

**George Mason University**  
**College of Education and Human Development**  
**Instructional Design and Technology (IDT)**

EDIT 704 002: Instructional Technology Foundations and Theories of Learning  
3 Credits, Fall 2016  
4:30-7:10 PM/Thursdays Fairfax Campus - Thompson Hall L018

**Faculty:**

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**Prerequisites/Corequisites** None

**University Catalog Description**

Reviews practical and pedagogical issues related to design and development of technological instruction. Emphasizes investigating instructional design as a field and community of practice, and reviewing core learning theory constructs applicable to design of instructional technology.

**Course Overview**

This course addresses adult learning theories related to the field of instructional technology and its applicability to the design of instruction and training.

**Course Delivery Method**

This course will be delivered online (76% or more) using an asynchronous 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 September 1, 2016.

*Technical Requirements*

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.

- Students will need a video camera for use with Kaltura (video presentation) tool in Blackboard and may wish to utilize an external microphone (rather than the internal computer microphone) if needed for creating the required video presentation
- 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 course requirements.

### *Expectations*

- **Course Week**: This course is a hybrid course which means it encompasses face-to-face as well as online sessions which may be asynchronous (not in real time) or synchronous (in real time) sessions designated by the instructor.
  - **Asynchronous**: Because hybrid/asynchronous courses do not have a “fixed” meeting day, our week will **start** on Thursday, and **finish** on Wednesday.
- **Log-in Frequency** Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3-4 times per week.
- **Participation**: Students are expected to actively engage in all course activities throughout the semester, which includes viewing 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. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. 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**: The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing

with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Accommodations: Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

## **Learner Outcomes or Objectives**

This course is designed to enable students to do the following:

1. Describe the applicability of learning theory and adult learning theory to instructional systems design and technology
2. Describe characteristics of current adult learning paradigms/theories and related learning strategies;
3. Identify theorists and theories related to how people learn
4. Explore concepts from adult learning theory by relating theory to personal life history and professional practice
5. Connect personal learning experiences, plans, goals and career trajectory to adult learning models, theories, practices and strategies
6. Create a personal learning plan according to adult learning theoretical guidelines
7. Identify instructional theories, models, and strategies that are suited for each of the learning paradigms/theories;
8. Identify instructional applications for each of the learning paradigms/theories discussed in this course;
9. Analyze a current adult learning context for the applicability of learning theory, corresponding instructional strategies and how it may be improved
10. Connect adult learning theory and applied instructional strategies to learning technologies design
11. Reflect on, monitor and revise one's own learning design ideas with peer input
12. Respectfully comment on peer's learning design ideas
13. Conceptualize practical applications of a selected learning paradigms/theory in the field of Instructional Technology;

## **Professional Standards (International Board of Standards for Training, Performance and Instruction ([IBSTPI](#)) :**

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

- Professional Foundations
  1. Communicate effectively in written and oral form
  2. Apply current research and theory to the discipline of instructional design
  3. Update and improve knowledge, skills and attitudes pertaining to the instructional design process and related fields
  4. Apply data collection and analysis skills in instructional design projects
- 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 and 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
17. Evaluate instructional and non-instructional interventions

### Required Texts

- Merriam, S.B. & Bierema, L.L. (2012). *Adult Learning: Linking Theory and Practice*, Seventh Edition. Jossey Bass: San Francisco, CA.
- Additional articles/readings are available on the class Blackboard site.

### Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

- **Assignments and Examinations**

#### *Educational Autobiography (4 page Digital Narrative, Journal or 5 minute Asynchronous Presentation)*

Using autobiographical narration, journaling, storytelling or other creative techniques, elaborate on the notions, thoughts, and opinions you hold about learning and adult learning based on your own unique experiences. You might chronicle or represent some of your best learning experiences and your worst. Provide some background on why you characterize them as either positive or negative. Reflect on and describe your learning trajectory and critical experiences to this point that you are comfortable sharing in a posted narrative, journal, story or presentation. No references are required. The purpose of this assignment is for you to bring together in one place your experience, personal worldview, perspective and beliefs about learning and your journey to become the adult learner you are now. **This assignment will be submitted under the assignment link in Blackboard.**

The autobiographical narrative or presentation should address the following key elements and questions:

- Combine the experiences and insights into a reflective narrative, journal or presentation:
  1. Begin with statement introducing your educational autobiography
  2. Using chronological writing or visual timeline is recommended
  3. Place reflections in the contexts of social, political and cultural events of the time you are writing.
  4. Be a critical reflector on your past experiences (see below)

Aligned with adult learning theory, assume a critical reflection role on your past experiences:

- Reflect on both positive and negative learning /teaching experiences.
- Reflect on how the events you have written about shaped and will continue to shape your experiences as a learner and professional practitioner.
- Critically reflect on how others (adults, peers etc.) shaped and / or influenced you as a learner – teacher – instructional designer.

The Educational Autobiography may address questions such as:

- What has occurred in my life in terms of learning, technology and instructional experiences?
- What are some key life-educational events that have shaped my view of learning, teaching, instructional design, educative acts and experiences?
- What social, cultural, political and economic events might have shaped my learning experiences?
- What ideological and philosophical constructs might have shaped the way I experience learning and instruction as an adult?
- What contributed to my deciding to study instructional design and technology?
- Who am I as an adult learner? How would I describe myself related to what I know at this point about adult learning and theory?
- What are some of my positive and negative experiences in learning as an adult?
- What is my “learning story” illustrated with some key events? How did some of my experiences as a child contribute to my learning experiences as an adult?
- What role has technology had in my learning story?
- What could I have done differently? What could others have done differently in some of these key events?
- What could have been different in the learning environment, process, or content?
- What do I think works for me in an adult learning context? What does not work? Why do I think this is the case?
- Connect these insights to why you have chosen to join the instructional design and technology field

### ***Individualized Learning Plan – Foundations of the Field connected to Your Practice***

This 5-7 page written Individualized Learning Plan will describe your goals and trajectory in the field of instructional design and technology. What is your learning plan or professional development plan for the future? Where do you hope to be in five years? Explore resources in our field that define competencies and skills related to instructional design, our professional foundations, adult learning and learning technologies to inform your plan. For example, what specific areas of our field are you interested in? What was the foundation of this part of our field and how did it emerge? What do you need to learn, know and do to progress in the field? Where are gaps in your knowledge and skills? How does this integrate with your current knowledge, skills and learning contexts to apply these new areas to your professional development? How might adult learning theory and principles inform your learning plan? What are your educational and learning goals for the next year? The next two years? In five years? How will you assess, evaluate and monitor your goals as an adult learner?

This assignment implements an approach grounded in adult learning theory allowing you to explore concepts that are personally relevant by relating theory to your personal life history and professional practice. Your plan should integrate theoretical perspectives, characteristics and/or behaviors evidencing adult learning principles or combined multiple principles regarding how adults learn (e.g. learning from experience, self-directed learning, motivation, transformative learning, etc.) based on research into Individualized Learning Plans in the workplace (ILP). An ILP is a self-directed adult learning strategy created by the learner and may encompass multiple different goals, plans to achieve these goals, and outcome measures used to determine when the goal has been met. Your ILP is your action plan to direct learning from this point on in your graduate studies. Goals must also include a plan in place to meet the goal. **This assignment will be submitted under the assignment link in Blackboard.**

The Individualized Learning Plan should address the following key elements and questions:

- What are my learning goals?
- What are any gaps or obstacles related to my learning goals?
- How do my goals map with standards and competencies in the field?
- How does self-directed learning apply in my case? How can I progress as a self-directed learner?
- How can I apply what I know about other adult learning theory, principles and strategies to my own life and professional trajectory?
- How can I apply adult learning principles on the job?
- How will it help me advance my career?
- How can I visually represent my learning journey or trajectory in a visual map?
- How can I work toward achieving my goals? (Map out your plan and be specific as to what you will do to achieve your stated learning outcomes)

