

Project Development Practicum EDIT 792 Immersion

Class Dates/Time/Location: 01/24/2011 – 05/05/2010

Monday, 09:00 AM – 03:30 PM

Tuesday, 09:00 AM – 12:00 PM (Team Meetings)

Wednesday, 09:00 AM – 03:30 PM

Thursday, 09:00 AM – 03:30 PM

Commerce I Room 100 (Lab)

Instructor: Dr. Shahron Williams van Rooij

Contact Information:

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Office location: Commerce II Room 107B

Office hours: By appointment only

Required Texts:

1. Krug, S. (2006). *Don't make me think! A common sense approach to Web usability*, (2nd edition). Berkeley: Pearson Education. ISBN 0-321-34475-8.
2. Golombisky, K. & Hagen, R. (2010). *White Space is Not Your Enemy: A Beginner's Guide to Communicating Visually through Graphic, Web and Multimedia Design*. Oxford: Elsevier. ISBN 978-0-240-81281-6.
3. Van Duyne, D. K., Landay, J.A. & Hong, J.I. (2007). *The design of sites: Patterns for creating winning web sites*, (2nd edition). Upper Saddle River: Pearson Education. ISBN 0-13-134555-9.

Practicum Description (GMU Catalog):

This practicum is designed for students in the Immersion concentration of the Instructional Technology program. The practicum allows students to join a design team focusing on the development and evaluation phases of the instructional design process and development process.

Practicum Methodology:

Students will apply the 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, and design a real world technology solution to a specific instructional or performance problem. The practicum will be focused heavily on opportunities for productive face-to-face and virtual team interaction, collaboration, communication, and presentation skills, as well as successful client and stakeholder interaction.

Student Outcomes:

At the end of this practicum, students will be able to:

- Apply effective instructional design for interactive media, instructional frameworks and applications pertinent to instructional design projects

- Demonstrate effective and efficient collaboration skills through self and peer documentation
- Apply effective project management principles to instructional design projects
- Utilize several research and/or evaluation methodologies (interviews, focus groups, surveys, etc.) in the instructional design process
- Collect and analyze user data related to iterative instructional design and development
- Professionally present a working technology-based instructional product prototype to clients and stakeholders
- Demonstrate proficiency in the skills/competencies of instructional design via an electronic professional portfolio

Professional Standards:

1. Technology Program and Professional Standards (ISTE NETS)

Within the Instructional Design and Development (ID&D) track, this course adheres to the following National Educational Technology Standards (NETS) established by the International Society for Technology in Education (ISTE) under the National Council for the Accreditation of Teacher Education (NCATE). The complete list of NETS standards is available at http://cnets.iste.org/teachers/t_stands.html.

- Technology Operations and Concepts (IA & IB)
- Planning and Designing Learning Environments and Experiences (IIB & IIC)
- Teaching, Learning and the Curriculum (IIIC)
- Productivity and Professional Practice (VB, VC & VD)
- Social, Ethical, Legal and Human Issues (VIA & VID)

2. Curriculum and Candidate Competencies (AECT)

This course adheres to the standards for curriculum and candidate competency in the area of educational communications and instructional technologies (ECIT) of the Association for Educational Communications and Technology (AECT). The standards are intended to accompany NCATE's Standards, Procedures, and Policies for the Accreditation of Professional Education Units, and to address Standard 1 of the NCATE standards. The complete list of ECIT standards is available at <http://www.ncate.org/public/programStandards.asp?ch=4#AECT>.

1. Design (1.1 – 1.4)
2. Development (2.3 & 2.4)
3. Utilization (3.1)
4. Evaluation (5.1)

3. **International Board of Standards for Training, Performance and Instruction (IBSTPI)**

IBSTPI has developed a list of 23 competencies and 127 associated performance statements that are grounded in the major theories that underpin the field of instructional design. The full list of competencies and statements is available at http://www.ibstpi.org/Competencies/instruct_design_competencies.htm.

