

GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
Instructional Design and Technology Program

EDIT 801 Section 001: Nature and Process of Design
3 Credits, Fall 2017
4:30-7:10pm, Mondays Fairfax Campus - Thompson L028

Faculty:

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Prerequisites/Corequisites - EDCI 716, EDIT 752, EDIT 802 or EDSE649 or permission of instructor

University Catalog Course description:

Examines multi-disciplinary and cross-disciplinary perspectives on the nature and process of designing and developing learning technologies.

Course Overview:

This course focuses on exploring an overview of multi- and cross- disciplinary views of design processes to inform and engaging students involved in the design and research of learning technologies in the observation and analysis of the process of design and design thinking. The course is designed to provide an opportunity for students to examine the philosophical as well as pragmatic aspects of both systematic and non-systematic approaches to design to promote inquiry, synthesis and action for the purposes of design and research. Multiple domains incorporate design processes and this course will allow students to build a deeper understand of design as a “generative human agency.”

Course Delivery Method

This course will be conducted in a blended, face-to-face and online manner via the Blackboard learning management system (LMS) housed in the MyMason portal, with several synchronous sessions using WebEx. You will log in to the Blackboard course site and WebEx using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on August 25, 2017. The course will involve graduate students in discussion of design, design practice and theoretical perspectives on design. The course will also involve students in observations of a design context or team to permit reflection, generation and

individual effort or collaboration toward a draft a potentially publishable paper related to examining an aspect/context of design through a multi- and cross-disciplinary lens. Participants will share perspectives through on-line virtual discussion of the readings, carry out qualitative observations of a design team, conduct a literature review on design within a particular discipline and contrast it with other perspectives on design presented by their peers in a cumulative final paper.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

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/capability for use with Blackboard and WebEx and Spark Collaborate tool 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 Monday, and **finish** on Sunday.
- Log-in Frequency Students must actively check the course Blackboard site, Spark and their GMU email for communications from the instructor, teammates, 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 and complete 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. Investigate the multidisciplinary nature of design process
2. Examine the interaction between design team members and how observations of a design team intersect with the theoretical and applied literature with actual design process
3. Examine the construct of "design thinking" and its instantiations through qualitative observational research
4. Demonstrate a written synthesis of an applied design observation experience grounded in applicable literature on the practice of design

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

- 1 Prof Foundations: Communicate effectively in visual, oral and written form.
2. Apply 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

Required Texts:

Crouch, C. & Pearce, J. (2012). *Doing research in design*. London: Bloomsbury.

Manzini, E. (2015). *Design, when everybody designs: An introduction to design for social innovation*. Cambridge, MA: The MIT Press.

Supplemental readings may be selected by the instructor for review on the course site and commentary by students.

Classroom: This class meets in a classroom that is not equipped with individual workstations and all students are required to “bring your own device” (BYOD) to class. This is typically a personal laptop or tablet. Due to the nature of some online tools that may be introduced, a laptop (Mac or Windows) or a tablet running Windows 8.1 or later would be optimal.

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:

Design Story Virtual Presentation (20%)

This doctoral seminar course requires exploration into the act of design which can occur in various contexts and settings. Therefore, creating a 15-20 minute “design story” through investigation and synthesis of a manifestation of the act of design constitutes exploring this construct. This course assumes a broad view of the act of design that may include the following attributes: 1) acting on the physical world; 2) addressing human needs; and 3) generating a built environment. Given this broad definition, many activities may be considered to involve design practice and design research. This assignment will explore the “...general human process that we used to understand and to shape our world” that constitutes design. Each student will take the lead to synthesize a designated book chapter and create a virtual story-based presentation related to that chapter to lead the class discussion. Design stories can encompass personal and synthesized knowledge and experience related to the broad conceptualization of design or the exploration of a new context of design. Expectations for the virtual presentation will include the following (the instructor will provide further resources for guidance on the Blackboard course site):

1. Strive to construct a design story that is emotional, engaging and transactional
 - Introduce setting, characters and conflict
 - Provide resolution for the audience
 - Bring in data, trends, and insights that give your audience context
 - Connect audience to time, place, and circumstances of the story
2. Introduce an individual character

- Broaden the context of your character by relating him or her to a larger group that your audience can identify with
- 3. Create conflict that escalates as the story unfolds.
 - Introduce a series of small challenges that combine to create a much larger conflict.
 - When possible, use quantitative data to support the conflict.
- 4. Provide resolution of your story
 - bring your characters—and your audience—safely through conflict.
 - As you move toward your resolution, share evidence that supports your recommendation and illustrate how things will change for the better.
 - Use confident, action-oriented language that grabs your audience’s attention and addresses their concerns.
 - Finally, conclude with “next steps” or a call-to-action that moves your audience to a decision

This assignment will be presented virtually and related materials submitted under the assignment link in Blackboard.

