

GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
INSTRUCTIONAL TECHNOLOGY

EDIT 732

Analysis and Design of Technology-Based Learning Environments

Fall 2012

Wednesday 4:30 – 7:10 pm

Fairfax Campus – Thompson Hall L0028

PROFESSOR:

Name: Dr. Brenda Bannan

Office phone: 703-993-2067

Office location: Thompson Hall Room L043

Office hours: by appointment

Email address: bbannan@gmu.edu

COURSE DESCRIPTION

- A. Prerequisites** – EDIT 730 or permission of instructor
- B. Course description from the University Catalog:** Enables design, implementation, and evaluation of technology-based education and training materials using advanced computer-based authoring tools.

COURSE DESCRIPTION:

This course will provide students with opportunities to experience the instructional design process as applied to the conceptual prototype of a technology-based learning system or interface design. Students may have the opportunity to interact with developers, subject matter experts, target audience members and draft a comprehensive design approach as well as prototype their ideas using selected technology software tools. The course will be focused on facilitating connections between interdisciplinary approaches of prototyping, design and development of teaching and learning systems/interfaces from multiple disciplines including instructional design, computer science, human computer interface and related fields.

LEARNER 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/user research methodologies to instructional design and development
4. collect and analyze user data related to iterative instructional design and development
5. contribute positively to the team's mission and goals and support of individual members and team members' professional growth and development
6. document individual's contributions to team's mission and goals
7. contribute to project management and accomplishment of goals
8. present design 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) Goodwin, Kim (2009) *Designing for the Digital Age: How to Create Human-Centered Products and Services*, San Francisco:Wiley
- 2) Clevenger, N. (2011). *iPad in the Enterprise: Developing and Deploying Business Applications*. Indianapolis: John Wiley & Sons, Inc.

OPTIONAL/RECOMMENDED TEXTS:

Mullen, T. (2011). *Prototyping Augmented Reality*. Indianapolis: John Wiley & Sons, Inc.

Clark, J. (2010). *Tapworthy: Designing Great iPhone Apps*. O'Reilly Media

COURSE ASSIGNMENTS AND EVALUATION

A. Assignment Descriptions

1. Investigation of Mobile Learning and Mobile Interface Design - Individual Presentations (10%)

Each student will present their individual research/exploration into a relevant, related area of mobile learning or mobile interface design to contribute to the collaborative investigation of these topics in the course. The topics will be selected during the first two weeks of the course and should provide direct application to our design task (described below). Each presentation will be expected to provide:

- A 15-minute overview of the area of research/exploration
- Includes statement of how these resources (relevant articles, research, websites, blogs, corporate sites, developer sites, and/or personal contacts if applicable, etc.) are directly connected to and can benefit our collective effort toward meeting the specific design challenge
- Includes connection to instructional design, interface design, cognitive design or related principles
- Incorporates examples, recommendations, (not just summarization of information in powerpoint) on how to leverage this information for our purposes

2. User Research Plan (20%)

A small group of students (thereafter referred to as your design group) will individually contribute to the collective purpose of initially investigate the design problem and context. Design groups will collect relevant information to produce a briefing report describing the design project context and plan including:

- Introduction
- Investigation of design problem or limited performance analysis
- Description of organizational and individual drivers and barriers to success for the overall problem (mobile design) and for selected instructional problem (mobile learning experience)
- Priorities for instruction, support, training or prototype development based on initial user research
- Identify user roles, plan interviews/observations and determine schedules
- Recommendations and rationale for design concept
- Team members roles and responsibilities including lead(s) on assignment

3. Needs Assessment/Audience and Task Analyses (20%)

Each design group will further explore and define the interface, teaching, learning or training problem and

context they choose to address within the defined design direction. This may require additional data gathering and analytic techniques (than what was required for the user research plan but also building on it) such as literature review and additional observation, interviews etc. with the target audience or related subject matter experts/target audience members, day-in-the-life studies, etc. Students will analyze this data into a thorough report that includes the following elements and will be posted to the course Wiki and presented in class:

