

**George Mason University**  
**College of Education and Human Development**  
**Learning Technologies in Schools**

EDIT 785.DL1 – Designing School-Based Digital Learning  
3 Credits, Spring 2021  
Asynchronous and Synchronous (Wednesdays, 4:30 pm EST, Zoom)

**Faculty**

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**Prerequisites/Corequisites**

Recommended EDIT 784, Designing for Community

**University Catalog Course Description**

Develops frameworks for designing and structuring school-based digital learning. Emphasizes the interaction of design, technology, and content learning to influence teachers' practice in service of PreK-12 learners' abilities to problem solve, use information, participate productively in communities, become knowledgeable, and effectively communicate.

**Course Overview**

N/A

**Course Delivery Method**

The nature of course delivery uses an online delivery approach, combining asynchronous online and synchronous class and individual consulting meetings.

**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](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.

### *Expectations*

- Course Week: Our course week will begin on Wednesday January 27, the first day of our synchronous meetings. Asynchronous work is also expected.
- Log-in Frequency:  
Students must actively check their GMU email for communications from the instructor, 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** 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 Outcomes or Objectives**

This course is designed to enable students to do the following:

1. develop a comprehensive understanding of design frameworks to integrate technology, content, and digital learning goals;
2. apply principles of design to the planning of learning environments and experiences that promote digital and content learning goals; and
3. design units of instruction that reflect effective design, use of technology, content learning and digital learning.

## **Professional Standards**

The Designing Digital Learning in Schools (DDLS)-CERG certificate and 6 course core of the MEd concentration (DDLS) is informed by the International Society for Technology in Education Standards for Teachers (ISTE Standards•T) (<http://www.iste.org/standards/standards-for-teachers>). For the purposes of evaluation of performance-based assignments and program assessment, the ISTE standards have been collapsed and restated to better reflect program goals. Thus, DDLS-CERG and DDLS concentration standards are:

- Standard 1: Content Knowledge and Reflective Practice - Student demonstrates reflective practice through thoughtful, comprehensive descriptions of their learning with clear connections to concept/theories studied, personal teaching beliefs, experiences, and learning goals, technology's role in supporting and extending learning, and the design of teaching and learning in classroom settings.
- Standard 2: Knowledge of Tools and Designing Instruction - Student demonstrates ability to use a variety of technology tools to produce products that reflect appropriate mechanics, principles of design, and appropriate technology affordances
- Standard 3: Connections to Practice – Designing Learning Opportunities - Student demonstrates understanding and ability to use a variety of technology resources integrated with classroom practice that includes an authentic problem, integration of instructional principles of design, connections with content learning, assessment of learning outcomes, and teacher reflection on implementation.

## Required Texts

1. Hathaway, D., & Norton, P. (2018). Understanding problems of practice: A case study in design research. Springer.
2. Selected articles and web resources.

## Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, VIA, hard copy).

- **Assignments**

1. Design Project Document (70 points): Students will complete a design project document using the design based research approach. The final design project document will be presented in electronic format using the provided guidelines and table of content and represent work compiled throughout the course to include: description of problem of practice and diagram, information gathered to inform the problem of practice, the design solution and diagram, the design to include class organization, activity structure, and list of activities. (This PBA will be used as part of the accreditation data gathering process.)
2. Online Portfolio (30 points) - Students is required to create and continually revise a professional, online portfolio. This portfolio should not be a collection of what the student has done, but rather a reflection of what they have learned. Templates and assistance will be provided during class to assist students in the creation and maintenance of this portfolio. All exhibits in the online portfolio will include a short reflection. At the end of the semester, a comprehensive, semester-wide reflection and supporting samples of work will be added to the portfolio reflecting student learning related the semester's work.

- **Other Requirements**

1. Participation is mandatory, as discussions, readings and activities are important parts of the course.
2. Each student is expected to complete all readings and participate in all discussions, both face to face and online.
3. Each student is expected to participate in and complete all projects.
4. Students who must miss either online or face to face activities are responsible for notifying the instructor (preferably in advance) and for completing any revised assignments, readings, and activities.
5. All assignments must be completed electronically. Assignments are to be submitted on the date due. Late assignments will not be accepted without making prior arrangements with the instructor.

