

# SYLLABUS

## GEORGE MASON UNIVERSITY COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT INSTRUCTIONAL DESIGN AND TECHNOLOGY (IDT) PROGRAM

EDIT 705 – 001  
Instructional Design (3 Credits)  
Fall 2013  
Monday, 4:30-7:10 PM, Thompson Hall L003

### PROFESSOR:

**Name:** Dr. Kevin Clark  
**Office hours:** By appointment  
**Office location:** Thompson Hall, Room L045  
**Office phone:** (703) 993-3669  
**Email address:** [kclark6@gmu.edu](mailto:kclark6@gmu.edu)

### COURSE DESCRIPTION:

- **Pre-requisites/co-requisites:** There are neither pre-requisites nor co-requisites. However, students should possess basic computer skills (e.g., MS Office, Internet search skills), 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.
- **Course description from the university catalog:** 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.
- **Additional description details:** 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 phase in accordance with the requirements specified in a final course project.
- **Delivery method:** The course will be taught in a **blended** format that combines face-to-face classroom sessions with asynchronous (not “real time”) online sessions using the Blackboard Learning Management system housed in the [MyMason portal](#).

### LEARNER OUTCOMES:

At the conclusion of this course, students will 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:**

#### **A. International Board of Standards for Training, Performance and Instruction ([IBSTPI](#)), Instructional Design Competencies**

- a. Professional foundations
  - i. Communicate effectively in visual, oral and written form
- b. Planning and analysis
  - i. Conduct a needs assessment
  - ii. Design a curriculum or program
  - iii. Select and use a variety of techniques for determining instructional content
  - iv. Identify and describe target population characteristics
  - v. Analyze the characteristics of the environment
  - vi. Analyze the characteristics of existing and emerging technologies and their use in an instructional environment
  - vii. Reflect upon the elements of a situation before finalizing design solutions and strategies
- c. Design and development
  - i. Select and use a variety of techniques to define and sequence the instructional content and strategies
  - ii. Select or modify existing instructional materials
  - iii. Develop instructional materials
  - iv. Design instruction that reflects an understanding of the diversity of learners and groups of learners
  - v. Evaluate and assess instruction and its impact
- d. Implementation and management
  - i. Provide for the effective implementation of instructional products and programs

#### **B. American Society for Training and Development ([ASTD](#)), Entry-level Design Competencies**

- a. Foundational competencies: Business/management
  - i. Uses data from a variety of sources to analyze needs and propose sound solutions
  - ii. Plans and implements assignments to achieve goals by creating action plans and ensuring completion

### **REQUIRED TEXT:**

Morrison, G.R., Ross, S.M., Kalman, H.K., & Kemp, J.E. (2011). *Designing effective instruction* (6<sup>th</sup> edition). Hoboken: John Wiley & Sons

## **COURSE ASSIGNMENTS AND REQUIRED DELIVERABLES**

### **ASSIGNMENTS**

There are four (4) assignments required for successful completion of this course.

**1. Practitioner Profile (25 points)**

- a. Identify **one** individual who serves (or has served) as an instructional/training designer in your organization (or at a former employer-organization). Note: The person does **not** have to have the title of Instructional/Training Designer, but must have served in that capacity.
- b. **Interview** that individual – phone, electronic survey, or face-to-face – and collect the following information:
  - i. Educational background, ID experience and current responsibilities
  - ii. Most successful **and** least successful ID project (and **reasons why**)
  - iii. Professional advice/lessons learned that he/she would like to share with others
  - iv. Ask them to recommend professional organizations and conferences
- c. Prepare a **short summary** (2-3 pages single-space) of the interview using **either** APA-style formatting **or** standard Business English formatting. For more information on how this assignment is evaluated, please consult the *Practitioner Profile Grading Rubric* at the end of this syllabus and also posted on our Blackboard course site.
- d. Prepare a brief slide presentation (5 slides maximum) of your practitioner profile to share in class (10 min.)

**2. Instructional Design Document & Prototype Presentation– Team Project (50 points)**

• **Instructional Design Document (40 points)**

Working in teams of 2-3 members, students 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 will present the design concept and related materials in a professional 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. Limitations/constraints
- g. Instructional Materials (Sample storyboards, flowcharts)
- h. Formative & Summative Evaluation

Examples of previous IDD's are posted on the Bb course site.

