

**GEORGE MASON UNIVERSITY  
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT  
GRADUATE SCHOOL OF EDUCATION  
Instructional Design and Technology (IDT)**

EDIT 706 DL1: Business of Learning Design and Technologies  
3 Credits, Spring 2016

**PROFESSOR(S):**

Name: Dr. Shahron Williams van Rooij

Office hours: By appointment only

Office location: Thompson Hall, Room L044, Fairfax Campus

Office phone: 703-993-9704

Email address: [swilliae@gmu.edu](mailto:swilliae@gmu.edu) (Email response time: 24 hours)

**COURSE DESCRIPTION:**

**A. Prerequisites/Corequisites**

EDIT 705 Instructional Design or permission of instructor

**B. University Catalog Course Description**

Explores the business issues underlying the selection, implementation, and evaluation of technology-based learning interventions. Focuses on developing the skills necessary to improve performance and achieve measurable, positive change that supports an organization's strategic goals.

**C. Expanded Course Description**

This course will utilize a combination of readings, lectures, case studies, research activities, blogs, threaded discussions, and projects to help participants gain awareness and appreciation of the business context in which the instructional design function operates.

**DELIVERY METHOD:**

This course will be delivered online using an **asynchronous** (not "real time") format via the Blackboard learning management system (LMS) housed in the MyMason portal. There are also two (2) **optional** web conferencing sessions via the **BLACKBOARD COLLABORATE** tool that is part of the Blackboard LMS. 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 **Monday, January 18 at 9:00 AM EST.**

**TECHNICAL REQUIREMENTS:**

To participate in this course, students will need the following resources:

- 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 plug-ins for PCs and Macs respectively, available for free downloading by clicking on the link next to each plug-in:
  - Adobe Flash Player: <https://get.adobe.com/flashplayer/>
  - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
  - Windows Media Player: <http://windows.microsoft.com/en-us/windows/download-windows-media-player>
  - Apple QuickTime: <https://www.apple.com/quicktime/download/>
- A headset microphone for use with the Blackboard Collaborate web conferencing tool

### EXPECTATIONS:

- **Course Week:** Because asynchronous courses do not have a “fixed” meeting day, our week will **start** on Monday, and **finish** on Sunday. **Note:** Week 1 is the exception due to the MLK holiday.
- **Log-in Frequency:** Students must actively check the course Blackboard site and their GMU email for communications from the instructor, at a **minimum** this should be **three (3) times per week**.
- **Participation:** Students are expected to actively engage in all course activities throughout the semester, which include viewing of 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 are expected to seek assistance if they are struggling with technical components of the course.
- **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:** Expect to log in to this course **at least three times a week** to read announcements, participate in the discussions, and work on course materials. Remember, this course is **not** self-paced. There are **specific deadlines** and **due dates** listed in the **CLASS SCHEDULE** section of this syllabus to which you are expected to adhere. It is the student’s responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due. adhere. It is the student’s responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

- **Advising:** If you would like to schedule a one-on-one meeting to discuss course requirements, content or other course-related issues, and you are unable to come to the Mason campus, we can meet via telephone or web conference. Send me an email to schedule your one-on-one session and include your preferred meeting method and suggested dates/times.
- **Netiquette:** Our goal is to be **collaborative**, not combative. Experience shows that even an innocent remark in the online environment can be misconstrued. I suggest that you always re-read your responses carefully before you post them to encourage others from taking them as personal attacks. **Be positive in your approach to others and diplomatic with your words.** I will do the same. Remember, you are not competing with each other but sharing information and learning from one another as well as from the instructor.

### **LEARNER OUTCOMES:**

At the end of this course, learners will be able to:

- Discuss the ways in which the instructional design function relates to other theoretical and practitioner fields such as Training and Development, Human Performance Improvement/Technology, Human Resource Development, Talent Management, and Human Resource Management.
- Describe the role of an instructional designer in solving performance problems in an organization.
- Discuss the various ways in which organizational culture and business decision-making impact the instructional design function.
- Compare and contrast the various types of learning and non-learning interventions.
- Describe the process for determining the most appropriate intervention to solve a performance problem.
- Discuss the various ways in which emotional intelligence (EIQ) affects an instructional design team's performance.
- Describe the cost management process for instructional design projects.
- Discuss the various enterprise tools and technologies to support the instructional design function
- Compare and contrast various evaluation models and their associated metrics/measures that seek to capture the business impact of the instructional design function.
- Construct a business case for a performance intervention, including costs and timing.

**PROFESSIONAL STANDARDS (International Board of Standards for Training, Performance and Instruction (IBSTPI) (<http://www.ibstpi.org/instructional-designer-competencies/>): ):**

Professional Foundations:

1. Communicate effectively in written & oral form

Planning & Analysis:

6. Conduct a needs assessment in order to recommend appropriate design solutions & strategies

Management:

20. Apply business skills to managing the instructional design function
21. Manage partnerships & collaborative relationships
22. Plan & manage instructional design projects

**REQUIRED TEXTS:**

Van Tiem, D.M., Moseley, J.L., & Dessinger, J.C. (2012). *Fundamentals of performance improvement: Optimizing results through people, process, and organizations* (3<sup>rd</sup> edition). San Francisco, CA: John Wiley & Sons, Inc.

All other reading materials are available on our Blackboard course site.

