George Mason University
College of Education and Human Development
Learning Design and Technology Program

EDIT 705 001: Instructional Design

3 Credits Spring Semester/2021

Online

January 4, 2021 through February 28, 2021

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 12/28/20.

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. 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:

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

Required Texts

Morrison, G.R., Ross, S.M., & Kalman, H.K. (2019). *Designing effective instruction* (**8th edition**). Hoboken: John Wiley & Sons, ISBN: 978-1119465935

Course Performance Evaluation

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

Assignment Weights

Category	Assignment	Weight
1	Discussions	20%
2	Peer Reviews & Reflections	20%
3	Quizzes	10%
4	Project Progress	5%
5	Final Instructional Design Development Project	45%
		100%

Assignment Descriptions

Online Discussions

Each week of the course, there is an assignment that requires interaction and collaboration with peers.

- In many of the sessions, 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 approximately 3 paragraphs. Follow-ups should also be substantive and constructive and in the range of 2 paragraphs. The suggestion regarding length is to ensure you are giving enough detail and exploring the concepts fully.

Practitioner Profile Discussion

- In Week 6, the discussion will require providing an infographic or brief multimedia presentation based on an interview with an instructional design practitioner. You will identify one individual who works in an instructional design or educational technology role and interview them about their experience. This will require planning that begins earlier in the course to ensure that you are prepared for this presentation.

Peer Reviews

- The IDD Project is divided into sections to scaffold your development of the project over the term. There are three peer reviews that serve as an opportunity receive feedback from peers and for you to practice applying the rubric to the work of others, furthering your own understanding of the assessment criteria. You will need to provide constructive evaluative feedback to other students or teams of students on these assignments. There will be three peer reviews in the course.

Reflections and Quizzes

There will be two learning reflections in the course—at the beginning 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.

Instructional Design Document & Prototype Presentation

Working with a team, 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

Week	Date	Module	Textbook Readings*	Assignments Due
1	Jan 4	Instructional Problem	• Morrison, Chapters 1 & 2 • Wagner, E., In Search of Secret Handshakes of ID	• Introduction Discussion post Thursday • Responses to 2 peers Sunday • Reflection 1 due Sunday • IDD Project Statement & Team Charter due Sunday
2	Jan 11	Needs Analysis	• Morrison, Chapters 2, 3, 14	• Learning Theory Discussion post Thursday • Responses to 2 peers in Discussion Sunday • Needs Analysis Data Collection submitted for peer review Thursday • Needs Analysis peer reviews complete by Sunday
3	Jan 18	Task Analysis	• Morrison, Chapter 5	• Discussion post Thursday • Responses to two peers Sunday • Complete Needs and Task Analysis
4	Jan 25	Learning Objectives	• Morrison, Chapter 5	• Instructional Strategies Discussion post Thursday • Responses to two peers Sunday • Updated IDD Project submitted to Instructor by Thursday • Quiz 1
5	Feb 1	Instructional Strategies	• Morrison, Chapters 6 & 7	• Discussion post Thursday/ Responses to two peers Sunday • Instructional Objectives and Strategies due for peer review
6	Feb 8	Evaluation	• Morrison, Ch 11-13	• Practitioner Profile discussion due Thursday; Optional Responses.

				• Submit IDD Project for Check-in by Thursday
7	Feb 15	Prototype Development	• Morrison, Chapter 9	• Instructional Prototype peer review due • Instructional Prototype Peer reviews due Sunday Quiz 2
8	Feb 22	Wrapping Up		• Final Learning reflection due Thursday • Final IDD Project Due by Saturday • Submit Group Peer Review Saturday • Complete End of Course Evaluation
			*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 https://ds.gmu.edu/).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- 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.

