SYLLABUS

GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
INSTRUCTIONAL DESIGN AND DEVELOPMENT (IDD) PROGRAM

EDIT 705 – DL1
Instructional Design (3 Credits)
Spring 2013, Jan. 22-May 12, 2013
Course meets online via MyMasonPortal/Courses

PROFESSOR:
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COURSE DESCRIPTION:

- **Pre-requisites/co-requisites**: There are neither pre-requisites nor co-requisites. However, students should possess basic computer skills (e.g., MS Office, Internet search skills), 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 description from the university catalog**: Helps students analyze, apply, and evaluate principles of instructional design to develop education and training materials spanning a wide range of knowledge domains and instructional technologies. Focuses on a variety of instructional design models, with emphasis on recent contributions from cognitive science and related fields.
- **Additional description details**: 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.
- **Delivery method**: The course will be delivered online using an **asynchronous** (not "real time") format using the Blackboard Learning Management system housed in the MyMason portal. The course will utilize a combination of readings, lectures, research activities, threaded discussions, and projects to help participants learn the fundamentals of designing instruction for a variety of learning environments (face-to-face classrooms, virtual classrooms, etc.).
- **Technical requirements**: To participate in this course, students will need the following resources:
  - High-speed Internet access with a standard up-to-date Web browser (Mozilla Firefox and Internet Explorer work best);
  - The following software plug-ins for PCs and Macs respectively, available for free downloading by clicking on the link next to each plug-in:
    - Adobe Acrobat Reader: http://get.adobe.com/reader/
    - Windows Media Player: http://windows.microsoft.com/en-US/windows/download-windows-media-player

- Apple QuickTime Player: http://www.apple.com/quicktime/download/

LEARNER OUTCOMES:
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:
A. **International Board of Standards for Training, Performance and Instruction (IBSTPI), Instructional Design Competencies**
     a. Professional foundations
          i. Communicate effectively in visual, oral and written form
     b. Planning and analysis
          i. Conduct a needs assessment
          ii. Design a curriculum or program
          iii. Select and use a variety of techniques for determining instructional content
          iv. Identify and describe target population characteristics
          v. Analyze the characteristics of the environment
          vi. Analyze the characteristics of existing and emerging technologies and their use in an instructional environment
          vii. Reflect upon the elements of a situation before finalizing design solutions and strategies
     c. Design and development
          i. Select and use a variety of techniques to define and sequence the instructional content and strategies
          ii. Select or modify existing instructional materials
          iii. Develop instructional materials
          iv. Design instruction that reflects an understanding of the diversity of learners and groups of learners
          v. Evaluate and assess instruction and its impact
     d. Implementation and management
          i. Provide for the effective implementation of instructional products and programs

B. **American Society for Training and Development (ASTD), Entry-level Design Competencies**
     a. Foundational competencies: Business/management
          i. Uses data from a variety of sources to analyze needs and propose sound solutions

ii. Plans and implements assignments to achieve goals by creating action plans and ensuring completion

REQUIRED TEXTS:

You may order your texts from the George Mason bookstore or from the book vendor of your choice.

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

COURSE ASSIGNMENTS AND REQUIRED DELIVERABLES

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. If you already have instructional design experience, select a designer with more (or for those with many years of experience) or less experience than yourself.
   b. **Interview** that individual – phone, electronic survey, or face-to-face – and collect the following information:
      i. Educational background, ID experience and credentials/certifications, 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
      iv. Your own net impressions/take-aways from the interview experience in which you go beyond what the interviewee said and **add your own thoughts and analysis**
   c. Prepare a **short summary** (circa. 2-3 pages, single spaced) of the interview for posting to the **ASSIGNMENTS** link on the Blackboard course web site.
   d. In addition, upload a copy of your Practitioner Profile to the designated thread of the Blackboard **DISCUSSION BOARD**.
   e. 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* at the end of this syllabus and also posted on our Blackboard course site.
   f. Note: Late assignments will be penalized 10% for each class session past the due date.

2. **Instructional Design and Technology Trends & Issues: Online Panel Discussions (25 points)**
   There are **five (5) student-led online discussions**. Each discussion corresponds to the assigned readings, as well as instructor videos and other assigned resources on the topic:
   - Discussion #1: Working in Virtual Teams
   - Discussion #2: Workplace Contexts & Settings
   - Discussion #3: Instructional Approach: Message and Medium
   - Discussion #4: Evaluating Instructional Programs/Projects
   - Discussion #5: Current Issues in Instructional Design

   The Panelists
   a. Each discussion will be led by a panel of **4-5** students. Panel members will be expected to have read all of the chapters under the topic 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(s) the discussion question(s). **All** panel members must take part in **leading** the discussion. For more information on preparing for and facilitating the panel discussion, see the *Panel Discussion Preparation Guidelines* document posted under the **RESOURCES** link of our Bb course site.
   c. To sign up for a discussion panel, click on the **GROUPS** link in the left-hand navigation panel of the course Welcome page, click on the discussion topic of your choice and sign up. This is **first-come-first serve**, so decide fairly quickly in order to get your first topic choice.

