

**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
GRADUATE SCHOOL OF EDUCATION
Instructional Design and Technology (IDT)**

EDIT 706 DL1: Business of Learning Design and Technologies
3 Credits, Fall 2015

PROFESSOR:

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COURSE DESCRIPTION:

A. Prerequisites/Corequisites

EDIT 705 Instructional Design or permission of instructor

B. University Catalog Course Description

Explores the business issues underlying the selection, implementation, and evaluation of technology-based learning interventions. Focuses on developing the skills necessary to improve performance and achieve measurable, positive change that supports an organization's strategic goals.

C. Expanded Course Description

This course will utilize a combination of readings, lectures, case studies, research activities, blogs, threaded discussions, and projects to help participants gain awareness and appreciation of the business context in which the instructional design function operates.

DELIVERY METHOD:

This course will be delivered online using an **asynchronous** (not "real time") 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 **Monday, August 31 at 9:00 AM EDT.**

TECHNICAL REQUIREMENTS:

To participate in this course, students will need the following resources:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox. Opera and Safari are **not** compatible with Blackboard;
- Consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course
- 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 the course requirements.
- The following software plug-ins for PCs and Macs respectively, available for free downloading by clicking on the link next to each plug-in:
 - Adobe Flash Player: <https://get.adobe.com/flashplayer/>
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player: <http://windows.microsoft.com/en-us/windows/download-windows-media-player>
 - Apple QuickTime: <https://www.apple.com/quicktime/download/>
- A headset microphone for use with the Blackboard Collaborate web conferencing tool

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 Blackboard site and their GMU email for communications from the instructor, at a **minimum** this should be **three (3) 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 three 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 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, and you are unable to come to the Mason campus, 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**, not combative. Experience shows that even an innocent remark in the online environment can be misconstrued. I suggest that you always re-read your responses carefully before you post them to encourage others from taking them as personal attacks. **Be positive in your approach to others and diplomatic with your words.** I will do the same. Remember, you are not competing with each other but sharing information and learning from one another as well as from the instructor.

LEARNER OUTCOMES:

At the end of this course, learners will be able to:

- Discuss the ways in which the instructional design function relates to other theoretical and practitioner fields such as Training and Development, Human Performance Improvement/Technology, Human Resource Development, Talent Management, and Human Resource Management.
- Describe the role of an instructional designer in solving performance problems in an organization.
- Discuss the various ways in which organizational culture and business decision-making impact the instructional design function.
- Compare and contrast the various types of learning and non-learning interventions.
- Describe the process for determining the most appropriate intervention to solve a performance problem.
- Discuss the various ways in which emotional intelligence (EIQ) affects an instructional design team's performance.
- Describe the cost management process for instructional design projects.
- Discuss the various enterprise tools and technologies to support the instructional design function
- Compare and contrast various evaluation models and their associated metrics/measures that seek to capture the business impact of the instructional design function.
- Construct a business case for a performance intervention, including costs and timing.

PROFESSIONAL STANDARDS:

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

[\(http://www.ibstpi.org/instructional-designer-competencies/\)](http://www.ibstpi.org/instructional-designer-competencies/):

- a. Plan & manager instructional design projects:
 - i. Write proposals for instructional design projects
 - ii. Establish project scope & goals
 - iii. Use a variety of planning & management tools for instructional design projects
 - iv. Allocate resources to support the project plan
 - v. Manage multiple priorities to maintain project timeline
 - vi. Identify & resolve project issues
- b. Apply business skills to managing the instructional design function:
 - i. Align instructional design efforts with organization's strategic plans & tactics
 - ii. Develop a business case to promote the critical role of the instructional design function
 - iii. Develop financial plans & control for the instructional design function
 - iv. Obtain & maintain management & stakeholder support for the design function
 - v. Market instructional design services & manage customer relations (internal audiences)
- c. Manage partnerships & collaborative relationships
 - i. Identify stakeholders & the nature of their involvement
 - ii. Build & promote effective relationships between the design team & stakeholders
 - iii. Conduct project reviews with design team members & stakeholders
- d. Revise instructional & non-instructional solutions based on data
 - i. Identify product & program revisions based on review of evaluation data
 - ii. Revise the delivery process based on evaluation data
 - iii. Revise products & programs based on evaluation data

