GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

Instructional Design
EDIT 705 003

Instructor: Dr. Shahron Williams van Rooij
Class Dates: 08/25/2008 – 12/08/2008
Class Meeting Times: Monday, 7:20 – 10:00 PM
Class Meeting Location: Commerce II Room 100

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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 the requirements specified in a final course project.

COURSE OBJECTIVES

The objectives of this course are to:

- Acquire a working knowledge of instructional systems design (ISD) **(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)**

REQUIRED TEXT

Morrison, G.R., Ross, S.M. & Kemp, J.E. (2007). *Designing effective instruction* (5th edition). Hoboken: John Wiley & Sons, ISBN 0-470-07426-4.

INSTRUCTIONAL APPROACH

Each session will begin with a lecture/discussion of the topic scheduled for that day. Lectures and demonstrations on instructional strategies will be accompanied by demonstrations of courseware products that employ those strategies. Theories and subject areas addressed will be applied to specific student instructional design team projects (due at the end of the semester) for reinforcement. The course will also utilize Blackboard CE6, accessible at http://courses.gmu.edu to supplement our classroom work.

COURSE RESOURCES

- GMU Instructional Technology Program
- Subscribe to IT Listserv
- Training Magazine (annual salary survey)
- Encyclopedia of Educational Technology
- Instructional Design Resources
- Professional Organizations:
    - United States Distance Learning Association (USDLA)
    - The eLearning Guild (Guild)
    - Association for Educational, Communications, and Technology (AECT)
    - International Society for Performance Improvement (ISPI)
    - American Society for Training and Development (ASTD)
    - International Society for Technology in Education (ISTE)
    - Association for the Advancement of Computing in Education (AACE)
    - American Educational Research Association (AERA)
    - Society for Applied Learning Technology (SALT)
    - Consortium on School Networking (CoSN)

ASSIGNMENTS

There are **five (5)** assignments required for successful completion of this course.

1. **Readings Presentation (10 points)**
   Each student will present a (10-15 minute) synopsis on class readings for a particular class meeting. The presentation should include a 1-2 page handout for the class that presents the content of the readings. Class members should be prepared to discuss the relevance of the readings to their work situation.

2. **Instructional Design Document – Team Project (40 points)**
   Working in teams of 2-3 members, students will develop a design document which will detail their approach to development of the prototype instructional module (as described in Assignment 5) prior to its actual development. The design document will present the design concept and related materials in a professionally-polished document to the instructor. The design document will include the following components:
   a) Problem Definition/Refinement (5 points)
   b) Gap Analysis (5 points)
   c) Learner Analysis (5 points)
   d) Task Analysis (5 points)
   e) Instructional Objectives (5 points)
   f) Instructional Approach (Sequencing, Strategies, Messages) (5 points)
   g) Instructional Materials (Concepts) (5 points)
   h) Formative & Summative Evaluation (5 points)

3. **Peer Reviews (10 points)**

Each student will be asked to provide constructive evaluative feedback to other groups in class, followed by postings of those comments to the designated discussion thread in Blackboard at specific points in the instructional design process (see ***Course Schedule and Topics*** section of this Syllabus). Feedback must be given **24 hours after each of the following five (5) design component presentations**: Problem definition, learner analysis, instructional objectives, instructional approach, and evaluation plan. (Note: We will not peer review the other three design components.) Additionally, students will be asked to provide the instructor with evaluations of their group members via Bb course e-mail.

4. **Professional/Organizational Profile (10 points)**
   Students will present **either** a profile of an ISD professional (an individual) **or** an organization to the class.
   - The professional profile must collect the following information (face-to-face, email, or phone): Educational background and experience, career goals, job description, required duties/responsibilities, and professional advice.
   - The organization profile requires attending and/or participating in a meeting, conference, or workshop (face-to-face, webcast). The student is required to provide the following information: organizational goal/purpose, headquarters, target audience, publications, conference/meetings, and resources.

5. **Prototype Instructional Module – Team Project (30 points)**
   Working in teams, students will design and develop an instructional module on a specific content area. Students will apply the instructional design process (from audience analysis to formative evaluation) to the design and development of an instructional **prototype**. Students can use any appropriate medium to construct their prototype (computer-based, paper-based/soft copy, web-based, etc.)