- Further identify and define interface/learning problem
- Conduct user research
- Demographics of target audience
- Knowledge/Training gap
- Detailed Job or learning environment/interface context of use description
- Learning or performance goal/interface requirements based on data analysis
- Task analysis/task hierarchies/task scenarios/flowcharts, etc.
- Technology skills/aptitudes/gap assessment
- Write report that reflects design problem analysis and user research
- Reported team member roles and responsibilities including lead(s) on assignment

4. Persona/User Needs Documentation (10%)

Each design group will determine relevant user groups and outline content related to each persona for presentation to the class. Different groups may plan an interface design template for both the general template and learning problem that provides an elaborated, more customized interface design for differing audiences (e.g. adult learner, informal or formal learner, undergraduate, graduate, elementary, middle, high school, retired, etc.) in multiple contexts (e.g. school, university, online learning, informal learning, formal learning, specific cultural contexts, etc.). The user needs documentation provides a synthesis of what has been learned from the performance and needs analyses and translate that information into a persona for design directions, rationale and eventual usability testing or other techniques at different points during the semester and next semester. Each group must post their personas/scenarios on the course Wiki that includes the following:

- Personas for interface/learning design problems
- Sensitivity to varying audiences and contexts
- Direct correlation to prior collected “data” in performance and needs analysis
- Documenting user scenarios/personas and needs
- Reported team member roles and responsibilities including lead(s) on assignment

5. Mobile Interface Template Design Submissions, Rationale and Testing (20%)

Each design group will strategize and conceptualize their mobile interface template design for presentation and feedback considering the analyses of audience, design goals and concept modeling of mobile interface design. Each group will present their concept mobile interface template design (and post on course Wiki) including:

- Develop interface concept model/template design
- Direct correlation to prior analyses (e.g. performance, needs and user needs analyses)
- How interface template design relates to principles, constructs, examples, development guidelines learned about in the course through collective investigation
- Testing of small module of content integrated with mobile course interface template design
- Informal feedback cycles from target audience members (or accessible participants) and experts.
- Analysis, synthesis and documentation of feedback

- Identified revisions to be incorporated into the design prototype (which will incorporate a learning module)
- Reported team member roles and responsibilities including lead(s) on assignment

6. Design Prototype Presentation and Documentation (20%)

Each design group will present their elaborated mobile learning experience prototype (further implementing their interface template design with content and interactions demonstrating sound instructional design principles. Each group will relate a brief account of process to any associated stakeholders and classmates (as well as possibly target audience members). Each group will review their site map, flow chart, wireframes, layout and visual design for feedback.

- Site map
- Flowchart
- Wireframes
- Layout and visual design
- Documented audience and client feedback with noted design revisions for final presentation
- Reported team member roles and responsibilities
- Prototype and process presented to class and client(s) or representatives
- Reported team member roles and responsibilities including lead(s) on assignment

A. Criteria for evaluation

Performance-Based Assessments - This course includes multiple performance-based assessments: individual presentations, needs analysis report, persona/user needs documentation, design or prototype submission, rationale and testing and presentation.

Participation/Group Project Process rubric for both in-class and online participation and contributions:

- Outstanding contributor: contributions reflect exceptional preparation and full participation in groups. Ideas offered are always substantive, providing one or more major insights as well as suggestions for group. Attended all group meetings, demonstrated exceptional effort on individual and lead tasks, exceeded individual contribution requirements and was instrumental in leading the group forward. Respectfully acknowledged and integrated all members' skills in project development process. Worked as an excellent team group member and contributor. If this person were not a member of the group, the quality of project would be diminished markedly.
- Good contributor: contributions reflect good preparation and full participation in groups. Good insights are always offered, providing one or more major ideas as well as suggestions for group. Attended all group meetings, demonstrated good effort on individual and lead tasks, met individual contribution requirements and was valuable in leading the group forward. Respectfully acknowledged and integrated all members' skills in project development process. Worked as a good team group member and contributor. If this person were not a member of the group, the quality of project would be diminished.
- Adequate contributor: contributions reflect adequate preparation and adequate participation in groups. Some insights offered are occasionally, providing some ideas as well as suggestions for group. Attended majority of group meetings, demonstrated effort on individual and lead tasks, met individual contribution requirements.. Respectfully acknowledged and integrated all members' skills in project

development process. Worked as a team group member and contributor. If this person were not a member of the group, the quality of project would be somewhat diminished.

