**Jennifer Gennero**

**EDTECH 503**

**Instructional Design**

**Submitted to: Dr. Jennifer Freed**

**August 3, 2014**

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## Reflective synthesis paper

Throughout the course I have learned the steps to create an instructional design plan. NOT certain if it matters but this is in Cambria font the rest so far has been "Times new roman"After discussing the definition of the term 'design' and also reading the definition according to our text, I see many similarities. According to the text, design is a process that takes place to improve the quality of the end formation. (Smith and Regan, 2004) Complex projects require a design to help organize thought and ideas to create a successful final product. I described design as a type of art and compared it to interior design, which I believe continues to apply. Reflecting upon systematic instructional design and my peer

responses allowed me to see that “systematic” is not a negative term, as I previously had it deemed. .

Although the text lists limitations of systematic instructional design, there are many more advantages. One of the advantages to mention is that it supports effective, efficient and appealing instruction. (Smith and Regan, 2004) Carefully planned activities with a goal in mind will meet the needs of the target learners.

During the course we evaluated and conducted a needs assessment on our instructional design project ideas. My project was determined to be in the *Condition A* category of the three condition types listed. (Smith and Regan, 2004) *Condition A* lists a problem that needs to be addressed and in this case the problem is students’ behavior or ineffective instruction due to room arrangement. After the problem is identified, future teachers will be asked to design a seat arrangement that will aid in solving the problem.

In order to provide an effective lesson, it was brought to my attention that one hour of observation will not be enough to observe and plan for a solution for the problem behaviors. In conclusion the students will be asked to log three hours of observations as well as take anecdotal notes for reflection. Open ended questions asked during the course of the instruction and assignments are important in order to achieve higher order thinking. In a number of questions posed, I will need to ask my students, why or why not?

As Project Based Learning (PBL) styles take off, many teachers are opting for group tables rather than a traditional individual desk. My challenge now is to find updated research on the PBL room arrangements and include this information in my instruction as well as provided resources.

After learning how to create a graphic representation of a pre-requisite analysis and an information processing analysis, I was a bit taken back by the detail included in this process because I did not feel like I was ready for this step. I was pleased to discover that after

completing each analysis graphic, I felt more organized and ready for the next step. The graphic representation helped me mentally walk-through my learner design idea.

I also found that my original objectives were not task orientated to include a learning outcome. I have included the revised objectives below. I used examples provided in the text to revise the objectives. (Smith & Ragan, 2004) I have also updated the learning goal to reflect this week's discussion. Overall I feel that my project is coming together, but there is still much work to do.

I used to use the Madeline Hunter plan outline for my lesson in the beginning of my teaching career because that is what I was taught during my undergraduate work. The Madeline Hunter plan was simple yet listed supplies needed and did the job for a short activity. I eventually began designing my own template but overall found that I did not have enough time to create elaborate plans. I am enjoying this time to just sit and plan.

After reading responses from peers and taking a look at my classmate's information, I have made a few changes to my table and guide. It was brought to my attention that I needed to be more specific in stating that the students in my lesson will be learning 100% online. The students will use online discussion forums to communicate with their peers, get feedback on their projects, and answer guided questions to check for understanding. The students will also turn in their assignments using Moodle LMS. Similar to how we use Moodle for this course. I choose Moodle only because I am also taking EDTECH 522 and am currently designing a lesson using it and now feel comfortable adding it to my project. I plan to include Moodle as the LMS for this online course and will incorporate this addition into my final project.

In conclusion, EDTECH 503 has provided me with the information needed to understand and carry out a well rounded instructional design plan. The following plan is the result of my learning experience.

Resources

Smith, P. L. & Ragan, T. J. (2004). Instructional design (3rd Ed.). Danvers, MA: John Wiley & Sons.

# Part 1: Topic

## 1a. Learning Goal

After observing a classroom for 5 hours and choosing a problem behavior, 3rd year elementary education teaching students taking Classroom Management online will be able to create a room arrangement to fit the needs of the class observed that will aid with the problem behavior using information learned during instruction, course readings, peer discussions, and http://classroom.4teachers.org/as researched with materials provided by the instructor. According to the text, intellectual skills are skills that are recalled as well as applied to a situation. The students will recall and apply their knowledge when they choose the room arrangement that best fits the classroom scenario.

## 1b. Audience description

The learners consist of third year college students. Students at this level will have been accepted to the College of Education and have a major of Elementary or Secondary education with the intention of pursuing a teaching career.

## 1c. Rationale

Classroom management is an important aspect of teaching. One important management strategy is your room arrangement. It is important to choose a room arrangement that will minimize distractions and problem behaviors while creating an ideal learning environment.

# Part 2: Analysis Report

## 2a1: Needs assessment survey

The needs assessment survey was conducted online using Google Forms in the Google Drive. The survey was completed by potential students, as well as current classroom teachers. Twenty surveys were completed from July 2014 to August 2014. The Google Forms consists of fifteen questions assessing a face to face classroom setting. The questions range from basic statistics such as, “How many students are in your classroom?” to specific questions regarding behaviors and room arrangements. The following link will provide the reader with the Google Forms labeled “Needs Assessment Survey”.

Needs Assessment Survey:

https://docs.google.com/a/u.boisestate.edu/forms/d/1PPvNwB7dWLEZ51HOR0cxzei4PaTc2uWNuB23JQpLyis/viewform?usp=send_form

## 2a2: Needs assessment data

The results of the Google Form questionnaire have shown a need for the transformation and modification of room arrangements due to problems behaviors due to current room arrangements. Please see the link below to view assessment results.

Needs Assessment Results:

https://docs.google.com/spreadsheets/d/1BWbp9Vybd16thCgGP9s3POK5AQvh1x7OQlXR7_oAicA/edit?usp=sharing

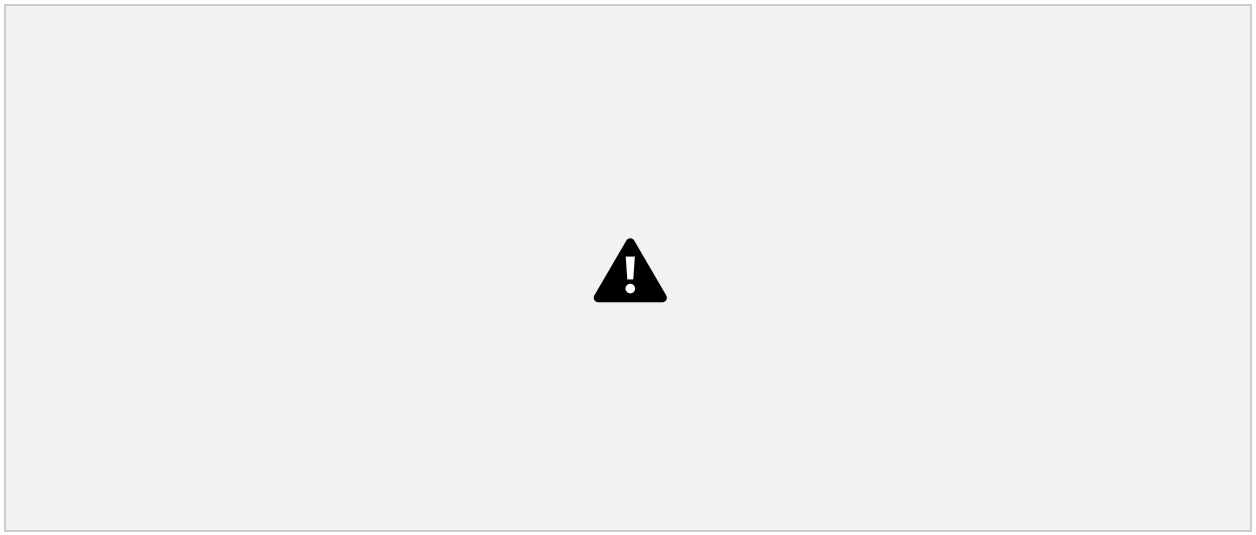
## Data Analysis Report

Results of the needs assessment survey uncovered demand to understand the link between classroom management and room arrangement. The survey comprises of fifteen questions. According to the test group, 25% answered “No” when asked if they could determine the cause of their student behavior problems. 75% thought that changing the room arrangement could have a positive impact on the student’s behavior yet 10% currently change their room arrangement as a classroom management tool.

