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

EDIT 705-001 & DL1: Instructional Design
3 Credits Fall Semester (S1) 2024
August 26, 2024 through October 20, 2024-Mason Online

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. 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 **Friday, 8/23/2024**
at 6:00 p.m. Eastern.

- To access your course in Blackboard Learn: https://mymasonportal.gmu.edu/

**Under no circumstances may students participate in online class sessions while operating
motor vehicles.**

Learning Outcomes

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

Instructional Design Competencies, International Board of Standards for Training, Performance, and Instruction (IBSTPI)

This course addresses the following professional standards:

- 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

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

- High-speed internet access with updated browsers.
    - Blackboard Learn supported browsers: https://help.blackboard.com/Learn/Student/Ultra/Getting_Started/Browser_Support
    - Canvas supported browsers: https://guides.instructure.com/a/720329]

- Consistent and reliable access to GMU email and the course LMS, as these are the official methods of communication for this course.

- Speakers and a microphone or a microphone-enabled headset for use with the synchronous web conferencing tools.

- Note that 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.

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 LMS site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least *[#]* times per week. In addition, students must log in for all scheduled online synchronous meetings, if any.

- 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.

Course Performance Evaluation
Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, hard copy). **UPDATE:** All assignments in the course must be submitted through Blackboard. No student assignments for this course, scholarly works, communications, or student work products may be submitted to faculty for review, grading, or discussion using any unauthorized software, app, communications technology tool, links, or cloud platform due to new university legal guidelines governing student privacy (FERPA). This is a hard guideline effecitive immediately. Any work submitted in violation of this course policy will not be reviewed, evaluated, or graded by faculty

Assignment Weights

Category	Assignment	Weight
1	**Discussions**	**20%**
2	**Peer Reviews & Reflections**	**20%**
3	**Project Progress**	**5%**
4	**Quizzes**	**10%**

Category	Assignment	Weight
5	**Final Instructional Design Development Project (IDD 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 Module 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 professional, 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.

Use of Generative AI
Use of Generative AI tools should be used following the fundamental principles of Mason's Academic Standards. This includes being honest about the use of these tools for submitted work and including citations when using the work of others, whether individual people or Generative AI tools.

Professional Dispositions (CEHD Student Guide)
Throughout study in the College of Education and Human Development, students are expected to demonstrate behaviors that reflect the positive dispositions of a professional. See https://cehd.gmu.edu/current-students/cehd-student-guide.

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

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EDIT 705
Instructional Design

Course Start Date:	Monday	8/26/24
Couse End Date:	Sunday	10/20/24

Module	Date	Title	Assignments
1	Start: 8/26/24	Module 1 - Defining the Instructional Problem	**M1 Discussion - Introductions:** Each student will make at least one post to their group. Due: Thursday 8/29/24 at 11:59 PM, ET and respond to two (2) of their peers by Due: Sunday 9/1/24 at 11:59 PM, ET **M1 Assignment - Initial Learning Reflection** Due: Sunday 9/1/24 at 11:59 PM, ET **M1 Groups - Self Enroll** (sign up for an IDD Design Project group) Due: Sunday 9/1/24 at 11:59 PM, ET **M1 Discussion - IDD Project Group Ideas** Due: Sunday 9/1/24 at 11:59 PM, ET **M1 Assignment - Submit your IDD Project Team Charter and Problem Statement** Due: Sunday 9/1/24 at 11:59 PM, ET **Looking Ahead:** Read up on the IDD Group Project and the Practitioner Profile
2	Start: 9/2/24	Module 2 - Conducting the Needs Analysis	**M2 Discussion - Learning Theory and Motivation:** Each student will make at least one post. Due: Thursday 9/5/24 at 11:59 PM, ET and respond to two (2) of their peers by Due: Sunday 9/8/24 at 11:59 PM, ET **M2 Assignment - Needs Analysis Data Collection Plan Peer Review** Due: Thursday 9/5/24 at 11:59 PM, ET Provide feedback to two (2) of their peers by Due: Sunday 9/8/24 at 11:59 PM, ET **Looking Ahead: Review Practitioner Profiles for Professional Organizations**
3	Start: 9/9/24	Module 3 - Conducting the Task Analysis	**M3 Discussion - Task Analysis:** Each student will make at least one post. Due: Thursday 9/12/24 at 11:59 PM, ET and respond to two (2) of their peers by

