George Mason University
College of Education and Human Development
Instructional Design and Technology (IDT) Program

EDIT 705 DL1: Instructional Design

3 Credits Spring Semester/2018

Online

June 4, 2018 through July 28, 2018

Faculty

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Prerequisites/Corequisites

None.

University Catalog Course Description

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.

Course Overview

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.

Course Delivery Method

This course will be delivered online using an **asynchronous** format via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before "@masonlive.gmu.edu) and email password. The course site will be available on 5/15/18.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

  To get a list of supported operation systems on different devices see: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool. [Delete this sentence if not applicable.]
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.

- The following software plug-ins for PCs and Macs, respectively, are available for free download: [Add or delete options, as desire.]
  - Adobe Acrobat Reader: https://get.adobe.com/reader/
  - Windows Media Player: https://support.microsoft.com/en-us/help/14209/get-windows-media-player
  - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week: Because asynchronous courses do not have a "fixed" meeting day, our week will start on Monday, and finish on Sunday
- Log-in Frequency: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week.
- Participation: Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence: Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues: Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload: Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support: Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette: The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your*

words. Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Accommodations: Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

- 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 a formative, summative, and confirmative evaluation plan for the learning design project
- 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

1. Instructional Design Competencies (IBSTPI)

This course adheres to the standards for instructional design competency of the International Board of Standards for Training, Performance, and Instruction (IBSTPI). The complete list of IBSTPI standards is located at http://www.ibstpi.org/Competencies/instruct_design_competencies.htm:

- Professional foundations
  - o Communicate effectively in visual, oral and written form
- Planning and analysis

- o Conduct a needs assessment
- o Design a curriculum or program
- o Select and use a variety of techniques for determining instructional content
- o Identify and describe target population characteristics
- o Analyze the characteristics of the environment
- o Analyze the characteristics of existing and emerging technologies and their use in an instructional environment
- o Reflect upon the elements of a situation before finalizing design solutions and strategies
- Design and development
  - o Select and use a variety of techniques to define and sequence the instructional content and strategies
  - o Select or modify existing instructional materials
  - o Develop instructional materials
  - o Design instruction that reflects an understanding of the diversity of learners and groups of learners
  - o Evaluate and assess instruction and its impact
- Implementation and management
  - o Provide for the effective implementation of instructional products and programs

Required Texts

Morrison, G.R., Ross, S.M., Kalman, H.K., & Kemp, J.E. (2011). *Designing effective instruction* (**7th edition**). Hoboken: John Wiley & Sons, ISBN 978-0-470-52282-0.

Reiser, R.A. & Dempsey, J.V. (Eds.) (2016). *Trends and issues in instructional design and technology* (**4th edition**). Boston: Pearson, ISBN-13: 978-0134235462

Course Performance Evaluation

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

Assignment Weights

Category	Assignment	Weight
1	Online Discussions	25%
2	Reflections and Quizzes	10%
3	Peer Reviews	20%
4	Final Instructional Design Development Project	45%
		100%

Assignment Descriptions

Online Discussions

Each session there will be an online discussion related to the week's readings. You should respond to the discussion prompts by incorporating information from the readings and applying the readings to your own experience. Each discussion will have a similar rhythm, with the first post due by Thursday and follow-up posts due by Sunday. The first post should be substantive and in the range of 200-350 words. Follow-ups should also be substantive and constructive and in the range of 100-200 words. Discussions cannot be made up after the close of the discussion.

- **Group Synthesizer**

  As part of the discussion grade, one synthesizer will be assigned to each thread of the discussion. By the Tuesday following the discussion, the synthesizer should create a post that is added to the Group Discussion Synthesis forum.

  The **Group Synthesizer** activity will be assessed on the following criteria:

  - Identifying 3-5 key points or most critical points from the overall discussion, highlighting specific contributions of at least half of the discussion group participants from the week.

- The synthesis might also draw upon aspects of the readings that the group found most salient or struggled with.
- The synthesis should be 300-500 words and posted by the Tuesday following the discussion to the Group Discussion Synthesis forum as a reply to the thread for the Session.

Reflections and Quizzes

There will be three learning reflections in the course—at the beginning, mid-point, and at the end. In your reflection, you should make connections between the readings on ID and your own conceptualization of the ID process through work on the IDD project. There will be at least one quiz within the course.

