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| **Assurance of Student Learning**  **2020-2021** | |
| College of Education and Behavioral Sciences | School of Teacher Education |
| Instructional Design Graduate Certificate – 0418 | |

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| **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 willdesign 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 willdevelop 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.)** | | | |
| 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. | | | |
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| **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](https://drive.google.com/file/d/12KNM-dMAzwzHT3QNYIe3JYwYOo7OnWDm/view?usp=sharing)) | | | | | | | |
| **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 in Fall 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](https://drive.google.com/file/d/1S6Jr4QV9l-1E7GvFniK2QDD94oG28Z5z/view?usp=sharing)**)** | | | | | | | |
| **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. | | |
| **Methods** | This instructional unit design project is the final project for ID 570, which is a required course. A total of 21 students completed the course in Spring 2021. All students successfully designed a print-based, self-based instructional unit on a topic of their choice, with 90% of the students receive an A and 10% 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](https://drive.google.com/file/d/1rRnOFo4Tz7iYklPnX4nkr742hFg-wUXb/view?usp=sharing)**)** | | | | | | | |
| **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 related to the learning outcome. | | |
| **Methods** | The project related to this learning outcome is a component of ID 588, which is an elective course. A total of 7 students completed the course in Fall 2020. All students received an A.. | | | | | | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.** | | | | | | **Met** | **Not Met** | |
| **Actions** (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.) | | | | | | | | |
| We reviewed ID 588 course outcomes and student feedback. Course materials were refined and additional resources were provided to the students to scaffold their learning. | | | | | | | | |
| **Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) | | | | | | | | |
| Feedback from the students taking ID 588 in Fall 2020 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. | | | | | | | | |
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| **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](https://drive.google.com/file/d/1qkNOu7Uby4Z1rMMoOCE7jIOAmehPPvsb/view?usp=sharing)) | | | | | | |
| **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 9 students completed the course during Summer 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](https://drive.google.com/file/d/18UKIuzATABpHPklOXvATe9w2haH4aiJ2/view?usp=sharing)) | | | | | | |
| **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 22 students completed the course in 2020-2021. 100% of the students successfully completed the project, with 21 students receiving an A, and one student receiving a B. | | | | | | |
| **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. 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. | | | | | | | |
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# 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.

1. Another assumption is that no model will be truly operational in a given situation unless is 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 experiences 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.
* 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.

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|  | INTRODUCTION (This is an introduction to your paper, its purpose, and its organization.) |
| 10 pts | 1. SETTING: ORGANIZATIONAL CHARACTERISTICS    * 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 | 1. PROBLEM ANALYSIS: GAPS IN CURRENT EDUCATION/TRAINING PROCESS    * 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? |
| 20 pts | 1. RECOMMENDATIONS: NEW OR REVISED MODEL    * 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. [*Note*: **This is a key part of your paper**. 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 | 1. CONCLUSIONS: DISCUSSION OF YOUR RECOMMENDATIONS    * 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 inade

# 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** you said you made adequate and appropriate?

# 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](https://en.wikipedia.org/wiki/Pedagogical_agent), 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)

|  |  |
| --- | --- |
| **Element** | **Points Possible** |
| **Summary (Phase 1)** |  |
| Introduction   * Includes an introduction to the course as well as an introduction to the purpose of the assignment | 10 |
| Definition of Trend   * Includes a cohesive definition of a distance education trend cited by textbooks and other resources where appropriate | 10 |
| Selected Technology   * Includes name, vendor information and definition of selected technology | 10 |
| Main Features of Selected Technology   * Includes detailed information of the main features of the selected technology and incorporates screenshots where useful | 10 |
| Utilization   * Includes a detailed description of the utilization of the technology with the trend in a distance education course * Includes specific examples of how the technology will be utilized | 10 |
| Advantages   * Includes detailed information on the advantages of using the selected technology with the trend selected * Incorporates resource citations from the textbook and other resources where appropriate | 10 |
| Disadvantages   * Includes detailed information on the disadvantages of using the selected technology with the trend selected * Incorporates resource citations from the textbook and other resources where appropriate | 10 |
| Conclusion   * Includes a cohesive conclusion on the information presented in the paper | 10 |
| Summary Specifics   * 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   * 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   * Example works technically * Example clearly demonstrates use with the distance education trend | 30 |
| **Total Points** | **150** |

