



**COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT  
INSTRUCTIONAL TECHNOLOGY**

**Instructional Design - 73682 - EDIT 705 – 001  
Course Syllabus**

**Fall 2005**

**Wednesdays 7:20 – 10:00 p.m.  
Commerce II, Room 100**

**Instructor:** Mike Coffey  
703.281.6627 (Please do not call after 9 p.m.)  
[mcoffey1@gmu.edu](mailto:mcoffey1@gmu.edu) or [mrcoffey68@hotmail.com](mailto:mrcoffey68@hotmail.com)

**Office Hours:** By appointment

**Text:** Designing Effective Instruction (4th edition), by Morrison, Ross, & Kemp

**Prerequisite(s)**

Teaching experience

**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 a variety of instructional design models, with emphasis on recent contributions from cognitive science and related fields.

**Expanded 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.

**COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF 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 Graduate School of Education 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](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 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](http://www.gmu.edu/student/drc) or call 703-993-2474 to access the DRC.

## Course Objectives

The objectives of this course are to:

- Acquire a working knowledge of instructional systems design (ISD) **(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)**

## Instructional Approach

Each session will begin with a lecture/discussion of the topic scheduled for that day. Lectures and demonstrations on instructional strategies will be accompanied by small group activities, student presentations, and demonstrations of courseware products that employ those strategies (when applicable). Theories and subject areas addressed will be applied to specific student instructional design projects (due at the end of the semester) for reinforcement.

## Course Resources

- [GMU Instructional Technology Program](#)
  - Subscribe to [IT Listserv](#)
- [Training Magazine](#) (annual salary survey)
- [Encyclopedia of Educational Technology](#)
- Instructional Technology: Past, Present, & Future, by Gary Anglin
- Peterson's Guide (Master, Instructional Technology, United States)
- Educational Media and Technology Yearbook 2003, by Fitzgerald, Orey, & Branch
- Professional Organizations:
  - American Educational Research Association ([AERA](#))
  - American Society for Training and Development ([ASTD](#))
  - Association for the Advancement of Computing in Education ([AACE](#)) Association for Educational, Communications, and Technology ([AECT](#))
  - Consortium on School Networking ([CoSN](#))
  - eLearning Guild ([Guild](#))
  - International Society for Performance Improvement ([ISPI](#))
  - International Society for Technology in Education ([ISTE](#))
  - Society for Applied Learning Technology ([SALT](#))
  - United States Distance Learning Association ([USDLA](#))

## PROFESSIONAL STANDARDS

### International Society of Performance Improvement (ISPI)

<http://www.certifiedpt.org/standards.pdf>

## Assignments

### **1. Reading Presentation (10 points)**

Individually, students will present a 15- to 20-minute synopsis on class readings for a particular class meeting. The presentation should include a 1 page (one- or two-sided) handout for the class that presents the content of the readings. See **Reading Presentation Checklist** for specific criteria.

### **2. Professional or Organizational Profile (10 points)**

Individually, students will choose to share either a profile of an ISD professional or an ISD organization to the class. The profile should be a one-page (one- or two-sided) paper. Papers will be discussed and shared in class.

#### **Professional Profile**

Information for the professional profile must be collected via face-to-face, email, or phone interview. Paper must:

- Clearly describe the professional's educational background/path
- Clearly describe the professional's career path and experience
- Clearly describe the professional's current job description
- Detail the professional's individual and team duties and responsibilities
- Offer the professional's advice regarding a career in instructional design

#### **Organizational Profile**

Information for the organizational profile must be collected via face-to-face, email, or phone interview. The organization profile requires attending and/or participating in a meeting, conference, or workshop (live, via webcast, etc.). Paper must:

- Clearly describe the organization's goal, purpose, and/or mission
- Clearly describe the organization's target audience
- Describe a typical meeting of the organization
- List any relevant publications and conferences
- Lists benefits of membership

See **Profile or Organizational Paper Checklist** for specific criteria.

### **3. Design Document (40 points)**

In small group, students will work as a team to collaboratively develop a Design Document. The Design Document explains the approach and details the plan to developing a prototype of an instructional module. The purpose of this activity is to have students demonstrate the understanding of key concepts in instructional design and application to developing instructional modules.

See **Design Document Checklist** for specific criteria.

