

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

EDIT 752 Section DL1: Analysis and Design of Technology-Based Learning Environments
3 Credits Spring 2017
Tuesday 7:20 – 10:00 pm

PROFESSOR(S):

Name:

Office phone:

Office location:

Office hours:

Email address:

Prerequisites/Corequisites EDIT 732 or permission of instructor

University Catalog Description:

Students design and produce multimedia/hypermedia applications based on current theory and research in instructional design and cognitive science. Examines user needs, information models, structure, and media selection and uses to inform design and production of final project.

Course Overview:

This course will provide students with face-to-face and online learning opportunities to apply principles of instructional design, design research, user research, usability and evaluation and revision techniques to a real world learning technology design project. Students will work intensively in a team-based setting to collaboratively and thoroughly design/re-design, produce, collect, evaluate, and analyze data related to the design and/or implementation of a real-world technology solution prototype geared toward a specific instructional or performance problem. The outcome of the course will be a viable and implemented user research plan that allows for several rounds of applied data collection, analysis and revision of a technology-based prototype project.

Course Delivery Method

This course will be delivered online using **the 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 Tuesday, January 24, 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.

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 may be incorporated into this course for PCs and Macs available for downloading by clicking on the link or through the instructors:
<http://www.userzoom.com/>

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 asynchronous courses do not have a “fixed” meeting day, our week will **start** on Tuesday, and **finish** on Monday.
- **Log-in Frequency:** Refer to the asynchronous bullet below if your course is asynchronous or the synchronous bullet if your course is synchronous.
 - Asynchronous: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, at a minimum this should be 3-4 times per week.
 - Synchronous: Students must log-in for all scheduled online synchronous meetings. In addition, students must actively check the course Blackboard site and their GMU email for communications from the instructor, at a minimum this should be 3-4 times per week.
- **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:

1. understand the process of instructional design and development as applied to a User Experience (UX) real-world project;
2. apply instructional design, UX design, learning theories and interdisciplinary design principles to technology prototype development;
3. apply product development, evaluation, research and design research methodologies to instructional design and development
4. collect and analyze user data related to iterative instructional design and development
5. contribute positively to the team's mission and goals and support of individual members and team members' professional growth and development
6. document individual's contributions to team's mission and goals
7. contribute to project management and accomplishment of goals
8. write research management plan
9. implement cycles of rapid evaluation of technology-based prototype and revisions and present results

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:

- Communicate effectively in written & oral form
- Apply data collection & analysis skills to instructional design projects

Design & Development:

- Use an instructional design and development process appropriate for a given project
- Organize instructional programs and/or products to be designed, developed, and evaluated

Evaluation & Implementation:

- Evaluate instructional & non-instructional interventions
- Revise instructional & non-instructional solutions based on data
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Management:

- Manage partnerships & collaborative relationships
- Plan and manage instructional design projects.

Required Texts

- 1) Hartson, R. & Pyla, P.S. (2012) *The UX Book: Process and guidelines for ensuring a quality user experience*. Waltham, MA:Elsevier.
- 2) Bolt, N. & Tulathimutte, T. (2013). Remote research: Real users, real time, real research.

Recommended Texts

- 1) Sharon, T. (2012). *It's our research: Getting stakeholder buy-in for user experience research projects*. Morgan Kaufman

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://courseessupport.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/>.