

SYLLABUS

GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
Division of Learning Technologies
Instructional Design and Technology Program (IDT)
EDIT 705 – 001
Instructional Design (3 Credits)
Fall 2017
Monday, 4:30-7:10 PM, Thompson Hall L003

PROFESSOR:

Name: Dr. Kevin Clark
Office hours: By appointment
Office location: Thompson Hall, Room L045
Office phone: (703) 993-3669
Email address: kclark6@gmu.edu

COURSE DESCRIPTION:

- **Pre-requisites/co-requisites:** There are neither pre-requisites nor co-requisites. However, students should possess basic computer skills (e.g., MS Office, Internet search skills), along with Adobe Acrobat Reader and Adobe Flash Player, both of which are downloadable free of charge at <http://www.adobe.com/downloads>. Experience in teaching, training, technical development, or equivalent is a plus.
- **Course description from the university catalog:** Helps students analyze, apply, and evaluate principles of instructional design to develop education and training materials spanning a wide range of knowledge domains and instructional technologies. Focuses on variety of instructional design models, with emphasis on recent contributions from cognitive science and related fields.
- **Additional description details:** This course is designed to teach the fundamentals of instructional design, including the principles of learning theory and instructional strategies that are relevant to instructional design. Students will learn the purpose and approach to completing each phase of the instructional design process and will produce a set of outputs from each of these phase in accordance with the requirements specified in a final course project.
- **Delivery method:** The course will be taught in a **blended** format that combines face-to-face classroom sessions with asynchronous (not “real time”) online sessions using the Blackboard Learning Management system housed in the [MyMason portal](#).

LEARNER OUTCOMES:

At the conclusion of this course, students will be able to:

1. Define instructional design
2. Compare and contrast various models of instructional design
3. Analyze and discuss various learning theories and how they relate to instructional design
4. Collect and analyze data to identify an instructional need
5. Conduct learner and contextual analyses
6. Conduct task analysis
7. Write measurable instructional/performance objectives

8. Analyze and discuss instructional strategies used for various types of learning
9. Define formative and summative evaluation
10. Create an instructional design document (IDD) that provides a solution to an instructional problem/need
11. Produce a rudimentary prototype of a design concept using electronic media of choice (e.g., PowerPoint, Camtasia, Dreamweaver, Articulate)

PROFESSIONAL STANDARDS:

A. International Board of Standards for Training, Performance and Instruction ([IBSTPI](#)), Instructional Design Competencies

- a. Professional foundations
 - i. Communicate effectively in visual, oral and written form
- b. Planning and analysis
 - i. Conduct a needs assessment
 - ii. Design a curriculum or program
 - iii. Select and use a variety of techniques for determining instructional content
 - iv. Identify and describe target population characteristics
 - v. Analyze the characteristics of the environment
 - vi. Analyze the characteristics of existing and emerging technologies and their use in an instructional environment
 - vii. Reflect upon the elements of a situation before finalizing design solutions and strategies
- c. Design and development
 - i. Select and use a variety of techniques to define and sequence the instructional content and strategies
 - ii. Select or modify existing instructional materials
 - iii. Develop instructional materials
 - iv. Design instruction that reflects an understanding of the diversity of learners and groups of learners
 - v. Evaluate and assess instruction and its impact
- d. Implementation and management
 - i. Provide for the effective implementation of instructional products and programs

B. American Society for Training and Development ([ASTD](#)), Entry-level Design Competencies

- a. Foundational competencies: Business/management
 - i. Uses data from a variety of sources to analyze needs and propose sound solutions
 - ii. Plans and implements assignments to achieve goals by creating action plans and ensuring completion

REQUIRED TEXT:

Biech, Elaine (2017). The Art and Science of Training. ATD Press. Alexandria, VA.

COURSE RESOURCES

<http://infoguides.gmu.edu/edutech>

Lynda.gmu.edu (Learn the Essentials of Instructional Design)

COURSE ASSIGNMENTS AND REQUIRED DELIVERABLES

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

ASSIGNMENTS

There are three (3) assignments required for successful completion of this course.