   Non-Panelists
   a. Non-panelists will be expected to have read all of the chapters under each discussion topic.
   b. Non-panelists are expected to participate in the discussions in a meaningful way and are required to post **at least two (2) comments** to **each** of the discussions that they are not leading. For example, if you are not a panelist for Discussion #2, you are expected to post at least two responses to the Discussion #2 thread. As graduate-level students, you are encouraged to exceed the minimum requirement.
   c. 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** from **recognized** industry sources (e.g., research conducted by professional associations, articles in trade publications) and whenever possible, relate your **work experiences** to the topic under discussion.

   All discussion postings (panelists and non-panelists) will be evaluated based on the **quality** of those postings, whether the postings were **timely** and met the deadlines indicated in our course schedule/calendar, and the ability of your postings to **motivate** others in a collaborative effort. For more information on how discussion response quality is evaluated, please consult the

Trends and Issues Panel Discussions Grading Rubric at the end of this syllabus and also posted to the Bb course site. **Note**: **Postings made after a discussion week has ended will receive zero points.**

3. **Instructional Design Document (IDD) & Prototype Presentation– Team Project (50 points)**
   - *Instructional Design Document (40 points)*
   Working in teams of **4-5 members** (you may keep the same team members from your Panel groups or you may opt to work with entirely different people), 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 topic will be determined **by the team collaboratively**. If there are particular topics that interest you, I would suggest you send a note to your fellow course members via Bb email to see if anyone else is interested in working with you on that topic. Once you've formed your teams, send me a note via Bb email so that I can create your private team spaces in Bb. For those who have no preferences in terms of topic and/or team mate, I will assign you to teams based on current/planned career interests that you mentioned in your bio.

   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
   b. Learner and Contextual Analysis
   c. Task Analysis
   d. Instructional Objectives
   e. Instructional Approach (Sequencing, Strategies, Messages)
   f. Limitations/constraints
   g. Instructional Materials (Sample storyboards, flowcharts)
   h. Formative & Summative Evaluation

   Examples of previous IDDs and prototype presentations are posted in the *Exemplary Projects* sub-folder under the **RESOURCES** link on the Bb course site.

   - *Prototype Presentation (10 points)*
   The prototype presentation will consist of an online **demonstration** of the rudimentary prototype of the instructional module outlined in the instructional design document. The demonstration should clearly convey …
   a. Scope of the prototype (e.g., topic, lesson, module, course)
   b. Electronic media selected
   c. Sample assessment items
   d. Navigational layout
   e. Essence of the design idea that **persuades the client** that this solution is the optimum choice based on the content of your IDD

Upload your IDD and Prototype Presentation (or Prototype URL if you have created a multimedia prototype) to the **ASSIGNMENTS** link. Make sure to upload all of your documents **before** you click SUBMIT. In addition, upload your Prototype Presentation (or its URL) – do not upload the IDD - to the designated thread on the **DISCUSSION BOARD**.

Please review the *Instructional Design Document & Prototype Presentation Grading Rubric* at the end of this syllabus and on the Bb course site as you develop your team projects. **Note: Late assignments will be penalized 10% for each class session past the due date.**

4. **Peer Reviews of IDD Components (15 points)**
   There will be a total of five (5) peer reviews conducted throughout the semester, reflecting the iterative nature of the instructional design process. Each student will be asked to provide constructive evaluative feedback to other teams as you work on the various components of the IDD:
   - Peer Review #1: Problem Definition
   - Peer Review #2: Learner and Contextual Analysis
   - Peer Review #3: Task Analysis
   - Peer Review #4: Instructional Approach, Limitations/Constraints, Materials
   - Peer Review #5: Formative & Summative Evaluation

   Your feedback will be based on the criteria set down in the *Instructional Design Document & Prototype Presentation Grading Rubric,* a copy of which is at the end of this Syllabus as well as on the Bb course site. All peer reviews will be conducted online using the Bb Discussion Board. Please consult the *Student Guidelines for Peer Reviews* posted in the **RESOURCES** section of the Bb course site for more information about providing feedback to the other teams. **Note: Postings made after a peer review week has ended will receive zero points.**

   Instructor comments on each of the documents submitted for peer review will be posted to your **private Team spaces**, so as not to unduly influence the feedback of fellow course members.

