

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

EDIT 705 6T1: Instructional Design
Booz Allen Hamilton e-Learning Cohort
3 Credits, Fall 2015

PROFESSOR:

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COURSE DESCRIPTION:

A. Prerequisites/Corequisites

None

B. University Catalog Course Description

Helps students analyze, apply, and evaluate principles of instructional design to develop education and training materials spanning a wide range of knowledge domains and instructional technologies. Focuses on a variety of instructional design models, with emphasis on recent contributions from cognitive science and related fields.

C. Expanded Course Description

This course is designed to teach the fundamentals of instructional design, including the principles of learning theory and instructional strategies that are relevant to instructional design. Students will learn the purpose and approach to completing each phase of the instructional design process and will produce a set of outputs from each of these phases in accordance with the requirements specified in a final course project.

DELIVERY METHOD:

This course will be delivered online using an **asynchronous** (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 Sunday, August 30 at 6:00 PM 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 Acrobat Reader: <http://get.adobe.com/reader/>
 - Windows Media Player: <http://windows.microsoft.com/en-US/windows/download-windows-media-player>
 - Apple QuickTime Player: <http://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 (3) 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 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, Adobe Captivate, Articulate Storyline)

PROFESSIONAL STANDARDS:

A. 2012 International Board of Standards for Training, Performance and Instruction ([IBSTPI](#)), Instructional Design Competencies

- Professional foundations
 1. Communicate effectively in visual, oral and written form
- Planning and analysis
 7. Identify and describe target population and environmental characteristics
 8. Select and use analysis techniques for determining instructional content
 9. Analyze the characteristics of existing and emerging technologies and their potential use
- Design and development
 10. Use an instructional design and development process appropriate for a given project
 11. Organize instructional programs and/or products to be designed, developed, and evaluated
 12. Design instructional interventions
 14. Select or modify existing instructional materials
 15. Develop instructional materials
 16. Design learning assessment

B. American Society for Training and Development ([ASTD](#)), Instructional Design Competencies

- Identify appropriate learning approach
- Collaborate with others
- Design a curriculum, program or learning solution
- Design instructional material
- Analyze and select technologies
- Develop instructional materials
- Evaluate learning design

REQUIRED TEXTS:

1. Morrison, G.R., Ross, S.M., Kalman, H.K., & Kemp, J.E. (2013). *Designing effective instruction* (7th edition). Hoboken: John Wiley & Sons
2. Ertmer, P.A., Quinn, J.A., & Glazewski, K.D. (2013). *The ID casebook: Case studies in instructional design* (4th edition). Upper Saddle River: Pearson

COURSE ASSIGNMENTS AND REQUIRED DELIVERABLES:

1. Practitioner Profile (Individual Assignment) (10 points)

The purpose of the profile is to compare and contrast the various backgrounds and experiences of learning professionals engaged in instructional design. The profiles also identify some of the other tasks, activities and skill sets beyond those associated with designing formal instruction.

- 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. If you are a member of any of the Instructional Design groups on [LinkedIn](#), you can select a practitioner from one of those groups. If you already have instructional design experience, select a designer with more or, for those with many years of experience, less experience than yourself.
- b. **Interview** that individual – phone, electronic survey, or face-to-face – and collect the following information:
 - i. Educational background, ID experience and credentials/certifications, current responsibilities
 - ii. Most successful ID project (and **reasons why**)
 - iii. Least successful ID project (and reasons why)
 - iv. Professional advice/lessons learned that he/she would like to share with others
 - v. Your own net impressions/take-aways from the interview experience in which you go **beyond** what the interviewee said and **add your own thoughts and analysis**
- c. Prepare a **short summary** (circa. 2-3 pages, single spaced) of the interview for posting to the **ASSIGNMENTS** link on the Blackboard course web site.
- d. In addition, upload a copy of your Practitioner Profile to the designated thread of the Blackboard **DISCUSSION BOARD**.
- e. You may use **either** [APA-style](#) formatting **or** the document format used at your place of work. For more information on how this assignment is evaluated, please consult the *Practitioner Profile Grading Rubric* posted on our Blackboard course site.

f. Note: Late assignments will be penalized 10%.

