

General Information

Time: Tuesdays, 4:30 PM – 7:10 PM

Location: Thompson Hall L003

<http://learntech.gmu.edu/idt/>

Instructor: Dr. Nada Dabbagh

Phone: (703) 993-4439

Division of Learning Technologies

IDT Program:

Office: Thompson Hall, L047 (office hours by appointment)

Email: ndabbagh@gmu.edu

Course Description

Catalog Description: Provides students with the knowledge and skills for designing highly contextualized and engaging problem-solving learning environments using a grounded, theory-based design approach. Emphasizes the design of technology supported learning environments using a variety of pedagogical models.

Expanded Description: Provides students with the knowledge and skills for designing highly contextualized and engaging problem-solving learning environments (PSLEs) based on the principles of constructivism, situated cognition, and connectivism. 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 as discussed in EDIT 705 (e.g., ADDIE). However, the principles of systematic instructional design are fundamental to understanding and implementing this design approach. The course also emphasizes the design of online or technology supported learning environments (TSLEs) using a variety of 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).

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

Learner Outcomes or Objectives

1. Develop an understanding of epistemological approaches to learning and cognition such as **objectivism, behaviorism, cognitivism, constructivism, situated cognition, and connectivism**.
2. Develop an understanding of **grounded design or theory-based design**.
3. Develop an **applied** understanding of **constructivism** and its implications for designing problem-solving learning environments (PSLEs).
4. Examine a variety of constructivist-based **pedagogical models** and their implications for the design of PSLEs and TSLEs.
5. 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 2012 International Board of Standards for Training, Performance and Instruction (IBSTPI) competencies of *Professional Foundations* and *Design and Development* as follows ([see http://www.ibstpi.org/instructional-design-competencies/](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)

Required Texts

Jonassen, D.H. (2011). *Learning to solve problems: A handbook for designing problem-solving learning environments*. New York, N.Y.: Routledge, Taylor & Francis.

Additional readings are provided on Blackboard or 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 and should be explored with each module**. To access Blackboard, go to mymason.gmu.edu

Learning Activities, Performance Based Assessments, and Grading Policy

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, TK20, etc.)

CLE (Constructivist Learning Environment) Criteria and Application	25% of grade
Online and In-Class Participation	20% of grade
Research Brief	25% of grade
Designing a Constructivist Learning Environment (CLE)	30% of grade

Total Possible Grades for All Assignments = 100 (100%)

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).

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors 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/>.

GEORGE MASON UNIVERSITY POLICIES AND RESSOURCES FOR STUDENTS

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- 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 Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.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/>).
- 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 Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://studentsupport.gmu.edu/>, and the OSS staff will follow up with the student.

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