B. Association for Talent Development (ATD) Foundational Competencies

[\(https://td.org/Certification/Competency-Model\)](https://td.org/Certification/Competency-Model):

- a. Business skills
 - i. Analyze needs & propose solutions
 - ii. Apply business skills
 - iii. Drive results
 - iv. Plan & implement assignments
 - v. Think strategically
- b. Interpersonal skills
 - i. Build trust
 - ii. Communicate effectively
 - iii. Influence stakeholders
 - iv. Demonstrate emotional intelligence

- c. Personal skills
 - i. Demonstrate adaptability
 - ii. Model personal development

REQUIRED TEXTS:

Van Tiem, D.M., Moseley, J.L., & Dessinger, J.C. (2012). *Fundamentals of performance improvement: Optimizing results through people, process, and organizations* (3rd edition). San Francisco, CA: John Wiley & Sons, Inc.

All other reading materials are available on our Blackboard course site.

COURSE ASSIGNMENTS AND EXAMINATIONS:

1. Course Topic Blogging (30% of total grade)

The purpose of the blogs is to encourage reflection on the topics covered in the course that allows for deeper engagement with the topics and with your fellow course members than often occurs with the traditional Q & A structure of a threaded discussion. The blogs also foster identification of the ways in which the themes and ideas in the course readings, instructor videos, and other assigned resources apply (or can be applied) in the workplace.

Part 1: Blog Discussion Leadership (15% of total course grade)

- There are ten (10) topics to be discussed in-depth in this course [see the **CLASS SCHEDULE** section of this syllabus].
- For **each** topic, **2-3** students (depending on class size) will sign up to serve as blog discussion leaders for the topic of their choice via the **MY GROUPS** link in the left-hand navigation menu of our Bb course site. This is **first-come-first serve**, so decide fairly quickly in order to get your first topic choice. **Note:** Once the maximum number of people have signed up for a topic, that topic will no longer be visible in the **MY GROUPS** link.
- Each group of blog discussion leaders will be assigned a **private** work area in Bb so that they can collaborate virtually. The instructor will monitor but not participate in these private collaborations, to ensure that everyone stays on track and contributes his/her fair share to the process. **Note:** You have the option of using other collaboration tools (e.g., Google Drive) if you prefer, but do let the instructor know your tool preferences.
- Each group of blog discussion leaders will craft the **first** blog posting about their chosen topic, designating one member of the group to upload the posting to the designated blog space in Bb. For detailed information about how to prepare the blog discussion leadership posting (content, format, word count, etc.), see the document *Blog Discussion Leaders Preparation*, posted under the **RESOURCES** link of our course site. **Note:** Late postings will be penalized 10%, no exceptions.
- Blog discussion leaders must also **respond** to the comments of fellow course members reading the leaders' initial blog posting.

- On the final day of the blog discussion (a Sunday), the instructor will post a summary that synthesizes the main themes of the week's discussion,
- For more information about how the blog discussion leaders' initial posting is evaluated, please consult the *Blog Discussion Leadership Grading Rubric* posted to our Blackboard course site.

Part 2: Blog Discussion Participation Reflections (15% of total course grade)

- For the remaining nine (9) topics for which a student is **not** serving as a blog discussion leader, the student must post **at least one comment** for each topic. There is no maximum number of comments for each topic.
- Comments should be substantiated with evidence from the course readings **plus** recognized external sources (e.g., research conducted by professional associations, articles in trade journals) and whenever possible, relating work experience to the blog topic under discussion.
- At the end of the course [see the **CLASS SCHEDULE** for the specific due date], each student will prepare a short (**max. 500 words, single-spaced**) analysis of and reflections on **all** of your comments. The content of this paper should be thoughtful and directed. Feel free to quote briefly from your own posts or to refer to specific ideas from the postings of the blog discussion leaders. For some guidelines on how to prepare your reflections, see the document *Blog Discussion Participation Reflections Guidelines* posted in the **RESOURCES** section of our Bb course site.
- Post your reflections to the **ASSIGNMENTS** link in Blackboard. For more information about how the reflections paper is evaluated, please consult the *Blog Discussion Participation Reflections Paper Grading Rubric* on our Bb course site. **Note:** Late assignments will be penalized 10%, no exceptions. Assignments submitted **after** December 20 will receive **zero** points.