2. Instructional Design Course Blog Reflections (Individual Assignment) (20 points)

The purpose of the blogs is to encourage reflection on the topics covered in the course, allowing you to engage more deeply with the topics and with your fellow course members than often occurs with traditional discussion boards. 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).

- a. Each student has his/her **own** blog space under the **COURSE BLOG** link of our Bb course site
- b. There are **ten (10) topics** to be discussed in depth in this course [see the **CLASS SCHEDULE** section of this syllabus].
- c. For **each** of the 10 topics, you must post **at least one comment** to your blog. There is no maximum number of comments for each topic.
- d. Respond to the blog postings of your fellow course members. There is no minimum or maximum number of responses.
- e. All blog postings 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.
- f. 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 own 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 others. 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.
- g. 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.

3. Instructional Design Document (IDD) & Prototype Presentation– Team Project (50 points)

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

- a. Working in teams of **2 members**, you will develop an instructional design document (IDD) which will detail your approach to the development of a prototype instructional module prior to its actual development.
- b. The topic will be determined **by the team collaboratively**. If there are particular topics that interest you, such as an instructional problem at a current client site, I would suggest you send a note to your fellow course members via Bb email to see if anyone else is interested in working with you on that topic. Once you've formed your teams, send me a note via Bb email so that I can create your private team spaces in Bb. For those who have no preferences in terms of topic and/or team mate, I will

assign you to teams based on current/planned career interests that you mentioned in your bio.

- c. The IDD will present the design concept and related materials in a professionally-polished document. The design document will include the following components:
 - i. Instructional Problem Definition
 - ii. Learner and Contextual Analysis
 - iii. Task Analysis
 - iv. Instructional Objectives
 - v. Instructional Approach (Sequencing, Strategies, Messages)
 - vi. Limitations/constraints
 - vii. Instructional Materials (Sample storyboards, flowcharts)
 - viii. Formative & Summative Evaluation
 - **Prototype Presentation (10 points)**

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

 - i. Scope of the prototype (e.g., topic, lesson, module, course)
 - ii. Electronic media selected
 - iii. Sample assessment items
 - iv. Navigational layout
 - v. Essence of the design idea that **persuades the client** that this solution is the optimum choice based on the content of your IDD
 - Have one representative of your team upload your IDD and Prototype Presentation (or Prototype URL if you have created a multimedia prototype) to the **ASSIGNMENTS** link. Make sure to upload all of your documents **before** you click SUBMIT. In addition, upload your Prototype Presentation (or its URL) – **do not upload the IDD** - to the designated forum on the **DISCUSSION BOARD**.
 - Examples of IDDs and prototype presentations from previous EDIT 705 students employed in either the corporate or government sectors are posted in the **Exemplary Projects** sub-folder under the **RESOURCES** link on the Bb course site.
 - 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.
 - **Note: Late assignments will be penalized 10% for each class session past the due date.**
- 4. Peer Review of IDD Components (Individual Assignment) (20 points)**
- a. There will be a total of five (5) peer reviews conducted throughout the semester, 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 various components of the IDD:
 - i. Peer Review #1: Problem Definition
 - ii. Peer Review #2: Learner and Contextual Analysis
 - iii. Peer Review #3: Task Analysis
 - iv. Peer Review #4: Instructional Approach, Limitations/Constraints, Materials
 - v. Peer Review #5: Formative & Summative Evaluation

- b. For **each** peer review, you will select **two (2)** IDD teams to review and post **at least one comment** on each of the two teams' draft IDD components. You may review the same two IDD teams for all five peer reviews or you may look at different IDD teams at each peer review. Either approach is acceptable.
- c. 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.
- d. Your peer review comments will be grounded in the relevant criteria set down in the *Instructional Design Document & Prototype Presentation 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**.
- e. For more information about how your peer review feedback is evaluated, please consult the *Peer Review Grading Rubric* posted on our Bb course site.
- f. Instructor comments on each draft version submitted for peer review will be posted to your **private** team spaces on Bb, so as not to unduly influence the feedback of fellow course members.
- g. **Note:** Postings made **after** a peer review week has ended will receive **zero** points.

