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

EDIT 706 DL1 – Business of Learning Design and Technologies
3 Credits, Fall 2019
Meets Totally Online August 26 – December 8, 2019

Faculty

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Prerequisites/Corequisites
EDIT 705 Instructional Design or permission of instructor.

University Catalog Course Description
Explores the business issues underlying the selection, implementation, and evaluation of technology-based learning interventions. Focuses on developing the skills necessary to improve performance and achieve measurable, positive change that supports an organization's strategic goals.

Course Overview
This course will use a combination of readings, videos, research activities, threaded discussions, and projects to help participants gain the basics of business acumen required of the 21st Century learning professional.

Course Delivery Method
This course will be delivered online using an asynchronous (not "real time") format via the Blackboard (Bb) learning management system (LMS) housed in the MyMason portal. There are also **two (2) optional** (but recommended) web conferencing sessions on **Monday, October 7, 7:30-8:30 PM EST** (Open Mic Night #1) and **Monday, November 18, 7:30-8:30 PM EST** (Open Mic Night #2) via the **BLACKBOARD COLLABORATE ULTRA** tool that is part of the Bb LMS. You will log in to the Bb course site using your Mason email name (everything before "@masonlive.gmu.edu) and email password. The course site will be available on **Friday, August 23 at 8:00 PM EDT.**

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.
- 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:
  o Adobe Acrobat Reader: https://get.adobe.com/reader/
  o Windows Media Player: https://support.microsoft.com/en-us/help/14209/get-windows-media-player
  o 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 Blackboard course site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least **three (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. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. 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.

Learning Objectives

This course is designed to enable students to:
- Discuss the ways in which the instructional design function relates to other theoretical and practitioner fields such as Training and Development, Human Performance Improvement/Technology, Human Resource Development, Talent Management, and Human Resource Management.
- Describe the role of an instructional designer in solving performance problems in an organization.
- Discuss the various ways in which organizational culture and business decision-making impact the instructional design function.
- Compare and contrast the various types of learning and non-learning interventions.
- Describe the process for determining the most appropriate intervention to solve a performance problem.
- Discuss the various ways in which emotional intelligence (EIQ) affects an instructional design team's performance.
- Describe the cost management process for instructional design projects.
- Discuss the various enterprise tools and technologies to support the instructional design function
- Compare and contrast various evaluation models and their associated metrics/measures that seek to capture the business impact of the instructional design function.
- Construct a business case for a performance intervention, including costs and timing.

Professional Standards (International Board of Standards for Training, Performance and Instruction (IBSTPI) (http://www.ibstpi.org/instructional-designer-competencies/):
Upon completion of this course, students will have met the following professional standards:

Professional Foundations:
1. Communicate effectively in written & oral form

Planning & Analysis:
6. Conduct a needs assessment in order to recommend appropriate design solutions & strategies

Management:
    20. Apply business skills to managing the instructional design function
    21. Manage partnerships & collaborative relationships
    22. Plan & manage instructional design projects

Required Texts
Williams van Rooij, S. (2018). *The business side of learning design and technologies*. New York:
    Routledge. ISBN978-1-138-69818-5.
All other reading materials are posted on the Blackboard (Bb) course site.

Course Performance Evaluation
Students are expected to submit all assignments on time in the manner outlined by the instructor.

Assignments/Deliverables
There are **four (4)** assignments/deliverables required for successful completion of this course.

1. **Virtual Roundtable Discussions and Summaries (75 points/30% of final grade)**
2. **Individual Course Topic Blog Reflections (50 points/20% of total grade)**
3. **Real-world Business Case (40 points/40% of total grade)**
4. **Peer Review of Business Case Components (30 points/10% of total grade)**
    Total Possible Grade for All Deliverables: 195 Points/100%

Grading
- **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.

- **Grading scale**: 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 Percentage Points Earned
A	93%-100%
A-	90%-92%
B+	88%-89%
B	83%-87%
B-	80%-82%
C	70%-79%
F	<70%

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/.

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 https://ds.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/ .