

# Instructional Design Process

by  
Kevin E. Johnson  
EDD 8001 23224  
Instructional Design

Nova Southeastern University  
November 23, 2008

## Background

The Office of Instructor Services at the University of Illinois Global Campus wants to increase the number of instructors abiding by specific organizational policies and guidelines regarding student feedback as a way to increase student retention, success, and satisfaction.

According to The Global Campus Instructor Policies and Procedures Manual,

The Global Campus Partnership emerged out of the strategic planning activities that were initiated by President White in the spring of 2005. That planning process identified several important reasons for greatly expanding the University's online educational activities. Successful implementation of the Global Campus would substantially increase the University's educational reach, enable the University to serve significantly more students, and potentially provide an important new source of revenue... The Global Campus partners with University of Illinois Academic Units to provide a wide-range of programs and services to its learners. These partnerships are important to the success of the program to help maintain current and quality content within our courses... It is the mission of the Instructor Services Department to support and promote the organizational mission by recruiting, hiring, training, mentoring, and supporting instructors whose qualifications and instructional delivery methods match the guiding values and operating principles of the organization (University of Illinois Global Campus, 2007).

One way the Office of Instructor Services achieves its mission is to require new faculty to participate in a four-week online training course. This course, titled Global Campus Instructor Certification Course, has three purposes: 1) introduce instructors to Global Campus specific pedagogical philosophies regarding online education; 2) provide instructors with hands-on opportunities to orientate themselves to the organization's Learning Management System; and 3) introduce instructors to Global Campus policies and procedures. According to the course's instructor, Dr. Susan Manning (personal communication, September 16, 2008), the course has now been taught for one year. Dr Manning says that "this is a perfect time for The Global Campus to step back, review our goals and see where we can improve" (personal communication, September 16, 2008). Currently, Dr. Manning's only responsibility with The Global Campus is teaching the Instructor Certification Course. She relies on the Office of

Instructor Services and Student Services to help her identify gaps in training and areas of improvement. Therefore, it is has become my responsibility, as the Instructional Designer for this project, to facilitate communication between these groups and work with the Dr. Manning as the Subject Matter Expert (SME) to review the existing course and add an activity to the course that meets the stated goal. The first step was to get to conduct an analysis to determine whether or not the stated problem is truly a problem or only perceived as such by the organization's staff.

### Problem

To better define the problem, I interviewed the Director of Instructor Services and Support, Dr. Iris Stovall (personal communication, September 12, 2008). The first step was to use the Robinson and Robinson (1995) Performance Relation Map to answer a few basic questions. Table 1 displays the results of this portion of the interview. Some of the narrative results had to be answered after conducting further research described later in this document.

Performance Analysis Question	Performance Analysis Answer
1. What is the problem that was originally voiced?	Student complaints via course evaluations indicate dissatisfaction with timeliness and quality of instructor feedback.
2. Is the voiced problem related to a core organizational outcome?	Yes: Increase student satisfaction and retention.
3. Are there established operational goals for this outcome?	Yes: Continuous quality improvement and technological innovation are critical to long-term success.
4. Is the operational goal being met?	Yes/No: Reviewing and updating this performance standard goal contributes to meeting the organizational goals. Other reviews and evaluations are being conducted throughout the organization at this time as well (e.g., instructional design of each course).
5. Is there an operational need?	Yes: Contribute to student retention rates and levels of satisfaction by providing quality, timely feedback within 48 hours after each assignment's scheduled

	deadline 100% of the time.
6. Have job performance standards been set for achieving the operational goal?	Yes: Organization policy states that instructors are required to provide feedback within 48 hours after each assignment's deadline and must include comments that correlate directly to the assignment's rubric, specific strategies to improve future assignments, and provide resources. Feedback is to be provided via the Learning Management System Gradebook tool.
7. Are job performance standards being met?	No: Student complaints, course evaluations, and random sampling reveal that feedback is not always being provided within the required timeframe and often lacks the substantive comments required by the organization's policy.
8. Is there a job performance needs?	Yes: Increase number of instances where instructors have provided comments based on policy standards.
9. Are there external factors outside the control of local management that are contributing to operational and job performance needs (e.g., government regulations, corporate hiring freeze, labor contract, corporation's national contract with telephone service provider, and so forth)?	Yes: FERPA – student privacy laws require that comments be private. Therefore, comments must be placed inside Gradebook tool within the Learning Management System to ensure student privacy is maintained.
10. Are there internal factors within the control of local management that are contributing to job performance needs?	Yes: Adjunct instructor knowledge of expectation and skills needed to complete the task. Adjunct instructors are hired to teach courses that are not developed by them.
11. Are there solutions for the performance needs?	Yes: Training of adjunct faculty specific to the policy standards set forth by the organization.

**Table 1: Performance Relationship Map**

According to Dr. Stovall (personal communication, September 12, 2008), the organization's goal for retention is based on program estimates based on market, learner, and

industry analyses that are documented in each program's Performa document during contract negotiations with the Partnering Academic Units (PAUs). Since the campus opened its door in January of this year, retention rates have varied from program to program. However, further investigation of documented interviews from those who have dropped showed that not a single student has dropped based on their dissatisfaction with the instructor or instructor feedback. Therefore, it was decided that this reason did not support the need to focus on the initial problem. But, when reviewing student complaints during each term and end-of-term evaluations, we found multiple comments that can be specifically directed to the desire for and an appreciation of quality and timely feedback such as the ones listed below:

- Comments attached to grades were helpful.
- Grading was fine.
- Feedback lagged occasionally.
- I would like to see the instructor grading assignments in a more timely fashion and also provide more feedback to each individual student.
- Grades should be done sooner.
- There were times it took a really long time to get a grade (this occurred for two weeks) other than that, it seemed fair.
- The grading procedures were clearly delineated by the rubrics. Therefore, the students knew how to meet the expectations.
- Grades took a while to receive.

Further investigation of instructor performance proved that approximately 30% of instructors were abiding by the policy. According to my interviews with both Dr. Manning (personal communication, September 16, 2008) and Dr. Stovall (Personal Communication, September 12, 2008), two contributing factors may be the cause of such poor results: 1) the lack of clarity within the policy specific to what constitutes quality feedback; and 2) the lack of opportunity to practice this skill and get feedback on performance within the required Instructor Certification Course. It was determined that working with Dr. Manning to develop an activity within the

Instructor Certification Course would not only provide the needed clarity, but also allow instructors to practice their feedback skills in a learning environment where Dr. Manning could role model expectation by providing similar feedback to their activity.

### Goal Statement

Based on the information gathered through interviews and data collection, it was determined that there is an operation need to meet the original goal brought forth by Global Campus administration. Using the Dick, Carey, and Carey's (2005) model of instructional design, the goal itself has been through multiple renditions illustrated below. Within the goal statement, the term participants refer to the new instructors participating in the Global Campus Instructor Certification Course.

Rendition	Goal
1. Original	Participants will understand what kind of feedback to students is required by The Global Campus.
2. Better	Instructors will demonstrate giving quality, timely feedback to students using the gradebook tool inside Desire2Learn.
3. Final	Participants will provide quality, timely feedback to students by supplying comments that correlate directly to the assignment's rubric, outlining specific strategies to improve future assignment completion, and recommending resources for doing so via the Learning Management System Gradebook tool within 48 hours after an assignment's scheduled deadline.