- **Grading**

Since this is a graduate level course, high quality work is expected on all assignments. Points for all graded assignments will be based on the scope, quality, and creativity of the assignments. All assignments are due on the date stipulated in the Schedule of Activities

section below. Late assignments will not be accepted without making arrangements with the instructor.

Points will be assigned to all graded assignments using a rubric process. Both course participants and the course instructor will be involved in assessment of graded assignments. Prior to the due date for any assignment, the student will participate in the review and/or development of an assessment rubric. This rubric will provide course objectives and an elaboration of qualities and components associated with excellence in completion of the assignment. See rubric(s) below.

Requirements	Points
Course Participation <sup>1</sup>	40
Online Portfolio	20
Integrated Unit #1	20
Integrated Unit #2	20

Grade	Point Range
A	94-100
A-	90-93
B+	86-89
B	80-85
C	70-79
F	69-below

## Professional Dispositions

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

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<sup>1</sup> Course participation is inclusive of both face to face class participation in all discussions and activities as well as the extensive activities and discussions which occur on the course Blackboard site as part of the blended learning format of the course.

## Class Schedule

	Offline	Synchronous
Week 1 Jan 25-Jan 31	<ul style="list-style-type: none"> <li>• <b>READING:</b> Read Chapter 1</li> <li>• Think about your classroom curriculum.</li> <li>• Create vocabulary list to capture Chapter 1</li> </ul>	<ul style="list-style-type: none"> <li>• Synchronous meeting Jan 25</li> <li>• Introductions</li> <li>• Overview of course, syllabus, tools</li> <li>• Description of Class Process</li> <li>• Description of Design Project</li> <li>• Discussion of vocabulary lists of concepts</li> <li>• 3 Problems of Practice Examples: Timberlane, Presidents, a virtual high school, and EDIT 504 problems of practice</li> </ul>
Week 2 Feb 1 – Feb 7	<ul style="list-style-type: none"> <li>• <b>READING:</b> Read Chapter 2</li> <li>• Create Ben Franklin Aphorisms on problems of practice</li> <li>• Create problem of practice diagram as described in readings</li> <li>• Begin researching/gathering information to answer problem of practice questions</li> </ul>	Synchronous Meeting: Feb 3 <ul style="list-style-type: none"> <li>• Sharing aphorisms</li> <li>• Discussion of problem of practice diagrams completed by class members</li> <li>• Timberlane Detective Agency</li> </ul>
Week 3 Feb 8-14	<ul style="list-style-type: none"> <li>• <b>READING:</b> Read Chapter 3</li> <li>• Create “Five Things to Think about When Designing a Solution”</li> <li>• Submit Part 1 of Design Project to include restatement of problem of practice diagram Monday</li> <li>• Begin thinking about your Design Solution</li> </ul>	<ul style="list-style-type: none"> <li>• Synchronous Meeting: Feb 10</li> <li>• Sharing “Five Things . . .”</li> <li>• Discussion of Design framework and potential solutions</li> <li>• The Online Academy</li> </ul>
Week 4 Feb 15-21	<ul style="list-style-type: none"> <li>• <b>Reading:</b> Read Chapter 4</li> <li>• Create a Top Five list: Qualities of a Strong Design Assessment Plan</li> <li>• Create a bulleted list of things you will do to assess the your design</li> <li>• Continue working on Design Project with emphasis on Design Solution</li> <li>• Work on Design Project Document</li> </ul>	<ul style="list-style-type: none"> <li>• Synchronous Meeting: Feb 17</li> <li>• Discussion of Chapter 4</li> <li>• Sharing of Top Five lists</li> <li>• The Perfect President</li> </ul>

