

Advanced Instructional Design
EDIT 730 – 3 credits (pre-requisite EDIT 705)
Course Syllabus
Fall 2013



General Information

Time: Tuesdays, 4:30 PM – 7:10 PM
Location: Thompson Hall, L003
Instructor: Dr. Nada Dabbagh
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Division of Learning Technologies
IDT Program: <http://learntech.gmu.edu/idt/>
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Course Description

Catalog Description: Capstone course of three-course sequence on theory and practice of instructional design. Helps students apply ideas developed in prior courses to complete major instructional design project. Covers leading-edge ideas in evolution of instructional design.

Expanded Description: The course provides students with the knowledge and skills for designing highly contextualized and engaging problem-solving learning environments (PSLE) based on the principles of constructivism, situated cognition, and distributed learning. Readings expose students to a range of epistemological and theoretical perspectives as evidenced by instructional design literature and applications. The focus is on **grounded or theory-based design**, which differs from the systematic process of instructional design (e.g., ADDIE) as discussed in EDIT 705. However, the principles of systematic instructional design are fundamental to understanding and implementing this design approach. The course also emphasizes the design of online and technology supported learning environments using a variety of constructivist-based pedagogical models.

Pre-requisites: EDIT 705; students are expected to be proficient in the principles and processes of instructional design (e.g., performing task and audience analysis, writing learning outcomes or instructional objectives, and aligning learning outcomes with taxonomies for identifying learning domains and assessment, etc.)

Nature of Course Delivery: The course will be conducted through a mixture of lecture, in-class discussions, online discussions, and individual and collaborative learning activities including a final design project.

Course Objectives (Learning Outcomes)

1. To develop an understanding of epistemological approaches to learning and cognition such as **objectivism, cognitivism, constructivism, and situated cognition**.
2. To be able to **compare** and **contrast** constructivist and objectivist approaches to learning and instruction.
3. To develop an **applied** understanding of **constructivism** and its implications for instructional design.
4. To examine alternative constructivist-based **pedagogical models** and their implications for the design of online and technology-supported learning environments.
5. To appreciate the importance of the linkage between theories of learning and instructional design practice.

Professional Standards

The learning outcomes for this course align with the International Board of Standards for Training, Performance and Instruction (IBSTPI) competencies of *Professional Foundations* and *Design and Development* as follows (<http://www.ibstpi.org/instructional-design-competencies/>):

- Apply research and theory to the discipline of instructional design (Advanced)
- Update and improve knowledge, skills, and attitudes pertaining to the instructional design process (Essential)
- Use an instructional design and development process appropriate for a given project (Essential)
- Design instructional interventions (Essential)
- Select or modify existing instructional materials (Essential)
- Develop instructional materials (Essential)
- Design learning assessment (Advanced)

Instructional Resources

Required Texts:

(1) Learning to Solve Problems: A Handbook for designing problem-solving learning environments (Jonassen), 2011, Routledge, Taylor & Francis. [ISBN-10: **0415871948** | ISBN-13: **978-0415871945**

(2) Online Learning: Concepts, Strategies, and Application (Dabbagh & Bannan-Ritland), 2005, Pearson. [ISBN-10: 0130325465 | ISBN-13: 978-0130325464 | **(optional purchase, chapters will be provided online)**

Additional readings will be on Blackboard or provided as handouts in class. The Blackboard course website will have a variety of **instructional resources organized according to the learning modules in the timeline below that should be explored with each module**. To access Blackboard, go to mymason.gmu.edu

Learning Activities, Performance Based Assessments, and Grading Policy

Compare and Contrast Assignment (C&C)

30% of grade

In groups, students will identify and compare and contrast **technology supported** learning environments or instructional applications that are rooted in two opposing learning paradigms: objectivism and constructivism. Students will use the theoretical principles of each paradigm to demonstrate contrasting characteristics of the selected learning environments through a web-based or in-class presentation. Students may also select an objectivist OR constructivist learning environment, and demonstrate how to redesign it such that it aligns with the principles of the opposing paradigm. The presentation should include: (a) the theoretical principles used to compare and contrast the selected instructional applications or the redesign process, (b) screenshots (or equivalent) that highlight the contrasting characteristics, (c) reading references/resources used. More detail is provided on the course website.