According to the adult learning literature, the Individualized Learning Plan should include:

- **Learning Objectives** – the content (the knowledge, skills, attitudes, etc.) that will be learned and developed by the learners to complete the tasks for their goals
- **Learning Resources and Strategies** – the methods, strategies, activities and resources that will be used to learn the content to accomplish the learning objectives
- **Timelines** – the target date(s) for the various learning accomplishments
- **Learning Demonstration** – what “evidence” will demonstrate that the objectives have been met
- **Validation** – how this “evidence” will be assessed and by whom

### *Weekly Module Activities*

Each student will complete the designated weekly module activities (labeled numerically under the Weekly Modules link menu item under each applicable week and designated as 1.1, 2.1, etc.) promoting active learning and engagement with the course material. Students are expected to have read the assigned chapter, review the required online resources and synthesized the material before responding to the numbered week activity submission. These activity modules will vary in time, nature and response (to try to keep it interesting!) consisting of primarily individual work but may also include commentary on peer's contributions at times as well as different types of individual reflective or interactive exercises throughout the semester. Each activity addresses theoretical and/or practical content and aspects of adult learning theories with corresponding learning strategies as well as applied resources, related research and examples where possible. Completion of the approximately 10 weekly modules (50%) will be tracked through submission or response of required activities prior to the designated deadline (due date on the module). Each day that passes for late submissions will result in one point loss per day so best to keep up with the readings and respond in a timely manner prior to the deadlines. **These assignments will be submitted under each week's designated folder as Activity 1.1, 2.1, 3.1 etc.**

### ***Design Challenge Brief (2 pages) and Video Presentation (10 min max)***

The culminating performance-based assessment for this course will involve selecting an adult learning design challenge in which you generate a conceptual design for a formal or informal instructional/training solution in leveraging what you know about adult learning, instructional design and technology. These conceptual designs will be represented in a 2-page design briefing and a 10 minute (max) polished, asynchronous presentation using Kaltura Video tools in Blackboard. This assignment will require you to select, observe, analyze and address a personally-engaging adult learning context and design challenge related to your work or a familiar informal or formal learning/training setting. This can be a learning task or technology you have always wanted to explore, think deeply about or an instructional or training context and problem you are familiar with and want to improve by generating ideas how to incorporate adult learning theory with instructional design and technology. Your task is to link theory to practice by observing and applying ideas from research and theory to an instructional design context and to connect adult learning principles and strategies resulting in a conceptual design. Reflecting on your observation and analysis of this context, you will conceptualize, describe and visually represent a potential learning/training intervention or core parts of the intervention (e.g. an experience, lesson, app, training, system or curriculum, etc.) based on what you have learned in this course.

The conceptual design and learning intervention should address and describe a context applicable for adult learners, include some type of applied technology system and should be grounded in tenants of adult learning and related principles/instructional strategies.

Meeting your design challenge will be evidenced by writing a Design Brief (2-page bulleted executive summary of the design) and producing a polished, narrated Video

Presentation describing the design to fulfill this assignment (10 minutes max). This assignment aligns with adult learning by representing an experiential learning theory approach and **a focused inquiry task to identify a context, audience and learning goal (e.g. formal or informal) relevant to your life.** Addressing this design challenge will involve the generation, conceptualization and description of design ideas on how you connect adult learning theory principles to the identified practical learning situation relevant to your life or interests through: 1) a brief description in writing (design challenge executive brief) and; 2) a professional video presentation (describing the context and conceptual design) as well as; 3) incorporation of visuals/examples/storyboards in your presentation that represent your ideas for an applied training/instructional intervention. **This is the core performance-based assessment (see rubric at the end of the syllabus) for this course and this assignment will be submitted under the Assignments section of Blackboard. HOWEVER, this assignment MUST ALSO BE SUBMITTED TO THE ASSESSMENTS LINK IN BLACKBOARD IN THE TK20 SYSTEM as well.** Please contact [TK20help@gmu.edu](mailto:TK20help@gmu.edu) for any questions related to the TK20 system assignment upload.