**Table 2: Goal Statement Renditions**

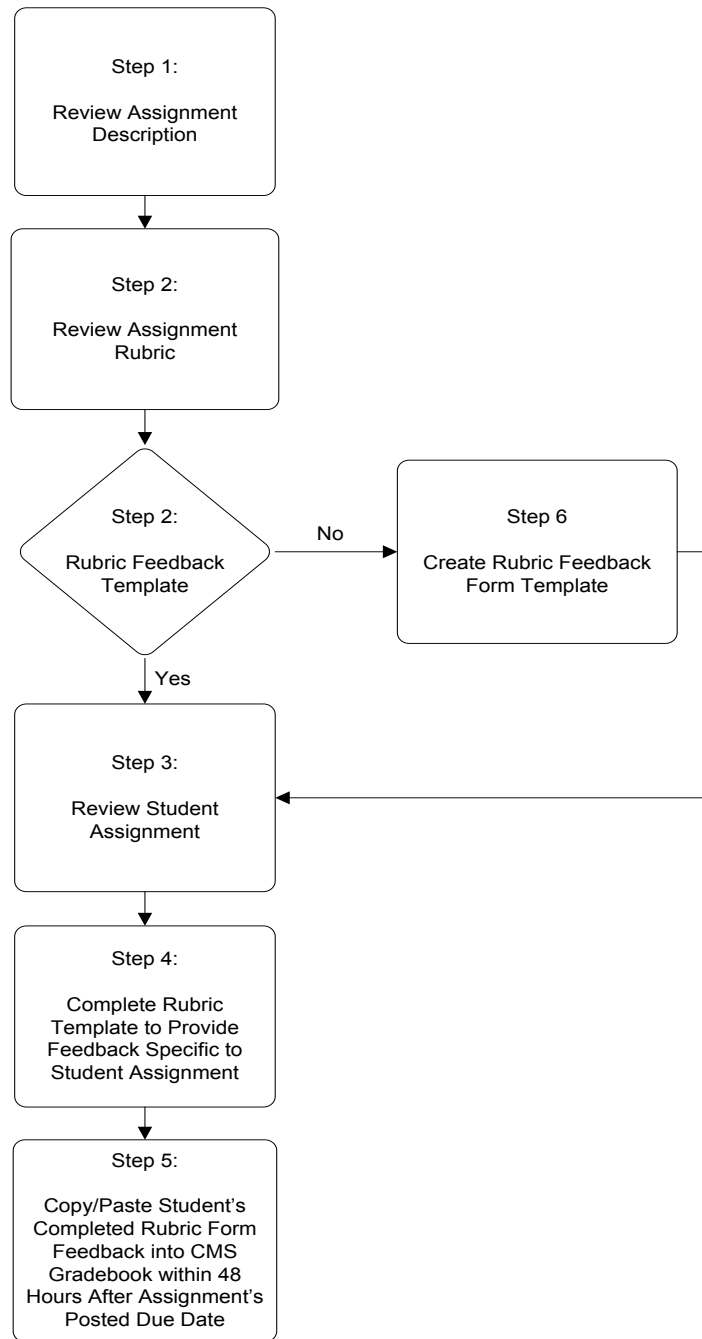
### Goal Analysis

Figure 1 below illustrates the Goal Analysis Procedures as described by Dick, Carey, and Carey (2005). Though a majority of the goal requires intellectual skills (Dick, Carey, & Carey, 2005), there is a psychomotor skills (Dick, Carey, & Carey, 2005) component to completing the

goal as well. The two skills could be broken down into two different goals; however, if one of the two is not completed, it negates the other. Therefore, it is important that both skills be reflected within one goal statement. Future illustrations of substeps within the Goal Analysis Procedures will better delineate between the intellectual skills and psychomotor skills necessary to accomplish the goal.

**Goal:**

Participants will provide quality, timely feedback to students by supplying comments that correlate directly to the assignment's rubric, outlining specific strategies to improve future assignment completion, and recommending resources for doing so via the Course Management System Gradebook tool within 48 hours after an assignment's scheduled deadline.



**Figure 1: Goal Analysis Procedures**



### Entry Behaviors & Subordinate Skills

Continuing with Dick, Carey, and Carey's (2005) model, it is important to identify which behaviors within the goal analysis procedures our learners are expected to already have mastered and which ones need additional instructional support. Steps 1 and 2 are both behaviors that the targeted audience, historically, has proven to be able to complete. They both require basic navigation skills within the Course Management System and ability to read and understand assignment descriptions and rubrics. These skills are needed to complete almost any task within the Course Management System. Therefore, if these skills need to be focused on, this is not the place. Steps 5 – Steps 7, on the other hand, all require skills that have not yet been proven by the targeted audience as determined by our Goal Analysis on the previous pages. Therefore, the next step is to break down each of these tasks to subordinate tasks, or step-by-step tasks that are necessary for completing the parent task (Dick, Carey, & Carey, 2005). Let's begin by looking at Step 3 and its impact on the future steps. This step requires the individual to determine whether or not there is a Rubric Feedback Form Template created for use as a tool for giving students feedback specific to the criteria set forth within the rubric itself. Step 3 by itself is something the learner will be able to determine with no prior instruction. However, if it is determined that there is no template, then the learner must move to Step 7 before moving on, and Step 7 has subordinate steps that must be completed. It is anticipated that these steps will not be technically challenging to the learner, simply identified as a part of the process needed to accomplish the desired outcome and meet the organizational goal. These are all psychomotor skills. Figure 2 illustrates the substeps for Step 7 and better identifies the needed skills to complete that step in the sequence. Figures 3 and 4 illustrate the subordinate skills necessary for completely Steps 5 and 6 respectively.

Goal: Participants will provide quality, timely feedback to students by supplying comments that correlate directly to the assignment’s rubric, outlining specific strategies to improve future assignment completion, and recommending resources for doing so via the Learning Management System Gradebook tool within 48 hours after an assignment’s scheduled deadline.

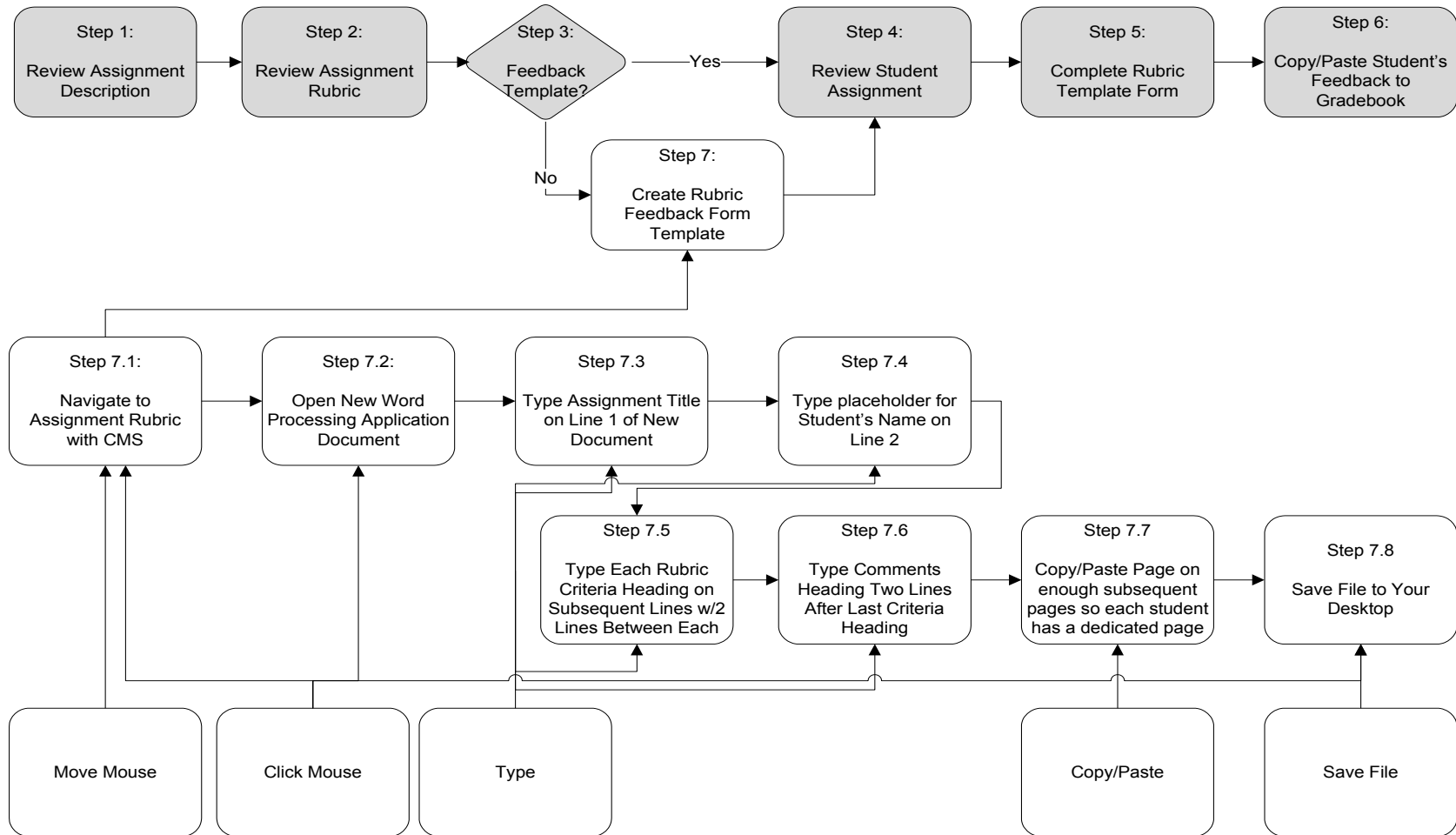
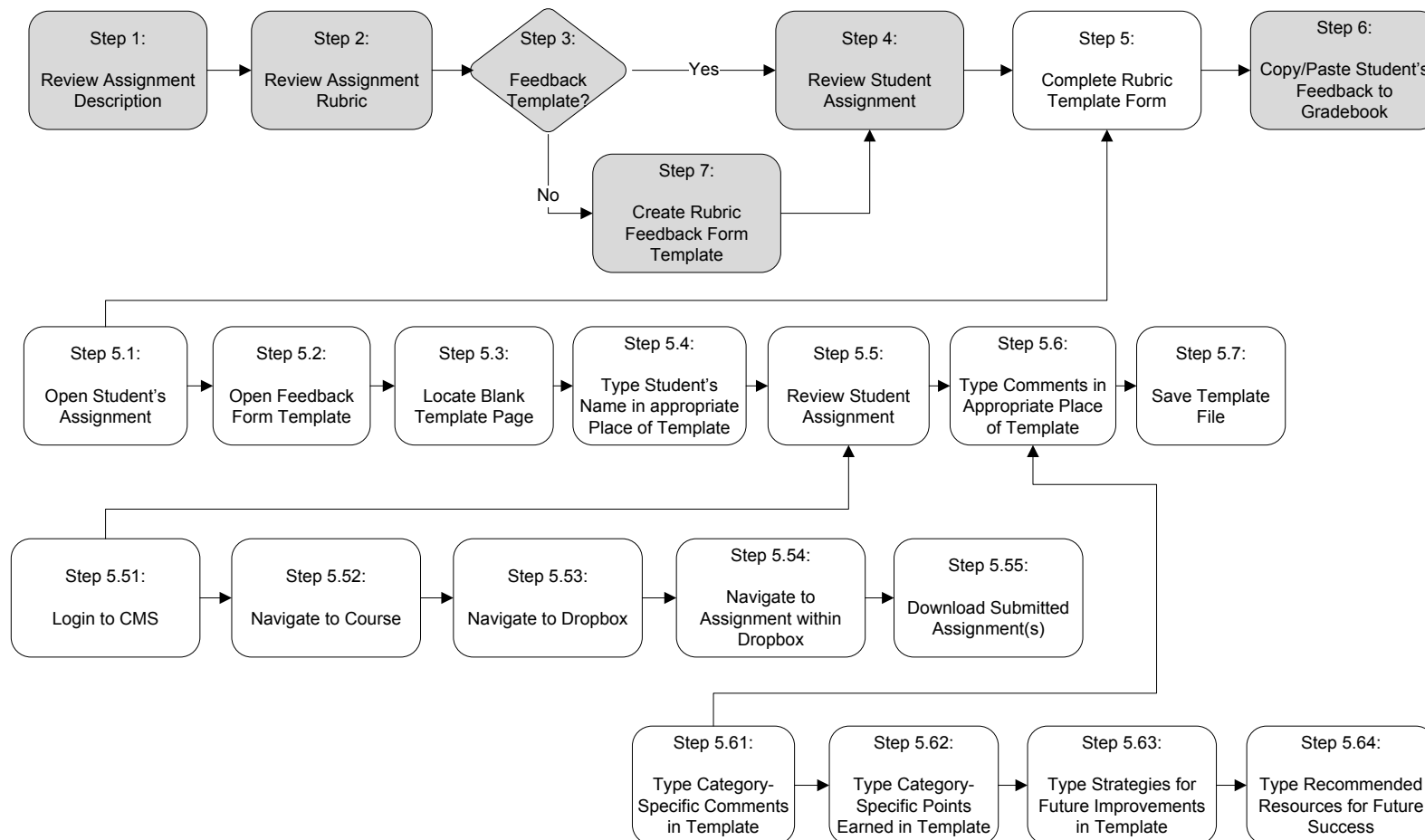