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.
- **Group assignments:** Note that the grading rubrics for the group assignments evaluate both the assignment deliverables **and** each team member's individual contribution to the assignment. Your individual contribution is based on the content and activity in the private team areas in Bb, as well as on the results of an **anonymous Team Member Effectiveness** survey that will be conducted toward the end of the semester. As such, an **individual student's scores may differ from the assignment deliverable scores**.
- **Mid-semester feedback:** At the end of Week 7 of the course, you will have an opportunity to anonymously provide your feedback to the instructor 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 make an appointment for a web conference or 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 705, the performance-based assessment is the **Instructional Design Document (IDD) & Prototype Presentation**. 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 are 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>Instructional Design Overview</i> • Complete the assigned readings <ul style="list-style-type: none"> ○ Chapter 1 in Morrison, Ross, Kalman & Kemp ○ Part I, pp. 2-11 in Ertmer, Quinn & Glazewski
<p>Week 2 09/08-09/13 Monday, 09/07, is Labor Day, No Classes</p>	<p>TOPIC: THE INSTRUCTIONAL DESIGN PROFESSION</p> <ul style="list-style-type: none"> • Blog postings on The Instructional Design Profession throughout the week • Start thinking about your IDD project team member preferences • Explore the <i>Project Documents</i> sub-folder under the RESOURCES link • View previous EDIT 705 projects in the <i>Exemplary Projects</i> sub-folder under the RESOURCES link 	<ul style="list-style-type: none"> • Click on the COURSE-AT-A-GLANCE link in the left-hand navigation menu bar and select the Week 2 link. [Note: All of the following assignments/activities are accessible via the Week 2 link.] • Read the Week 2 Learning Outcomes • View the video <i>To Instruct or Not to Instruct</i> • Complete the assigned readings <ul style="list-style-type: none"> ○ Chapter 2 in Morrison, Ross, Kalman & Kemp ○ Case Study #22, pp. 204-208 in Ertmer, Quinn & Glazewski • Send your project team member preferences to the instructor via Bb email by 09/13

DATE	TOPIC/LEARNING EXPERIENCES	READINGS AND ASSIGNMENTS FOR THE FOLLOWING WEEK
<p>Week 3 09/14-09/20</p>	<p>TOPIC: INSTRUCTIONAL PROBLEM DEFINITION</p> <ul style="list-style-type: none"> • Blog postings on Instructional Problem Definition throughout the week • Begin using private team discussion and collaboration tools in Bb • Draft your team’s Instructional Problem Definition • Review the <i>Student Guidelines for Peer Reviews</i> posted in the RESOURCES section of the Bb course site 	<ul style="list-style-type: none"> • Click on the COURSE-AT-A-GLANCE link in the left-hand navigation menu bar and select the Week 3 link. [Note: All of the following assignments/activities are accessible via the Week 3 link.] • Read the Week 3 Learning Outcomes • View the video <i>Learner & Contextual Analysis</i> • Complete the assigned readings <ul style="list-style-type: none"> ○ Chapter 3 in Morrison et al ○ Case Study #28, pp. 247-253 in Ertmer, Quinn & Glazewski • Have one representative of your team post your draft Instructional Problem Definition to the Peer Review #1 discussion forum on the Bb DISCUSSION BOARD by 09/20
<p>Week 4 09/21-09/27</p>	<p>TOPIC: LEARNER AND CONTEXTUAL ANALYSIS-WORKPLACE CONTEXTS AND SETTINGS</p> <ul style="list-style-type: none"> • Blog postings on Learner and Contextual Analysis throughout the week • Peer Review #1 comments throughout the week <ul style="list-style-type: none"> ○ Be sure to use the relevant criteria in the <i>Instructional Design Document & Prototype Presentation Grading Rubric</i> to substantiate your comments • Revise Instructional Problem Definition based on peer review comments and instructor feedback • Draft your Learner & Contextual Analysis 	<ul style="list-style-type: none"> • Click on the COURSE-AT-A-GLANCE link in the left-hand navigation menu bar and select the Week 4 link. [Note: All of the following assignments/activities are accessible via the Week 4 link.] • Read the Week 4 Learning Outcomes • View the video <i>Overview of Task Analysis</i> • Complete the assigned readings <ul style="list-style-type: none"> ○ Chapter 4 in Morrison et al • Have one representative of your team post your draft Learner & Contextual Analysis to the Peer Review #2 discussion forum on the Bb DISCUSSION BOARD by 09/27

