

GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
INSTRUCTIONAL TECHNOLOGY

EDIT 752

Design and Production of Multimedia/Hypermedia Learning Environments

Spring 2009

Wednesday 4:30 – 7:10 pm

Fairfax Campus

PROFESSOR(S):

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COURSE DESCRIPTION

1. **Prerequisites** – EDIT 730 or permission of instructor
2. **Course description from the University Catalog:** Students design and produce multimedia/hypermedia applications based on current theory and research in instructional design and cognitive science. Examines user needs, information models, structure, and media selection and uses to inform design and production of final project.

NATURE OF COURSE DELIVERY

This course will provide students with face-to-face and online learning opportunities to apply principles of instructional design, design research, user research, usability and evaluation and revision techniques to a real world learning technology design project. Students will work intensively in a team-based setting to collaboratively and thoroughly design/re-design, produce, collect, evaluate, and analyze data related to the design and/or implementation of a real-world technology solution prototype geared toward a specific instructional or performance problem. The outcome of the course will be a viable and implemented user research plan that allows for several rounds of applied data collection, analysis and revision of a technology-based prototype project.

STUDENT OUTCOMES

This course is designed to enable students to:

1. understand the process of instructional design and development as applied to a real-world project;
2. apply instructional design, learning theories and interdisciplinary design principles to technology prototype development;
3. apply product development, evaluation, research and design research methodologies to instructional design and development
4. collect and analyze user data related to iterative instructional design and development
5. reflect on individual growth as an instructional designer in blog
6. contribute positively to the team's mission and goals and support of individual members and team members' professional growth and development
7. document individual's contributions to team's mission and goals
8. contribute to project management and accomplishment of goals
9. write research-project management plan
10. conduct usability or similar evaluation of technology-based prototype
11. conduct several research and/or evaluation methodologies (interviews, focus groups, log, day-in-the-life

files, etc.)

12. analyze data from several evaluation or research cycles and apply to iterative design, development and revision of technology-based prototype
13. professionally present technology-based prototype

PROFESSIONAL STANDARDS:

This course adheres to the following Instructional Technology Program Goals and Standards for Programs in Educational Communications and Instructional Technologies established by the Association of Educational Communication and Technologies (AECT) under the National Council for the Accreditation of Teacher Education (NCATE).

Standard 1 – Design

- 1.1.2.a Demonstrate in-depth synthesis and evaluation of the theoretical constructs and research methodologies related to instructional design as applied in multiple contexts.
- 1.1.3.b Utilize the research, theoretical, and practitioner foundations of the field in the development of instructional materials.
- 1.1.4.a Conduct basic and applied research related to technology integration and implementation.
- 1.1.5.c Articulate the relationship within the discipline among theory, research, and practice as well as the interrelationships among people, processes, and devices.
- 1.3.a Identify multiple instructional strategy models and demonstrate appropriate contextualized application within practice and field experiences.

REQUIRED TEXTS:

1. Kuniavsky, M. (2003) *Observing the User Experience*. San Francisco: Morgan Kaufmann Publishers (same as EDIT730)

COURSE REQUIREMENTS, PERFORMANCE-BASED ASSESSMENT, AND EVALUATION CRITERIA

1. Requirements –

1. Design+Research Blog - Students will read class readings to include the text and a supplemental set of articles that reflect current literature and research related to user-centered design, usability, design research and evaluation. Each student will post their thoughts and reflections on at least 1 major contribution to topics related to design research and user research and two minor commentaries on others' major contributions. The major contribution for each student will consist of that student taking the lead on a related topic to our study and thoughtfully contributing and provoking interest among the class on:
 - A topic related to current readings/links but not repetitive of it
 - Examples of notable design, design research, user research trends and implementation
 - Review and brief discussion of relevant articles, research, websites and personal contacts (if applicable), etc
2. User Research-Project Management Plan – Each team member will contribute to the drafting and finalization of a project management plan for the semester that includes further development of the prototype, selection of user research methods that will be implemented in at least two formative evaluation cycles and overall, related, logistical planning and procedures that will enhance the prototype design through data-driven design-evaluation cycles. Each student will work with his or her team to successfully break down tasks as well as construct, negotiate and implement a project management plan across the semester that will be carried out by all team members who each will assume lead on one deliverable (see number 3 below) that will be posted to the course Wiki early in the Spring semester.

