George Mason University
College of Education and Human Development
Learning Technologies and Design Research

EDIT 895.DL1 – Emerging Trends in Learning Technologies
3 Credits, Spring 2021
Asynchronous/Synchronous (Mondays biweekly; whole class or project groups/4:30pm)
Online

Faculty

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Prerequisites/Corequisites

Admission to PhD program, or permission of instructor.

University Catalog Course Description

Covers selected emerging trends in learning technologies. Examines ways learning technologies provide infrastructure for creating, managing, and evaluating innovative types of teaching-learning environments.

Course Delivery Method

This course will be delivered online using a bichronous delivery approach, combining asynchronous online with biweekly synchronous whole group or small group sessions. Bichronous online learning is "the blending of both asynchronous and synchronous online learning, where students can participate in anytime, anywhere learning during the asynchronous parts of the course but then participate in real-time activities for the synchronous sessions. The amount of the online learning blend varies by. . . the activities included in the course" (Martin, et al., 2020).[1]
Course delivery is 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 Monday, January 25, 2020 by 4:00 pm EST.

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[1] Martin, F., Polly, D., & Ritzhaupt, A. (2020, September, 8). *Bichronous online learning: Blending asynchronous and synchronous online learning. Educause Review.* https://er.educause.edu/articles/2020/9/bichronous-online-learning-blending-asynchronous-and-synchronous-online-learning

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.
- It is recommended that students have a headset microphone available for use with the Blackboard Collaborate web conferencing/Zoom tool.
- 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/

Expectations

- Course Week:
  In general,k will start on Monday at 4:30 pm and finish on Sunday at 11:59 pm EST. Synchronous class meetings are scheduled biweekly on Mondays at 4:30 pm beginning on January 25.
- 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 5 times per week. In addition, students must log-in for all scheduled online synchronous meetings.
  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** found on the course Blackboard site and in 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 a working knowledge of instructional systems design (ISD) to the research of emerging technologies in education and training.
2. Explore and provide a detailed review of conferences and organizations related to the research of emerging technologies in education.
3. 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 Texts
There are no texts to purchase for this course. All required reading is available free and online.

Course Performance Evaluation

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

- **Assignments and/or Examinations**
   1. Current Issues (5 points): Student will identify a current issue related emerging technology and education/training from a media source that includes but is not limited to: the 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. Student will post a synthesis of the current issue and generate implications. Source of information must be cited in APA.

   2. Research in Emerging Technologies Discussant and Participant (15 points): Student will select one research article from the assigned readings and serve as the lead discussant in an asynchronous topic discussion. Student will prepare and post a brief analytical or critical commentary on the significance and contribution of the article, personal perspectives on the topic, and possible connections to their field. Student will pose an evocative question to participants to promote further discussion. Participation in other topic discussions is included in this assignment.

   3. Briefing Report Roundtable (10 points): Student will explore an emerging issue of instructional technologies related to a specific topic that includes but is not limited to: Children's Media, History/Museums, Performing/Visual Arts, Informal Learning/National Parks, STEM, Higher Education, Executive/Online Learning, Diversity, Accessibility, Games/Mobile Learning, EdTech Incubators, etc. The student will use at least 10 references/resources to make a class presentation (using PowerPoint, Prezi, etc.) that provides: background information, theoretical foundation/framework, research findings, ad/dis-vantages, and examples or implementations.

4. <u>Professional Conference/Meeting (20 points)</u>: Student will attend/participate in at least one scholarly conference and/or meeting related to emerging technology in education/training. Student will write a 3-page written summary or a presentation of what was learned and how that knowledge can be used to achieve their goal of writing a scholarly publication. In addition to conferences and professional organizations, the summary can include interviews with education researchers.

5. <u>Conference Proposal, Brief Video Presentation, Peer Feedback (50 points)</u>: Student will conduct a brief review of research literature for a specific emerging technology and propose potential connections to student's field. Proposal must meet AERA submission guidelines as well as align with the goals/missions of a particular AERA division or SIG The following criteria must also be met:
Proposal
- o Minimum of 20 references
- o APA format

Brief Video Presentation
- o 6 minutes total

Peer Feedback
- o Completed Feedback forms for select groups

Students have the following options for the conference proposal: 1) write the paper alone on a self-selected topic or 2) write the paper with a co-author on a team-selected topic.

- **Grading**
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

Professional Dispositions

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

Class Schedule

WEEK 1 Jan. 25 Synchronous Class	Welcome & Introductions Course Overview Course Themes Course projects and activities	Read assigned articles. Links are posted in the course Blackboard site. Topic 1 discussion begins

WEEK 2 Feb 1	Asynchronous Activities posted on course Blackboard site	Read assigned articles. Links are posted in the course Blackboard site. Topic 2 discussion begins
WEEK 3 Feb 8 Synchronous Class	**Current Issues Due** **Briefing Report Roundtable Group 1 Due**	Read assigned articles. Links are posted in the course Blackboard site. Topic 3 discussion begins
WEEK 4 Feb 15	Asynchronous Activities posted on course Blackboard site	Read assigned articles. Links are posted in the course Blackboard site. Topic 4 discussion begins
WEEK 5 Feb 22 Synchronous Class	**Briefing Report Roundtable Group 2 Due**	Read assigned articles. Links are posted in the course Blackboard site. Topic 5 discussion begins
WEEK 6 Mar 1	Asynchronous Activities posted on course Blackboard site	Read assigned articles. Links are posted in the course Blackboard site. Topic 6 discussion begins
WEEK 7 Mar 8 Individual/Group Synchronous	Asynchronous Activities posted on course Blackboard site Conference Paper Ideas	Read assigned articles. Links are posted in the course Blackboard site. Topic 7 discussion begins
WEEK 8 Mar 15	Asynchronous Activities posted on course Blackboard site	Read assigned articles. Links are posted in the course Blackboard site. Topic 8 discussion begins
WEEK 9 Mar 22 Individual/Group Synchronous	Conference Paper check-in meetings	Read assigned articles. Links are posted in the course Blackboard site. Topic 9 discussion begins
WEEK 10 Mar 29	Asynchronous Activities posted on course Blackboard site	Read assigned articles. Links are posted in the course Blackboard site. Topic 10 discussion begins
WEEK 11 Apr 5 Individual/Group Synchronous	Conference Paper check-in meetings	Read assigned articles. Links are posted in the course Blackboard site. Topic 11 discussion begins
WEEK 12 Apr 12 **AERA**	Attend AERA	Read assigned articles. Links are posted in the course Blackboard site.

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WEEK 13 Apr 19 Individual/Group Synchronous	Conference Paper check-in meetings	Read assigned articles. Links are posted in the course Blackboard site.
WEEK 14 Apr 26	Conference Paper/Presentation work	
WEEK 15 May 3 **Synchronous Class**	**Conference Paper and Presentations Due**	

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 https://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

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- 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 https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/.

- 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.

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