**Question 6: What time of day do you have the most behavior issues in your classroom?**

There was an increase in problem behaviors after 12:00. Due to the results; we now understand that the best time for students to observe problem behaviors is between 12:00 – 2:00 p.m.

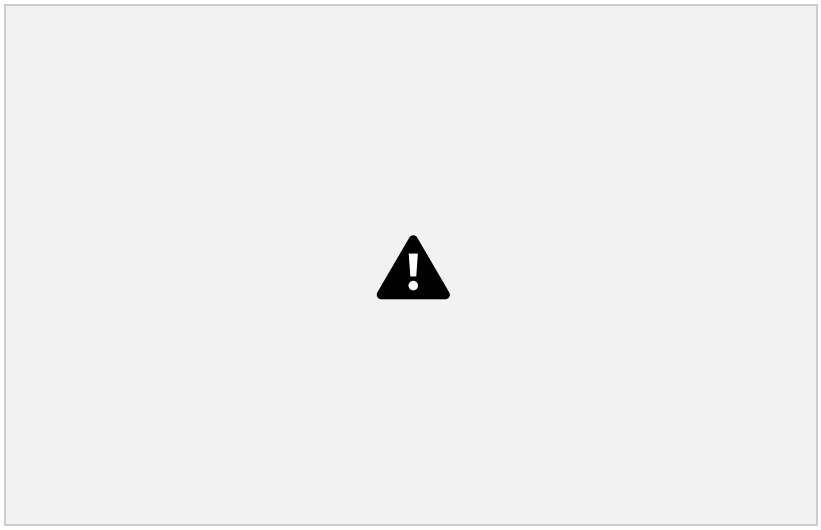
**Time of day Problem behaviors happened.**

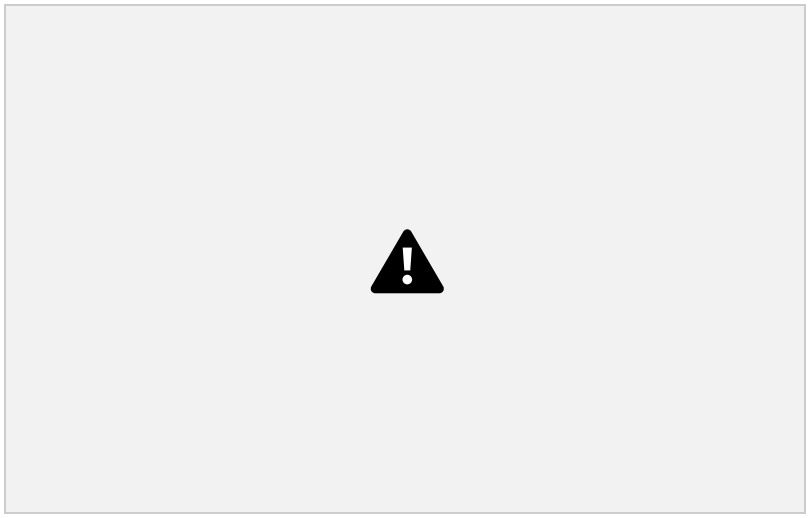


**Question 9: What is the most common problem behavior observed? and Question 10: What behavior do you need to resolve?**

The results of questions 9 and 10 allow the observer to have a better idea of which behavior problems the teachers would most like to see resolved verses the problem behaviors observed. There is a small difference in the behaviors observed and the behaviors teachers would prefer to be resolved.

| Behaviors to Resolve | Behaviors Observed |
| --- | --- |





The professionals and students who took the survey would prefer to have the problem behavior of calling out resolved although the most observed behavior problem was talking while the teacher was talking. There are a number of reasons for this discrepancy including the teaching style or particular lesson observed. The overall purpose of these two questions are to give the observer the understanding that they should take into perspective the type of lesson they are observing along with the overall environment the teacher is trying to create.

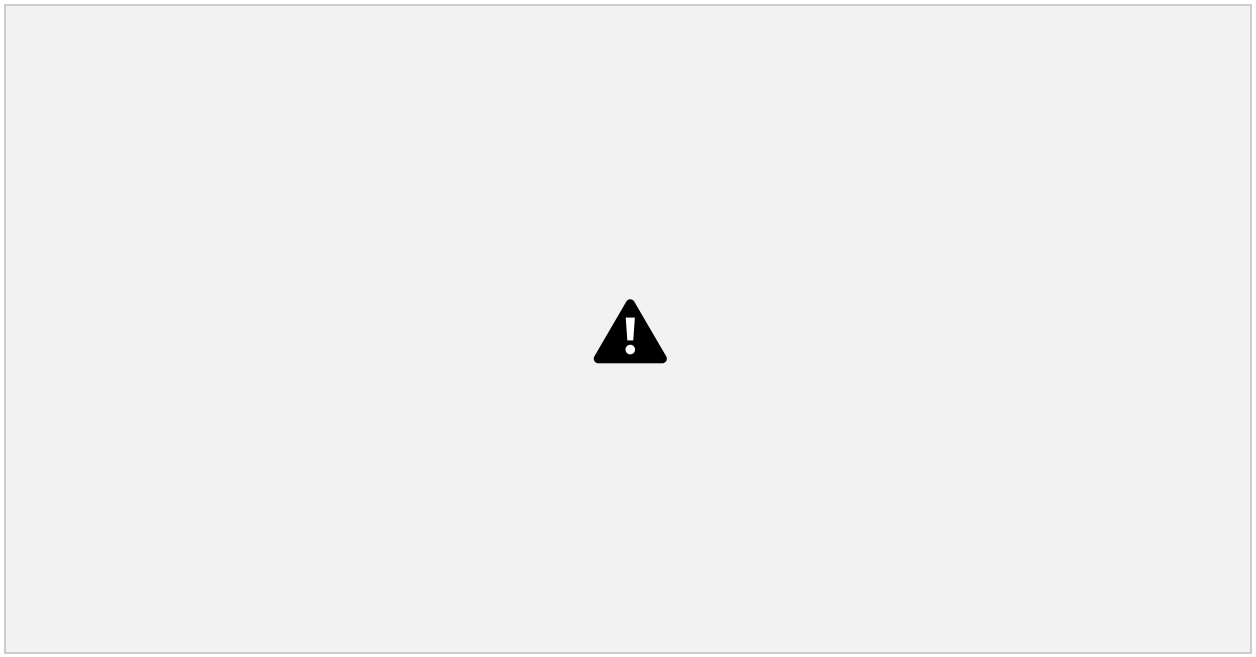
To conclude the results analysis, the data gives the student and the teacher rationale to observe the face-to-face classroom to complete the lesson and use the results to affect future classroom management decisions.

### 2b1: Learning context description

The lesson is designed to solve a problem. The problem is student behavior. The solution is a classroom management strategy to rearrange the classroom in such a way that it will aid in the result of improved student behavior.

The project will take place in an online learning environment and the students will conduct observations in a cooperating classroom conducting face-to-face lessons as part of their research. Students will require access to high speed internet; a computer with the following programs or equivalent to; Adobe Reader X and Microsoft Office.

The classroom will comprise of students who are learning education material, likely, for the first time. So, in this case, the students will need to observe a classroom for at least one hour and read the provided material to gain the experience and knowledge need to answer assessment questions regarding the context. The students will reflect on their observation and while they complete the project by answering the following questions.



### 2b2: Transfer context description

Skills obtaining during the course of this lesson will be used within the face –to- face classroom setting. Potential classroom teachers who intend to teach in a classroom setting will apply their knowledge regarding room arrangements to their own classroom in the future.

For this lesson the online students will use the knowledge learned during instruction to assess a face-to-face elementary classroom to assess whether a change in the room arrangement will benefit student behavior.

