SYLLABUS

GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
Division of Learning Technologies
Instructional Design and Technology Program (IDT)
EDIT 705 – 001
Instructional Design (3 Credits)
Fall 2017
Monday, 4:30-7:10 PM, Thompson Hall L003

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 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 phase in accordance with the requirements specified in a final course project.
- **Delivery method**: The course will be taught in a **blended** format that combines face-to-face classroom sessions with asynchronous (not "real time") online sessions using the Blackboard Learning Management system housed in the MyMason portal.

LEARNER OUTCOMES:

At the conclusion of this course, students will be able to:

1. Define instructional design
2. Compare and contrast various models of instructional design
3. Analyze and discuss various learning theories and how they relate to instructional design
4. Collect and analyze data to identify an instructional need
5. Conduct learner and contextual analyses
6. Conduct task analysis
7. Write measurable instructional/performance objectives

8. Analyze and discuss instructional strategies used for various types of learning
9. Define formative and summative evaluation
10. Create an instructional design document (IDD) that provides a solution to an instructional problem/need
11. 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 TEXT:

Biech, Elaine (2017). The Art and Science of Training. ATD Press. Alexandria, VA.

COURSE RESOURCES

http://infoguides.gmu.edu/edutech

Lynda.gmu.edu (Learn the Essentials of Instructional Design)

COURSE ASSIGNMENTS AND REQUIRED DELIVERABLES

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

ASSIGNMENTS

There are three (3) assignments required for successful completion of this course.

1. **Practitioner Profile (25 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.
    b. **Interview** that individual – phone, electronic survey, or face-to-face – and collect the following information:
        i. Educational background, ID experience and 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. Highlight a professional organization and conference (samples below)
            1. Association for Educational, Communications, and Technology (AECT)
            2. International Society for Performance Improvement (ISPI)
            3. American Society for Training and Development (ASTD)
            4. International Society for Technology in Education (ISTE)
            5. Association for the Advancement of Computing in Education (AACE)
            6. American Educational Research Association (AERA)
            7. Society for Applied Learning Technology (SALT)
            8. Consortium on School Networking (CoSN)
    c. Prepare a **short summary** (2-3 pages single-space) of the interview using **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.
    d. Prepare a brief slide presentation (5 slides maximum) of your practitioner profile to share in class (5-10 min.)

2. **Instructional Design Document & Prototype Presentation– Team Project (50 points)**
    - *Instructional Design Document (40 points)*

    Working in teams of 2-3 members, students will develop an instructional design document (IDD) which will detail their approach to development of the prototype instructional module prior to its actual development. The IDD will present the design concept and related materials in a professional document to the instructor. The design document will include the following components:
    a. Instructional Problem Definition/Refinement
    b. Learner and Context Analysis
    c. Task Analysis
    d. Instructional Objectives
    e. Instructional Approach (Sequencing, Strategies, Messages)

f. Limitations/constraints
g. Instructional Materials (Sample storyboards, flowcharts)
h. Formative & Summative Evaluation

- *Prototype Presentation (10 points)*

The prototype presentation will consist of an **in-class** demonstration of the 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 best on the content of your IDD

This is the core performance-based assessment (see rubric B at the end of the syllabus) for this course and this assignment MUST BE SUBMITTED TO THE ASSESSMENTS LINK IN BLACKBOARD IN THE TK20 SYSTEM as well as in the regular Blackboard Assignments area. Please contact TK20help@gmu.edu for any question s related to the TK20 system assignment upload.

3. Peer Reviews of IDD Components (25 points)

There will be a total of five (5) peer reviews, each corresponding to one of the first five components of the IDD and each 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 IDD. Your feedback will be based on the criteria set down in the *Instructional Design Document & Prototype Presentation Grading Rubric*. One of the five peer reviews will be in-class, so that everyone can familiarize themselves with the peer review process. Please consult the *Peer Review Grading Rubric* at the end of this Syllabus and on the Bb course site to see how your reviews are evaluated.

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. Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).
- **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 based on the content and activity in classroom work sessions and the private team areas in Bb. 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%).

A = 94-100; A - = 90-93; B+ = 86-89; B = 83-85; B- = 80-82; C = 70-79; F = 69 and below

Note: Late assignments will be penalized 10% for each class session past the due date.

Student performance is based on the requirements documented in the grading rubrics for each assignment. 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

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/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.
- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

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

PROFESSIONAL DISPOSITIONS
See https://cehd.gmu.edu/students/polices-procedures/

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].

