GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
GRADUATE SCHOOL OF EDUCATION
INSTRUCTIONAL DESIGN AND TECHNOLOGY

EDIT 705 B01: Instructional Design (3 credits)
Summer Semester/2015
Online
June 1, 2015 through July 23, 2015

Instructor: Heather Tillberg-Webb, PhD
Contact Information
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Office hours: By appointment

Required Texts
Morrison, G.R., Ross, S.M., Kalman, H.K., & Kemp, J.E. (2011). *Designing effective instruction* (**7th edition**). Hoboken: John Wiley & Sons, ISBN 978-0-470-52282-0.

Reiser, R.A. & Dempsey, J.V. (Eds.) (2012). *Trends and issues in instructional design and technology* (**3rd edition**). Boston: Pearson, ISBN 978-0-13-256258-1

You may order from the George Mason University bookstore or from the book vendor of your choice.

Course Description
  A. **Prerequisites:** None
  B. **Entry Level Skills:** Students should possess basic computer skills (e.g., MS Office, Internet search skills) and have high-speed Internet access with a standard browser (Firefox, IE), along with Adobe Acrobat Reader and Adobe Flash Player, both of which are downloadable free of charge at http://www.adobe.com/downloads/. Experience in teaching, training, technical development, or equivalent is a plus.
  C. **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.
  D. **Expanded Course Description:** 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.

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 5/20/15.

EXPECTATIONS:
- **Course Week:**
  o Because asynchronous courses do not have a "fixed" meeting day, our week will **start** on Monday, and **finish** on Sunday.
- **Log-in Frequency**:
  o Students must actively check the course Blackboard site and their GMU email for communications from the instructor, at a minimum this should be 5 times per week.
- **Participation**: Students are expected to actively engage in all course activities throughout the semester, which include viewing of 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 are expected to seek assistance if they are struggling with technical components of the course.
- **Technical Issues**: Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload**: Expect to log in to this course **at least 5 times a week** to read announcements, participate in the discussions, and work on course materials. Remember, this course is **not** self-paced. There are **specific deadlines** and **due dates** listed in the **CLASS SCHEDULE** section of this syllabus and within the course modules to which you are expected to adhere. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- **Advising:** If you would like to schedule a one-on-one meeting to discuss course requirements, content or other course-related issues, we can meet via telephone or web conference. Send me an email to schedule your one-on-one

session and include your preferred meeting method and suggested dates/times.

- **Netiquette:** Our goal is to be **collaborative** and professional. We should engage in dialogue with the shared understanding that all learners in the course are working towards a goal of respectful communication. Even so, sometimes an innocent remark in the online environment can be misconstrued. **Be positive in your approach to others and diplomatic with your words.** Remember, you are not competing with each other but sharing information and learning from one another as well as from the instructor.

Course Objectives

By the end of this course, you should be able to:

- 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 formative and summative evaluation
- 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

2. Code of Professional Ethics (AECT)

This course adheres to the code of professional ethics for the field of educational technology set down by the Association for Educational Communication and

Technology (AECT). The full text of the AECT Code of Professional Ethics is located at http://www.aect.org/About/Ethics.asp

3. Other Professional Standards/Guidelines

The ASTD Certification Institute has published standards that focus on competency models for corporate and government trainers at http://www.astd.org/content/research/competency/competencyStudy.htm

GMU POLICIES AND RESOURCES FOR STUDENTS

a. Students must adhere to the guidelines of the George Mason University Honor Code [See http://oai.gmu.edu/the-mason-honor-code-2/

b. Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/].

c. Students are responsible for the content of university communications sent to their George Mason University 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.

d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs)to enhance students' personal experience and academic performance [See http://caps.gmu.edu/].

e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester[See http://ods.gmu.edu/].

f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks)intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/]. Revised 12/18/12

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT

The College of Education & 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/

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See **http://gse.gmu.edu/**]

Instructional Approach

The course will be taught in an online asynchronous format in an intensive summer semester. The online sessions are asynchronous using the Blackboard Learning Management system housed in the MyMason portal. Materials used to support instruction include readings, lectures, hands-on experiences, research activities, threaded discussions and projects. Weekly content is described in detail and course topics, activities and assignments are posted on our Blackboard course site.

