

Assurance of Student Learning

2019-2020

College of Education and Behavioral Sciences

School of Teacher Education

Instructional Design – 0418

Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages.

Student Learning Outcome 1: Students will design and develop instructional solutions, including appropriate combinations of traditional/-instructor-led strategies, constructivist techniques, technology systems, and performance support systems.

Instrument 1

Each student will apply four current trends in the instructional design and technology field to help solve the identified performance problems and achieve the performance improvement goals (ID 587). This will be measured by a rubric.

Instrument 2

Each student will design, develop, and evaluate a print-based, self-paced instructional unit on a topic of his/her choice, following the classic instructional design process (ID 570). This will be measured by a rubric.

Instrument 3

Each student will create multimedia instruction (e.g., audio, video, interactive tutorial) on a topic of his/her choice (ID 588). This will be measured by a rubric.

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.	Met	Not Met
Student Learning Outcome 2: Students will develop adequate knowledge of the instructional design field and related theories and approaches.		
Instrument 1	Students will identify a trend in distance education and demonstrate how a technology of choice can be used to reflect the trend (ID 585). This will be measured by a rubric.	
Instrument 2	Students will create an instructional system design model for a specific context of application of their choice (ID 560). This will be measured by a rubric.	
Instrument 3		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.	Met	Not Met
Student Learning Outcome 3:		

Instrument 1			
Instrument 2			
Instrument 3			
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.	Met	Not Met	
Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)			
<p>We will continuously update the course content related to the projects to keep up with the trends and technologies in the instructional design and technology field. We will introduce more opportunities for synchronous communication in an online environment to support student progress and growth.</p>			

Student Learning Outcome 1				
Student Learning Outcome	Students will design and develop instructional solutions, including appropriate combinations of traditional/- instructor-led strategies, constructivist techniques, technology systems, and performance support systems			
Measurement Instrument 1	Each student will apply four current trends in the instructional design and technology field to help solve the identified performance problems and achieve the performance improvement goals.			
Criteria for Student Success	Students need to receive a score of C or above on the ID 587 final project rubric (click here to view the evaluation rubric)			
Program Success Target for this Measurement	90% of students receive a score of C or above on the rubric and on no individual rubric area will the average score across all students be less than C.		Percent of Program Achieving Target	100% of the students successfully completed the project.

Methods	Twelve students enrolled in ID 587 during 2019-2020. All students completed the course and the project successfully.		
Measurement Instrument 2	Each student will design, develop, and evaluate a print-based, self-paced instructional unit on a topic of his/her choice, following the classic instructional design process.		
Criteria for Student Success	Students need to receive a score of C or above on the ID 570 final project rubric, i.e., meeting at least five or more criteria on the checklist (click here to view the evaluation rubric)		
Program Success Target for this Measurement	90% of students receive a score of C or above on the rubric and on no individual rubric area will less than 80% of the students fail to meet the criteria.	Percent of Program Achieving Target	100% of the students received a score of C or above related to this learning outcome (85% of the students received an A, 15% of the students received a B).

Methods	This instructional unit design project is the final project for ID 570, which is a required course. A total of 13 students completed the course during 2019-2020. All students successfully designed a print-based, self-based instructional unit on a topic of their choice, with 85% of the students receive an A and 15% of the students receive a B.		
Measurement Instrument 3	Each student will create multimedia instruction (e.g., audio, video, interactive tutorial) on a topic of his/her choice.		
Criteria for Student Success	Students need to receive a score of C or above on the ID 588 final project rubric (click here to view the evaluation rubric)		
Program Success Target for this Measurement	90% of students receive a score of C or above on the rubric and on no individual rubric area will the average score across all students be less than C.	Percent of Program Achieving Target	89% of the students received a score of C or above related to the learning outcome. One student received a grade of D.
Methods	The project related to this learning outcome is a component of ID 588, which is an elective course. A total of 9 students completed the course in Fall 2019. Eight of the 9 students received an A and one student received a D.		