   Total Possible Points for all Deliverables: 100

GRADING POLICIES
- **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 at the end of this syllabus and on the Bb course site.
- **Team projects**: Note that the grading rubric for the team project evaluates both the project deliverables **and** each team member's individual contribution to the project and the project process. Your individual contribution is based on the content and activity in the private team areas in Bb, as well as on the results of the two (2) Team Member Effectiveness surveys that will be conducted during the semester. As such, an **individual student's scores may differ from the project deliverable scores**.
- **Grading scale**: The grading scale used in this course is the official George Mason University scale for graduate-level courses. Decimal percentage values ≥.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.

GMU POLICIES AND RESOURCES FOR STUDENTS

a. Students must adhere to the guidelines of the George Mason University Honor Code [see http://oai.gmu.edu/honor-code/].

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 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.

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 behavior and dispositions at all times.

CORE VALUES COMMITMENT
The College of Education and 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].

WORKLOAD:
Student success in this course is priority one. We have a great deal to cover in a relatively short period of time, so please keep on track. The scope and intensity of this course is such that playing "catch up" will prove to be extremely challenging. Expect to log in to this course **at least four times** a week to read announcements, participate in the discussions and work on course materials. **It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.**
 Note: If work or personal challenges threaten to derail your progress, please drop me a note as quickly as possible and we'll talk.

NETIQUETTE:
Our goal is to be **collaborative**, not combative. Experience shows that even an innocent remark in the online environment can be misconstrued. I suggest that you always re-read your responses carefully before you post them to encourage others from taking them as personal attacks. **Be positive in your approach to others and diplomatic with your words.** I will do the same. Remember, you are not competing with each other but sharing information and learning from one another as well as from the instructor.

MID-SEMESTER FEEDBACK
At the end of Week 7 of the course you will have an opportunity to anonymously provide your feedback to the instructor about what is (not) working for you in the course, along with your ideas as to how the course may be improved. Those preferring a one-on-one consultation with the instructor may certainly do so by making an appointment for a Web conference or a phone conference

COURSE SCHEDULE:

DATE	TOPIC/LEARNING EXPERIENCES	READINGS AND ASSIGNMENTS

Week 1 01/22-01/27	**TOPIC: COURSE KICK-OFF AND GETTING ACQUAINTED**
	
	• Verify Blackboard (Bb) access; troubleshoot any issues by sending an email with your G number and description of the problem to courses@gmu.edu
	• After logging in on MyMasonPortal, clicking on the COURSES tab at the top of the page, then clicking on the link for EDIT 705, read the course **Welcome** page
	• Review the course **Syllabus** and print it out or download it to your device for off-line reading
	• View the **COURSE ORIENTATION** video, the link to which is in the left-hand navigation menu bar
	• Post your bio (photo optional) to the designated thread under the **DISCUSSION BOARD** link in the left-hand navigation menu bar
	• Post any syllabus-related questions to the designated thread on the **DISCUSSION BOARD**
	• Review the *Panel Discussion Preparation Guidelines* posted under the **RESOURCES** link
		• Comments on the bios of your fellow course members throughout the week
		• Click on the **COURSE-AT-A-GLANCE** link in the left-hand navigation menu bar and select the **Week 1** link. [**Note**: All of the following assignments/activities are accessible via the Week 1 link.]
		• Read the Week 1 Learning Outcomes
		• View the video *Instructional Design Overview*
		• Complete the assigned readings
		   o Chapters 12 & 13 in Reiser & Dempsey
		   o MIT Sloan Review article *How to Manage Virtual Teams*
		   o British Journal of Educational Technology article *Project Management in Instructional Design: ADDIE is Not Enough*
		• Click on the **GROUPS** link in the left-hand navigation menu bar of our Bb course site and sign up for one (1) of the *Panel Perspectives* discussion topics for which you would like to be a panelist. This is first-come-first serve, so decide fairly quickly in order to get your first choice topic. Sign-ups for all five topics to be completed by **01/24**

DATE	TOPIC/LEARNING EXPERIENCES	READINGS AND ASSIGNMENTS
Week 2 01/28- 02/03	**TOPIC: WORKING IN VIRTUAL TEAMS** • Comments on Online Panel Discussion #1 throughout the week • Start thinking about your IDD project team member preferences • Explore the *Project Documents* sub-folder under the **RESOURCES** link • View previous EDIT 705 projects in the *Exemplary Projects* sub-folder under the **RESOURCES** link	• **Leaders** of the Online Panel Discussion #1 to post their perspectives/questions by **01/28** • Click on the **COURSE-AT-A-GLANCE** link in the left-hand navigation menu bar and select the **Week 2** link. [**Note**: All of the following assignments/activities are accessible via the Week 2 link.] • Read the Week 2 Learning Outcomes • View the video *To Instruct or Not to Instruct* • Complete the assigned readings ○ Chapters 1 & 2 in Morrison, Ross, Kemp, et al • Send your project team member preferences to the instructor via Bb email by **02/03**

