

# 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 2019**  
**Monday, 4:30-7:10 PM, Thompson Hall L003**

## PROFESSOR:

**Name:** Dr. Kevin Clark  
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## COURSE DESCRIPTION:

- **Pre-requisites/co-requisites:** None
- **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. Association for Talent Development ([ATD](#)), 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:**

Morrison, G.R., Ross, S.M., Morrison, J.R., & Kalman, H.K. (2019). Designing effective instruction (8th edition). Hoboken: John Wiley & Sons

### **COURSE RESOURCES**

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

[Lynda.gmu.edu](http://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. Association for Talent Development ([ATD](#))
    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 to be submitted to the instructor. 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 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](mailto: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**

### COURSE PERFORMANCE EVALUATION

- **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:**  
**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>.

## **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>.

## **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 <http://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>

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

**COURSE SCHEDULE:**

DATE	TOPIC/LEARNING EXPERIENCES	READINGS AND ASSIGNMENTS
<b>Week 1</b> Aug. 26	<ul style="list-style-type: none"> <li>• Introductions (activity), review syllabus</li> <li>• History of Instructional Design  <a href="http://faculty.coe.uh.edu/smcneil/cuin6373/idhistory/index.html">http://faculty.coe.uh.edu/smcneil/cuin6373/idhistory/index.html</a>   <a href="http://en.wikipedia.org/wiki/Instructional_design">http://en.wikipedia.org/wiki/Instructional_design</a></li> <li>• Introduction to Blackboard (Bb)</li> <li>• IDT panel ideas (Oct. 15 or 22)</li> <li>• Stages of Team Development</li> <li>• Brainstorm Team Project Ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Continue thinking about project topics and teams</li> <li>• Read Morrison Ch. 1-2</li> <li>• <u>Watch Lynda: Managing Teams</u></li> <li>• Read 5 Stages of Team Development  <a href="http://www.pmhut.com/the-five-stages-of-project-team-development">http://www.pmhut.com/the-five-stages-of-project-team-development</a></li> </ul>
<b>Sept. 2</b>	<b>LABOR DAY – NO CLASSES</b>	
<b>Week 2</b> Sept. 9	<ul style="list-style-type: none"> <li>• Instructor presentation (Team Development)</li> <li>• Form teams and share potential project topics</li> <li>• Discuss potential ID Panelists</li> <li>• So You Want to be an Instructional Designer?  <a href="https://www.edsurge.com/news/2016-03-29-so-you-want-to-be-an-instructional-designer">https://www.edsurge.com/news/2016-03-29-so-you-want-to-be-an-instructional-designer</a></li> </ul>	<ul style="list-style-type: none"> <li>• Read Morrison, Ch. 3-4</li> <li>• <u>Watch Lynda: Instructional Design –Models of ID</u></li> <li>• <b>Post Problem Statement by 9/16</b></li> </ul>
<b>Week 3</b> Sept. 16	<ul style="list-style-type: none"> <li>• Present team problem statements</li> <li>• Group work</li> </ul>	<ul style="list-style-type: none"> <li>• Read Morrison Ch. 14 &amp; 16</li> <li>• <u>Watch Lynda: Instructional Design – Needs Analysis</u></li> <li>• <b>Post Peer Review #1 by 9/23</b></li> </ul>
<b>Week 4</b> Sept. 23	<ul style="list-style-type: none"> <li>• Instructor presentation</li> <li>• Group work</li> </ul>	<ul style="list-style-type: none"> <li>• Read Morrison Ch. 5</li> <li>• Read  <a href="http://cehdclass.gmu.edu/ndabbagh/Resources/IDKB/objective_formats.htm">http://cehdclass.gmu.edu/ndabbagh/Resources/IDKB/objective_formats.htm</a></li> <li>• <u>Watch Lynda: Writing Effective Learning Objectives</u></li> <li>• <b>Post Learner, Context, &amp; Task Analysis by 9/30</b></li> </ul>
<b>Week 5</b> Sept. 30	<ul style="list-style-type: none"> <li>• Present Learner, Context, &amp; Task Analysis</li> <li>• Instructor presentation</li> <li>• Group work</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Post Peer Review #2 by 10/7</b></li> <li>• Read Morrison Ch. 6</li> <li>• Read Gagne’s Nine Events of Instruction  <a href="http://www.citt.ufl.edu/toolbox/toolbox_gagne9Events.php">http://www.citt.ufl.edu/toolbox/toolbox_gagne9Events.php</a></li> </ul>
<b>Week 6</b> Oct. 7	<ul style="list-style-type: none"> <li>• <b>Present Instructional Objectives</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Peer Review #3 by 10/21</b></li> <li>• Read Morrison Ch. 7-8</li> </ul>
<b>Week 7</b> Oct. 14 (v)	Group work <b>Columbus Day, Monday classes meet on Tuesday</b>	<ul style="list-style-type: none"> <li>• Work on Instructional Objectives</li> <li>• <b>Post Objectives by 10/15</b></li> </ul>

