

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

EDIT 576 DL1: Mobile Learning and Applications

Two (2) credits, Spring 2020

**Faculty Information**

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**Prerequisites/Co-requisites**

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 the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before @masonlive.gmu.edu) and email password.

**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. To get a list of Blackboard's supported browsers see: [https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#supported-browsers](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](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 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://windows.microsoft.com/en-us/windows/downloads/windows-media-player/>
  - Apple Quick Time Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)
- Technical Support: If you encounter technical issues, please contact GMU's technical support team: 703-993-8870.

### *Expectations*

- Course Week: Because asynchronous courses do not have a "fixed" meeting day, our week will start on Monday, and finish on Sunday.
- 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. 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 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.**

### ***Class Assignments***

#### **Final Design Project**

Each student will be required to create a mobile learning design prototype in Microsoft PowerPoint or a similar tool. This project will represent 50% of student grades. Design prototypes will address the platform(s) the student is targeting for their learning product, along with flow charts and visual representations of their design in a storyboard format. This project will be completed in incremental stages, with elements of the design and final project due at the end of every week, and students interacting to critique and support each other's work. Details of this project will be explained thoroughly at the start of the course.

#### **Writing Assignment**

There will be one writing assignment which will require written analysis of a mobile website or mobile application, plus a brief demonstration or video description. This will be about 1½ -2 pages long. Students will demonstrate their technical understanding of course materials by providing a deconstruction of mobile design components by highlighting strengths, limitations and proposed improvements.

#### **Online Discussions**

Discussion topics will be introduced through Blackboard during the first part of each week either through readings or videos. The instructor will guide the topics by introducing them and providing questions and commentary through each week. Students must participate in discussions in a meaningful way, following roles assigned for each discussion.

Diverse views are welcome, as they enrich our discussions. Our discussions will often revolve around readings and other material introduced each week, therefore students should be familiar with the required content prior to participating in discussions. Discussions will follow a more conversational flow with multiple responses to other students and to the instructor's entries. Rather than simply express opinions, students should utilize resources from the course, as well as concrete examples to reinforce their points.

### **Reflective Blog Assignment**

This course explores the context of learning “in place”, which is an intuitive concept but one which is often not considered explicitly. As this course unfolds, students usually find that their perception of the concept will change or deepen. To capture that evolution of your thinking, each student will share their reflections on a blog at the start and end of the course, though you may write more often if you would like.

### **Grading**

Final Design Project	50 points (scored over stages of project development)
Writing Assignment	10 points
Discussions	30 points
Reflective Blog	10 points
<i>Total</i>	<i>100 points</i>

### **Grading Scheme**

- A = 93 - 100
- A- = 90 - 92
- B+ = 88 - 89
- B = 83 - 87
- B- = 80 - 82
- C = 70 - 79
- F = 69 and below

### **Professional Dispositions**

Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/policies-procedures/>

## Class Schedule

REVIEW	COMPLETE
<b>WEEK 1: Mar. 16 – 22</b>	
<ul style="list-style-type: none"> <li>✓ Introductions and welcome to course</li> <li>✓ Course expectations</li> <li>✓ Assigned readings &amp; other resources</li> </ul>	<ul style="list-style-type: none"> <li>✓ Personal introduction</li> <li>✓ Online discussion</li> <li>✓ Blog post: Initial thoughts on mobile learning</li> </ul>
<b>WEEK 2: Mar. 23 – 29</b>	
Assigned readings & other resources	<ul style="list-style-type: none"> <li>✓ Online discussion</li> <li>✓ Start thinking of possible design project topics and narrow to 2-3 choices</li> </ul>
<b>WEEK 3: Mar. 30 – Apr. 5</b>	
Assigned readings & other resources	<ul style="list-style-type: none"> <li>✓ Online discussion</li> <li>✓ Design Project: Stage 1 completed               <ul style="list-style-type: none"> <li>○ DUE: Topic for final project &amp; project components and scope</li> </ul> </li> </ul>
<b>WEEK 4: Apr. 6 - 12</b>	
Assigned readings & other resources	<ul style="list-style-type: none"> <li>✓ Online discussion</li> <li>✓ Writing assignment: Critical analysis of mobile learning application</li> <li>✓ Design Project: Stage 2 completed               <ul style="list-style-type: none"> <li>○ Flow charting</li> </ul> </li> </ul>
<b>WEEK 5: Apr. 13 – 19</b>	
Assigned readings & other resources	<ul style="list-style-type: none"> <li>✓ Online discussion</li> <li>✓ Design Project: Stage 3 completed               <ul style="list-style-type: none"> <li>○ Draft storyboard/prototype</li> </ul> </li> </ul>
<b>WEEK 6: Apr. 20 - 26</b>	
Assigned readings & other resources	<ul style="list-style-type: none"> <li>✓ Online discussion</li> <li>✓ Design Project: Stage 4 completed               <ul style="list-style-type: none"> <li>○ Second draft of storyboard/ prototype</li> </ul> </li> </ul>
<b>WEEK 7: Apr. 27 – May 3</b>	
Assigned readings & other resources	<ul style="list-style-type: none"> <li>✓ Online discussion</li> <li>✓ Design Project: Final Stage 5 completed               <ul style="list-style-type: none"> <li>○ Submit final storyboard</li> </ul> </li> </ul>
<b>WEEK 8: May 4</b>	
Assigned readings & other resources	<ul style="list-style-type: none"> <li>✓ Design Project: Presentations and peer review evaluations of student designs</li> <li>✓ Online discussion: Lessons learnt &amp; next steps</li> <li>✓ Blog post</li> </ul>