1. Practitioner Profile (25 points)

- a. Identify **one** individual who serves (or has served) as an instructional/training designer in your organization (or at a former employer-organization). Note: The person does **not** have to have the title of Instructional/Training Designer, but must have served in that capacity.
- b. **Interview** that individual – phone, electronic survey, or face-to-face – and collect the following information:
 - i. Educational background, ID experience and current responsibilities
 - ii. Most successful **and** least successful ID project (and **reasons why**)
 - iii. Professional advice/lessons learned that he/she would like to share with others
 - iv. Highlight a professional organization and conference (samples below)
 1. Association for Educational, Communications, and Technology ([AECT](#))
 2. International Society for Performance Improvement ([ISPI](#))
 3. American Society for Training and Development ([ASTD](#))
 4. International Society for Technology in Education ([ISTE](#))
 5. Association for the Advancement of Computing in Education ([AACE](#))
 6. American Educational Research Association ([AERA](#))
 7. Society for Applied Learning Technology ([SALT](#))
 8. Consortium on School Networking ([CoSN](#))
- c. Prepare a **short summary** (2-3 pages single-space) of the interview using **either** APA-style formatting **or** standard Business English formatting. For more information on how this assignment is evaluated, please consult the *Practitioner Profile Grading Rubric* at the end of this syllabus and also posted on our Blackboard course site.
- d. Prepare a brief slide presentation (5 slides maximum) of your practitioner profile to share in class (5-10 min.)

2. Instructional Design Document & Prototype Presentation– Team Project (50 points)

- *Instructional Design Document (40 points)*

Working in teams of 2-3 members, students will develop an instructional design document (IDD) which will detail their approach to development of the prototype instructional module prior to its actual development. The IDD will present the design concept and related materials in a professional document to the instructor. The design document will include the following components:

- a. Instructional Problem Definition/Refinement
- b. Learner and Context Analysis
- c. Task Analysis
- d. Instructional Objectives
- e. Instructional Approach (Sequencing, Strategies, Messages)

- f. Limitations/constraints
- g. Instructional Materials (Sample storyboards, flowcharts)
- h. Formative & Summative Evaluation

- *Prototype Presentation (10 points)*

The prototype presentation will consist of an **in-class** demonstration of the prototype of the instructional module outlined in the instructional design document. The demonstration should clearly convey:

- a. Scope of the prototype (e.g., topic, lesson, module, course)
- b. Electronic media selected
- c. Sample assessment items
- d. Navigational layout
- e. Essence of the design idea that persuades the client that this solution is the optimum choice best on the content of your IDD

This is the core performance-based assessment (see rubric B at the end of the syllabus) for this course and this assignment **MUST BE SUBMITTED TO THE ASSESSMENTS LINK IN BLACKBOARD IN THE TK20 SYSTEM** as well as in the regular Blackboard Assignments area. Please contact TK20help@gmu.edu for any questions related to the TK20 system assignment upload.

3. Peer Reviews of IDD Components (25 points)

There will be a total of five (5) peer reviews, each corresponding to one of the first five components of the IDD and each reflecting the iterative nature of the instructional design process. Each student will be asked to provide constructive evaluative feedback to other teams as you work on the IDD. Your feedback will be based on the criteria set down in the *Instructional Design Document & Prototype Presentation Grading Rubric*. One of the five peer reviews will be in-class, so that everyone can familiarize themselves with the peer review process. Please consult the *Peer Review Grading Rubric* at the end of this Syllabus and on the Bb course site to see how your reviews are evaluated.

Total Possible Points for all Deliverables: 100

GRADING POLICIES

- **General information:** The evaluation of student performance is related to the student's demonstration of the course outcomes. All work is evaluated on its relevance to the specific assignment, comprehensiveness of information presented, specificity of application, clarity of communication, and the analytical skills utilized, as documented in the respective grading rubrics at the end of this syllabus and on the Bb course site. Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).
- **Team projects:** Note that the grading rubric for the team project evaluates both the project deliverables and each team member's individual contribution to the project and the project process based on the content and activity in classroom work sessions and the private team areas in Bb. As such, an individual student's scores may differ from the project deliverable scores.
- **Grading scale:** The grading scale used in this course is the official George Mason University scale for graduate-level courses. Decimal percentage values $\geq .5$ will be rounded up (e.g., 92.5% will be rounded up to 93%); decimal percentage values $< .5$ will be rounded down (e.g., 92.4% will be

rounded down to 92%).

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

Note: Late assignments will be penalized 10% for each class session past the due date.

Student performance is based on the requirements documented in the grading rubrics for each assignment. In the event that, following discussions with the instructor, a student feels that his/her grade is unfair, the grade may be appealed using the university's appeal process described at <http://www.gmu.edu/catalog/apolicies/index.html#Anchor56>.

GMU POLICIES AND RESOURCES FOR STUDENTS

POLICIES

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- 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 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/> .

PROFESSIONAL DISPOSITIONS

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

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu>].