4. **Other Professional Standards and Guidelines**

The ASTD Certification Institute has published standards that focus on evaluating the instructional design and usability factors of asynchronous Web-based and multimedia courseware for corporate and government training at <http://www.astd.org/content/research/competency/competencyStudy.htm>

Assignments/Deliverables:

1. Individual Contribution to a Collaborative Paper

Each student will contribute to an annotated bibliography and draft a section of a paper on a topic related to the instructional design project at hand. Topic choices include (but are not limited to):

- User research in the instructional design process
- Usability testing
- Writing user requirements
- Facilitating communication in instructional design projects

The choice of topic will be a **team decision**.

Each student will locate, review, and synthesize references into a section of a potentially publishable paper in one of the Instructional Design and Development journals. Students will be expected to individually examine the literature, draft a section of the paper and edit their own as well as their colleagues' contributions to a potentially publishable manuscript. This assignment enables you to capitalize on what you are learning in EDIT 590 Education Research in Technology

2. Best Practice Presentations

Each student will select one (1) non-commercial web site (i.e., .gov, .org, or .edu domain names). Using the principles of sound design as set down in Van Duyne, Landay & Hong, each student will prepare a presentation that identifies the strengths and weaknesses of the site, then lead a discussion of how those strengths/weaknesses can help inform the design and development of our T/TAC parents portal.

3. Collaborative, Team-based Interaction

Each student will provide evidence of his/her positive contribution to the team's mission, goals, and ability to execute. Students will document their own contributions to the team in their individual electronic portfolios. Evidence of reflection, positive interaction for the good of the team goals, links to others postings, and shared work by the team contribute to the performance outcomes of the Immersion experience.

4. Knowledge Transfer/Skill Sharing Sessions

Each student will sign up to lead two (2) class discussions – one face-to-face and one electronic - about applying the readings to the current project. The discussions should **not** summarize the content of the readings (**no PowerPoint please**), but focus on the extent to which the readings have **practical application** to the current project or prompted further research (including hands-on trials of new software or process templates). He/she will include in his/her online portfolio evidence of how he/she contributed or shared skills or knowledge with their teammates. Evidence may include introducing the team to new resources, teaching teammates new software, team adoption of a practical application introduced in the discussion sessions or other observable manifestations of building collaborative and collective expertise.

5. Project Management

Students will contribute on a rotating basis to the management of the 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 contribution to the successful execution of the project. These documents will be posted on the EDIT 791 project wiki at <https://edit7915t2fall10.pbworks.com/>.

6. Final Design Document and Prototype

Each student will contribute to the iterative process of creating the final instructional design document containing the following components as:

- Title Page
- Table of Contents
- Executive Summary
- Introduction
- Problem Identification
- Proposed Design Solution and Rationale
- Content & Task Analysis
- User Personas/Use Cases

- Flowcharts/wireframes/storyboards
- User Requirements
- Usability Testing
- Name Testing
- Formative and Summative Evaluation
- Recommendations/Opportunities for Future Development
- Working Prototype

7. Electronic Portfolio

Each student will continue working on his/her electronic, Web-based portfolio which will house/link all of the aforementioned elements. The purpose of the portfolio is to create an environment that represents your development and growth as a professional instructional designer. The portfolio should include the following components:

- Home page with student name and program concentration, brief bio sketch, and links to the other portfolio components
- Personal goals statement
- Resume/CV
- List of courses taken to date, including course numbers, descriptions and dates taken
- List of artifacts that represent what the student perceives as his/her best work from courses taken to date
- Linkage/relationship of artifacts to course assignments and to IDD skills/competencies established by the International Board of Standards for Training, Performance, and Instruction (IBSTPI) at <http://www.ibstpi.org/competencies.htm>
- Personal reflections demonstrating growth and development as an instructional designer
- Insights on the use of communication, leadership, and teamwork skills based on course readings, activities, and projects
- Realizations related to multimedia design and development skills

The portfolio should stress the **impact** of your contribution and how these relate to all of your Immersion program coursework, rather than just a list of activities.

Assessment

Because this is a practicum based on a real-world project, the assessment process is based upon the Group Process Model in evaluating individual performance. For **each** deliverable/assignment, groups will provide details about the roles/responsibilities that the individual has assumed on each of the assignments. Students should indicate which assignment upon which they were the lead and detail the contributions they made to those assignments in their respective portfolios. In addition, students will evaluate their own and team members' overall contributions to the design and development of the project product at the **mid-point** and Spring 2011

the **end** of the semester. This evaluation will be completed using the assessment rubric located at <http://immersion.gmu.edu/immsite/program/evalf.htm>. The Portfolio Assessment rubric, along with additional information about assessment in the Immersion program, is located at <http://immersion.gmu.edu/immsite/program/assess.htm>.

