GEORGE MASON UNIVERSITY
Graduate Course Inventory Form
(Prepare and forward with your course proposal to the Graduate Council)

N=New        M=Modify        D=Delete (circle one or bold)

<table>
<thead>
<tr>
<th>Local Unit: Graduate School of Education</th>
<th>Grad Council Approval Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Abbrev.: EDIT</td>
<td>Course Number: 741</td>
</tr>
<tr>
<td>Full Course Title: TIP 1 – Technology Innovations Project</td>
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<tr>
<td>Abbrev. Course Title (max. 24 Characters): TIP 1 Tech Innov Proj</td>
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<tr>
<td>Credit Hours: 3</td>
<td>Program of Record: GSE Instructional Technology</td>
</tr>
<tr>
<td>Submitted by: Debra Sprague/Kay McCarron</td>
<td>Date: 3/20/03</td>
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<tr>
<th>Repeatable for Credit?</th>
<th>N</th>
<th>D=Yes, not within same term</th>
<th>Up to ______ hours</th>
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<td>T=Yes, within the same term</td>
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<td>N=Cannot be repeated for credit</td>
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Activity Code: ______ LEC - Lecture, ______ X ______ LAB.- Lab, ______ RCT - Recitation, ______ STU - Studio, ______ IND - Independent Study, ______ INT - Internship

Catalog Credit Format: 3__:___3__:___0 Course Level: GF (500-600) ___ GA (700+) X

Grade Type: __GR GR: graduate grading, normal (A, A-, B+, B, C, F, IN, AB)

Maximum Enrollment: 24

Submit for New courses - First term to be offered: Fall 2003

Prerequisites: None
Corequisites: None

Catalog Description for the course proposal (35 words or less):

Students design and create a technology enriched learning module that can be used in their specific educational setting or learning environment. Students are paired with instructional designers providing a real world context for project development within a cognitive apprenticeship model.

Submit for Modified or Deleted courses as appropriate: effective:
Last Term Offered _____ Previous Course Abbreviation _____ Previous Number _____

Description of modification:

Approval Signatures:
Dept/Prog: __________________________ Date: __________

College Committee: __________________________ Date: __________

Graduate Council Representative: __________________________ Date: __________
GEORGE MASON UNIVERSITY
Graduate Council Course Coordination and Approval Form

Catalog description of course:
Departmental code or prefix, number, title of course and credit hours; prerequisites; and description of course as it will appear in the catalog. Note that course descriptions are limited to approximately 35 words in the Graduate Catalog.

EDIT 741 TIP 1 – Technology Innovations Project (3:3:0). Students design and create a technology enriched learning module that can be used in their specific educational setting or learning environment. Students are paired with instructional designers providing a real world context for project development within a cognitive apprenticeship model.

For course modifications, describe the changes made to the course and justification for those changes:

Approval from other units:
Please list those units outside of your own who may be affected by these changes in the course. Each of these units must approve this change prior to its being submitted to the Graduate council for approval.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Unit head</th>
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Graduate Council approval: ________________________________

Graduate Council representative: ___________________________ Date: ________

Attach copy of school/college/institute course proposal form or modification memo showing approval date and background data on course.
COURSE DESCRIPTION

The focus of the course is project-based within an experiential learning environment in which students will design and create an innovative project (technology-enriched learning module) that can be used in their specific educational setting or learning environment of interest. Students will interact with the tools and design processes necessary for the development of the project that will be the focus of an advanced action research-based project in the sequel course, TIP 2.

STUDENT OUTCOMES

At the conclusion of this course, students will be able to:
1. Experience innovative uses of technology in the classroom through hands-on experiences and development of learning modules incorporating each technology.
2. Discuss the ways in which learning and teaching are enhanced through the use of technology.
3. Demonstrate proficiency in using various technologies within the design, development and implementation of instructional materials.
4. Apply effective instructional design for various interactive media, instructional frameworks and applications.
5. Experience how the application of technologies within the K12 classroom influences the cognitive, affective and social dimensions of learning.
6. Describe methods for evaluating the effectiveness of the application of technological tools within the instructional materials design process.
7. Create an innovative project (technology-enriched learning module) that can be used in their specific educational setting or learning environment of interest.