<p>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.</p>	<p>Met</p>	<p>Not Met</p>
<p>Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)</p>		
<p>We redesigned ID 588 from a three-week course to a regular 16-week course and offered it the first time as a full-term course in Fall 2019. Covering the course in 3 weeks presented some challenges for some of the students. The 16-week ID 588 was offered in Fall 2019 for the first time. Course outcomes are reviewed by the program faculty. More resources will be provided to the students to scaffold their learning.</p>		
<p>Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)</p>		
<p>Feedback from the students taking ID 588 in Fall 2019 seem positive. We will continue to offer this course in the fall and update the course content to keep up with the changes in technology and support student progress and growth. We will continue to update ID 570, ID 587, and ID 588 courses to support student progress and growth.</p>		

Student Learning Outcome 2

Student Learning Outcome	Students will develop adequate knowledge of the instructional design field and related theories and approaches.		
Measurement Instrument 1	Students will identify a trend in distance education and demonstrate how a technology of choice can be used to reflect the trend.		
Criteria for Student Success	Students need to receive a score of C or above on the ID 585 final project rubric (click here to view the evaluation rubric)		
Program Success Target for this Measurement	90% of students receive a score of C or above on the rubric and on no individual rubric area will the average score across all students be less than C.	Percent of Program Achieving Target	100% of the students received a score of C or above.
Methods	This project is a component for ID 585. A total of 10 students completed the course during 2019-2020. All students successfully completed the project.		
Measurement Instrument 2	Students will create an instructional system design model for a specific context of application of their choice.		

Criteria for Student Success	Students need to receive a score of C or above on the ID 560 final project rubric (click here to view the evaluation rubric)		
Program Success Target for this Measurement	90% of students receive a score of C on the rubric and on no individual rubric area will the average score across all students be less than C.	Percent of Program Achieving Target	95% of the students received a score of C or above.
Methods	This project is a component for ID 560, which is a required course. A total of 19 students completed the course in 2019-2020. 95% of the students successfully completed the project, with 17 students receive an A, one student received a C, and one student received an F.		
Measurement Instrument 3			
Criteria for Student Success			
Program Success Target for this Measurement		Percent of Program Achieving Target	

Methods	
----------------	--

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.	Met	Not Met
--	------------	----------------

Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)

Outcomes for the course (ID 560, ID 585) were reviewed by the program faculty. Adjustments were made to the course schedule (ID 588) and content were updated to support student progress and growth.

Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)

The course content related to the projects will be continuously updated to keep up with the trends and technologies in the instructional design and technology field.

--	--	--	--	--	--	--

Student Learning Outcome 3			
Student Learning Outcome			
Measurement Instrument 1			
Criteria for Student Success			
Program Success Target for this Measurement		Percent of Program Achieving Target	
Methods			
Measurement Instrument 2			

Criteria for Student Success			
Program Success Target for this Measurement		Percent of Program Achieving Target	
Methods			
Measurement Instrument 3			
Criteria for Student Success			
Program Success Target for this Measurement		Percent of Program Achieving Target	
Methods			

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.	Met	Not Met
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)		
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)		

Rubric for Grading Term Paper Description of Criteria

Criteria*	A (Excellent)	B (Satisfactory/ “OK”)	C (Poor)	F (Unacceptable)
A. Description of Organization, Performance Problems & Goals (weight: ~10%)	Very clear description of the organization, and its performance problems and goals	Moderately clear description of the organization, and its performance problems and goals	Description of <u>one</u> element (organization, performance problems, or performance goals) is unclear or unstated.	Description of <u>two</u> elements (organization, performance problems, or performance goals) is unclear or unstated.
B. Comprehension of the major ideas/practices associated with each selected trend** (weight: ~30%)	Description of each of <u>four</u> major ideas/practices is very clear and accurate.	Description of <u>three</u> major ideas/practices is moderately clear and accurate.	Description of <u>two</u> major ideas/practices is moderately clear and accurate.	Description of <u>less than two</u> major ideas/practices is moderately clear and accurate.
C. Specific example of how trend might be used to help attain Performance goals** (weight: ~60%)	Provides a very detailed specific example of how the major ideas/practices associated with the trend might be employed to help attain one or more performance goals	Provides a moderately detailed specific example of how the major ideas/practices associated with the trend might be employed to help attain one or more performance goals.	Provides a specific example, but with few details regarding how the major ideas/practices associated with the trend might be employed to help attain one or more performance goals.	Does not provide a specific example of how the major ideas/practices associated with the trend might be employed to help attain one or more performance goals.
D. Organization, Clarity and Style (see below***)				

