

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

EDIT 704 DL1: Instructional Technology Foundations and Theories of Learning  
3 Credits, Spring 2020  
Meets Totally Online

**Faculty:**

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**Prerequisites/Corequisites** None

**University Catalog Description**

Reviews practical and pedagogical issues related to design and development of technological instruction. Emphasizes investigating instructional design as a field and community of practice, and reviewing core learning theory constructs applicable to design of instructional technology.

**Course Overview**

This course addresses adult learning theories related to the field of instructional technology and its applicability to the design of instruction and training.

**Course Delivery Method**

This course will be delivered online (76% or more) using asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on January 21, 2020 at 9am.

**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](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](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 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 the course requirements.
- Students will need a video camera in their PC for use with Kaltura (video presentation) tool in Blackboard and may wish to utilize an external microphone (rather than the internal computer microphone) if needed for creating the required video presentation.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - 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/](http://www.apple.com/quicktime/download/)
  - This course will use **Blackboard**.
  - Other software may be reviewed by the instructor or used optionally in the course.

### *Expectations*

- Course Week: This course is an online distance education course which means it online sessions which are asynchronous (not in real time) sessions designated by the instructor.
- Asynchronous: 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 3-4 times per week. In addition, students must log-in for any available online synchronous meetings. Occasional online synchronous meetings may be scheduled for more information in certain circumstances. Advanced notice will be provided by the instructor when feasible of these sessions should they need to occur.
- 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.

## **Learner Outcomes or Objectives**

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

1. Describe the applicability of learning theory and adult learning theory to instructional systems design and technology
2. Describe characteristics of current adult learning paradigms/theories and related learning strategies;
3. Identify theorists and theories related to how people learn
4. Explore concepts from adult learning theory by relating theory to personal life history and professional practice
5. Connect personal learning experiences, plans, goals and career trajectory to adult learning models, theories, practices and strategies
6. Create a personal learning plan according to adult learning theoretical guidelines
7. Identify instructional theories, models, and strategies that are suited for each of the learning paradigms/theories;
8. Identify instructional applications for each of the learning paradigms/theories discussed in this course;

9. Analyze a current adult learning context for the applicability of learning theory, corresponding instructional strategies and how it may be improved
10. Connect adult learning theory and applied instructional strategies to learning technologies design
11. Reflect on, monitor and revise one's own learning design ideas with peer input
12. Respectfully comment on peer's learning design ideas
13. Conceptualize practical applications of a selected learning paradigms/theory in the field of Instructional Technology;

**Professional Standards (International Board of Standards for Training, Performance and Instruction ([IBSTPI](#)) :**

Upon completion of this course, students will have met the following professional standards

- Professional Foundations
  1. Communicate effectively in written and oral form
  2. Apply current research and theory to the discipline of instructional design
  3. Update and improve knowledge, skills and attitudes pertaining to the instructional design process and related fields
  4. Apply data collection and analysis skills in instructional design projects
- Planning and Analysis
  7. Identify and describe target population and environmental characteristics
  8. Select and use analysis techniques for determining instructional content
  9. Analyze the characteristics of existing and emerging technologies and their potential use
    - Design and Development
  10. Use and instructional design and development process appropriate for a given project
  11. Organize instructional programs and/or products to be designed, developed and evaluated.
  12. Design instructional interventions
  17. Evaluate instructional and non-instructional interventions

**Required Texts**

- Merriam, S.B. & Bierema, L.L. (2014). *Adult Learning: Linking Theory and Practice*, Seventh Edition. Jossey Bass: San Francisco, CA.
- Additional articles/readings are available on the class Blackboard site.

**Course Performance Evaluation**

- **Assignments and Examinations**

*Educational Autobiography (4 page Digital Narrative, Journal or 5 minute Asynchronous Presentation)*

*Individualized Learning Plan – Foundations of the Field connected to Your Practice*

## *Weekly Module Activities*

*Design Challenge Brief (2 pages) and Video Presentation (10 min max)*

*Sharing with Peers/Critical Friends Comments*

### **Other Requirements**

Through these assignments, in-class and online, as adult learners, each student will demonstrate a high-level of:

- Reflection, monitoring and self-regulation
- Respectful, professional interaction with others
- Productively contributing to others work
- Collaboration
- Articulating diverse experiences and perspectives on our work and field for the benefit of all

### *Late Work Policy*

Late work on assignments will be accepted only under extenuating circumstances that are communicated with the instructor via email and determined on a case-by-case basis. In the absence of extenuating circumstances, students are expected to meet all due dates for each assignment are provided to you in the schedule within this course syllabus. Please bookmark these dates on your personal calendar.

### **Course Performance Evaluation Weighting**

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

- **Performance-Based Assessments** - This course includes performance-based assessments with allocated percentages and corresponding point values (listed in rubric at end of syllabus):
- **Assignments and Examinations – Percentage of Grade (each deliverable worth 100 points for a total of 1400 points)**

Educational Autobiography	10%
Individualized Learning Plan	10%
Weekly Module Activities	50%
Activity 1.1: Ice Breaker - Professional Introductions	5%
Activity 2.1: Connecting Adult Learning Activities to Theory	5%
Activity 3.1 : Traditional Theories Review	5%

Activity 4.1: Self-directed Learning	5%
Activity 5.1: Transformation	5%
Activity 6.1: Experiential Learning	5%
Activity 7.1 : Embodied Learning	5%
Activity 8.1: Motivation	5%
Activity 9.1: Neuroscience and Emotional Intelligence	5%
Activity 10.1: Digital Learning and Adults	5%
Design Challenge Brief and Video Presentation	20%
Sharing with Peers – Critical Friends Comments, Revision and Resubmission	10%
Total percentage (referred to as points in individual items in rubrics below)	100%

- **Grading Policies**

Your final grade will be based on the following scale:

- A+ = 97-100 percent
- A = 94-96 percent
- A - = 90-93 percent
- B+ = 87-89 percent
- B = 84-86 percent
- B- = 80-83 percent
- C+ = 77-79 percent
- C=74-76 percent
- C=70-74 percent
- F = <70

## 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/>.

## Professional Dispositions

See <https://cehd.gmu.edu/students/policies-procedures/>

## 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 <https://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](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

**Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:**

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).

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