

**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 2016

Faculty

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Prerequisites/Co-requisites

EDIT 705 Instructional Design or permission of instructor

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.

Course Overview

This course will utilize a combination of readings, lectures, case studies, research activities, threaded discussions, and projects to help participants gain the basics of business acumen required of the 21st Century instructional designer.

Course Delivery Method

This course will be delivered online using an **asynchronous** (not "real time") format via the Blackboard (Bb) learning management system (LMS) housed in the MyMason portal. There is also one (1) **optional** web conferencing sessions via the **BLACKBOARD COLLABORATE** tool that is part of the Bb LMS. You will log in to the Bb course site using your Mason email name (everything before "@masonlive.gmu.edu) and email password. The course site will be available on **Monday, August 29 at 9:00 AM EST.**

Technical Requirements

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

- High-speed Internet access with a standard up-to-date browser, particularly Internet Explorer, Mozilla Firefox or Safari. Opera and Chrome are **not** fully compatible with Blackboard;
- Consistent and reliable access to their GMU email and Bb, 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 are available for free downloading by clicking on the link next to each plug-in:
 - 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 Bb 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 least **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 who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- **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:** Please be aware that 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.

- **Instructor Support:** Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their 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.
- **Accommodations:** Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

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 (International Board of Standards for Training, Performance and Instruction (IBSTPI) (<http://www.ibstpi.org/instructional-designer-competencies/>):

Upon completion of this course, students will have met the following standards:

Professional Foundations:

1. Communicate effectively in written & oral form

Planning & Analysis:

6. Conduct a needs assessment in order to recommend appropriate design solutions & strategies

Management:

20. Apply business skills to managing the instructional design function
21. Manage partnerships & collaborative relationships
22. Plan & manage instructional design projects

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 Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor.

Assignments/Deliverables

1. Virtual Roundtable Case Study Discussions (50 points/30% of final grade)

- a. There are **six (6)** cases from the Van Tiem, Moseley and Dessinger text that we will discuss in this class, with each case drawn from various workplace settings and addressing various issues that impact the instructional design professional:
 - Case Study #1.2: *Strategic Performance Improvement in Georgia Education* (K-12, ID School Improvement, pp. 89-94) (Practice, Ungraded)
 - Case Study #2.1: *The Blake Company/Mutschler Kitchens*(Corporate, Performance Analysis, pp. 179-184) (Graded)
 - Case Study #3.1 *No Room for Error: Saving a Multi-Office Dental Practice in Michigan* (Healthcare, Business Case, pp. 451-458) (Graded)
 - Case Study #3.2: *Acquisition of Westford Bank by Spring Harbor Bank* (Corporate, Design-Development, pp. 459-464) (Graded)
 - Case Study #4.1: *Church Pension Fund: The GREAT model* (Non-profit, Finance and Maintenance, pp. 509-516) (Graded)
 - Case Study #5.2: *Community Healthcare Association of the Dakotas: A Five-Level Evaluation Model* (Healthcare, Evaluation, pp.571-576)