NOTES:

* Criteria will be applied holistically; individual weightings are an approximation; performing poorly on one criterion is likely to affect performance on other criteria

** These criteria will be applied individually to your description of each of the four trends you select

*** Papers that are poorly written and/or poorly organized, and/or contain numerous grammar or spelling errors will be downgraded by at least one letter grade.

OTHER CRITERIA:

- **If your paper is submitted late, your grade on the paper will be reduced by at least one full letter grade. (e.g., from an “A” to a “B”).**
- **Papers that do not adhere one or more of the *Other Guidelines* listed on the previous page or that are longer than 18 double-spaced pages (not counting the title page and reference list) will not be accepted. They will have to re-written, and your grade on the paper will be reduced by at least one full letter grade.**

ID 570 Report 4

Final Course Materials and 1-on-1 Formative Evaluation

Tasks to be Completed in Preparation for this Report

1. Complete development of your instruction and assessment instruments.
2. Conduct 1-to-1 evaluations, and make revisions to your instruction and assessments accordingly.

Directions for Writing this Report

Report 4 should contain the components described below. All Report 4 materials should be submitted through the course website.

PART I OVERVIEW

Comments on Revisions. Describe any significant changes you have made to your project since the submission of Report 3. Do not revise Report 3.

Instructional Analysis. If you made changes to your analysis after Report 3, then include the new version. If you did not make changes, indicate as such, and I will refer back to the previously submitted version.

Objectives and Assessment Items. Include your final list of objectives (numbered and written in full) and the specific pretest and posttest items (by number) that were used to measure learner attainment of each objective. You do not have to include the actual assessment items in this list but their numbers and indicate whether each item appeared on the pretest or the posttest.

PART II FORMATIVE EVALUATION REPORT

The purpose of the formative evaluation report is to describe the learners who participated in the evaluation, the procedures you employed, the data you collected, and the revisions you made or intend to make as a result of your evaluations. The formative evaluation report should include both procedures and results of your one-to-one evaluation. It should closely follow the Formative Evaluation Report format described in a separate file.

PART III FINAL INSTRUCTIONAL MATERIALS

Instructional Unit. Include a copy of the instructional unit you revised based on the feedback of the 1-on-1 formative evaluation. The cover page should list:

- your name;
- the semester and year the project was undertaken; and
- the target audience for your instructional unit.

If available, I would prefer that you submit your instructional unit in PDF format in one file.

Tests and Attitude Survey. Include a copy of the pretest, posttest and attitude survey you used during the 1-on-1 evaluation process.

Parts I and II may be submitted as one file. The instructional module and assessment instruments should be submitted as separate files.

Criteria for Evaluating Final Course Materials and Formative Evaluation Report

The following criteria will be used for evaluating the final course materials and formative evaluation report.

Instructional Unit, Tests and Attitude Survey

____ Are the format, writing style, and instructional design features of your **instructional unit** satisfactory in light of the guidelines discussed in class and in the textbook? In addition, does the cover page of the unit list your name, the semester and year of the project, and intended target audience for your unit?

____ Are the **pretest, posttest, and attitude survey** satisfactory in light of the guidelines discussed in class and in the textbook?

Formative Evaluation Report

____ Are the characteristics of the three (or more) **learners** you used during the one-to-one phase clearly described and appropriate in light of the guidelines discussed in class and in the textbook?

____ Are the **procedures** you used during the one-to-one phase clearly described and satisfactory in light of the guidelines discussed in class and in the textbook?