2. Real-world Business Case (40% of total grade)

- Each course member will identify a **learning challenge** at his/her current place of work. The challenge must have a negative impact on the performance of a department/division/organization (e.g., client/customer satisfaction and/or retention, teacher productivity in a school, faculty ability to teach at a distance).
 - You may also revisit a past, failed business case/proposal for a learning intervention
 - Work with your colleagues and supervisors on selecting a challenge, with the understanding that your completed business case may be used at your workplace, if so desired (**Note:** Make sure that you select a challenge that you can share with fellow course members).
- Construct a **written business case** for a solution to the performance problem that the learning challenge has caused. The business case document will include the following components:
 - Executive Summary
 - Nature of the Learning Challenge/Opportunity
 - Alternatives to Consider

- Assumptions and Risks Associated with Each Alternative
- Financial Metrics and Measures
- Business Impact of Each Alternative (including “soft” intangibles)
- Conclusions and Recommendations
- High-level Implementation and Evaluation Plan
- Appendix (detailed tables, graphs, source materials, etc.)
- Papers are to be **single-spaced** using standard English (no academic jargon). You may use the business case template in our course textbook or the business document format at your current place of employment.
- There is no minimum or maximum word count for the complete business case document. However, the **Executive Summary** section should be **no longer than 300 words**.
- Upload your completed business case to the **ASSIGNMENTS** link of our Bb course site on the date indicated in the **CLASS SCHEDULE**. On the same day, upload a copy to the designated forum on our Bb **DISCUSSION BOARD** to share with fellow course members.
- For tips on preparing your business case, see the document *Tips on Writing Business Cases* posted under the **RESOURCES** link of our Bb course site.
- Examples of business cases prepared by previous EDIT 706 course members are posted in the *Exemplary Business Cases* sub-folder under the **RESOURCES** link of our Bb course site.
- For information on how your business case will be evaluated, please consult the *Business Case Grading Rubric* at the back of this Syllabus and on our Bb course site.
- **Note:** Late assignments will be penalized 10%; assignments submitted **after** December 20 will receive **zero** points, no exceptions.

3. Peer Review of Business Case Components (30% of total grade)

- There will be a total of **three (3) rounds** of peer reviews, each corresponding to a draft of your business case.
- For each round, you will select **two (2)** draft business cases to review and post **at least one comment** on each of the two drafts. You may review the same two cases for all three rounds or you may look at different draft business cases at each round. Either approach is acceptable.
- All peer reviews will be conducted online using the Bb **DISCUSSION BOARD**. Please consult the *Student Guidelines for Peer Reviews* posted in the **RESOURCES** section of our Bb course site.
- Your peer review comments will be grounded in the relevant criteria set down in the *Business Case Grading Rubric*, located at the back of this Syllabus and on our Bb course site. Your feedback should be **constructive, specific** and identify what is (not) clear in each draft, as well as **suggestions for improvement**.

- For more information about how your peer review feedback is evaluated, please consult the *Peer Review Grading Rubric* posted on our Bb course site.
- Instructor comments on each draft version submitted for peer review will be posted to your **private** Mason email Inbox, so as not to unduly influence the feedback of fellow course members.
- **Note:** Postings made **after** a peer review week has ended will receive **zero** points.

Total Possible Grade 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.
- **Mid-semester feedback:** At the end of Week 7 of the course you will have an opportunity to anonymously provide your feedback to the instruction about what is (not) working for you in the course, along with your ideas as to how the course may be improved. Those preferring a one-on-one consultation with the instructor may certainly do so by making an appointment for a Web conference or a phone conference.
- **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%).