### **4. Prototype of Instructional Module (30 points)**

In small group, students will work as a team to design and develop a prototype of an instructional module. The team will apply the instructional design process (from audience analysis to formative evaluation) to the prototype. The team will design and develop the segment of the prototype based on information (regarding audience, content area, instructional approach, etc.) stated in the Design Document. Teams can use any appropriate medium (computer, paper, web, video, audio, etc.) to construct and deliver the prototype.

See **Prototype Checklist** for specific criteria.

### **5. Peer Reviews (10 points)**

Each student will be asked to provide constructive, evaluative feedback to other groups at specific points in the instructional design process as dictated by the class schedule. Feedback should be given within **3 days** after each of the following assignments: instructional goal, needs assessment plan, objectives, instructional approach, and evaluation plan. Additionally, students will be asked to provide the instructor with evaluations of their group members.

- Five points will be awarded by the instructor for the completion of giving constructive, valuable feedback to classmates.
- Five points will be awarded to the individual by his or her team members. The total points will be the average score that the team members give to the person. See **Peer Review Checklist** for specific criteria.

### **Expectations for All Written Material**

All written material will be error-free, thus indicating that the student problem-solved and planned ahead. Errors will result in deductions of points from assignments. Use the Chicago Manual of Style for stylistic questions.

### **Late Assignments**

Late assignments will be penalized 10% of the total number of possible points for each class session the assignment is over due.

### **Final Evaluation Criteria**

<b>Criteria</b>	<b>Description</b>	<b>Possible Points</b>	<b>Completed by and Awarded to:</b>
Reading Presentation	See Reading Presentation Checklist for specific criteria.	10	Individual
Profile Presentation	See Professional/Organizational Profile Checklist for specific criteria.	10	Individual
Design Document	See Design Document Checklist for specific criteria.	40	Team
Prototype Instructional Model	See Prototype Checklist for specific criteria.	30	Team
Peer Review	See Peer Review Checklist for specific criteria.	10	Individual
<b>Total Possible Point to Earn</b>		100	

### **Grading Scale/Policy**

Grades are assigned based on the number of point earned. No plus or minus grades will be given. On team assignments, each member of the team earns the same amount of points. Only at the instructor's discretion will points for individuals on the team be adjusted.

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>
90-100	80-89.9	70-79.9	60 -69.9	0-59.9

### **Attendance**

Attendance in class is not mandatory. However, discussions, lectures and hands-on activities are important parts of the learning process. The student is responsible for taking advantage of these opportunities.

## Class Make-up Policy

If George Mason University is closed due to inclement weather on the day of class, the class will not be held. Material missed due to the cancellation of the first class will be incorporated into the remaining class sessions. Should a second class be canceled, all remaining class sessions will be 15 minutes longer. All subsequent classes missed will be rescheduled.

