Project 2: INSTRUCTIONAL DESIGN PROJECT (team assignment)

Possible points (maximum): 110 points

PROJECT LENGTH: February 6 to April 19

WHAT YOU NEED TO DO:

With a 3- to 4-member design team, you will identify a relevant educational problem (should be one that requires instruction as a solution) and create a learning solution that addresses that problem. For example, a possible solution is a 2-hour educational experience that teaches and evaluates a specific concept that contributes to overcome the problem identified.

PROJECT EXPECTATIONS:
−   Do not choose a topic that you have taught before. We are trying to avoid the "this is how I've done this before" approach.
−   If you choose to create an instructional segment to teach a procedure, it needs to be reasonably complex to perform. "Reasonably complex" means that the task should involve some decision-making in order for the learner to be successful, as opposed to being a rote procedure with a guaranteed outcome.
−   The concepts/procedures should be appropriate to your team's interest area.
−   The topic should be preferably a non-computer related skill.

The following is strongly suggested, but not required:
−   Create an educational experience that addresses a real-world problem. Several projects with actual clients are made available to the design teams. Take the opportunity to undertake these projects and learn instructional design, apply your knowledge and skills while addressing a real instructional problem. Client projects will be introduced to class as soon as the design teams are formed during weeks 3-4.

THE PROBLEM & NEED:

Your team will identify an educational problem that requires instruction as a solution, meaning that it is not a performance problem. This problem should be relevant to you and your team. As a result, the team needs to spend some time negotiating the problem to address. Some examples are:
Problem 1: Cyberbullying in low achievement schools
Problem 2: Cancer patient education
Problem 3: Aligning classroom assessments to standards
Problem 4: Hidden bias in online news sources
For more inspiration check: IDEO challenges

An important step in the development of a problem statement is to do some background research on the topic you have chosen. The purpose of this background research, besides learning more about the topic yourself, is to provide concrete evidence that helps to describe the problem and its significance. A similar process needs to be followed to establish the need for instruction.

LEARNERS AND CONTEXT:

Your team will select:
− The concepts or procedures to be taught.
− The target audience (those who will be learning these concepts).
− The context (the situation in which the learning will occur).

The learners (target audience) and context should exhibit at least the two following characteristics:
− The learners are real.
− Learners are relatively naïve about the topic to be taught.

DELIVERABLES:

Three documents need to be submitted: Analysis Document, Instructional Design and Final Report (including the results of the try-out). All documents must be submitted on Carmen under the respective Assignments areas.

Each report will consist of 10-15 double spaced pages (excluding references and appendices).

Use APA style for the references and other format requirements such as margins, headings, citations, footnotes/endnotes, and references. Leave one-line space between sections.

Deliverable	Due dates	Grade Points
1. Analysis Document Live presentation	February 27	10
2. Analysis Document	February 27	20
3. Instructional Design Document	March 22	20
4. Instructional Materials & Try-Out	April 17	30
5. Instructional Materials Live Presentation	April 17	10
6. Final Report	April 19	20
TOTAL		110

Analysis Document

Your team will identify:
− Educational problem to be addressed. The problem should be one that requires instruction as a solution!
− Concepts or procedure to be taught.
− Target audience (those who will be learning these concepts).
− Context (the situation in which the learning will occur).

As the first step of instructional design, you will complete an analysis of the learners, content, and context for your lesson, as well as offer a rationale for the need for instruction and a background for the problem to be addressed. The purpose of the Analysis Document is to detail the specifications that will determine the design of your instruction. This document should also provide a detailed description of

the processes that you used to complete the various analyses, and main findings, including the instruments used to collect data.

Submission: One team member posts the document or a link to the document on Carmen Assignment area.

Analysis Document Evaluation Criteria (20 points):
DUE: **February 27** by 11:59 pm US Eastern Time.

Problem Statement (3 pts)
  Educational problem to be addressed explained.

Needs Analysis (3 pts)
  Confirmed need for instruction.

Learner Analysis (3 pts)
  General characteristics that may impact the instructional experience and why (age, education level, work experience, attitudes and expectations related to the topic, etc.)
  Specific entry competencies (prerequisite skills, knowledge, abilities)

Content Analysis (3 pts)
  Description of task to be completed or content to be mastered upon conclusion of instruction (at step-level, if possible)
  Identification of subject matter experts used to complete content analysis
  Explanation of how accuracy of the content was confirmed (comment the accuracy and reliability of the information sources)

Context Analysis (3 pts)
  Description of instructional context (e.g. description of physical environment and schedule of instruction)
  Description of transfer context (where the learned skills will be used after instruction. For example, how employees will transfer the new training skills on their job)

Processes used for the analyses (3 pts)
  Description of process used to complete learner analysis & findings
  Description of process used to complete content analysis & findings
  Description of process used to complete context analysis & findings
  Description of process used to complete problem statement/needs analysis & findings
  Attach any instruments used (e.g., surveys, interview guides, and documents)

Supporting citations from professional literature (1 pts)
  Citations included in body of document
  Complete references given for each citation in the references section at the end of the document
  APA style used for citations and references

No grammatical, spelling and/or punctuation errors. Transitional phrases were used to guide the reader throughout the document (1 pts).

Analysis document Live presentation (10 points)
DUE: **February 27** by 6:00 pm US Eastern Time.

During the live session, you and your team will be presenting the Analysis Document. **This is a mandatory project activity**. **In case you cannot attend, please: (1) inform your instructor, (2) agree with your team on a make-up activity, for example, record your part of the presentation, which will be played on the day/time of the presentation.**

Each team will create a set of presentation materials on the Analysis Document.