• **Prototype Presentation (10 points)**

The prototype presentation will consist of an **in-class** demonstration of the prototype of the instructional module outlined in the instructional design document. The demonstration should clearly convey:

- a. Scope of the prototype (e.g., topic, lesson, module, course)
- b. Electronic media selected
- c. Sample assessment items
- d. Navigational layout
- e. Essence of the design idea that persuades the client that this solution is the optimum choice best on the content of your IDD

Please review the *Instructional Design Document & Prototype Presentation Grading Rubric* at the end of this syllabus and on the Bb course site as you develop your team projects.

### 3. Peer Reviews of IDD Components (25 points)

There will be a total of five (5) peer reviews, each corresponding to one of the first five components of the IDD and each reflecting the iterative nature of the instructional design process. Each student will be asked to provide constructive evaluative feedback to other teams as you work on the IDD. Your feedback will be based on the criteria set down in the *Instructional Design Document & Prototype Presentation Grading Rubric*. There will be one in-class peer review session for each of the five reviews, so that everyone can familiarize themselves with the peer review process. Please consult the *Peer Review Grading Rubric* at the end of this Syllabus and on the Bb course site to see how your reviews are evaluated.

**Total Possible Points for all Deliverables: 100**

#### GRADING POLICIES

- **General information:** The evaluation of student performance is related to the student's demonstration of the course outcomes. All work is evaluated on its relevance to the specific assignment, comprehensiveness of information presented, specificity of application, clarity of communication, and the analytical skills utilized, as documented in the respective grading rubrics at the end of this syllabus and on the Bb course site.
- **Team projects:** Note that the grading rubric for the team project evaluates both the project deliverables and each team member's individual contribution to the project and the project process based on the content and activity in classroom work sessions and the private team areas in Bb. As such, an individual student's scores may differ from the project deliverable scores.
- **Grading scale:** The grading scale used in this course is the official George Mason University scale for graduate-level courses. Decimal percentage values  $\geq .5$  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%).

**A = 94-100; A - = 90-93; B+ = 86-89; B = 83-85; B- = 80-82; C = 70-79; F = 69 and below**

**Note: Late assignments will be penalized 10% for each class session past the due date.**

Student performance is based on the requirements documented in the grading rubrics for each assignment. 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>.

#### 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/honor-code/>].
- 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 e-mail 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 e-mail 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/>].

### **PROFESSIONAL DISPOSITIONS**

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

### **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>.

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

**COURSE SCHEDULE:**

DATE	TOPIC/LEARNING EXPERIENCES	READINGS AND ASSIGNMENTS
<b>Week 1</b> <b>Aug. 26</b>	<ul style="list-style-type: none"> <li>• Introductions, review syllabus</li> <li>• Instructor presentation</li> <li>• Introduction to Blackboard (Bb) and access verification</li> </ul>	<ul style="list-style-type: none"> <li>• Start thinking about project topics and teams</li> <li>• Read Morrison Ch. 1-2, 14</li> <li>• Read EMTY chapter</li> </ul>
<b>Week 2</b> <b>Sept. 2</b>	<b>LABOR DAY – NO CLASSES</b>	
<b>Week 3</b> <b>Sept. 9</b>	<ul style="list-style-type: none"> <li>• Instructor presentation</li> <li>• Discuss potential project topics and teams</li> <li>• Work on team plan document</li> </ul>	<ul style="list-style-type: none"> <li>• Access <a href="#">Mason Library</a> e-journal database to read Van Rooij, S. W. (2010), Project management in instructional design: ADDIE is not enough. <i>British Journal of Educational Technology</i>, 41: 852–864</li> <li>• Draft Instructional Problem Definition</li> <li>• Read Morrison Ch. 16</li> </ul>
<b>Week 4</b> <b>Sept. 16 (v)</b>	<ul style="list-style-type: none"> <li>• Post team problem definition for feedback – <b>Peer Review #1</b></li> <li>• Begin Learner, Context, &amp; Task Analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Read Morrison et al, Ch. 3-4</li> </ul>
<b>Week 5</b> <b>Sept. 23</b>	<ul style="list-style-type: none"> <li>• Instructor presentation</li> <li>• Draft Learner, Context, &amp; Task Analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Continue Learner, Context, &amp; Task Analysis</li> <li>• Read Morrison et al, Ch. 5</li> <li>• Read <a href="#">Techniques &amp; Methods for Writing Objectives/Performance Outcomes</a></li> </ul>
<b>Week 6</b> <b>Sept. 30</b>	<ul style="list-style-type: none"> <li>• Present draft Learner, Context, &amp; Task Analysis – <b>Peer Review #2</b></li> <li>• Group work: Revise Learner, Context, &amp; Task Analysis</li> <li>• Instructor presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Upload revised Learner, Context, &amp; Task Analysis to team space in Bb</li> <li>• Read Morrison et al, Ch. 6</li> <li>• Read <a href="#">Gagne’s Nine Events of Instruction</a></li> <li>•</li> </ul>
<b>Week 7</b> <b>Oct. 7</b>	<ul style="list-style-type: none"> <li>• <b>IDD Panel Discussion – Bolton/Marjee, PBS, Chen, Powell, DAU, Sonia/Colin,</b></li> </ul>	<ul style="list-style-type: none"> <li>• Draft Task Analysis</li> <li>• Upload <b>Practitioner Profile</b> under <b>Assignments</b> link in Bb by <b>Oct. 14</b></li> <li>• Morrison et al. Ch. 7-8</li> <li>•</li> </ul>