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%

BLACKBOARD REQUIREMENTS

Every student registered for any Instructional Design and Technology (IDT) course with a required performance-based assessment is required to submit this assessment to Blackboard (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). For EDIT 706, the performance-based assessment is the **Real World Business Case**. Evaluation of the performance-based assessment by the course instructor will also be completed in Blackboard. Failure to submit the assessment to Blackboard will result in the course instructor reporting the

course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Blackboard submission, the IN will convert to an F nine weeks into the following semester.

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/>).
- 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/>).

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 <http://gse.gmu.edu/>.

CLASS SCHEDULE:

DATE	TOPIC/LEARNING EXPERIENCES	READINGS AND ASSIGNMENTS FOR THE FOLLOWING WEEK
<p>Week 1 08/31-09/06</p>	<p>TOPIC: COURSE KICK-OFF AND GETTING ACQUAINTED</p> <ul style="list-style-type: none"> • View the instructor’s Welcome Message on the Bb course site Home page • View the Bb COURSE SITE ORIENTATION video to familiarize yourself with the course site structure and new Bb features/functions • Read the course SYLLABUS carefully and post any questions you may have about course requirements to the designated forum on the Bb DISCUSSION BOARD • Click on the COURSE-AT-A-GLANCE link in the left-hand navigation menu bar • Select the Week 1 link [Note: Each week’s assignments/tasks is accessible under the week’s link.] • Read the Week 1 Learning Outcomes • Post your bio (photo optional) to the designated forum under the DISCUSSION BOARD link in the left-hand navigation menu 	<ul style="list-style-type: none"> • View the video <i>The Instructional Design Profession in Context</i> • Complete the assigned readings <ul style="list-style-type: none"> ○ Aziz, D. (2013). What’s in a name? A comparison of instructional systems design, organization development, and human performance technology/improvement and their contributions to performance improvement. <i>Performance Improvement</i>, 52(6), 28-35. ○ Foshay, W.R., Villachica, S.W., & Stepich, D.A. (2014). Cousins, but not twins: Instructional design and human performance technology in the workplace. In J.M. Spector et al. (Eds). <i>Handbook of research on educational communications and technology</i>. (pp.39-49). New York: Springer ○ Chapter 1 of van Tiem, Moseley & Dessinger • Click on the MY GROUPS link in the left-hand navigation panel, sign up to lead one (1) of the blog topic discussions by 11:59 PM on 09/06. This is first-come-first-serve, so decide fairly quickly in order to get your first choice of case.
<p>Week 2 09/08-09/13 Monday, 09/07, is Labor Day, No Classes</p>	<p>TOPIC: INSTRUCTIONAL DESIGN PROFESSION IN CONTEXT</p> <ul style="list-style-type: none"> • Post any questions you may have about the reading to the relevant forum to the DISCUSSION BOARD on our Bb course site • Start working with your blog discussion leadership team using the private team spaces set up for you in Bb, or the collaborative spaces of your choice • Explore the <i>Blog Discussion Leaders Preparation</i> document and the <i>Blog Discussion Leadership Grading Rubric</i> posted under the RESOURCES link of our Bb course site 	<ul style="list-style-type: none"> • Click on the COURSE-AT-A-GLANCE link in the left-hand navigation menu bar • Select the Week 2 link [Note: All the following assignments/tasks are accessible under the week’s link.] • Read the Week 2 Learning Outcomes • Complete the assigned readings <ul style="list-style-type: none"> ○ Case Study #1.2 <i>Strategic Performance Management</i> in Van Tiem et al, pp. 89-94 ○ Chapters 2 & 3 of Van Tiem et al