ASSESSMENT

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**. The rubrics, along with a copy of this Syllabus, are posted on our Blackboard CE6 course Web site.

Team Projects

Team projects receive **two (2)** grades: One for the **project itself** based on the criteria set down in the grading rubrics and one for each team member's **individual** contribution to the project and the project process. **As such, scores for individual contributions may differ from the project grades.**

Grading scale

Grades are assigned using a 10-point scale, and no plus or minus grades are given. **Note: Late assignments will be penalized 10% for each class session past the due date.**

A = 90-100
B = 80-89.9
C = 70-79.9
D = 60-69.9
F = 0-59.9

Great care is given to evaluating student performance based on the requirements documented in the grading rubrics for each assignment. As such, grades are not negotiable. 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.

COURSE SCHEDULE AND TOPICS

DATE	TOPIC	ASSIGNMENT
Aug. 25	• Introductions, review syllabus • Intro to Blackboard (Bb) • Reading presentations sign-up sheet • Instructional Design overview	• Morrison, Chapters 1-2 • Complete profile on Bb (photo optional) • Team formation • Start thinking about project topics
Sept. 1	**LABOR DAY – NO CLASSES**	
Sept. 8	• **Reading Presentations (Chs.1-2)** • Problem definition/examples • Gap analysis/examples • Learner Analysis • Select Project Topics	• Morrison, Chapters 3-5 • Read Techniques for Writing Objectives • Work on Problem Definition
Sept. 15	• **Readings Presentation (Chs. 3-5)** • **Present Instructional Problem Definition (peer review)** • Task Analysis/examples • Instructional Objectives/examples • Group work: Revise Problem Definition	• Morrison, ch. 6-8 • Gagne's events of instruction • Work on Gap Analysis, Learner Analysis
Sept. 22	• **Present Learner Analysis Plan (peer review)** • Designing the Instruction: Sequencing, Strategies, & Message	• Select profile topic for assignment #4 • Work on Task Analysis
Sept. 29	• **Readings Presentation (Chs. 6-8)** • Group work: Revise Components 2a-2c of ISD	• Review Morrison, ch. 1-8
Oct. 6	• Complete Task Analysis • Work on Mid-Point Design Document • Work on Profile/Instructor Consultation	• Morrison, ch. 9 • Read Abstract Rapid Prototyping • Work on Instructional Objectives
Oct. 14 (Oct. 13 is Columbus Day; Monday classes on Tuesday)	**Readings Presentation (Ch. 9)** • **Present Instructional Objectives (peer review)** • **Post Mid-Point Design Document to Bb** • Developing Instructional Materials/examples	• Morrison, ch. 10 • Read Kirkpatrick's Model

Oct. 20	• **Readings Presentation (Ch. 10)** • **Present Instructional Approach (peer review)** • Evaluation	• Morrison, ch. 11-12
Oct. 27	• **Readings Presentation (Ch. 11-12)** • Evaluation Instruments • Conducting Formative & Summative Evaluations	• Morrison, ch. 13-15 • Work on Design Document • Work on Prototype
Nov. 3	• **Readings Presentation (Ch. 13-15, Presenters: Barbara Hampton Barclay, 13; Shannon Strassner, 14; Carl Hayes, 15)** • Role of Instructional Designer • Planning & Project Management • **Present Evaluation Plan (peer review)** • Work on Design Document • Work on Prototype	• Work on Design Document • Work on Prototype
Nov. 10	• **Profiles Presented & Due** • ISD Overview • Work on Project Presentation • Work on Design Document • Work on Prototype	• Work on Design Document • Work on Prototype
Nov. 17	• Work on Project Presentation • Work on Design Document • Work on Prototype	• Finalize Design Document • Work on Prototype
Nov. 24	**THANKSGIVING RECESS**	
Dec. 1	• **Final Design Document Due (Assignment #2)** • Work on Project Presentation • Work on Prototype	• Work on Prototype
Dec. 8	• **Final Project Presentations**	• Complete course evaluations

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS:

All students must abide by the following:

Students are expected to exhibit professional behavior and dispositions. See gse.gmu.edu for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See http://mail.gmu.edu and click on Responsible Use of Computing at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

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 for 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 web site at 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 a 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).