RELATIONSHIP TO PROGRAM GOALS AND PROFESSIONAL ORGANIZATION
Technology Program and Profession Standards (ISTE NETS):

Within the Instructional Design and Development (ID&D) track, this course adheres to the following National Educational Technology Standards (NETS) established by the International Society for Technology in Education (ISTE) under the National Council for the Accreditation of Teacher Education (NCATE).

I. TECHNOLOGY OPERATIONS AND CONCEPTS.

Teachers demonstrate a sound understanding of technology operations and concepts.

Teachers:

A. demonstrate introductory knowledge, skills, and understanding of concepts related to technology

II. PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES.

Teachers plan and design effective learning environments and experiences supported by technology. Teachers:

B. apply current research on teaching and learning with technology when planning learning environments and experiences.

III. TEACHING, LEARNING, AND THE CURRICULUM.

Teachers implement curriculum plans, that include methods and strategies for applying technology to maximize student learning.

Teachers:

D. manage student learning activities in a technology-enhanced environment.

V. PRODUCTIVITY AND PROFESSIONAL PRACTICE.

Teachers use technology to enhance their productivity and professional practice. Teachers:

B. continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.

C. apply technology to increase productivity

NATURE OF COURSE DELIVERY

This course will utilize a combination of demonstrations, hands-on experiences, competencies, media, discussions and projects to assist students in experiencing and understanding the applicability of technologies within a project-based learning environment.

TEXT AND READINGS:


Online articles and supplementary readings provided by instructor. These reading assignments will be periodically updated on the course website.

COURSE REQUIREMENTS

There will be 5 technology competency mini-projects and 2 major class projects that are required for successful completion of this class. In addition, students will be expected to keep a weekly journal of their experiences in the classroom using various educational technologies. These journal entries will be checked periodically.
A. Students will be expected to complete each of the following 5 competencies to evaluate the student’s ability to use the software skills and design concepts that have been introduced in class:

- Design a Webpage.
- Create a Collage.
- Produce an I-Movie/ WebCast
- Create a Flash project.
- Design a multimedia mini-project using an authoring program.

B. Project Design and Presentation
Each student is expected to design a teaching module that incorporates various educational technologies introduced as competency skills during the semester. This project will be based on design concepts and theoretical issues that are fundamental to instructional material production. Students will be required to prepare a class presentation on their project.

C. “Experiences in Designing, Implementing and Facilitating a Teaching Module" Reflective Paper.
Each student must submit a reflective paper on the experience of designing the teaching module required in Part B. This paper will describe the student’s design process beginning with the skill-building through interaction with various educational technologies and continuing through the development of the teaching module. This reflection (effectively a “lessons learned” document) should be no longer than 5 pages in length, not including references. Both an electronic and hard copy of the paper will be submitted. The paper must be written using APA style.

D. Participation
Active participation in class, including interaction with the educational software is mandatory.

EVALUATION
This course is graded on an A, A-, B+, B, B-, C and F basis. Grades will be based on completion of course requirements and on the scope, quality and creativity of the assignments as specified in the assignment rubrics. Incompletes in the course will be given only under unusually extenuating circumstances.

Required Assignments and Values:

A. Competencies (25%)
B. Project Design and Presentation (25%)
C. Reflection Paper (25%)
D. Participation (25%)

Grading Scale:

A 93 - 100
A- 90 - 92
B+ 88 - 89
B 83 - 87
B- 80 - 82
C 70 - 79
F Below 70
Course Topics and Schedule: NOTE: Any changes in the schedule and assignments will be announced in the Announcement and Assignment Features of Blackboard.