____ Are the **data** you collected during the one-to-one phase clearly and thoroughly described (in prose and tables), and satisfactory in light of the guidelines discussed in class and in the textbook?

____ Are the **revisions** you said you made after the one-to-one phase clearly described? (be sure to be specific)

____ Are the **reasons** why you would make each revision clearly described? (note: so as to facilitate understanding, as you describe each change, describe the reason for it)

____ In light of the data and your explanations, are the **revisions**

Project 4: Captivate Tutorial (60 pts)

What To Do

- **Interactive Captivate Tutorial:** You will create an interactive tutorial using Adobe Captivate to teach and quiz users on any topic of your choice. This will be your opportunity to integrate all the skills you just learned from our previous three projects (using audio, video, animations, design principles, etc.) to produce a fully interactive tutorial.

Warning! Do NOT install Captivate until we begin working on the assignment. If you install Captivate too early, the software will expire before you have had time to complete and submit your assignment.

- **Design Paper:** to be submitted with Captivate Tutorial. Include the following in your design paper:
 - Description of intended audience
 - Learning objectives addressed by the tutorial
 - Description of how the learner will interact with and control the tutorial (just watch? Click along?)
 - Description of the opportunities for practice and feedback. Be sure to explain WHY you made these design decisions.

Parameters

THE CONTENT

Select a Topic for Your Captivate Tutorial. It can be any topic of your choice. Your Captivate tutorial must include: [Share useful time-saving tips](#)

1. Main menu with background music and music fade out
2. Slides to present introduction
3. Slide to present statement of objectives with voice narration
4. Slide presenting overview of the contents and activities in the tutorial with voice narration
5. Present information with a movie demonstration of the task to be learned
6. Movie demonstrations must include **text annotation** to highlight each main step
7. Movie demonstrations must include **audio voice overs**.
8. A practice simulation that tests the user's ability to perform the task. Provide verbal prompts to ask the user to perform the next step in the task without providing the user any hints as to how or where to click to perform the step. If the user clicks on the wrong place, provide some form of feedback to help the user get one step closer to finding the right place to click.

9. A quiz to assess the learner, provide feedback, and to stimulate recall. Quiz items must include topic-contingent feedback or response-contingent feedback. See page six of Mason & Bruning for a refresher on topic- and response-contingent feedback. [[article](#)]
10. Closing slide with closing remarks presented in a video head shot
11. Final slide with rolling credits (Create the credits in PowerPoint [[view](#)] and record them with full motion video in Captivate [[view](#)].)

THE GRADING

Your assignment will be graded based on the following elements:

- **technical soundness:**

title caption

smooth delivery of video demonstration with audio and clearly, well-placed on screen annotations

clarity of audio

audio that enhances and does not distract

functional simulation using "training mode"

functional quiz with clear navigational design and/or simulation assessment

posted to a website

- **Instructional soundness** of the tutorial:

easy to follow instructions and screen navigation

appropriate integration of video, text, and audio based on [Mayer's e-learning principles](#)

appropriate use of simulations to provide learner practice

gains audience attention

clearly identified intended target audience

clearly states the objectives

stimulates recall of prior learning with appropriate and well-designed quiz

presents appropriate instructional content

closes with summary of main points

to what extent [Gagne's nine events of instruction](#) are implemented

- **Design paper** clearly addresses all the bullet points listed above

** See a comprehensive list of guidelines and tips on pages 135-137 in Alessi & Trollip's (2007) Chapter 4 Tutorials.

How to Submit Assignment

Attach your Captivate file in both the original .cp format and the .swf or html 5 format and your design paper in the Module 4 blog site in Blackboard. Make sure you name the file following the naming structure indicated in the syllabus, for example, **Huang.ID588.Captivate Tutorial** or **Huang.ID588.Tutorial Design Paper**. Review other students' posts and respond to at least one of them.