Peer Reviews

The IDD Project will be divided into six sections that will be submitted separately as the project is built throughout the semester. The first draft of each section of the IDD project must be delivered on-time as part of your peer review grade. A feedback sheet will be provided to guide your feedback to peers on each part of the IDD project. You will need to provide constructive evaluative feedback to other students or teams of students as you work on the IDD project.

Instructional Design Document & Prototype Presentation

Working individually or with a team, if you choose to do so, you 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 project 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/Refinement

b) Learner and Context Analysis

c) Task Analysis

d) Instructional Objectives

e) Instructional Approach (Sequencing, Strategies, Messages)

f) Instructional Materials (Concepts)

g) Formative & Summative Evaluation

h) Rough prototype

Please review the Instructional Design Document & Prototype Presentation Grading Rubric as you develop your projects.

Professional Dispositions

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

Class Schedule

Class Schedule

Note: The LAST DAY TO DROP CLASS WITHOUT ACADEMIC/FINANCIAL PENALTY IS

BEFORE 20% OF THE CLASS SESSIONS HAVE MET – for this course **that date is 6/14/2018.**

Week	Date	Topic/Learning Experiences	Textbook Readings*	Assignments Due
1	6/4/18	Session 1 Introductions Reflection 1 IDD Problem Statement Session 1 Discussion- Job Analysis Discussion	• Morrison, Chapters 1 & 2 • Reiser, Chapters 1-2, 17-23	• Introduction Discussion post Thursday • Responses to 2 peers Sunday • Reflection 1 due Sunday • IDD Project Statement due Thursday • Job Analysis Discussion post Thursday • Responses to 2 peers for Job Analysis Discussion by Sunday

2	6/11/18	Session 2: Discussion- Models of Learning & Instruction Learner & Context Analysis Due	• Morrison, Chapters 3 & 4 • Reiser, Chapters 6-9	• Discussion post Thursday • Responses to 2 peers Sunday • Learner and Context Analysis due for peer review
3	6/18/18	Session 3: Conducting Task Analysis Discussion Task Analysis Peer Review	• Morrison, Chapters 3 & 4 • Reiser, Chapter 35	• Discussion post Thursday/ Responses to two peers Sunday • Learner and Context Analysis Peer review completed • Task Analysis due for peer review
4	6/25/18	Instructional Objectives Session 4 Discussion – ID in Context Instructional Objectives Peer Review	• Morrison, Chapter 5 • Reiser, Chapter 15, 16, 28, 29 •	• Discussion post Thursday/ Responses to two peers Sunday • Updated IDD Project submitted to Instructor • Reflection 2 • Instructional Objectives due for peer review
5	7/2/18	Instructional Approaches Session 5 Discussion: Instructional Strategies Alignment Peer Review	• Morrison, Chapters 6-8 • Reiser, Chapters 32-35 & Smith, K. A. (1996). Cooperative learning: Making "groupwork" work. *New*	• Discussion post Thursday/ Responses to two peers Sunday • Instructional Approaches due for Alignment peer review

			directions for teaching and learning, *1996*(67), 71-82. (linked in BB) •	
6	7/9/18	Evaluation Session 6 Discussion – Evaluation Evaluation Plan Peer Review Quiz	• Morrison, Kemp & Ross, Ch 11-13 • Reiser, 10-13	• Discussion post Thursday/ Responses to two peers Sunday • Evaluation Plan peer review •
7	7/16/18	Session 7 Discussion – Current Issues in ID Instructional Materials Peer Review Reflection 3	• Morrison, Chapter 9 • Reiser, Chapters 35-39	• Discussion post Thursday/ Responses to two peers Sunday • Evaluation Plan peer review complete • Instructional Prototype peer review due
8	7/23/18	Last day of class Final IDD Project Due by 7/26/18		• Final IDD Project Due by 7/26/18 • Reflection 3
			*Additional supplemental readings may be linked within the course site.	

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

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/.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/).

- 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 silence all sound emitting devices 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/ .