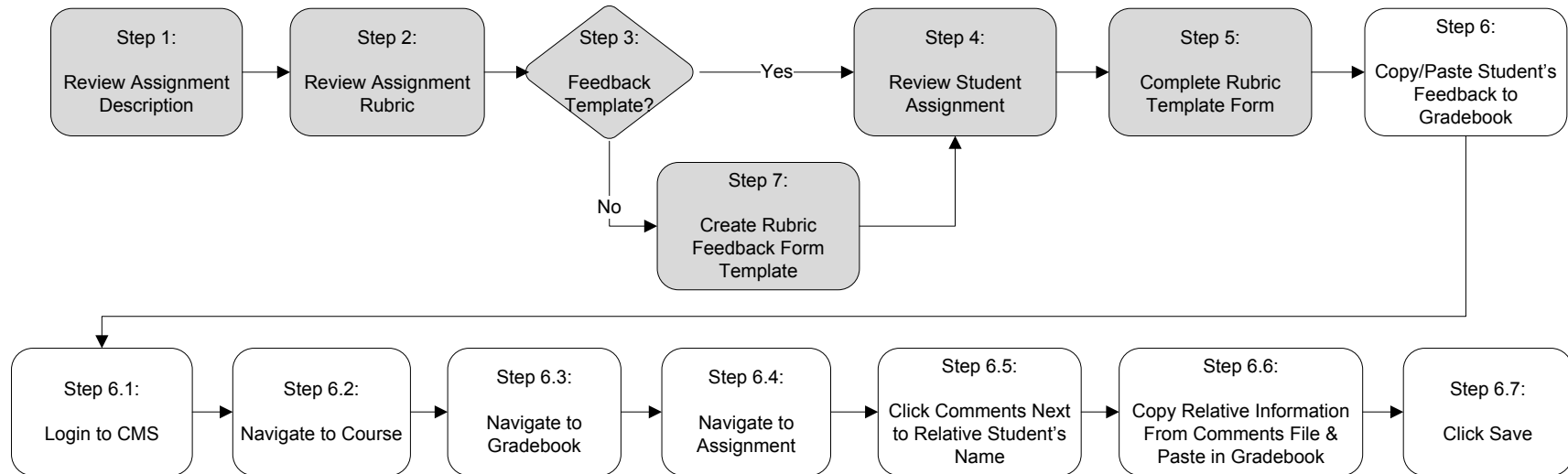
Figure 2: Step 7 Subordinate Skills

Goal: Participants will provide quality, timely feedback to students by supplying comments that correlate directly to the assignment's rubric, outlining specific strategies to improve future assignment completion, and recommending resources for doing so via the Learning Management System Gradebook tool within 48 hours after an assignment's scheduled deadline.



**Figure 3: Step 5 Subordinate Skills**

Goal: Participants will provide quality, timely feedback to students by supplying comments that correlate directly to the assignment's rubric, outlining specific strategies to improve future assignment completion, and recommending resources for doing so via the Learning Management System Gradebook tool within 48 hours after an assignment's scheduled deadline.



**Figure 4: Step 6 Subordinate Skills**

The subordinate skills analysis process provided clarity on the division of the intellectual skills and psychomotor skills needed to complete the overall goal. Step 5, as indicated in Figure 2, requires intellectual skills to complete. Participants are required to use their subject matter expertise, written communication skills, and a standard process layout to provide their students with constructive, timely feedback that will differ from student to student. Step 6 and Step 7 are psychomotor skills that are necessary to retrieve student assignments and then return them once comments are provided. As noted in the upcoming learner analysis, it is assumed that participants have a certain level of technical skills, which include basic computer navigation skills. These basic skills are all that are necessary for completing both Step 6 and Step 7. Therefore, the goal of Step 6 and Step 7 is be sure participants are able to use these skills successfully in our specific, virtual environment.

#### Participant (Learner) Analysis

Using Dick, Carey, & Carey's (2005) model, we worked together to develop a participant profile as a way of helping design a course that appreciates, acknowledges, and addresses the skills, experiences, challenges, and learning preferences of our target audience. To create this profile, information was collected by a variety of sources including interviews with the subject matter expert, interviews with the program coordinators, and review of previous course evaluations. Table 3 below, adapted from the example form for analyzing learner characteristics (Dick, Carey, & Carey, 2005), provides a list of the questions, sources, and results of our analysis. It is important to note two points when reviewing Table 3: 1) the participants of the course are potential instructors for a variety of programs offered by The Global Campus through partnerships with existing, campus-based units; and 2) each Partnering Academic Unit determines the minimum qualifications of instructors able to teach within their program. These

minimum qualifications are a source for some of the data collection used to compile the results provided below.

Question	Source(s)	Learner Characteristics
1. Entry behaviors	SME interview, pilot participant interviews, and past evaluations	<ul style="list-style-type: none"> <li>• Subject matter expertise</li> <li>• Basic computer navigation and word processing experience</li> <li>• Varied advanced technical abilities such as use of Web 2.0 applications (Wikis, Blogs, etc.)</li> <li>• Varied experiences with formal pedagogy education</li> <li>• Varied experiences with teaching online</li> </ul>
2. Prior knowledge of topic	Minimum qualification rubric, Resumes, and pre-participant interviews.	<ul style="list-style-type: none"> <li>• Subject matter expertise</li> <li>• Basic computer navigation and word processing experience</li> <li>• Varied advanced technical abilities such as use of Web 2.0 applications (Wikis, Blogs, etc.)</li> <li>• Varied experiences with formal pedagogy education and formative evaluation methodology</li> </ul>
3. Attitude towards content	SME interview, Pre-Participant interviews, and past evaluations	<ul style="list-style-type: none"> <li>• SMEs (mostly tenure track faculty in charge of developing their courses) tend to have more confidence in their abilities in accomplishing this goal with little to no additional instruction.</li> <li>• Adjunct faculty have proven in the past to appreciate instruction and additional development opportunities</li> </ul>

		specific to the topic.
4. Attitude toward delivery system	SME interview, Pre-Participant interviews, and past evaluations	<ul style="list-style-type: none"> <li>• Content is delivered fully online over the course of four weeks. The original course required 10-12 hours / week of content per week. Based on feedback from perspective and past participants, the workload has been reduced to 5-6 hours.</li> <li>• The delivery method is designed to simulate what these participants will be required to do when teaching for The Global Campus.</li> <li>• Evaluations have indicated that participants have truly appreciated the fact that they are getting to practice their skills in the same environment where they will be required to use those skills later in their careers with The Global Campus.</li> </ul>
5. Motivation for instruction (ARCS)	SME interview, Pre-Participant interviews, and past evaluations	<ul style="list-style-type: none"> <li>• SMEs (mostly tenure track faculty in charge of developing their courses) are assigned by department chair have articulated within our interviews and post course evaluations that they lacked motivation before the course, but appreciated it after-the-fact based on its relevance to their teaching assignments within The Global Campus.</li> <li>• Adjunct faculty have articulated being motivated by the idea of getting to teach for</li> </ul>

