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

EDIT 705 001: Instructional Design
3 Credits Fall Semester 2021
Online
August 23, 2021 through October 13, 2021

Faculty
Name: Doug Wilson, PhD
Office Hours: By appointment and Drop-In every Wed, 7:00p – 8:00p Eastern in Zoom
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Email Address: dwilso31@gmu.edu - Email response time: within 24 hours; 24-36 hours holidays/weekends

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. Offered by School of Education. May not be repeated for credit.

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 (76% or more) using an asynchronous format via the 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 Sunday, 8/22/2021 at 6:00 p.m. Eastern.

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](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


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

<table>
<thead>
<tr>
<th>Category</th>
<th>Assignment</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Discussions</td>
<td>20%</td>
</tr>
<tr>
<td>2</td>
<td>Peer Reviews &amp; Reflections</td>
<td>20%</td>
</tr>
<tr>
<td>3</td>
<td>Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>4</td>
<td>Project Progress</td>
<td>5%</td>
</tr>
<tr>
<td>5</td>
<td>Final Instructional Design Development Project</td>
<td>45%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

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 to 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/](https://cehd.gmu.edu/students/polices-procedures/)
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Module</th>
<th>Textbook Readings*</th>
<th>Assignments Due</th>
</tr>
</thead>
</table>
| 1    | Aug 23 (Mon) | 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    | Aug 30    | 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    | Sep 6     | Task Analysis           | • Morrison, Chapter 5                  | • Discussion post Thursday  
• Responses to two peers Sunday  
• Complete Needs and Task Analysis |
| 4    | Sep 13    | 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    | Sep 20    | Instructional Strategies| • Morrison, Chapters 6 & 7             | • Discussion post Thursday/Responses to two peers Sunday  
• Instructional Objectives and Strategies due for peer review |
| 6    | Sep 27    | Evaluation              | • Morrison, Ch 11-13                   | • Practitioner Profile discussion due Thursday; Optional Responses.  
• Submit IDD Project for Check-in by Thursday |
| 7    | Oct 4     | Prototype Development   | • Morrison, Chapter 9                  | • Instructional Prototype peer review due  
• Submit Instructional Prototype Peer reviews, due Sunday Oct 10 |
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Module</th>
<th>Textbook Readings*</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Oct 11</td>
<td>Wrapping Up</td>
<td></td>
<td>• Quiz 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Final Learning reflection due Wed Oct 13</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Final IDD Project Due by Wed Oct 13</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Complete End of Course Evaluation</td>
</tr>
</tbody>
</table>

Note: Faculty member 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/](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/](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/](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/](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 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

