SYLLABUS

GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
Division of Learning Technologies
Instructional Design and Technology Program (IDT)
EDIT 705 – 001
Instructional Design (3 Credits)
Fall 2019
Monday, 4:30-7:10 PM, Thompson Hall L003

PROFESSOR:
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COURSE DESCRIPTION:
- **Pre-requisites/co-requisites**: None
- **Course description from the university catalog**: Helps students analyze, apply, and evaluate principles of instructional design to develop education and training materials spanning a wide range of knowledge domains and instructional technologies. Focuses on variety of instructional design models, with emphasis on recent contributions from cognitive science and related fields.
- **Additional description details**: This course is designed to teach the fundamentals of instructional design, including the principles of learning theory and instructional strategies that are relevant to instructional design. Students will learn the purpose and approach to completing each phase of the instructional design process and will produce a set of outputs from each of these phase in accordance with the requirements specified in a final course project.
- **Delivery method**: The course will be taught in a **blended** format that combines face-to-face classroom sessions with asynchronous (not "real time") online sessions using the Blackboard Learning Management system housed in the MyMason portal.

LEARNER OUTCOMES:
At the conclusion of this course, students will be able to:
1. Define instructional design
2. Compare and contrast various models of instructional design
3. Analyze and discuss various learning theories and how they relate to instructional design
4. Collect and analyze data to identify an instructional need
5. Conduct learner and contextual analyses
6. Conduct task analysis
7. Write measurable instructional/performance objectives
8. Analyze and discuss instructional strategies used for various types of learning
9. Define formative and summative evaluation

10. Create an instructional design document (IDD) that provides a solution to an instructional problem/need
11. Produce a rudimentary prototype of a design concept using electronic media of choice (e.g., PowerPoint, Camtasia, Dreamweaver, Articulate)

PROFESSIONAL STANDARDS:
A. **International Board of Standards for Training, Performance and Instruction (IBSTPI), Instructional Design Competencies**
- a. Professional foundations
  - i. Communicate effectively in visual, oral and written form
- b. Planning and analysis
  - i. Conduct a needs assessment
  - ii. Design a curriculum or program
  - iii. Select and use a variety of techniques for determining instructional content
  - iv. Identify and describe target population characteristics
  - v. Analyze the characteristics of the environment
  - vi. Analyze the characteristics of existing and emerging technologies and their use in an instructional environment
  - vii. Reflect upon the elements of a situation before finalizing design solutions and strategies
- c. Design and development
  - i. Select and use a variety of techniques to define and sequence the instructional content and strategies
  - ii. Select or modify existing instructional materials
  - iii. Develop instructional materials
  - iv. Design instruction that reflects an understanding of the diversity of learners and groups of learners
  - v. Evaluate and assess instruction and its impact
- d. Implementation and management
  - i. Provide for the effective implementation of instructional products and programs

B. **Association for Talent Development (ATD), Entry-level Design Competencies**
- a. Foundational competencies: Business/management
  - i. Uses data from a variety of sources to analyze needs and propose sound solutions
  - ii. Plans and implements assignments to achieve goals by creating action plans and ensuring completion

REQUIRED TEXT:
Morrison, G.R., Ross, S.M., Morrison, J.R., & Kalman, H.K. (2019). Designing effective instruction (8th edition). Hoboken: John Wiley & Sons

COURSE RESOURCES
http://infoguides.gmu.edu/edutech
Lynda.gmu.edu (Learn the Essentials of Instructional Design)

COURSE ASSIGNMENTS AND REQUIRED DELIVERABLES

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

ASSIGNMENTS
There are three (3) assignments required for successful completion of this course.
1. **Practitioner Profile (25 points)**

2. **Instructional Design Document & Prototype Presentation– Team Project (50 points)**
   - *Instructional Design Document (40 points)*
   - *Prototype Presentation (10 points)*

3. **Peer Reviews of IDD Components (25 points)**

   Total Possible Points for all Deliverables: 100

COURSE PERFORMANCE EVALUATION
- **General information:** The evaluation of student performance is related to the student's demonstration of the course outcomes. All work is evaluated on its relevance to the specific assignment, comprehensiveness of information presented, specificity of application, clarity of communication, and the analytical skills utilized, as documented in the respective grading rubrics at the end of this syllabus and on the Bb course site. Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).
- **Team projects**: Note that the grading rubric for the team project evaluates both the project deliverables and each team member's individual contribution to the project and the project process based on the content and activity in classroom work sessions and the private team areas in Bb. As such, an individual student's scores may differ from the project deliverable scores.
- **Grading**:
  A = 94-100; A - = 90-93; B+ = 86-89; B = 83-85; B- = 80-82; C = 70-79; F = 69 and below

  Note: Late assignments will be penalized 10% for each class session past the due date.

  Student performance is based on the requirements documented in the grading rubrics for each assignment. In the event that, following discussions with the instructor, a student feels that his/her grade is unfair, the grade may be appealed using the university's appeal process described at http://www.gmu.edu/catalog/apolicies/index.html#Anchor56.

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 https://catalog.gmu.edu/policies/honor-code-system/).
- 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://ds.gmu.edu/).
- Students must silence all sound emitting devices 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/ .