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**GEORGE MASON UNIVERSITY**  
**COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT****Instructional Design**  
**EDIT 705 001**

**Instructor:** Dr. Shahron Williams van Rooij  
**Class Dates:** 08/29/2011 – 12/19/2011  
**Class Meeting Times:** Monday, 4:30 – 7:10 PM  
**Class Meeting Location:** Commerce I Room 100  
**Supporting Web site:** [MyMasonPortal/Courses](#)

**Contact Information:**

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Office hours: By appointment **only**

**REQUIRED TEXTS**

1. Morrison, G.R., Ross, S.M., Kalman, H.K., & Kemp, J.E. (2011). *Designing effective instruction* (6<sup>th</sup> edition). Hoboken: John Wiley & Sons, ISBN 978-0-470-52282-0.
2. Reiser, R.A. & Dempsey, J.V. (Eds.) (2012). *Trends and issues in instructional design and technology* (3<sup>rd</sup> edition). Boston: Pearson, ISBN 978-0-13-256258-1

You may order from the George Mason University [bookstore](#) or from the book vendor of your choice.

**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.

**ENTRY SKILLS AND COMPETENCIES**

Students should possess basic computer skills (e.g., MS Office, Internet search skills) and have high-speed Internet access with a standard browser (Firefox, IE), along with Adobe Acrobat Reader and Adobe Flash Player, both of which are downloadable free of charge at <http://www.adobe.com/downloads/>. Experience in teaching, training, technical development, or equivalent is a plus.

## COURSE OBJECTIVES

At the conclusion of this course, students will be able to:

- Define instructional design
- Compare and contrast various models of instructional design
- Analyze and discuss various learning theories and how they relate to instructional design
- Collect and analyze data to identify an instructional need
- Conduct learner and contextual analyses
- Conduct task analysis
- Write measurable instructional/performance objectives
- Analyze and discuss instructional strategies used for various types of learning
- Define formative and summative evaluation
- Create an instructional design document (IDD) that provides a solution to an instructional problem/need
- Produce a rudimentary prototype of a design concept using electronic media of choice (e.g., PowerPoint, Camtasia, Dreamweaver, Articulate)

## PROFESSIONAL STANDARDS

### 1. Instructional Design Competencies (IBSTPI)

This course adheres to the standards for instructional design competency of the International Board of Standards for Training, Performance, and Instruction (IBSTPI). The complete list of IBSTPI standards is located at [http://www.ibstpi.org/Competencies/instruct\\_design\\_competencies.htm](http://www.ibstpi.org/Competencies/instruct_design_competencies.htm)

### 2. Code of Professional Ethics (AECT)

This course adheres to the code of professional ethics for the field of educational technology set down by the Association for Educational Communication and Technology (AECT). The full text of the AECT Code of Professional Ethics is located at <http://www.aect.org/About/Ethics.asp>.

### 3. Other Professional Standards/Guidelines

The ASTD Certification Institute has published standards that focus on competency models for corporate and government trainers at <http://www.astd.org/content/research/competency/competencyStudy.htm>.

## INSTRUCTIONAL APPROACH

The course will be taught in a **blended** format that combines ten (10) face-to-face classroom sessions with five (5) asynchronous (not “real time”) online sessions using the Blackboard Learning Management system housed in the MyMason portal. Materials include readings, lectures, hands-on experiences, research activities, threaded discussions and projects. Course topics, activities and assignments are listed in the **Course Schedule and Topics** section of this syllabus, as well as on our Blackboard course site.

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## OTHER 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 **four (4)** assignments required for successful completion of this course.

### 1. Practitioner Profile (10 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. If you are a member of any of the Instructional Design groups on [LinkedIn](#), you can select a practitioner from one of those groups.
- 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
- c. Prepare a **short summary** (circa. 2-3 pages, single spaced) of the interview for posting to the **ASSIGNMENT** link on the Blackboard course web site. You may use **either** APA-style formatting **or** standard Business English formatting. For more information on how this assignment is evaluated, please consult the *Practitioner Profile Grading Rubric* posted on our Blackboard course site.
- d. Prepare a brief PowerPoint (or Impress) **presentation (5 slides maximum)** of your profile experience to share in class.