<b>Week 8</b> <b>Oct. 14 is Columbus Day, so we'll meet on Tuesday Oct. 15 (v)</b>	<ul style="list-style-type: none"> <li>Group work: Work on Instructional Objectives</li> </ul>	<ul style="list-style-type: none"> <li>Upload Instructional Objectives by Oct. 18</li> </ul>
<b>Week 9</b> <b>Oct. 21</b>	<ul style="list-style-type: none"> <li><b>Practitioner Profile Presentations</b></li> <li>Present Instructional Objectives – <b>Peer Review #3</b></li> </ul>	<ul style="list-style-type: none"> <li>Read Morrison et al., Ch. 9 &amp; 10</li> <li>Group work: Revise Instructional Objectives</li> </ul>
<b>Week 10</b> <b>Oct. 28</b>	<ul style="list-style-type: none"> <li><b>Practitioner Profile presentations</b></li> <li>Instructor presentation</li> <li>Begin Instructional Approach</li> </ul>	<ul style="list-style-type: none"> <li>Draft Instructional Approach</li> </ul>
<b>Week 11</b> <b>Nov. 4</b>	<ul style="list-style-type: none"> <li>Present draft Instructional Approach – <b>Peer Review #4</b></li> <li>Instructor presentation</li> <li>Group work: Revise Instructional Approach</li> <li>Selecting media for project prototype: Cruising the <a href="#">Directory of Learning Tools 2012</a></li> </ul>	<ul style="list-style-type: none"> <li>Upload revised Instructional Approach to team space</li> <li>Read Morrison et al Ch. 11-13</li> <li>Read <a href="#">Kirkpatrick Model of Evaluation</a></li> </ul>
<b>Week 12</b> <b>Nov. 11 (v)</b>	<ul style="list-style-type: none"> <li>Formative and Summative Evaluation examples</li> <li>Group work: Draft Formative &amp; Summative Evaluation plan</li> </ul>	<ul style="list-style-type: none"> <li>Read Morrison et al, Ch. 15</li> </ul>
<b>Week 13</b> <b>Nov. 18</b>	<ul style="list-style-type: none"> <li>Instructor presentation</li> <li>Group work: Draft Formative &amp; Summative Evaluation <b>plan</b></li> </ul>	<ul style="list-style-type: none"> <li>Upload Formative &amp; Summative Evaluation plan</li> </ul>
<b>Week 14</b> <b>Nov. 25 (v)</b>	<ul style="list-style-type: none"> <li><b>Peer Review #5</b> – Formative &amp; Summative Evaluation plan</li> <li>Work on IDD &amp; Prototype presentation</li> </ul>	<ul style="list-style-type: none"> <li>Finalize Formative/Summative Evaluation</li> <li>Work on IDD &amp; Prototype presentation</li> </ul>
<b>Week 15</b> <b>Dec. 2</b>	<ul style="list-style-type: none"> <li><b>Group Presentations</b></li> </ul>	<ul style="list-style-type: none"> <li>Revise materials if needed</li> </ul>
<b>Week 16</b> <b>Dec. 9</b>	<ul style="list-style-type: none"> <li><b>All IDD &amp; Prototypes DUE</b></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