The Design Challenge Brief component (e.g. executive bulleted summary) will include the following key elements:

- Written description of the design challenge – context, setting, learners and importance to you and/or why you selected it
- Analysis– how you analyzed the context and learned more about this design challenge through observation, design inquiry, literature, etc.
- Articulate the learning (MUST be related to learning/performance) goals of your training/instruction/e-Learning module, etc – for example to inform, to perform procedures or to perform strategic tasks, to think critically, etc. about specific content, problem, task, situation, etc.
- Describe the prior knowledge of your learners
- Determine and outline critical steps/behavior/knowledge/skills/performance, etc.
- Describe how adult learning theory would inform this design challenge
- Identify and support your approach with citing (in APA format) relevant literature and summarizing applicable, related research, practice or theoretical journal article that you have identified (outside of our readings).
- Use a minimum of six (4) professional literature sources supporting your approach with citations in APA format.

The Video Presentation component (e.g. elaborated presentation about the same content with illustrated examples/visuals/storyboards) will include the following key elements:

- Translate the adult learning approach into a well-described instructional strategy for your design challenge context
- Illustrate what practice or exercises might be needed
- Describe how your instructional strategy will be delivered in a learning technology delivery system and provide a rationale for your selection as to why this delivery format might be appropriate to address the challenge



- Visually represent, mock-up and/or describe some key parts of the learning technology intervention or system evidencing your instructional strategy
- Incorporate ideas for feedback and/or social reinforcement
- Generate ideas for on-the-job reinforcement and transfer strategies to other contexts
- Describe how meeting this challenge with your learning technology design might be implemented, assessed and/or evaluated
- Incorporate effective oral, visual and written communication skills into a polished professional video presentation

In selecting the learning challenge for your video presentation, you will need to be very specific about a particular setting, group of learners, and context. That will make it easier to make decisions about how to think about the theory in light of your identified, particular adult learning context. For example, returning Iraq veterans entering higher education degree programs, potential leaders in x company or industry with x or y focus/strategy/vision/mission, or English language adult learners enrolled in community education courses in xyz context, etc.. What adult learning theories might inform these contexts? What instructional strategies might be relevant for them specifically that align with the theoretical perspectives and adult learning principles we have explored? Why? What technology system makes sense to leverage in the selected context to support the theoretical approach and instructional strategy? Think deeply about your choices in context, audience and conceptualized learning intervention that will address the design challenge and professionally present your ideas in a written brief and polished, narrated video presentation.

### ***Sharing with Peers/Critical Friends Comments***

Post your design challenge brief and video presentation for sharing with a group of your peers for discussion and feedback. The purpose of this assignment is to employ an adult learning strategy of enculturating “critical friends” who share honest, open, and fresh viewpoints on another peer’s work. Each student should thoughtfully comment on an assigned partner’s design challenge assignment and prompt collective discussion related to their peers design challenge. After viewing their partner’s submission and commenting on it, students may comment on others work as well. Comments should acknowledge: 1) what is positive about the effort; 2) address the strengths/weaknesses of the approach and 3) what the designer might consider or suggested resources. *Any constructive criticism needs to be grounded in the reviewer’s described applied experience, instructional design process or theoretical perspectives (not responding merely that it is ok or you like it, this needs to consist of more substantive comments based on our practice and learning of adult learning theory and instructional design).* The author will monitor, reflect on and integrate this feedback into a revised, more polished, conceptualized learning design challenge assignment and resubmit as the final product.