For Adobe Captivate 2019 users

If you used an unlicensed version of **Captivate 2019** (or any other versions), your cpt files and swf files will not be viewable/accessible once your 30 day trial expires. Once your swf file expires, you will not be able to open, view, and use the swf file. To document the work you've done (and to make sure that we can grade your tutorial) for future reference, your options are:

- a) Find someone with a licensed version of Captivate 2019 to help you republish your cpt and swf/html5 files
- b) AND/OR, record a personal demonstration of your tutorial to produce a video that steps through & describes your tutorial from start to end.

ID 585 Final Project

The final project is designed to provide you with an opportunity to explore and apply distance technology. You will select a trend covered in the course materials or maybe one you've studied on your own. Using that trend, you will first write a summary document describing the purpose, the definition of the trend and its main features, how it would specifically be utilized in a distance education course, the advantages and disadvantages of the trend, and a conclusion. You will then create an actual example demonstrating the project in use.

Final project Phase 1

For phase 1 of the final project, you will first conduct a thorough research on the Internet and select a trend in distance education. It can be a trend that is mentioned in class or one that you are interested in.

You will then select a technology that is utilized with that trend and write a summary (5-6 pages) of the trend including an introduction, the definition of the trend and your selected technology, the main features of the technology, how it would specifically be utilized in a distance education course, the advantages and disadvantages of the trend and a conclusion. You must have at least two cited educational resources supporting your discussion. For example, (and you can't use this in your paper), one trend that you might select is [pedagogical agents](#), i.e., online animated characters for instructional purposes. You may say you could incorporate Voki (<http://www.voki.com/>) technology, a free educational tool for creating talking avatars, and describe how Voki could be used to create a pedagogical agent serving an intended role for your distance courses (e.g., expert, learning peer, motivator, etc).

Final project Phase 2

For phase 2 you will develop an example that shows the technology you selected in use with the trend. For example, in our phase 1 we said an example might be using Voki to create a pedagogical agent. For Phase 2, I would create assignment directions on how to utilize Voki in my course, and then I would develop an example of Voki being used. The example format can vary depending on the technology you select and how you would like to present the example. Regardless, it is important to ensure that the example is clear to the audience.

**If you selected a technology that is inaccessible (meaning it does not have a free trial available for you to use), please generate another form of presentation (ex: video or audio with text and screenshots) describing what your example would be if you had access to the resource.

Use the following rubric to evaluate your summary and example for the final project. (On next page)

ID 560 Instructional Design

Element	Points Possible
Summary (Phase 1)	
Introduction <ul style="list-style-type: none">Includes an introduction to the course as well as an introduction to the purpose of the assignment	10
Definition of Trend <ul style="list-style-type: none">Includes a cohesive definition of a distance education trend cited by textbooks and other resources where appropriate	10
Selected Technology <ul style="list-style-type: none">Includes name, vendor information and definition of selected technology	10
Main Features of Selected Technology <ul style="list-style-type: none">Includes detailed information of the main features of the selected technology and incorporates screenshots where useful	10
Utilization <ul style="list-style-type: none">Includes a detailed description of the utilization of the technology with the trend in a distance education courseIncludes specific examples of how the technology will be utilized	10
Advantages <ul style="list-style-type: none">Includes detailed information on the advantages of using the selected technology with the trend selectedIncorporates resource citations from the textbook and other resources where appropriate	10
Disadvantages <ul style="list-style-type: none">Includes detailed information on the disadvantages of using the selected technology with the trend selectedIncorporates resource citations from the textbook and other resources where appropriate	10
Conclusion <ul style="list-style-type: none">Includes a cohesive conclusion on the information presented in the paper	10

ID 560 Instructional Design

Summary Specifics <ul style="list-style-type: none">• Paper is 5-6 pages in length (double spaced)• Includes minimum of 2 resources cited outside of required course readings• Cites the textbook and course readings where appropriate• Paper is on time• Paper is in APA format• Paper includes a reference sheet and cover page	10
Project Example (Phase 2)	
Technology Directions <ul style="list-style-type: none">• Directions are clear and a rubric is provided for learner just as it would be if it was utilized in a real distance education course	30
Project Example <ul style="list-style-type: none">• Example works technically• Example clearly demonstrates use with the distance education trend	30
Total Points	150

Final Project Guidance

Value: 100 points

How to Submit: Via the Assignment submission link in Blackboard

Purpose

The purpose of this assignment is for you to incorporate the primary things you have learned this semester into a problem-solving exercise. More specifically, your task is to create an instructional system design model for a specific context of application (that is, a specific company or organization, or a unit within the organization).