**COURSE ASSIGNMENTS AND DELIVERABLES:**

**1. Course Topic Blogging (30% of total grade)**

The purpose of the blogs is to encourage reflection on the topics covered in the course that allows for deeper engagement with the topics and with your fellow course members than often occurs with the traditional Q & A structure of a threaded discussion. The blogs also foster identification of the ways in which the themes and ideas in the course readings, instructor videos, and other assigned resources apply (or can be applied) in the workplace. For those who are unfamiliar with blogs, there are several [YouTube](#) videos that introduce the novice to blogging and compare blogging to other social media tools such as wikis and threaded discussions. The course topic blogging assignment consists of two (2) parts:

***Part A: Blog Discussion Leadership (15% of total course grade)***

- There are ten (10) topics to be discussed in-depth in this course [see the **CLASS SCHEDULE** section of this syllabus].
- For **each** topic, **2-3** students (depending on class size) will sign up to serve as blog discussion leaders for the topic of their choice via the **MY GROUPS** link in the left-hand navigation menu of our Bb course site. This is **first-come-first serve**, so decide fairly quickly in order to get your first topic choice. **Note: Once the maximum number of people has signed up for a topic, that topic will no longer be visible in the MY GROUPS link.**
- Each group of blog discussion leaders will be assigned a **private** work area in Bb so that they can collaborate virtually. The instructor will monitor but not participate in these

private collaborations, to ensure that everyone stays on track and contributes his/her fair share to the process. **Note:** You have the option of using other collaboration tools (e.g., Google Drive) if you prefer, but do let the instructor know your tool preferences.

- Each group of blog discussion leaders will craft the **first** blog posting about their chosen topic, designating one member of the group to upload the posting to the designated blog space in Bb. For detailed information about how to prepare the blog discussion leadership posting (content, format, word count, etc.), see the document *Blog Discussion Leaders Preparation*, posted under the **RESOURCES** link of our course site. **Note: Late postings will be penalized 10%, no exceptions.**
- Blog discussion leaders must also **respond** to the comments of fellow course members reading the leaders' initial blog posting. If you are in teams of two, both leaders must respond; if you are in teams of three, all three leaders must respond.
- On the final day of the blog discussion (a Sunday), the instructor will post a summary that synthesizes the main themes of the week's discussion,
- For more information about how the blog discussion leaders' initial posting is evaluated, please consult the *Blog Discussion Leadership Grading Rubric* posted under the **RESOURCES** link of our course site.

#### ***Part B: Blog Discussion Participation Reflections (15% of total course grade)***

- For the remaining nine (9) topics for which a student is **not** serving as a blog discussion leader, the student must post **at least one comment** for each topic. There is no maximum number of comments for each topic.
- Comments should be substantiated with evidence from the course readings **plus** recognized external sources (e.g., research conducted by professional associations, articles in trade journals) and whenever possible, relating work experience to the blog topic under discussion.
- At the end of the course [see the **CLASS SCHEDULE** for the specific due date], each student will prepare a short (**max. 500 words, single-spaced**) analysis of and reflections on **all** of your comments. The content of this paper should be thoughtful and directed. Feel free to quote briefly from your own posts or to refer to specific ideas from the postings of the blog discussion leaders.
- For some guidelines on how to prepare your reflections, see the document *Blog Discussion Participation Reflections Guidelines* posted in the **RESOURCES** section of our Bb course site.
- All submissions will be checked for plagiarism via GMUs SafeAssign service.
- Post your reflections to the **ASSIGNMENTS** link in Blackboard. For more information about how the reflections paper is evaluated, please consult the *Blog Discussion Participation Reflections Paper Grading Rubric* on our Bb course site. **Note: Late assignments will be penalized 10%, no exceptions. Assignments submitted after May 8 will receive zero points.**

## 2. Real-world Business Case (40% of total grade)

In the real world of work, learning and development professionals must have a solid plan for a proposed intervention with a comprehensive rationale, so that senior management will support your effort. That is the purpose of a business case. Simply put, the business case is your **written rationale** for some new undertaking, whether that undertaking be large or small. Your business case should always describe the benefits of doing whatever it is that you are proposing. The benefits can be to the individual employee, the department, the business unit, or the entire organization. Those benefits should be observable and measurable. Your business case should include detailed information about both the financial and human resources required to complete the undertaking successfully. Importantly, your business case is a mechanism for promoting some kind of change in performance.

- Each course member will identify a **learning challenge/problem/opportunity** at his/her current place of work. The challenge must have a negative impact on the performance of a department/division/organization (e.g., client/customer satisfaction and/or retention, teacher productivity in a school, faculty ability to teach at a distance).
  - You may also revisit a past, failed business case/proposal for a learning intervention
  - Work with your colleagues and supervisors on selecting a challenge, with the understanding that your completed business case may be used at your workplace, if so desired (**Note:** Make sure that you select a challenge that you can share with fellow course members).
- Construct a **written business case** for a solution to the performance problem that the learning challenge has caused. **Note:** Your solution need not include training or some other form of formal learning but should address the learning challenge, problem or opportunity. The business case document will include the following components:
  - **Executive Summary:** Condenses the entire business case document for someone who will not read it in its entirety. That's key because the executive who ultimately makes the decision might only have read the Executive Summary, not the entire document. The decision maker might ask others to read the document in-depth and report on any issues of which the decision maker should be aware. So the Executive Summary must provide a **summary of key conclusions**, not a listing of topics covered.
  - **Nature of the Learning Challenge/Opportunity:** Provides readers with a brief background of the need driving this request so they can knowledgeably assess the business case. You should clearly state how your need is strategically aligned with the organization's goals, so that your reader understands the importance of addressing the learning challenge or opportunity you describe.
  - **Alternatives to Consider:** A clear description of alternative approaches – including doing nothing - to addressing the learning challenge or opportunity. It describes how you identified alternatives and your efforts to determine what each alternative will really cost the organization. In the process, it provides decision makers with a measure of assurance that your recommendations are well-considered ones.
  - **Assumptions and Risks Associated with Each Alternative:** Include all assumptions and risks associated with each alternative covered in your business case. No one can

