices of mobile learning design.

## **Professional Standards**

2012 International Board of Standards for Training, Performance and Instruction (IBSTPI)

(<http://ibstpi.org/instructional-design-competencies/>).

Upon completion of this course, students will have met the following professional standards:

***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 and diffuse instructional and non-instructional interventions

**Required Texts**

No required textbook.

**Course Performance Evaluation**

Students are expected to submit all assignments on time in the manner outlined by the instructor.

The following are descriptions of required class assignments. Additional details will be available on our Blackboard course site. Any revisions will be communicated ahead of time to the class during the semester and will be noted in Blackboard. Therefore, **the most up-to-date assignment requirements and rubric details will be those recorded on the Blackboard course site.**

**Assignments and/or Examinations**

**Grading**

Final Design Project	55 points (scored over stages of project development)
Writing Assignment	15 points
Discussions	22 points
Reflective Blog	8 points
<i>Total</i>	<i>100 points</i>

- A = 94-100
- A- = 90-93
- B+ = 86-89
- B = 83-85
- B- = 80-82
- C = 70-79
- F = 69 and below

**Professional Dispositions**

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

## 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 follow the university policy stating that all sound emitting devices shall be silenced 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/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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