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

EDIT 704 (DL1) Instructional Technology Foundations and Theories of Learning
7:20pm – 10:00pm/Mondays Fairfax Campus – Thompson Hall L003
(Face-to-Face Dates: 8/28, 9/11, 10/16, 11/13, 12/11)
3 Credits, Fall 2017

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 using **the asynchronous** format via the Blackboard learning management system (LMS) housed in the MyMason portal. There are also five face to face sessions, the dates of which are in the Class Schedule section of the syllabus. The scheduled face-to-face classes will meet from 7:20pm – 10:00pm beginning with the first class on Monday, August 28, 2017 on the Fairfax Campus in Thompson Hall L003. 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 August 28, 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 for PCs and Macs available for downloading by clicking on the link:
  - 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 Monday, and **finish** on Friday.
- 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 on a regular basis.
- 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 Text

- 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, etc.).

Assignments

Educational Autobiography (10 slide presentation or 5 minute movie)   20 points

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. 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:

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.

Theoretical Framework   *20 points*

This 5-7 page written Theoretical Framework will describe the theories and approaches you prefer to utilize in your approach to instructional design, development, and implementation. What research, theories, and practices do you prefer, and how does this manifest itself in your approach to solving learning challenges.

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

The Theoretical Framework should contain the following:
- 10 scholarly references (5 with in the last 5 years, and 5 at least 10 years old)
- a rationale for your theoretical framework
- advantages and short comings (in practice)
- ways you'd like to improve upon the framework
- refer to specific chapters and content in the course text

In The News (ITN)   *20 points*

Each student will identify and post an article from popular media dealing with adult learning, along with a point of view (POV) about that posting. The POV should be no more than 300 words and should reference content from our course text. **These assignments will be submitted on the Discussion Board in Blackboard.**

Design Challenge Brief (2 pages) and Video Presentation (10 min max) 30 points

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. You will have to work on real-world issue by yourself or with one other classmate. This assignment will require you to select,

observe, analyze and address a real-world adult learning context and design challenge in informal or formal learning/training settings. 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 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 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 (6) 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. 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.

Response/Feedback *10 points*

You will be asked to respond and provide feedback to the In The News postings and the Design Challenges. Each student should provide thoughtful comments that 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).*

Late Work Policy

Late work on assignments will be accepted only under extenuating circumstances that are communicated with the instructor via email and determined on a case-by-case basis. In the absence of extenuating circumstances, students are expected to meet all due dates for each assignment are provided to you in the schedule within this course syllabus. Please bookmark these dates on your personal calendar.

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**

Educational Autobiography	20%
Theoretical Framework	20%
In The News	20%
Design Challenge Brief and Video Presentation	30%
Response/Feedback	10%

- **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

See https://cehd.gmu.edu/students/polices-procedures/

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/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.
- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

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

 Class Schedule

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

Week	Date	Class Topics and Readings Discussed	Homework
1 **F-to-F**	8/28	Introductions, Course Overview, Discussion of Assignments and Expectations. Introduction to the Field Cone of Learning	In-Class Review of Assignments, Syllabus and Schedule Ch. 1-2
2	9/4	LABOR DAY – No Class	
3 **F-to-F**	9/11	Foundations of Instructional Technology Design Today Adult Learning Today Introduction to Learning Theories and Learning Orientations Chapter 1 Adult Learning in Today's World	Post In The News (ITN) Ch. 3-5
4 Asynch	9/18	Respond to ITN	Respond to ITN
5 Asynch	9/25	Ch. 6-8	Respond to ITN
6 Asynch	10/2	Ch. 6-8	Respond to ITN
7 Asynch	10/9	COLUMBUS DAY- No Class	
8 **F-to-F**	10/16	Discuss ITN IDT Panel?	Ch. 9-12 Post ITN

Week	Date	Class Topics and Readings Completed	Assignments Due
9 Asynch	10/23	Ch. 9-12 Respond to ITN IDT Panel?	Respond to ITN
10	10/30	EQ – Hay Group, Korn Ferry Digital Live Study	Respond to ITN
11 Asynch	11/6		Respond to ITN
12 **F-to-F**	11/13		
13 Asynch	11/20		

14 Asynch	11/27		
15 Asynch	12/4		
16 **F-to-F**	12/11	Review of Kaltura (if needed)	
15 Asynch	5/4		
16 Asynch	5/11		

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

IBSTPI Competencies	Criteria/Assignment	Does Not Meet Standards	Meets Standards	Exceeds Standards
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.

		0-4 points	5-8 points	9-10 points
instructional design.				
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.	The target audience or learners prior knowledge is partially described based on analysis.	Assessment of the target audience or learners prior knowledge related to the learning goal is described based on analysis.
		0-4 points	5-8 points	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	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	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
		0-4 points	5-8 points	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	Incorporating adult learning theory and corresponding instructional strategies; Literature support with at least 4 professional literature sources is provided	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
		0-4 points	5-8 points	9-10 points

12 Design and Development: Use an instructional design and development process appropriate for a given project.	Video Presentation: Described instructional strategy	No or limited description of instructional strategy, practice strategy, exercises, etc. 0-4 points	Described instructional strategy, practices, exercises, etc. 5-8 points	Well described instructional strategy, practices, exercises, etc. 9-10 points
9 Analyze the characteristics of existing and emerging technologies and their potential use.	Video Presentation: Visual representation of design challenge system/solution	No or limited visual representation of the system/solution communicating the design idea provided 0-4 points	Visual representation, mock up or key parts of the system/solution represented communicating the design idea 5-8 points	Appropriate visual representation, mock up or key parts of the system/solution represented communicating the design idea 9-10 points
17 Evaluation and Implementation: Evaluate instructional and non-instructional interventions.	Video Presentation: Feedback, reinforcement, transfer, implementation, evaluation and assessment ideas	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 0-4 points	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 5-8 points	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 9-10 points