- predict the future, so you need to indicate what conditions or ingoing assumptions and potential risks helped frame your business case arguments.
- **Financial Metrics and Measures:** After calculating the costs associated with alternatives, specify the returns that each might provide. You should link the manner in which you calculate returns with the business objective of the project. For example, if the business objective of the proposed initiative relates to generating revenue, then the returns should indicate how the project will generate revenue. If the business objective of the proposed initiative relates to containing expenses (reducing expenses or, at the least, having them grow more slowly than other types of expenses), then the returns should indicate how the project will contain expenses. And if the business objective of the proposed initiative relates to conforming to an organizational, industry, or government regulation, then the returns should describe this compliance. Here's where you cultivate the good will of your colleagues in Finance by asking for their assistance in constructing a cost-benefit analysis or return on investment calculation.
  - **Business Impact of Each Alternative (including "soft" intangibles):** Clearly state the business impact of your solution. Who will be affected, how, and what will the concrete outcomes be?
  - **Conclusions and Recommendations:** Recap your recommendation along with a summary of why you think that recommendation is the best choice.
  - **High-level Implementation and Evaluation Plan:** Who is going to do the work, how long will it take, and how will you know the initiative has been successful?
  - **Appendix :** Any graphs, detailed documents or instruments you've used to collect your evidence.
- Papers are to be **single-spaced** using standard English (no academic jargon). You may use the business case template on pp. 438-440 in our course textbook or the business document format at your current place of employment.
  - There is no minimum or maximum word count for the complete business case document. However, the **Executive Summary** section should be **no longer than 300 words**.
  - On the date indicated in the **CLASS SCHEDULE**, you must upload **three (3)** copies of your completed business case as follows:
    - **One (1)** copy to the **ASSIGNMENTS** link in the left-hand navigation menu of our Blackboard course site for instructor grading;
    - **One (1)** copy to the **ASSESSMENTS** link in the left-hand navigation menu of our Blackboard course site for the university's assessment and accreditation system, and;
    - **One (1)** copy to the **Business Case De-brief** forum of the Blackboard **DISCUSSION FORUM** to share with fellow course members.
  - For tips on preparing your business case, see the document *Tips on Writing Business Cases* posted under the **RESOURCES** link of our Bb course site.
  - Examples of business cases prepared by previous EDIT 706 course members are posted in the *Exemplary Business Cases* sub-folder under the **RESOURCES** link of our Bb course site.

- For information on how your business case will be evaluated, please consult the *Business Case Grading Rubric* at the back of this Syllabus and on our Bb course site.
- All submissions will be checked for plagiarism via GMUs SafeAssign service.
- **Note: Late assignments will be penalized 10%; assignments submitted after May 8 will receive zero points, no exceptions.**

### **3. Peer Review of Business Case Components (30% of total grade)**

- There will be a total of **three (3) rounds** of peer reviews, each corresponding to a draft of your business case.
- For each round, you will select **two (2)** draft business cases to review and post **at least one comment** on each of the two drafts. You may review the same two cases for all three rounds **or** you may look at different draft business cases at each round. Either approach is acceptable.
- All peer reviews will be conducted online using the Bb **DISCUSSION BOARD**. Please consult the *Student Guidelines for Peer Reviews* posted in the **RESOURCES** section of our Bb course site.
- Your peer review comments will be grounded in the relevant criteria set down in the *Business Case Grading Rubric*, located at the back of this Syllabus and on our Bb course site. Your feedback should be **constructive, specific** and identify what is (not) clear in each draft, as well as **suggestions for improvement**.
- For more information about how your peer review feedback is evaluated, please consult the *Peer Review Grading Rubric* posted on our Bb course site.
- **Note: Postings made after a peer review week has ended will receive zero points, no exceptions.**

**Total Possible Grade for All Deliverables: 100%**

### **GRADING POLICIES:**

- **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.
- **Mid-semester feedback:** At the end of Week 7 of the course you will have an opportunity to anonymously provide your feedback to the instruction about what is (not) working for you in the course, along with your ideas as to how the course may be improved. Those preferring a one-on-one consultation with the instructor may certainly do so by making an appointment for a Web conference or a phone conference.
- **Grading scale:** The grading scale used in this course is the official George Mason University scale for graduate-level courses. Decimal percentage values  $\geq .5$  will be rounded up (e.g., 92.5% will be rounded up to 93%); decimal percentage values  $< .5$  will be rounded down (e.g., 92.4% will be rounded down to 92%).