Online and In-Class Participation

30% of grade

This course includes both online and in-class discussions and activities. Online activities include the use of blogs (10%) or asynchronous discussions (10%) to articulate your understanding of the readings, share multiple perspectives and provide constructive peer feedback. In-class activities (10%) include group work and open whole group discussion. Rubrics for evaluating participation in online and in-class activities are provided on the course website. **On time class attendance is critical to successful class participation.**

Designing a Constructivist Learning Environment (CLE)

40% of grade

Each student will select a constructivist based pedagogical model (e.g., cognitive apprenticeship, community of practice, situated learning, PBL) and apply a **grounded design approach** to develop a **prototype of the CLE** for a specific target audience and learning content chosen by the student. The final deliverable for this assignment should include the following **four** components:

1. A short paper describing the selected pedagogical model, its theoretical underpinnings, instructional characteristics, and empirical research that examines its instructional effectiveness. APA style is required. References should include course readings as well as new empirical research related to the selected model.
2. A proposal (design document) describing the parameters of the CLE including the pedagogical model selected; the learning problem (authentic context) or challenge that will engage the target audience; the learning outcomes; characteristics of the target audience; the learning activities; and the assessment approach.
3. A table depicting the grounded design of the CLE. The table is a blueprint or storyboard of the prototype and should illustrate the mapping or alignment of four design elements: (1) learning outcomes, (2) instructional strategies (derived from the instructional characteristics of the pedagogical model you selected), (3) learning activities or tasks (what the learners will do), and (4) assessment criteria.
4. A prototype of the CLE showing the **learning activities** that the learners will engage in. The prototype can be developed in PPT or a technology of your choice (e.g., wiki, LMS, Flash, website, etc.).

Grades are based on the successful completion of course requirements and on the scope, quality and creativity of the assignments. To get an A in this course, students should demonstrate critical thinking skills through active synthesis of reading material, integration of prior knowledge and experience, and through problem-solving, argumentation, and reasoning.

Grade distribution is as follows: A + = 97 - 100 (exceeds expectations on all requirements); A = 93 - 96 (meets expectations, excellent performance); A- = 90 - 92 (meets expectations, very good performance), B+ = 86 - 89 (meets most expectations, good performance), B = 83 - 85 (meets most expectations, satisfactory performance); B- = 80 - 82 (meets some expectations, average performance); C = 70 - 79 (notably below expectations).

The instructor reserves the right to deduct up to 10% of an assignment grade per day for late submissions without a valid excuse. Missing more than 2 classes over the semester can also result in grade reduction. If you miss class, it is **your responsibility** to **make up** the work (this includes classwork).

Rubric for Evaluating Designing a Constructivist Learning Environment (CLE) (rubrics for the other assignments are available on the course website)

Components/Criteria	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Short Paper (12 points)	All key elements of the paper are covered and supported in a substantive way	Most key elements of the paper are covered and supported substantively OR all key elements are covered but not substantively	Several elements of the paper are missing, not supported substantively, or not adhered to
Project Proposal (6 points)	All key elements of the project proposal are included and effectively described; the selection of the pedagogical model is appropriate for the learning problem	Most key elements of the project proposal are included and effectively described OR all key elements are covered but the alignment across the elements is not clear	Key elements of the project proposal are missing OR the elements are not described effectively or do not align with the selected pedagogical model
Design Table (12 points)	All key elements of the design table are included and pedagogically aligned	Most key elements of the design table are included and pedagogically aligned OR all key elements of the design table are included but not pedagogically aligned	Several elements of the design table are missing or not pedagogically aligned
Prototype (10 points)	Prototype uses appropriate technologies to demonstrate all aspects of the design table that are applicable or available to the learner and the facilitator	Most aspects of the design table are demonstrated in the prototype using appropriate technologies OR all aspects of the design table are included but not effectively demonstrated	Several aspects of the design table are missing in the prototype design OR are not demonstrated effectively and consistently

Course Timeline <i>(subject to change)</i>

Module 1: Learning Paradigms and Instructional Design***Tuesday August 27 (week 1)******f2f class***

- Course Intro
- General discussion on learning theories and epistemologies
- Post bios and initial idea for final project to Blackboard (Bb) “Meet and Greet” forum
- Complete the icebreaker activity (see blog area)

Readings/activities to be completed by Tuesday September 3

- Ertmer & Newby (1993). Behaviorism, cognitivism, constructivism: Comparing critical features from an instructional design perspective (Bb)
- Jonassen (1991). Objectivism versus constructivism: Do we need a new philosophical paradigm? (Bb)
- Read bios and project ideas in “Meet and Greet” area and provide comments as appropriate
- Explore online resources under Module 1