Week 3 02/04- 02/10	**TOPIC: INSTRUCTIONAL PROBLEM DEFINITION**
	
	 • Begin using private team discussion and collaboration tools in Bb
	 • Conduct a virtual kick-off meeting to determine your project topic and prepare your Team Project Charter
	 • Draft your team's Instructional Problem Definition
	 • Review the *Student Guidelines for Peer Reviews* posted in the **RESOURCES** section of the Bb course site
		• Upload Team Project Charter to the private team space of your choice in Bb (wiki, file exchange, etc.) by **02/08**
		 • Click on the **COURSE-AT-A-GLANCE** link in the left-hand navigation menu bar and select the **Week 3** link. [**Note**: All of the following assignments/activities are accessible via the Week 3 link.]
		 • Read the Week 3 Learning Outcomes
		 • View the video *Learner & Contextual Analysis*
		 • Complete the assigned readings
		    ○ Chapter 3 in Morrison, Ross, Kemp, et al
		    ○ Chapters 18-20 in Reiser & Dempsey
		 • Have one representative of your team post your draft Instructional Problem Definition to the **Peer Review #1** discussion thread on the Bb **DISCUSSION BOARD** by **02/10**

DATE	TOPIC	ASSIGNMENT

Week 4 **02/11-** **02/17**	**TOPIC: LEARNER AND CONTEXTUAL ANALYSIS-WORKPLACE CONTEXTS AND SETTINGS**
	
	• Peer Review #1 comments throughout the week
	   o Be sure to use the criteria in the *Instructional Design Document & Prototype Presentation Grading Rubric* to substantiate your comments
	• Revise Instructional Problem Definition based on peer review comments and instructor feedback
	• Comments on Online Panel Discussion #2 throughout the week
	• Draft your Learner & Contextual Analysis
		• **Leaders** of the Online Panel Discussion #2 to post their perspectives/questions by **02/11**
		• Click on the **COURSE-AT-A-GLANCE** link in the left-hand navigation menu bar and select the **Week 4** link. [**Note**: All of the following assignments/activities are accessible via the Week 4 link.]
		• Read the Week 4 Learning Outcomes
		• View the video *Overview of Task Analysis*
		• Complete the assigned readings
		   o Chapter 4 in Morrison, Ross, Kemp, et al
		• Have one representative of your team post your draft Learner & Contextual Analysis to the **Peer Review #2** discussion thread on the Bb **DISCUSSION BOARD** by **02/17**

Week 5 **02/18-** **02/24**	**TOPIC: TASK ANALYSIS-INTRODUCTION** • Peer Review #2 comments throughout the week o Be sure to use the criteria in the *Instructional Design Document & Prototype Presentation Grading Rubric* to substantiate your comments • Revise Learner & Contextual Analysis based on peer review comments and instructor feedback • Draft your Task Analysis	• Click on the **COURSE-AT-A-GLANCE** link in the left-hand navigation menu bar and select the **Week 5** link. [**Note**: All of the following assignments/activities are accessible via the Week 5 link.] • Read the Week 5 Learning Outcomes • Review the Web page Perform a Task Analysis • Have one representative of your team post your draft Task Analysis to the **Peer Review #3** discussion thread on the Bb **DISCUSSION BOARD** by **02/24**

DATE	TOPIC	ASSIGNMENT
Week 6 **02/25-** **03/03**	**TOPIC: TASK ANALYSIS-METHODS,** **CHOICES** • Peer Review #3 comments throughout the week o Be sure to use the criteria in the *Instructional Design Document & Prototype Presentation Grading Rubric* to substantiate your comments • Revise Task Analysis based on peer review comments and instructor feedback • Finalize your Practitioner Profile assignment	• Click on the **COURSE-AT-A-GLANCE** link in the left-hand navigation menu bar and select the **Week 6** link. [**Note**: All of the following assignments/activities are accessible via the Week 6 link.] • Read the Week 6 Learning Outcomes • Upload **Practitioner Profile** to **both** the **Assignments** link **and** the relevant discussion thread on the **DISCUSSION BOARD** in Bb by **03/03**