- b. This online course relies heavily on each student's ongoing participation in the discussions; in this way we hope to facilitate scaffolding between the instructor and students, as well as among the students.
- c. Your discussion will be graded based upon the *Virtual Roundtable Case Study Discussion* grading rubric, which looks to quality, timeliness, responsiveness, and moving the discussion forward. This rubric is posted in the **Grading Rubrics** folder under the **RESOURCES** link on our Bb course site. The first virtual roundtable case study discussion will serve as a practice one and you will receive feedback about your postings.
- d. Discussions will run from **Monday-Sunday**, after which discussion postings will receive zero points. You are expected to participate several times throughout each week that we have online discussions. As indicated in this syllabus and in the **WEEKLY SCHEDULE** of our Bb course site, you must post at least once by **Wednesday, 11:59 pm Eastern Time** and not clump your postings all together in order to receive full credit (see rubric).
- e. To keep the volume of discussions manageable and make it easier for all students to actively participate, you will work in virtual roundtable discussion groups of **6-8 students**, and each group will have its **own** discussion board. The instructor will assign each student to one of the roundtable discussion groups and the student will remain with that group for the duration of the course.
- f. At the start of each graded discussion, you will be provided with instructions, readings and a prompt/question to start the discussion.
- g) There are **six** case study discussion questions to which you are required to respond. The **first** is an **ungraded practice** session designed to get everyone comfortable with the virtual roundtable process. The remaining **five** will be officially **graded**.
- h) Towards the end of the discussion week, each group will prepare a **summary and synthesis (max. 500 words)** of the main points that their group made during the case study discussion week. One representative of your group will post the group's summary to the **MAIN DISCUSSION BOARD** for review and comment by all other course members. **Note: Failure to post the summary/synthesis on the due date will result in a 10% grade reduction for all group members.**
- i) Specific dates/times for the case study discussion postings are provided in the Course Schedule section of this syllabus and under the **WEEKLY SCHEDULE** links on our Bb course site.
- j) Tips and techniques for organizing your roundtables and preparing your discussion postings are located in the *Virtual Roundtable Discussion Scoring and Examples* document posted under the **RESOURCES** link of our Bb course site.

Note: Postings made after a discussion week has ended will receive zero points.

2. **Individual Course Topic Reflections (50 points/20% of total grade)**

- a. Each student will post his/her reflections on **each** of the **ten (10)** topics covered in this course. The purpose of the reflections is to go beyond the specific issues addressed in the Virtual Roundtable Case Study discussions by stimulating you to think about ways in which the themes and ideas in the course readings, videos, and other assigned resources apply (or can be applied) in the workplace.
- b. We will be using the Wordpress blogging platform, the link to which is located under **INDIVIDUAL REFLECTIONS** in the left-hand navigation menu of our Bb course site. To review the differences between blogs and threaded discussions, see the link *Differences between Discussion Boards, Blogs, Wikis* under the **RESOURCES** area of our course site.
- c. The ten (10) topics you will address in each of your postings are:
 - i. Human Performance Improvement: It's All About Change
 - ii. Performance Analysis
 - iii. Organizational Culture
 - iv. Learning vs. Non-learning Interventions
 - v. Budgeting and Cost Management
 - vi. Evaluation
 - vii. Learning Analytics in Academic vs. Non-academic Settings
 - viii. Emotional Intelligence
 - ix. Business Case Development
 - x. Tools and Technologies for Performance Improvement
- d. The dates during which each of the 10 topics will be covered is listed in the **Course Schedule** section of this syllabus and in the **WEEKLY SCHEDULE** on our Bb course site.
- e. At the conclusion of each topic week, each student must upload one posting (max. 250 words) to the **INDIVIDUAL REFLECTIONS** blog site. For example, the topic *Human Performance Improvement: It's All About Change*, concludes at 11:59 PM on September 18. Each student must post his/her reflection on this topic by 11:59 PM on September 19. **Note:** Postings made after the due date will receive a 10% reduction in grade as penalty. Also, reflections on topic 10 must be posted at the end of Week 15, the last week of classes (see CLASS SCHEDULE).
- f. Tips and techniques for preparing your individual reflection postings are provided in the document *Individual Topic Reflections Guidelines* posted under the RESOURCES link of our Bb course site.
- g. Fellow course members are invited (but not required) to comment on your postings.
- h. For information about how your reflections are evaluated, please consult the *Individual Course Topic Reflections Posting Grading Rubric* under the **RESOURCES** link on our Bb course site.

3. Real-world Business Case (40 points/40% of total grade)

This is the performance-based assessment. In the real world of work, learning and development professionals must have a solid plan for a proposed intervention with a comprehensive rationale, so that senior management will support your effort. That is the purpose of a business case. Simply put, the business case is your **written rationale** for some new undertaking, whether that undertaking be large or small. Your business case should always describe the benefits of doing whatever it is that you are proposing. The benefits can be to the individual employee, the department, the business unit, or the entire organization. Those benefits should be observable and measurable. Your business case should include detailed information about both the financial and human resources required to complete the undertaking successfully. Importantly, your business case is a mechanism for promoting some kind of change in performance.