COURSE REQUIREMENTS, PERFORMANCE-BASED ASSESSMENTS, EVALUATION CRITERIA, AND GRADING SCALE

Major Assignment Descriptions

Weekly Discussions
Each week 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. The discussions will have a similar rhythm each week, with the first post due by Thursday and follow-up posts due by Sunday. The first post should be substantive and in the range of 200-350 words. Follow-ups should also be substantive and constructive and in the range of 100-200 words.

Reflections
There will be three learning reflections in the course- week 1, 4, and 7. In your reflection, you make connections between the readings on ID and your own conceptualization of the ID process through work on the IDD project.

Peer Reviews
The IDD Project will be divided into eight sections that will be submitted separately as the project is built throughout the semester. The first draft of each section of the IDD project must be delivered on-time as part of your peer review grade. A feedback sheet will be provided to guide your feedback to peers on each part of the IDD project. You will need to provide constructive evaluative feedback to other students or teams of students as you work on the IDD project.

Instructional Design Document & Prototype Presentation
Working individually or with a team, if you choose to do so, 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 team projects.

Grading Scale
The grading scale used in this course is the official George Mason University scale for graduate-level courses.
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 Points Earned
A	93%-100%
A-	90%-92%
B+	88%-89%
B	83%-87%
B-	80%-82%
C	70%-79%
F	<70%

Great care is given to evaluating student performance based on the requirements documented in the grading rubrics for each assignment. As such, grades are not negotiable. In the event that, following discussions with the instructor, a student feels that his/her grade is unfair, the grade may be appealed using the university's appeal process described at http://www.gmu.edu/catalog/apolicies/index.html#Anchor56.

Assignment Weights

Category	Assignment	Weight
1	Online Discussions	20%
2	Reflections	5%
3	Sections of IDD Project & Peer Reviews	25%
4	Final Instructional Design Development Project	50%
		100%

PROPOSED CLASS SCHEDULE
Note: The LAST DAY TO DROP CLASS WITHOUT ACADEMIC/FINANCIAL PENALTY IS BEFORE 20% OF THE CLASS SESSIONS HAVE MET – for this course **that date is 2/13/2012.**

Week	Date	Topic/Learning Experiences	Readings
1	6/1/15	IDD Problem Statement Week 1 Discussion- Defining the Field • Reflection 1	• Morrison Chapter 1 & 2 • Reiser, Chs 1-3 • Wagner, Ellen. IN SEARCH OF THE SECRET HANDSHAKES OF ID: http://www.jaidpub.org/wp-content/uploads/2011/03/EssayWagnerApr2011.pdf
2	6/8/15	Learner Analysis Due Week 2 Discussion- Models of Learning & Instruction	• Morrison, Kemp, & Ross, Ch 3 • Reiser, Chapters 4-9
3	6/15/15	Learner Analysis Peer Review Task Analysis Due Week 3 Discussion- Task Analysis	• Morrison, Kemp & Ross , Ch 4
4	6/22/15	Task Analysis Peer Review Instructional Objectives Due Week 4 Discussion – Performance Improvement Reflection 2	• Morrison, Kemp & Ross , Ch 5 • Reiser, Chapter 14-17
5	6/29/15	Instructional Objectives Peer Review Instructional Approaches Due Week 5 Discussion – New Directions	• Morrison, Kemp & Ross , Ch 6-8 • Reiser, Chapters 29-34

		in ID	
6	7/6/15	Instructional Approaches Peer Review Instructional Materials Concept Due Week 6 Discussion – Current Issues in ID	• Morrison, Kemp & Ross , Ch 9 • Reiser, Chapters 35-38
7	7/13/15	Instructional Materials Peer Review Evaluation Plan & Prototype Due Reflection 3	• Morrison, Kemp & Ross , Ch 10-12 • Reiser, Chapters 10-13
8	7/20/15	Final IDD Project Due by 7/25/12	• Morrison, Kemp & Ross , Ch 3

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Discussion Rubric – EDIT 705

