

Instructional Design and Development Practicum

EDIT 791

George Mason University

Fall 2008

Tuesdays 12:00-2:00pm

Wednesdays 12:00-2:00pm (Team meetings)

Thursdays 12:00-2:00pm

Instructors: Brenda Bannan-Ritland

Office hours:

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By appointment

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Texts:

Required:

The Handbook of High Performance Virtual Teams: A Toolkit for Collaborating Across Boundaries (2008) Jossey-Bass

by [Jill Nemiro](#) (Editor), [Michael M. Beyerlein](#) (Editor), [Lori Bradley](#) (Editor), [Susan Beyerlein](#) (Editor)

Optional

Mastering Virtual Teams: Strategies, Tools, and Techniques That Succeed (Jossey Bass Business and Management Series) (2006) Jossey-Bass by **Deborah L. Duarte**

(Author), **Nancy Tennant Snyder** (Author)

Methodology:

This course will provide students with opportunities to apply principles of instructional design, design research and interdisciplinary design and development techniques to a real world learning technology design project. Students will work intensively in a team-based setting to collaboratively and thoroughly research, analyze, design and develop a real-world technology solution to a specific instructional or performance

problem. This course will be heavily focused on opportunities for productive virtual and face-to-face team interaction, improvement of communication and presentation skills and successful client interaction. The outcome of the course will be a viable, technology-based prototype project that addresses client needs and expectations.

*Due to the fluid and dynamic nature of the design process, the instructor reserves the right to change the syllabus if needed based on individual project needs.

Deliverables/Assignments

1. Individual Facebook, Blog and Delicious Postings

Each student will establish a professional facebook presence and personal blog to build their identity and network as an instructional designer, post their reflections on topics related to field of learning technology design as well as contribute to a course-wide delicious shared bookmarking space. At least one meaningful, brief contribution each week is required in the Blog or Delicious environment could include:

- A topic related to current readings/links but not repetitive of it
- Summary of points intersecting instructional design and virtual collaboration or 3D application design and development
- Examples of notable design, design research trends and implementation
- Review and brief discussion of relevant articles, research, websites and personal contacts (if applicable), etc
- Commentary on others blog postings

2. Collaborative, team-based interaction

Each member of the project team will individually contribute and provide evidence of positive contribution to the team, the team's mission and goals. Documentation of support of each other's professional growth and development will be valued and counted as significantly contributing to the experience and outcomes of the course. Individual students will document their contributions to the team through their weekly blog posting (which should be incorporated into their individual portfolio that provides evidence for matriculation of the Masters program). Evidence of reflection, positive interaction for the good of the team goals, links to others postings and shared work by the team will contribute to the performance outcomes of this course.

3. Project management

Collectively and individually, students will contribute on a rotating basis to the management of the design project. This may include establishing schedules, writing weekly status reports, creating meeting agendas, setting up client meetings, gathering and analyzing data, design documents or any other overall contribution to the logistics of a positive project outcome. These documents will be posted on one of several outlets for the project site (e.g. wiki, modX, immersion web site, etc.) for the instructor weekly review.

4. Design project deliverables

Collectively and individually, students will contribute to producing quality instructional design deliverables for the established project which may include among other items: performance analysis briefing, needs analysis, personnas/user role models, usability testing/plan, competitive analysis/benchmarking, concept models/use cases, content inventories/content modeling, site maps/interaction mapping, flowcharts, wireframes, screen design, workflow and workable prototyping.

5. Knowledge/Skill Sharing/Lead **Creative** Discussions and Activities Related to Readings

Each student will sign up to lead several class discussions in applying the readings to the current project each session. He or she will also include in his or her online portfolio and/or blog how they have contributed or shared skills or knowledge with their teammates. This may be evidenced by teaching teammates new software, introducing the team to new resources or other manifestations of building collaborative and collective expertise. Each student will be responsible for documenting or providing some evidence (through linking or description) of his or her assistance to others on the team in taking the lead or helping others develop leadership, technology and collaborative skills and expertise.

6. Electronic Portfolio

Each student will create an electronic, Web-based portfolio which will house/link to all of these elements. The student may choose how to develop this technology either through writing html, web editors, blogs, wikis or other tools. The purpose is to create an environment that represents your budding skills as a professional instructional designer.