- Unsatisfactory contributor: contributions reflect inadequate preparation and adequate participation in groups. There are little insights/contributions offered as well as suggestions for group. Missed a significant amount of group meetings, demonstrated inadequate effort on individual and lead tasks, did not meet individual contribution requirements for group. Did not respectfully interact and acknowledge all members' skills in project development process. Did not work well as a team group member and contributor. If this person were not a member of the group, the quality of project would be unchanged.
- Note: Students who do not participate or contribute will receive zero points in the applicable area.
- Table 1 below provides the point assignment and distribution across the 4 categories of this rubric.

B. Assignment Examination/Evaluation Weighting

Table 1 Participation/Contributions to Group Project Process Rubric (5%)

| | Category 1 | Category 2 | Category 3 | Category 4 |
|------------------------|----------------------------|----------------------|------------------|-------------------------|
| CRITERIA | Unsatisfactory Contributor | Adequate Contributor | Good Contributor | Outstanding Contributor |
| In-class participation | 6 | 7 | 8 | 10 |
| Project group meetings | 6 | 7 | 8 | 10 |
| Wiki contributions | 6 | 7 | 8 | 10 |
| Project contributions | 6 | 7 | 8 | 10 |
| Score | 24 | 28 | 32 | 40 |

(Total Possible Points: 5)

Table 2 Individual Presentation Rubric (10%):

| Criteria | No Evidence | Beginning (Limited evidence) | Developing (Clear evidence) | Accomplished (Clear, convincing, substantial evidence) |
|---|-------------|------------------------------|-----------------------------|--|
| Topic addressed in sections written is important and/or | | | | |

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| valuable to the design challenge direction and technology addressed | | | | |
| Topic examined is connected to principles in instructional design, human computer interface design, cognition or other relevant information from the field, theory and/or research. | | | | |
| Incorporated useful, interesting and applicable examples, recommendations, and further resources rather than just a summary of information. | | | | |
| Adhered to time limit of 15 minutes | | | | |
| Presentation completed on assigned date (unless otherwise approved by instructor ahead of time). | | | | |
| SCORE | | | | |

(Total Possible Points: 10)

Table 3 User Research Plan (20%):

| Criteria | No Evidence | Beginning (Limited evidence) | Developing (Clear evidence) | Accomplished (Clear, convincing, substantial evidence) |
|---|-------------|------------------------------|-----------------------------|--|
| Individually contributed to pr led a thorough investigation of design problem and context | | | | |
| Individually contributed to writing the user research plan | | | | |
| Provided all required elements for plan | | | | |
| Plan is presented in a professional and | | | | |

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|--------------------|--|--|--|--|
| informative manner | | | | |
| SCORE | | | | |

(Total Possible Points: 20)

Table 4 Needs Analysis/User Research (20%):

| Criteria | No Evidence | Beginning (Limited evidence) | Developing (Clear evidence) | Accomplished (Clear, convincing, substantial evidence) |
|---|-------------|------------------------------|-----------------------------|--|
| Individually contributed to or led data gathering of relevant information to design problem and context | | | | |
| Individually contributed to analysis of data related to design problem and context | | | | |
| Provided all required elements for report | | | | |
| Analysis report is presented in a professional and informative manner | | | | |
| SCORE | | | | |

(Total Possible Points: 20)

Table 5 Persona/User Needs Documentation (5%):

| Criteria | No Evidence | Beginning (Limited evidence) | Developing (Clear evidence) | Accomplished (Clear, convincing, substantial evidence) |
|--|-------------|------------------------------|-----------------------------|--|
| Individually contributed to or led conceptualization of personas | | | | |
| Individually contributed to or led documentation of | | | | |

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| personas | | | | |
| Individually contributed to or led direct interaction with target audience or close convenience sample | | | | |
| Personas demonstrate sensitivity to varying audience and contextual needs for interface/learning design | | | | |
| Documentation is presented in a professional and informative manner | | | | |
| SCORE | | | | |

(Total Possible Points: 5)