		the university – the course is a requirement of job placement.
6. Educational ability levels	Minimum qualification rubric, Resumes, and participant interviews.	<ul style="list-style-type: none"> <li>• The partnering academic unit sponsoring a program sets education requirements.</li> <li>• All programs except for one, require a doctorate in the field of study represented by the given program. The one exception requires a Master's degree with five years of work experience in the given field of study.</li> <li>• 100% have taught within the field.</li> </ul>
7. General learning preferences	SME interview, Instructional Design team interviews, Pre-Participant interviews, and past evaluations	<ul style="list-style-type: none"> <li>• SMEs often design courses based on their own learning preferences.</li> <li>• Adjunct faculty do not get the choice of how a course is designed.</li> <li>• As learners, there are a variety of preferences from text only, to auditory, to kinesthetic.</li> <li>• According to the course's SME and Instructor, there has been no predominant learning style in the year that the course has been taught. It is speculated that the reason for this is that course participants come from a variety of different backgrounds and experiences.</li> </ul>
8. Attitudes toward training organization	SME interview, Pre-Participant interviews, and past evaluations	<ul style="list-style-type: none"> <li>• Based on interviews, SMEs required to participate in the program often have a more negative attitude towards the training organization. Some comments infer there is some</li> </ul>



		<p>resentment towards the program for moving away from the university's standard structure of having tenure-track faculty designing and teaching courses. Some faculty have articulated that a more "business approach" to education does not benefit anyone academically.</p> <ul style="list-style-type: none"> <li>• Adjunct faculty tend to share excitement about the possibility of teaching for the university, which is something they would normally not get the opportunity to do based on physical location from campus and lack of full-time, tenure-track positions available to make it worth moving.</li> </ul>
<p>9. General group characteristics</p> <ol style="list-style-type: none"> <li>Heterogeneity</li> <li>Size</li> <li>Overall impression</li> </ol>	<p>SME interview, Pre-Participant interviews, Resumes, and past evaluations</p>	<ul style="list-style-type: none"> <li>• 61% women and 39% men</li> <li>• Average Age approximately 38</li> <li>• 100% working adults with outside job commitments.</li> <li>• Growing population as The Global Campus add additional programs to its catalog.</li> <li>• Overall – demanding group with high expectations who expect purpose to learning objectives and outcomes. Time is important not to waste.</li> </ul>

**Table 3: Learner Analysis**

Based on the information collected and the results, the three most important points to keep in the forefront of our minds when designing for these learners include the following: 1) the learners come with a variety of technical abilities, from novice to advanced; 2) the learners have subject

matter expertise and experience teaching within the field (varied between face-to-face and online); 3) the learners have the expertise needed to complete the stated goal intellectually, the purpose of the goal is to provide learners with the organization's expectations and the technical skills/sequence needed to meet those expectations within a specific learning environment. Having this knowledge helps focus activity development in a manner that isn't interpreted as condescending or a waste of time, while resulting in an increase of student satisfaction and retention as these participants move into their teaching positions within The Global Campus and apply the instructional knowledge and skills provided within our course.

#### Performance Context Analysis

Now that a profile of the learner has been created, it is important to understand the environment in which the learner will use the instructional knowledge or skill. Understanding the physical, social, and overall setting in which the knowledge or skill will be applied provides a designer with needed information to help build a more authentic learning environment that gives relevance and importance to the learning experience (Dick, Carey, & Carey, 2005). To determine this information for the stated goal above, it was important to conduct interviews with The Global Camps instructor supervisors, take a virtual tour of the organization's learning management system, Desire2Learn, where the technical skills will be applied, and interview the course's subject matter expert to determine benefits and challenges of the learning environment's ability to simulate a more authentic learning experience for the target audience. The results of this data collection are stated in Table 4 below, which is based on Dick, Carey, and Carey's (2005) Example For Analyzing the Performance Context.

Question	Source(s)	Performance Characteristics
----------	-----------	-----------------------------

<p>1. Managerial/Supervisor Support</p>	<p><b>Interviews:</b> Office of Instructor Services – Supervisor and Instructor Mentor</p>	<ul style="list-style-type: none"> <li>• Instructors have a lot of autonomy during the course of a term. However, there are ongoing observations made and resources provided by a variety of sources to help instructors be successful within the organization.</li> <li>• Weekly logins (quantity measures) are reported on each instructor</li> <li>• Weekly mentor meetings required by first-time instructors</li> <li>• Observation checklists used to monitor quality of instructor four times per term, per instructor (at the end of weeks 1, 2, 4 and 8)</li> <li>• SMEs designated by partnering academic units have more autonomy and less supervision than adjunct instructors hired directly by The Global Campus.</li> </ul>
<p>2. Physical aspect of site</p>	<p><b>Interviews:</b> Office of Instructor Services &amp; SME/course instructor</p> <p><b>Observations:</b> Virtual tour of learning management system (Desire2Learn)</p>	<p><b>Facilities</b></p> <ul style="list-style-type: none"> <li>• Task is completed within the organization’s learning management system, Desire2Learn.</li> <li>• Instructors connect to this environment from a variety of locations including their homes, places of business, etc.</li> </ul> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Instructors have access to online environment 24/7.</li> <li>• Instructors have access to a practice course where skills can be practiced in a safe environment 24/7.</li> <li>• 24/7 Technical Support phone number.</li> </ul>

		<ul style="list-style-type: none"> <li>• 24/7 Pedagogical Support phone number where calls are returned within 24 hours.</li> </ul> <p><b>Equipment</b></p> <ul style="list-style-type: none"> <li>• Computer with minimum technical requirements provided before starting course.</li> <li>• Internet Access</li> <li>• Word Processing Application</li> </ul> <p><b>Timing</b></p> <ul style="list-style-type: none"> <li>• Task must be completed within 24 hours after each assignment's scheduled deadline.</li> </ul>
3. Social aspects of site	<p><b>Interviews:</b> Same as above</p> <p><b>Observations:</b> Same as above and Review of student comments in evaluations</p>	<ul style="list-style-type: none"> <li>• Though instructors are provided a lot of freedom within their courses, quantity and quality standards are monitored and reported to several administrators within the organization, which add a lot of political pressure to succeed so as to not have to justify one's actions.</li> <li>• Students' respond to both feedback and lack of feedback.</li> <li>• Falling behind takes away from instructor's time (having to catch up) and level of respect provided by students and organization staff.</li> </ul>
4. Relevance of skills to workplace	<p><b>Interviews:</b> Same as above</p> <p><b>Observations:</b> Same as above and review of needs assessment of &amp; review of organization policies and procedures guides for</p>	<ul style="list-style-type: none"> <li>• Indirectly related to organization's mission regarding student satisfaction and retention rates.</li> <li>• Directly related to policies and procedures stated within the organization's Instructor Teaching Guide and Instructor Policies/Procedures Manual.</li> </ul>

	instructors	
--	-------------	--

**Table 4: Performance Context Analysis**

As reported in Table 4, the environment is politically charged and sometimes challenges instructors' views of academic freedom by instituting and evaluating quantity and quality standards – something many research-based instructors are not required to participate in. These situations help explain the differences in attitudes and perceptions described in the learner analysis, especially when recognizing the diversity of the learners and the mix between assigned, tenure-track instructors and adjunct instructors hired out-of-house. However, it is important to remember that the determined standards are based on research and other analyzes conducted within the organization as a method for creating and delivering a quality experience to students.

#### Learning Context Analysis

Now that we have an understanding of the physical, social, and overall environment in which the knowledge or skill will be applied, it is important to look at how well the learning environment can be adapted to simulate this environment. This information was collected during the same interviews and observations as those during the performance analysis stated in Table 4. Table 5, adapted from Dick, Carey, and Carey's (2005) Example Form for Analyzing the Learning Context, displays the results of the data collected for this stage of the analysis.

