Advanced Instructional Design and Development Practicum

EDIT 792

George Mason University

Fall 2008

Tuesdays 12:00-2:00pm

Wednesdays 12:00-2:00pm (Team meetings or alternative time)

Thursdays 12:00-2:00pm

Office hours:

By appointment

Instructor: Brenda Bannan-Ritland

Phone: 703-993-2067

E-mail: bbannan@gmu.edu

Fax: (703)993-2722

Texts:

Required: The Handbook of High Performance Virtual Teams: A Toolkit for Collaborating Across Boundaries (2008) Jossey-Bass by Jill Nemiro (Editor), Michael M. Beyerlein (Editor), Lori Bradley (Editor), Susan Beyerlein (Editor)

Optional

Mastering Virtual Teams: Strategies, Tools, and Techniques That Succeed (Jossey Bass Business and Management Series) (2006) Jossey-Bassby **Deborah L. Duarte** (Author), **Nancy Tennant Snyder** (Author)

Methodology:

This course will provide students with opportunities to apply principles of instructional design, design research and interdisciplinary design and development techniques to a real world learning technology design project. Students will work intensively in a team-based setting to collaboratively and thoroughly research, analyze, design and develop a real-world technology solution to a specific instructional or performance problem. This course will be heavily focused on opportunities for productive virtual and face-to-face team interaction, improvement of communication and presentation skills and successful client interaction. The outcome of the course will be a viable, technology-based prototype project that addresses client needs and expectations.

*Due to the fluid and dynamic nature of the design process, the instructor reserves the right to change the syllabus if needed based on individual project needs.

Catalogue Description:

Designed for students in immersion concentration of Instructional Technology program. Allows students to join design team focusing on development and evaluation phase of instructional design process and development process.

Deliverables/Assignments

1. Individual Contribution to a Collaborative Paper

Each student will contribute to an online annotated bibliography and polished draft of a section of a paper on a topic related to the instructional design project at hand. Each student will locate, review, and synthesize references into a section of a potentially publishable paper in the Instructional Design and Development literature. Students will be expected to individually examine the literature, draft a section of the paper and edit theirs and their colleagues contributions to a potentially publishable manuscript.

2. Collaborative, team-based interaction

Each member of the project team will individually contribute and provide evidence of positive contribution to the team, the team's mission and goals. Documentation of support of each other's professional growth and development will be valued and counted as significantly contributing to the experience and outcomes of the course. Individual students will document their contributions to the team through their weekly blog posting (which should be incorporated into their individual portfolio that provides evidence for matriculation of the Masters program). Evidence of reflection, positive interaction for the good of the team goals, links to others postings and shared work by the team will contribute to the performance outcomes of this course.

3. Project management

Collectively and individually, students will contribute on a rotating basis to the management of the design project. This may include establishing schedules, writing weekly status reports, creating meeting agendas, setting up client meetings, gathering and analyzing data, design documents or any other overall contribution to the logistics of a positive project outcome. These documents will be posted on one of several outlets for the project site (e.g. wiki, modX, immersion web site, etc.) for the instructor weekly review.

4. Design project deliverables

Collectively and individually, students will contribute to producing quality instructional design deliverables for the established project which may include among other items: performance analysis briefing, needs analysis, personnas/user role models, usability testing/plan, competitive analysis/benchmarking, concept models/use cases, content inventories/content modeling, site maps/interaction mapping, flowcharts, wireframes, screen design, workflow and workable prototyping.

5. Knowledge/Skill Sharing/Lead **Creative** Discussions and Activities Related to Readings

Each student will sign up to lead several class discussions in applying the readings to the current project each session. He or she will also include in his or her online portfolio and/or blog how they have contributed or shared skills or knowledge with their teammates. This may be evidenced by teaching teammates new software, introducing the team to new resources or other manifestations of building collaborative and collective expertise. Each student will be responsible for documenting or providing some evidence (through linking or description) of his or her assistance to others on the team in taking the lead or helping others develop leadership, technology and collaborative skills and expertise.

6. Electronic Portfolio

Each student will create an electronic, Web-based portfolio which will house/link to all of these elements. The student may choose how to develop this technology either through writing html, web editors, blogs, wikis or other tools. The purpose is to create an environment that represents your budding skills as a professional instructional designer.