Letter Grade	Total Points Earned
A	93%-100%
A-	90%-92%
B+	88%-89%
B	83%-87%
B-	80%-82%
C	70%-79%
F	<70%

### **TK20 PERFORMANCE-BASED ASSESSMENT SUBMISSION REQUIREMENT**

Every student registered for any Instructional Design and Technology (IDT) course with a required performance-based assessment is required to submit this assessment to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). For EDIT 706, the performance-based assessment is the **Real-world Business Case**. Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

### **GMU POLICIES AND RESOURCES FOR STUDENTS**

- a. Students must adhere to the guidelines of the George Mason University Honor Code (See <http://oai.gmu.edu/the-mason-honor-code/>).
- b. Students must follow the university policy for Responsible Use of Computing (See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- c. Students are responsible for the content of university communications sent to their George Mason University 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.
- d. 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/>).
- e. Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services and inform their instructor, in writing, as soon as possible. Approved accommodations will begin at the time the

written letter from Disability Services is received by the instructor (See <http://ods.gmu.edu/>).

- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. 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/>).

### **PROFESSIONAL DISPOSITIONS**

Students are expected to exhibit professional behaviors and dispositions at all times.

### **CORE VALUES COMMITMENT**

The College of Education & 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/>.

**For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website <http://gse.gmu.edu/>.**

**CLASS SCHEDULE:**

DATE	TOPIC/ACTIVITIES DURING THE WEEK	READINGS & ASSIGNMENTS FOR THE FOLLOWING WEEK
<p><b>Week 1</b>  <b>01/19-01/24</b>  <b>Monday,</b>  <b>01/18, is</b>  <b>MLK Day,</b>  <b>No Classes</b></p>	<p><b>TOPIC: COURSE KICK-OFF &amp; GETTING ACQUAINTED</b></p> <ul style="list-style-type: none"> <li>• View the instructor’s <b>Welcome Message</b> on the Bb course site Home page</li> <li>• View the <b>Bb COURSE SITE ORIENTATION</b> video to familiarize yourself with the course site structure and new Bb features/functions</li> <li>• Read the course <b>SYLLABUS</b> carefully</li> <li>• Complete the <i>Syllabus Scavenger Hunt</i> posted under the <b>SYLLABUS</b> link</li> <li>• Post any questions you may have about course requirements to the <b>Course Questions</b> forum on the Bb <b>DISCUSSION BOARD</b></li> <li>• Post your bio (photo optional) to the <b>Course Member Bios</b> forum under the <b>DISCUSSION BOARD</b> link in the left-hand navigation menu</li> <li>• Click on the <b>COURSE-AT-A-GLANCE</b> link in the left-hand navigation menu bar</li> <li>• Select the <b>Week 1</b> link [Note: Each week’s assignments/tasks is accessible under the week’s link.]</li> <li>• Read the Week 1 Learning Outcomes</li> <li>• Click on the <b>MY GROUPS</b> link in the left-hand navigation panel, sign up to lead <b>one (1)</b> of the blog topic discussions by <b>11:59 PM on 01/24</b>. This is first-come-first-serve, so decide fairly quickly in order to get your first choice of case.</li> </ul>	<ul style="list-style-type: none"> <li>• View the video <i>The Instructional Design Profession in Context</i></li> <li>• Complete the assigned readings             <ul style="list-style-type: none"> <li>○ Aziz, D. (2013). What’s in a name? A comparison of instructional systems design, organization development, and human performance technology/improvement and their contributions to performance improvement. <i>Performance Improvement</i>, 52(6), 28-35.</li> <li>○ Foshay, W.R., Villachica, S.W., &amp; Stepich, D.A. (2014). Cousins, but not twins: Instructional design and human performance technology in the workplace. In J.M. Spector et al. (Eds). <i>Handbook of research on educational communications and technology</i>. (pp.39-49). New York: Springer</li> <li>○ Chapter 1 of van Tiem, Moseley &amp; Dessinger</li> </ul> </li> </ul>

DATE	TOPIC/ACTIVITIES DURING THE WEEK	READINGS & ASSIGNMENTS FOR THE FOLLOWING WEEK
<p><b>Week 2</b> <b>01/25-01/31</b></p>	<p><b>TOPIC: INSTRUCTIONAL DESIGN PROFESSION IN CONTEXT</b></p> <ul style="list-style-type: none"> <li>• Click on the <b>COURSE-AT-A-GLANCE</b> link in the left-hand navigation menu bar</li> <li>• Select the <b>Week 2</b> link [<b>Note:</b> All the following assignments/tasks are accessible under the week's link.]</li> <li>• Read the Week 2 Learning Outcomes</li> <li>• Post any questions you may have about the assigned reading/video to the <i>Course Questions</i> forum of the <b>DISCUSSION BOARD</b></li> <li>• Start working with your blog discussion leadership team using the private team spaces set up for you in Bb, or the collaborative spaces of your choice</li> <li>• Explore the <i>Blog Discussion Leaders Preparation</i> document and the <i>Blog Discussion Leadership Grading Rubric</i> posted under the <b>RESOURCES</b> link of our Bb course site</li> </ul>	<ul style="list-style-type: none"> <li>• Complete the assigned readings <ul style="list-style-type: none"> <li>○ Case Study #1.2 <i>Strategic Performance Management</i> in Van Tiem et al, pp. 89-94</li> <li>○ Chapters 2 &amp; 3 of Van Tiem et al</li> </ul> </li> </ul>
<p><b>Week 3</b> <b>02/01-02/07</b></p>	<p><b>TOPIC: HUMAN PERFORMANCE IMPROVEMENT: IT'S ALL ABOUT CHANGE</b></p> <ul style="list-style-type: none"> <li>• Click on the <b>COURSE-AT-A-GLANCE</b> link in the left-hand navigation menu bar</li> <li>• Select the <b>Week 3</b> link [<b>Note:</b> All the following assignments/tasks are accessible under the week's link.]</li> <li>• Read the Week 3 Learning Outcomes</li> <li>• <b>Open Mic Night:</b> (Monday, February 1, 8:45-9:45 PM) via Bb Collaborate for course questions, review (<b>Attendance Optional</b>)</li> <li>• Human Performance Improvement blog topic <b>leaders</b> to upload their initial blog posting by <b>11:59 PM on 02/01</b></li> <li>• <b>Comments to the Human Performance Improvement</b> blog throughout the week</li> </ul>	<ul style="list-style-type: none"> <li>• View Garry Platt's video <i>From Performance Gap to Needs Analysis</i>.</li> <li>• Complete the assigned readings <ul style="list-style-type: none"> <li>○ Case Study #2.1 <i>The Blake Company/Mutschler Kitchens</i> in Van Tiem et al., pp.179-184</li> <li>○ Chapters 4, 6, 7 &amp; 8 of Van Tiem, et al</li> </ul> </li> </ul>