## Class Schedule

DATE	TOPIC	ASSIGNMENT
<b>Aug 31</b>	<ul style="list-style-type: none"> <li>• Introductions</li> <li>• Review syllabus and assignments</li> <li>• Background of Instructional Design</li> <li>• Introduction to the Instructional Design Process</li> <li>• Introduction to Blackboard</li> </ul>	<ul style="list-style-type: none"> <li>• Review Morrison, Chapters 1, 2, 3 and review pp. 401-422</li> <li>• Complete profile on Blackboard</li> <li>• Subscribe to GMU IT listserv</li> </ul>
<b>Sept 7</b>	<ul style="list-style-type: none"> <li>• Reading Presentations (Chapters 2 and 3)</li> <li>• Identifying the Need for Instruction</li> <li>• Learner and Context Analysis</li> <li>• Needs Analysis &amp; Instruments (I)</li> <li>• Select design project topics and teams</li> <li>• Select Profile topics</li> </ul>	<ul style="list-style-type: none"> <li>• Morrison, Chapter 4</li> <li>• Complete Instructional Goal for peer review</li> </ul>
<b>Sept 14</b>	<ul style="list-style-type: none"> <li>• Present Instructional Goal (peer review)</li> <li>• Reading Presentation (Chapters 4)</li> <li>• Conducting a Task Analysis</li> <li>• Needs Analysis &amp; Instruments (II)</li> </ul>	<ul style="list-style-type: none"> <li>• Morrison, Chapters 5</li> <li>• Read <a href="#">Techniques for Writing Objectives</a></li> <li>• Read <a href="#">Mager's Objectives</a></li> </ul>
<b>Sept 21</b>	<ul style="list-style-type: none"> <li>• Task Analysis</li> <li>• Reading Presentation (Chapters 5)</li> <li>• Instructional Objectives</li> <li>• Bloom's Taxonomy</li> <li>• Present Needs Analysis Plan &amp; Instruments (peer review)</li> </ul>	<ul style="list-style-type: none"> <li>• Morrison, Chapters 6 and 7</li> <li>• <a href="#">Gagne's events of instruction</a></li> <li>• Work on Objectives and Needs Assessment</li> </ul>
<b>Sept 28</b>	<ul style="list-style-type: none"> <li>• Reading Presentations (Chapters 6 and 7)</li> <li>• Designing the Instruction: Sequencing and Strategies</li> <li>• Gange's Events</li> <li>• Work on Needs Analysis, Instruments, and Learner Analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Morrison, Chapter 8</li> <li>• Present Objectives (peer review)</li> </ul>
<b>Oct 5</b>	<ul style="list-style-type: none"> <li>• Reading Presentations (Chapter 8)</li> <li>• Designing the Instructional Message</li> <li>• Present Objectives (peer review)</li> <li>• Needs Analysis (II)</li> <li>• Work on Mid-Point Design Document</li> </ul>	<ul style="list-style-type: none"> <li>• Morrison, Chapters 9</li> <li>• Read <a href="#">Abstract Rapid Prototyping</a></li> <li>• <b>Complete Mid-Point Design Document draft</b></li> </ul>
<b>Oct 12</b>	<ul style="list-style-type: none"> <li>• Reading Presentations (Chapters 9)</li> <li>• Developing Instructional Materials</li> <li>• Rapid Prototyping</li> <li>• <b>Submit Mid-Point Design Document draft for instructor review</b></li> </ul>	<ul style="list-style-type: none"> <li>• Morrison, Chapters 10</li> <li>• Read <a href="#">Kirkpatrick's Model</a></li> <li>• Complete instructional approach for peer review</li> </ul>
<b>Oct 19</b>	<ul style="list-style-type: none"> <li>• Present Instructional Approach (peer review)</li> <li>• Reading Presentations (Chapters 10)</li> <li>• The Many Faces of Evaluation</li> <li>• Kirkpatrick's Model</li> </ul>	<ul style="list-style-type: none"> <li>• Morrison, Chapters 11 and 12</li> </ul>

<b>DATE</b>	<b>TOPIC</b>	<b>ASSIGNMENT</b>
<b>Oct 26</b>	<ul style="list-style-type: none"> <li>• Reading Presentations (Chapters 11 and 12)</li> <li>• Developing Evaluation Instruments</li> <li>• Conducting Formative &amp; Summative Evaluations</li> </ul>	<ul style="list-style-type: none"> <li>• Morrison, Chapters 13</li> <li>• Work on Design Document</li> <li>• Work on Prototype</li> <li>• Evaluation Plan for peer review</li> <li>• Profiles to be presented</li> </ul>
<b>Nov 2</b>	<ul style="list-style-type: none"> <li>• Reading Presentations (Chapters 13)</li> <li>• Role of Instructional Designer</li> <li>• Profiles Presented &amp; Due</li> <li>• Present Evaluation Plan (peer review)</li> <li>• Work on Design Document and Prototype</li> </ul>	<ul style="list-style-type: none"> <li>• Morrison, Chapters 14 and 15</li> <li>• Work on Design Document and Prototype</li> </ul>
<b>Nov 9</b>	<ul style="list-style-type: none"> <li>• Reading Presentations (Chapters 14 and 15)</li> <li>• Planning and Project Management</li> <li>• Planning for Instructional Implementation</li> <li>• Work on Design Document, Prototype, and Project Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Work on Design Document, Prototype, and Project Presentation</li> </ul>
<b>Nov 16</b>	<ul style="list-style-type: none"> <li>• Work on Design Document, Prototype, and Project Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Work on Design Document, Prototype, and Project Presentation</li> </ul>
<b>Nov 23</b>	<ul style="list-style-type: none"> <li>• No Class</li> </ul>	
<b>Nov 30</b>	<ul style="list-style-type: none"> <li>• Work on Design Document, Prototype, and Project Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Work on Design Document, Prototype, and Project Presentation</li> </ul>
<b>Dec 7</b>	<ul style="list-style-type: none"> <li>• Final Project Presentations</li> </ul>	