Assumptions

In your paper, you must establish one of the two following conditions: Either

1. the organization has a systematic instructional design process but it is not satisfactory and needs to be improved, or
2. they do not have a systematic instructional design process and would benefit from having one. In fact, they might not even have a formal instructional design and development subgroup within the organization and would benefit from creating such a subsystem together with endowing it with a systematic process to use.

Thus, you must describe what the current conditions are that provide a basis for concluding that the solution is to create a systematic instructional design model and to provide the support necessary to implement it, such as assigning people to do instructional design if they don't already exist.

3. Another assumption is that no model will be truly operational in a given situation unless it has been customized to fit the nomenclature and ways of assigning responsibility that are compatible with that organization.

Situation

Describe the characteristics of an organization of your choice. You can hypothetically build on the existing situation to create a set of conditions that are appropriate for this assignment. For example, if the organization you have been writing about does not have a training development group and they do only a minimal amount of training for new employees, you can get creative and expand the given situation into one that will work for you. Following is an example of what I mean.

Assume that you work for a company such as Olive Garden and you are a server. Thus, you have little knowledge about their overall corporate functioning. However, you know that in your restaurant, new employees are given some self-study materials to read and then they follow an experienced server for a while. Then, they are allowed to take more responsibilities and finally given a table to serve. The experienced server then observes and coaches them until they are ready to work independently. At the same time, based on your needs assessment, you know that this training process isn't working very well. It takes too much of the experienced servers time, the instruction in the self-study manuals isn't teaching the right things, and there are still more problems with customer service because many of the experienced servers aren't doing things right and they are just perpetuating the problems when they coach the new hires.

You have determined that better training of the new hires and in-service training for the experienced servers would help solve the problems. However, the local restaurant does not have the time or money to support such a training development effort. So, your local manager contacts the regional office and finds out that other Olive Gardens are having similar problems. All of them feel that the training materials they get from the regional office are inadequate, and the regional office doesn't know how to improve them. They get their materials from a vendor who provides generic programs of instruction on serving and customer service. Therefore, the decision is made to establish a training development center at the regional office and to prepare an instructional development model for them to use.

The above example is all hypothetical except for the name of the restaurant. I have no idea whether they provide printed self-study materials or not. But, the scenario I presented sounds plausible and is, in fact, plausible. It is not unlike actual situations I have seen.

If your situation is in an actual organization, then you can use it as is if it fits, or create the conditions that are appropriate for this assignment.

Basis (Existing Model)

In creating an instructional development model for this organization, you can choose any of the existing models you have studied as a starting point, including the one in the textbook, or you can use the model that currently exists in your organization if there is one. **However, as indicated in the assumptions, you will need to modify the initial model to fit the specific requirements of your organization and the problems (real or hypothetical) that currently exist.** Models can vary in the number of steps they have, their emphasis on evaluation, delivery system selection, formative evaluation, front-end analysis, divisions of labor as in having separate groups to analysis, design & development, and delivery, etc.

In the hypothetical example described above, your model would have to contain provisions for doing needs assessments and training design steps that contain provisions for dealing with regional and cultural differences in the various Olive Garden restaurants, including language problems that might exist in some ethnic neighborhoods.

Advice

- The more specifically you can describe the steps and activities in your model, the better.
- Be sure to describe each part of your model. Do not just present a diagram and assume that it is self-explanatory.

ID 560 Instructional Design

- When describing your model and your rationales for its various features, make reference to the text book and other readings. As you know, I do not give you a formal examination on the contents of the readings. Therefore, in this final paper I look to see if you are supporting the various parts of your model with meaningful references to the readings.
- Provide a clearly explained overview of the situation and problems, as called for in the assignment description.