Table 6 Mobile Interface Template Design (20%):

| Criteria | No Evidence | Beginning (Limited evidence) | Developing (Clear evidence) | Accomplished (Clear, convincing, substantial evidence) |
|---|-------------|------------------------------|-----------------------------|--|
| Individually contributed to or led interface template design | | | | |
| Established clear connections to design principles from instructional design, human computer interface design or cognitive research | | | | |
| Individually contributed to gathering feedback on design from target audience | | | | |
| Contributed to course of action and documentation for identified revisions of prototype | | | | |
| SCORE | | | | |

(Total Possible Points: 20)

Table 7 Design Documents and Prototype Presentation (20%):

| Criteria | No Evidence | Beginning (Limited evidence) | Developing (Clear evidence) | Accomplished (Clear, convincing, substantial evidence) |
|--|-------------|------------------------------|-----------------------------|--|
| Individually contributed to or led presentation preparation | | | | |
| Well-articulated design strategy | | | | |
| Well-articulated design rationale based on data gathering and analysis | | | | |
| Presentation demonstrates practice and professionally delivered | | | | |
| SCORE | | | | |

(Total Possible Points: 20)

C. Grading scale: A = 94-100; A - = 90-93; B+ = 86-89; B = 83-85; B- = 80-82; C = 70-79; F = <70

D. Other Expectations

*Due to the fluid, real-world and dynamic nature of the design process, the instructor reserves the right to change the syllabus during the course if needed based on individual project needs/requirements. Every effort will be made to keep students abreast of changes as soon as possible but professionalism and demonstration of professional aptitude as a designer to varying levels of ambiguity and required flexibility in complex, real world projects is expected in this course.

Assessment of each performance assessment is guided by the rubrics above. 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. It is expected that individual students contribute to each design group assignment. It is also expected that students will rotate the lead(s) on each assignment so that each person or group of 2 will take on the responsibility of managing or leading that assignment to its completion. Students should indicate which assignment that they took the lead on and detail/report the contributions they have made in the documentation of each of the assignment posted to the course Wiki as well as 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. Although, the Professor reserves the right to determine individual grades based on multiple sources of input (akin to qualitative analysis of multiple sources of data), this evaluation form will be completed using the rubric below to provide additional data on the performance on the identified criteria.

The rubrics above will be used to evaluate individual performance as part of the project group based on observations in class, postings on Wiki, quality of assignments under student leads, reporting of contributions to each assignment, etc. As an inherent part of this course, students are expected to demonstrate the professionalism and teamwork that would be required as a professional instructional designer in the workplace.

The rubrics 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 accordingly. The instructor(s) also evaluate students based on this rubric.

*Due to the fluid, real-world and dynamic nature of the design process, the instructor reserves the right to change the syllabus during the course if needed based on individual project needs/requirements. Every effort will be made to keep students abreast of changes as soon as possible but professionalism and demonstration of professional aptitude as a designer to varying levels of ambiguity and required flexibility in complex, real world projects is expected in this course.

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. It is expected that individual students contribute to each design group assignment. It is also expected that students will rotate the lead(s) on each assignment so that each person or group of 2 will take on the responsibility of managing or leading that assignment to its completion. Students should indicate which assignment that they took the lead on and detail/report the contributions they have made in the documentation of each of the assignment posted to the course Wiki as well as 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. Although, the Professor reserves the right to determine individual grades based on multiple sources of input (akin to qualitative analysis of multiple sources of data), this evaluation form will be completed using the rubric below to provide additional data on the performance on the identified criteria.

The rubric below will be used to evaluate individual performance as part of the project group based on observations in class, postings on Wiki, quality of assignments under student leads, reporting of contributions to each assignment, etc. As an inherent part of this course, students are expected to demonstrate the professionalism and teamwork that would be required as a professional instructional designer in the workplace (5% of grade is allocated to stated contributions to group project process and 5% to other project contributions not directly covered in the rubric).

