

GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

EDIT 705 001: Instructional Design (3 credits)
Spring Semester/2012

Online

January 31, 2011 through May 16, 2012

Instructor: Heather Tillberg-Webb, PhD

Contact Information

Mason e-mail: htillber@gmu.edu

Skype: htillberg

Office hours: By appointment

Required Texts

Morrison, G.R., Ross, S.M., Kalman, H.K., & Kemp, J.E. (2011). *Designing effective instruction (5th or 6th edition)*. Hoboken: John Wiley & Sons, ISBN 978-0-470-52282-0.

Reiser, R.A. & Dempsey, J.V. (Eds.) (2012). *Trends and issues in instructional design and technology (3rd 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

By the end of this course, you should 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

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>

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.

Instructional Approach

The course will be taught in an online format over the entire semester. The online sessions are asynchronous using the Blackboard Learning Management system housed in the MyMason portal. Materials used to support instruction include readings, lectures, hands-on experiences, research activities, threaded discussions and projects. Weekly content is described in detail and course topics, activities and assignments are posted on our Blackboard course site.

COURSE REQUIREMENTS, PERFORMANCE-BASED ASSESSMENTS, EVALUATION CRITERIA, AND GRADING SCALE

Major Assignment Descriptions

Practitioner Profile

For this project, you will identify and interview an instructional design/training professional and post a synopsis of this interview as well as a link to a brief narrated presentation on the **Practitioner Profile Wiki**.

This project will consist of these steps:

- 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. Add these to the Practitioner Profile Wiki Summary page:
- i. a.** Educational background, **b.** years of ID experience and **c.** Summary of current responsibilities **d.** Essential skills used in ID role
 - ii.** Most successful ID project (and **reasons why**)
 - iii.** Professional advice/lessons learned that he/she would like to share with others
- c.** Prepare a brief narrated **presentation (5 slides maximum)** of your profile experience to share with the class. Add a link to your presentation in the **Practitioner Profile Wiki**, as well as the answers to Part b (above) on the summary table.

ID Trends Discussions

There are five(5) student-led online discussions. Each discussion corresponds to a section of the Reiser and Dempsey reader:

- Group A- Reiser II Ch 4- 9 (weeks 3-4)
 - Group B- Reiser IV Ch 14-17 (weeks 5-6)
 - Group C- Reiser V Ch18-22 (weeks 7-9)
 - Group D -Reiser IX Ch 35-38 (weeks 10-11)
 - Group E -Reiser III, Ch 10-13 (weeks 12-13)
- a. Each discussion will be led by a panel of **4** students. You are encouraged to approach the material and design of the discussion using any format that will inspire effective learning, so feel free to explore debate, role play, case study and other strategies to enrichen the discussion. 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.)
- b. 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 chosen topic and the other panel member(s) develop the discussion question(s). If your group selects alternate strategies, such as a debate, group members could take different roles to facilitate the discussion. **All** panel members must take part in **leading** the discussion.
 - c. 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.

Instructional Design Document & Prototype Presentation – Team Project

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
- b) Learner and Context Analysis
- c) Task Analysis
- d) Instructional Objectives
- e) Instructional Approach (Sequencing, Strategies, Messages)
- f) Instructional Materials (Concepts)
- g) Formative & Summative Evaluation

The prototype presentation will consist of a recorded presentation of the rudimentary prototype.

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

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

Peer Reviews

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.

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>.

Assignment Weights

Category	Assignment	Weight
1	Discussions/Reflections	15%
2	Practitioner Profile	10%
3	Group-Led Discussion	10%
4	Peer Reviews	15%
5	Instructional Design Development Project	50%
		100%

PROPOSED CLASS SCHEDULE

LAST DAY TO DROP CLASS WITHOUT ACADEMIC/FINANCIAL PENALTY IS BEFORE 20% OF THE CLASS SESSIONS HAVE MET – for this course **that date is 2/13/2012.**

Week 1 – Welcome

Week of 1/23

Readings

- Reiser, Chs 1-3
- Morrison Chapter 1
- Wagner, Ellen. IN SEARCH OF THE SECRET HANDSHAKES OF ID:
<http://www.jaidpub.org/wp-content/uploads/2011/03/EssayWagnerApr2011.pdf>

Assignments

Assignment number	Assignment name	Category of Assignment	Due Day
M.1.1	Introduction discussion	1	Friday/Sunday
M.1.2	Learning reflection 1	1	Sunday

Week 2 – Practicing Instructional Design

Week of 1/30

Readings

- Morrison, Kemp, & Ross, Ch 2
- Reiser, Chapter 16 and Section VII (Chapters 26, 27, 28)

Assignments

M.2.1	Participate in Job	1	Friday/Sunday
-------	--------------------	---	---------------

	Analysis Discussion		
M.2.2	Post ID Project Problem Statement to Discussion forum	5	Sunday