<table>
<thead>
<tr>
<th>CLASS</th>
<th>DATE</th>
<th>CLASS ACTIVITY</th>
<th>ASSIGNMENT FOR NEXT CLASS</th>
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</table>
| 1     |      | • Welcome
     |       |   • Introduction to Course Format, Syllabus, Schedule
     |       |   • Introduction to Blackboard
     |       |   • Student Photos/ Group Photo
     |       |   • Review Project Rubrics
     |       |   • Online workshop: The Best and the Worst of Multimedia Design: Can You Tell the Difference? | 1. Required Readings
     |       |   Texts: Required Readings
     |       |   Non-Designers Design Book, pp.1-72
     |       |   Non-Designers Web Book, pp. 125-154; 1-44
     |       |   2. Go Online at [http://blackboard.gmu.edu](http://blackboard.gmu.edu) and try to access the course by typing in your username and password. Participate in the Discussion Board – Coffee Shop by introducing yourself. |
| 2     |      | • Presentation: The Importance of Design Concepts in Creating Instructional Materials: Part I
     |       |   • Technology Workshop: Webpage Editors | 1. Required Readings
     |       |   Text: Non-Designers Web Book, pp. 45-124
     |       |   Required Readings
     |       |   Online: [http://www.plu.edu/~libr/workshops/multimedia/overview.html](http://www.plu.edu/~libr/workshops/multimedia/overview.html)
| 3     |      | • Presentation: The Importance of Design Concepts in Creating Instructional Materials: Part II
     |       |   • Technology Workshop: Photoshop | 1. Required Readings
     |       |   Non-Designers Design Book, pp.73-130
     |       |   TBA
| 4     |      | • Technology Workshop: I-Movie | 1. Required Readings
     |       |   Texts: Teaching and Learning, Chapters 8-9
     |       |   Lessons, Chapters 6
     |       |   Online: See External Links |
| 5     |      | • Presentation: The Importance of Project Organization
     |       |   • Technology Workshop: Flash | 1. Competency #4 Flash
     |       |   2. Reflections Check |
| 6     |      | • Presentation: Authoring Programs: What Each Can Do
     |       |   • Technology Workshop: Authoring Programs | 1. Competency #5 Authoring Project
     |       |   2. [http://www.plu.edu/~libr/workshops/multimedia/overview.html](http://www.plu.edu/~libr/workshops/multimedia/overview.html) |
| 7     |      | • Presentation: Introduction to Instructional Design, Part I | 1. Required Readings
     |       |   Online: See Assignments and External Links in Blackboard |
| 8     |      | • Presentation: Introduction to Instructional Design, Part II | 1. Required Readings
<pre><code> |       |   Online: See Assignments and External Links in Blackboard |
</code></pre>
<table>
<thead>
<tr>
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<th>Links in Blackboard</th>
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<tbody>
<tr>
<td>2.</td>
<td>Reflections Check</td>
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<tr>
<th>9</th>
<th>Open Lab: Students work on Teaching Modules</th>
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<tbody>
<tr>
<td>10</td>
<td>Student Presentations</td>
</tr>
<tr>
<td>11</td>
<td>Student Presentations Reflection Papers Due</td>
</tr>
<tr>
<td>12</td>
<td>Student Presentations</td>
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</tbody>
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**HONOR CODE**

To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of George Mason University and with the desire for greater academic and personal achievement, we, the members of George Mason University, have set forth the following code of honor. Any individual who is caught in the act of cheating, attempting to cheat, plagiarizing, or stealing will be brought forth before a council of their peers. In the event that the individual is found guilty, he or she will be punished accordingly. For further information, please refer to the University Catalog or Website at [www.gmu.edu](http://www.gmu.edu).

This syllabus is subject to change based on the needs of the class. The Americans with Disabilities Act (ADA) prohibits discrimination against individuals with disabilities in the series, programs, or activities of all State and local Governments. Under ADA a disability is defined as a physical or mental impairment that substantially limits a major life activity such as: learning, working, walking, speaking, hearing, breathing, and/or taking care of oneself. If a student has disability and needs course adaptations or accommodations because of that disability, it must be established with the faculty, in writing, at the beginning of the semester so arrangements can be made. Please call the Disability Resource Center for required documentation (703-993-2474).