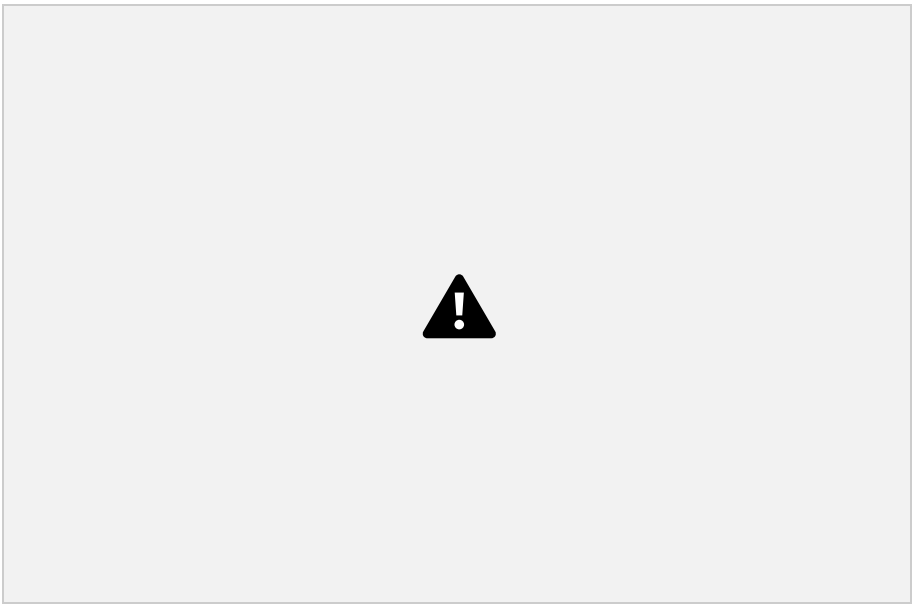
### 2c: Description of Learners

The intended audience of the lesson is third year college students who have been accepted into the university's teacher education program. 75% of the students have taken an online course in the past and 100% of the students have created a multimedia project for prior course projects. The classroom management online course is offered in the Fall and Spring semesters only.

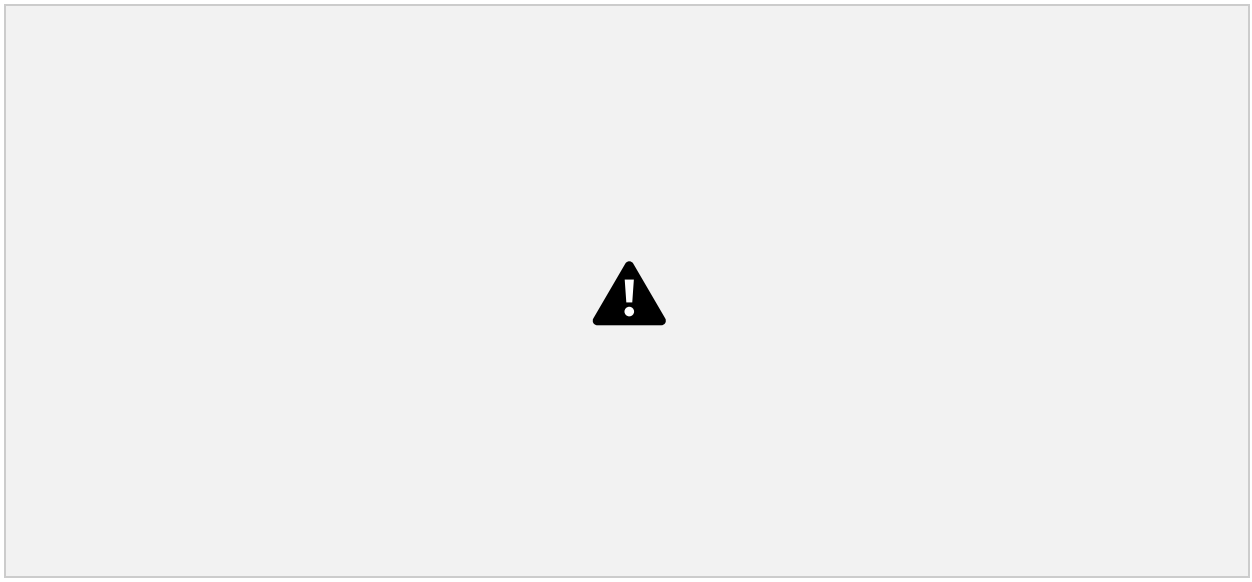
Students will have little field experience and majority of in classroom experience at this point in the education program. The students have very little prior knowledge of classroom management as this will likely be their first course. 90% of the students have no experience with classroom management as represented in the chart below. The 100% of the students are training to become elementary school teachers and currently enrolled in classroom management. 33% of the students are male and 67% of the students are female and the average age of the students is 21, as described in the graph below.

Learners are made up the following statistics.

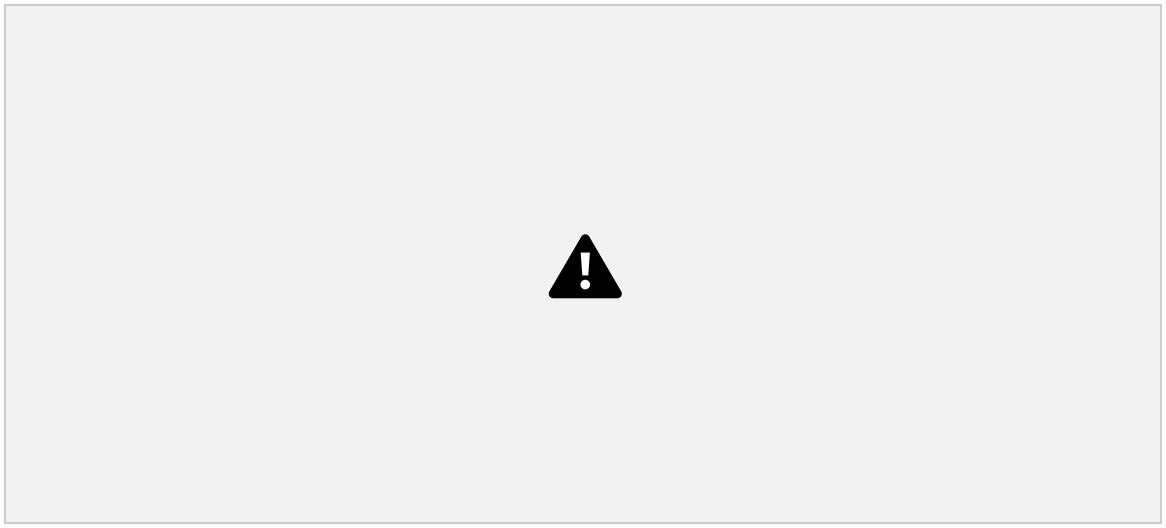
**Prior Experience in Classroom Management**



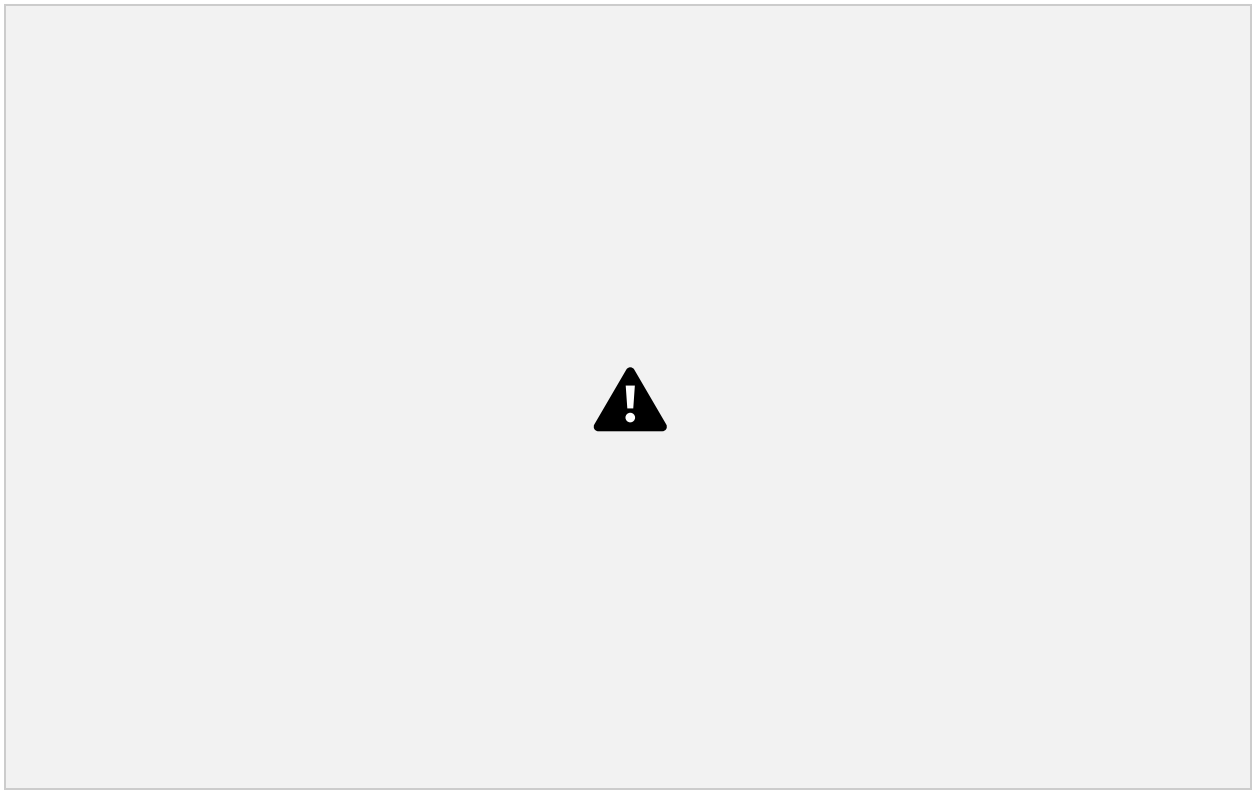
**Men and Women enrolled in Classroom Management**