Question	Source(s)	Learning Site Characteristics
1. Number/nature of sites	<b>Interviews:</b> Office of Instructor Services – Supervisor and Instructor Mentor	<ul style="list-style-type: none"> <li>• Instruction is Web-based to prepare learners to teach in the same environment.</li> <li>• The course is a four-week course offered six times per year.</li> </ul>

		<ul style="list-style-type: none"> <li>• The course to include one activity that focuses on the goal stated above during the third week of instruction – the module focuses on online assessment.</li> <li>• The course has no more than 25 participants in each section.</li> <li>• The course is instructor-led and has scheduled assignment deadlines and participation requirements.</li> <li>• The course is funded (instructor fee) by a line-item in the organization’s budget for instructor services.</li> <li>• Instructors and administrators need a computer with Internet Access.</li> </ul> <p><b>Constraints:</b></p> <ul style="list-style-type: none"> <li>• Scheduling a four-week course to match schedules of an organization that has eight-week terms</li> <li>• Distant Technical Support needed for learners and instructor</li> <li>• Time – time to cover every possible activity type for such a diverse group of instructors who will be teaching using a variety of technologies.</li> </ul>
2. Site compatibility with instructional needs	<p><b>Interviews:</b> Office of Instructor Services &amp; SME/course instructor</p>	<p><b>Instructional Strategies</b></p> <ul style="list-style-type: none"> <li>• A variety of delivery methods can be used included text, audio, video, and</li> </ul>

	<p><b>Observations:</b> Virtual tour of learning management system (Desire2Learn)</p>	<p>synchronous conferences.</p> <p><b>Delivery Approaches</b></p> <ul style="list-style-type: none"> <li>• Technology tools are available for designing and implementing the use of Web-based technologies in both synchronous and asynchronous environments.</li> </ul> <p><b>Time</b></p> <ul style="list-style-type: none"> <li>• The course is four weeks.</li> <li>• Learners will have 5-6 hours (one instructional week) to complete the task described in the goal above.</li> </ul> <p><b>Personnel</b></p> <ul style="list-style-type: none"> <li>• Instructor and technical support staff will be needed.</li> <li>• Guest lecturers are used for synchronous meetings.</li> </ul>
<p>3. Site compatibility with learner needs</p>	<p><b>Interviews:</b> Same as above</p> <p><b>Observations:</b> Same as above and Review of student comments in evaluations</p>	<p><b>Location</b></p> <ul style="list-style-type: none"> <li>• The course is held online, allowing participants to participate from a location of their choice such as home, work, coffee house, etc.</li> </ul> <p><b>Conveniences</b></p> <ul style="list-style-type: none"> <li>• Distance education provides the learner to participate when and where he/she chooses. Therefore, the conveniences provided to the learner will depend on where he/she decides to participate.</li> </ul>

		<p><b>Space</b></p> <ul style="list-style-type: none"> <li>• Not applicable because no physical space is needed for actual instruction.</li> </ul> <p><b>Equipment</b></p> <ul style="list-style-type: none"> <li>• Learning Management System and Elluminate virtual classroom.</li> </ul>
<p>4. Feasibility for simulating workplace</p>	<p><b>Interviews:</b> Same as above</p> <p><b>Observations:</b> Same as above and review of needs assessment of &amp; review of organization policies and procedures guides for instructors</p>	<p><b>Supervisory Characteristics</b></p> <ul style="list-style-type: none"> <li>• Participants are assigned a fictitious student to monitor and interact with.</li> </ul> <p><b>Physical Characteristics</b></p> <ul style="list-style-type: none"> <li>• Learners will interact in the exact same environment where they will perform the tasks learned within the course.</li> <li>• Participants will be enrolled in two virtual courses. In one classroom they will interact as learners where content will be delivered. In another course, participants will interact as instructors to simulate the actual future role within the organization.</li> </ul> <p><b>Social Characteristics</b></p> <ul style="list-style-type: none"> <li>• As learners, participants will interact with each other via discussion boards, etc.</li> <li>• As instructors, participants will interact with fictitious students and provide each other with feedback on how</li> </ul>



		<p>the experience.</p> <ul style="list-style-type: none"> <li>• As both learners and instructors, participants will interact with the course instructor who role models what is expected of them as future instructors within the organization.</li> </ul>
--	--	--

**Table 5: Learning Context Analysis**

By analyzing the results in Table 5, we can conclude that, due to the nature of the situation, the learning environment very closely matches and simulates the environment in which the learners will be expected to apply the instructional knowledge and skills. Not only does the learning environment simulate the workplace, but participants also get a first-hand look at what is expected of them through the role modeling of the course instructor. The one disconnect might be the need for the instructor to articulate what she is doing in the background that models the expected behaviors of the learners – something to consider when developing instructional materials later in the process. However, first we must determine the performance objectives, also known as behavioral objectives, and the assessments we will use to measure each learner's progress in completing these objectives. (Dick, Carey, & Carey, 2005).

#### Performance Objectives

Now that we have an understanding of our learner, the context where expected skills will be applied, and the environment where instruction will occur, we can now move to developing our performance objectives. Performance objectives are statements that reflect what we want the learner to be able to accomplish in measurable and observable terms upon completing instructional materials and activities (Dick, Carey, & Carey, 2005). Having clearly written

performance objectives makes creating assessments for measuring progress and successful completion of those objectives much easier.

Based on our Subordinate Skills analysis above, we have identified two psychomotor skills and one intellectual skill that need objectives assigned to them. There are three components to behavioral objectives: 1) the condition in which the behavior will be performed; 2) the behavior itself; and 3) the criteria for completing the behavior (Dick, Carey, & Carey, 2005).

Within the tables below, each of these components is identified using the following denotations:

1) condition (CN); 2) behavior (B); and 3) criteria (CR).

Let's begin with the psychomotor skills and then move to the intellectual skills. To do this, we will use the Sample Psychomotor Skills and Matching Performance Objectives table offered by Dick, Carey, and Carey (2005). The first Psychomotor Skill is Step 7: Create Rubric Feedback Form Template. Due to the nature of this task and the micro level in which we depicted the substeps to Step 7, we will combine substeps 7.3 – 7.6 under a heading title "Format Template Document."

Steps	Matching Behavioral Objectives
7.1 Navigate to Assignment Rubric within CMS	Given a computer with Internet access, a Web browser application, and accurate CMS login and password information with properly assigned instructor permissions (CN), navigate to the assignment's rubric within the CMS (B). Open a new Web browser, navigate to the CMS URL, login, click class link, click Content link, scroll to locate assignment, click on assignment link, and scroll to locate assignment's rubric (CR).
7.2 Open New Word Processing Application Document	Given a computer with a Word Processing application properly installed (CN), start Word Processing application (B). Locate Word Processing Application execute file and click to open the application and start a new document (CR).

7.3-6 Format Template Document	Given a new Word Processing document (CN), format the document in the manner necessary to document assignment feedback based on the assignment's rubric (B). Type assignment title on line 1 and a placeholder for the student's name on line 2 (e.g., StudentNameHere). Starting on line 4, type rubric criteria headings on subsequent lines w/2 lines between each, and add a "Comments" heading two lines after the last criteria heading (CR).
7.7 Copy/Paste on enough subsequent pages so each student has a dedicated page	Given a one-page, Word Processing document that is properly formatted (CN), copy/paste the first page enough times for each student to have a dedicated page for her/his comments (B). Select all content on the page by highlighting all text on the page, copy the selected text by either right clicking and choosing Copy or clicking Edit, Paste, create a new page by clicking Insert, Break, New Page or pressing Ctrl+Enter on the keyboard, paste the copied text to the new page by clicking Edit, Paste or pressing Ctrl+v on the keyboard, repeat the creating a new page and pasting steps enough times to have one page for each student (CR).
7.8 Save File to Desktop	Given a properly completed, word processing documented (CN), save the file to the computer's desktop (B). Click File, Save, choose desktop, title the document, and click save (CR).

The second psychomotor skill we must determine behavioral objectives for is Step 6, which requires the learner to copy/paste each student's individual comments into their respective space within the course's digital gradebook. Again, due to the micro level in which the substeps were divided, we will combine those requiring the same skills. For Step 6, this includes substeps 6.1-6.4, which all focus on navigating the Internet.

Steps	Matching Behavioral Objectives
6.1-5 Navigate to Assignment CMS digital gradebook	Given a computer with Internet access, a Web browser application, and accurate CMS login and password information with properly assigned instructor permissions

	(CN), navigate to a given student's gradebook entry within the CMS for a given assignment (B). Open a new Web browser, navigate to the CMS URL, login, click class link, click Grades link, scroll to locate assignment, and click on assignment link (CR).
6.6 Copy/Paste relative information from comments file to digital gradebook.	Given a computer with a word processing document open and a Web browser open to an assignments gradebook within the CMS (CN), copy/paste a student's comments from the word processing file to the assignment's digital gradebook within the CMS (B). Highlight comments for first student within the word processing document and copy information. Navigate to respective student's name within assignment's digital gradebook entry and click on the Comments Icon next to student's name. Paste student's comments into comments textbox (CR).
6.7 Save feedback	Given a computer with an Internet browser window open to the comments section of a given student for a specific assignment with text entered in the comments textbox (CN), save the comments for recording and student viewing (B). Scroll to the bottom of the screen and click save (CR).

For the next set of objectives, we will focus on the intellectual skills need to complete Step 5. Though this step includes psychomotor skills, substep 5.5 require intellectual skills to complete. The table below, adapted from Dick, Carey, and Carey's (2005) Sample Performance Objectives for Verbal Information and Intellectual Skills Tasks for the Instructional Goal, identifies the performance objectives required for each of the intellectual skills substeps.