DATE	TOPIC/LEARNING EXPERIENCES	READINGS AND ASSIGNMENTS FOR THE FOLLOWING WEEK
<p>Week 5 09/28-10/04</p>	<p>TOPIC: TASK ANALYSIS-INTRODUCTION</p> <ul style="list-style-type: none"> • Blog postings on Task Analysis throughout the week • Peer Review #2 comments throughout the week <ul style="list-style-type: none"> ○ Be sure to use the relevant criteria in the <i>Instructional Design Document & Prototype Presentation Grading Rubric</i> to substantiate your comments • Revise Learner & Contextual Analysis based on peer review comments and instructor feedback • Draft your Task Analysis 	<ul style="list-style-type: none"> • Click on the COURSE-AT-A-GLANCE link in the left-hand navigation menu bar and select the Week 5 link. [Note: All of the following assignments/activities are accessible via the Week 5 link.] • Read the Week 5 Learning Outcomes • Review the Web page Perform a Task Analysis • Complete the assigned readings <ul style="list-style-type: none"> ○ Case Study #19, pp. 186-189 in Ertmer, Quinn & Glazewski • Have one representative of your team post your draft Task Analysis to the Peer Review #3 discussion forum on the Bb DISCUSSION BOARD by 10/04
<p>Week 6 10/05-10/11</p>	<p>TOPIC: TASK ANALYSIS-METHODS, CHOICES</p> <ul style="list-style-type: none"> • Blog postings on Task Analysis Methods, Choices throughout the week • Peer Review #3 comments throughout the week <ul style="list-style-type: none"> ○ Be sure to use the criteria in the <i>Instructional Design Document & Prototype Presentation Grading Rubric</i> to substantiate your comments • Revise Task Analysis based on peer review comments and instructor feedback • Finalize your Practitioner Profile assignment 	<ul style="list-style-type: none"> • Click on the COURSE-AT-A-GLANCE link in the left-hand navigation menu bar and select the Week 6 link. [Note: All of the following assignments/activities are accessible via the Week 6 link.] • Read the Week 6 Learning Outcomes • Upload Practitioner Profile to both the Assignments link and the relevant discussion forum on the DISCUSSION BOARD in Bb by 10/11

DATE	TOPIC/LEARNING EXPERIENCES	READINGS AND ASSIGNMENTS FOR THE FOLLOWING WEEK
<p>Week 7 10/12-10/18</p>	<p>TOPIC: KNOWLEDGE-SHARING WEEK</p> <ul style="list-style-type: none"> • Comments on Practitioner Profiles throughout the week • Conduct a team process review meeting in your private Team spaces using the <i>Team Process Review Questions</i> posted in the <i>Project Documents</i> sub-folder under the RESOURCES link 	<ul style="list-style-type: none"> • Click on the COURSE-AT-A-GLANCE link in the left-hand navigation menu bar and select the Week 7 link. [Note: All of the following assignments/activities are accessible via the Week 7 link.] • Read the Week 7 Learning Outcomes • View the video <i>Writing Instructional Objectives</i> • Complete the assigned readings <ul style="list-style-type: none"> ○ Chapter 5 in Morrison et al ○ Read Techniques & Methods for Writing Objectives/Performance Outcomes • Complete the anonymous Mid-Semester Feedback survey on Bb by 10/18
<p>Week 8 10/19-10/25</p>	<p>TOPIC: INSTRUCTIONAL OBJECTIVES</p> <ul style="list-style-type: none"> • Blog postings on Instructional Objectives throughout the week • Draft your Instructional Objectives 	<ul style="list-style-type: none"> • Click on the COURSE-AT-A-GLANCE link in the left-hand navigation menu bar and select the Week 8 link. [Note: All of the following assignments/activities are accessible via the Week 8 link.] • Read the Week 8 Learning Outcomes • View the video <i>Instructional Approach: Sequencing, Strategies, and Messages</i> • Complete the assigned readings <ul style="list-style-type: none"> ○ Chapters 6-9 in Morrison, Ross, et al ○ Read Gagne's Nine Events of Instruction • Upload your draft Instructional Objectives for instructor feedback only (no peer review) to the private team space of your choice in Bb by 10/25