Week 7
03/04-
03/10
	TOPIC: KNOWLEDGE-SHARING WEEK
	
	• Comments on Practitioner Profiles throughout the week
	• Conduct a team process review meeting in your private Team spaces using the Team Process Review Questions posted in the *Project Documents* sub-folder under the **RESOURCES** link
		• Click on the **COURSE-AT-A-GLANCE** link in the left-hand navigation menu bar and select the **Week 7** link. [**Note**: All of the following assignments/activities are accessible via the Week 7 link.]
		• Read the Week 7 Learning Outcomes
		• View the video *Writing Instructional Objectives*
		• Complete the assigned readings
		     o Chapter 5 in Morrison, Ross, Kemp, et al
		     o Read [Techniques & Methods for Writing Objectives/Performance Outcomes](#)
		• Complete the **Team Member Effectiveness** survey, the link to which will be emailed to you, by **03/07**.
		• Complete the anonymous **Mid-Semester Feedback** survey on Bb by **03/10**

Week 8 **03/11-** **03/17**	**SPRING BREAK – NO CLASSES**	

DATE	TOPIC	ASSIGNMENT
Week 9 **03/18-** **03/24**	**TOPIC: INSTRUCTIONAL OBJECTIVES** • Within your teams, debrief on Team Member Effectiveness Survey results • Revise Team Project Charter to reflect lessons learned from survey • Draft your Instructional Objectives	• Upload revised Team Project Charter to the private team space of your choice in Bb (wiki, file exchange, etc.) by **03/20** • Click on the **COURSE-AT-A-GLANCE** link in the left-hand navigation menu bar and select the **Week 9** link. [**Note**: All of the following assignments/activities are accessible via the Week 9 link.] • Read the Week 9 Learning Outcomes • View the video *Instructional Approach: Sequencing, Strategies, and Messages* • Complete the assigned readings ○ Chapters 6-9 in Morrison, Ross, et al ○ Chapter 32 in Reiser & Dempsey ○ Read Gagne's Nine Events of Instruction • Upload your draft Instructional Objectives for instructor feedback only (no peer review) to the private team space of your choice in Bb by **03/24**
Week 10 **03/25-** **03/31**	**TOPIC: INSTRUCTIONAL APPROACH: MESSAGE AND MEDIUM** • Comments on Online Panel Discussion #3 throughout the week • Revise Instructional Objectives based on instructor feedback • Draft Instructional Approach, Limitations/Constraints. Materials (IDD components e, f & g described on p. 5 of this syllabus)	• **Leaders** of the Online Panel Discussion #3 to post their perspectives/questions by **03/25** • Click on the **COURSE-AT-A-GLANCE** link in the left-hand navigation menu bar and select the **Week 10** link. [**Note**: All of the following assignments/activities are accessible via the Week 10 link.] • Read the Week 10 Learning Outcomes • View the video *Introduction to Evaluation* • Complete the assigned readings ○ Chapters 11-13 in Morrison, Ross, et al ○ Chapters 10 & 11 in Reiser & Dempsey ○ Read Kirkpatrick Model of Evaluation • Have one representative of your team post your draft Instructional Approach, Limitations/Constraints, Materials to the **Peer Review #4** discussion thread on the Bb **DISCUSSION BOARD** by **03/31**

DATE	TOPIC	ASSIGNMENT
Week 11 **04/01-** **04/07**	**TOPIC: EVALUATION** • Comments on Online Panel Discussion #4 throughout the week • Peer Review #4 comments throughout the week o Be sure to use the criteria in the *Instructional Design Document & Prototype Presentation Grading Rubric* to substantiate your comments • Revise Instructional Approach, Limitations/Constraints, Materials based on peer review comments and instructor feedback • Draft your Formative & Summative Evaluation	• **Leaders** of the Online Panel Discussion #4 to post their perspectives/questions by **04/01** • Click on the **COURSE-AT-A-GLANCE** link in the left-hand navigation menu bar and select the **Week 11** link. [**Note**: All of the following assignments/activities are accessible via the Week 11 link.] • Read the Week 11 Learning Outcomes • View the video [Prototyping for Better e-Learning](#) • Complete the assigned readings o Read [Flow Chart](#) o Read [Storyboarding](#) • Have one representative of your team post your draft Formative & Summative Evaluation to the **Peer Review #5** discussion thread on the Bb **DISCUSSION BOARD** by **04/07**
Week 12 **04/08-** **04/14**	**TOPIC: PROTOTYPING IN INSTRUCTIONAL DESIGN** • Peer Review #5 comments throughout the week o Be sure to use the criteria in the *Instructional Design Document & Prototype Presentation Grading Rubric* to substantiate your comments • Revise your Formative & Summative Evaluation based on peer review comments and instructor feedback • Start building your Prototype Presentation	• Click on the **COURSE-AT-A-GLANCE** link in the left-hand navigation menu bar and select the **Week 12** link. [**Note**: All of the following assignments/activities are accessible via the Week 12 link.] • Read the Week 12 Learning Outcomes • Complete the assigned readings o Chapters 29, 31, 35 & 36 in Reiser & Dempsey