**ASSESSMENT RUBRICS:**

**A. Practitioner Profile Grading Rubric (25 points)**

<b>Criteria</b>	<b>Does Not Meet Standards (-20%)</b>	<b>Meets Standards (-10%)</b>	<b>Exceeds Standards (-0%)</b>
<b>Completeness (10 pts):</b>	One or more of the three key elements of the assignment is missing, remainder covered superficially	All three key elements of the assignment are present, but only some covered in a substantive way	All three key elements of the assignment are present and covered in a substantive way
<b>Clarity (5 pts):</b>	Major points not clearly stated, little or no specific details, examples, or analysis	Major points are stated clearly, some supported with specific details, examples or analyses	Major points are stated clearly, supported by specific details, examples or analysis
<b>Organization (5 pts):</b>	Paper is unstructured and hard to follow	Structure of the paper is generally clear, little or no use of headings and sub-headings	Structure of the paper is clear and easy to follow, with use of accurate headings and sub-headings
<b>Language (5 pts):</b>	Rules of English grammar, usage, spelling and punctuation are not followed, multiple language errors	Rules of English grammar, usage, spelling and punctuation are generally followed throughout the paper, one or two minor language errors	Rules of grammar, usage, spelling and punctuation are followed consistently throughout the paper, no language errors



**B. Instructional Design Document & Prototype Presentation Grading Rubric: Total Possible Points: 50**

<b>Criteria</b>	<b>Does Not Meet Standards (-20%)</b>	<b>Meets Standards (-10%)</b>	<b>Exceeds Standards (-0%)</b>
<b>Problem definition (5 pts.)</b>	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
<b>Learner &amp; Context Analysis (5 pts.)</b>	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 and how the context or environment relates to the problem
<b>Task Analysis (5 pts.)</b>	Method and content reflects neither SME input nor other data sources	Method and content reflects some SME input, little or no other data sources	Method and content clearly reflects use of substantive SME input as well as other data sources
<b>Instructional Objectives (5 pts.)</b>	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 instructional objectives are measurable and all supported by the instructional need & task analysis data
<b>Instructional Approach (10 pts.)</b>	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
<b>Formative &amp; Summative Evaluation (5 pts.)</b>	Instructional design document does not contain a formative and/or summative evaluation plan, no supporting data sources	Instructional design document contains a limited formative and summative evaluation with little or no supporting data sources	Instructional design document contains both a comprehensive formative & summative evaluation plan, supported by a variety of data sources

<b>Prototype (10 pts.)</b>	Selected media are neither innovative nor appropriate for chosen strategies	Selected media are not particularly innovative, yet appropriate for chosen strategies	Selected media are innovative and appropriate for chosen strategies
<b>Presentation (5 pts.)</b>	Presentation did not adhere to PowerPoint© best practices documented in the Resources area of the Bb course site	Presentation generally adhered to PowerPoint© best practices documented in the Resources area of the Bb course site	Presentation adhered consistently to PowerPoint© best practices documented in the Resources area of the Bb course site

### C. Peer Review Grading Rubric (25 points)

Criteria	Does Not Meet Standards (-20%)	Meets Standards (-10%)	Exceeds Standards (-0%)
<b>Peer Review #1 (5 pts.)</b>	Does not provide constructive comments (strengths, weaknesses, recommendations for improvement) on the rubric criteria	Provides constructive comments (strengths, weaknesses, recommendations for improvement) on some of the rubric criteria	Provides constructive comments (strengths, weaknesses, recommendations for improvement) on each of the rubric criteria
<b>Peer Review #2 (5 pts.)</b>	Does not provide constructive comments (strengths, weaknesses, recommendations for improvement) on the rubric criteria	Provides constructive comments (strengths, weaknesses, recommendations for improvement) on some of the rubric criteria	Provides constructive comments (strengths, weaknesses, recommendations for improvement) on each of the rubric criteria
<b>Peer Review #3 (5 pts.)</b>	Does not provide constructive comments (strengths, weaknesses, recommendations for improvement) on the rubric criteria	Provides constructive comments (strengths, weaknesses, recommendations for improvement) on some of the rubric criteria	Provides constructive comments (strengths, weaknesses, recommendations for improvement) on each of the rubric criteria
<b>Peer Review #4 (5 pts.)</b>	Does not provide constructive comments (strengths, weaknesses, recommendations for improvement) on the rubric criteria	Provides constructive comments (strengths, weaknesses, recommendations for improvement) on some of the rubric criteria	Provides constructive comments (strengths, weaknesses, recommendations for improvement) on each of the rubric criteria
<b>Peer Review #5 (5 pts.)</b>	Does not provide constructive comments (strengths, weaknesses, recommendations for improvement) on the rubric criteria	Provides constructive comments (strengths, weaknesses, recommendations for improvement) on some of the rubric criteria	Provides constructive comments (strengths, weaknesses, recommendations for improvement) on each of the rubric criteria