- a. Each course member will identify a **learning challenge/problem/opportunity** 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).
 - If you opt for a **non-learning** challenge/problem/opportunity, it must fall within the scope of what an instructional designer would be asked to address. For example, a designer would not be expected to address a challenge/opportunity around business processes, operations, compensation, benefits, etc. The designer would, however, be expected to address a challenge related to lack of knowledge, skills, abilities, proficiencies, learning technologies, etc.
 - Submit your preliminary business case idea(s) to the instructor via Bb Mail to make sure that your idea is feasible within the course timeframe.

- b. Construct a **written business case** for a solution to the performance problem that the challenge has caused. **Note:** Your solution need not include training or some other form of formal learning but should address a learning challenge, problem or opportunity. The business case document will include the following components:
 - **Executive Summary:** Condenses the entire business case document for someone who will not read it in its entirety. That's key because the executive who ultimately makes the decision might only have read the Executive Summary, not the entire document. The decision maker might ask others to read the document in-depth and report on any issues of which the decision maker should be aware. So the Executive Summary must provide a **summary of key conclusions**, not a listing of topics covered.
 - **Nature of the Learning Challenge/Opportunity:** Provides readers with a brief background of the need driving this request so they can knowledgeably assess the business case. You should clearly state how your need is strategically aligned with the organization's goals, so that your reader understands the importance of addressing the learning challenge or opportunity you describe.

- ***Alternatives to Consider:*** A clear description of alternative approaches – including doing nothing - to addressing the learning challenge or opportunity. It describes how you identified alternatives and your efforts to determine what each alternative will really cost the organization. In the process, it provides decision makers with a measure of assurance that your recommendations are well-considered ones.
 - ***Assumptions and Risks Associated with Each Alternative:*** Include all assumptions and risks associated with each alternative covered in your business case. No one can predict the future, so you need to indicate what conditions or in-going assumptions and potential risks helped frame your business case arguments.
 - ***Financial Metrics and Measures:*** After calculating the costs associated with alternatives, specify the returns that each might provide. You should link the manner in which you calculate returns with the business objective of the project. For example, if the business objective of the proposed initiative relates to generating revenue, then the returns should indicate how the project will generate revenue. If the business objective of the proposed initiative relates to containing expenses (reducing expenses or, at the least, having them grow more slowly than other types of expenses), then the returns should indicate how the project will contain expenses. And if the business objective of the proposed initiative relates to conforming to an organizational, industry, or government regulation, then the returns should describe this compliance. Here's where you cultivate the good will of your colleagues in Finance by asking for their assistance in constructing a cost-benefit analysis or return on investment calculation. You can also use the labor hourly rates in the *Financial Data* section under the **RESOURCES** link in the left-hand navigation menu of our Bb course site.
 - ***Business Impact of Each Alternative (including "soft" intangibles):*** Clearly state the business impact of your solution. Who will be affected, how, and what will the concrete outcomes be?
 - ***Conclusions and Recommendations:*** Recap your recommendation along with a summary of why you think that recommendation is the best choice.
 - ***High-level Implementation and Evaluation Plan:*** Who is going to do the work, how long will it take, and how will you know the initiative has been successful?
 - ***Appendix:*** Any graphs, detailed documents or instruments you've used to collect your evidence.
- c. Papers are to be **single-spaced** using standard English (no academic jargon). You may use the business case template on pp. 438-440 in our course textbook or the business document format at your current place of employment.
- d. 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**.
- e. On the date indicated in the **CLASS SCHEDULE**, you must upload **three (3)** copies of your completed business case as follows:
- **One (1)** copy to the **ASSIGNMENTS** link in the left-hand navigation menu of our Blackboard course site for instructor grading;
 - **One (1)** copy to the **ASSESSMENTS** link in the left-hand navigation menu of our Blackboard course site for the university's assessment and accreditation system, and;