*\*Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.*

## 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 <https://ds.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](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>

**Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:**

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).

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



## Assessment Rubric

### Final Design Project – 55 points

ACTIVITY NAME	EXCEEDS STANDARDS	MEETS STANDARDS	DOES NOT MEET STANDARDS	POINTS
<b>STAGE 1: Description</b>	<b>5 points</b> - One to two pages of detailed scope, intended target audience and assumptions about devices used by the target audience.	<b>3-4 points</b> - Includes a brief description of scope, intended target audience and assumptions about devices used by the target audience.	<b>1-2 points</b> - Includes sparse details about scope, intended target audience and assumptions about devices used by the target audience. Description is only a paragraph or two.	5
<b>STAGE 2: Content outline &amp; rationale (flowchart)</b>	<b>5 points</b> - Outline includes a clear, succinct description of the content on every screen within your application and your rationale as to why users would find the content relevant. Descriptions of links to external resources are included and the relevance of those resources is explained.	<b>3-4 points</b> - Outline includes a short description of the content on every screen within your application and your rationale as to why users would find the content relevant. Descriptions of links to external resources are brief and the relevance of those resources are covered somewhat.	<b>1-2 points</b> - Outline includes a brief description of the content on some screens within your application and some information on your rationale as to why users would find the content relevant, but does not give a sufficient overview. Descriptions of links to external resources and the relevance of those resources is missing.	5
<b>STAGES 3+4: Application Design Storyboard*</b>	<b>20-25 points</b> - Storyboard includes a clear visual design for each content screen in your application. Visual screen designs include content, navigation buttons, menus and all other visual elements expected to be on a working version of the application. Text is clear and free from typographical errors. There are no broken links to external sites. The flow of the application is readily clear to the reader.	<b>10-19 points</b> - Storyboard includes a basic visual design for each content screen in your application. Visual screen designs include some content, navigation buttons, menus and all other visual elements expected to be on a working version of the application. Some text is not clear to the reader and typographical errors or broken links to external sites are present. The flow of the application is somewhat clear to the reader.	<b>1-9 points</b> - Storyboard includes a limited visual design for each content screen in your application which is insufficient to understanding the purpose or context of that screen. Visual screen designs do not include much content, navigation buttons, menus and all other visual elements expected to be on a working version of the application. Much of the text is not clear to the reader and typographical errors or broken links to external sites are common. The flow of the application is not very clear to the reader.	25
	*Exceptions can be made for applications which attach to extensive databases, i.e. you don't need to cover every possible screen in your design, but you must show an example of at least one screen from that portion of your application.			

<b>STAGES 1-5: Feedback to peers on their project</b>	<b>5-10 points -</b> Offer comments to at least one peer each time feedback is scheduled. You must choose another student each time feedback is required. You may choose to provide feedback to more than one peer, but this is optional. Feedback must be of substance and it should help your peers think critically about their project. Offer suggestions for improvement.	<b>3-4 points -</b> Offer comments to at least one other student most of the times feedback is scheduled. Feedback is not so detailed and somewhat helps peers to improve on their designs.	<b>1-2 points -</b> Offer comments on some (not all) occasions where feedback to peers was required. Feedback offered is very brief and not constructive. It does not offer suggestions to peers for improving their designs.	10
<b>STAGE 5: Presentation of app/ project</b>	<b>5 points -</b> Presentation covers each storyboarded screen in a logical flow as if a user was accessing the application. Explanation of the content, navigation and media choices are clear to the class and stimulate good questions and observations by classmates.	<b>3-4 points -</b> Presentation covers each storyboarded screen in a logical flow as if a user was accessing the application. Explanation of the content, navigation and media choices are somewhat clear to the class but leave questions in the viewers' minds and stimulate few questions and observations by classmates.	<b>1-2 points -</b> Presentation does not cover each storyboarded screen in a logical flow as if a user was accessing the application. Explanation of the content, navigation and media choices are unclear to the class and do not stimulate questions and observations by classmates.	5
<b>TOTAL</b>				<b>50</b>