

LTLE 610: Principles of Instructional Design

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Mutual Benefit

The project method used in this course is one that calls for mutual benefit to:

- JMU students in applied graduate programs where: (a) learning in authentic contexts is desired; (b) evidence of learned knowledge, skills, and attitudes must be demonstrated through ADDIE outputs in practice; and (c) a range of portfolio materials are needed as evidence of having met course objectives and any key assessment requirements.
- Partners or clients who need instructional design help to fill an authentic need, solve a problem, or innovate; who welcome student work for this purpose; and who are willing to invest time, resources, and expertise at specified intervals during the semester to work with students and/or student pairs/teams.
 - If the partner or client (the person) is employed by an off-campus organization, we will try to limit communications to 3 times during the semester - during analysis, design, and presentation periods of the semester. These are essential times for input and/or feedback.
 - If the partner or client is a JMU employee, we may have access to communicate with them more often, without disrupting their work that may be crafted around the semester model.

Project Management

To manage a mutually beneficial project and its many parts requires careful selection of projects and partners; negotiation of details, project nature, and project scope; and ongoing professional and positive communications among instructor, students, and partners or clients. Professionalism includes at least those qualities detailed on the [JMU Ed Tech Dispositions Statement and Policy](#)[Links to an external site.](#)

Please browse this [Project Management for Instructional Designers](#)  pdf book for topics most helpful to you when learning how to manage ID projects and/or processes. For example, you might read chapters 4, 5, and 8, that detail working with clients, working with teammates, and project time management, respectively. These are a part of the ID semester experience.

Our Focus

At the center of our ID course projects are stakeholders and learners in the target population. We want to know all about them in order to design in a way that is useful to them. We need to have empathy for stakeholders who will be impacted by our designs, and for our partners or clients who have asked for our help.

Since own preferences will not drive ID decision-making this semester, it will be important to ask important questions, work where there is ambiguity, and negotiate details and direction among other things.