DATE	TOPIC/ACTIVITIES DURING THE WEEK	READINGS & ASSIGNMENTS FOR THE FOLLOWING WEEK
<b>Week 4</b> <b>02/08-02/14</b>	<b>TOPIC: PERFORMANCE ANALYSIS</b> <ul style="list-style-type: none"> <li>• Click on the <b>COURSE-AT-A-GLANCE</b> link in the left-hand navigation menu bar</li> <li>• Select the <b>Week 4</b> link [<b>Note:</b> All the following assignments/tasks are accessible under the week's link.]</li> <li>• Read the Week 4 Learning Outcomes</li> <li>• <b>Performance Analysis</b> blog topic <b>leaders</b> to upload their initial blog posting by <b>11:59 PM on 02/08</b></li> <li>• <b>Comments to the Performance Analysis</b> blog throughout the week</li> </ul>	<ul style="list-style-type: none"> <li>• View Dan Denison's video <i>What is Organizational Culture? Why Culture Matters to Your Organization.</i></li> <li>• Complete the assigned readings <ul style="list-style-type: none"> <li>◦ Egan, T.M. (2008). The relevance of organization subculture for motivation to transfer learning. <i>Human Resource Development Quarterly</i>, 19(4), 299-322.</li> </ul> </li> </ul> <p>Chapter 5 &amp; 16 of Van Tiem et al</p>
<b>Week 5</b> <b>02/15-02/21</b>	<b>TOPIC: ORGANIZATIONAL CULTURE</b> <ul style="list-style-type: none"> <li>• Click on the <b>COURSE-AT-A-GLANCE</b> link in the left-hand navigation menu bar</li> <li>• Select the <b>Week 5</b> link [<b>Note:</b> All the following assignments/tasks are accessible under the week's link.]</li> <li>• Read the Week 5 Learning Outcomes</li> <li>• <b>Organizational Culture</b> blog topic <b>leaders</b> to upload their initial blog posting by <b>11:59 PM on 02/15</b></li> <li>• Comments to the Organizational Culture blog throughout the week</li> </ul>	<ul style="list-style-type: none"> <li>• Complete the assigned readings <ul style="list-style-type: none"> <li>◦ Case Study #3.2 <i>Acquisition of Westford Bank by Spring Harbor Bank</i> in Van Tiem et al., pp.459-464</li> </ul> </li> <li>• Chapters 9, 10 &amp; 18 of Van Tiem et Week 1</li> </ul>
<b>Week 6</b> <b>02/22-02/28</b>	<b>TOPIC: LEARNING VS. NON-LEARNING INTERVENTIONS</b> <ul style="list-style-type: none"> <li>• Click on the <b>COURSE-AT-A-GLANCE</b> link in the left-hand navigation menu bar</li> <li>• Select the <b>Week 6</b> link [<b>Note:</b> All the following assignments/tasks are accessible under the week's link.]</li> <li>• Read the Week 6 Learning Outcomes</li> <li>• Learning vs. Non-Learning <b>Interventions</b> blog topic <b>leaders</b> to upload their initial blog posting by <b>11:59 PM on 02/22</b></li> <li>• <b>Comments to the Learning vs. Non-learning Interventions</b> blog throughout the week</li> </ul>	<ul style="list-style-type: none"> <li>• View the three-part video <i>Business Cases and RFPs: Establishing the Value of Learning</i></li> <li>• Complete the assigned readings <ul style="list-style-type: none"> <li>◦ Case Study #3.1 <i>No Room for Error: Saving a Multi-Office Dental Practice in Michigan</i> in Van Tiem et al., pp. 451-458</li> </ul> </li> <li>• Chapter 19 of Van Tiem et al</li> </ul>