<b>Week 8</b> Oct. 21	<ul style="list-style-type: none"> <li>• <b>Present Instructional Objectives</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Peer Review #3 by 10/21</b></li> <li>• Read Morrison Ch. 7-8</li> </ul>
<b>Week 9</b> Oct. 28	<ul style="list-style-type: none"> <li>• <b>IDT Panel Discussion (5:00 – 7:00pm, Mason Club)</b></li> <li>• Begin Instructional Approach</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Watch Lynda: Agile Instructional Design</u></li> </ul>
<b>Week 10</b> Nov. 4 (v)	<ul style="list-style-type: none"> <li>• Instructor presentation- Agile</li> </ul>	<ul style="list-style-type: none"> <li>• Work on Instructional Approach</li> <li>• Read Morrison Ch. 9-10</li> <li>• <b>Post Instructional Approach by 11/11</b></li> </ul>
<b>Week 11</b> Nov. 11	<ul style="list-style-type: none"> <li>• Instructional Approach</li> <li>• Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Peer Review #4 by 11/12</b></li> <li>• Read Morrison Ch. 11-13</li> <li>• Read Kirkpatrick Model of Evaluation (<a href="http://www.kirkpatrickpartners.com/OurPhilosophy/tabid/66/Default.aspx">http://www.kirkpatrickpartners.com/OurPhilosophy/tabid/66/Default.aspx</a>)</li> </ul>
<b>Week 12</b> Nov. 18	<ul style="list-style-type: none"> <li>• Formative and Summative Evaluation examples</li> </ul>	<ul style="list-style-type: none"> <li>• Draft Formative &amp; Summative Evaluation plan</li> </ul>
<b>Week 13</b> Nov. 25	<ul style="list-style-type: none"> <li>• Begin prototypes</li> <li>• Work on Evaluation Plan</li> <li>• <b>Practitioner Profile Due &amp; Presentations</b></li> </ul>	<ul style="list-style-type: none"> <li>• Work on prototypes</li> <li>• <b>Post Evaluation Plan by 11/26</b></li> </ul>
<b>Week 14</b> Dec. 2	<ul style="list-style-type: none"> <li>• Group project status</li> <li>• Review team prototypes</li> </ul>	<ul style="list-style-type: none"> <li>• Work on IDD &amp; Prototype presentation</li> <li>• <b>Peer Review #5 by 12/3</b></li> </ul>
<b>Week 15</b> Dec. 9	<ul style="list-style-type: none"> <li>• <b>Group Presentations</b></li> <li>• <b>All IDD &amp; Prototypes DUE</b></li> </ul>	

**ASSESSMENT RUBRICS:**

**A. Practitioner Profile Grading Rubric (25 points)**

*IBSTPI Competencies 1, 3*

<b>Criteria</b>	<b>Does Not Meet Standards (-20%)</b>	<b>Meets Standards (-10%)</b>	<b>Exceeds Standards (-0%)</b>
<b>Completeness (10 pts):</b>	One or more of the three key elements of the assignment is missing, remainder covered superficially	All three key elements of the assignment are present, but only some covered in a substantive way	All three key elements of the assignment are present and covered in a substantive way
<b>Clarity (5 pts):</b>	Major points not clearly stated, little or no specific details, examples, or analysis	Major points are stated clearly, some supported with specific details, examples or analyses	Major points are stated clearly, supported by specific details, examples or analysis
<b>Organization (5 pts):</b>	Paper is unstructured and hard to follow	Structure of the paper is generally clear, little or no use of headings and sub-headings	Structure of the paper is clear and easy to follow, with use of accurate headings and sub-headings
<b>Language (5 pts):</b>	Rules of English grammar, usage, spelling and punctuation are not followed, multiple language errors	Rules of English grammar, usage, spelling and punctuation are generally followed throughout the paper, one or two minor language errors	Rules of grammar, usage, spelling and punctuation are followed consistently throughout the paper, no language errors