**Age of Students**



## 2d: Task Analysis Flow Chart



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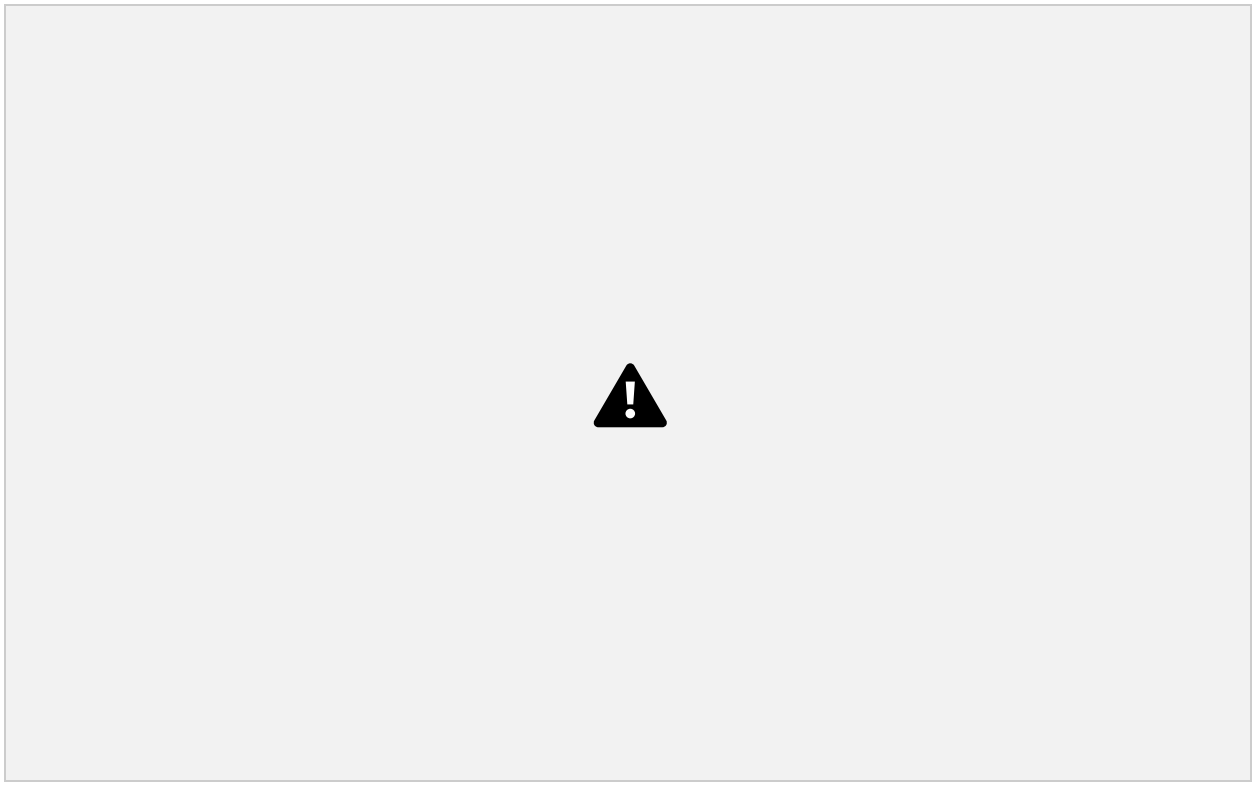

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# Part 3: Planning

## 3a: List of instructional objectives

Learning Objectives

1. After completion of 3 hours of online classroom instruction, students will recall common problem behaviors.

2. After students read material, students will identify room arrangements researched to aid in classroom management.

3. Students will discuss material with peers in an online discussion.

4. After 5 hours of classroom observation, students will classify the problem behavior observed.

5. Students will write anecdotal notes during their 5 hours of observation.

6. Students will reflect on their finding through online discussion with peers.

7. Students will apply knowledge and choose a room arrangement to fit their scenario.

8. Students will create a room arrangement model using http://classroom.4teachers.org/.

9. Students will present their findings and their room arrangement choice using Google Presentation.

10. Students will publish and post their findings for their peers to review on the discussion forum.

## 3b: Objectives matrix table

| Learning Objectives | Bloom's Taxonomy Classification | Format of Assessment | Description of test form | Sample items |
|---|---|---|---|---|

| | | | | | |
|---|---|---|---|---|---|
| 1. After completion of 3 hours of online classroom instruction, students will recall common problem behaviors. | Knowledge | | Pencil/Paper | Students will **recall** types of behavior problems mentioned during instruction. | List and define problem behaviors using a provided Google Form Quiz. |
| 2. After students read material, students will identify room arrangements researched to aid in classroom management. | Knowledge | Pencil/Paper | | Students will **recall** room arrangements mentioned during instruction. | List and define problem behaviors using a provided Google Form Quiz. |
| 3. Students will discuss material with peers in an online discussion. | Comprehension | Performance | | Students will **simulate** a group discussion regarding instruction material. | Answer and discuss the content, questions, and prior experiences in Moodle discussion forum. |
| 4. After 5 hours of classroom observation, students will classify the | Comprehension | Performance | | Students will **observe** and apply knowledge from | Complete a classification chart provided by your professor. |

| | | | | |
|---|---|---|---|---|
| problem behavior observed. | | | instruction to classify a problem behavior. | |
| 5. Students will write anecdotal notes during their 5 hours of observation. | Comprehension | Performance | Students will **observe** and apply knowledge from instruction to take notes. | Complete checklist provided by the Online Professor, to be complete during the observation. |
| 6. Students will reflect on their finding through online discussion with peers. | Comprehension | Performance | Students will **simulate** a group discussion regarding observations. | Comment and discuss questions, reflective statements, and possible solutions in the Moodle discussion forum. |
| 7. Students will apply knowledge and choose a room arrangement to fit their scenario. | Application | Performance | Students will **simulate** a group discussion regarding observations. | Using research materials and observation notes, match the behavior to a specific room arrangement. |
| 8. Students will create a room arrangement model | Synthesis | Performance | Students will **simulate** | Create virtual room arrangement online. |

| | | | | |
|---|---|---|---|---|
| using http://classroom.4teachers.org/. | | | a room arrangement to fit the problem behavior. | http://classroom.4teachers.org. |
| 9. Students will present their findings and their room arrangement choice using Google Presentation. | Application | Performance | Students will create a **portfolio** of their findings. | Use Google Presentation create 10-15 slides to include; Introduction, Table of Contents, and References. Use provided rubric as a guide. |
| 10. Students will publish and post their findings for their peers to review on the discussion forum. | Evaluation | Performance | Students will **evaluate** final project with peer review. | Post the Google Presentation for peer review on discussion forum. |