## 2. Instructional Design and Technology Trends & Issues: Online Panel Discussions (25 points)

- a. There are **five (5) student-led online discussions**. Each discussion corresponds to a section of the Reiser and Dempsey reader:
  - i. Discussion #1: Performance Improvement (section IV)
  - ii. Discussion #2: Trends and Issues in Various Settings (section V)
  - iii. Discussion #3: Global Trends and Issues in IDT (section VI)
  - iv. Discussion #4: New Directions in Instructional Design and Technology (section VIII)
  - v. Discussion #5: Current Issues in Instructional Design and Technology (section IX)
- b. Each discussion will be led by a panel of **4** students. Panel members will be expected to have read all of the chapters under the section of their choice and to post their perspectives on the topic to the designated discussion thread in Blackboard on the date indicated on the course schedule. Perspectives should go beyond the material presented in the chapters by connecting themes/issues in those chapters to personal experience or to other research/applied information in the field of instructional design (e.g., scholarly or practitioner journal publications, applied work contexts, learning theory, professional organizations in the field, relevant and reliable online materials, etc.)
- c. The length and format of the perspectives is open, but the goal is to engage your fellow course members in thought-provoking discussions. It is up to each panel to determine how to split up the work for the perspectives discussion. One approach would be that one panel member prepares a synthesis of all the materials on the chose topic and the other panel member(s) develop the discussion question(s). **All** panel members must take part in **leading** the discussion.
- d. Non-panelists will be expected to have read all of the chapters under each discussion section. Comments from non-panelists may be posted throughout the topic week. Comments should add significantly to the discussion by suggesting other perspectives, pointing out problems, or even totally disagreeing. Make sure that you substantiate your responses with evidence, and whenever possible, relate your work experiences to the topic under discussion. For more information on how discussion response quality is evaluated, please consult the *Trends and Issues Panel Discussions Grading Rubric* posted to the Bb course site.

## 3. Instructional Design Document & Prototype Presentation – Team Project (50 points)

Working in teams of 2-4 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 professionally-polished document to the instructor.

The design document will include the following components:

- a) Instructional Problem Definition/Refinement (5 points)
- b) Learner and Context Analysis (5 points)
- c) Task Analysis (5 points)
- d) Instructional Objectives (5 points)
- e) Instructional Approach (Sequencing, Strategies, Messages) (10 points)
- f) Instructional Materials (Concepts) (5 points)
- g) Formative & Summative Evaluation (5 points)

The prototype presentation will consist of an **in-class** demonstration of the rudimentary prototype (10 points). The demonstration should clearly convey ...

- Scope of the prototype (e.g., topic, lesson, module, course)
- Electronic media selected
- Sample assessment items
- Navigational layout
- Essence of the design idea that persuades the client that this solution is the optimum choice best on the content of your IDD

Examples of previous projects are posted on the Bb course site.

Please review the *Instructional Design Document & Prototype Presentation Grading Rubric* as you develop your team projects.

#### **4. In-Class Peer Reviews of IDD Components (15 points)**

Each student will be asked to provide constructive evaluative feedback to other teams as you work on the ID Brief & Prototype Presentation. Your feedback will be based on the criteria set down in the assignment grading rubric. Review sheets will be distributed in class.

**Total Possible Points for all Deliverables: 100**

**Note: Late assignments will be penalized 10% for each class session past the due date.**

## **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 course 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 based on the content and activity in classroom work sessions and the private team discussion and chat areas in Bb. **As such, scores for individual contributions may differ from the project grades.**

## Grading scale

The grading scale used in this course is the official George Mason University scale for graduate-level courses. Decimal percentage values  $\geq .5$  will be rounded up (e.g., 92.5% will be rounded up to 93%); decimal percentage values  $< .5$  will be rounded down (e.g., 92.4% will be rounded down to 92%).

Letter Grade	Total Points Earned
A	93%-100%
A-	90%-92%
B+	88%-89%
B	83%-87%
B-	80%-82%
C	70%-79%
F	<70%

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>.

## STUDENT EXPECTATIONS

- Students must adhere to the guidelines of the George Mason University Honor Code [see <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [see <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [see <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University e-mail 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 e-mail account.

- Students must follow the university policy stating that all sound-emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behavior and dispositions at all times.