DATE	TOPIC	ASSIGNMENT
Week 13 04/15- 04/21	**TOPIC: CURRENT ISSUES IN INSTRUCTIONAL DESIGN** • Comments on Online Panel Discussion #5 throughout the week • Draft your Prototype Presentation	• **Leaders** of the Online Panel Discussion #5 to post their perspectives/questions by **04/15** • Click on the **COURSE-AT-A-GLANCE** link in the left-hand navigation menu bar and select the **Week 13** link. [**Note**: All of the following assignments/activities are accessible via the Week 13 link.] • Read the Week 13 Learning Outcomes • Upload your draft Prototype Presentation for instructor feedback only (no peer review) to the private team space of your choice in Bb by **04/21**
Week 14 04/22- 04/28	**TOPIC: FINALIZING IDD & PROTOTYPE PRESENTATION** • Revise draft Prototype Presentation based on instructor feedback • Begin consolidating all IDD components into a single document • Revisit the *Exemplary Projects* sub-folder under the **RESOURCES** link • Review the *Instructional Design Document & Prototype Presentation Grading Rubric* to make sure you have completed all project requirements	• Finalize IDD & Prototype Presentation • Complete the anonymous Mason **Online Course Evaluation Survey**, the link to which is located in the bottom right-hand corner of the **COURSES** tab on the MyMason portal
Week 15 04/29- 05/05	**TOPIC: DESIGN TEAM EXHIBITS** • Review and comment on the Prototype Presentations for all teams other than your own o Be sure to use the criteria in the *Instructional Design Document & Prototype Presentation Grading Rubric* to substantiate your comments	• Have one representative of your team upload the final Instructional Design Document & Prototype Presentation to the **ASSIGNMENTS** link by **04/29** • Have one representative of your team upload your Prototype Presentation only to the designated thread on the **DISCUSSION BOARD** by **04/29** • Complete the anonymous Mason **Online Course Evaluation Survey**, the link to which is located in the bottom right-hand corner of the **COURSES** tab on the MyMason portal
Week 16 05/06- 05/12	**COURSE WRAP-UP** • Closing remarks from instructor • Final project grades posted under the My Grades link (notification via email)	

ASSESSMENT RUBRICS:
A. Practitioner Profile Grading Rubric (Total Possible Points: 10)

Criteria	Does Not Meet Standards	Meets Standards	Exceeds Standards
Completeness:	One or more of the four elements of the assignment is missing, remainder covered superficially *Point values: 0.0-4.7*	All four elements of the assignment are present, but only some covered in a substantive way *Point values: 4.8-5.9*	All four elements of the assignment are present and covered in a substantive way *Point value: 6*
Clarity:	Major points not clearly stated, little or no specific details, examples, or analysis *Point values: 0.0-1.5*	Major points are stated clearly, some supported with specific details, examples or analyses *Point values: 1.6-1.9*	Major points are stated clearly, supported by specific details, examples or analysis *Point value: 2*
Organization:	Paper is unstructured and hard to follow *Point values: 0.0-0.7*	Structure of the paper is generally clear, little or no use of headings and sub-headings *Point values: 0.8-0.9*	Structure of the paper is clear and easy to follow, with use of accurate headings and sub-headings *Point value: 1*
Language:	Rules of English grammar, usage, spelling and punctuation are not followed, multiple language errors *Point values: 0.0-0.7*	Rules of English grammar, usage, spelling and punctuation are generally followed throughout the paper, one or two minor language errors *Point values: 0.8-0.9*	Rules of grammar, usage, spelling and punctuation are followed consistently throughout the paper, no language errors *Point value: 1*

B. Trends and Issues Panel Discussions Grading Rubric (Total Possible Points: 9 as panelist; 4 non-panelist x 4 discussions =25 points)