3. Project Management by Lead Group Member – Collectively and individually, students will contribute on a rotating basis to the management of the project prototype. This may include assuming responsibilities for a specific task or deliverables determined agreed to by the group. Group members who are not lead are expected to contribute to the prototype designating their contribution, but the lead rotating group member’s job is to assist the group in establishing schedules, writing, 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 user research outcome. At the end of the semester, students will be expected to report their project management lead deliverable and how they contributed to each deliverable.
4. Production of Prototype - Collectively and individually, students will continue to contribute to producing quality instructional design for the established project prototype based on data-driven design decision-making. All changes of the prototype will be reported and demonstrated on the course Wiki with designation of lead group member and contributions of other group members.
5. Data Collection and Analysis – Collectively and individually, each student will contribute to conducting user research and appropriate revisions to the prototype. The deliverables will include: a user research/ project management plan that may incorporate selected research methods such as contextual inquiry, enhanced competitive-market analysis, task analysis, card sorting, focus groups, usability tests, surveys, diaries, log files, competitive research, etc. There will be two rounds of data collection and analysis methods implemented with resulting, identified logical revisions to the prototype. Each round will be submitted on the course Wiki with designation of lead group member and contributions of other group members.
6. User Research Presentation - Each group will professional present their data collection, analyses and prototype revisions from rounds 1 and 2 to the class and clients, if available. Each presentation will be a maximum of 30 minutes and highlight the group’s accomplishments in user research throughout the semester.

B. Performance-Based Assessments - This course includes multiple performance-based assessments: project management, production of prototype, user research data collection and analysis, user research presentation to classmates and client.

C. Criteria for evaluation - Assessment of each performance assessment is guided by the rubric below. 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
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Course Readings/ Blog contributions	Significant evidence and outstanding contributions to course that demonstrates that student read, synthesized and applied concepts from readings as well as integrated outside resources on user research and design research.	Evidence that student read, synthesized and applied concepts from readings as well as integrated outside resources on user research and design research.	Little or no evidence that student read, synthesized and applied concepts from readings or outside resources on user research and design research.
User Research- Project Management Plan	Significant contribution to the team generated, user research-project management plan. Making all efforts to follow plan, discuss any changes if necessary with all members, and successfully work with and negotiate with team members implementing plan across the semester.	Thoughtful contribution to the team generated, user research-project management plan. Making efforts to follow plan, discuss any changes if necessary with all members, and successfully work with and negotiate with team members implementing plan across the semester.	Little or no contribution to the team generated, user research-project management plan. Little evidence of individual effort to follow plan, discuss any changes if necessary with all members, and successfully work with and negotiate with team members implementing plan across the semester.
Project Management Lead Group Member and Contributions to Group Project Process (self, peer, instructor)	Demonstrated, organized and effective management of one necessary deliverable or task relevant to user research documented on wiki. 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	Demonstrated management of one necessary deliverable or task, relevant to user research documented on Wiki. Participated in group meetings and communication efforts, delivered on individual responsibilities, made valuable individual contributions to group process, contributed to progression of project.	Little or no demonstrated management of one necessary deliverable or task relevant to user research documented on wiki. 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.
Production of Prototype	Significant progression of production of prototype evident with significant revisions that result from data-driven user research. Group member lead and participants documented contributions on Wiki.	Progression of production of prototype evident with revisions that result from data-driven user research. Group member lead and participants documented contributions on Wiki..	Little or no progression of production of prototype evident with revisions that result from data-driven user research. Group member lead and participants documented contributions on Wiki.

Data Collection and Analyses	Each group member significantly contributed to drafting user research plan, both rounds of data collection, analysis and preparation for revision of prototype. Group lead arranged for contacts but provided evidence on wiki that all members contribute to data collection and analysis.	Each group member contributed to drafting user research plan, both rounds of data collection, analysis and preparation for revision of prototype. Group lead arranged for contacts but provided evidence on wiki that all members contribute to data collection and analysis.	A group member demonstrates little or no contribution to drafting user research plan, both rounds of data collection, analysis and preparation for revision of prototype. Group lead does not arrange for contacts and does not provide evidence on wiki that all members contribute to data collection and analysis.
User Research Presentation	Highly professional, well-coordinated presentation of user research rounds and resulting prototype revisions.	Professional, coordinated presentation of user research rounds and resulting prototype revisions.	Non-professional, not well-coordinated presentation of user research rounds and resulting prototype revisions.

D. Grading Scale

Requirements	Percentage
Course Readings-Blog	10%
User Research-Project Management Plan	10%
Project management effort	10%
Production of Prototype	20%
Data Collection and Analysis	40%
User Research Presentation	10%

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.