**B. Instructional Design Document & Prototype Presentation Grading Rubric: Total Possible Points: 50**

<b>IBSTPI Competencies</b>	<b>Criteria</b>	<b>Does Not Meet Standards (-20%)</b>	<b>Meets Standards (-10%)</b>	<b>Exceeds Standards (-0%)</b>
<b>1</b>	<b>Problem definition (5 pts.)</b>	Instructional design problem is not clearly stated	Instructional design problem is articulated clearly, but with little or no supporting data	Instructional design problem is articulated clearly and supported with a variety of data sources
<b>4, 7</b>	<b>Learner &amp; Context Analysis (5 pts.)</b>	Little or no description of learner characteristics and how the context relates to the problem, little or no supporting data	Adequate description of learner characteristics and how the context relates to the problem, some use of supporting data	Comprehensive, data-driven description of learner characteristics and how the context or environment relates to the problem
<b>4, 8</b>	<b>Task Analysis (5 pts.)</b>	Method and content reflects neither SME input nor other data sources	Method and content reflects some SME input, little or no other data sources	Method and content clearly reflects use of substantive SME input as well as other data sources
<b>4</b>	<b>Instructional Objectives (5 pts.)</b>	Few or none of the instructional objectives are measurable nor supported by the instructional need & task analysis data	Most instructional objectives are measurable and most supported by the instructional need & task analysis data	All instructional objectives are measurable and all supported by the instructional need & task analysis data
<b>4, 12</b>	<b>Instructional Approach (10 pts.)</b>	Instructional sequencing, strategies & messages do not flow logically from the instructional need, learner, context & task analyses, major disconnects	Instructional sequencing, strategies & messages generally flow logically from the instructional need, learner, context & task analyses, with only minor disconnects	Instructional sequencing, strategies & messages all flow logically from the instructional need, learner, context & task analyses

<b>1, 4, 16</b>	<b>Formative &amp; Summative Evaluation (5 pts.)</b>	Instructional design document does not contain a formative and/or summative evaluation plan, no supporting data sources	Instructional design document contains a limited formative and summative evaluation with little or no supporting data sources	Instructional design document contains both a comprehensive formative & summative evaluation plan, supported by a variety of data sources
<b>1, 2, 9, 12, 14</b>	<b>Prototype (10 pts.)</b>	Selected media are neither innovative nor appropriate for chosen strategies	Selected media are not particularly innovative, yet appropriate for chosen strategies	Selected media are innovative and appropriate for chosen strategies
<b>1, 3</b>	<b>Presentation (5 pts.)</b>	Presentation did not adhere to PowerPoint© best practices	Presentation generally adhered to PowerPoint© best practices	Presentation adhered consistently to PowerPoint© best practices

**C. Peer Review Grading Rubric (25 points)**  
*IBSTPI Competencies 1*

<b>Criteria</b>	<b>Does Not Meet Standards (-20%)</b>	<b>Meets Standards (-10%)</b>	<b>Exceeds Standards (-0%)</b>
<b>Peer Review #1 (5 pts.)</b>	Does not provide constructive comments (strengths, weaknesses, recommendations for improvement) on the rubric criteria	Provides constructive comments (strengths, weaknesses, recommendations for improvement) on some of the rubric criteria	Provides constructive comments (strengths, weaknesses, recommendations for improvement) on each of the rubric criteria
<b>Peer Review #2 (5 pts.)</b>	Does not provide constructive comments (strengths, weaknesses, recommendations for improvement) on the rubric criteria	Provides constructive comments (strengths, weaknesses, recommendations for improvement) on some of the rubric criteria	Provides constructive comments (strengths, weaknesses, recommendations for improvement) on each of the rubric criteria
<b>Peer Review #3 (5 pts.)</b>	Does not provide constructive comments (strengths, weaknesses, recommendations for improvement) on the rubric criteria	Provides constructive comments (strengths, weaknesses, recommendations for improvement) on some of the rubric criteria	Provides constructive comments (strengths, weaknesses, recommendations for improvement) on each of the rubric criteria
<b>Peer Review #4 (5 pts.)</b>	Does not provide constructive comments (strengths, weaknesses, recommendations for improvement) on the rubric criteria	Provides constructive comments (strengths, weaknesses, recommendations for improvement) on some of the rubric criteria	Provides constructive comments (strengths, weaknesses, recommendations for improvement) on each of the rubric criteria
<b>Peer Review #5 (5 pts.)</b>	Does not provide constructive comments (strengths, weaknesses, recommendations for improvement) on the rubric criteria	Provides constructive comments (strengths, weaknesses, recommendations for improvement) on some of the rubric criteria	Provides constructive comments (strengths, weaknesses, recommendations for improvement) on each of the rubric criteria