

George Mason University
College of Education and Human Development
Instructional Technology Program

EDIT 705 - Instructional Design (Fall 2004)
Monday 4:30
Commerce

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Instructor Information

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Course Description

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 phases in accordance with requirements specified in a final course project.

Instructional Approach

This course uses a mix of instructional strategies designed to give students an opportunity to experience the world of instructional design from different perspectives. The first strategy that accomplishes this is the mix of environments. This course uses both classroom-based instruction and e-learning/distance education strategies. Other strategies include:

- Various activities performed as individuals, in groups, and as a class
- Discussions both face-to-face and at a distance
- Online presentations at a distance
- Instructor presentations
- Resource analysis

Students also get the opportunity to learn technology skills frequently used in instructional strategies. For example, students will be introduced to:

- Basic Web site development
- Synchronous and asynchronous tools

- Powerpoint

Course Objectives and Standards

The objectives of this course are to:

- Acquire a working knowledge of instructional systems design (ISTE IA)
- Define and provide an overview of the ISD model (ISTE IIA-B)
- Identify and compare various ISD models (ISTE IIA-B)
- Analyze the 5 phases of the ISD process (ISTE IIA-B)
- Analyze the underlying theories relating to learning and instructional strategies (ISTE IIIB)
- Analyze and discuss various learning theories and how they relate to instructional design (ISTE IIA-B)
- Analyze and discuss instructional strategies used for various types of learning (ISTE IIA-B)
- Explain Bloom's taxonomy and its implications on learning strategies and objectives (ISTE IIA-B)
- Apply the instructional systems design model to an instructional requirement (ISTE IIA-B)
- Identify an instructional requirement then use the ISD process to design a solution (ISTE IID-E)
- Produce analysis and design outputs at each stage of the ISD process (ISTE IIA-E)
- Construct learning objectives and assessment items based on a given learning domain using Bloom's taxonomy (ISTE IIB)
- Develop an evaluation plan for the instructional requirement (ISTE IVC)

Note: The information in the parens has to do with an accreditation process. Do not concern yourself with this information.

Required Text

There are two text's for this course.

- **Required:** Instructional Design (2nd Edition), by Smith & Ragan: ISBN - 0-471-36570-X
- **Required:** Designing Effective Instruction (4th edition) , by Morrison, Ross, & Kemp: ISBN - 0-471-21651-8

Assignments

Details and criteria for evaluation associated with each assignment are located in the assignment page.

- Discussions

- Quizzes
- Objective/Assessment Matrix
- Strategy Comparison
- Personal Instructional Design Model
- Instructional Design Document

Grading Scale

- A = 100 - 93
- A- = 92 - 90
- B = 89 - 83
- B- = 82 - 80
- C = 79 - 70
- D = 69 - 60
- F = 50 - below

Course Schedule

- Session 1 - Course and Topic Introduction
- Session 2 - Instructional Design versus the Business of Instructional Design
- Session 3 - Instructional Needs Analysis
- Session 4 - The Learning Environment and the Learners
- Session 5 - Collecting, Organizing, and Analyzing Content
- Session 6 - Group Work Day
- Session 7 - Objectives and Assessments
- Session 8 - Impacts of SCORM on the Design Process
- Session 9 - Group Work Day
- Session 10 - Elements of Design
- Session 11 - Delivery Platforms
- Session 12 - Designing Digital Instruction
- Session 13 - Group Work Day
- Session 14 - Group Work Day
- Session 15 - Final

Statement of GSE Expectations

The Graduate School of Education (GSE) expects that all students abide by the following:

Students are expected to exhibit professional behavior and dispositions. See gse.gmu.edu for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See <http://mail.gmu.edu> and click on Responsible Use of Computing at

the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

Instructional Design Resources

- [Training Magazine](#)
- [Encyclopedia of Educational Technology](#)
- Professional Organizations:
 - [AECT](#)
 - [ISPI](#)
 - [ASTD](#)
 - [ISTE](#)
 - [AAACE](#)
 - [AERA](#)
 - [SALT](#)
 - [CoSN](#)
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