

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

EDIT 704 DL1: Instructional Technology Foundations and Theories of Learning
3 Credits, Spring 2017

Faculty:

Name:

Office hours:

Office location:

Office phone:

Email address:

Twitter:

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 January 26, 2017.

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. Opera and Safari are not compatible with Blackboard;
- Consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of the course requirements.
- The following software plug-ins for PCs and Macs respectively, available for free downloading by clicking on the link next to each plug-in:
 - Top Hat (<http://tophat.com>) a synchronous interactive text tool. There is a small charge to use this interactive software – approximately \$25 per student..
- 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

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.

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 Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (4u6 <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. 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://ssac.gmu.edu/make-a-referral/>.

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