Annotated literature review (20%)

Each student will identify at least 10 journal articles related to his or her identified interest in design and theoretical lens for research. Exploring research and theory related to the design constructs in the literature provides a basis for inclusion in the research paper assignment and framing the upcoming observational research. In this assignment, the student will list and briefly annotate in a paragraph or two the key points of each of the journal articles reviewed. An additional paragraph will be submitted describing how these selected articles collectively will inform the upcoming observational research. The key points will subsequently be synthesized into a literature review section of the individual or collaborative paper for submission at the end of the course.

This assignment will be submitted under the assignment link in Blackboard.

Observation of actual design context (20%)

Students will (a) identify an existing design act, environment or context (interpreted broadly) to observe in an educational, organizational, corporate, medical, non-profit, military or other approved setting. Students will operationalize a theoretical lens through which the phenomena (design context) is viewed and analyzed as an interpretive lens. Each student will then collect observational qualitative data in several sessions in an applied study activity related to the selected identified construct in design process, design context and/or design thinking event or setting. These observations will be documented on the course site posting samples of raw data, notes, photographs, etc. as evidence of the progressive analysis using qualitative case study methods to inform the writing of a draft analytic paper described below. Each student will be expected to post the progression of their analysis and drafts (either individually or in a collaborative effort) which then will be incorporated into a cohesive qualitative paper.

This assignment will be submitted under the assignment link in Blackboard.

Individual or Collaborative Research Paper (30%):

Each student will contribute to an individual (approx. 10 pgs) or collaborative (approx. 20pgs) qualitative research paper. This paper will reflect a qualitative analysis of their observations of the selected design context intersected with the applied and research literature on the act of design, design process or design thinking in a specified context. The student or student dyad has previously identified an important issue or aspect of design or design thinking for observation in an actual design context and has begun to frame this phenomenon in the literature review. This assignment requires a synthesis of emergent and important insights from the observational data analysis related to the constructs of design. The paper will take the form of a case study informed by the literature (other applied research or empirical research methodologies may be considered as well upon discussion with the instructor). If a collaborative paper is selected, each student will be expected to contribute an equal number of references and analysis to write an equivalent individual section of the paper. The evolving individual sections and drafts will be uploaded to Blackboard to show a progression of the collaborative paper as well as provide evidence to designate who contributed what part of the synthesis and writing. The individual research paper should post periodic rough drafts of the paper during the last few weeks to demonstrate progressive improvement of the work.

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 – Grades in Blackboard (each deliverable technically worth 100 points for a total of 900 points but weighted with varying percentages) – are displayed as a running total point value. The Individual or Collaborative Paper is the core performance-based assignment.

Design Story Virtual Presentation	20%
Participation in Class Discussions	10%
Annotated Literature Review	20%
Observation of Design Context	20%
Individual or Collaborative Research Paper	30%

Total percentage

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 percent

Other Requirements/Instructor Availability

Due to intense nature of this blended course, the instructor will release content progressively in the Blackboard course site typically the day of the course session (e.g. by Monday 4:30pm of specific class session content or sometimes earlier). Any course questions should be posted to the course question section on Blackboard for all class participants to view and benefit from the collaborative responses. The instructor will typically respond to the majority of questions/concerns on the day of the class allocated to that particular topic and remaining responses will likely occur periodically on Monday through Thursday.

Please note: Response to questions/concerns posted on Friday through Sunday will typically require some additional turn-around time.

Participation in Course Discussions (10% of grade) for both in-class and online participation and contributions is located in Blackboard and described as:

- Outstanding contributor: contributions reflect exceptional preparation and full participation in course discussions. Ideas offered are always substantive, providing one or more major insights as well as suggestions for class.
- Good contributor: contributions reflect good preparation and full participation in discussions. Good insights are always offered, providing one or more major ideas as well as suggestions for class.

- Adequate contributor/team member: contributions reflect adequate preparation and adequate participation in discussions. Some insights offered are occasionally, providing some ideas as well as suggestions for class.
- Unsatisfactory contributor/team member: contributions reflect inadequate preparation and adequate participation in discussions. There are little insights/contributions offered as well as suggestions for class.

Note: Students who do not participate or contribute will receive zero points in the applicable area.