- **One (1)** copy to the *Business Case De-brief/Peer Review #3* forum of the Bb **MAIN DISCUSSION BOARD** to share with fellow course members.
- f. 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.
- g. 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.
- h. This is a performance-based assessment. For information on how your business case will be evaluated, please consult the *Business Case Grading Rubric* at the back of this Syllabus and in the **Grading Rubrics** folder under the **RESOURCES** link on our Bb course site.
- i. All submissions will be checked for plagiarism via GMUs Safe Assign service.
- j. **Note: Late assignments will be penalized 10%; assignments submitted after December 18 will receive zero points, no exceptions.**

4. Peer Review of Business Case Components (30 points/10% 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 **MAIN 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.
- **Note: Postings made after a peer review week has ended will receive zero points, no exceptions.**

Total Possible Grade for All Deliverables: 170 Points/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.
- **Weekly feedback:** A new feature in our Bb LMS called Drop Thought enables you to provide weekly feedback privately 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 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 Percentage Points Earned
A	93%-100%
A-	90%-92%
B+	88%-89%
B	83%-87%
B-	80%-82%
C	70%-79%
F	<70%

Professional Dispositions

Students are expected to exhibit professional behaviors 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/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).

- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (see <http://writingcenter.gmu.edu/>).
- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (see <http://caps.gmu.edu/>).
- The George Mason University Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://studentsupport.gmu.edu/>, and the OSS staff will follow up with the student.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.

CLASS SCHEDULE:

DATE	TOPIC/ACTIVITIES/READINGS	DELIVERABLES
<p>Week 1 08/29-09/04</p>	<p>COURSE KICK-OFF AND GETTING ACQUAINTED</p> <ul style="list-style-type: none"> • Log in to our Bb course site and view the instructor’s <i>Welcome</i> message and video • Read the course syllabus carefully • View the <i>Bb Course Site Orientation</i> video • Click on the WEEKLY SCHEDULE link in the left-navigation menu of our course site and select Week 1 • Read the <i>Week 1 Learning Outcomes</i> • Video: <i>The Instructional Design Profession in Context</i> • Assigned Readings: <ul style="list-style-type: none"> ○ Chapter 1 of van Tiem, Moseley & Dessinger ○ Aziz article in RESOURCES ○ Foshay et al. article in RESOURCES 	<ul style="list-style-type: none"> • Post your bio (photo and/or video optional) to the designated forum on the MAIN DISCUSSION BOARD by 11:59 PM on 09/02
<p>Week 2 09/06-09/11 Monday, 09/05 is Labor Day, No Classes</p>	<p>INSTRUCTIONAL DESIGN PROFESSION IN CONTEXT AND VIRTUAL ROUNDTABLE CASE STUDY DISCUSSION PREPARATION</p> <ul style="list-style-type: none"> • Complete the Week 1 Feedback form • Read the <i>Week 2 Learning Outcomes</i> • Review the <i>Virtual Roundtable Case Study Discussion Scoring and Examples</i> document posted under the RESOURCES link of our course site • Click on your Virtual Roundtable Group under the VIRTUAL ROUNDTABLES link and see who else is in your group • Assigned Readings: <ul style="list-style-type: none"> ○ Case Study #1.2 <i>Strategic Performance Management</i>, Van Tiem et al., pp. 89-94 ○ Chapters 2 and 3 in Van Tiem et al. 	<p>Submit your preliminary Business Case idea(s) to the instructor via Bb Mail by 11:59 PM on 09/11</p>