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

Grading Rubrics

Assignment Rubric
Discussion, Peer Review, Reflection

Does Not Meet Expectations (0-3.9)	Meets Expectations (4-4.74)	Exceeds Expectations (4.75-5)
The specific details of the assignment are addressed; and aspects of the readings and personal experience/knowledge are incorporated into the assignment. Citations from the readings are incorporated. Assignment completion demonstrates thorough understanding of the concepts and synthesis of ideas being discussed or analyzed. • **Discussion**: Less than three posts are produced and/or those provided lack depth or simply restate concepts without deep synthesis. • **Peer review**: Comments lack depth, provide general statements not connected to the specific details of the paper reviewed and/or fail to provide constructive comments. • **Reflection:** Does not include a thorough treatment of the question prompts. Contains multiple errors in spelling, grammar, or syntax. Significant delays in assignment submission, without coordination with the instructor.	The specific details of the assignment are addressed; and aspects of the readings and personal experience/knowledge are incorporated into the assignment. Readings are referenced, but no direct citations. Assignment completion demonstrates good understanding of the concepts and synthesis of ideas being discussed or analyzed. • **Discussion**: Three posts are produced incorporating concepts, readings and experience to delve deeply into the concepts. • **Peer review**: Constructive comments were made that can help guide your peers' work forward and concrete examples. These reviews may be somewhat succinct but are still detailed. • **Reflection:** Addresses most of the question prompts in the assignment. Contains writing which is generally well-organized, but may contain 1-2 grammatical/spelling errors. Some components of the assignment may be slightly delayed, but in coordination with the instructor.	The specific details of the assignment are clearly addressed; and aspects of the readings and personal experience/knowledge are incorporated into the assignment. Citations from the readings are incorporated. Assignment completion demonstrates thorough understanding of the concepts and synthesis of ideas being discussed or analyzed. • **Discussion**: Three or more posts are produced incorporating concepts, readings and experience to delve deeply into the concepts. Responses to peers advance the conversation and exploration of the content and post additional questions. • **Peer review**: Substantive and constructive comments are made that can help guide your peers' work forward and concrete examples and suggestions are provided. • **Reflection:** 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 and no glaring grammatical or spelling errors. All aspects of the assignment are completed on time; in the case of peer review both the assignments and reviews are completed on time.

IDD Project - Rubric

Criteria	Does Not Meet Standards	Meets Standards	Exceeds Standards
Problem definition	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
Needs Analysis	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; how the context or environment relates to the problem; and description of gaps in performance and strategies to address
Task Analysis	Task is not well-described. Method and content reflects neither SME input nor other data sources	Task is adequately described, including content and procedures. Method and content reflects some SME input, little or no other data sources	Task is clearly described, including content and procedures. Method and content clearly reflects use of substantive SME input as well as other data sources
Learning Objectives	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 learning objectives are measurable and all supported by the instructional need & task analysis data.
Instructional Approaches	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.
Assessment	Instructional design document does not contain a formative or summative assessment plan. Sample assessment items do not measure learning objectives.	Sample assessment items measure some learning objectives. Instructional design document contains formative or summative assessment strategies, but sometimes lacking detail.	Instructional design document contains clear and detailed strategies for formative and summative assessment. Sample assessment items clearly align with all learning objectives.

Evaluation Plan	Instructional design document does not contain a formative, summative, or confirmative evaluation plan, and limited or no supporting data sources.	Instructional design document contains an adequate formative, summative, and confirmative evaluation with some supporting data sources.	Instructional design document contains a comprehensive formative, summative and confirmative evaluation plan, supported by a variety of data sources.
Instructional Alignment	There are significant disconnects between the task analysis; objectives; assessments and learning activities.	The major components of the design document mostly flow from each other. Any issues with the connection between the task analysis; objectives; assessments and learning activities are minor.	All major components of the design document flow from each other. The task analysis informs the objectives. The assessment strategies align with the objectives and the learning activities support learners in achieving the outcomes.
Prototype	Prototype is missing presentation, activity and assessment examples. Prototype does not adhere to best practices in visual communication.	Prototype reflects adequate presentation, activity and assessment content examples. Prototype materials mostly adhere to best practices in visual communication.	Prototype reflects several exemplary presentation, activity and assessment content aligned with the instructional design document. Prototype materials adhere to best practices in visual communication.
Presentation, Structure & Language	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.	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.	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.