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 accordingly. The instructor(s) also evaluate students based on this rubric.

| | Exceeds Expectations or Standards (E = Exceeds Expectations) A level work | Meets Expectations or Standards (M = Meets Expectations) B level work | Does not Meet Expectations or Standards (B = Below Expectations) C level work |
|--|--|---|---|
| Overall Contributions to Group Project Process (self, peer, | Demonstrated full participation in group meetings and communication, showed exceptional effort on individual tasks, exceeded individual contribution and was instrumental in leading | Participated in group meetings and communication efforts, delivered on individual responsibilities, made valuable individual contributions to group | 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 |

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| instructor) | group forward, respectfully acknowledged and integrated all members' skills in project development process | process, contributed to progression of project. | ideas and opinions with respect. |
| Individual Presentation (10%) | Provided useful overview of topic in a dynamic and timed 15-minute presentation providing valuable information toward the design challenge for the benefit of all. Included statement of how resources were related to design challenge and connections to principles in instructional design, human computer interface design or cognition were provided. Incorporated useful, interesting and applicable examples, recommendations, further resources posted on resource page rather than just summarization of information. | Provided overview of topic in a 15-minute presentation providing information related to the design challenge. Some statement of how resources were related to design challenge and some connection to principles in instructional design, human computer interface design or cognition were provided. Few useful and applicable examples, recommendations or further resources in delicious postings were provided. More summary than direct application of information. | Did not provide presentation useful for course design challenge discussion through any main topic or interest or comments focused on topic related to readings. Exceeded time limitation as well as little or no utility explained or resources provided to class toward collective effort. |
| User Research Plan (20%) | Contributed to a thorough investigation of design problem and context and create user research plan. Provided all required elements in a highly informative and professional plan. | Contributed to adequate investigation of design problem and context and create user research plan. Provided majority of elements in a informative and professional plan. | Little evidence of contribution and investigation of design problem and context and missing elements of user research plan. Does not provide many of the required elements of research plan. |
| Needs Analysis/User Research (20%) | Full participation in excellent data gathering and analysis of relevant information to design problem and context. All required elements are included in a rich, data-driven professional report that promotes good design. | Participation in adequate data gathering and analysis of relevant information to design problem and context. All required elements are included in report. | Little or no evidence of data gathering and analysis of information related to design problem and context. Major elements are missing from report. |
| Persona/User Needs Documentation (10%) | Significant contribution to conceptualization and documentation of persona related to interface template and/or learning design problem. Demonstrates clear connection to data collection and analysis in performance and needs analysis. | Contribution to conceptualization and documentation of persona related to interface template and/or learning design problem. Demonstrates some connection to data collection and analysis in | Little or no contribution to required elements of persona related to interface template and/or learning design problem. Demonstrates no clear connection to data collection and analysis in performance and needs analysis. Demonstrates little |

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| | Demonstrates acute sensitivity to varying audience and contextual needs for interface/learning design. Documentation posted on Wiki in a timely manner for review by others. | performance and needs analysis. Demonstrates sensitivity to varying audience and contextual needs for interface/learning design. Documentation posted on Wiki in a timely manner for review by others. | or no sensitivity to varying audience and contextual needs for interface/learning design. Documentation not posted on Wiki in a timely manner for review by others. |
| Mobile Interface Template Design Submissions, Rationale and Testing Documentation (20%) | Significant contribution to interface template design submission (interface concept model and template design). Clear connection to design principles from instructional design, human computer interface design or cognitive research discussed in course or individually identified. Outstanding evidence of testing of small learning module within mobile course interface template design for specific audience. Feedback provides logical course of action to identified revisions of prototype. | Contribution to interface template design submission (interface concept model and template design). Some connection to design principles from instructional design, human computer interface design or cognitive research discussed in course or individually identified. Some evidence of testing of small learning module within mobile course interface template design for specific audience. Feedback provides some course of action for identified revisions of prototype. | Little or no evidence of individual contribution to interface template design submission (interface concept model and template design). Little or no connection to design principles from instructional design, human computer interface design or cognitive research discussed in course or individually identified. Little or no evidence of testing of small learning module within mobile course interface template design for specific audience. Little or no feedback that provides a course of action for identified revisions of prototype. |
| Design Documents and Prototype Presentation (20%) | Full participation in professional presentation of well-articulated design strategy, design document elements and prototype description for review by client | Some participation in professional presentation of a well-articulated design strategy, design document elements and prototype for review by client | Little or no evidence of participation in design strategy, design document elements and prototype presentation for client. |
| Other contributions (extra credit) | Significant contributions related to the progress of the team, development of processes to move project forward and development of project. Extra effort demonstrated. | Notable individual contributions related to progress of team, development of processes to move project forward and development of project. Average effort demonstrated | Little or no attention directed toward helping the team reach their goals. |