DATE	TOPIC/LEARNING EXPERIENCES	READINGS AND ASSIGNMENTS FOR THE FOLLOWING WEEK
<p>Week 9 10/26-11/01</p>	<p>TOPIC: INSTRUCTIONAL APPROACH: MESSAGE AND MEDIUM</p> <ul style="list-style-type: none"> • Blog postings on Instructional Approach throughout the week • Revise Instructional Objectives based on instructor feedback • Draft Instructional Approach, Limitations/Constraints, Materials (IDD components v, vi & vii described on p. 6 of this syllabus) 	<ul style="list-style-type: none"> • Click on the COURSE-AT-A-GLANCE link in the left-hand navigation menu bar and select the Week 9 link. [Note: All of the following assignments/activities are accessible via the Week 9 link.] • Read the Week 9 Learning Outcomes • View the video <i>Introduction to Evaluation</i> • Complete the assigned readings <ul style="list-style-type: none"> ○ Chapters 11-13 in Morrison, Ross, et al ○ Read Kirkpatrick Model of Evaluation • Have one representative of your team post your draft Instructional Approach, Limitations/Constraints, Materials to the Peer Review #4 discussion forum on the Bb DISCUSSION BOARD by 11/01
<p>Week 10 11/02-11/08</p>	<p>TOPIC: EVALUATION</p> <ul style="list-style-type: none"> • Blog postings on Evaluation throughout the week • Peer Review #4 comments throughout the week <ul style="list-style-type: none"> ○ Be sure to use the criteria in the <i>Instructional Design Document & Prototype Presentation Grading Rubric</i> to substantiate your comments • Revise Instructional Approach, Limitations/Constraints, Materials based on peer review comments and instructor feedback • Draft your Formative & Summative Evaluation 	<ul style="list-style-type: none"> • Click on the COURSE-AT-A-GLANCE link in the left-hand navigation menu bar and select the Week 10 link. [Note: All of the following assignments/activities are accessible via the Week 10 link.] • Read the Week 10 Learning Outcomes • View the video Prototyping for Better e-Learning • Complete the assigned readings <ul style="list-style-type: none"> ○ Read Flowcharts, Storyboards and Rapid Prototyping ○ Read Storyboarding • Have one representative of your team post your draft Formative & Summative Evaluation to the Peer Review #5 discussion thread on the Bb DISCUSSION BOARD by 11/08

DATE	TOPIC/LEARNING EXPERIENCES	READINGS AND ASSIGNMENTS FOR THE FOLLOWING WEEK
Week 11 11/09-11/15	TOPIC: PROTOTYPING IN INSTRUCTIONAL DESIGN <ul style="list-style-type: none"> • Blog postings on Prototyping throughout the week • Peer Review #5 comments throughout the week <ul style="list-style-type: none"> ○ Be sure to use the criteria in the <i>Instructional Design Document & Prototype Presentation Grading Rubric</i> to substantiate your comments • Revise your Formative & Summative Evaluation based on peer review comments and instructor feedback • Start building your Prototype Presentation 	<ul style="list-style-type: none"> • Click on the COURSE-AT-A-GLANCE link in the left-hand navigation menu bar and select the Week 11 link. [Note: All of the following assignments/activities are accessible via the Week 11 link.] • Read the Week 11 Learning Outcomes • Complete the assigned readings <ul style="list-style-type: none"> ○ Chapter 16 in Morrison, Ross et al ○ Case Study #30, pp. 259-271 in Ertmer, Quinn & Glazewski
Week 12 11/16-11/24 Extended Week	TOPIC: CURRENT ISSUES IN INSTRUCTIONAL DESIGN <ul style="list-style-type: none"> • Blog postings on Current Issues in Instructional Design throughout the week • Draft your Prototype Presentation • Begin working on your Instructional Design Course Blog Reflections assignment 	<ul style="list-style-type: none"> • Click on the COURSE-AT-A-GLANCE link in the left-hand navigation menu bar and select the Week 12 link. [Note: All of the following assignments/activities are accessible via the Week 12 link.] • Read the Week 12 Learning Outcomes • Upload your draft Prototype Presentation for instructor feedback only (no peer review) to the private team space of your choice in Bb by Friday, 11/20
11/25-11/29	THANKSGIVING BREAK, NO CLASSES	