Grading Rubrics
Discussion Rubric – EDIT 705

5 points	At least three contributions to the discussion including an original post and at least two substantive responses to other students' posts. In addition, the poster does at least one of the following: • Postings reflect outstanding thought processes and thorough preparation; • Substantive ideas supported by frequent references to assigned readings • Often supplements comments with an additional probing question or hypothesis for the class to consider • Frequent application of work and/or previous learning experiences to concepts covered in class Views are clearly presented with evidence of the integration of the readings or of experiences. Any reference is appropriately cited/referenced. The assignment is completed on time.
4 points	At least three contributions to the discussion including an original post and at least two responses to other students' posts. Views are clearly presented with evidence of the integration of the readings or of experiences. Any reference is appropriately cited. The assignment is completed on time.
3 points	At least two contributions to the discussion (one original post and at least one response to another student's post). Statements contain generally relevant information and adequately reflect the reading or experiences as well as good critical thinking skills. References, if required, are accurately cited. Assignment completed on time or with two contributions, but late.
2 points	One or two contributions to the discussion (one must be an original post). Statement(s) not completely relevant to the topic or may be confusing. Statement(s) weakly reflect the readings or experience. References not provided where necessary or are inaccurately cited.

	Assignment with one contribution is completed on time, or with one contribution, but late.
1 point	One or two contributions to the discussion (one must be an original post). Statement(s) irrelevant to the topic. Opinions presented without information or are not supported by data or references. Assignment with one contribution is submitted on time, or with two contributions is submitted late.
0 points	No contributions to the discussion.

Reflection Rubric – EDIT 705

5 points	• Is well developed, providing in-depth reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. • Shows strong evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for the respondent's overall teaching practice are thoroughly detailed, as applicable. • Includes all components and meets or exceeds all requirements indicated in the instructions. Each question or part of the assignment is addressed thoroughly. • Contains writing which is clear, concise, and well organized with excellent sentence/paragraph construction. • Is submitted on-time.
4 points	• Demonstrates a general reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are supported. Appropriate examples are provided, as applicable. There are one or two references to assigned readings. • Includes all components and meets all requirements indicated in the instructions. Each question or part of the assignment is

	addressed. All attachments and/or additional documents are included, as required. • is written in manner that is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than 3 spelling, grammar, or syntax errors. • Shows evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for the respondent's overall teaching practice are presented, as applicable. • Is submitted 1-2 days late.

3 points	• Demonstrates a general reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are supported. • Includes some components and meets some of the requirements indicated in the instructions. Though based in personal experience and general references to the course concepts, the reflection does not reference any of the specific aspects of the assigned readings. • Is written in a mostly clear, concise, and well-organized manner, with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. No more than 5 spelling, grammar, or syntax errors. • Demonstrates evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for the respondent's overall teaching practice are presented, as applicable. • Is submitted more than 2 days late.
2 points	• Demonstrates a general reflection on the theories, concepts, and/or strategies presented in the course materials to date. Though based in personal experience and general references to

	the course concepts, the reflection does not reference any of the specific aspects of the assigned readings. • Response shows evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for the respondent's overall teaching practice are presented, as applicable. • Contains multiple errors in spelling, grammar, or syntax and/or is submitted more than 2 days late.
1 point	• Contains general thoughts but is incomplete in representing an in-depth reflection that meets the stated criteria of the assignment. • Does not contain specific references to the reading. • Does not demonstrate a developing understanding of the course content. • Contains multiple errors in spelling, grammar, or syntax. • Is submitted more than 2 days late.
0 points	No assignment submitted.

(Adapted from www.cpcc.edu/learningcollege/learning.../**rubrics**/**reflection_rubric**.doc)

Peer Review Rubric – EDIT 705

5 points	Draft of assignment was completed on time.
	All assigned peer reviews are completed on time.
	All questions on peer review form are addressed in detail.
	Substantive and constructive comments are made that can help guide the designers' work forward.
	Concrete examples and suggestions are provided.
	Feedback demonstrates thorough understanding of the concepts for that weeks' assignment.
4 points	All assigned peer reviews are completed on time.
	All questions on peer review form are addressed with detail, though some more thoroughly than others.
	One or two constructive comments are made that can help guide the designers' work forward, but all feedback items addressed.
	Feedback demonstrates a good understanding of the concepts for that weeks' assignment.
	Draft of own assignment may have been delayed but peer reviews were completed on time.
3 points	Both draft of assignment are peer reviews are completed late.
	One or two constructive comments are made that can help guide the designers' work forward, but not all feedback items addressed.
	Feedback demonstrates some understanding of the concepts for that weeks' assignment.
2 points	Both draft of the assignment or peer review materials are late.
	Not all questions on peer review form are addressed in detail.
	Limited comments are made, but don't provide enough detail to be helpful in moving the work forward.
	Feedback demonstrates major gaps in understanding the concepts for that weeks' assignment.
1 point	Both draft of the assignment or peer review materials are late.