D. Grading Scale

| Requirements | Percentage |
|---|------------|
| Overall Contributions to Group Project Process | embedded |
| Individual Presentation | 10% |
| User Research Plan | 20% |
| Needs Analysis/User Research | 20% |
| Persona/User Needs Documentation | 10% |
| Mobile Interface Template Design Submissions, Rationale and Testing Documentation | 20% |
| Design Documents and Prototype Presentation | 20% |

PROPOSED CLASS SCHEDULE

*Due to the fluid, real-world and dynamic nature of the design process/context, the instructor reserves the right to change the syllabus/schedule during the course if needed based on project needs/requirements. Every effort will be made to keep students abreast of changes as soon as possible but professionalism and demonstration of your aptitude as a designer/design researcher to varying levels of ambiguity and required flexibility in complex, real world projects is expected in this course.

| WEEK | IN CLASS ACTIVITIES | PREPARATION FOR FOLLOWING CLASS ACTIVITIES |
|-------------------------|---|---|
| 1 Aug 29 (F to F) | Sharing/Introductions Overview of Syllabus: Schedule and Requirements Working in virtual and face-to-face contexts Sign up for week of individual presentation | - Read iPad in the Enterprise: Chapter 1-2 - Post bio on Wiki in project group folders |

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|-----------------------------------|--|---|
| <p>2 Sept 5 (F to F)</p> | <p>Introduction to project focus, constraints, client and context</p> <p>Introduction to Performance Analysis: Three perspectives integrated</p> <p>Determine groups</p> <p>Meet as groups, exchange contact information, draft questions about design project post to Wiki online or face to face</p> | <ul style="list-style-type: none"> - Read iPad in the Enterprise: Chapter 3-4 - Read Designing for the Digital Age: Chapters 1-2 - Review resources related to project provided on Wiki to attempt to quickly come up to speed or enhanced understanding of design problem context and parameters - Add to project resources on group Wiki spaces |
| <p>3 Sept 12 (Online)</p> | <p>Further investigation of design project parameters, constraints, affordances, etc.</p> <p>Begin design group collaboration on performance analysis</p> | <ul style="list-style-type: none"> - Read iPad in the Enterprise: Chapter 5-6 - Read Designing for the Digital Age: Chapters 3 - Begin work on performance analysis, post evolving drafts on Wiki in project group folders |
| <p>4 Sept 21 (Online)</p> | <p>Begin User Research Plan</p> <p>Investigate and analyze online and off-line information on problems, opportunities, drivers, barriers on larger design context (mobile interface design) and identified learning course (mobile learning module experience)</p> <p>Work in design groups to quickly synthesize resources, identify situation, client/partner goals, problems, drivers, barriers, potential solution systems</p> | <ul style="list-style-type: none"> - Read iPad in the Enterprise: Chapter 7-8 - Read Designing for the Digital Age: Chapters 4 - Post drafts on Wiki in project group folders |