Assessment

Given the nature of the assignments and the authentic projects involved in this course, the assessment process in this course will be based upon group process model in evaluating individual performance. For each deliverable/assignment groups will provide detail on the roles and responsibilities that the individual has assumed on each of the assignments. Students should indicate which assignment that they were the lead on and detail the contributions they have made to each of the assignments in their individual portfolios. In addition, students will evaluate their own and group members' overall contributions to the design and development of the instructional module at the mid-point and end of the semester. This evaluation form will be completed using the rubric below to provide additional data on the performance

on the identified criteria, however, the instructor will determine the grades.

The following rubric will be used to evaluate individual performance as part of the project group. Students use this framework to assess their own and their peers' performance. The instructor(s) also evaluate students based on this rubric.

	Exceeds Expectations (E = Exceeds Expectations) A level work	Meets Expectations (M = Meets Expectations) B level work	Below Expectations (B = Below Expectations) C level work
Overall Contributions to Group Project Process (self, peer, instructor)	Demonstrated full participation in group meetings and communication, showed exceptional effort on individual tasks, exceeded individual contribution and was instrumental in leading group forward, respectfully acknowledged and integrated all members' skills in project development process	Participated in group meetings and communication efforts, delivered on individual responsibilities, made valuable individual contributions to group process, contributed to progression of project.	Noted absences at group meetings or communication, late or missing items under individual responsibility, hindered progress of project, did not adhere to group norms and did not treat members ideas and opinions with respect.
Individual Blogging, Portfolio, Delicious, contributions	Generated significant interest and high contribution with high relevance of topic to readings and interests of class. Provided highly valuable examples and resources to classmates.	Generated contributions and interest with a relevant topic to assigned readings. Provided resources to classmates.	Provided little evidence of contributions to course.
Collaborative team based interaction	Contributed significantly to a positive team experience through attitude, follow-through and positive interaction. Individual contributions to the good of the team is at a high level.	Contributed to a good team experience through attitude, follow-through and positive interaction. Individual contributions to the good of the team is at a adequate level.	Little evidence of contribution and idemonstration of variable attitude, follow through and lack of positive interaction. Contribution is low.
Project Management	Full accountability in rotating project management roles. Documents posted on time in a thorough and	Good accountability in rotating project management roles. Documents posted on time.	Variable accountability in rotating project management roles. Documents not posted in timely manner.

	professional manner.		
Design Project Deliverables	Significant contribution, conceptualization and implementation of design prototype in conjunction with EDIT730 goals. Contributions are at a high level for the good of the team and project to meet the goals of the team.	Contribution to conceptualization and implementation of design prototype in conjunction with EDIT730 goals. Contributions are at an acceptable level for the good of the team and project.	Little or no individual contribution to required elements of design prototype. Contributions are lacking for the good of the team and project.
Knowledge/Skill Sharing/Lead Discussions	Significant evidence for organized, well-prepared, creative interactive discussions of readings, relevant activities and how an individual has shared shared skills or knowledge with their teammates toward positive progression of the project or to assist one another in other ways.	Evidence for well-prepared, creative discussions of readings, relevant activities and how an individual has shared shared skills or knowledge with their teammates toward positive progression of the project or to assist one another in other	Little or no evidence for preparation of group discussions/activities related to readings or how an individual has shared shared skills or knowledge with their teammates toward positive progression of the project or to assist one another in other

Logistics

****Required Portfolio Elements for IT students(EDIT601/EDIT701)**

If you are a student in the IT program, it is strongly suggested that you retain your design brief/prototype elements produced in this course for your required online Masters electronic portfolio assessment process at the mid-point and end of your coursework (EDIT601/701). You may also want to document the feedback from your peers and indicate what elements of the design were adjusted based on collected formative feedback. You will be asked to reflect on your learning within this course and the best time to formulate those reflections is when you are currently in the course. Please retain these electronic materials for your required portfolio assessment.