Main Step	Performance Objective for Main Step
5.5 Complete Rubric Template Form	Given a student's completed assignment and a template document for providing comments (CN), provide feedback to the student based on the assignment's rubric, your subject matter expertise, and the organization's policy for providing feedback (B). Learner should review completed assignment

	by a given student, use rubric template for structure, and provide feedback based on organization policy (CR).
<b>Subordinate Skills</b>	<b>Subordinate Objectives for Main Step</b>
5.51 Identify areas where student can improve	Given a student's completed assignment and the assignment's rubric (CN), identify areas where the student needs to improve specific to the criteria set forth within the assignment's rubric (B). Type comments specific to each rubric category within the given student's feedback section of the feedback document.
5.52 Identify strategies the student should consider for improving future assignments.	Given a student's completed assignment (CN), identify strategies the student can use to improve the completion of future assignments (B). Type suggested strategies within the given student's Comments section of the feedback document.
5.53 Provide resources for the student to use for improving future assignments.	Given a student's completed assignment (CN), identify resources the student can use to improve the completion of future assignments (B). Type suggested resources within the given student's Comments section of the feedback document.
5.54 Provide feedback within 48 hours of a given assignment's schedule deadline.	Given a student's completed assignment turned in by the assignment's scheduled deadline (CN), provide constructive feedback to student within 48 hours of the given assignment's schedule deadline (B). Copy/Paste feedback to respective student's digital gradebook entry for the given assignment.

### Assessment

Now that there are measurable and observable objectives, it is easier to write an assessment plan for how an instructor can best determine whether or not a student is capable of completing a task. Assessment in the online environment has its challenges. For example, a goal where live demonstration might be the best method for assessment may be difficult if the

instructor and student are separated by physical location. Therefore, it is important to consider these other pieces of the analyses phase to better create goals and objects able to be completed and assessed properly in the learning environment.

Based on the audience and task at hand, and for purposes of this assignment, let's focus on the intellectual goal of reviewing a student's completed assignment and giving feedback to that assignment. If our learners were having difficulties with the psychomotor skills, we do have the abilities to share computer screens and use the above subskill objectives to devise a checklist as a better way to assess exactly where the student is having problems. However, the bigger concern for the purposes of the overall objective, and based on learn profile analysis, is the learner's ability to provide constructive feedback based on the criteria provided above. This does not mean, however, that we leave out the instructions for completing the psychomotor skills from the activity's instructions.

According to our learner profile, the amount of instructional time, and other analyses, it is important for us to recognize the need to focus on introducing the materials and then assessing the skills. Unfortunately, there is no time to conduct Entry Behavior Tests, Pretests, or even Practice Tests (Dick, Carey, & Carey, 2005). Therefore, we must focus on a Posttest assessment technique that accurately provides our learners' levels of competence in completing the objective.

Because we are having our learners identify information from a completed assignment, and want the assessment to replicate the environment in which they will use this skill outside of the classroom setting, assessments such as short answer, matching, multiple choice, essay, and product development are not appropriate. Live performance assessments are also inappropriate due to the nature of our distance learning environment. Therefore, the most effective method of

assessment is a completion activity. The Design Evaluation Chart below, adapted from Dick, Carey, and Carey (2005), illustrates sample assessment items to be used for each subskill identified above for Step 5.

Subskill	Performance Objective	Sample Assessment
5.51 Identify areas where student can improve	Given a student's completed assignment and the assignment's rubric (CN), identify areas where the student needs to improve specific to the criteria set forth within the assignment's rubric (B). Type comments specific to each rubric category within the given student's feedback section of the feedback document.	Using an example student's completed assignment, in the gradebook of a practice course inside the CMS, identify areas where the student can improve based on each of the categories provided in the given assignment's rubric.
5.52 Identify strategies the student should consider for improving future assignments.	Given a student's completed assignment (CN), identify strategies the student can use to improve the completion of future assignments (B). Type suggested strategies within the given student's Comments section of the feedback document.	Using an example student's completed assignment, in the gradebook of a practice course inside the CMS, provide suggestions for how the student can better organize, produce, and present information for future assignments.
5.53 Provide resources for the student to use for improving future assignments.	Given a student's completed assignment (CN), identify resources the student can use to improve the completion of future assignments (B). Type suggested resources within the given student's Comments section of the feedback document.	Using an example student's completed assignment, in the gradebook of a practice course inside the CMS, provide a list of resources the student can use to better the quality of future assignments.
5.54 Provide feedback within 48 hours of a given assignment's	Given a student's completed assignment turned in by the assignment's scheduled deadline (CN), provide constructive feedback to student within 48 hours of the	Using an example student's completed assignment, in the gradebook of a practice course inside the CMS, provide the feedback to the student within



schedule deadline.	given assignment's schedule deadline (B). Copy/Paste feedback to respective student's digital gradebook entry for the given assignment.	48 hours after the given assignment.
-----------------------	--	---



Overview	This activity will provide participants with the opportunity to practice entering grades and comments via the D2L Gradebook tool. Participants will follow the instructions below to enter a grade and respective comments to their assigned fictitious student provided in the Student Assignment document in the Content section of our course.
Objectives	Participants will provide quality, timely feedback to students by supplying comments that correlate directly to the assignment's rubric, outlining specific strategies to improve future assignment completion, and recommending resources for doing so via the Learning Management System Gradebook tool within 48 hours after an assignment's scheduled deadline.
Time	It is estimated that this activity will take approximately 15 to 30 minutes to complete.
Materials	<p>To complete this activity, you will need to access our practice course. It is also recommended that you print the Instructor D2L Quick Tips document if you haven't already.</p> <p><b>Instructor D2L Quick Tips</b>  This document is located in the Course Resources section of the Content page. This document is a list of instructions for completing tasks and was created specifically for Global Campus instructors.</p>
Resources	<p><b>Practice Course</b>  To provide you with the ability to practice your D2L navigation and manipulation skills, we have created a practice course where all participants are enrolled as instructors. This will allow you to experience the D2L Learning Management System from an instructor's perspective and allow you to practice the skills you will need to teach within our virtual learning environment.</p> <p>To login to the Practice Course, simply navigate to your Home page and look for the course titled "ICPC 100" in your course list.</p>
Instructions	<p><b>Review Assignment and Develop Feedback</b></p> <ul style="list-style-type: none"> <li>• Navigate to the <b><i>PRACTICE COURSE</i></b>.</li> <li>• Click <b><i>Discussions</i></b> on the Course Navigation Bar.</li> <li>• Scroll, locate, and click on the <b><i>Module 3 Discussion Question Topic</i></b>.</li> <li>• Click on the post submitted by your <b><i>Assigned Student</i></b> (refer to Student Assignment document).</li> <li>• <b><i>Read</i></b> the post from an instructor's perspective.</li> <li>• <b>Track your comments</b> that you would supply to the student via the gradebook in a Word Process application based on the assignment's rubric category. Comments should</li> </ul>

- Correlate directly to the assignment's rubric;
- Include suggestions for improvements on future assignments;
- Include resources for improving future assignments; and
- Be provided within 48 hours of the assignment's scheduled deadline.

#### **Copy/Paste Comments to Student's Gradebook Entry Inside CMS**

- Copy Comments for assigned student from Word Processing application.
- Navigate to the **PRACTICE COURSE**.
- Click on **Grades** in the Course Navigation Bar.
- Locate the **Module 3 Discussion Question** activity in the top row titled "DQ Mod 3."
- Click on the **Grade Assignment Icon** ().
- Scroll down to locate your **Assigned Student** to grade (refer to Student Assignment document).
- Enter points in the **Points Textbox**.
- Click on the **Comments Icon** ().
- Paste Comments for the student in **Comments Textbox**.
- Click on **Save** to save comments, which will close the comments window.
- Click **Save** (bottom right) to save grades.

### **RUBRIC**

<b>Category</b>	<b>Assessment Criteria</b>
	Using an example student's completed assignment, in the gradebook of a practice course inside the CMS, learner...
Rubric Category-Specific Feedback (5 Points)	identifies areas where the student can improve based on each of the categories provided in the given assignment's rubric.
Suggestions for Improvements (5 Points)	provides suggestions for how the student can better organize, produce, and present information for future assignments. Examples may include use of chunking/sequencing techniques, use to tables to present data,

	etc.
List of Resources (5 Points)	provides a list of resources the student can use to better the quality of future assignments. Examples may include suggested texts/articles, Web sites, professional organizations, or other resources to reference when completing future assignments.
Timeliness (1 Point)	provides the feedback to the student within 48 hours after the given assignment.
Mechanics (4 points)	uses standard English mechanics and grammar were used in initial post and post presented in a logical format that is easy to follow.

The benefit to the above assessment criteria breakdown is that creating the assessment instructions and evaluation instrument should write themselves. Below is an example of what the instructions for completing the assessment, along with the assessment criteria would look like for the performance objectives listed in the table above.

With our objectives and assessments in order, we can move to developing our instructional strategy for how our content will be delivered to the our learners.