Assessment

Given the nature of the assignments and the authentic projects involved in this course, the assessment process in this course will be based upon group process model in evaluating individual performance. For each deliverable/assignment

groups will provide detail on the roles and responsibilities that the individual has assumed on each of the assignments. Students should indicate which assignment that they were the lead on and detail the contributions they have made to each of the assignments in their individual portfolios. In addition, students will evaluate their own and group members' overall contributions to the design and development of the instructional module at the mid-point and end of the semester. This evaluation form will be completed using the rubric below to provide additional data on the performance on the identified criteria, however, the instructor will determine the grades.

The following rubric will be used to evaluate individual performance as part of the project group. Students use this framework to assess their own and their peers' performance. The instructor(s) also evaluate students based on this rubric.

	Exceeds Expectations **(E = Exceeds Expectations)** **A level work**	**Meets Expectations** **(M = Meets Expectations)** **B level work**	**Below Expectations** **(B = Below Expectations)** **C level work**
Overall Contributions to Group Project Process (self, peer, instructor)	Demonstrated full participation in group meetings and communication, showed exceptional effort on individual tasks, exceeded individual contribution and was instrumental in leading group forward, respectfully acknowledged and integrated all members' skills in project development process	Participated in group meetings and communication efforts, delivered on individual responsibilities, made valuable individual contributions to group process, contributed to progression of project.	Noted absences at group meetings or communication, la or missing items under individ responsibility, hindered progre of project, did not adhere to group norms and did not treat members ideas and opinions w respect.
Individual Contribution to Collaborative Paper	Thoroughly investigated literature and resources, contributed significantly to the compiled, annotated references for individual section of collaborative paper. Demonstrated a high level of synthesis and writing for individual section of paper with multiple revisions and polishing to produce a high quality potentially publishable manuscript.	Competently investigated literature and resources, contributed to the compiled, annotated references for individual section of collaborative paper. Demonstrated an adequate level of synthesis and writing for individual section of paper with multiple revisions and polishing to produce a high quality potentially publishable manuscript.	Little evidence of investigated literature and resources, little evidence of contribution to th compiled, annotated reference for individual section of collaborative paper. Demonstrated some synthesis and writing for individual secti of paper with revisions and polishing to produce a high quality potentially publishable manuscript.
Collaborative team	Contributed significantly to a positive team experience	Contributed to a good team experience through	Little evidence of contribution and idemonstration of variable

based interaction	through attitude, follow-through and positive interaction. Individual contributions to the good of the team is at a high level.	through attitude, follow-through and positive interaction. Individual contributions to the good of the team is at a adequate level.	attitude, follow through and la of positive interaction. Contribution is low.
Project Management	Full accountability in rotating project management roles. Documents posted on time in a thorough and professional manner.	Good accountability in rotating project management roles. Documents posted on time.	Variable accountability in rotating project management roles. Documents not posted i timely manner.
Design Project Deliverables	Significant contribution, conceptualization and implementation of design prototype in conjunction with EDIT730 goals. Contributions are at a high level for the good of the team and project to meet the goals of the team.	Contribution to conceptualization and implementation of design prototype in conjunction with EDIT730 goals. Contributions are at an acceptable level for the good of the team and project.	Little or no individual contribution to required eleme of design prototype. Contributions are lacking for th good of the team and project.
Knowledge/Skill Sharing/Lead Discussions	Significant evidence for organized, well-prepared, creative interactive discussions of readings, relevant activities and how an individual has shared shared skills or knowlege with their teammates toward positive progression of the project or to assist one another in other ways.	Evidence for well-prepared, creative discussions of readings, relevant activities and how an individual has shared shared skills or knowlege with their teammates toward positive progression of the project or to assist one another in other	Little or no evidence for preparation of group discussions/activities related t readings or how an individual has shared shared skills or knowlege with their teammates toward positive progression of t project or to assist one another i other

Logistics

****Required Portfolio Elements for IT students(EDIT601/EDIT701)**

If you are a student in the IT program, it is strongly suggested that you retain your design brief/prototype elements produced in this course for your required online Masters electronic portfolio assessment process at the mid-point and end of your coursework (EDIT601/701). You may also want to document the feedback from your peers and indicate what elements of the design were adjusted based on collected formative feedback. You will be asked to reflect on your learning within this course and the best time to formulate those reflections is when you are currently in the course. Please retain these electronic materials for your required portfolio assessment.