DATE	TOPIC/LEARNING EXPERIENCES	READINGS AND ASSIGNMENTS FOR THE FOLLOWING WEEK
Week 13 11/30-12/06	TOPIC: CONSOLIDATING IDD & PROTOTYPE PRESENTATION <ul style="list-style-type: none"> • Revise draft Prototype Presentation based on instructor feedback • Begin consolidating all IDD components into a single document • Revisit the <i>Exemplary Projects</i> sub-folder under the RESOURCES link • Review the <i>Instructional Design Document & Prototype Presentation Grading Rubric</i> to make sure you have completed all project requirements 	<ul style="list-style-type: none"> • Upload your Instructional Design Course Blog Reflections to the ASSIGNMENTS link by 12/06 • Work on IDD & Prototype Presentation • Complete the anonymous Mason Online Course Evaluation Survey
Week 14 12/07-12/13	TOPIC: FINALIZING IDD & PROTOTYPE PRESENTATION <ul style="list-style-type: none"> • Make sure that all team members review and “sign off” on the final version of your IDD and prototype presentation 	<ul style="list-style-type: none"> • Have one representative of your team upload the final Instructional Design Document & Prototype Presentation to the ASSIGNMENTS link by 12/13 • Have one representative of your team upload your Prototype Presentation only to the designated forum on the DISCUSSION BOARD by 12/13
Week 15 12/14-12/20	TOPIC: DESIGN TEAM EXHIBITS <ul style="list-style-type: none"> • Review and comment on the Prototype Presentations • Closing remarks from instructor 	<ul style="list-style-type: none"> • Complete the Team Member Effectiveness survey, the link to which will be emailed to you, by 12/14

ASSESSMENT RUBRIC:

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

Criteria	Does Not Meet Standards	Meets Standards	Exceeds Standards
Problem definition:	Instructional design problem is not clearly stated <i>Point values: 0.0-2.3</i>	Instructional design problem is articulated clearly, but with little or no supporting data <i>Point values: 2.4-2.9</i>	Instructional design problem is articulated clearly and supported with a variety of data sources <i>Point value: 3</i>
Learner & Context Analysis:	Little or no description of learner characteristics and how the context relates to the problem, little or no supporting data <i>Point values: 0.0-3.9</i>	Adequate description of learner characteristics and how the context relates to the problem, some use of supporting data <i>Point values: 4.0-4.9</i>	Comprehensive, data-driven description of learner characteristics and how the context or environment relates to the problem <i>Point value: 5</i>
Task Analysis:	Method and content reflects neither SME input nor other data sources <i>Point values: 0.0-3.9</i>	Method and content reflects some SME input, little or no other data sources <i>Point values: 4.0-4.9</i>	Method and content clearly reflects use of substantive SME input as well as other data sources <i>Point value: 5</i>
Instructional Objectives:	Few or none of the instructional objectives are measurable nor supported by the instructional need & task analysis data <i>Point values: 0.0-3.9</i>	Most instructional objectives are measurable and most supported by the instructional need & task analysis data <i>Point values: 4.0-4.9</i>	All instructional objectives are measurable and all supported by the instructional need & task analysis data <i>Point value: 5</i>
Instructional Approach:	Instructional sequencing, strategies & messages do not flow logically from the instructional need, learner, context & task analyses, major disconnects <i>Point values: 0.0-3.9</i>	Instructional sequencing, strategies & messages generally flow logically from the instructional need, learner, context & task analyses, with only minor disconnects <i>Point values: 4.0-4.9</i>	Instructional sequencing, strategies & messages all flow logically from the instructional need, learner, context & task analyses <i>Point value: 5</i>