PROPOSED CLASS SCHEDULE

WEEK	IN CLASS ACTIVITIES	OUT OF CLASS ACTIVITIES
1 Jan 21 (F to F)	Sharing Thoughts Overview of Syllabus: Schedule and Requirements Sign up for week of blog question/discussion lead User Research Meet as groups, identify issues and questions, draft production prototype goals	<ul style="list-style-type: none"> - Read Kuniavsky: Chapter 1-3 - As a group, re-examine prototype and draft production prototype goals and post on wiki - Prepare to informally present existing prototype to class from last semester's EDIT 730 course on Jan 28 - begin to plan for connecting with target audience members related to user research cycles
2 Jan 28 (F to F)	Presentation of existing prototype projects Overview discussion of iterative development and potential applied user research methods Overview of Project management (Dr. van Rooij) Application of Project management to user research/project management plan	<ul style="list-style-type: none"> - Read Kuniavsky: Chapter 4-5 - Work on enhancing and fleshing out prototype - Respond to issues on Design+Research Blog - Begin work on user research/project management plan draft
3 Feb 4 (online)	The User Experience User Tools and Techniques	<ul style="list-style-type: none"> - Read Kuniavsky: Chapter 6-8 - Review user tools and techniques - Establish user research goals - Continue work on enhancing and fleshing out prototype - Continue work on user research-project management plan draft - Brainstorm and begin to draft user research goals, priorities and questions - Determine accessible target audience and begin to recruit audience members, bring ideas and progress to next class
4 Feb 11 (F to F)	The User Research Plan Recruiting and Interviewing Contextual Inquiry, Task Analysis Multi-cultural teams (Dr. van Rooij) Work on production effort /research-project management	<ul style="list-style-type: none"> - Read Kuniavsky: Chapter 8-9 - Continue work on production prototype - Continue work on user research-project management plan - Intersect initial project management plan with user research goals, questions, and methods - Identify and recruit target audience members

<p>5 Feb 18 (online)</p>	<p>Focus groups Extracting trends and coding Review web resources on conducting focus groups Participatory Design Confirm selected user research methods to inform prototype development-revision</p>	<ul style="list-style-type: none"> - Read Kuniavsky: Chapter 10 - Integrate usability testing into user research/project management plan - Continue work on production prototype
<p>6 Feb 25 (F to F)</p>	<p>User Research-Project Management Plan DUE Groups Present Research Plan (15 min) Usability Testing (Dr. van Rooij)</p>	<ul style="list-style-type: none"> - Read Kuniavsky: Chapter 11
<p>7 Mar 4 (online)</p>	<p>Surveys Review related survey resources Round 1: Data Collection begins</p>	<ul style="list-style-type: none"> - Read Kuniavsky: Chapter 12 - Implement User Research Plan - Recruit and interview - Data collection and analysis - Report results and related prototype revisions on Wiki site - Development/revision of prototype
<p>8 Mar 11</p>	<p><i>SPRING BREAK</i></p>	<p><i>SPRING BREAK</i></p>
<p>9 Mar 18 (online)</p>	<p>Round 1: Data Analysis Diaries, Advisory Boards, Beta-testing Ethnographic design research Groupwork – analysis, work on report</p>	<ul style="list-style-type: none"> - Read Kuniavsky: Chapter 13 - Data Analysis - Development-Revision of prototype
<p>10 Mar 25 (F to F)</p>	<p>Diaries, Advisory boards, Commentary Logfiles, and clickstreams Round 1: Finalize and Report Out on Data Analysis</p>	<ul style="list-style-type: none"> - Read Kuniavsky: Chapter 14 - Round 1: Data Analysis and Revisions to Prototype - Prepare for Round 2: Data Collection - Recruit and implement data collection
<p>11 Apr 1 (online)</p>	<p>Reported Results on Round 1 and Associated Revisions DUE on Wiki Round 2: Data Collection begins Competitive Research (Dr. van Rooij) Review resources online Group work time for data collection and analysis</p>	<ul style="list-style-type: none"> - Round 2: Collect Data - Read Kuniavsky: Chapter 15-16

12 Apr 8 (F to F) APS	Round 2: Data Analysis Consultants and Outsourcing in Software Development (Dr. van Rooij) Group work time for data analysis	- Read Kuniavsky: Chapter 17-18 - Round 2: Data Analysis and Revisions to Prototype
13 Apr 15 (online) AERA	Reporting and Corporate culture issues Round 2: Data Collection and Analysis Begin Work on user research presentation	- Round 2: Data Analysis and Identified Revisions to Prototype
14A Apr 22 (F to F)	Round 2: Data Collection and Analysis Groupwork in Data Analysis and Identified Revisions of Prototype Prepare for final presentation	- Round 2: Data Analysis and Implemented Revisions to Prototype - Work on Reporting Results from Round 2 - Work on Final Presentation
15 April 29 (online)	Reported Results on Round 2 and Associated Revisions DUE on Wiki Begin to prepare for final presentation of user research	
16 May 5	FINAL PRESENTATION	Congratulations!