Mason email Account and IT Listserv

As a GMU student, you will need to acquire a GMU email account. Contact the [IT Support Center](#) to activate your account. If you are an IT student, please also subscribe to the IT Listserv which will post job opportunities, program announcements, etc. [Directions](#) about how to subscribe can be located on the IT Program Website.

Instructor reserves the right to modify the class schedule based on project requirements. In addition, some class periods may take place online to familiarize students with the virtual collaboration environment.

CLASS SCHEDULE

Date	Topic	Assignment
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Week 1 Tuesday August 26	Getting to know each other Introduction to Immersion Syllabus	Review Wiki site Read Handbook of High Performance Virtual Teams - Chapters 1 & 2
Week 1 Thursday Aug 28	Team building Discussion of Syllabus Requirements Assigned discussant/lead	Read Handbook of High Performance Virtual Teams - Chapters 3 & 4
Week 2 Tuesday Sept 2	Assigned discussant/lead Problem solving related to project	Read Handbook of High Performance Virtual Teams - Chapters 5 & 6
Week 2 Thursday Sept 4	Assigned discussant/lead Problem solving related to project	Read Handbook of High Performance Virtual Teams - Chapters 7 & 8
Week 3 Tuesday Sept 9	Assigned discussant/lead Problem solving related to project	Read Handbook of High Performance Virtual Teams - Chapters 9 & 10
Week 3 Thursday Sept 11	Assigned discussant/lead Problem solving related to project	Read Handbook of High Performance Virtual Teams - Chapters 11 & 12
Week 4 Tuesday Sept 16	Assigned discussant/lead Problem solving related to project	Read Handbook of High Performance Virtual Teams - Chapters 13 & 14
Week 4 Thursday Sept 18	Assigned discussant/lead Problem solving related to project	Read Handbook of High Performance Virtual Teams - Chapters 15 & 16
Week 5 Tuesday Sept 23	Assigned discussant/lead Problem solving related to project	Read Handbook of High Performance Virtual Teams - Chapters 17 & 18
Week 5 Thursday Sept 25	Assigned discussant/lead Problem solving related to project	Read Handbook of High Performance Virtual Teams - Chapters 19 & 20
Week 6 Tuesday Sept 30	Assigned discussant/lead Problem solving related to project	Read Handbook of High Performance Virtual Teams - Chapters 21 & 22
Week 6 Thursday Oct 2	Assigned discussant/lead Problem solving related to project	Read Handbook of High Performance Virtual Teams - Chapters 23 & 24
Week 7 Tuesday Oct 7 (Fall Break)	No Class	No assignments
Week 7 Thursday Oct 9	Assigned discussant/lead Problem solving related to project	Read Handbook of High Performance Virtual Teams - Chapters 25 & 26
Week 8 Tuesday Oct 14	Assigned discussant/lead Problem solving related to project	Read Handbook of High Performance Virtual Teams - Chapters 27 & 28
Week 8 Thursday Oct 16	Assigned discussant/lead Problem solving related to project	Read Handbook of High Performance Virtual Teams - Chapters 29 & 30
Week 9 Tuesday Oct 21	Assigned discussant/lead Problem solving related to project	
Week 9 Thursday Oct 23	Collaboration and Development of Project Deliverables	

Week 10 Tuesday Oct 28	Collaboration and Development of Project Deliverables	
Week 10 Thursday Oct 30	Collaboration and Development of Project Deliverables	
Week 11 Tuesday Nov 4 (AECT Conference)	Work on project deliverables	
Week 11 Thursday Nov 6 (AECT Conference)	Work on project deliverables	
Week 12 Tuesday Nov 11	Work on Project deliverables	
Week 12 Thursday Nov 13	Work on Project deliverables	
Week 13 Tuesday Nov 18	Begin to finalize Project deliverables	
Week 13 Thurs Nov 20	Begin to finalize Project deliverables	
Week 14 Tuesday Nov 25	Begin to finalize Project deliverables	
Week 14 Thursday Nov 27 (Thanksgiving)	No class	
Week 15 Tuesday Dec 2	Prepare for Presentation	
Week 15 Thursday Dec 4	Prepare for Presentation	
Week 16 MONDAY Dec 8	Final Presentation at 4:30pm in EDIT 730	