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/policies-procedures/>

Class Schedule

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students. Due to the fluid, real-world and dynamic nature of investigating design process/context, the instructor reserves the right to change the syllabus/schedule during the course if needed based on assignment needs/requirements. Every effort will be made to keep students abreast of changes as soon as possible but professionalism and demonstration of your adaptive expertise as a designer/design researcher and flexibility in exploring complex, real world, design contexts is expected in this course.

WEEK	IN CLASS ACTIVITIES	PREPARATION FOR FOLLOWING CLASS ACTIVITIES
1 Aug 28 (Special Event)	<p>Optional Attendance at the Global City Teams Challenge Expo sponsored by NIST at the DC Convention Center – Free Registration for Smart City Design Solutions Conference</p> <p>PLEASE REGISTER BY 8/23/17 at 5pm https://pages.nist.gov/GCTC/event/gctc-expo-2017/index.html#cta</p>	<ul style="list-style-type: none"> ○ Attend GCTC Expo as an example of social innovation design, interdisciplinary design and design research involving Smart City Solutions ○ Attend Dr. Bannan's 10-min presentation at 5:10pm Monday, August 28th at the Expo if feasible ○ Read Chapters 1 & 2 Crouch & Pearce for next class

		<ul style="list-style-type: none"> ○ Describe your own experiences as a designer/innovator/design thinker/problem solver/design researcher in the online discussion
2 Sept 4	Labor Day – No Class	
3 Sept 11 (F-to-F)	<p>Overview of Syllabus</p> <p>Intro to Interdisciplinary Design and Design Thinking</p> <p>Positioning the Designer</p> <p>Road test WebEx as a virtual presentation and meeting environment</p> <p>Brainstorm design contexts or groups for study and blog post</p> <p>Overview of IRB and human subjects review. http://oria.gmu.edu/research-with-humans-or-animals/institutional-review-board/</p>	<ul style="list-style-type: none"> ○ Chapter 3 Crouch & Pearce ○ Chapter 1 Manzini ○ Narrow down design context or group for study and post selected direction ○ Chapter 3 Crouch & Pearce ○ Begin to brainstorm design context or design group for study in Blackboard discussion
4 Sept 18 (Synch) Class held using WebEx	<p>Practice and Praxis</p> <p>Reflection and Reflexivity</p> <p>Design as Innovation: Toward a New Civilization (instructor modeling of design story presentation)</p> <p>Discuss and select design context or group for observational research</p> <p>Begin to identify research problem/questions and review literature</p> <p>Further discuss Human Subjects Review http://oria.gmu.edu/research-with-humans-or-animals/institutional-review-board/irb-meeting-schedule/</p>	<ul style="list-style-type: none"> ○ Chapter 4 Crouch & Pearce ○ Determine context and participants for observational research ○ Select Manzini chapter and date for individual design story presentation ○ Begin to write HSRB application ○ Begin to plan qualitative observation with participants ○ Begin to write up protocol for qualitative observation

	Begin annotating identified articles in selected area of interest	
5 Sept 25 (Asynch)	Research Methodologies Literature synthesis Write HSRB for ORIA-Office of Research Integrity and Assurance submission	<ul style="list-style-type: none"> ○ Chapters 5 & 6 Crouch & Pearce ○ Post selected Manzini chapter and date for individual student design story presentation ○ Chapter 2 Manzini ○ Finalize HSRB submission
6 Oct 2 (Format TBD)	Design in a Connected World (student design story presentation) Methods Research Questions Ethnography & Observation Submit HSRB	<ul style="list-style-type: none"> ○ Chapters 7 Crouch & Pearce ○ Chapter 3 Manzini ○ Finalized HSRB submission ○ Review literature in design area of interest
7 Oct 10 (Format TBD)	*Monday classes meet on TUESDAY Monday for Columbus Day Holiday Design for Social Innovation (student design story presentation) Narratives Synthesize literature Plan observations Annotated literature reviews (10 journal articles) posted on Blackboard –DUE	<ul style="list-style-type: none"> ○ Chapters 8 Crouch & Pearce ○ Chapter 4 Manzini ○ Continue to review and begin the synthesis of literature in design area of interest
8 Oct 16 (Format TBD)	Collaborative Organizations (student design story presentation) Case Studies Mixed Methods Conduct observations	<ul style="list-style-type: none"> ○ Chapters 9 Crouch & Pearce ○ Chapter 5 Manzini ○ Continue to review and begin the synthesis of literature in design area of interest