Tuesday September 3 (week 2)**ASSIGN TEAMS FOR C&C*****f2f class***

- Discuss readings/resources, complete related activities, develop epistemology comparison table

Readings/resources to be completed/explored by Tuesday September 10

- Merrill (1996). Reclaiming the discipline of instructional design (Bb)
- Jonassen (1996). There is no need to reclaim the field of ID: It's just growing (Bb)
- Watch Merrill and Jonassen videos under readings for Module 1
- Post blog entry on Merrill-Jonassen debate (see questions in blog area)
- Explore online resources under Module 1

Tuesday September 10 (week 3)***online class***

- Discuss readings/resources online, complete related activities, complete epistemology comparison table
- Work on C&C presentation

Module 2: Situated Cognition, Anchored Instruction, Cognitive Apprenticeship, Communities of Practice**Readings/resources to be completed/explored by Tuesday September 17**

- Duffy & Cunningham (1996). Constructivism: Implications for the design and delivery of instruction (Bb)
- Chapter 1 (Online Learning text) (Bb)
- Explore online resources under Module 2 (Jasper Series, CoP Primer)

Tuesday September 17 (week 4)***f2f class***

- Discuss readings/resources, complete related learning activities

Readings/resources to be completed/explored by Tuesday September 24

- Collins (2006). Cognitive apprenticeship (Bb)
- Young (1993). Instructional design for situated learning (Bb)

Tuesday September 24 (week 5)***f2f class***

- Discuss readings/resources online, complete related learning activities

Tuesday October 1 (week 6)**C&C PRESENTATIONS*****f2f class*****Module 3: Instructional Design for Constructivist Learning Environments (CLE)****Readings/resources to be completed/explored by Tuesday October 8**

- Chapters 5 & 6 (Online Learning text) (Bb)
- Explore online resources under Module 3

Tuesday October 8 (week 7)***f2f class***

- Discuss readings/resources, complete related learning activities

Tuesday October 15 (week 8) Columbus Day No Class

- Continue working on learning activities related to Chapters 5 & 6 of the Online Learning text

Readings/resources to be completed/explored by Tuesday October 22

- Chapters 1, 8 & 10 (Learning to Solve Problems text)
- Explore online resources under Module 3

Tuesday October 22 (week 9) f2f class

- Discuss readings/resources, complete related learning activities

Readings/resources to be completed/explored by Tuesday October 29

- Chapters 7 & 22 (Learning to Solve Problems text)
- Chapter 7 (Online Learning text)

Tuesday October 29 (week 10) online class

- Discuss readings/resources online, complete related learning activities

Module 4: Cognitive Flexibility Hypertexts, Case-Based Learning, Goal-Based Scenarios

Readings/resources to be completed/explored by Tuesday November 5

- Chapter 12 & 13 (Learning to Solve Problems text)
- Hsu & Moore (2011). Formative research on the goal-based scenario model (Bb)
- Explore online resources under Module 4

Tuesday November 5 (week 11) FINAL PROJECT PROPOSAL DUE f2f class

- Discuss readings/resources, complete related learning activities

Module 5: Games, Simulations, Microworlds

Readings/resources to be completed/explored by Tuesday November 12

- Gredler – Games and Simulations (Bb)
- Rieber – Microworlds (Bb)
- Chapter 14 (Learning to Solve Problems text)
- Explore online resources under Module 5

Tuesday November 12 (week 12) FEEDBACK ON PROPOSAL online class

- Discuss readings/resources online, complete related learning activities

Module 6: Problem-Based Learning (PBL)

Readings/resources to be completed/explored by Tuesday November 19

- Dabbagh et al. paper on PBL (Bb)
- Barrows chapter on PBL (Bb)

Tuesday November 19 (week 13) FEEDBACK ON PROPOSAL f2f class

- Discuss readings/resources, complete related learning activities

Tuesday November 26 (week 14) f2f class

- Guest speaker on PBL, workshop on APA (TBD)

Tuesday December 3 (week 15) WORK ON FINAL PROJECT No class

Tuesday December 10 FINAL PROJECT DUE f2f class

GEORGE MASON UNIVERSITY POLICIES AND RESSOURCES FOR STUDENTS

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].
- 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/policies/responsible-use-of-computing/>].
- 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.
- 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 behaviors and dispositions at all times.
- 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.

Campus Resources

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