DATE	TOPIC/ACTIVITIES DURING THE WEEK	READINGS & ASSIGNMENTS FOR THE FOLLOWING WEEK
<b>Week 7</b> <b>02/29-03/06</b>	<p><b>TOPIC: INTRODUCTION TO BUSINESS CASE WRITING</b></p> <ul style="list-style-type: none"> <li>• Click on the <b>COURSE-AT-A-GLANCE</b> link in the left-hand navigation menu bar</li> <li>• Select the <b>Week 7</b> link [<b>Note:</b> All the following assignments/tasks are accessible under the week's link.]</li> <li>• Read the Week 7 Learning Outcomes</li> <li>• Introduction to Business Case Writing blog topic <b>leaders</b> to upload their initial blog posting by <b>11:59 PM on 02/29</b></li> <li>• <b>Comments to the Introduction to Business Case Writing</b> blog throughout the week</li> <li>• Explore the sample RFPs and business cases under the RESOURCES link of our Bb course site</li> <li>• Review the document <i>Tips on Writing Business Cases</i> and the <i>Business Case Grading Rubric</i> under the RESOURCES link of our Bb course site</li> <li>• Start working on your business case</li> </ul>	<ul style="list-style-type: none"> <li>• View the eLearning Network's video <i>eLearning Project Management Time and Budget</i></li> <li>• Complete the assigned readings <ul style="list-style-type: none"> <li>○ Chapter 17 of Van Tiem et al</li> </ul> </li> <li>• Complete the anonymous <b>Mid-Semester Feedback</b> survey on Bb by <b>03/06</b></li> </ul>
<b>03/07 – 03/13, SPRING BREAK, NO CLASSES</b>		
<b>Week 8</b> <b>03/14-03/20</b>	<p><b>TOPIC: BUDGETING AND COST MANAGEMENT</b></p> <ul style="list-style-type: none"> <li>• Click on the <b>COURSE-AT-A-GLANCE</b> link in the left-hand navigation menu bar</li> <li>• Select the <b>Week 8</b> link [<b>Note:</b> All the following assignments/tasks are accessible under the week's link.]</li> <li>• Read the Week 8 Learning Outcomes</li> <li>• Budgeting and Cost Management blog topic <b>leaders</b> to upload their initial blog posting by <b>11:59 PM on 03/14</b></li> <li>• <b>Comments to the Budgeting and Cost Management</b> blog throughout the week</li> <li>• Upload a <b>draft</b> of the first three sections (Nature of the Learning Challenge/Opportunity, Alternatives to Consider, Assumptions &amp; Risks of Each Alternative) components of your business case to the <i>Peer Review #1</i> forum on our Bb <b>DISCUSSION BOARD</b> by <b>11:59 PM on 03/20</b></li> </ul>	<ul style="list-style-type: none"> <li>• Complete the assigned readings <ul style="list-style-type: none"> <li>○ Case Study #5.2 <i>Community Healthcare Association of the Dakotas: A Five-level Evaluation Model</i> in Van Tiem et al., pp. 577-584</li> <li>○ Chapters 23 &amp; 24 of Van Tiem et al</li> </ul> </li> </ul>

DATE	TOPIC/ACTIVITIES DURING THE WEEK	READINGS & ASSIGNMENTS FOR THE FOLLOWING WEEK
<b>Week 9</b> <b>03/21-03/27</b>	<b>TOPIC: EVALUATION</b> <ul style="list-style-type: none"> <li>• Click on the <b>COURSE-AT-A-GLANCE</b> link in the left-hand navigation menu bar</li> <li>• Select the <b>Week 9</b> link [<b>Note:</b> All the following assignments/tasks are accessible under the week's link.]</li> <li>• Read the Week 9 Learning Outcomes</li> <li>• <b>Evaluation blog</b> topic <b>leaders</b> to upload their initial blog posting by <b>11:59 PM</b> on <b>03/21</b></li> <li>• <b>Comments to the Evaluation</b> blog throughout the week</li> <li>• Peer Review #1 comments throughout the week</li> </ul>	<ul style="list-style-type: none"> <li>• View the George Siemens video <i>Introduction to Learning Analytics</i></li> <li>• View the video <i>Best Practices in Learning Analytics: McDonald's</i></li> <li>• Assigned Readings <ul style="list-style-type: none"> <li>○ Ferguson, R. (2012). Learning analytics: Drivers, developments and challenges. <i>International Journal of Technology Enhanced Learning</i>, 4(5/6), pp. 304-317.</li> </ul> </li> </ul>
<b>Week 10</b> <b>03/28-04/03</b>	<b>TOPIC: LEARNING ANALYTICS IN ACADEMIC VS. NON-ACADEMIC SETTINGS</b> <ul style="list-style-type: none"> <li>• Click on the <b>COURSE-AT-A-GLANCE</b> link in the left-hand navigation menu bar</li> <li>• Select the <b>Week 10</b> link [<b>Note:</b> All the following assignments/tasks are accessible under the week's link.]</li> <li>• Read the Week 10 Learning Outcomes</li> <li>• <b>Learning Analytics</b> blog topic <b>leaders</b> to upload their initial blog posting by <b>11:59 PM</b> on <b>03/28</b></li> <li>• <b>Comments to the Learning Analytics</b> blog throughout the week</li> <li>• <b>Revise your business case based on feedback from Peer Review #1</b></li> </ul>	<ul style="list-style-type: none"> <li>• View the video <i>Daniel Goleman Introduces Emotional Intelligence</i></li> <li>• Complete the assigned readings <ul style="list-style-type: none"> <li>○ Brackett, Rivers &amp; Salovey article</li> <li>○ Chapter 13 of Van Tiem et al</li> </ul> </li> </ul>
<b>Week 11</b> <b>04/04-04/10</b>	<b>TOPIC: EMOTIONAL INTELLIGENCE</b> <ul style="list-style-type: none"> <li>• Click on the <b>COURSE-AT-A-GLANCE</b> link in the left-hand navigation menu bar</li> <li>• Select the <b>Week 11</b> link [<b>Note:</b> All the following assignments/tasks are accessible under the week's link.]</li> <li>• Read the Week 11 Learning Outcomes</li> <li>• <b>Open Mic Night: (Monday, April 4, 8:45-9:45 PM) via Bb Collaborate for course questions, review (Attendance Optional)</b></li> <li>• Emotional Intelligence blog topic <b>leaders</b> to upload their initial blog posting by <b>11:59 PM</b> on <b>04/04</b></li> <li>• Comments to the Emotional Intelligence blog throughout the week</li> <li>• Upload a <b>draft</b> of your <b>full</b> business case (excluding the Executive Summary and Appendix) to the <b>Peer Review #2</b> forum of the Bb <b>DISCUSSION BOARD</b> by <b>11:59 PM</b> on <b>04/10</b></li> </ul>	<ul style="list-style-type: none"> <li>• No readings/assignments for the following week</li> </ul>