### **CAMPUS RESOURCES**

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [see <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [see <http://writingcenter.gmu.edu/>].

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

**COURSE SCHEDULE AND TOPICS**

DATE	TOPIC	ASSIGNMENT
<p><b>Week 1</b> <b>Aug. 29</b></p>	<ul style="list-style-type: none"> <li>• Introductions, review syllabus</li> <li>• Intro to Blackboard (Bb) and access verification</li> <li>• Review previous EDIT 705 projects</li> </ul>	<ul style="list-style-type: none"> <li>• Sign up for Online Panel Discussion under the <b>Groups</b> link in Bb by <b>Sept. 8</b></li> <li>• Sign up for ID project teams under the <b>Groups</b> link in Bb by <b>Sept. 8</b></li> <li>• Start thinking about project topics</li> <li>• Read Morrison et al, Chapters 1-2</li> <li>• Read Reiser &amp; Dempsey, Section I, Chapters 1-3</li> </ul>
<p><b>Week 2</b> <b>Sept. 5</b></p>	<p><b>LABOR DAY – NO CLASSES</b></p>	
<p><b>Week 3</b> <b>Sept. 12</b></p>	<ul style="list-style-type: none"> <li>• Instructor presentation: <i>Instructional Design Overview</i> (postponed from 08/29)</li> <li>• Evaluate job ad (handout) based on Morrison, Chs. 1-2 &amp; Reiser &amp; Dempsey, Chs. 1-3</li> <li>• Project management/teamwork organization</li> <li>• Problem definition/examples</li> <li>• Discuss potential project topics and make final topic selection</li> <li>• Begin working on Project Charter and timeline for final team project</li> </ul>	<ul style="list-style-type: none"> <li>• Upload draft Project Charter and timeline to Bb team space by <b>Sept. 19</b></li> <li>• Access <a href="#">Mason Library</a> e-journal database to read Van Rooij, S. W. (2010), Project management in instructional design: ADDIE is not enough. <i>British Journal of Educational Technology</i>, 41: 852–864</li> <li>• Draft Instructional Problem Definition</li> </ul>
<p><b>Week 4</b> <b>Sept. 19</b></p>	<ul style="list-style-type: none"> <li>• Finalize Project Charter</li> <li>• Present draft Instructional Problem Definition – <b>Peer Review #1</b></li> <li>• Group work: Revise Problem Definition</li> <li>• Instructor presentation: <i>Learner and context analysis: Data collection techniques</i></li> </ul>	<ul style="list-style-type: none"> <li>• Upload final Project Charter to Bb</li> <li>• Upload revised Problem Definition to team space</li> <li>• Read Morrison et al, Ch. 3</li> <li>• Read Reiser &amp; Dempsey, section IV, chapters 14-17</li> <li>• Panel #1 discussant perspectives discussion question(s) uploaded to Bb by <b>Sept. 25</b></li> </ul>