DATE	TOPIC/ACTIVITIES/READINGS	DELIVERABLES
<p>Week 3 09/12-09/18</p>	<p>HUMAN PERFORMANCE IMPROVEMENT: IT'S ALL ABOUT CHANGE</p> <ul style="list-style-type: none"> • Complete the Week 2 Feedback form • Read the <i>Week 3 Learning Outcomes</i> • Begin Virtual Roundtable Case Study Discussion #1.2 in your groups (practice discussion, ungraded) • Video: Gary Platt's <i>From Performance Gap to Needs Analysis</i> • Assigned Readings: <ul style="list-style-type: none"> ○ Case Study #2.1 <i>The Blake Company/Mutschler Kitchens</i>, Van Tiem et al., pp. 179-184 ○ Chapters 4, 6, 7, & 8 in Van Tiem et al. 	<ul style="list-style-type: none"> • Initial postings to Virtual Roundtable Discussion Case Study Discussion #1.2 group areas by 11:59 PM on 09/14 • Post your Virtual Roundtable group summaries to the designated forum on the MAIN DISCUSSION BOARD by 11:59 PM on 09/17
<p>Week 4 09/19-09/25</p>	<p>PERFORMANCE ANALYSIS</p> <ul style="list-style-type: none"> • Complete the Week 3 Feedback form • Read the <i>Week 4 Learning Outcomes</i> • Begin Virtual Roundtable Case Study Discussion #2.1 in your groups (graded) • Visit the INDIVIDUAL REFLECTIONS blog site and review how to post to the blog and other helpful hints • Video: Dan Denison's <i>What is Organizational Culture? Why Culture Matters to your Organization</i> • Assigned Readings: <ul style="list-style-type: none"> ○ Egan article in RESOURCES ○ Chapters 5 & 16 in Van Tiem et al. 	<ul style="list-style-type: none"> • Post your reflections on the topic <i>Human Performance Improvement: It's All About Change</i> to the INDIVIDUAL REFLECTIONS blog by 11:59 PM on 09/19 • Initial posting to Virtual Roundtable Case Study Discussion #2.1 group areas by 11:59 PM on 09/21 • Post your Virtual Roundtable group summaries to the designated forum on the MAIN DISCUSSION BOARD by 11:59 PM on 09/24

DATE	TOPIC/ACTIVITIES/READINGS	DELIVERABLES
<p>Week 5 09/26-10/02</p>	<p>ORGANIZATIONAL CULTURE</p> <ul style="list-style-type: none"> • Complete the Week 4 Feedback form • Read the <i>Week 5 Learning Outcomes</i> • Review the document <i>Tips on Business Case Writing</i> located under the RESOURCES link on our Bb course site • Explore the sample Business Case assignments from previous EDIT 706 courses posted under the RESOURCES link • Video: Three-part video <i>Business Cases and RFPs: Establishing the Value of Learning</i> • 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>, Van Tiem et al., pp. 451-458 ○ Chapter 19, Van Tiem et al. 	<ul style="list-style-type: none"> • Post your reflections on the topic <i>Performance Analysis</i> to the INDIVIDUAL REFLECTIONS blog by 11:59 PM on 09/26
<p>Week 6 10/03-10/09</p>	<p>INTRODUCTION TO BUSINESS CASE WRITING</p> <ul style="list-style-type: none"> • Complete the Week 5 Feedback form • Read the <i>Week 6 Learning Outcomes</i> • Begin Virtual Roundtable Case Study Discussion #3.1 in your groups (graded) • Assigned Readings: <ul style="list-style-type: none"> ○ Case Study #3.2 <i>Acquisition of Westford Bank by Spring Harbor Bank</i>, Van Tiem et al., pp. 459-464 ○ Chapters 9, 10 & 18 in Van Tiem et al. 	<ul style="list-style-type: none"> • Post your reflections on the topic <i>Organizational Culture</i> to the INDIVIDUAL REFLECTIONS blog by 11:59 PM on 10/03 • Initial posting to Virtual Roundtable Case Study Discussion #3.1 group areas by 11:59 PM on 10/05 • Post your Virtual Roundtable group summaries to the designated forum on the MAIN DISCUSSION BOARD by 11:59 PM on 10/08 • Submit your definitive Business Case idea to the instructor via Bb Mail by 11:59 PM on 10/09