DATE	TOPIC/LEARNING EXPERIENCES	READINGS AND ASSIGNMENTS FOR THE FOLLOWING WEEK
<p>Week 3 09/14-09/20</p>	<p>TOPIC: HUMAN PERFORMANCE IMPROVEMENT: IT'S ALL ABOUT CHANGE</p> <ul style="list-style-type: none"> • Comments on Human Performance Improvement blog throughout the week 	<ul style="list-style-type: none"> • Click on the COURSE-AT-A-GLANCE link in the left-hand navigation menu bar • Select the Week 3 link [Note: All the following assignments/tasks are accessible under the week's link.] • Read the Week 3 Learning Outcomes • Human Performance Improvement blog topic leaders to upload their initial blog posting by 11:59 PM on 09/14 • View Garry Platt's video <i>From Performance Gap to Needs Analysis</i>. • Complete the assigned readings <ul style="list-style-type: none"> ○ Case Study #2.1 <i>The Blake Company/Mutschler Kitchens</i> in Van Tiem et al., pp.179-184 ○ Chapters 4, 6, 7 & 8 of Van Tiem, et al
<p>Week 4 09/21-09/27</p>	<p>TOPIC: PERFORMANCE ANALYSIS</p> <ul style="list-style-type: none"> • Comments on Performance Analysis blog throughout the week 	<ul style="list-style-type: none"> • Click on the COURSE-AT-A-GLANCE link in the left-hand navigation menu bar • Select the Week 4 link [Note: All the following assignments/tasks are accessible under the week's link.] • Read the Week 4 Learning Outcomes • Performance Analysis blog topic leaders to upload their initial blog posting by 11:59 PM on 09/21 • View Dan Denison's video <i>What is Organizational Culture? Why Culture Matters to Your Organization</i>. • Complete the assigned readings <ul style="list-style-type: none"> ○ Egan, T.M. (2008). The relevance of organization subculture for motivation to transfer learning. <i>Human Resource Development Quarterly</i>, 19(4), 299-322. ○ Chapter 5 & 16 of Van Tiem et al
<p>Week 5 09/28-10/04</p>	<p>TOPIC: ORGANIZATIONAL CULTURE</p> <ul style="list-style-type: none"> • Comments on Organizational Culture blog throughout the week 	<ul style="list-style-type: none"> • Click on the COURSE-AT-A-GLANCE link in the left-hand navigation menu bar • Select the Week 5 link [Note: All the following assignments/tasks are accessible under the week's link.] • Read the Week 5 Learning Outcomes • Organizational Culture blog topic leaders to upload their initial blog posting by 11:59 PM on 09/28 • Complete the assigned readings <ul style="list-style-type: none"> ○ Case Study #3.2 <i>Acquisition of Westford Bank by Spring Harbor Bank</i> in Van Tiem et al., pp.459-464 ○ Chapters 9, 10 & 18 of Van Tiem et al

DATE	TOPIC/LEARNING EXPERIENCES	READINGS AND ASSIGNMENTS FOR THE FOLLOWING WEEK
<p>Week 6 10/05-10/11</p>	<p>TOPIC: LEARNING VS. NON-LEARNING INTERVENTIONS</p> <ul style="list-style-type: none"> • Comments on Learning vs. Non-Learning Interventions blog throughout the week 	<ul style="list-style-type: none"> • Click on the COURSE-AT-A-GLANCE link in the left-hand navigation menu bar • Select the Week 6 link [Note: All the following assignments/tasks are accessible under the week's link.] • Read the Week 6 Learning Outcomes • Learning vs. Non-Learning Interventions blog topic leaders to upload their initial blog posting by 11:59 PM on 10/05 • View the three-part video <i>Business Cases and RFPs: Establishing the Value of Learning</i> • Complete the assigned readings <ul style="list-style-type: none"> ○ Case Study #3.1 <i>No Room for Error: Saving a Multi-Office Dental Practice in Michigan</i> in Van Tiem et al., pp. 451-458 ○ Chapter 19 of Van Tiem et al
<p>Week 7 10/12-10/18</p>	<p>TOPIC: INTRODUCTION TO BUSINESS CASE WRITING</p> <ul style="list-style-type: none"> • Comments on Introduction to Business Case Writing blog throughout the week • Explore the sample RFPs and business cases under the RESOURCES link of our Bb course site • Review the document <i>Tips on Writing Business Cases</i> and the <i>Business Case Grading Rubric</i> under the RESOURCES link of our Bb course site • Start working on your business case 	<ul style="list-style-type: none"> • Click on the COURSE-AT-A-GLANCE link in the left-hand navigation menu bar • Select the Week 7 link [Note: All the following assignments/tasks are accessible under the week's link.] • Read the Week 7 Learning Outcomes • Introduction to Business Case Writing blog topic leaders to upload their initial blog posting by 11:59 PM on 10/12 • View the eLearning Network's video <i>eLearning Project Management Time and Budget</i> • Complete the assigned readings <ul style="list-style-type: none"> ○ Chapter 17 of Van Tiem et al • Complete the anonymous Mid-Semester Feedback survey on Bb by 10/18