- **Other Requirements**

Through these assignments, in-class and online, as adult learners, each student will demonstrate a high-level of:

- Reflection, monitoring and self-regulation
- Respectful, professional interaction with others
- Productively contributing to others work
- Collaboration
- Articulating diverse experiences and perspectives on our work and field for the benefit of all

### Course Performance Evaluation Weighting

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

- **Performance-Based Assessments** - This course includes performance-based assessments with allocated percentages and corresponding point values (listed in rubric at end of syllabus):
- **Assignments and Examinations – Percentage of Grade (each deliverable worth 100 points for a total of 1400 points)**

Educational Autobiography	10%
Individualized Learning Plan	10%
Weekly Module Activities	50%
Activity 1.1: Ice Breaker - Blog Introductions	5%
Activity 2.1: Connecting Adult Learning Activities to Theory	5%
Activity 3.1 : Traditional Theories Review	5%
Activity 4.1: Self-directed Learning	5%
Activity 5.1: Transformation	5%
Activity 6.1: Experiential Learning	5%
Activity 7.1 : Embodied Learning	5%
Activity 8.1: Motivation	5%
Activity 9.1: Neuroscience and Emotional Intelligence	5%
Activity 10.1: Digital Learning and Adults	5%
Design Challenge Brief and Video Presentation	20%

Sharing with Peers – Critical Friends Comments, Revision and Resubmission	10%
Total percentage (referred to as points in individual items in rubrics below)	100%

- **Grading Policies**

Your final grade will be based on the following scale:

A+ = 97-100 percent  
A = 94-96 percent  
A - = 90-93 percent  
B+ = 87-89 percent  
B = 84-86 percent  
B- = 80-83 percent  
C+ = 77-79 percent  
C=74-76 percent  
C=70-74 percent  
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](mailto: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**

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

**COURSE SCHEDULE:**

<b>Week</b>	<b>Date</b>	<b>Class Topics and Readings Completed</b>	<b>Assignments Due</b>
1 <b>F-to-F</b>	9/1	<p>Introductions, Course Overview, Discussion of Assignments and Expectations.</p> <p>Introduction to the Field Value of Adult Learning Theory in ISD Value of Adult Learning Theory for You</p>	In-Class Review of Assignments, Syllabus and Schedule
2 <b>F-to-F</b>	9/8	<p>Foundations of Instructional Technology Design Today Adult Learning Today Introduction to Kaltura Introduction to Learning Theories and Learning Orientations</p> <ul style="list-style-type: none"> <li>Chapter 1 Adult Learning in Today's WorldOn</li> </ul>	<b>DUE: 1.1</b> Ice Breaker - Blog Introductions Weekly Module Activity (5%)
3 Asynch	9/15	<p>Traditional Learning Theories Peer round robin - theorists</p> <ul style="list-style-type: none"> <li>Chapter 2 Traditional Learning Theories</li> <li>Ertmer, P.A. &amp; Newby, T.J. (1993). Behaviorism, cognitivism, constructivism: Comparing critical features from an instructional design perspective (on Blackboard)</li> </ul>	<b>DUE: 2.1</b> Connecting Adult Learning Activities to Theoretical Orientations and Comments Weekly Module Activity (5%)
4 Asynch	9/22	<p>Andragogy</p> <ul style="list-style-type: none"> <li>Chapter 3 Andragogy: The Art &amp; Science of Helping Adults Learn</li> <li><b>OPTIONAL – Online Synchronous Check in: Q&amp;A 4:30-5:30pm</b></li> </ul>	<b>DUE: 3.1</b> Traditional Theories Review
5 Asynch	9/29	<p>Self-Directed Learning</p> <ul style="list-style-type: none"> <li>Chapter 4 Self-directed Learning</li> </ul>	<b>DUE 4.1</b> Self-directed Learning
6 <b>F-to-F</b>	10/6	<p>Transformative Learning</p> <ul style="list-style-type: none"> <li>Chapter 5 Transformative Learning</li> <li>For class discussion, pick one “tidbit” or concept that holds particularly true for you, and come ready to discuss in class.</li> </ul>	<b>DUE 5.1</b> Transformation