DATE	TOPIC/ACTIVITIES/READINGS	DELIVERABLES
<p>Week 7 10/11-10/16 Monday, 10/10, is Columbus Day, No Classes</p>	<p>LEARNING VERSUS NON-LEARNING INTERVENTIONS</p> <ul style="list-style-type: none"> • Complete the Week 6 Feedback form • Read the <i>Week 7 Learning Outcomes</i> • Begin Virtual Roundtable Case Study Discussion #3.2 in your groups (graded) • Begin drafting the first three sections of your Business Case, excluding the Executive Summary (i.e., a draft of Nature of the Learning Challenge/Opportunity, Alternatives to Consider, Assumptions & Risks of Each Alternative) • Video: eLearning Network, <i>eLearning Project Management Time and Budget</i> • Assigned Readings: <ul style="list-style-type: none"> ○ Case Study #4.1: <i>Church Pension Fund: The GREAT model</i> (Non-profit, Finance and Maintenance, pp. 509-516) ○ Chapter 17, Van Tiem et al. 	<ul style="list-style-type: none"> • Initial posting to Virtual Roundtable Case Study Discussion #3.2 group areas by 11:59 PM on 10/12 • Post your Virtual Roundtable group summaries to the designated forum on the MAIN DISCUSSION BOARD by 11:59 PM on 10/15
<p>Week 8 10/17-10/23</p>	<p>BUDGETING AND COST MANAGEMENT</p> <ul style="list-style-type: none"> • Complete the Week 7 Feedback form • Read the Week 8 Learning Outcomes • Begin Virtual Roundtable Case Study Discussion #4.1 in your groups (graded) • Continue working on the draft of the first three sections of your Business Case • Review the document <i>Student Guidelines for Peer Reviews</i> in the RESOURCES area of our course site • 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 in Van Tiem et al. 	<ul style="list-style-type: none"> • Post your reflections on the topic <i>Learning vs. Non-Learning Interventions</i> to the INDIVIDUAL REFLECTIONS blog by 11:59 PM on 10/17 • Initial posting to Virtual Roundtable Case Study Discussion #4.1 group areas by 11:59 PM on 10/19 • Post your Virtual Roundtable group summaries to the designated forum on the MAIN DISCUSSION BOARD by 11:59 PM on 10/22 • Upload a draft of the first three sections (Nature of the Learning Challenge/Opportunity, Alternatives to Consider, Assumptions & Risks of Each Alternative, but NOT the Executive Summary) to the Peer Review #1 forum on our MAIN DISCUSSION BOARD by 11:59 PM on 10/23.

DATE	TOPIC/ACTIVITIES/READINGS	DELIVERABLES
<p>Week 9 10/24-10/30</p>	<p>EVALUATION</p> <ul style="list-style-type: none"> • Complete the Week 8 Feedback form • Read the <i>Week 9 Learning Outcomes</i> • Open Mic Night: Monday, October 24, 7:45-8:45 PM via Bb Collaborate for course questions, review (Attendance Optional) • Begin Virtual Roundtable Case Study Discussion #5.2 in your groups (graded) • Peer Review #1 comments throughout the week • Videos: <ul style="list-style-type: none"> ○ George Siemens, <i>Introduction to Learning Analytics</i> ○ <i>Best Practices in Learning Analytics: McDonald's</i> • Assigned Readings: <ul style="list-style-type: none"> ○ Ferguson article, <p>RESOURCES</p>	<ul style="list-style-type: none"> • Post your reflections on the topic <i>Budgeting and Cost Management</i> to the INDIVIDUAL REFLECTIONS blog by 11:59 PM on 10/24 • Initial posting to Virtual Roundtable Case Study Discussion #5.2 group areas by 11:59 PM on 10/26 • Post your Virtual Roundtable group summaries to the designated forum on the MAIN DISCUSSION BOARD by 11:59 PM on 10/29
<p>Week 10 10/31-11/06</p>	<p>LEARNING ANALYTICS IN ACADEMIC VS. NON-ACADEMIC SETTINGS</p> <ul style="list-style-type: none"> • Complete the Week 9 Feedback form • Read the Week 10 Learning Outcomes • Revise your draft Business Case based on feedback from Peer Review #1 • Video: <i>Daniel Goleman Introduces Emotional Intelligence</i> • Assigned Readings: <ul style="list-style-type: none"> ○ Brackett, Rivers & Salovey article, RESOURCES ○ Chapter 13, Van Tiem et al. 	<ul style="list-style-type: none"> • Post your reflections on the topic <i>Evaluation</i> to the INDIVIDUAL REFLECTIONS blog by 11:59 PM on 10/31
<p>Week 11 11/07-11/13</p>	<p>EMOTIONAL INTELLIGENCE</p> <ul style="list-style-type: none"> • Complete the Week 10 Feedback form • Read the <i>Week 11 Learning Outcomes</i> • Continue working on your Business Case 	<ul style="list-style-type: none"> • Post your reflections on the topic <i>Learning Analytics in Academic vs. Non-Academic Settings</i> to the INDIVIDUAL REFLECTIONS blog by 11:59 PM on 11/07 • Upload a draft of your full Business Case (excluding the Executive Summary and Appendix) to the Peer Review #2 forum on the MAIN DISCUSSION BOARD by 11:59 PM on 11/13