COURSE SCHEDULE:

DATE	TOPIC/LEARNING EXPERIENCES	READINGS AND ASSIGNMENTS
Week 1 Aug. 28	• Introductions (activity), review syllabus • History of Instructional Design *http://faculty.coe.uh.edu/smcneil/cuin6373/idhistory/index.html* *http://en.wikipedia.org/wiki/Instructional_design* • Introduction to Blackboard (Bb) • IDT panel ideas (Oct. 16 or 23) • Stages of Team Development • Brainstorm Team Project Ideas	• Continue thinking about project topics and teams • Read Biech Ch. 1-2 • Watch Lynda: Instructional Design Essentials –Models of ID • Read 5 Stages of Team Development (http://www.pmhut.com/the-five-stages-of-project-team-development)
Sept. 4	**LABOR DAY – NO CLASSES**	
Week 2 Sept. 11	• Instructor presentation (Team Development) • Form teams and share potential project topics • So You Want to be an Instructional Designer? https://www.edsurge.com/news/2016-03-29-so-you-want-to-be-an-instructional-designer	• Read Biech, Ch. 3-4 • Watch Lynda: Instructional Design Essentials – Needs Analysis • Agile ID
Week 3 Sept. 18	• **Present (then post) team problem statement by 9am Sept. 22** • Group work	• Read Biech Ch. 5-6 • **Post Peer Review #1 by 9/25**
Week 4 Sept. 25	• Instructor presentation • Group work	• Read Biech Ch. 7-8 • Read (http://cehdclass.gmu.edu/ndabbagh/Resources/IDKB/objective_formats.htm) • Watch Lynda: Write Effective Learning Objectives
Week 5 Oct. 2	• **Present (then post) Learner, Context, & Task Analysis by 9am Oct. 4** • Instructor presentation • Group work	• **Post Peer Review #2 by 10/9** • Read Biech Ch. 9-10 • Read Gagne's Nine Events of Instruction (http://www.citt.ufl.edu/toolbox/toolbox_gagne9Events.php)
Week 6 Oct. 9 **is Columbus Day, so we meet on Tuesday**	• Group work	• **Upload Instructional Objectives by Oct. 16**

Oct. 10 **(v)**		
Week 7 Oct. 16	• Group work • **Present Instructional Objectives** • **DT Panel Discussion (5:00 – 7:00pm, 1201 Merten Hall)**	• Draft Task Analysis • Biech Ch. 11-13 • **Peer Review #3 by 10/20**
Week 8 Oct. 23	• **IDT Panel Discussion (5:00 – 7:00pm, 1201 Merten Hall)**	•
Week 9 Oct. 30 (v)	• Begin Instructional Approach	• Work on Instructional Approach
Week 10 Nov. 6	• Instructor presentation • **Present then post Instructional Approach by 9am Nov. 8**	• **Peer Review #4 by 11/13** • Read Kirkpatrick Model of Evaluation (http://www.kirkpatrickpartners.com/OurPhilosophy/tabid/66/Default.aspx)
Week 11 Nov. 13	• Instructor presentation • Formative and Summative Evaluation examples • **Practitioner Profile Presentations**	• Draft Formative & Summative Evaluation plan
Week 12 Nov. 20 (v)	• Instructor presentation •	•
Week 13 Nov. 27	• **Group project status** • **Review team prototypes** • **Post Evaluation Plan by 9am Nov. 29**	• Work on IDD & Prototype presentation • **Peer Review #5 by 12/4**
Week 14 Dec. 4	• Revise prototypes and design document	• Revise materials if needed
Week 15 Dec. 11	• **Group Presentations** • **All IDD & Prototypes DUE**	

ASSESSMENT RUBRICS:

A. Practitioner Profile Grading Rubric (25 points)
IBSTPI Competencies 1, 3

Criteria	Does Not Meet Standards (-20%)	Meets Standards (-10%)	Exceeds Standards (-0%)
Completeness (10 pts):	One or more of the three key elements of the assignment is missing, remainder covered superficially	All three key elements of the assignment are present, but only some covered in a substantive way	All three key elements of the assignment are present and covered in a substantive way
Clarity (5 pts):	Major points not clearly stated, little or no specific details, examples, or analysis	Major points are stated clearly, some supported with specific details, examples or analyses	Major points are stated clearly, supported by specific details, examples or analysis
Organization (5 pts):	Paper is unstructured and hard to follow	Structure of the paper is generally clear, little or no use of headings and sub-headings	Structure of the paper is clear and easy to follow, with use of accurate headings and sub-headings
Language (5 pts):	Rules of English grammar, usage, spelling and punctuation are not followed, multiple language errors	Rules of English grammar, usage, spelling and punctuation are generally followed throughout the paper, one or two minor language errors	Rules of grammar, usage, spelling and punctuation are followed consistently throughout the paper, no language errors