Week	Date	Class Topics and Readings Due	Assignments Due
7 Asynch	10/13	Experience and Learning <ul style="list-style-type: none"> <li>Chapter 6 Experience and Learning</li> </ul>	<b>DUE 6.1</b> Experiential Learning  <b>DUE:</b> Educational Autobiography
8 Asynch	10/20	Body & Spirit in Learning <ul style="list-style-type: none"> <li>Chapter 7 Body &amp; Spirit in Learning</li> <li><b>OPTIONAL – Online Synchronous Check in: Q&amp;A 4:30-5:30pm (Application Sharing REQUIRES CHROME BROWSER)</b></li> </ul>	<b>DUE 7.1</b> Embodied Learning
9 Asynch	10/27	Motivation and Learning <ul style="list-style-type: none"> <li>Motivation and Learning</li> </ul>	<b>DUE 8.1</b> Motivation
10 <b>F-to-F</b>	11/3	The Brain and Cognitive Functioning <ul style="list-style-type: none"> <li>Chapter 9 The Brain and Cognitive Functioning</li> </ul>	<b>DUE 9.1</b> Neuroscience and Emotional Intelligence
11 Asynch	11/10	Adult Learning and Digital Revolution <ul style="list-style-type: none"> <li>Chapter 10 Adult Learning and the Digital Age</li> <li>Assign partners to review design challenge work</li> </ul>	<b>DUE 10.1</b> Digital Learning and Adults  <b>DUE:</b> Individualized Learning Plan Due
12 Asynch	11/17	Critical Thinking and Critical Perspectives <ul style="list-style-type: none"> <li>Chapter 11 Culture and Context</li> <li><b>OPTIONAL – Online Synchronous Check in: Q&amp;A 4:30-5:30pm</b></li> </ul>	<b>Open submission of Design Challenge Brief and Video Presentation</b>
13	11/24	Thanksgiving – No class	
14 Asynch	12/1	NO FORMAL CLASS – WORK TIME FOR DESIGN CHALLENGE/BRIEF <b>Design Challenge Brief is due to be posted at 4:30 p.m</b> (partner commentary due by Dec 6th)	<b>DUE:</b> Design Challenge Brief and Video Presentation and Comments on Partner’s Work (by Dec 6 <sup>th</sup> )
15 Asynch	12/8	NO FORMAL CLASS – WORK TIME FOR DESIGN CHALLENGE/BRIEF <b>Revised Design Challenge Brief is due to be posted at 4:30 p.m</b> and review of two of your partner’s work with thoughtful comments posted on theirs and others work.	<b>DUE:</b> Revised and Re-Uploaded Final Design Challenge Brief and Video Presentation Submission

**Design Challenge Brief and Video Grading Rubric  
(Total Possible Points: 20)**

<b>IBSTPI Competencies</b>	<b>Criteria/Assignment</b>	<b>Does Not Meet Standards</b>	<b>Meets Standards</b>	<b>Exceeds Standards</b>
1 Professional Foundations: Communicate effectively in visual, oral and written form.	Design Brief: General description	Brief statement overview of design challenge not clear  0-4 points	Brief statement overview of design challenge clearly stated  5-8 points	Brief statement overview of design challenge clearly and concisely stated  9-10 points
2 Professional Foundations: Apply research and theory to the discipline of instructional design.	Design Brief: Context and Importance	No or little description of instructional context, setting and learners; No stated importance of the design challenge and why it was selected.  0-4 points	Limited description of instructional context, setting and learners; Stated importance of the design challenge and why it was selected.  5-8 points	Description of instructional context supported by details about setting and learners; Clearly stated importance of the design challenge to you and why it was selected.  9-10 points
4 Professional Foundations: Apply data collection and analysis skills in instructional design projects.	Design Brief: Analysis	No or little observation and analysis of adult learning context and identification of instructional or training challenge.  0-4 points	Observation and analysis of adult learning context and identification of instructional or training challenge.  5-8 points	Detailed observation and analysis of adult learning context and identification of instructional or training challenge.  9-10 points
2 Professional Foundations: Apply research and theory to the discipline of	Design Brief: Learning Goals	Learning goals are not stated or not clearly stated for selected instructional intervention.	Learning goals are stated for selected instructional intervention.	Learning goals are clearly articulated for selected instructional intervention.