## 3c: ARCS Table

**John Keller's**
**MOTIVATIONAL CATEGORIES OF THE ARCS MODEL**

| **Categories & Subcategories** | **Process Questions** |
|---|---|
| **ATTENTION**<br><br>A.1. Perceptual arousal | · What can I do to capture their interest?<br>A video explaining the "big idea" of the lesson will allow students to feel interested in observing a classroom.<br><br>http://www.teacherstryscience.org/ts/classroom-setup |

| | |
|---|---|
| A.2. Inquiry arousal<br><br>A.3. Variability | · How can I stimulate an attitude of inquiry?<br><br>Asking questions to be answered in the discussion forum.<br>Ex. Reflect upon a previous teaching / observing experience where changing the room arrangement would have benefited student learning. Share on discussion forum.<br><br>· How can I maintain their attention?<br><br>Introducing ideas / information / assignments to keep the discussion active and interesting.<br>Ex. Post a screen shot of the labeled room arrangement that you have created with http://classroom.4teachers.org/ under your initial post to create a visual representation of the arrangement that you would have chosen in your previous experience explanation. |
| **RELEVANCE**<br><br>R.1. Goal orientation<br><br>R.2. Motive matching<br><br>R.3. Familiarity | · How can I best meet my learner's needs ( How do I know their needs?)<br><br>Find out what the students already know and what they want to learn.<br>Ex. Students will complete a variation of a KWL chart.<br><br>· How and when can I provide my learners with appropriate choices, responsibilities, and influences?<br><br>I can provide learners with discussion questions and feedback to their answers gauge understanding. As well as allow the learners to ask questions at anytime to create a successful learning environment.<br><br>· How can I tie the instruction to the learner's experiences?<br><br>The learner will provide examples from their past and present experiences and link them with the topic via reflection, observation and discussion. |

| | |
|---|---|
| **CONFIDENCE**<br><br>C.1. Learning requirements<br><br>C.2. Success opportunities<br><br>C.3. Personal control | · How can I assist in building a positive expectation for success?<br><br>I can set clear measurable guidelines and objectives to be reached in the appropriate time allotted.<br><br>· How will the learning experience support or enhance the students' beliefs in their competence?<br><br>Learners will receive feedback throughout the lesson to help instill confidence and/or constructive criticism for enhancement of the learners self belief in their own competence.<br><br>· How will the learners clearly know their success is based on their efforts and abilities?<br><br>The learners will receive a grade as well as written feedback by the teacher when the project is submitted. The students will also receive peer feedback throughout the course of the project. |
| **SATISFACTION**<br><br>S.1. Natural consequences<br><br>S.2. Positive consequences<br><br>S.3. Equity | · How can I provide meaningful opportunities for learners to use their newly acquired knowledge/skill?<br><br>If chosen and with the cooperating teachers permission, the students will have the opportunity to follow through with their design for a chance of extra credit.<br><br>· What will provide reinforcement to the learner's successes?<br><br>The students will be intrinsically motivated by the knowledge satisfaction to understand to ease classroom management issues as well as design a room for optimal learning experiences.<br><br>· How can I assist the students in anchoring a positive feeling about their accomplishments? |

| | |
|---|---|
| | The learners will receive feedback from the teacher to communicate and praise them when necessary for their accomplishments. |

(Keller, 1987, p. 2)

## Part 4: Instructor Guide

**Introduction**

Active Attention or Gain Attention

Students will watch video to gain motivation and understanding of the end goal of the lesson.

Video: http://www.teacherstryscience.org/ts/classroom-setup

Establish Purpose or Inform Learners of Purpose

The purpose of the lesson is also explained in the video. Students will learn classroom management techniques of room arrangement to prevent problem behaviors and enhance overall learning experience.

Video: http://www.teacherstryscience.org/ts/classroom-setup

Arouse Interest and Motivation or Stimulate Learners' Attention/Motivation

Students will reflect upon previous experiences and choose a room arrangement that would best fit to create a solution to their past problem. Discussion forum post:

Question1: Reflect upon a single classroom experience where changing the room arrangement would have created a better learning experience for your students. Discuss with peers.

Preview the Learning Activity or Provide Overview

The video provides an example of each room arrangement. The students will have access to a completed sample project to provide examples and overview.

**Body**

Recall relevant prior knowledge or Stimulate recall of prior knowledge

Complete a graphic organizer similar to a KWL chart to list previous knowledge. The students may also complete a matching activity; matching the room arrangements with their desired purpose and function.

Process information and examples or Present information and examples
Students will read assigned articles and chapters to gain further understanding.
Focus Attention or Gain & Direct Attention
Students will observe a classroom for 3 hours and reflect upon their experience.
Employ Learning Strategies or Guide or Prompt Use of Learning Strategies
Students will create a room arrangement that will function best for the time they have observed.
Practice or Provide for and Guide Practice
Students will take place in a peer group discussion regarding their experiences and overall topic.
Evaluate Feedback or Provide Feedback
Teacher will provide feedback for student throughout the lesson as well as a final grade after the project is submitted.

**Conclusion**

Summarize and review or Provide summary and review
Students will reflect upon previous and current observations and teaching experiences as well as apply learned knowledge to a project that entails students to choose an evaluate a classroom and choose an appropriate arrangement to create an improved learning environment for students based upon behaviors and teacher instruction style.
Transfer learning or Enhance transfer
Students will be able to use the information learned to aid in their own future classroom management plan.
Re-motivate and Close or Provide Remediation and Closure
Students will be re-motivated by the fact that they are now armed with information that will enhance their future classrooms.
Assess Learning or Conduct Assessment Evaluate
Student work will be graded by rubric and feedback will be provided.
Feedback and Seek Remediation or Provide Feedback and Remediation
Peer feedback, as well as teacher feedback will be given throughout the assignment. Formal teacher feedback will be provided at the completion of the project as well.

# Part 5: Learner Content

### 5a: Learning materials

| Materials | Purpose |
|---|---|
| **Textbook – Tools for Teaching by Fred Jones** | |
| **Instructional guide** | |
| **Web** | |
| **http://classroom.4teachers.org/floorplan_info.htm** | |
| | |
| | |
| | |

Students will be required to read Chapters 1-4 of Tools For Teaching by Fred Jones, The Case Study Unit on Effective Room Arrangements by Carolyn Evertson, Ph.D. & Inge Poole, Ph.D. Vanderbilt University http://iris.peabody.vanderbilt.edu/case_studies/ICS-001.pdf, Classroom Design and How it influences Behavior by Judith Colbert

http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=413 and become familiar with the room arrangement design website http://classroom.4teachers.org/.

Future teachers will be able to use the following room arrangements to improve classroom management and overall behavior. For Example:

**Modified U (or Horseshoe)**

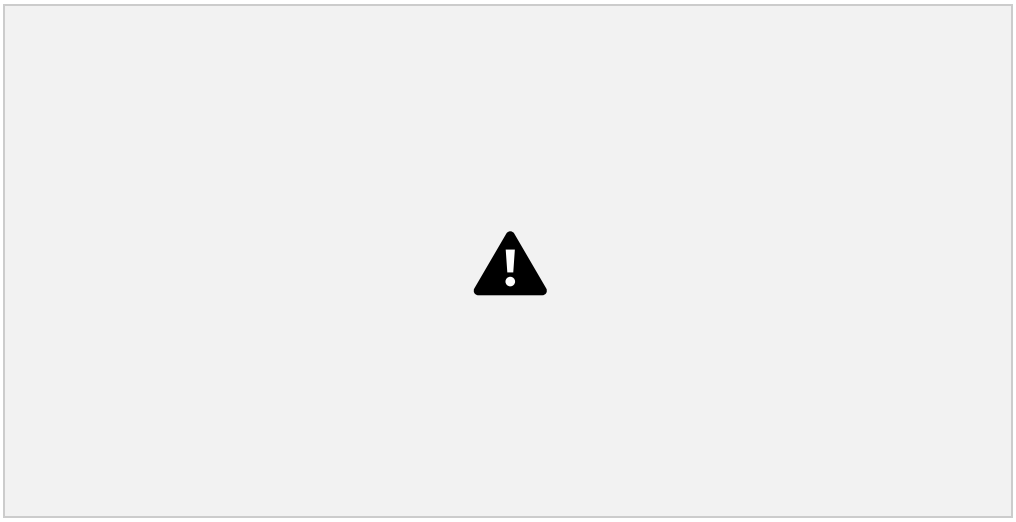


Image barrowed from http://thecornerstoneforteachers.com/free-resources/organization/classroom-seating-arrangements.