DATE	TOPIC/ACTIVITIES DURING THE WEEK	READINGS & ASSIGNMENTS FOR THE FOLLOWING WEEK
<p><b>Week 12</b> <b>04/11-04/17</b></p>	<p><b>TOPIC: BUSINESS CASE DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>• Click on the <b>COURSE-AT-A-GLANCE</b> link in the left-hand navigation menu bar</li> <li>• Select the <b>Week 12</b> link [<b>Note:</b> All the following assignments/tasks are accessible under the week's link.]</li> <li>• Read the Week 12 Learning Outcomes</li> <li>• <b>Peer Review #2</b> comments throughout the week</li> </ul>	<ul style="list-style-type: none"> <li>• View the video <i>Enterprise Tools and Technologies</i> Complete the assigned readings <ul style="list-style-type: none"> <li>○ ATD report <i>How Web 3.0 Will Transform Learning in High-Performing Organizations: EXECUTIVE SUMMARY</i></li> <li>○ Exhibit 3.1, pp. 465-472 of Van Tiem et al</li> </ul> </li> </ul>
<p><b>Week 13</b> <b>04/18-04/24</b></p>	<p><b>TOPIC: TOOLS &amp; TECHNOLOGIES FOR PERFORMANCE IMPROVEMENT</b></p> <ul style="list-style-type: none"> <li>• Click on the <b>COURSE-AT-A-GLANCE</b> link in the left-hand navigation menu bar</li> <li>• Select the <b>Week 13</b> link [<b>Note:</b> All the following assignments/tasks are accessible under the week's link.]</li> <li>• Read the Week 13 Learning Outcomes</li> <li>• Tools &amp; Technologies for Performance Improvement blog topic <b>leaders</b> to upload their initial blog posting by <b>11:59 PM</b> on <b>04/18</b></li> <li>• Comments to the Tools &amp; Technologies for Performance Improvement blog throughout the week</li> <li>• <b>Upload a draft of your complete business case (all components) to the Peer Review #3 forum of our Bb DISCUSSION BOARD by 11:59 PM on 04/24</b></li> </ul>	<ul style="list-style-type: none"> <li>• Complete the anonymous Mason <b>Online Course Evaluation Survey</b>, the link to which was emailed to you from Mason's Office of Institutional Research and Reporting</li> </ul>

DATE	TOPIC/ACTIVITIES DURING THE WEEK	READINGS & ASSIGNMENTS FOR THE FOLLOWING WEEK
<p><b>Week 14</b> <b>04/25-05/01</b></p>	<p><b>TOPIC: BUSINESS CASE REFINEMENT</b></p> <ul style="list-style-type: none"> <li>• Click on the <b>COURSE-AT-A-GLANCE</b> link in the left-hand navigation menu bar</li> <li>• Select the <b>Week 14</b> link [<b>Note:</b> All the following assignments/tasks are accessible under the week's link.]</li> <li>• Read the Week 14 Learning Outcomes</li> <li>• Peer Review #3 comments throughout the week</li> <li>• Upload <b>three (3)</b> copies of the <b>final</b> version of your <b>complete</b> business case to our Bb course site by <b>11:59 PM</b> on <b>05/01</b> as follows: <ul style="list-style-type: none"> <li>○ <b>One (1)</b> copy to the <b>ASSIGNMENTS</b> link in the left-hand navigation menu of our Blackboard course site for instructor grading;</li> <li>○ <b>One (1)</b> copy to the <b>ASSESSMENTS</b> link in the left-hand navigation menu of our Blackboard course site for the university's assessment and accreditation system, and;</li> <li>○ <b>One (1)</b> copy to the <b>Business Case De-brief</b> forum of the Blackboard <b>DISCUSSION FORUM</b> to share with fellow course members.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Reminder:</b> Complete the anonymous Mason <b>Online Course Evaluation Survey</b>, the link to which was emailed to you from Mason's Office of Institutional Research and Reporting</li> </ul>
<p><b>Week 15</b> <b>05/02-05/08</b></p>	<p><b>TOPIC: BUSINESS CASE DE-BRIEF &amp; COURSE WRAP-UP</b></p> <ul style="list-style-type: none"> <li>• Comments on the business cases throughout the week <ul style="list-style-type: none"> <li>○ <b>Note:</b> Although these comments are strictly <b>voluntary (ungraded)</b>, it benefits both the reviewer and the reviewee to comment on the final versions of the business cases</li> </ul> </li> <li>• Upload your <b><i>Blog Discussion Participation Reflections</i></b> paper to the <b>ASSIGNMENTS</b> link in Bb by <b>11:59 PM</b> on <b>05/08</b></li> </ul>	