Criteria for Evaluation

Following are six factors that will be considered when reviewing your assignment:

- Do you cover all the points in the assignment description?
- Is your report presented in a well-formatted manner with side headings and use of white space that makes it easy to read and to connect the various parts of your paper to the various points in the assignment description?
- Do you provide clear description and explanation for the various parts of the model?
- Do you explain why the original model needs to be changed and do you provide an overview of what the changes are?
- Do you include supporting references to the textbook and other readings from the course, or adjunct readings if you have any at your disposal?
- Are your model and the conditions you describe for implementing it plausible based on the problem and setting that you describe at the beginning of your paper?

Please refer to page 4 for more detailed evaluation criteria. Use the criteria to guide your paper and self-evaluate it before your submission.

Other Guidelines

- Organization, clarity, and writing style of your paper will also be a factor in determining your grade on this paper, so be sure to focus on these factors as you prepare your paper.
- Be sure to double space the entire paper
- Be sure to use 12 point font for the entire paper
- Be sure to submit your paper as a Word document so that I can use Track Changes to note my comments

Grading

Assuming that your paper is submitted on time, the grade you receive will be based on how well you meet the criteria described in the chart on the next page.

On the next page is an outline of the contents for the ID Process Model Assignment. Please use the same structure for your paper with respect to the major sections. However, you do not have to treat each of the bulleted subtopics as a distinct subsection of the paper. These are given to you as suggestions for points to consider in each section. There may be other points you wish to make, and some of the points listed below might not be relevant for your paper. Also, it is okay to begin with an actual organization and situation, but to hypothetically expand it so that it can accommodate the requirements of this assignment.

Include citations to the textbook and other references to explain and support your model.

Acknowledgement

The assignment was originally created by Dr. John Keller from Florida State University.

ID 560 Instructional Design

	INTRODUCTION (This is an introduction to your paper, its purpose, and its organization.)
10 pts	1. SETTING: ORGANIZATIONAL CHARACTERISTICS <ul style="list-style-type: none">• Description of the target organization and, if appropriate, the larger organization in which it is located• What are the goals or purposes of the target organization? Who are its customers?• What kinds of training are produced and delivered by this organization?• Organizational structure (the context in which training or education is prepared and/or delivered and how it relates to other parts of the organization or to external customers)
10 pts	2. PROBLEM ANALYSIS: GAPS IN CURRENT EDUCATION/TRAINING PROCESS <ul style="list-style-type: none">• What is the current approach to designing and developing training?• Does the organization use a formal process such as a systems approach? If so, what is it?• How is the organization staffed (how many people with what kinds of skills and what are their roles in relation to design and development)?• What problems are there in the current situation?¹ (Describe the problems in terms of a gap between the results of the current process and the desired results.)• If your proposed changes were to be implemented, how would you determine if they were succeeding; in other words, how will you monitor or validate the effectiveness of the changes?

ID 560 Instructional Design	
20 pts	<p>3. RECOMMENDATIONS: NEW OR REVISED MODEL</p> <ul style="list-style-type: none"> • What modifications to an existing model, or what new models or subroutines do you propose? (Give an overview.) • What is the new or revised model? Present it with explanations. [<i>Note: This is a key part of your paper.</i> Based on your study of the required readings and other materials in the course, what steps and procedures will you include that expand on an existing model or will make a new model particularly effective? Include references.] • What are the implications of the new model for staffing (roles, responsibilities, new specialists, etc.)?
10 pts	<p>4. CONCLUSIONS: DISCUSSION OF YOUR RECOMMENDATIONS</p> <ul style="list-style-type: none"> • Summarize the reasons for your proposed changes. • What activities are given more (or less) emphasis than models in general? • What obstacles would you anticipate encountering in implementing your changes, and how would you try to avert or control them? • What are the presumed benefits of the new model in terms of effectiveness and costs?

Points earned will be based on the depth of details and content presented within each component.

¹ You can create problems or make assumptions about the situation that makes the status quo inadequate