DATE	TOPIC	ASSIGNMENT
<b>Week 5</b> <b>Sept. 26</b>	<ul style="list-style-type: none"> <li>• <b>Online Panel Discussion #1: Performance Improvement (No f2f meeting)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Draft Learner/Context Analysis</li> <li>• Read Morrison et al, Ch. 4</li> </ul>
<b>Week 6</b> <b>Oct. 3</b>	<ul style="list-style-type: none"> <li>• Present draft Learner/Context Analysis – <b>Peer Review #2</b></li> <li>• Group work: Revise Learner/Context Analysis</li> <li>• Instructor presentation: <i>Overview of Task Analysis</i></li> </ul>	<ul style="list-style-type: none"> <li>• Upload revised Learner/Context Analysis to team space</li> <li>• Upload <b>Practitioner Profile</b> under <b>Assignments</b> link in Bb by <b>Oct. 9</b></li> <li>• Draft Task Analysis</li> </ul>
<b>Week 7</b> <b>Oct. 10 is Columbus Day; class meets on Oct. 11</b>	<ul style="list-style-type: none"> <li>• <b>Practitioner Profile presentations</b></li> <li>• Present draft Task Analysis – <b>Peer Review #3</b></li> <li>• Group work: Revise Task Analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Upload revised Task Analysis to team space</li> <li>• Read Reiser &amp; Dempsey, section V, chs. 18-22</li> <li>• Panel #2 discussant perspectives discussion question(s) uploaded to Bb by <b>Oct. 16</b></li> </ul>
<b>Week 8</b> <b>Oct. 17</b>	<ul style="list-style-type: none"> <li>• <b>Online Panel Discussion #2: Trends &amp; Issues in Various Settings (no f2f meeting)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Morrison et al, Ch. 5</li> <li>• Read <a href="#">Techniques &amp; Methods for Writing Objectives/Performance Outcomes</a></li> <li>• Draft Instructional Objectives</li> </ul>
<b>Week 9</b> <b>Oct. 24</b>	<ul style="list-style-type: none"> <li>• Present draft Instructional Objectives – <b>Peer Review #4</b></li> <li>• Group work: Revise Instructional Objectives</li> <li>• Instructor presentation: <i>Instructional approach to sequencing, strategies, messages</i></li> </ul>	<ul style="list-style-type: none"> <li>• Morrison et al. Chs 6-8</li> <li>• Read <a href="#">Gagne’s Nine Events of Instruction</a></li> <li>• Draft Instructional Approach</li> </ul>
<b>Week 10</b> <b>Oct. 31</b>	<ul style="list-style-type: none"> <li>• Present draft Instructional Approach – <b>Peer Review #5</b></li> <li>• Group work: Revise Instructional Approach</li> </ul>	<ul style="list-style-type: none"> <li>• Upload revised Instructional Approach to team space</li> <li>• Read Reiser &amp; Dempsey, section VI, Chs. 23-25</li> <li>• Panel #3 discussant perspectives discussion question(s) uploaded to Bb by <b>Nov. 6</b></li> </ul>

DATE	TOPIC	ASSIGNMENT
<b>Week 11 Nov. 7</b>	<ul style="list-style-type: none"> <li>• <b>Online Panel Discussion #3: Global Trends &amp; Issues in IDT (no f2f meeting)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Read Morrison et al., Chs. 9 &amp; 10</li> </ul>
<b>Week 12 Nov. 14</b>	<ul style="list-style-type: none"> <li>• Instructional materials/self-examination</li> <li>• Selecting media for project prototype: Cruising the <a href="#">Directory of Learning Tools 2011</a></li> <li>• Group work: Instructional Materials</li> <li>• Instructor presentation: <i>Intro to Evaluation</i></li> </ul>	<ul style="list-style-type: none"> <li>• Read Reiser &amp; Dempsey, section VIII, Chs. 29-34</li> <li>• Panel #4 discussant perspectives discussion question(s) uploaded by <b>Nov. 16</b></li> </ul>
<b>Week 13 Nov. 17-22</b> <b>(Modified schedule due to Thanksgiving)</b>	<ul style="list-style-type: none"> <li>• <b>Online Panel Discussion #4: New Directions in Instructional Design &amp; Technology (no f2f meeting)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Read Morrison et al Chs. 11-13</li> <li>• Read <a href="#">Kirkpatrick Model of Evaluation</a></li> </ul>
<b>Nov. 23-27</b>	<b>THANKSGIVING RECESS</b>	
<b>Week 14 Nov. 28</b>	<ul style="list-style-type: none"> <li>• Formative &amp; summative evaluation/examples</li> <li>• Group work: Draft Formative &amp; Summative Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Finalize Formative/Summative Evaluation</li> <li>• Read Reiser &amp; Dempsey, section IX, Chs. 35-38</li> <li>• Panel #5 discussant perspectives discussion question(s) uploaded by <b>Dec. 4</b></li> </ul>
<b>Week 15 Dec. 5</b>	<ul style="list-style-type: none"> <li>• <b>Online Panel Discussion #5: Current Issues in Instructional Design &amp; Technology (no f2f meeting)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Work on IDD &amp; Prototype presentation</li> </ul>
<b>Week 16 Dec. 12</b>	<ul style="list-style-type: none"> <li>• Group work: Finalize IDD &amp; Prototype Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Upload final IDD &amp; prototype links/screen shots under Assignments link by <b>Dec. 18</b></li> <li>• Complete online Course Evaluations</li> </ul>
<b>Week 17 Dec. 19</b>	<ul style="list-style-type: none"> <li>• <b>Final Project Presentations</b></li> <li>• Final thoughts</li> </ul>	