### Instructional Treatment Plan

PREINSTRUCTIONAL ACTIVITIES	
Category	Response
<p>Motivation</p> <p><i>Describe how you will gain and hold attention (for the instructional unit).</i></p>	<p>A To gain our learners' attention, we will review the organization's policy on what is required of all instructors specific to this topic. This is of interest to instructors because failure to follow policy can lead to lack of appointments in future terms.</p> <p>R The attention getting activity of introducing the policy specific to the goal we are trying to meet also reveals a specific level of relevance as to why instructors need to know this information. We will also provide examples, from the students' perspective as to why this is important.</p> <p>C To build confidence, we will remind learners that they are already an expert in their fields and have the qualifications for giving feedback. We are merely providing a structure in which to demonstrate their expertise.</p> <p>S There are several contributors to learners' levels of satisfaction based on this activity. Research shows that most levels of satisfaction for teachers are intrinsic. However, extrinsic motivators may include feedback from the instructor and future assignments within the organization.</p>
<p>Objectives:</p> <p><i>Explain how you will inform the learners about what they will learn in the unit.</i></p>	<p>Based on the fact our course is solely online, most information provided to students is text-based. The module housing this activity will have the following text-based components:</p> <p>Overview: This is a html page the provides learners with a brief overview of the module, the time commitment for completing the module, required readings, activities' list, and tips for successful completion.</p>

**Lesson:**

This is an html page provides module content (“lecture”) material to the students. This page summarizes the concepts of the readings and provides conceptual examples of why this module is important.

**Activities:**

Because of time, we have more than one activity per module. Each activity is listed separately with the following components:

- Assignment Overview
- Assignment Objective
- Estimated Time Requirement to Complete
- Materials Needed to Complete the Activity
- Resources Provided to Complete the Activity
- Instructions with Video Tutorial on How to Complete the Activity (Psychomotor skills section of activity only)
- Tips For Successful Completion
- Assessment Rubric

**Reflection:**

Each module as a Reflection component that asks students to reflection on the following concepts inside a discussion forum:

- How will the information in this module influence the way in which the student approaches online teaching and learning?
- What's the greatest "take away" learning from this module?
- What readings/activities were most/least beneficial?
- What would students change about this module? Why?
- What unanswered questions remain?

**Wrap-up**

This is a narrative piece that concludes the module by making a few final rehearsed comments while weaving in course specific discussions, etc., and transition statement to help the class move on to the next module.

<p>Student groupings and media selection:</p> <p><i>Explain how grouping will be determined, and describe the media to be used for the unit.</i></p>	<p>Each student must prove competence in completing the objective. Therefore, students will have to complete the activity as individuals.</p> <p>Media: The main media is determined by the organization – the Course Management System. However, in order for students to be able to complete this activity in a more authentic setting, students must have instructor permissions to the course. Therefore, students will be given instructor access to a second course inside the CMS, which we will label as the Instructor Practice Course.</p> <p>Student Course (Learners are students)</p> <ul style="list-style-type: none"> <li>• HTML Pages to provide information</li> <li>• Discussion Forum for Reflection Activity</li> <li>• Digital Gradebook where instructor provides our learners with feedback and “grades.”</li> </ul> <p>Practice Course</p> <ul style="list-style-type: none"> <li>• Fictitious Students enrolled in course</li> <li>• Discussion Forum Where Fictitious students posts for assessment by our learners are placed</li> <li>• Digital Gradebook for providing comments and grades for fictitious students</li> </ul>
<p>ASSESSMENT (<i>pretest, if appropriate</i>)</p> <p><i>Give an example of any pretest, either for entry level skills or for skills to be taught.</i></p>	<p>Due to the time provided for this course and the learner profile of working professionals in the field, a pretest is not appropriate, nor possible.</p>
<p>OBJECTIVES</p>	<p>Participants will provide quality, timely feedback to students by supplying comments that correlate directly to the assignment’s rubric, outlining specific strategies to improve future assignment completion, and recommending resources for doing so via the Learning Management System Gradebook tool within 48 hours after an assignment’s scheduled deadline.</p>

<p>Content Presentation:</p> <p><i>Describe the content for the first chunk.</i></p>	<p>Overview document  <a href="#">Link to overview document</a></p> <p>Lesson  <a href="#">Link to Lesson document</a></p> <p>Activity  <a href="#">Link to Activity</a></p>
<p>Examples:</p> <p><i>Show examples to be used, if any</i></p>	<p>Link to Example Videos</p> <ul style="list-style-type: none"> <li>• <a href="#">Creating a Rubric Feedback Form Template</a></li> <li>• <a href="#">Using Feedback Form to "Grade" Assignment</a></li> <li>• <a href="#">Posting Feedback and Grade to Gradebook</a></li> </ul>
<p>Student Groupings and Media selections</p> <p><i>(if different from the overall unit groupings or media)</i></p>	<p>Not different from overall unit groups or media.</p>
<p>Student participation:</p> <p><i>Describe practice items and activities. The difference between participation and a practice test is that students will be given assistance, direction, and feedback during the practice, but will not be graded.</i></p>	<p>Due to the time provided for this course and the learner profile of working professionals in the field, learners have only one opportunity to complete the activity and that is the activity that is assessed. See below to see the assessed activity.</p>
<p>Feedback:</p> <p><i>How you will give feedback on the practice items.</i></p>	<p>As a way of modeling desired behavior, the instructor of the course will provide feedback to students using the same method as demonstrated within this activity within 48 hours after the assignment's deadline via the Course Management System's digital gradebook based on the assignment's rubric.</p>

<p>Groupings and media <i>(if different from previous)</i></p>	
<p>ASSESSMENT <i>(pretest, if appropriate)</i>  <i>Give an example of any pretest, either for entry level skills or for skills to be taught.</i></p>	<p>Due to the time provided for this course and the learner profile of working professionals in the field, a pretest is not appropriate, nor possible.</p>
<p>ASSESSMENT  Posttest <i>(unit level)</i>: <i>Explain when and how the posttest will be delivered, and give an example of the test and the feedback and grading rubric.</i></p>	<p>The completion of the activity described above will serve as the posttest and will be given within the CMS to provide students with an authentic experience in the environment in which they will use these skills once provided a teaching assignment with the organization.</p>
<p>FOLLOW-THROUGH ACTIVITIES  Memory aids:  <i>Describe any memory aids (job aids or take-home items) that will be developed to aid retention and transfer of skills.</i></p>	<p>Learners will be provided a link to the organization's policy specific to this objective and access to a practice course where they can practice their psychomotor skills.</p>
<p>Transfer:  <i>Describe anything you will include to facilitate transfer of the skills to the work context</i></p>	<p>Learners will be assigned a mentor during their first term teaching for the organization who will conduct a provide assistance and conduct a formal assessment of this skill within the learner's actual work environment.</p>



## Instructional Materials

Now that we have an idea of the structure and activities for the lesson, we will need to determine the instructional materials we will need to fulfill the learning activities. To determine the instructor's role and the instructional materials needed for this lesson, we will borrow Dick, Carey, and Carey's (2005) Levels of Instructor Facilitation and Preinstructional Activities tables. Let's begin by focusing on the role the instructor will play in this activity.

Criteria	Response
Delivery System	<p>The lesson will have two components that are both delivered via our Learning Management System, D2L. However, each component will require a different course inside of D2L. The first component, where student find the information about the activity, which is interweaved with other module information, is a course where students are enrolled as students. However, the second part of the lesson where students provide a fictitious student with feedback via the Gradebook tool inside D2L will require a second course where students are enrolled with instructor privileges. This allows students to practice in an authentic environment that matches the environment for which they will be required to do this as a part of the teaching responsibilities with the organization.</p> <p>Though most of the materials are text-based, there is a series of three videos that demonstrate the activity broken into its three main stages.</p>
Purpose	<p>To replicate the environment for which participants will be required to perform this task in when provided with a teaching assignment for the organization.</p>
Instructor Facilitation	<p>This module, and the activities within it, are student-centered. The instructor's role is as follows: instructors are committed to providing a quality learning experience through thoughtful planning, implementation, and assessment of course activities. Instructors must also be committed to being readily available to students throughout the semester by returning E-mails and phone calls within 24 to 48 hours and to returning graded coursework with feedback within 48 hours of each assignment's due date. Within our Discussion Board, it is the instructor's</p>

	<p>job to initiate thoughtful, on-topic discussions, encourage student-to-student communication, and mediate when necessary. Therefore, it is not the instructor's responsibility to respond to every post, but encourage students to take ownership of the learning process by responding to each other.</p> <p>For this specific activity, the instructor will be available to help guide students through the pedagogical and technical processes of the assignment, answer questions posted to the Q&amp;A Forum or sent by email, and to provide feedback that models expectation within 48 hours of the assignment's scheduled deadline.</p>
Learners	Based on the learner profile, this activity is suitable for all learners and encourages independence while reinforcing expected behaviors.
Accountability	<ul style="list-style-type: none"> <li>• Student Learning Outcomes</li> <li>• Student attitude towards course</li> <li>• Student rating of faculty</li> <li>• Supervisor rating of participants once hired to teach</li> </ul>
Class Size Scalability and Per-Student Cost	<p>The organization structure is based on utilizing adjunct instructors to teach. However, the model requires all instructors to first complete this course, and even after that, successful completion of this course does not guarantee a teaching assignment. Therefore, specific to this course, the organization takes a loss up front, but hopes to gain that back through retention of students and instructors. The course is offered seven times per year and as the organization grows, there may be need for more. The cost to the organization is mostly the cost of the instructor and the instructional designer teamed with the instructor to build the course. Sections are limited to 25 students, but additional are created based on need and administration approval.</p>
Development and Implementation	<p>Technical infrastructure is already in existence because this is the same system used by the organization to deliver its online programs to students.</p> <p>An adjunct, contractual employee who is fairly independent teaches the course. Development of, and now changes to, the course require the instructor to work with an internal instructional designer to update content as needed.</p>



Let's now illustrate each step in the lesson and how it connects to previous, current, and future content. We'll begin with the preinstructional activities and move through assessment.