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

IBSTPI Competencies	Criteria	Does Not Meet Standards (-20%)	Meets Standards (-10%)	Exceeds Standards (-0%)
1	**Problem definition (5 pts.)**	Instructional design problem is not clearly stated	Instructional design problem is articulated clearly, but with little or no supporting data	Instructional design problem is articulated clearly and supported with a variety of data sources
4, 7	**Learner & Context Analysis (5 pts.)**	Little or no description of learner characteristics and how the context relates to the problem, little or no supporting data	Adequate description of learner characteristics and how the context relates to the problem, some use of supporting data	Comprehensive, data-driven description of learner characteristics and how the context or environment relates to the problem
4, 8	**Task Analysis (5 pts.)**	Method and content reflects neither SME input nor other data sources	Method and content reflects some SME input, little or no other data sources	Method and content clearly reflects use of substantive SME input as well as other data sources
4	**Instructional Objectives (5 pts.)**	Few or none of the instructional objectives are measurable nor supported by the instructional need & task analysis data	Most instructional objectives are measurable and most supported by the instructional need & task analysis data	All instructional objectives are measurable and all supported by the instructional need & task analysis data
4, 12	**Instructional Approach (10 pts.)**	Instructional sequencing, strategies & messages do not flow logically from the instructional need, learner, context & task analyses, major disconnects	Instructional sequencing, strategies & messages generally flow logically from the instructional need, learner, context & task analyses, with only minor disconnects	Instructional sequencing, strategies & messages all flow logically from the instructional need, learner, context & task analyses

1, 4, 16	**Formative & Summative Evaluation (5 pts.)**	Instructional design document does not contain a formative and/or summative evaluation plan, no supporting data sources	Instructional design document contains a limited formative and summative evaluation with little or no supporting data sources	Instructional design document contains both a comprehensive formative & summative evaluation plan, supported by a variety of data sources
1, 2, 9, 12, 14	**Prototype (10 pts.)**	Selected media are neither innovative nor appropriate for chosen strategies	Selected media are not particularly innovative, yet appropriate for chosen strategies	Selected media are innovative and appropriate for chosen strategies
1, 3	**Presentation (5 pts.)**	Presentation did not adhere to PowerPoint© best practices	Presentation generally adhered to PowerPoint© best practices	Presentation adhered consistently to PowerPoint© best practices

C. Peer Review Grading Rubric (25 points)

IBSTPI Competencies 1

Criteria	Does Not Meet Standards (-20%)	Meets Standards (-10%)	Exceeds Standards (-0%)
Peer Review #1 (5 pts.)	Does not provide constructive comments (strengths, weaknesses, recommendations for improvement) on the rubric criteria	Provides constructive comments (strengths, weaknesses, recommendations for improvement) on some of the rubric criteria	Provides constructive comments (strengths, weaknesses, recommendations for improvement) on each of the rubric criteria
Peer Review #2 (5 pts.)	Does not provide constructive comments (strengths, weaknesses, recommendations for improvement) on the rubric criteria	Provides constructive comments (strengths, weaknesses, recommendations for improvement) on some of the rubric criteria	Provides constructive comments (strengths, weaknesses, recommendations for improvement) on each of the rubric criteria
Peer Review #3 (5 pts.)	Does not provide constructive comments (strengths, weaknesses, recommendations for improvement) on the rubric criteria	Provides constructive comments (strengths, weaknesses, recommendations for improvement) on some of the rubric criteria	Provides constructive comments (strengths, weaknesses, recommendations for improvement) on each of the rubric criteria
Peer Review #4 (5 pts.)	Does not provide constructive comments (strengths, weaknesses, recommendations for improvement) on the rubric criteria	Provides constructive comments (strengths, weaknesses, recommendations for improvement) on some of the rubric criteria	Provides constructive comments (strengths, weaknesses, recommendations for improvement) on each of the rubric criteria
Peer Review #5 (5 pts.)	Does not provide constructive comments (strengths, weaknesses, recommendations for improvement) on the rubric criteria	Provides constructive comments (strengths, weaknesses, recommendations for improvement) on some of the rubric criteria	Provides constructive comments (strengths, weaknesses, recommendations for improvement) on each of the rubric criteria