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- 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/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- 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.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- 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/>].
- 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/>].

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

SEMESTER AT-A-GLANCE
(Detailed Course Schedule is posted on the [class wiki](#))

DATE	TOPIC/ACTIVITIES	MILESTONES/ DELIVERABLES
WEEK 1 Jan. 24-28	<ul style="list-style-type: none"> • Planning, Organization, Scheduling • Content & Task Analysis 	<ul style="list-style-type: none"> • Updated research plan
WEEK 2 Jan. 31-Feb.4	<ul style="list-style-type: none"> • Content & Task Analysis 	<ul style="list-style-type: none"> • Expert and Parents Panels finalized
WEEK 3 Feb. 7-11	<ul style="list-style-type: none"> • Content & Task Analysis • Project Sponsor Session (Feb. 9, Noon-1:30 PM) • Storyboards/Wireframes Workshop with Shuangbao Wang (Feb. 10, 10:00 AM-Noon) 	<ul style="list-style-type: none"> • High-level wireframes/storyboards
WEEK 4 Feb. 14-18	<ul style="list-style-type: none"> • Content Task Analysis 	<ul style="list-style-type: none"> • Meet with Mason T/TAC Stakeholders • Draft Content & Task Analysis
WEEK 5 Feb. 21-25	<ul style="list-style-type: none"> • Content & Task Analysis • Project Sponsor Session (Feb. 21, 10:00-11:30 AM) 	<ul style="list-style-type: none"> • Finalize Content & Task Analysis Component of design document
WEEK 6 Feb. 28-Mar. 4	<ul style="list-style-type: none"> • Prototype Design & Development 	<ul style="list-style-type: none"> • Mid-point Portfolio Review • Draft User Requirements Document
WEEK 7 Mar. 7-11	<ul style="list-style-type: none"> • Prototype Design & Development • Project Sponsor Session (Mar. 7, 10:30-Noon) • User Requirements Workshop with Seunghun Ok and Samit Vartak (Mar. 10, 10:00-Noon) 	<ul style="list-style-type: none"> • Draft storyboards/wireframes
WEEK 8 Mar. 14-18	SPRING BREAK – NO CLASSES	
WEEK 9 Mar. 21-25	<ul style="list-style-type: none"> • Prototype Design & Development • Project Sponsor Session (Mar. 21, 10:00-11:30 AM) 	<ul style="list-style-type: none"> • Final User Requirements document • Draft of Collaborative Research Paper due
WEEK 10 Mar. 28-Apr. 1	<ul style="list-style-type: none"> • Prototype Design & Development • Namestorming Session (internal) 	<ul style="list-style-type: none"> • Final storyboards/wireframes • Meet with T/TAC Technical Team
WEEK 11 Apr. 4-8	<ul style="list-style-type: none"> • Usability Testing • Project Sponsor Session (Apr. 4, 10:30-Noon) 	
WEEK 12 Apr. 11-15	<ul style="list-style-type: none"> • Usability Testing • Name Testing with Users • Dr. Williams van Rooij at AERA 	<ul style="list-style-type: none"> • Usability Test results (Round 1)
WEEK 13 Apr. 18-22	<ul style="list-style-type: none"> • Revise Prototype • Usability Testing • Project Sponsor Session (Apr. 18, 10:00-11:30 AM) 	<ul style="list-style-type: none"> • Draft of final design document • Usability Test results (Round 2)
WEEK 14 Apr. 25-29	<ul style="list-style-type: none"> • Revise Prototype 	<ul style="list-style-type: none"> • Final Collaborative Research Paper due
WEEK 15 May 2-6	<ul style="list-style-type: none"> • Revise Prototype • Project Sponsor Session (May 2, 10:30-11:45 AM) • Prepare for Client Presentation 	<ul style="list-style-type: none"> • Meet with Mason T/TAC Stakeholders
WEEK 16 May 9-13	Final Client Presentation	<ul style="list-style-type: none"> • Final design document & prototype • Final portfolio due