Instructor Information

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Office hours: upon request  
Office location: NA

Text

There are two text's for this course. There are readings assigned from each. If you can't purchase the recommended text, it is on 2-hour reserve in the Johnson Center Library.


Course Description

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 phases in accordance with requirements specified in a final course project.

Course Objectives

The objectives of this course are to:

- Acquire a working knowledge of instructional systems design (ISTE IA)
- Define and provide an overview of the ISD model (ISTE IIA-B)
- Identify and compare various ISD models (ISTE IIA-B)
- Analyze the 5 phases of the ISD process (ISTE IIA-B)
Analyze the underlying theories relating to learning and instructional strategies (ISTE IIIB)
Analyze and discuss various learning theories and how they relate to instructional design (ISTE IIA-B)
Analyze and discuss instructional strategies used for various types of learning (ISTE IIA-B)
Explain Bloom's taxonomy and its implications on learning strategies and objectives (ISTE IIA-B)
Apply the instructional systems design model to an instructional requirement (ISTE IIA-B)
Identify an instructional requirement then use the ISD process to design a solution (ISTE IID-E)
Produce analysis and design outputs at each stage of the ISD process (ISTE IIA-E)
Construct learning objectives and assessment items based on a given learning domain using Bloom's taxonomy (ISTE IIB)
Develop an evaluation plan for the instructional requirement (ISTE IVC)

Note: The information in the parens has to do with an accreditation process. Do not concern yourself with this information.

Instructional Approach

This course uses a mix of instructional strategies designed to give students an opportunity to experience the world of instructional design from different perspectives. The first strategy that accomplishes this is the mix of environments. This course uses both classroom-based instruction and e-learning/distance education strategies. Other strategies include:

Various activities performed as individuals, in groups, and as a class
Discussions both face-to-face and at a distance
Online presentations at a distance
Instructor presentations
Resource analysis

Students also get the opportunity to learn technology skills frequently used in instructional strategies. For example, students will be introduced to:

Basic Web site development
Synchronous and asynchronous tools
Powerpoint

Assignments

Details associated with each assignment are provided in class.

Discussions
Quizzes
Objective/Assessment Matrix
Strategy Comparison
Personal Instructional Design Model
Instructional Design Document

Grading Scale

A = 100 - 93
A- = 92 - 89
B = 88 - 80
C = 79 - 70
D = 69 - 60
F = 50 - below

Instructional Design Resources

Training Magazine
Encyclopedia of Educational Technology
Professional Organizations:
  AECT
  ISPI
  ASTD
  ISTE
  AACE
  AERA
  SALT
  CoSN
  Subscribe to IT Listserv

Academic Honesty

This course will adhere to the GMU Honor Code, which is detailed in the course
As part of the code, I am required to explain what I expect for honest work:

You are encouraged to collaborate freely with your peers throughout the course. However I expect your graded writing in the course to be 100% your own work. Copyright laws should be adhered to in all your work.

Problems with academic honesty will be handled as suggested in the GMU Honor Code.

Copyright

The electronic media we use in this course create new questions about copyright and privacy. These few policies are a good faith attempt to let students know their rights.

This course will adhere to all copyright and privacy laws and guidelines established by law enforcement and GMU.

All materials posted remain under copyright of their authors. Individual authors also retain the right and the technical ability to delete their own messages for the foreseeable future.

Posted materials will generally be available to all Internet users. Assume that your posted materials will not be deleted; what you post here will remain for the foreseeable future unless you specifically delete it.

All materials are posted "as-is," which may include viruses (in, say MS-Office attachments)