Mason email Account and IT Listserv

As a GMU student, you will need to acquire a GMU email account. Contact the IT Support Center to activate your account. If you are an IT student, please also subscribe to the IT Listserv which will post job opportunities, program announcements, etc. Directions about how to subscribe can be located on the IT Program Website.

Instructor reserves the right to modify the class schedule based on project requirements. In addition, some class periods may take place online to familiarize students with the virtual collaboration environment.*

CLASS SCHEDULE

Date	Topic	Assignment
Week 1 Thursday Jan 22	Discussion of Syllabus Additions Revisit Goals, Mission and Roles	Read Handbook of High Performance Virtual Teams Brainstorm future directions and goals
Week 2 Tuesday Jan 27	Assigned discussant/lead Problem solving related to project	Read Handbook of High Performance Virtual Teams Draft directions and goals
Week 2 Thursday Jan 29	Assigned discussant/lead Problem solving related to project	Read Handbook of High Performance Virtual Teams Draft directions and goals
Week 3 Tuesday Feb 3	Assigned discussant/lead Problem solving related to project	Read Handbook of High Performance Virtual Teams Determine collaborative writing direction
Week 3 Thursday Feb 5	Assigned discussant/lead Problem solving related to project	Read Handbook of High Performance Virtual Teams Determine collaborative writing direction
Week 4 Tuesday Feb 10	Assigned discussant/lead Problem solving related to project	Read Handbook of High Performance Virtual Teams Generate outline for collaborative writing
Week 4 Thursday Feb 12	Assigned discussant/lead Problem solving related to project	Read Handbook of High Performance Virtual Teams Generate outline for collaborative writing
Week 5 Tuesday Feb 17	Assigned discussant/lead Problem solving related to project	Read Handbook of High Performance Virtual Teams Determine individual sections of collaborative writing
Week 5 Thursday Feb 19 (NSF PI Meeting)	Assigned discussant/lead Problem solving related to project Library research support (TBD)	Read Handbook of High Performance Virtual Teams Begin annotated bibliography related to individual sections of writing
Week 6 Tuesday Feb 24	Assigned discussant/lead Problem solving related to project	Read Handbook of High Performance Virtual Teams Continue contributing to annotated bibliography
Week 6 Thursday Feb 26	Assigned discussant/lead Problem solving related to project	Read Handbook of High Performance Virtual Teams Continue contributing to

		annotated bibliography
Week 7 Tuesday Mar 3	Assigned discussant/lead Problem solving related to project	Read Handbook of High Performance Virtual Teams Synthesize readings and generate section outline or concept map
Week 7 Thursday Mar 5	Assigned discussant/lead Problem solving related to project	Read Handbook of High Performance Virtual Teams Synthesize readings and generate section outline or concept map Begin writing rough draft of section
Week 8 Tuesday Mar 10	***Spring Break***	***Spring Break***
Week 8 Thursday Mar 12	***Spring Break***	***Spring Break***
Week 9 Tuesday Mar 17	Assigned discussant/lead Problem solving related to project	Other readings as assigned based on stage of project Work on Paper section
Week 9 Thursday Mar 19	Collaboration and Development of Project Deliverables	Other readings as assigned based on stage of project Work on Paper section
Week 10 Tuesday Mar 24	Collaboration and Development of Project Deliverables	Other readings as assigned based on stage of project Work on Paper section
Week 10 Thursday Mar 26	Collaboration and Development of Project Deliverables	Other readings as assigned based on stage of project Work on Paper section
Week 11 Tuesday Mar 31	Work on project deliverables	**Draft paper section due**
Week 11 Thursday Apr 2	Work on project deliverables	
Week 12 Tuesday Apr 7	Work on Project deliverables	
Week 12 Thursday Apr 9	Work on Project deliverables	
Week 13 Tuesday Apr 14 (AERA conference)	Begin to finalize Project deliverables	
Week 13 Thurs Apr 16 (AERA conference)	Begin to finalize Project deliverables	
Week 14 Tuesday Apr 21	Begin to finalize Project deliverables	
Week 14 Thursday Apr 23	Finalize Project	
Week 15 Tuesday Apr 28	Prepare for Presentation	
Week 15 Thursday Apr 30	Prepare for Presentation	
Week 16 WEDNESDAY May 6	Final Presentation at 4:30pm in EDIT 730	