DATE	TOPIC/LEARNING EXPERIENCES	READINGS AND ASSIGNMENTS FOR THE FOLLOWING WEEK
<p>Week 8 10/19-10/25</p>	<p>TOPIC: BUDGETING AND COST MANAGEMENT</p> <ul style="list-style-type: none"> • Comments on Budgeting and Cost Management blog throughout the week 	<ul style="list-style-type: none"> • Click on the COURSE-AT-A-GLANCE link in the left-hand navigation menu bar • Select the Week 8 link [Note: All the following assignments/tasks are accessible under the week's link.] • Read the Week 8 Learning Outcomes • Budgeting and Cost Management blog topic leaders to upload their initial blog posting by 11:59 PM on 10/19 • Upload a draft of the first three sections (Nature of the Learning Challenge/Opportunity, Alternatives to Consider, Assumptions & Risks of Each Alternative) components of your business case to the Peer Review #1 forum on our Bb DISCUSSION BOARD by 11:59 PM on 10/25 • Complete the assigned readings <ul style="list-style-type: none"> ○ Case Study #5.2 <i>Community Healthcare Association of the Dakotas: A Five-level Evaluation Model</i> in Van Tiem et al., pp. 577-584 ○ Chapters 23 & 24 of Van Tiem et al
<p>Week 9 10/26-11/01</p>	<p>TOPIC: EVALUATION</p> <ul style="list-style-type: none"> • Comments on Evaluation blog throughout the week • Peer Review #1 comments throughout the week 	<ul style="list-style-type: none"> • Click on the COURSE-AT-A-GLANCE link in the left-hand navigation menu bar • Select the Week 9 link [Note: All the following assignments/tasks are accessible under the week's link.] • Read the Week 9 Learning Outcomes • Evaluation blog topic leaders to upload their initial blog posting by 11:59 PM on 10/26 • View the George Siemens video <i>Introduction to Learning Analytics</i> • View the video <i>Best Practices in Learning Analytics: McDonald's</i> • Assigned Readings <ul style="list-style-type: none"> ○ Ferguson, R. (2012). Learning analytics: Drivers, developments and challenges. <i>International Journal of Technology Enhanced Learning</i>, 4(5/6), pp. 304-317.