**ASSESSMENT RUBRIC:**

**Business Case Grading Rubric**

(Total Possible Points: 40)

<b>IBSTPI COMPETENCY</b>	<b>Criteria</b>	<b>Does Not Meet Standards</b>	<b>Meets Standards</b>	<b>Exceeds Standards</b>
<b>Management: 20: Apply business skills to managing the instructional design function</b>	<b>Executive Summary</b>	Summary misses most components of the Business Case or is unclear; exceeds word limit  <i>0.00-1.59 points</i>	Provides a summary of most components of the Business Case; exceeds word limit  <i>1.60-1.94 points</i>	Provides a clear summary of all components of the Business Case in 300 words or less  <i>1.95-2.00 points</i>
<b>Planning &amp; Analysis: 6: Conduct a needs assessment in order to recommend appropriate design solutions &amp; strategies</b>	<b>Nature of the Learning Challenge/ Opportunity</b>	Learning challenge/opportunity definition not clearly stated, gap and cause analysis incomplete or missing  <i>0.0-4.79 points</i>	Clear learning challenge/opportunity definition but supporting gap and cause analysis incomplete  <i>4.80-5.94 points</i>	Clear learning challenge/opportunity definition supported by gap and cause analysis  <i>5.95-6.00 points</i>
<b>Management: 20: Apply business skills to managing the instructional design function</b>	<b>Alternatives to Consider</b>	Pros and cons either not provided or do not flow logically from evidence presented  <i>0.0-3.19 points</i>	Some pros and cons provided and flow logically from evidence presented  <i>3.20-3.94 points</i>	Pros and cons of each alternative are provided and flow logically from evidence presented  <i>3.95-4.00 points</i>
<b>Management: 20: Apply business skills to managing the instructional design function</b>	<b>Assumptions and Risks of Each Alternative</b>	Assumptions, consequences and risks of each alternative are not defined, no supporting evidence  <i>0.0-3.19 points</i>	Some assumptions, consequences and/or risks associated with each alternative are defined, some supporting evidence  <i>3.20-3.94 points</i>	Assumptions, consequences and risks associated with each alternative are clearly defined with supporting evidence  <i>3.95-4.00 points</i>

<b>IBSTPI COMPETENCY</b>	<b>Criteria</b>	<b>Does Not Meet Standards</b>	<b>Meets Standards</b>	<b>Exceeds Standards</b>
<b>Management: 21: Manage partnerships &amp; collaborative relationships</b>	<b>Financial Metrics and Measures</b>	Financial metrics/KPIs and intangible measures for each alternative are not defined, no evidence of input from the organization's Finance Dept.  <i>0.0-4.79 points</i>	Financial metrics/KPIs and intangible measures for each alternative are defined but with little or no evidence of input from the organization's Finance Dept.  <i>4.80-5.94 points</i>	Financial metrics/KPIs and intangible measures for each alternative are clearly defined, with evidence of input from the organization's Finance Dept.  <i>5.95-6.00 points</i>
<b>Management: 20: Apply business skills to managing the instructional design function</b>	<b>Business Impact of Each Alternative</b>	Outcomes and benefits for each scenario not indicated, features not illustrated in charts, graphics  <i>0.0-4.79 points</i>	Some outcomes and benefits indicated, with features illustrated in charts, graphics  <i>4.80-5.94 points</i>	Main outcomes and benefits for each scenario are clearly indicated, with features illustrated in charts, graphics  <i>5.95-6.00 points</i>
<b>Management: 20: Apply business skills to managing the instructional design function</b>	<b>Conclusions and Recommendations</b>	No specific alternative recommended or no rationale provided for recommendation  <i>0.0-3.19 points</i>	States which specific alternative is optimal, rationale for recommendation not fully supported by evidence  <i>3.20-3.94 points</i>	Clearly states which specific alternative is optimal, along with evidence-based rationale for recommendation  <i>3.95-4.00 points</i>
<b>Management: 22: Plan and manage instructional design projects</b>	<b>High-level Implementation and Evaluation Plan</b>	Plan does not identify tasks, responsibilities, resources or timelines, no success indicators  <i>0.0-3.19 points</i>	Plan identifies some tasks, responsibilities and resources, general success indicators  <i>3.20-3.94 points</i>	Plan clearly identifies tasks, responsibilities, material and human resources, along with observable, measurable indicators of success  <i>3.95-4.00 points</i>

<b>IBSTPI COMPETENCY</b>	<b>Criteria</b>	<b>Does Not Meet Standards</b>	<b>Meets Standards</b>	<b>Exceeds Standards</b>
<b>Management: 22: Plan and manage instructional design projects</b>	<b>Appendix</b>	No references, supporting documents provided  <i>0.0-1.59 points</i>	Contains some supporting documents, other supporting documents that should be in the Appendix are in the main text  <i>1.60-1.94 points</i>	Contains detailed tables, charts, references and other supporting documents  <i>1.95-2.00 points</i>
<b>Professional Foundations: 1: Communicate effectively in written &amp; oral form</b>	<b>Language:</b>	Rules of English grammar, usage, spelling and punctuation are not followed, multiple language errors throughout the business case document  <i>0.0-1.59 points</i>	Rules of English grammar, usage, spelling and punctuation are generally followed throughout the business case document, one or two minor language errors  <i>1.60-1.94 points</i>	Rules of grammar, usage, spelling and punctuation are followed consistently throughout the business case document, no language errors  <i>1.95-2.00 points</i>