	Synthesize literature	
9 Oct 23 (Format TBD)	Collaborative Encounters (student design story presentation) Action Research Observation of design context Synthesize literature	<ul style="list-style-type: none"> ○ Chapters 10 Crouch & Pearce ○ Chapter 6 Manzini ○ Conduct observations
10 Oct 30 (Format TBD)	Making Things Visible and Tangible (student design story presentation) Observation of design context Analysis of Observational Data Begin to draft literature review and post drafts	<ul style="list-style-type: none"> ○ Chapter 7 Manzini ○ Chapter 8 Manzini
11 Nov 6 (Format TBD)	Making Things Possible and Probable Tangible (student design story presentation) Making Things Effective and Meaningful (student design story) Observation of design context Analysis of Observational Data Begin to draft literature review and post drafts	<ul style="list-style-type: none"> ○ Chapter 9 Manzini ○ Chapter 10 Manzini
12 Nov 13 (Format TBD)	Making Things Replicable and Connected (student design story presentation) Making Things Local and Open (student design story) Observation of design context Draft literature review/methods section Analysis of Observational Data/Writing paper draft	

13 Nov 20	Analysis of Data/writing paper draft	○ Work on final paper
14 Nov 27	Analysis of Data Writing Paper	○ Work on final paper
15 Dec 4	Analysis of Data Writing Paper	○ Work on final paper
16 Dec 11	Final Paper DUE	

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 <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.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/>.

ASSESSMENT RUBRIC(S):

Table 1 Assignments Rubrics

Criteria	IBSTPI Standard	Does not Meet Standards	Meets Standards	Exceeds Standards
Assignment 1: Design Story Virtual Presentation (Total possible points – 20)				
Structured story with setting, characters and conflict	1 Prof Foundations: Communicate effectively in visual, oral and written form.	No or limited evidence of structured story with setting, characters and conflict 0 - 3.99 pts.	Evidence of structured story with setting, characters and conflict 4 - 4.4 pts.	Clear evidence of structured story with setting, characters, and conflict 4.5 -5 pts.
Bring in data, trends, and insights that provides context	1 Prof Foundations: Communicate effectively in visual, oral and written form.	No evidence or limited evidence of data, trends and/or insights 0 - 3.99 pts	Evidence of data, trends and/or insights providing context 4 - 4.4 pts.	Clear evidence of data, trends and/or insights providing rich context 4.5 -5 pts.

Broaden context relating character to larger group	1 Prof Foundations: Communicate effectively in visual, oral and written form.	No evidence or relating character to larger group 0 - 3.99 pts	Evidence of relating character to larger group 4 - 4.4 pts.	Clear evidence of relating character to larger group 4.5 -5 pts.
Escalating conflict and resolution.	1 Prof Foundations: Communicate effectively in visual, oral and written form.	No evidence of escalating conflict, use of data and a recommendation of how things can change for the better in your design story with a call to action 0 - 3.99 pts	Evidence of escalating conflict, use of data and a recommendation of how things can change for the better in your design story with a call to action 4 - 4.4 pts.	Clear evidence of escalating conflict, use of data and and a recommendation of how things can change for the better in your design story with a call to action 4.5 -5 pts.
Assignment 1: Points				
Assignment 2: Annotated literature review (Total possible points – 20)				
Identify 10 journal articles related to the design phenomena of interest	2 Apply research and theory to the discipline of instructional design	No evidence or limited evidence of relevant journal articles related to the design phenomena of interest 0 - 3.99 pts	Most journal articles are related to the design phenomena of interest 4 - 4.4 pts.	Highly relevant journal articles related to the design phenomena of interest are listed 4.5 -5 pts.
Interest in design and theoretical lens for research	2 Apply research and theory to the discipline of instructional design	Little or not identified interest in a specific design context and theoretical lens to frame observational research evident 0 - 3.99 pts	Interest in a specific design context and theoretical lens to frame observational research 4 - 4.4 pts.	Clear interest in a specific design context and theoretical lens to frame observational research 4.5 -5 pts.
Annotate key points of each journal article	2 Apply research and theory to the discipline of instructional design	No evidence or limited evidence of thoughtful review of each journal article with key points abstracted and annotated 0 - 3.99 pts.	Review of each journal article with key points abstracted and annotated 4 - 4.4 pts.	Thorough review of each journal article with key points abstracted and annotated 4.5 -5 pts
Framing observational research	2 Apply research and theory to the	No analysis or limited analysis	Synthesis and indication of	Excellent synthesis and indication of