**Logo

Description automatically generatedInstructional Design Program ID 595 Internship Contract and Grade Report**

**ID 595 Form**

**Student Name**

**WKU ID**

(Last) (First) (M/M)

**STUDENT INSTRUCTIONS:** Please use the contract below to describe and obtain approval for your planned internship experience (Step 1). After the internship, complete Steps 2-6, and submit all documentation to the instructor of the course. *Complete a separate ID 595 Form for each internship in your program and do not submit this form until all steps are complete.* One hundred clock hours of internship activities are required to earn three semester hours of ID 595 credit.

**STEP 1. INTERNSHIP CONTRACT**

Location of Internship

Site Supervisor Contact Information

Planned Internship Beginning Date

Ending Date

Internship Course Prefix and Section Number: ID 595-

(Section Number)

Semester and Year of Course Enrollment:

Course CRN: (Five digit number available on Topnet). Credit Hours:

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| **Learning Objectives**  (Specify your learning objectives for the internship.) | **Planned Activities to Demonstrate Completion of Objectives**  (May be modified during the internship.) | **Planned Products** (Specify your planned deliverables/products) |
|  |  |  |

**Signatures below indicate acceptance or approval of this internship assignment.**

Student Signature Date \_ Site Supervisor Signature\_ Date \_ Advisor/Chair Signature Date \_

**STEP 2. INTERNSHIP ACTIVITIES LOG:** Use the log format below to keep record of your internship activities.

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| **Date** | **Description of Activities** | **Hours** |
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**Note: If you need to log additional activities, use pages 8 and 9.**

**STEP 3A. WEEKLY PROGRESS AND DISCUSSION:** Post your weekly progress of the internship on the designated Blackboard site, and share your experience and thoughts with other students enrolled in the Internship through engaged discussion.

**STEP 3B. INTERNSHIP REFLECTION:** Type a brief (2-3 pages) reflection about your internship experience. Reflect on what learning objectives and planned activities/products described in Step 1 did/did not take place. Describe how the Internship affected your professional growth as an instructional design practitioner, as well as your planned next steps to continue your professional growth.

**STEP 4. SUBMISSION OF INTERNSHIP CONTRACT, ACTIVITIES LOG, WEEKLY DISCUSSION, REFLECTION**

**(STEPS 1-3), AND THE FINAL PROJECT(S) to the designated Blackboard site.** Login into the WKU Blackboard ([http://blackboard.wku.edu](http://blackboard.wku.edu/)), locate the ID 595 course site, and submit your contract, log, weekly discussion, reflection and the final project(s) according to the due dates set by the instructor.

**STEP 5. INTERNSHIP PERFORMANCE EVALUATION:** Complete the information below and ask your site supervisor to complete the evaluation.

**Student Name**

**WKU ID**

(Last) (First) (M/M)

Location of Internship

Site Supervisor Contact Information

Planned Internship Beginning Date

Ending Date

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| **Completed by Student/Intern** | **Completed by Site Supervisor** | | | |
| **Please indicate the level of progress the intern made toward each learning objective listed.** | | | |
| **Learning Objectives/Products**  (Copy the objectives and aligned products specified in your original contract.) | **No Progress (1)** | **Some Progress (2)** | **Satisfactory Progress (3)** | **Superior Progress (4)** |
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| **Supervisor Comments:** | | | | |
| **Supervisor’s Overall Rating:** |  |  |  |  |

Site Supervisor Signature\_ Date

***\*Supervisors: Please continue and complete the next two pages. Be sure to provide your signature again at the bottom of page 5.***