<table>
<thead>
<tr>
<th>Does Not Meet Standards (0-3.9)</th>
<th>Meets Standards (4-4.74)</th>
<th>Exceeds Standards (4.75-5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>Assignment completion demonstrates thorough understanding of the concepts and synthesis of ideas being discussed or analyzed.</td>
<td>Assignment completion demonstrates good understanding of the concepts and synthesis of ideas being discussed or analyzed.</td>
<td>Assignment completion demonstrates thorough understanding of the concepts and synthesis of ideas being discussed or analyzed.</td>
</tr>
<tr>
<td>• <strong>Discussion</strong>: Less than three posts are produced and/or those provided lack depth or simply restate concepts without deep synthesis.</td>
<td>• <strong>Discussion</strong>: Three posts are produced incorporating concepts, readings and experience to delve deeply into the concepts.</td>
<td>• <strong>Discussion</strong>: 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.</td>
</tr>
<tr>
<td>• <strong>Peer review</strong>: Comments lack depth, provide general statements not connected to the specific details of the paper reviewed and/or fail to provide constructive comments.</td>
<td>• <strong>Peer review</strong>: 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.</td>
<td>• <strong>Peer review</strong>: Substantive and constructive comments are made that can help guide your peers’ work forward and concrete examples and suggestions are provided.</td>
</tr>
<tr>
<td>• <strong>Reflection</strong>: Does not include a thorough treatment of the question prompts.</td>
<td>• <strong>Reflection</strong>: Addresses most of the question prompts in the assignment.</td>
<td>• <strong>Reflection</strong>: Includes all components and meets or exceeds all requirements indicated in the instructions. Each question or part of the assignment is addressed thoroughly.</td>
</tr>
<tr>
<td>Contains multiple errors in spelling, grammar, or syntax.</td>
<td>Contains writing which is generally well-organized, but may contain 1-2 grammatical/spelling errors.</td>
<td>Contains writing which is clear, concise, and well-organized with excellent sentence/paragraph construction and no glaring grammatical or spelling errors.</td>
</tr>
<tr>
<td>Significant delays in assignment submission, without coordination with the instructor.</td>
<td>Some components of the assignment may be slightly delayed, but in coordination with the instructor.</td>
<td></td>
</tr>
<tr>
<td>Does Not Meet Standards (0-3.9)</td>
<td>Meets Standards (4-4.74)</td>
<td>Exceeds Standards (4.75-5)</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>--------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>All aspects of the assignment are completed on time; in the case of peer review both the assignments and reviews are completed on time.</td>
</tr>
<tr>
<td>Criteria</td>
<td>Does Not Meet Standards</td>
<td>Meets Standards</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td></td>
<td>0 to 7.9 points</td>
<td>8- 9 points</td>
</tr>
<tr>
<td>Problem definition</td>
<td>Instructional design problem is not clearly stated</td>
<td>Instructional design problem is articulated clearly, but with little or no supporting data</td>
</tr>
<tr>
<td>Needs Analysis</td>
<td>Little or no description of learner characteristics and how the context relates to the problem, little or no supporting data</td>
<td>Adequate description of learner characteristics and how the context relates to the problem, some use of supporting data</td>
</tr>
<tr>
<td>Task Analysis</td>
<td>Task is not well-described. Method and content reflects neither SME input nor other data sources</td>
<td>Task is adequately described, including content and procedures. Method and content reflects some SME input, little or no other data sources</td>
</tr>
<tr>
<td>Learning Objectives</td>
<td>Few or none of the instructional objectives are measurable nor supported by the instructional need &amp; task analysis data</td>
<td>Most instructional objectives are measurable and most supported by the instructional need &amp; task analysis data</td>
</tr>
<tr>
<td>Instructional Approaches</td>
<td>Instructional sequencing, strategies &amp; messages do not flow logically from the instructional need, learner, context &amp; task analyses, major disconnects.</td>
<td>Instructional sequencing, strategies &amp; messages generally flow logically from the instructional need, learner, context &amp; task analyses, with only minor disconnects.</td>
</tr>
<tr>
<td>Assessment</td>
<td>Instructional design document does not contain a formative or summative assessment plan. Sample assessment items do not measure learning objectives.</td>
<td>Sample assessment items measure some learning objectives. Instructional design document contains formative or summative assessment strategies, but sometimes lacking detail.</td>
</tr>
<tr>
<td>Criteria</td>
<td>Does Not Meet Standards</td>
<td>Meets Standards</td>
</tr>
<tr>
<td>--------------------------</td>
<td>---------------------------------</td>
<td>------------------------------</td>
</tr>
<tr>
<td><strong>Evaluation Plan</strong></td>
<td>Instructional design document does not contain a formative, summative, or confirmative evaluation plan, and limited or no supporting data sources.</td>
<td>Instructional design document contains an adequate formative, summative, and confirmative evaluation with some supporting data sources.</td>
</tr>
<tr>
<td><strong>Instructional Alignment</strong></td>
<td>There are significant disconnects between the task analysis; objectives; assessments and learning activities.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Prototype</strong></td>
<td>Prototype is missing presentation, activity and assessment examples. Prototype does not adhere to best practices in visual communication.</td>
<td>Prototype reflects adequate presentation, activity and assessment content examples. Prototype materials mostly adhere to best practices in visual communication.</td>
</tr>
<tr>
<td><strong>Presentation, Structure &amp; Language</strong></td>
<td>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.</td>
<td>Structure of the instructional design document is generally clear, little or no use of headings and subheadings. Rules of English grammar, usage, spelling and punctuation are generally followed throughout the instructional design document, one or two minor language errors.</td>
</tr>
</tbody>
</table>