Week 5 Feb 22-28	<ul style="list-style-type: none"> <li>• <b>Reading:</b> Read Chapter 5</li> <li>• Create 4 Six Word Evaluation Stories (at least 2 positive)</li> <li>• Create a bulleted list of things you might do to assess student learning when involved with your design solution</li> <li>• Work on Design Project Document</li> </ul>	<ul style="list-style-type: none"> <li>• Synchronous Meeting: Feb 24</li> <li>• Sharing of Top Five</li> <li>• Discuss Chapter 5 – sharing of bulleted evaluation lists</li> <li>• A Medieval Feast</li> </ul>
Week 6 Mar 1-7	<ul style="list-style-type: none"> <li>• <b>Reading:</b> Read Chapter 6</li> <li>• Jot notes – What Do You Hope to Learn When You Implement Your Design Project</li> </ul>	<ul style="list-style-type: none"> <li>• Synchronous Meeting: Mar 3</li> <li>• Discuss Chapter 6 and notes on ‘What Do You Hope’ . . .</li> <li>• Planning for rest of the semester</li> </ul>
Week 7-14 Mar 8-May 2	<ul style="list-style-type: none"> <li>• Work on design project</li> <li>• Work on portfolio</li> </ul>	<ul style="list-style-type: none"> <li>• Design Meetings: Collaboration, feedback, and troubleshooting with peers and instructor (units and/or portfolio). Scheduled weekly</li> </ul>
Week 15 May 4-10	Have a Great Summer!	<b>Sharing of Final Design Projects</b> <b>Design Projects DUE</b> <b>Mid-Program Portfolio DUE</b>

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*

- Support for submission of assignments to VIA 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 <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](mailto:titleix@gmu.edu).

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



### Rubric for Performance-Based Assessment (Mid-Point Portfolio)

End of Semester Portfolio	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Personal Learning	Includes a comprehensive set of artifacts with robust reflections for all components and reflects mastery of concepts studied during the course.	Includes most artifacts and acceptable reflections for all components and reflection mastery of concepts studied during the course	Artifacts and reflections are missing and/or incomplete and reflections fail to indicate mastery of concepts studied during the course.
Implications for Practice	Includes thoughtful and comprehensive descriptions of what is learned embedded throughout the portfolio. Reflections express clear and robust connections to course concepts and to implications for K-12 online learning practice.	Includes descriptions of what is learned embedded throughout the portfolio. Reflections express connections to course concepts and to implications for K-12 online learning practice.	Descriptions of what is learned are poorly developed throughout the portfolio. Reflections fail to express connections to course concepts and to implications for K-12 online learning practice.
Reflections/Connections	Reflections express lessons drawn for practice with robust connections to concepts/theories studied, personal teaching and learning goals, and emerging understanding of the art of online teaching and learning.	Reflections express lessons drawn for practice with clear connections to concepts/theories studied, personal teaching and learning goals, and emerging understanding of the art of online teaching and learning.	Reflections fail to express lessons drawn for practice with limited connections to concepts/theories studied, personal teaching and learning goals, and emerging understanding of the art of online teaching and learning.
Portfolio Construction	The portfolio is well constructed and reflects a website design with	The portfolio is well constructed and reflects a	The portfolio is poorly constructed and

	<p>working links, a clear navigation system, and a common look and feel throughout rather than a collection of pages. The portfolio is carefully edited for spelling and grammar errors.</p>	<p>website design with working links, a clear navigation system, and a common look and feel throughout. The portfolio is edited with minimal spelling and grammar errors.</p>	<p>represents a collection of pages rather than a website design with working links, a navigation system, and a common look and feel throughout. The portfolio has multiple spelling and grammar errors.</p>
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**Rubric for Performance-Based Assessment (Design Project Document)**

	Exceeds Standard	Meets Standard	Fails to Meet Standard
Design Document	Presents a robust and practical design plan. Addresses all components of the design process.	Presents a reasonable design plan. Addresses all components of the design process.	Design plan lacks full development. Fails to address components of the design process.
Use of Design Model	Creatively includes all components of the design pattern framework.	Includes all components of the design pattern framework.	Missing components of the design pattern framework.
Principles of Instruction	Creatively reflects principles of good instructional design	Reflects adequate implementation of principles of instructional design	Reflects poor implementation of principles of instructional design
Content	Reflects thoughtful and well-constructed content	Reflects appropriately selected and organized content	Content is poorly selected and organized