5 points	At least three contributions to the discussion including an original post and at least two substantive responses to other students' posts. In addition, the poster does at least one of the following: • Postings reflect outstanding thought processes and thorough preparation; • Substantive ideas supported by frequent references to assigned readings • Often supplements comments with an additional probing question or hypothesis for the class to consider • Frequent application of work and/or previous learning experiences to concepts covered in class Views are clearly presented with evidence of the integration of the readings or of experiences. Any reference is appropriately cited/referenced. The assignment is completed on time.
4 points	At least three contributions to the discussion including an original post and at least two substantive responses to other students' posts. Views are clearly presented with evidence of the integration of the readings or of experiences. Any reference is appropriately cited. The assignment is completed on time.
3 points	At least two contributions to the discussion (one original post and at least one response to another student's post). Statements contain generally relevant information and adequately reflect the reading or experiences as well as good critical thinking skills. References, if required, are accurately cited. Assignment completed on time.
2 points	One or two contributions to the discussion (one must be an original post). Statement(s) not completely relevant to the topic or may be confusing. Statement(s) weakly reflect the readings or experience. References not provided where necessary or are inaccurately cited. Assignment with one contribution is completed on time, or with two contributions but late.
1 point	One or two contributions to the discussion (one must be an original post). Statement(s) irrelevant to the topic. Opinions presented without information or are not supported by data or references. Assignment with one contribution is submitted on time, or with two contributions is submitted late.
0 points	No contributions to the discussion.

Reflection Rubric – EDIT 705

Criteria	Superior (5)	Sufficient (3-4)	Minimal (1-2)	Unacceptable (0 points)
Depth of Reflection	Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples are provided, as applicable.	Response demonstrates a general reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are supported. Appropriate examples are provided, as applicable.	Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are unsupported or supported with flawed arguments. Examples, when applicable, are not provided or are irrelevant to the assignment.	Response demonstrates a lack of reflection on, or personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are missing, inappropriate, and/or unsupported. Examples, when applicable, are not provided.
Required Questions	Response includes all components and meets or exceeds all requirements indicated in the instructions. Each question or part of the assignment is addressed	Response includes all components and meets all requirements indicated in the instructions. Each question or part of the assignment is addressed. All	Response is missing some components and/or does not fully meet the requirements indicated in the	Response excludes essential components and/or does not address the requirements indicated in

	thoroughly. All attachments and/or additional documents are included, as required.	attachments and/or additional documents are included, as required.	instructions. Some questions or parts of the assignment are not addressed. Some attachments and additional documents, if required, are missing or unsuitable for the purpose of the assignment.	the instructions. Many parts of the assignment are addressed minimally, inadequately, and/or not at all.
Structure	Writing is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than three spelling, grammar, or syntax errors per page of writing.	Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than five spelling, grammar, or syntax errors per page of writing.	Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner. There are more than five spelling, grammar, or syntax errors per page of writing.	Writing is unclear and disorganized. Thoughts ramble and make little sense. There are numerous spelling, grammar, or syntax errors throughout the response.
Evidence and Practice	Response shows strong evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for the respondent's overall teaching practice are	Response shows evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for the respondent's overall teaching practice are	Response shows little evidence of synthesis of ideas presented and insights gained throughout the entire course. Few implications of these insights	Response shows no evidence of synthesis of ideas presented and insights gained throughout the entire course. No implications for the

	thoroughly detailed, as applicable.	presented, as applicable.	for the respondent's overall teaching practice are presented, as applicable.	respondent's overall teaching practice are presented, as applicable.

Peer Review Rubric – EDIT 705

5 points	Draft of assignment was completed on time. All assigned peer reviews are completed on time. All questions on peer review form are addressed in detail. Substantive and constructive comments are made that can help guide the designers' work forward. Concrete examples and suggestions are provided. Feedback demonstrates thorough understanding of the concepts for that weeks' assignment.
4 points	Draft of assignment was completed on time. All assigned peer reviews are completed on time. All questions on peer review form are addressed with detail, though some more thoroughly than others. Substantive and constructive comments are made. Concrete examples and suggestions are provided. Feedback demonstrates a good understanding of the concepts for that weeks' assignment.
3 points	Either draft of assignment or peer reviews are late. Substantive and constructive comments are made that can help guide the designers' work forward, but not all feedback items addressed. Feedback demonstrates some understanding of the concepts for that weeks' assignment.
2 points	Both draft of the assignment or peer review materials are late. Not all questions on peer review form are addressed in detail. Comments are evaluative but don't provide enough detail to be helpful

	in moving the work forward. Feedback demonstrates major gaps in understanding the concepts for that weeks' assignment.
1 point	Both draft of the assignment or peer review materials are late. Not all peer reviews for that week are completed. Not all questions on peer review form are addressed in detail. Comments are evaluative but don't provide enough detail to be helpful in moving the work forward. Feedback demonstrates major gaps in understanding the concepts for that weeks' assignment.
0 points	No peer review was completed.