DATE	TOPIC/LEARNING EXPERIENCES	READINGS AND ASSIGNMENTS FOR THE FOLLOWING WEEK
Week 10 11/02-11/08	TOPIC: LEARNING ANALYTICS IN ACADEMIC VS. NON-ACADEMIC SETTINGS <ul style="list-style-type: none"> • Learning Analytics in Academic vs. Non-Academic Settings blog comments throughout the week • Continue working on your business case 	<ul style="list-style-type: none"> • Click on the COURSE-AT-A-GLANCE link in the left-hand navigation menu bar • Select the Week 10 link [Note: All the following assignments/tasks are accessible under the week's link.] • Read the Week 10 Learning Outcomes • Learning Analytics blog topic leaders to upload their initial blog posting by 11:59 PM on 11/02 • View the video <i>Daniel Goleman Introduces Emotional Intelligence</i> • Complete the assigned readings <ul style="list-style-type: none"> ○ Brackett, Rivers & Salovey article ○ Chapter 13 of Van Tiem et al
Week 11 11/09-11/15	TOPIC: EMOTIONAL INTELLIGENCE <ul style="list-style-type: none"> • Emotional Intelligence blog comments throughout the week • Continue working on your business case 	<ul style="list-style-type: none"> • Click on the COURSE-AT-A-GLANCE link in the left-hand navigation menu bar • Select the Week 11 link [Note: All the following assignments/tasks are accessible under the week's link.] • Read the Week 11 Learning Outcomes • Emotional Intelligence blog topic leaders to upload their initial blog posting by 11:59 PM on 11/09 • Upload a draft of your full business case (excluding the Executive Summary and Appendix) to the <i>Peer Review #2</i> forum of the Bb DISCUSSION BOARD by 11:59 PM on 11/15
Week 12 11/16-11/24 Extended Week	TOPIC: BUSINESS CASE DEVELOPMENT <ul style="list-style-type: none"> • Peer Review #2 comments throughout the week • Continue working on your business case 	<ul style="list-style-type: none"> • Click on the COURSE-AT-A-GLANCE link in the left-hand navigation menu bar • Select the Week 12 link [Note: All the following assignments/tasks are accessible under the week's link.] • Read the Week 12 Learning Outcomes • View the video <i>Enterprise Tools and Technologies</i> • Complete the assigned readings ATD report <i>How Web 3.0 Will Transform Learning in High-Performing Organizations: EXECUTIVE SUMMARY</i> • Exhibit 3.1, pp. 465-472 of Van Tiem et al
11/25-11/29 THANKSGIVING BREAK, NO CLASSES		

DATE	TOPIC/LEARNING EXPERIENCES	READINGS AND ASSIGNMENTS FOR THE FOLLOWING WEEK
<p>Week 13 11/30-12/06</p>	<p>TOPIC: TOOLS AND TECHNOLOGIES FOR PERFORMANCE IMPROVEMENT</p> <ul style="list-style-type: none"> • Tools and Technologies for Performance Improvement blog comments throughout the week • Begin finalizing your business case 	<ul style="list-style-type: none"> • Click on the COURSE-AT-A-GLANCE link in the left-hand navigation menu bar • Select the Week 13 link [Note: All the following assignments/tasks are accessible under the week's link.] • Read the Week 13 Learning Outcomes • Tools and Technologies for Performance Improvement blog topic leaders to upload their initial blog posting by 11:59 PM on 11/30 • Upload a draft of your complete business case (all components) to the <i>Peer Review #3</i> forum of our Bb DISCUSSION BOARD by 11:59 PM on 12/06 • Complete the anonymous Mason Online Course Evaluation Survey, the link to which was emailed to you from Mason's Office of Institutional Research and Reporting
<p>Week 14 12/07-12/13</p>	<p>TOPIC: BUSINESS CASE REFINEMENT</p> <ul style="list-style-type: none"> • Peer Review #3 comments throughout the week 	<ul style="list-style-type: none"> • Click on the COURSE-AT-A-GLANCE link in the left-hand navigation menu bar • Select the Week 14 link [Note: All the following assignments/tasks are accessible under the week's link.] • Read the Week 14 Learning Outcomes • Upload the final version of your complete business case to the ASSIGNMENTS link on our Bb course site by 11:59 PM on 12/13 • Upload a copy of your completed business case to the designated forum on our Bb DISCUSSION BOARD by 11:59 PM on 12/13 • Reminder: Complete the anonymous Mason Online Course Evaluation Survey, the link to which was emailed to you from Mason's Office of Institutional Research and Reporting
<p>Week 15 12/14-12/20</p>	<p>TOPIC: BUSINESS CASE DE-BRIEF AND COURSE WRAP UP</p> <ul style="list-style-type: none"> • Comment on the business cases throughout the week 	<ul style="list-style-type: none"> • Upload your <i>Blog Discussion Participation Reflections</i> paper to the ASSIGNMENTS link in Bb by 11:59 PM on 12/20