instructional design.		0-4 points	5-8 points	9-10 points
7 Planning and Analysis: Identify and describe target population and environmental characteristics.	Design Brief: Prior Knowledge	The target audience or learners' prior knowledge is not described or not clearly described and not linked to analysis.  0-4 points	The target audience or learners' prior knowledge is partially described based on analysis.  5-8 points	Assessment of the target audience or learners' prior knowledge related to the learning goal is described based on analysis.  9-10 points
8 Planning and Analysis: Select and use analysis techniques for determining instructional content.	Design Brief: Incorporates Critical Components and is Technology-based	Limited or no outline and breakdown of critical steps, behavior, knowledge, skill, performance, etc. is delineated; Solution incorporates technology-based delivery with rationale for selection of this technology  0-4 points	A outline and breakdown of critical steps, behavior, knowledge, skill, performance, etc. is delineated; Solution incorporates technology-based delivery with rationale for selection of this technology  5-8 points	Clear outline and breakdown of critical steps, behavior, knowledge, skill, performance, etc. is delineated; Solution incorporates technology-based delivery with logical rationale for selection of this technology  9-10 points
2 Professional Foundations: Apply research and theory to the discipline of instructional design.	Design Brief: Adult Learning Theory and Literature citations	No or limited incorporation of adult learning theory and corresponding instructional strategies; Literature support with less than 4; professional literature sources is not provided  0-4 points	Incorporating adult learning theory and corresponding instructional strategies; Literature support with at least 4 professional literature sources is provided  5-8 points	Clear evidence of incorporating adult learning theory and corresponding instructional strategies; Literature support is well synthesized, aligned with selected strategies with 4 or more professional literature sources  9-10 points



<p>12 Design and Development: Use an instructional design and development process appropriate for a given project.</p>	<p>Video Presentation: Described instructional strategy</p>	<p>No or limited description of instructional strategy, practice strategy, exercises, etc.</p> <p>0-4 points</p>	<p>Described instructional strategy, practices, exercises, etc.</p> <p>5-8 points</p>	<p>Well described instructional strategy, practices, exercises, etc.</p> <p>9-10 points</p>
<p>9 Analyze the characteristics of existing and emerging technologies and their potential use.</p>	<p>Video Presentation: Visual representation of design challenge system/solution</p>	<p>No or limited visual representation of the system/solution communicating the design idea provided</p> <p>0-4 points</p>	<p>Visual representation, mock up or key parts of the system/solution represented communicating the design idea</p> <p>5-8 points</p>	<p>Appropriate visual representation, mock up or key parts of the system/solution represented communicating the design idea</p> <p>9-10 points</p>
<p>17 Evaluation and Implementation: Evaluate instructional and non-instructional interventions.</p>	<p>Video Presentation: Feedback, reinforcement, transfer, implementation, evaluation and assessment ideas</p>	<p>No or limited ideas for how feedback on the learning goal and/or reinforcement might happen; no Ideas to transfer strategies to other contexts; no Ideas for implementation, assessment, evaluation are presented</p> <p>0-4 points</p>	<p>Ideas for how feedback on the learning goal and/or reinforcement might happen; Ideas to transfer strategies to other contexts; Ideas for implementation, assessment, evaluation presented</p> <p>5-8 points</p>	<p>Meaningful ideas for how feedback on the learning goal and/or reinforcement might happen; Innovative ideas to transfer strategies to other contexts; Innovative ideas for implementation, assessment, evaluation presented</p> <p>9-10 points</p>