## Groups (or Teams)

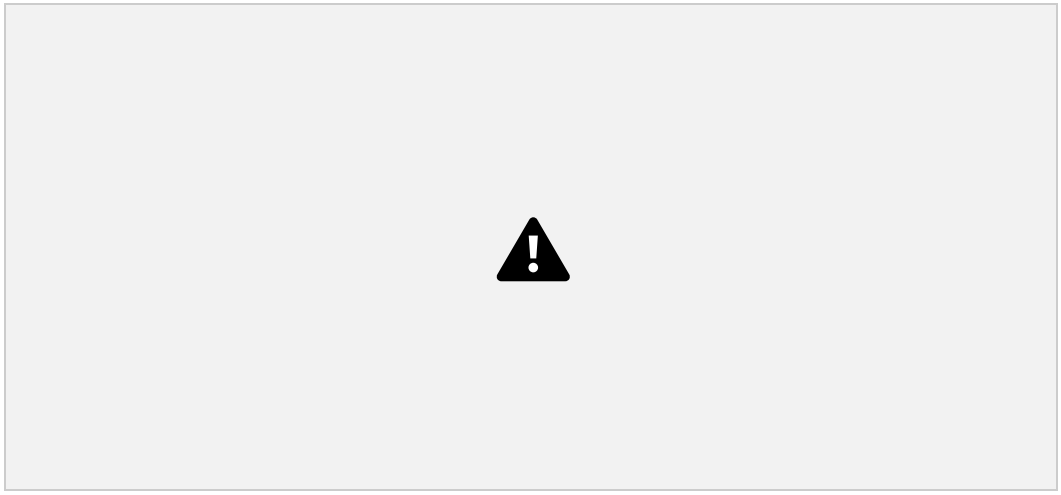


Image barrowed from http://thecornerstoneforteachers.com/free-resources/organization/classroom-seating-arrangements.

## Stadium seating

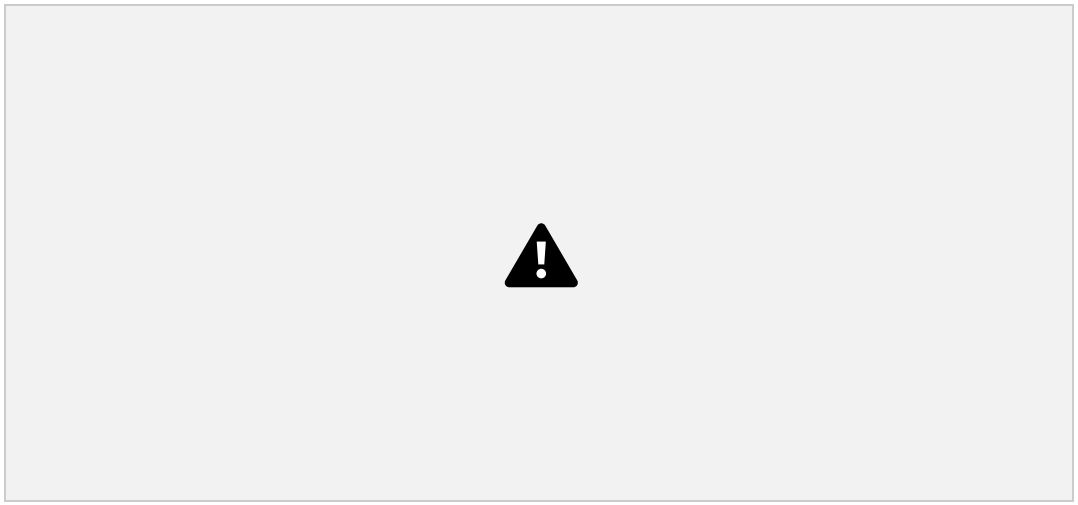
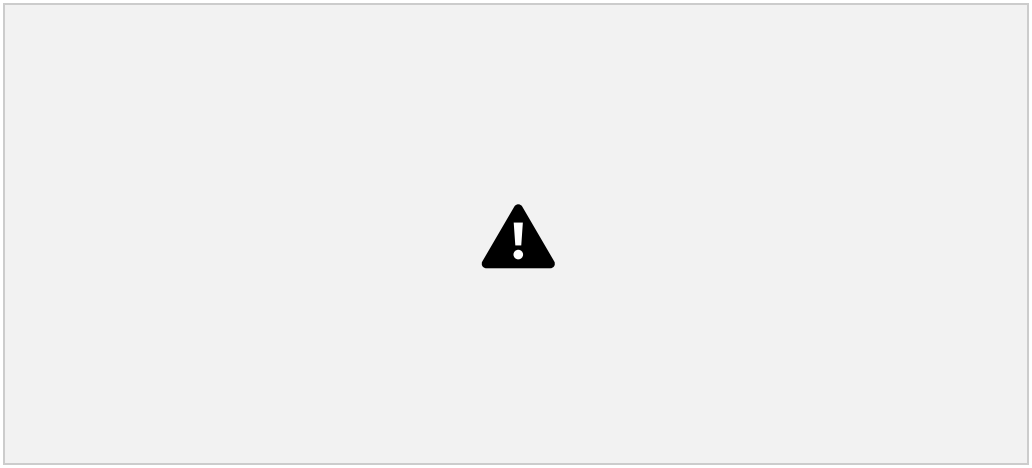


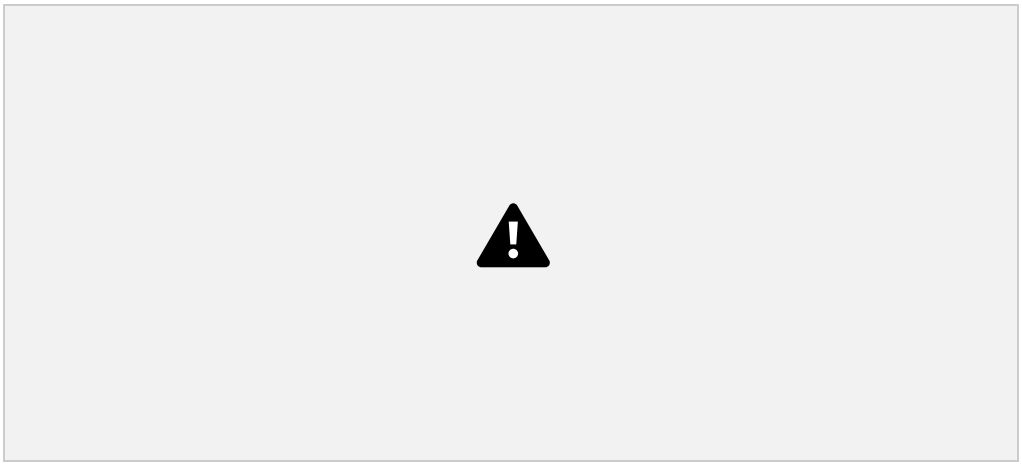
Image barrowed from http://thecornerstoneforteachers.com/free-resources/organization/classroom-seating-arrangements.

## Interior Loop with large tables



Illustrations borrowed from Fred Jones book Tools for Teaching

## Interior Loop



Illustrations borrowed from Fred Jones book Tools for Teaching

## 5b: Assessment materials

| Material | Purpose |
|---|---|
| **Assessment Survey** | |
| | |

## 5c: Technology tool rationale

| Tool | Rationale |
|---|---|
| **http://classroom.4teachers.org** | |
| **PowerPoint Presentation** | |
| **Google Docs** | |
| | |

# Part 6: Formative Evaluation Plan

### 6a: Expert review plan"again everything above is Times New Roman and this is Cambria.

I am currently not in the classroom so this module is a bit tricky for me. My previous Vice Principal, as well as the STEM teachers would be ideal to review the lesson. The plans would need to be e-mailed or shared on Google Docs due to the fact that it is an online lesson for online students. Due to the status this online lesson, the expert review plan will be carried out via email and Skype conference. The expert chosen is a sixth grade science teacher who has 9 years of teaching experience. She works with specific groups of children who are labeled as gifted learners. She changes her seating arrangements a regular basis. The lesson of the day or week is based on the current needs of the classroom which directly correlates with student test scores. She has stated that she has moved room arrangements to improve student's behavior as well. The initial feedback would be given within the first week of receiving the lesson to review. I would expect to review with them throughout the process to shape the overall lesson.