	Not all peer reviews for that week are completed. Not all questions on peer review form are addressed in detail. Comments are evaluative but don't provide enough detail to be helpful in moving the work forward. Feedback demonstrates major gaps in understanding the concepts for that weeks' assignment.
0 points	No peer review was completed.

IDD Project and Prototype Rubric – Total 45 points

Criteria	IBSTPI Competency	Does Not Meet Standards (0-2.99)	Meets Standards (3.0-4.89)	Exceeds Standards (4.9-5)
Introduction & Problem Statement	Professional Foundations 1: Communicate effectively in written and oral form Professional Foundations: 5: Identify ethical, legal & political implications of design in the workplace	Instructional design problem is not clearly stated. Instructional design document does not articulate any pre-project limitations or constraints.	Instructional design problem is articulated clearly, but with little or no supporting data. Instructional design document articulates some pre-project limitations or constraints.	Instructional design problem is articulated clearly and supported with a variety of data sources. Instructional design document clearly articulates all pre-project limitations and constraints.
Learner and Context Analysis	Planning & Analysis: 7: Identify & describe target population & environmental characteristics	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.
Task Analysis	Planning & Analysis: 8: Select & use analysis techniques for determining instructional content	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.
Instructional Objectives	Professional Foundations: 4: Apply data collection & analysis skills to instructional design projects	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.
Instructional Approaches	Design & Development: 12: Design	Instructional sequencing,	Instructional sequencing,	Instructional sequencing, strategies &

	instructional interventions	strategies & messages do not flow logically from the instructional need, learner, context & task analyses, major disconnects.	strategies & messages generally flow logically from the instructional need, learner, context & task analyses, with only minor disconnects.	messages all flow logically from the instructional need, learner, context & task analyses.
Instructional Materials Prototype	Design & Development: 14: Select or modify existing instructional materials Planning & Analysis: 9: Analyze the characteristics of existing & emerging technologies & their potential use	Prototype does not demonstrate the instructional strategies & approach outlined in the instructional design document. Selected media are neither innovative nor appropriate for chosen strategies.	Prototype demonstrates some of the instructional strategies & approach outlined in the instructional design document. Selected media are not particularly innovative, yet appropriate for chosen strategies.	Prototype clearly demonstrates the instructional strategies & approach outlined in the instructional design document. Selected media are innovative and appropriate for chosen strategies.
Assessment	Design & Development: 16: Design learning assessment	Instructional design document does not contain confirmative evaluation plan/learning outcomes assessment. Sample assessment items do not measure learning objectives.	Sample assessment items measure some learning objectives. Instructional design document contains a limited confirmative evaluation plan with few supporting data sources.	Instructional design document contains comprehensive confirmative evaluation plan. Sample assessment items clearly measure all learning objectives.

Evaluation Plan	Design & Development: 16: Design learning assessment	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 plan with little or no supporting data sources.	Instructional design document contains both a comprehensive formative and summative evaluation plan, supported by a variety of data sources.
Presentation, Structure & Language	Professional Foundations: 1: Communicate effectively in written & oral form.	Instructional design document is unstructured and hard to follow. Rules of English grammar, usage, spelling and punctuation are not followed, multiple language errors throughout the instructional design document. Presentation did not adhere to PowerPoint© and Word© best practices documented in the Resources area of the Bb course site.	Structure of the instructional design document is generally clear, little or no use of headings and sub-headings. Rules of English grammar, usage, spelling and punctuation are generally followed throughout the instructional design document, one or two minor language errors. Presentation generally adhered to PowerPoint© and Word© best practices documented in the Resources area of the Bb course site.	Structure of the instructional design document is clear and easy to follow, with use of accurate headings and sub-headings. Rules of grammar, usage, spelling and punctuation are followed consistently throughout the instructional design document, with no language errors. Presentation adhered consistently to PowerPoint© and Word© best practices documented in the Resources area of the Bb course site.