Business Case Grading Rubric

(Total Possible Points: 40)

Criteria	Does Not Meet Standards	Meets Standards	Exceeds Standards
Executive Summary	Summary misses most components of the Business Case or is unclear; exceeds word limit <i>0.00-1.59 points</i>	Provides a summary of most components of the Business Case; exceeds word limit <i>1.60-1.94 points</i>	Provides a clear summary of all components of the Business Case in 300 words or less <i>1.95-2.00 points</i>
Nature of the Learning Challenge/Opportunity	Learning challenge/opportunity definition not clearly stated, gap and cause analysis incomplete or missing <i>0.0-4.79 points</i>	Clear learning challenge/ opportunity definition but supporting gap and cause analysis incomplete <i>4.80-5.94 points</i>	Clear learning challenge/ opportunity definition supported by gap and cause analysis <i>5.95-6.00 points</i>
Alternatives to Consider	Pros and cons either not provided or do not flow logically from evidence presented <i>0.0-3.19 points</i>	Some pros and cons provided and flow logically from evidence presented <i>3.20-3.94 points</i>	Pros and cons of each alternative are provided and flow logically from evidence presented <i>3.95-4.00 points</i>
Assumptions and Risks of Each Alternative	Assumptions, consequences and risks of each alternative are not defined, no supporting evidence <i>0.0-3.19 points</i>	Some assumptions, consequences and/or risks associated with each alternative are defined, some supporting evidence <i>3.20-3.94 points</i>	Assumptions, consequences and risks associated with each alternative are clearly defined with supporting evidence <i>3.95-4.00 points</i>
Financial Metrics and Measures	Financial metrics/KPIs and intangible measures for each alternative are not defined, no evidence of input from the organization's Finance Dept. <i>0.0-4.79 points</i>	Financial metrics/KPIs and intangible measures for each alternative are defined but with little or no evidence of input from the organization's Finance Dept. <i>4.80-5.94 points</i>	Financial metrics/KPIs and intangible measures for each alternative are clearly defined, with evidence of input from the organization's Finance Dept. <i>5.95-6.00 points</i>

Criteria	Does Not Meet Standards	Meets Standards	Exceeds Standards
Business Impact of Each Alternative	Outcomes and benefits for each scenario not indicated, features not illustrated in charts, graphics <i>0.0-4.79 points</i>	Some outcomes and benefits indicated, with features illustrated in charts, graphics <i>4.80-5.94 points</i>	Main outcomes and benefits for each scenario are clearly indicated, with features illustrated in charts, graphics <i>5.95-6.00 points</i>
Conclusions and Recommendations	No specific alternative recommended or no rationale provided for recommendation <i>0.0-3.19 points</i>	States which specific alternative is optimal, rationale for recommendation not fully supported by evidence <i>3.20-3.94 points</i>	Clearly states which specific alternative is optimal, along with evidence-based rationale for recommendation <i>3.95-4.00 points</i>
High-level Implementation and Evaluation Plan	Plan does not identify tasks, responsibilities, resources or timelines, no success indicators <i>0.0-3.19 points</i>	Plan identifies some tasks, responsibilities and resources, general success indicators <i>3.20-3.94 points</i>	Plan clearly identifies tasks, responsibilities, material and human resources, along with observable, measurable indicators of success <i>3.95-4.00 points</i>
Appendix	No references, supporting documents provided <i>0.0-1.59 points</i>	Contains some supporting documents, other supporting documents that should be in the Appendix are in the main text <i>1.60-1.94 points</i>	Contains detailed tables, charts, references and other supporting documents <i>1.95-2.00 points</i>
Language:	Rules of English grammar, usage, spelling and punctuation are not followed, multiple language errors throughout the business case document <i>0.0-1.59 points</i>	Rules of English grammar, usage, spelling and punctuation are generally followed throughout the business case document, one or two minor language errors <i>1.60-1.94 points</i>	Rules of grammar, usage, spelling and punctuation are followed consistently throughout the business case document, no language errors <i>1.95-2.00 points</i>