Questions:

1. Is the content appropriate for the outcome of the lesson? Why or Why not?

2. Did you find spelling or grammatical errors? If so, please highlight.

3. Are the objectives clearly defined within the lesson? Why or Why not?

4. Do the objectives align with the actual outcome of the lesson? Why or Why not?

5. How much overall time and observations would you allow students to observe before choosing a solution? Why?

### 6b: One to one review plan

According to the text, a one-to-one evaluation should be applied to a person or persons within your target audience. (Smith & Ragan, 2004) In this case the target audience will be third year, online students who are taking classroom management for the elementary classroom. A one to one evaluation would have to be done via internet video conference after the content of the lesson was e-mailed or shared using Google Docs. During the one on one conference I would evaluate the overall effectiveness of the lesson.

Questions:

1. Do the learners understand why they are observing the classroom? Why or why not?

2. Do the learners know where to find information for their assignment and quiz? Why or Why not?

3. Do the learners understand the ultimate purpose of the lesson? Why or why not?

4. Are the resources valuable to the learners? Why or why not?

5. Do the learners have enough time to complete the lesson and gain knowledge to use the information for future scenarios? Why or why not?

6. Did you find spelling or grammatical errors? If so, please highlight.

### 6c: Small group evaluation plan

Due the fact that the course is indeed online, another professional will be asked to perform the lesson with a small group of students in a similar course. A small group will carry out the lesson with little interference from the instructor or the creator. The creator of the course will take the information gained during the small group evaluation to evaluate the lesson and make necessary changes. The group would provide feedback for lesson to make improvements, discuss their opinions, and overall experience to offer support, guidance, and identify problem areas in the lesson.

Questions:

1. What are the prerequisite skills needed to complete this course?

2. Did the students complete the lesson with success? Why or Why not?

3. Were the learners eager to learn due to motivating instruction? Why or why not?

4. How much time did it take for the learners to complete the lesson? Please explain?

5. What can be added to the course to make it more effective for future experiences?

### 6d: Field trial plan

A field trial plan is necessary to determine the effectiveness of the lesson and make necessary changes even after initial evaluation changes have been made. Because this lesson is online, it will need to be tested in an online environment. I will need to ask a colleague to test the lesson and allow me to review the results, as well as observe the discussion forums. Questions:

1. What changes should be made with the objectives, so that they align with the outcome of the lesson?

2. What changes should be made to the lesson itself?

3. Can the lesson be carried out as it is? Why or why not?

## Part 7: Formative Evaluation Report

**7a: Evaluation survey**
**7b: Report of expert review**
**7c: Designer's response to review**

# Part 8: Standards Grid

## Professional Standards Addressed (AECT)

The following standards, developed by the Association for Educational Communications and Technology (AECT), and used in the accreditation process established by the National Council for Accreditation of Teacher Education (NCATE), are addressed to some degree in this course. The numbers of the standards correspond to the numbers next to the course tasks show on the list of assignments. Not all standards are addressed explicitly through student work.

| | | Assignments meeting standard in whole or part |
|---|---|---|
| Standard 1: DESIGN | | |
| 1.1 Instructional Systems Design (ISD) | X | ID Project |
| 1.1.1 Analyzing | X | ID Project |
| 1.1.2 Designing | X | ID Project |

| | | |
|---|---|---|
| 1.1.3 Developing | X | ID Project |
| 1.1.4 Implementing | X | ID Project |
| 1.1.5 Evaluating | X | Selected Discussion Forums; ID Project |
| 1.2 Message Design | | |
| 1.3 Instructional Strategies | X | ID Project |
| 1.4 Learner Characteristics | X | ID Project |

Standard 2: DEVELOPMENT

| | | |
|---|---|---|
| 2.0 (includes 2.0.1 to 2.0.8) | X | ID Project |
| 2.1 Print Technologies | X | Reading Quiz; ID Projects |
| 2.2 Audiovisual Technologies | | |
| 2.3 Computer-Based Technologies | X | (all assignments) |
| 2.4 Integrated Technologies | | |

Standard 3: UTILIZATION

| | | |
|---|---|---|
| 3.0 (includes 3.0.1 & 3.0.2) | | |
| 3.1 Media Utilization | X | (all assignments) |
| 3.2 Diffusion of Innovations | | |
| 3.3 Implementation and Institutionalization | X | ID Project |
| 3.4 Policies and Regulations | | |

Standard 4: MANAGEMENT

| | | |
|---|---|---|
| 4.0 (includes 4.0.1 & 4.0.3) | | |
| 4.1 Project Management | | |
| 4.2 Resource Management | | |
| 4.3 Delivery System Management | | |
| 4.4 Information Management | | |

| | | |
|---|---|---|
| Standard 5: EVALUATION | | |
| 5.1 Problem Analysis | X | |
| 5.2 Criterion-Referenced Measurement | X | ID Project |
| 5.3 Formative and Summative Evaluation | X | ID Project |
| 5.4 Long-Range Planning | | |

**COURSE GOALS & OBJECTIVES**

The overall goal for the course is for each student to consider and use the systematic process of instructional design to create an instructional product. To achieve this goal, students will engage in activities that promote reflective practice, emphasize realistic contexts, and employ a number of communications technologies. Following the course, students will be able to:

1. Discuss the historical development of the practice of instructional design with regard to factors that led to its development and the rationale for its use

1. Describe at least two reasons why instructional design models are useful

1. Identify at least six instructional design models and classify them according to their use

1. Compare and contrast the major elements of three theories of learning as they relate to instructional design

1. Define “instructional design”

1. Define the word “systematic” as it relates to instructional design

1. Define “learning” and synthesize its definition with the practice of instructional design

1. Relate the design of instruction to the term “educational (or “instructional”) technology”

1. Describe the major components of the instructional design process and the functions of models in the design process

1. Provide a succinct summary of various learning contexts (declarative knowledge, conceptual, declarative, principle, problem-solving, cognitive, attitudinal, and psychomotor)

1. Build an instructional design product that integrates major aspects of the systematic process and make this available on the web

a. Describe the rationale for and processes associated with needs, learner, context, goal, and task analyses

i. Create and conduct various aspects of a front-end analysis

ii. Identify methods and materials for communicating subject matter that are contextually relevant

b. Describe the rationale for and processes associated with creating design documents (objectives, motivation, etc.)

i. Construct clear instructional goals and objectives

ii. Develop a motivational design for a specific instructional task

iii. Develop assessments that accurately measure performance objectives

c. Select and implement instructional strategies for selected learning tasks

i. Select appropriate media tools that support instructional design decisions

d. Describe the rationale and processes associated with the formative evaluation of instructional products

i. Create a plan for formative evaluation

1. Identify and use technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities. This one has period and rest do not.

1. Apply state and national content standards to the development of instructional products

1. Meet selected professional standards developed by the Association for Educational Communications and Technology

1. Use various technological tools for instructional and professional communication

## AECT STANDARDS (Applicable to EDTECH 503)(Should be Times New Roman)

### 1.0 Design

**1.1 Instructional Systems Design(Same with the Font)**
1.1.a Utilize and implement design principles which specify optimal conditions for learning.
1.1.b Identify a variety of instructional systems design models and apply at least one model.

1.1.1 Analyzing
1.1.1.a Write appropriate objectives for specific content and outcome levels.
1.1.1.b Analyze instructional tasks, content, and context.

1.1.2 Designing
1.1.2.a Create a plan for a topic of a content area (e.g., a thematic unit, a text chapter, an interdisciplinary unit) to demonstrate application of the principles of macro-level design.
1.1.2.b Create instructional plans (micro-level design) that address the needs of all learners, including appropriate accommodations for learners with special needs.
1.1.2.d Incorporate contemporary instructional technology processes in the development of interactive lessons that promote student learning.

1.1.3 Developing
1.1.3.a Produce instructional materials which require the use of multiple media (e.g., computers, video, projection).
1.1.3.b Demonstrate personal skill development with at least one: computer authoring application, video tool, or electronic communication application.