– State the educational problem

– Establish the need for instruction

– Describe the learner analysis

– Describe the content analysis

– Describe the context analysis

– Describe the processes used for the analyses

 Presentation [10-15 minutes]: Make sure to:

– Introduce each team member

– Each team member delivers a portion of the presentation

– Use "We," instead of "I"

– Invite questions

– Deliver to a professional presentation

Each team will be required to address the questions from the audience. Audience is expected to ask questions to the team and provide peer input and share insights on the results of the analyses.

Presentation format: Your team decides on the presentation format and presentation tool having into consideration the constraints of Carmen Connect.

Carmen Connect supported file types include: a single PDF file, a single PPT or PPTX file, a single SWF file, a single HTML file and presenter content packaged as a ZIP file.

Carmen Connect allows you to share your screen, so you can present using this feature. It is expected that you will be showing the presentation materials as you talk. Make sure you practice and rehearse the presentation to prevent issues on the day of the presentation.

Presentation submission: One team member posts the presentation materials or a link to the materials on Carmen Assignment area.

Instructional Design Document

The information that you gather from your analyses should be the foundation of your instructional design. After you have completed the analysis phase of your project, you will craft an Instructional Design Document, which is the blueprint for your educational materials. In the Instructional Design Document, you should outline:
- The objectives of the instruction and overall purpose for instruction.
- The instructional design approach/model used.
- Major components of the instruction and their sequence.
- Activities to be used in the instruction, including feedback strategies.
- Motivational strategies to be used in instruction.
- References (APA style)

Submission: One team member posts the document or a link to the document on Carmen Assignment area.

Instructional Design Document Evaluation Criteria (20 points):
DUE: **March 22** by 11:59 pm US Eastern Time.

State overall purpose for instruction (1 pts)

State objectives of instruction (3 pts)

Give detailed description of the instructional design model/approach/framework to be followed. Justify appropriateness of model/approach/framework used (4 pts)

Describe components of instruction:
    Components are consistent with the instructional model design chosen (4 pts)

Explains activities and sequence of instruction (4 pts)

Explain motivational strategies:
    Attention (0.5 pts)
    Confidence (0.5 pts)
    Relevance (0.5 pts)
    Satisfaction (0.5 pts)

Supporting citations from professional literature (1 pts)
    Citations included in body of document
    Complete references given for each citation in the references section at the end of the document
    APA style used for citations and references

No grammatical, spelling and/or punctuation errors. Transitional phrases were used to guide the reader throughout the document (1 pts).

Instructional Materials & Try-Out

When you have completed the Analysis and Instructional Design Document, you should have a very clear idea of the materials that will be required in order to support your instruction. The next step of instructional design is to develop and produce the instructional materials. This is the time to be creative, but at the same time rigorous in terms of the blueprint you created for your instructional product. A try-out of your instruction is also required, meaning that you will need to test out your materials with a small sample of learners (4-6) that represent your target audience.

The instructional materials can take several formats: printed; live workshop; electronic/online; blended, etc. If you are going to create electronic/online materials, consider using u.osu.edu site at http://u.osu.edu/ as your development tool.

For the instructional try-out implementation, your team needs to test your materials with 4 to 6 representatives of the target audience. The team has to run the learners' try-out and create **a 2 to 5-minute video excerpt of it (no editing is necessary) before April 17**. The purpose of the video clip is to provide evidence that an instructional try-out was implemented. Video clip is to be submitted on Carmen by one the team members in order to receive full points. This video needs to be posted on the Carmen Assignment area by April 17.

Submission: One team member posts the document or a link to the document on Carmen Assignment area.

Instructional Materials Evaluation Criteria (30 points):
DUE: **April 17** by 6:00 pm US Eastern Time.

2 to 5-minute video excerpt of the try-out submitted (3 pts)

Materials meet objectives of instruction (3 pts)

There is a match between materials and the instructional design model used (3 pts)

Production quality (4 pts): the general aesthetics (e.g., visual design elements) followed has the content/tasks and the target audience in consideration (e.g., bright colors if materials are to be used by young children)

Production value (4 pts): materials are appropriate to content/task and audience (e.g., reading level, difficulty of the tasks)

Efficient and effective use of medium chosen (3 pts)

Consistency among materials (e.g., between online materials and teacher printed manual) created (3 pts)

Include motivational design elements (2 pts)

Overall rigor of the materials (5 pts): images copyrighted, content free of grammatical, spelling and/or punctuation errors, etc.

Instructional Materials Live presentation (10 points)
DUE: **April 17** at 6:00 pm US Eastern Time.

(Presentation instructions and guidelines will be provided closer to the date).

Final Report
In order for you to get useful feedback to move forward with your project, your instructional materials as well as the decisions that you made throughout the instructional design process will be examined. Consequently, you are required to turn in a project report along with the instructional materials that you produce. Results and recommendations based on the try-out findings are expected in this report.

Final Project Report Evaluation Criteria (20 points):
DUE: **April 19** by 11:59 pm US Eastern Time.

Give a brief explanation of the instructional design model used (1 pts)

Justify at least three major instructional decisions/features of the design
Give a justification for each of them (2 pts)
Make explicit links between these design decisions/features and the instructional design model/approach/framework used (1 pts)

Report evaluation of the instructional materials:
Describe procedures used for evaluation during the try-out (3 pts)
Report findings from evaluation (5 pts)

Report revisions to be made to the instructional materials for a potential next cycle of development (5 pts)

Brief description of contributions made to the project by each team member (1 pts)

Supporting citations from professional literature (1 pts)
Citations included in body of document
Complete references given for each citation in the references section at the end of the document
APA style used for citations and references

No grammatical, spelling and/or punctuation errors. Transitional phrases were used to guide the reader throughout the document (1 pts).