	discipline of instructional design	of data with limited interpretation, organization and communication evident 0 - 3.99 pts.	how the articles collectively will inform the observational research 4 - 4.4 pts.	how the articles collectively will inform the observational research 4.5 -5 pts
Assignment 2: Points				
Assignment 3: Observation of design context (Total possible points – 20)				
Operationalize theoretical lens for data collection and analysis of observational research data	2 Apply research and theory to the discipline of instructional design	No requirement or limited evidence of theoretical lens framing data collection and analysis 0 - 3.99 pts	Evidence of evidence of theoretical lens framing data collection and analysis 4 - 4.4 pts.	Excellent evidence of theoretical lens framing data collection and analysis 4.5 -5 pts
Collect observational data across two or more sessions in applied design context	4 Apply data collection and analysis skills in instructional design projects	No evidence or little evidence of observational data 0 - 3.99 pts	Evidence of the collection of observational data 4 - 4.4 pts.	Outstanding organized evidence of observational data 4.5 -5 pts
Documentation of data collection and emergent analysis	4 Apply data collection and analysis skills in instructional design projects	No evidence or little documentation of the collection and emergent analysis of observational data 0 - 3.99 pts	Documentation of the collection and emergent analysis of observational data 4 - 4.4 pts.	Excellent documentation of the collection and emergent analysis of observational data 4.5 -5 pts
Progressive analysis of case study	4 Apply data collection and analysis skills in instructional design projects	No evidence or little analysis of qualitative case study represented by documentation of participants, data collection protocol, methods, sources of data and analysis 0 - 3.99 pts	Progressive analysis of qualitative case study represented by documentation of participants, data collection protocol, methods, sources of data and analysis 4 - 4.4 pts.	Excellent progressive analysis of qualitative case study represented by documentation of participants, data collection protocol, methods, sources of data and analysis 4.5 -5 pts
Assignment 3: Points				
Assignment 4: Individual or Collaborative Research Paper (Total possible points – 30)				
Topic and design context addressed. Relevance and	2 Apply research and theory to the	Topic is tangentially or	Topic is relevant to design	Topic is highly relevant to design

significance to the study of the act of design or design thinking	discipline of instructional design	not related to design or does not address an articulated gap in the literature and/or significance of the research problem	through addressing an articulated gap in the literature and/or significance of the research problem	through addressing an articulated gap in the literature and/or significance of the research problem
		0 - 3.99 pts	4 - 4.4 pts.	4.5 -5 pts
Literature review	2 Apply research and theory to the discipline of instructional design	No evidence or little synthesis of relevant sources describing the context, background of the research problem/question and how previous research as addressed it	Synthesis of relevant sources describing the context, background of the research problem/question and how previous research as addressed it	Excellent synthesis of relevant sources describing the context, background of the research problem/question and how previous research as addressed it
		0 - 3.99 pts	4 - 4.4 pts.	4.5 -5 pts
Methodology and Protocol	4 Apply data collection and analysis skills in instructional design projects	None or little description of methodology and data collection protocol	Description of methodology and data collection protocol	Excellent description of methodology and data collection protocol
		0 - 3.99 pts	4 - 4.4 pts.	4.5 -5 pts
Analysis and insights from observational data	4 Apply data collection and analysis skills in instructional design projects	No or little evidence, synthesis and reasoning with little insights emerging from observational data analysis	Evidence, synthesis and reasoning providing insights emerging from observational data analysis	Outstanding evidence, synthesis and reasoning providing important insights emerging from observational data analysis
		0 - 3.99 pts	4 - 4.4 pts.	4.5 -5 pts
Thesis formatting		Little or no following of formatting of: abstract, research question/problem, background, literature review, theoretical perspective, methodology,	Following of formatting of: abstract, research question/problem, background, literature review, theoretical perspective, methodology, results and	Excellent following of formatting of: abstract, research question/problem, background, literature review, theoretical perspective, methodology, results and findings with APA

		results and findings with APA 0 - 3.99 pts	findings with APA 4 - 4.4 pts.	4.5 -5 pts
Submission due date		Paper not submitted by due date with no negotiation with instructor	Paper submitted on date other than designated due date and negotiated with instructor	Paper submitted on or before due date.
Assignment 4: Total points				
Total Points Across Assignments 1-4 (Total 90)				

Table 2 Participation in Class Discussions Rubric (10%)

	Category 1	Category 2	Category 3	Category 4
CRITERIA	Unsatisfactory Contributor	Adequate Contributor	Good Contributor	Outstanding Contributor
Active participation in Class Discussions in a round robin format	2	3	4	5
Response to online discussion board activities	2	3	4	5
Total points	4	6	8	10