1.1.4 Implementing
1.1.4.a Use instructional plans and materials which they have produced in contextualized instructional settings (e.g., practica, field experiences, training) that address the needs of all learners, including appropriate accommodations for learners with special needs.

1.1.5 Evaluating
1.1.5.a Utilize a variety of assessment measures to determine the adequacy of learning and instruction.
1.1.5.b Demonstrate the use of formative and summative evaluation within practice and contextualized field experiences.
1.1.5.c Demonstrate congruency among goals/objectives, instructional strategies, and assessment measures.

**1.3 Instructional Strategies**

1.3.a Select instructional strategies appropriate for a variety of learner characteristics and learning situations.
1.3.b Identify at least one instructional model and demonstrate appropriate contextualized application within practice and field experiences.
1.3.c Analyze their selection of instructional strategies and/or models as influenced by the learning situation, nature of the specific content, and type of learner objective.
1.3.d Select motivational strategies appropriate for the target learners, task, and learning situation.

**1.4 Learner Characteristics**

1.4.a Identify a broad range of observed and hypothetical learner characteristics for their particular area(s) of preparation.
1.4.b Describe and/or document specific learner characteristics which influence the selection of instructional strategies.
1.4.c Describe and/or document specific learner characteristics which influence the implementation of instructional strategies.

## 2.0 Development

2.0.1 Select appropriate media to produce effective learning environments using technology resources.
2.0.2 Use appropriate analog and digital productivity tools to develop instructional and professional products.
2.0.3 Apply instructional design principles to select appropriate technological tools for the development of instructional and professional products.
2.0.4 Apply appropriate learning and psychological theories to the selection of appropriate technological tools and to the development of instructional and professional products.
2.0.5 Apply appropriate evaluation strategies and techniques for assessing effectiveness of instructional and professional products.
2.0.6 Use the results of evaluation methods and techniques to revise and update instructional and professional products.
2.0.7 Contribute to a professional portfolio by developing and selecting a variety of productions for inclusion in the portfolio.

**2.1 Print Technologies**

2.1.3 Use presentation application software to produce presentations and supplementary materials for instructional and professional purposes.
2.1.4 Produce instructional and professional products using various aspects of integrated application programs.

**2.3 Computer-Based Technologies**

2.3.2 Design, produce, and use digital information with computer-based technologies.

## 3.0 Utilization

**3.1 Media Utilization**

3.1.1 Identify key factors in selecting and using technologies appropriate for learning situations specified in the instructional design process.
3.1.2 Use educational communications and instructional technology (SMETS) resources in a variety of learning contexts.

**3.3 Implementation and Institutionalization**

3.3.1 Use appropriate instructional materials and strategies in various learning contexts.
3.3.2 Identify and apply techniques for integrating SMETS innovations in various learning contexts.
3.3.3 Identify strategies to maintain use after initial adoption.

## 4.0 Management

*(none specifically addressed in 503)*

## 5.0 Evaluation

**5.1 Problem Analysis**

5.1.1 Identify and apply problem analysis skills in appropriate school media and educational technology (SMET) contexts (e.g., conduct needs assessments, identify and define problems, identify constraints, identify resources, define learner characteristics, define goals and objectives in instructional systems design, media development and utilization, program management, and evaluation).

**5.2 Criterion-referenced Measurement**

5.2.1 Develop and apply criterion-referenced measures in a variety of SMET contexts.

**5.3 Formative and Summative Evaluation**

5.3.1 Develop and apply formative and summative evaluation strategies in a variety of SMET contexts.

*SMET = School Media & Educational Technologies*

## Resources

Keller, J. M. (1987). "The systematic process of motivational design." *Performance & Instruction, 26* (9/10), 1-8.
Smith, P. L. & Ragan, T. J. (2004). Instructional design (3rd Ed.). Danvers, MA: John Wiley &

Sons.

## Appendix A

### Project : Final Room Arrangement Presentation

Teacher Name: **Mr./Mrs. Teacher**

Student Name: _____

| CATEGORY | **90 – 100%** | **3** | **2** | **1** |
|---|---|---|---|---|

| | | | | |
|---|---|---|---|---|
| **Presentation** | Well-rehearsed with smooth delivery that holds audience attention. | Rehearsed with fairly smooth delivery that holds audience attention most of the time. | Delivery not smooth, but able to maintain interest of the audience most of the time. | Delivery not smooth and audience attention often lost. |
| **Attractiveness** | Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation. | Makes good use of font, color, graphics, effects, etc. to enhance to presentation. | Makes use of font, color, graphics, effects, etc. but occasionally these detract from the presentation content. | Use of font, color, graphics, effects etc. but these often distract from the presentaion content. |
| **Permissions** | All permissions to use graphics \"borrowed\" from web pages or scanned from books have been requested, received, printed and saved for future reference. | All permissions to use graphics \"borrowed\" from web pages or scanned from books have been requested and received. | Most permissions to use graphics \"borrowed\" from web pages or scanned from books have been requested and received. | Permissions were not requested for several graphics \"borrowed\" from web pages or scanned from books. |
| **Mechanics** | No misspellings or grammatical errors. | Three or fewer misspellings and/or mechanical errors. | Four misspellings and/or grammatical errors. | More than 4 errors in spelling or grammar. |
| **Content** | Covers topic in-depth with | Includes essential | Includes essential | Content is minimal OR |

| | | | | |
|---|---|---|---|---|
| | details and examples. Subject knowledge is excellent. | knowledge about the topic. Subject knowledge appears to be good. | information about the topic but there are 1-2 factual errors. | there are several factual errors. |
| **Organization** | Content is well organized using headings or bulleted lists to group related material. | Uses headings or bulleted lists to organize, but the overall organization of topics appears flawed. | Content is logically organized for the most part. | There was no clear or logical organizational structure, just lots of facts. |
| **Oral Presentation** | Interesting, well-rehearsed with smooth delivery that holds audience attention. | Relatively interesting, rehearsed with a fairly smooth delivery that usually holds audience attention. | Delivery not smooth, but able to hold audience attention most of the time. | Delivery not smooth and audience attention lost. |
| **Sources** | Source information collected for all graphics, facts and quotes. All documented in desired format. | Source information collected for all graphics, facts and quotes. Most documented in desired format. | Source information collected for graphics, facts and quotes, but not documented in desired format. | Very little or no source information was collected. |

Rubric created with Rubistar.com

# Appendix B

# Collaborative Work Skills : Discussion Participation

Teacher Name: **Mr/Mrs Teacher**

Student Name: _____

| CATEGORY | 4 | 3 | 2 | 1 |
|---|---|---|---|---|
| **Contributions** | Provides useful ideas and discussion in all required forums by the due date. An important class member who leads others in discussion. | Usually provides useful ideas when participating in the group and in classroom discussion. A strong class member who tries hard! | Sometimes provides useful ideas when participating in the group and in classroom discussion. A satisfactory group member who does what is required. | Rarely provides useful ideas when participating in the group and in classroom discussion. May refuse to participate. |
| **Quality of Work** | Provides work of the highest quality. | Provides high quality work. | Provides work that occasionally needs to be checked/redone by other group members to ensure quality. | Provides work that usually needs to be checked/redone by others to ensure quality. |
| **Attitude** | Never is publicly critical of the project or the work of others. Always has a positive attitude about the task(s). | Rarely is publicly critical of the project or the work of others. Often has a positive attitude about the task(s). | Occasionally is publicly critical of the project or the work of other members of the group. Usually has a positive attitude about the task(s). | Often is publicly critical of the project or the work of other members of the group. Often has a negative attitude about the task(s). |
| **Focus on the task** | Consistently stays focused on the task and what needs to be done. Very self-directed. | Focuses on the task and what needs to be done most of the time. Other group members can count on this person. | Focuses on the task and what needs to be done some of the time. Other group members must sometimes nag, prod, and remind to keep this person on-task. | Rarely focuses on the task and what needs to be done. Lets others do the work. |
| **Problem-solving** | Actively looks for and suggests solutions to problems. | Refines solutions suggested by others. | Does not suggest or refine solutions, but is willing to try out solutions suggested by others. | Does not try to solve problems or help others solve problems. Lets others do the work. |

## Appendix C

### Room Arrangement Tutorial Video

Please click here to view the tutorial video.