			Due: Sunday 9/15/24 at 11:59 PM, ET
			IDD Project Step: Task Analysis (work on this in anticipation of Module 4)
			Looking Ahead: Practitioner Profile - Interview
4	Start: 9/16/24	Module 4 - Learning Objectives to Inform Instructional Strategies	**M4 Discussion - Instrucntional Strategies:** Each student will make at least one post.
			Due: Thursday 9/19/24 at 11:59 PM, ET and respond to two (2) of their peers by
			Due: Sunday 9/22/24 at 11:59 PM, ET
			IDD Project Step: Learning Objectives (submitted as part of the Mid-Point Check-in)
			M4 Mid-Point Check-in: Project Draft
			Due: Sunday 9/22/24 at 11:59 PM, ET
5	Start: 9/23/24	Module 5 - Instructional Strategies and How We Learn	**M5 Assignment - Instructional Objectives and Strategies Peer Review:** One group member will post your Instructional Objectives and Instructional Strategies
			Due: Thursday 9/26/24 at 11:59 PM, ET Provide feedback to two (2) of their peers by
			Due: Sunday 9/29/24 at 11:59 PM, ET
			M5 Assignment - Quiz 1
			Due: Sunday 9/29/24 at 11:59 PM, ET
			IDD Project Step: Instructional Strategies
			Reminder: Practitioner Profile due Module 6
6	Start: 9/30/24	Module 6 - Developing the Evaluation Plan	**M6 Discussion - Practitioner Profile:** Each student will make at least one post.
			Due: Thursday 10/3/24 at 11:59 PM, ET Individually respond to two (2) of their peers
			Due: Sunday 10/6/24 at 11:59 PM, ET
			IDD Project Step: Evaluation
			M6 Final Check-in: Project Draft
			Due: Thursday 10/3/24 at 11:59 PM, ET
7	Start: 10/7/24	Module 7 - Prototype Development	**M7 Assignment:** One group member will post your Prototype Sample Instructional Materials and most recent draft of your project
			Due: Thursday 10/10/24 at 11:59 PM, ET and respond to two (2) of their peers by
			Due: Sunday 10/13/24 at 11:59 PM, ET
			IDD Project Step: Sample Instructional Materials
			M7 Assignment - Quiz 2
			Due: Sunday 10/13/24 at 11:59 PM, ET

8	Start:	10/14/24	Module 8 - Wrapping Up	**M8 Assignment - Final Learning Reflection**
				Due: Wednesday 10/16/24 at 11:59 PM, ET
				M8 Assignment - IDD Project: Final Design Guide and Prototype
				Due: Wednesday 10/16/24 at 11:59 PM, ET
				M8 Assignment - Group Peer Review
				Due: Wednesday 10/16/24 at 11:59 PM, ET
				Reminder: Complete the Course Evaluation

CEHD Commitments

The College of Education and Human Development is committed to fostering collaboration and community, promoting justice and equity, and advancing research-informed practice. Students are expected to adhere to, and contribute to, these commitments, the CEHD Mission, and Core Values of George Mason University. More information can be found here: https://cehd.gmu.edu/about/culture/

GMU Policies and Resources for Students

Policies

- Students must adhere to Mason's Academic Standards (see https://catalog.gmu.edu/policies/academic-standards/)

- 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 VIA should be directed to viahelp@gmu.edu or https://cehd.gmu.edu/aero/assessments.

- Questions or concerns regarding use of your LMS should be directed to:
  - Blackboard Learn: https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/
  - Canvas: https://its.gmu.edu/service/canvas/

- For information on student support resources on campus, see: https://ctfe.gmu.edu/teaching/student-support-resources-on-campus
  - TimelyCare: https://caps.gmu.edu/timelycare-services/
  - Writing Center: https://writingcenter.gmu.edu/

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

As a faculty member, I am designated as a "Non-Confidential Employee," and must report all disclosures of sexual assault, sexual harassment, 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 or support measures from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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Grading Rubrics
Assignment Rubric
Discussion, Peer Review, Reflection

Does Not Meet Standards (0-3.9)	Meets Standards (4-4.74)	Exceeds Standards (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.

Does Not Meet Standards (0-3.9)	Meets Standards (4-4.74)	Exceeds Standards (4.75-5)
		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

IBSTPI Competencies	Criteria	Does Not Meet Standards 0 to 7.9 points	Meets Standards 8- 9 points	Exceeds Standards 9.1 to 10 points
10, 5	**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
7, 6	**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
8, 4	**Task Analysis**	Task is not well-described. Method and content reflect neither SME input nor other data sources	Task is adequately described, including content and procedures. Method and content reflect 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
11, 5	**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.
14, 12	**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.

IBSTPI Competencies	Criteria	Does Not Meet Standards 0 to 7.9 points	Meets Standards 8- 9 points	Exceeds Standards 9.1 to 10 points
11	**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.
16	**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.
8, 2	**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.
7, 2	**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

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IBSTPI Competencies	Criteria	Does Not Meet Standards 0 to 7.9 points	Meets Standards 8- 9 points	Exceeds Standards 9.1 to 10 points
				visual communication.
2, 1	**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.

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