Week 3 - Analyzing Learners

Week of 2/6

Readings

- Morrison, Kemp & Ross , Ch 3
- Reiser, Section II , Chapters 4-9

Assignments

M3.1	Peer Review of Problem Statement	4	Friday
M3.2	Revision of problem statement	5	Sunday
Mx.1	Group A Plan for Facilitation	3	Friday

Week 4 – Task Analysis and Learner Analysis

Week of 2/13

Readings

- Morrison, Kemp, and Ross – Ch 3 & 4
- Reiser, Section II, Chapters 4-9

Assignments

M4.1	Participate in ID Trends Group A Discussion	1	Friday/Sunday
M4.2	Post draft of learning analysis & Task analysis to discussion board	5	Sunday

Week 5 - Task Analysis and Learner Analysis, cont.

Week of 2/20

Readings

- Morrison, Kemp, and Ross – Ch 4
- Reiser, Section IV, Ch 14-17

Assignments

Mx.1	Group B Plan for Facilitation	3	Friday
M5.1	Learner & Task Analysis Peer Reviews	4	Sunday

Week 6 – Last week of Learner Analysis & Task Analysis

Week of 2/27

Readings

- Morrison, Kemp, and Ross – Ch 4
- Reiser, Section IV, Ch 14-17

Assignments

M6.1	Participate in ID Trends Discussion led by Group B	1	Friday/Sunday
MY.1	Group E Practitioner Profiles	2	Friday
M6.2	Learner & Task Analysis revisions posted to wiki	5	Sunday

Week 7 – Instructional Objectives and ID Contexts

Week of 3/5

Readings

- Morrison, Kemp, and Ross – Ch 5
- Reiser, Section V – Chapters 18-22

Assignments

MY.1	Group D Practitioner Profiles	2	Friday
MX.1	Group C Facilitation Plan	3	Friday
M7.1	Draft of Instructional Objectives posted to discussion forum	5	Sunday

Week 8

Week of 3/12 - No work due, spring break

Week 9 – Instructional Objectives and ID Contexts, cont.

Week of 3/19

Readings

- Morrison, Kemp, and Ross – Ch 5
- Reiser, Section V – Chapters 18-22

Assignments

M9.1	Participate in ID Trends discussion by Group C	1	Friday/Sunday
M9.2	Peer review of instructional objectives	4	Friday
M9.3	Final version of instructional objectives	5	Sunday
MY.1	Group A Practitioner Profiles	2	Friday

Week 10 – Instructional Approaches & Media Selection

Week of 3/26

Readings

- Morrison, Ch 6 & 7
- Reiser IX Ch 35-38

Assignments

MY.1	Group B Practitioner Profiles	2	Friday
Mx.1	Group D Facilitation Plan	3	Friday
M10.1	Instructional Approaches & Media/Technology Selection posted to the discussion forum	5	Sunday

Week 11- Instructional Approaches & Media Selection, cont.

Week of 4/2

Readings

- Morrison, Ch 6 & 7
- Reiser IX Ch 35-38

Assignments

M11.1	Participate in ID Trends Group D Discussion	1	Friday/Sunday
M11.2	Peer Review of Instructional Approaches/Media Selection	4	Friday
M11.3	Revised Instructional Approaches/Media Selection to wiki	5	Sunday
MY.1	Group C Practitioner Profiles	2	Sunday

Week 12 – Instructional Materials

Week of 4/9

Readings

- Morrison, Ch 9
- Reiser III, Ch 10-13

Assignments

Mx.1	Group E Facilitation Plan	3	Friday
M12.1	Instructional Materials posted to discussion board	5	Sunday

Week 13 – Instructional Materials, cont.

Week of 4/16

Readings

- Morrison, Ch 9
- Reiser III, Ch 10-13

Assignments

M13.1	Participate in ID Trends discussion led by Group E	1	Friday/Sunday
M13.2	Instructional Materials Plan Peer Review	4	Friday
M13.3	Instructional Materials revisions posted to wiki	5	Sunday

Week 14 – Formative/Summative Assessment

Week of 4/23

Readings

- Morrison, Ch 10-12

Assignments

M14.1	Participate in Practitioner Profile discussion	1	Friday/Sunday
M14.2	Draft of Formative/Summative Eval posted to Discussion forum	5	Friday
14.3	Peer feedback on Formative/Summative due	4	Sunday

Week 15 – Formative/Summative Assessment, cont.

Week of 4/30

Readings

- Morrison, Ch 10-12

Assignments

M15.1	Revision of Formative/Summative Eval posted to wiki	5	Friday
M15.2	Final learning reflection	1	Sunday

Week 16

Week of 5/7

Assignments

M16.1	Prototype presentation due	5	Friday
M16.2	Peer feedback on prototype	4	Sunday