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|--------------------------|--|---|
| 5 Sept 26 (F to F) | <p>Introduction to Needs Analysis and User Research</p> <p>Conduct User Research Needs Analysis</p> <p>Continue group work on Performance Analysis</p> <p>Begin to Plan for Data Collection for Needs Analysis</p> | <p>- Read Designing for the Digital Age: Chapters 5-6</p> <p>- Post drafts on Wiki in project group folders</p> |
| 6 Oct 3 (Online) | <p>User Research Plan DUE</p> <p>Additional Potential Methods for Needs Analysis and User Research</p> <p>Recruit Participants</p> <p>Conduct Planned Data Collection for Needs Analysis</p> | <p>- Read iPad in the Enterprise: Chapter 7-8</p> <p>- Read Designing for the Digital Age: Chapters 7-10</p> <p>- Post drafts on Wiki in project group folders</p> |
| 7 Oct 10 (F to F) | <p>Conduct Planned Data Collection for Needs Analysis</p> <p>Methods for User Research</p> <p>Introduction to Personas</p> <p>Work in Groups to Begin to Analyze Data for Needs Analysis</p> | <p>- - Read iPad in the Enterprise: Chapter 9-10</p> <p>- Read Designing for the Digital Age: Chapters 11</p> <p>- Post drafts on Wiki in project group folders</p> |
| 8 Oct 17 (Online) | <p>Analysis of Data from Needs Analysis and User Research</p> <p>Begin Drafting Personas based on data from needs analysis and user research</p> | <p>- Read Designing for the Digital Age: Chapters 12</p> <p>- Post drafts on Wiki in project group folders</p> |
| 9 Oct 24 | <p>Needs Analysis/User Research Report DUE</p> <p>Revise Personas</p> | <p>- - Read iPad in the Enterprise: Chapter 11-12</p> <p>- Read Designing for the Digital Age:</p> |

| | | |
|---|---|--|
| (F to F) | <p>Begin to Draft Objectives, Determine Scope, Gather Content for Mobile Learning Experience Module</p> <p>MID-SEMESTER EVALUATIONS DUE</p> | <p>Chapters 13-14</p> <p>- Post drafts on Wiki in project group folders</p> |
| <p>10</p> <p>Oct 31</p> <p>(Online)</p> | <p>Persona/User Needs DUE</p> <p>Begin as a Design Group to Define Requirements, Visualize Solutions and Design Processes for Mobile Interface</p> <p>Refine Objectives, Determine Scope, Gather Content for Mobile Learning Experience Module</p> | <p>- Read Designing for the Digital Age: Chapters 15</p> <p>- Post drafts on Wiki in project group folders</p> |
| <p>11</p> <p>Nov 7</p> <p>(F to F)</p> | <p>Discuss Patterns for Design</p> <p>Define Interaction Frameworks, Functional Elements, Principles and Patterns in Your Design</p> <p>Sketching and Other Low Fidelity Prototyping Processes</p> <p>As a Design Group Model and Sketch Solutions</p> | <p>- - Read iPad in the Enterprise: Chapter 13</p> <p>- Read Designing for the Digital Age: Chapters 16-19</p> <p>- Post drafts on Wiki in project group folders</p> |
| <p>12</p> <p>Nov 14</p> <p>(Online)</p> | <p>As a Design Group Model and Sketch Solutions</p> <p>Plan for Mobile Course Interface Template Design Submissions, Rationale and Testing Documentation</p> | <p>- Read Designing for the Digital Age: Chapters 20-22</p> <p>- Post drafts on Wiki in project group folders</p> |
| <p>13</p> <p>Nov 21</p> | <p>THANKSGIVING RECESS</p> | <p>NO CLASS</p> |
| <p>14</p> <p>Nov 28</p> | <p>Discuss Detailed Design Processes</p> <p>Implement Detailed Design Processes</p> <p>Begin to Draft Mobile Course Interface Template</p> | <p>- Read Designing for the Digital Age: Chapters 23-26</p> |

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|------------------------------|--|-------------------------|
| (F to F) | Design Submissions, Rationale (compile from prior phases) and Testing Documentation (conduct informal evaluation). | |
| 15 Dec 5 (Online) | Implement and Document Detailed Design Finalize Mobile Course Interface Template Design Submissions, Rationale and Testing Documentation Conduct Informal User Evaluation Finalize Mobile Course Interface Template Design Submissions, Rationale and Testing Documentation | |
| 16 Dec 12 (F to F) | Mobile Course Interface Template Design Submissions, Rationale and Testing Documentation DUE FINAL EVALUATIONS DUE FINAL PRESENTATION | Congratulations! |

GMU POLICIES AND RESOURCES FOR STUDENTS

- a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- c. Students are responsible for the content of university communications sent to their George Mason University email 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 email account.
- d. 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/>].
- e. 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/>].
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

g. 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/>].

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.

<http://cehd.gmu.edu/values/>

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

INSTRUCTIONAL DESIGN AND DEVELOPMENT PROGRAM EXPECTATIONS:

****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.