- *Panelist (1 topic for 9 points per panelist)*

Criteria	Does Not Meet Standards	Meets Standards	Exceeds Standards
Preparation:	Postings reflect inadequate thought processes and preparation *Point values/discussion: 0.0-2.3*	Postings reflect adequate thought processes and preparation *Point values/discussion: 2.4-2.9*	Postings reflect outstanding thought processes and thorough preparation *Point value/discussion: 3*
Ideas:	Ideas not substantive or off topic, with no references to assigned readings and to valid external sources *Point values/discussion: 0.0-2.3*	Usually includes substantive ideas supported by occasional references to assigned readings and to valid external sources *Point values/discussion: 2.4-2.9*	Always includes substantive ideas supported by frequent references to assigned readings and to valid external sources *Point value/discussion: 3*
Supplementary Contributions:	No supplementary comments or probing questions *Point values/discussion: 0.0-0.7*	Occasionally supplements comments with an additional probing question or hypothesis for the class to consider *Point values/discussion: 0.8-0.9*	Often supplements comments with an additional probing question or hypothesis for the class to consider *Point value/discussion: 1*
Application:	No application of work and/or previous learning experiences to concepts covered in class *Point values/discussion: 0.0-0.7*	Usually applies work and/or previous learning experiences to concepts covered in class *Point values/discussion: 0.8-0.9*	Frequent application of work and/or previous learning experiences to concepts covered in class *Point value/discussion: 1*
Netiquette:	Consistently violates the rules of digital etiquette (netiquette) *Point values/discussion: 0.0-0.7*	Usually follows the rules of digital etiquette (netiquette) *Point values/discussion: 0.8-0.9*	Consistently follows the rules of digital etiquette (netiquette) *Point value/discussion: 1*

- ***Non-panelist/discussion participant (4 per topic x 4 topics = 16 points)***

Criteria	Does Not Meet Standards	Meets Standards	Exceeds Standards
Preparation:	Postings reflect inadequate thought processes and preparation; did not meet the minimum requirement of two postings per topic *Point values/discussion: 0.0-0.7*	Postings reflect adequate thought processes and preparation; met the minimum requirement of two postings per week or postings concentrated on 1 day *Point values/discussion: 0.8-0.9*	Postings reflect outstanding thought processes and thorough preparation; met or exceeded the minimum requirement of two postings per topic; postings spread throughout the week *Point value/discussion: 1*
Ideas:	Ideas not substantive or off topic, with no references to assigned readings and to valid external sources *Point values/discussion: 0.0-0.7*	Usually includes substantive ideas supported by occasional references to assigned readings and to valid external sources *Point values/discussion: 0.8-0.9*	Always includes substantive ideas supported by frequent references to assigned readings and to valid external sources *Point value/discussion: 1*
Application:	No application of work and/or previous learning experiences to concepts covered in class *Point values/discussion: 0.0-0.7*	Usually applies work and/or previous learning experiences to concepts covered in class *Point values/discussion: 0.8-0.9*	Frequent application of work and/or previous learning experiences to concepts covered in class *Point value/discussion: 1*
Netiquette:	Consistently violates the rules of digital etiquette (netiquette) *Point values/discussion: 0.0-0.7*	Usually follows the rules of digital etiquette (netiquette) *Point values/discussion: 0.8-0.9*	Consistently follows the rules of digital etiquette (netiquette) *Point value/discussion: 1*

C. Instructional Design Document & Prototype Presentation Grading Rubric: Total Possible Points: 50

Criteria	Does Not Meet Standards	Meets Standards	Exceeds Standards
Problem definition:	Instructional design problem is not clearly stated *Point values: 0.0-2.3*	Instructional design problem is articulated clearly, but with little or no supporting data *Point values: 2.4-2.9*	Instructional design problem is articulated clearly and supported with a variety of data sources *Point value: 3*
Learner & Context Analysis:	Little or no description of learner characteristics and how the context relates to the problem, little or no supporting data *Point values: 0.0-3.9*	Adequate description of learner characteristics and how the context relates to the problem, some use of supporting data *Point values: 4.0-4.9*	Comprehensive, data-driven description of learner characteristics and how the context or environment relates to the problem *Point value: 5*
Task Analysis:	Method and content reflects neither SME input nor other data sources *Point values: 0.0-3.9*	Method and content reflects some SME input, little or no other data sources *Point values: 4.0-4.9*	Method and content clearly reflects use of substantive SME input as well as other data sources *Point value: 5*
Instructional Objectives:	Few or none of the instructional objectives are measurable nor supported by the instructional need & task analysis data *Point values: 0.0-3.9*	Most instructional objectives are measurable and most supported by the instructional need & task analysis data *Point values: 4.0-4.9*	All instructional objectives are measurable and all supported by the instructional need & task analysis data *Point value: 5*
Instructional Approach:	Instructional sequencing, strategies & messages do not flow logically from the instructional need, learner, context & task analyses, major disconnects *Point values: 0.0-3.9*	Instructional sequencing, strategies & messages generally flow logically from the instructional need, learner, context & task analyses, with only minor disconnects *Point values: 4.0-4.9*	Instructional sequencing, strategies & messages all flow logically from the instructional need, learner, context & task analyses *Point value: 5*
Limitations, Constraints:	Instructional design document does not articulate any pre-project limitations or constraints *Point values: 0.0-0.7*	Instructional design document articulates some pre-project limitations or constraints *Point values: 0.8-0.9*	Instructional design document clearly articulates all pre-project limitations and constraints Point value: 1