Criteria	Does Not Meet Standards	Meets Standards	Exceeds Standards
Limitations, Constraints:	Instructional design document does not articulate any pre-project limitations or constraints <i>Point values: 0.0-0.7</i>	Instructional design document articulates some pre-project limitations or constraints <i>Point values: 0.8-0.9</i>	Instructional design document clearly articulates all pre-project limitations and constraints <i>Point value: 1</i>
Instructional Materials:	Choice of instructional materials does not reflect instructional strategies, limitations/constraints <i>Point values: 0.0-3.9</i>	Choice of instructional materials somewhat reflects selected instructional strategies, limitations/constraints <i>Point values: 4.0-4.9</i>	Choice of instructional materials clearly reflects selected instructional strategies, as well as limitations/constraints <i>Point value: 5</i>
Formative & Summative Evaluation:	Instructional design document does not contain a formative and/or summative evaluation plan, no supporting data sources <i>Point values: 0.0-3.9</i>	Instructional design document contains a limited formative and summative evaluation with little or no supporting data sources <i>Point values: 4.0-4.9</i>	Instructional design document contains both a comprehensive formative & summative evaluation plan, supported by a variety of data sources <i>Point value: 5</i>
Organization:	Instructional design document is unstructured and hard to follow <i>Point values: 0.0-2.3</i>	Structure of the instructional design document is generally clear, little or no use of headings and sub-headings <i>Point values: 2.4-2.9</i>	Structure of the instructional design document is clear and easy to follow, with use of accurate headings and sub-headings <i>Point value: 3</i>
Language:	Rules of English grammar, usage, spelling and punctuation are not followed, multiple language errors throughout the instructional design document <i>Point values: 0.0-2.3</i>	Rules of English grammar, usage, spelling and punctuation are generally followed throughout the instructional design document, one or two minor language errors <i>Point values: 2.4-2.9</i>	Rules of grammar, usage, spelling and punctuation are followed consistently throughout the instructional design document, no language errors <i>Point value: 3</i>

Criteria	Does Not Meet Standards	Meets Standards	Exceeds Standards
Alignment of Prototype with IDD:	<p>Prototype does not demonstrate the instructional strategies & approach outlined in the instructional design document</p> <p>Point values: 0.0-1.5</p>	<p>Prototype demonstrates some of the instructional strategies & approach outlined in the instructional design document</p> <p>Point values: 1.6-1.9</p>	<p>Prototype clearly demonstrates the instructional strategies & approach outlined in the instructional design document</p> <p>Point value: 2</p>
Prototype media selection:	<p>Selected media are neither innovative nor appropriate for chosen strategies</p> <p>Point values: 0.0-1.5</p>	<p>Selected media are not particularly innovative, yet appropriate for chosen strategies</p> <p>Point values: 1.6-1.9</p>	<p>Selected media are innovative and appropriate for chosen strategies</p> <p>Point value: 2</p>
Sample assessment items:	<p>Sample assessment items do not measure learning objectives</p> <p>Point values: 0.0-1.5</p>	<p>Sample assessment items measure some learning objectives</p> <p>Point values: 1.6-1.9</p>	<p>Sample assessment items clearly measure all learning objectives</p> <p>Point value: 2</p>
Team member contributions:	<p>Individual team members did not adhere to shared roles/responsibilities documented in Bb private team areas</p> <p>Point values: 0.0-1.5</p>	<p>Individual team members generally adhered to shared roles/responsibilities documented in Bb private team areas</p> <p>Point values: 1.6-1.9</p>	<p>Individual team members consistently adhered to shared roles/responsibilities documented in Bb private team areas</p> <p>Point value: 2</p>
Presentation best practices:	<p>Presentation did not adhere to best practices documented in the Resources area of the Bb course site</p> <p>Point values: 0.0-1.5</p>	<p>Presentation generally adhered to best practices documented in the Resources area of the Bb course site</p> <p>Point values: 1.6-1.9</p>	<p>Presentation adhered consistently to best practices documented in the Resources area of the Bb course site</p> <p>Point value: 2</p>