DATE	TOPIC/ACTIVITIES/READINGS	DELIVERABLES
<p>Week 12/13 11/14-11/22 Extended Week</p>	<p>BUSINESS CASE DEVELOPMENT</p> <ul style="list-style-type: none"> • Complete the Week 11 Feedback form • Read the <i>Week 12/13 Learning Outcomes</i> • Peer Review #2 Comments throughout the week • Begin drafting your Executive Summary and Appendix sections of your Business Case • Video: <i>Enterprise Tools and Technologies</i> • Assigned Readings: <ul style="list-style-type: none"> ○ ATD report, RESOURCES ○ Exhibit 3.1, Van Tiem et al., pp. 465-471 	<ul style="list-style-type: none"> • Post your reflections on the topic <i>Emotional Intelligence</i> to the INDIVIDUAL REFLECTIONS blog by 11:59 PM on 11/14
November 23-27, Thanksgiving Break, No Classes		
<p>Week 14 11/28-12/04</p>	<p>TOOLS & TECHNOLOGIES FOR PERFORMANCE IMPROVEMENT</p> <ul style="list-style-type: none"> • Complete the Week 12/13 Feedback form • Read the Week 14 Learning Outcomes • Complete the anonymous Mason Online Course Evaluation survey • Review the <i>Business Case Grading Rubric</i>, RESOURCES • Finalize your complete Business Case 	<ul style="list-style-type: none"> • Post your reflections on the topic <i>Business Case Development</i> to the INDIVIDUAL REFLECTIONS blog by 11:59 PM on 11/28 • Upload three (3) copies of the final version of your complete Business Case by 11:59 PM on 12/04 as follows: <ul style="list-style-type: none"> ○ One (1) copy to the ASSIGNMENTS link ○ One (1) copy to the ASSESSMENTS link ○ One (1) copy to the Business Case De-brief/Peer Review #3 forum, MAIN DISCUSSION BOARD
<p>Week 15 12/05-12/11</p>	<p>BUSINESS CASE DE-BRIEF & COURSE WRAP-UP</p> <ul style="list-style-type: none"> • Peer Review #3 Comments throughout the week • Post your reflections on the topic <i>Tools & Technologies for Performance Improvement</i> to the INDIVIDUAL REFLECTIONS blog by 11:59 PM on 12/08 	

Business Case Grading Rubric

(Total Possible Points: 40)

IBSTPI COMPETENCY	Criteria	Does Not Meet Standards	Meets Standards	Exceeds Standards
Management: 20: Apply business skills to managing the instructional design function	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>
Planning & Analysis: 6: Conduct a needs assessment in order to recommend appropriate design solutions & strategies	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>
Management: 20: Apply business skills to managing the instructional design function	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>
Management: 20: Apply business skills to managing the instructional design function	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>
Management: 21: Manage partnerships & collaborative relationships	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>

IBSTPI COMPETENCY	Criteria	Does Not Meet Standards	Meets Standards	Exceeds Standards
Management: 20: Apply business skills to managing the instructional design function	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>
Management: 20: Apply business skills to managing the instructional design function	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>
Management: 22: Plan and manage instructional design projects	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>
Management: 22: Plan and manage instructional design projects	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>
Professional Foundations: 1: Communicate effectively in written & oral form	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>