Criteria	Does Not Meet Standards	Meets Standards	Exceeds Standards
Instructional Materials:	Choice of instructional materials does not reflect instructional strategies, limitations/constraints *Point values: 0.0-3.9*	Choice of instructional materials somewhat reflects selected instructional strategies, limitations/constraints *Point values: 4.0-4.9*	Choice of instructional materials clearly reflects selected instructional strategies, as well as limitations/constraints *Point value: 5*
Formative & Summative Evaluation:	Instructional design document does not contain a formative and/or summative evaluation plan, no supporting data sources *Point values: 0.0-3.9*	Instructional design document contains a limited formative and summative evaluation with little or no supporting data sources *Point values: 4.0-4.9*	Instructional design document contains both a comprehensive formative & summative evaluation plan, supported by a variety of data sources *Point value: 5*
Organization:	Instructional design document is unstructured and hard to follow *Point values: 0.0-2.3*	Structure of the instructional design document is generally clear, little or no use of headings and sub-headings *Point values: 2.4-2.9*	Structure of the instructional design document is clear and easy to follow, with use of accurate headings and sub-headings *Point value: 3*
Language:	Rules of English grammar, usage, spelling and punctuation are not followed, multiple language errors throughout the instructional design document *Point values: 0.0-2.3*	Rules of English grammar, usage, spelling and punctuation are generally followed throughout the instructional design document, one or two minor language errors *Point values: 2.4-2.9*	Rules of grammar, usage, spelling and punctuation are followed consistently throughout the instructional design document, no language errors *Point value: 3*
Alignment of Prototype with IDD:	Prototype does not demonstrate the instructional strategies & approach outlined in the instructional design document Point values: 0.0-1.5	Prototype demonstrates some of the instructional strategies & approach outlined in the instructional design document *Point values: 1.6-1.9*	Prototype clearly demonstrates the instructional strategies & approach outlined in the instructional design document *Point value: 2*
Prototype media selection:	Selected media are neither innovative nor appropriate for chosen strategies Point values: 0.0-1.5	Selected media are not particularly innovative, yet appropriate for chosen strategies *Point values: 1.6-1.9*	Selected media are innovative and appropriate for chosen strategies *Point value: 2*

Criteria	Does Not Meet Standards	Meets Standards	Exceeds Standards
Criteria	Does Not Meet Standards	Meets Standards	Exceeds Standards
Sample assessment items:	Sample assessment items do not measure learning objectives *Point values: 0.0-1.5*	Sample assessment items measure some learning objectives *Point values: 1.6-1.9*	Sample assessment items clearly measure all learning objectives *Point value: 2*
Team member contributions:	Individual team members did not adhere to shared roles/responsibilities documented in Bb private team areas *Point values: 0.0.-1.5*	Individual team members generally adhered to shared roles/responsibilities documented in Bb private team areas *Point values: 1.6-1.9*	Individual team members consistently adhered to shared roles/responsibilities documented in Bb private team areas *Point value: 2*
PowerPoint© best practices:	Presentation did not adhere to PowerPoint© best practices documented in the Resources area of the Bb course site *Point values: 0.0-1.5*	Presentation generally adhered to PowerPoint© best practices documented in the Resources area of the Bb course site *Point values: 1.6-1.9*	Presentation adhered consistently to PowerPoint© best practices documented in the Resources area of the Bb course site *Point value: 2*

D. Peer Review Grading Rubric (Total Possible Points: 3 per review x 5 reviews =15 points)

Criteria	Does Not Meet Standards	Meets Standards	Exceeds Standards
Completeness:	Does not use the criteria set down in the Instructional Design Document & Prototype Presentation Grading Rubric *Point values: 0.0-0.7*	Uses some of the criteria set down in the Instructional Design Document & Prototype Presentation Grading Rubric *Point values: 0.8-1.4*	Uses all of the criteria set down in the Instructional Design Document & Prototype Presentation Grading Rubric *Point value: 1.5*
Quality:	Does not provide constructive comments (strengths, weaknesses, recommendations for improvement) on the rubric criteria *Point value: 0.0-0.7*	Provides constructive comments (strengths, weaknesses, recommendations for improvement) on some of the rubric criteria *Point value: 0.8-1.4*	Provides constructive comments (strengths, weaknesses, recommendations for improvement) on each of the rubric criteria *Point value: 1.5*