Learning Component	Instruction
<b>Preinstructional Activities</b>	
Criteria	<p>Each piece should consist of an introduction and motivation, linkage to previous skills, and session objectives.</p> <p>The course has a modular structure, which is consistent and predictable. Our course has a straightforward design and is easily navigable. Instructions and due dates for activities and assignments are clearly articulated so students know what is expected of them and can easily stay on track. Due dates of weekly assignments are staggered throughout the week (see the course calendar) in order to give participants time to read and comment on their classmates' work before the next module begins. The course design is based on principles of collaborative learning and active participation, as well as sharing of thoughts and problem solving. We also realize that participants have lives beyond the scope of this course and since professional adults often have more free time on weekends, we have also taken that into consideration.</p> <p>For each course module, participants will be presented with a brief, text-based lecture along with hyperlinks to related online articles. Participants will engage in guided discussions about these topics via the asynchronous discussion forums. Discussions will be prompted by "advanced organizer" questions inviting participants to consider the topic as it relates to their own personal teaching situations.</p> <p>In three of the four modules, participants will also be asked to complete a "Do it in D2L" assignment where they are asked to complete a task inside a D2L practice course. Inside this course, participants will have instructor access and be given the opportunity to navigate, change</p>

	<p>settings, and perform other tasks as determined by each module's content. At the end of each content module, participants will submit a reflection: a short summary of what they believe are the most important things they learned that week and how it relates to their job.</p> <p>Assigned readings and responses to discussion questions should take place during the Module in which they are assigned in order to get the most benefit from the discussions. Instructions and due dates for activities and assignments are clearly articulated so participants know what is expected of them and can easily stay on track.</p> <p>Based on the structure described above, each module has an overview and lesson that introduces students to the upcoming content, connects it to past information and skills, and describes its importance for learning. The following module overview and lesson for the module this lesson is intended for is linked below.</p>
Documents Supporting the Criteria	<p>Overview document  <a href="#">Link to overview document</a></p> <p>Lesson  <a href="#">Link to Lesson document</a></p>
<b>Content Presentation</b>	
Criteria	<p>The content for each activity is presented in an HTML document for all activities within the course. The organization uses an very structured template to provide students with each activity's overview, timeline, materials, resources, instructions, tips for success, and the assessment rubric.</p> <p>The link below is the activity document created for this assignment.</p>
Documents Supporting Criteria	<p>Activity  <a href="#">Link to Activity</a></p> <p>Link to Example Videos (Repeated in Activity linked above)</p> <ul style="list-style-type: none"> <li>• <a href="#">Creating a Rubric Feedback Form Template</a></li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">Using Feedback Form to "Grade" Assignment</a></li> <li>• <a href="#">Posting Feedback and Grade to Gradebook</a></li> </ul>
<b>Assessment &amp; Feedback</b>	
Criteria	<p>The most interesting component to this activity is that it requires participants to provide feedback to fictitious students based on a given rubric and their subject matter expertise, all while abiding by the organization's policy to do this within 48 hours after the assignment's deadline and via the CMS gradebook. The truly interesting part is that participants will get the same exact type of feedback for this activity by the course's instructor as a way of modeling expectation.</p> <p>The rubric used to assess student work is included at the end of the activity, which is linked below.</p>
Documents Supporting Criteria	<p>Activity <a href="#">Link to Activity</a></p>

Now that we have created our instructional materials, we can move developing our formative evaluation plan and report

## Formative Evaluation Plan and Report

<b>Formative Evaluation Plan</b>	
<b>Background</b>	<p>The activity was developed to increase the number of faculty abiding by the organization's policy to provide quality, timely feedback to students by supplying comments that correlate directly to the assignment's rubric, outlining specific strategies to improve future assignment completion, and recommending resources for doing so via the Learning Management System Gradebook tool within 48 hours after an assignment's scheduled deadline.</p> <p>The activity will be added to the required Instructor Certification Course that all perspective instructors are required to take before being assigned a teaching assignment within the organization. Participants will be required to complete the activity in the same physical environment that will be expected of them when teaching for The Global Campus.</p>
<b>Purpose</b>	The Formative Evaluation is being conducted to ensure that the created activity meets the established goal in a manner that is clear in its instruction and able to be completed with little to no technical difficulties by the target audience.
<b>Method: Design</b>	Using a series of surveys and one-on-one interviews, the formative evaluation process will included the instructional designer, subject matter expert, randomly chosen Global Campus staff at varying technical skills, and actual students to provide feedback on the activity's clarity of purpose, instructions, and submission process.
<b>Method: Expert Review</b>	<p><b>Subjects:</b></p> <ul style="list-style-type: none"> <li>• The Instructional Designer</li> <li>• Subject Matter Expert</li> </ul> <p><b>Instruments:</b></p> <ul style="list-style-type: none"> <li>• Survey (Appendix C)</li> <li>• Interview (Appendix D (SME Only))</li> </ul> <p><b>Procedure:</b></p> <ul style="list-style-type: none"> <li>• Both the Instructional Designer and SME will complete the activity in the context that it will be provided to students and complete the</li> </ul>

	<p>survey. The Instructional Designer will conduct an interview with the SME after completing the activity to review survey and discuss need for changes before moving on to next reviewer.</p>
<p><b>Method: One-to-One Review</b></p>	<p><b>Subjects:</b></p> <ul style="list-style-type: none"> <li>• Global Campus Technical Support Staff Member (Teaching &amp; Learning Specialist)</li> </ul> <p><b>Instruments:</b></p> <ul style="list-style-type: none"> <li>• Survey (Appendix C)</li> <li>• Interview (Appendix D)</li> </ul> <p><b>Procedure:</b></p> <ul style="list-style-type: none"> <li>• The Global Campus Teaching &amp; Learning Specialist will complete the activity in the context that it will be provided to students and complete the survey. The Instructional Designer will conduct an interview with the staff member after completing the activity to review survey and discuss need for changes before moving on to next reviewer.</li> </ul>
<p><b>Method: Small Group Pilot</b></p>	<p><b>Subjects:</b></p> <ul style="list-style-type: none"> <li>• SME / Instructor</li> <li>• Three Random (Voluntary) Global Campus Staff Members</li> </ul> <p><b>Instruments:</b></p> <ul style="list-style-type: none"> <li>• Survey (Appendix C)</li> <li>• Interview (Appendix D (SME Only))</li> </ul> <p><b>Procedure:</b></p> <ul style="list-style-type: none"> <li>• Three randomly chosen staff, who have already taken the course without this activity, will complete the activity in the context that it will be provided to students and complete the survey. These participants are vital to the evaluation process because they will understand the general context/environment and will require less background information to complete the evaluation effectively.</li> <li>• The SME/Instructor will also participate to facilitate the process as if the course were live.</li> </ul>

	<ul style="list-style-type: none"> <li>The Instructional Designer observe the course interaction and conduct an interview with the participants to review survey, which participants will complete, and discuss need for changes before implementing the activity for the first time in our January section.</li> </ul>
<b>Field Test</b>	<p><b>Subjects:</b></p> <ul style="list-style-type: none"> <li>SME / Instructor</li> <li>20 – 25 Participants enrolled in January 2009 section of course</li> </ul> <p><b>Instruments:</b></p> <ul style="list-style-type: none"> <li>Reflection Activity (Appendix E)</li> <li>Interview with Instructor</li> </ul> <p><b>Procedure:</b></p> <ul style="list-style-type: none"> <li>Students enrolled in our January 2009 section will complete the activity in the context of the course and will be complete a Reflection Activity at the end of the module where information will be collected about all activities within that module, including the activity in question.</li> </ul>
<b>Overall Plan</b>	See Appendix A Below
<b>Specific Formative Evaluation Protocols</b>	See Appendix B Below
<b>Evaluation Instrument</b>	See Appendices C, D, & E Below



<b>Appendix A: Overall Plan</b>				
<b>Phase</b>	<b>Evaluator</b>	<b>Date</b>	<b>Target</b>	<b>Instruments</b>
<b>Expert Reviews</b>	Instructional Designer	December 01, 2008	Goal & Objectives Assessment Instructional Strategy	Survey
	Subject Matter Expert	December 02, 2008	Goals & Objectives Assessment	Survey Interview
<b>One-to-One Evaluations</b>	Participant / Global Campus Staff (High Achievement)	December 04, 2008	Activity Content Assessment	Observation Forms Interview
<b>Small Group Pilot</b>	3 Participants / Global Campus Staff	December 10, 2008	Problematic areas	Survey Interview
<b>Field Test</b>	20 – 25 Students	January 05 – February 03, 2009	Entire Course	Reflection Activities End-of-Term Survey

## Appendix B: Evaluation Protocol

Participant,

Thank you for participating in our formative evaluation process. Your feedback is vital to the success of our course evaluation and update process. Below you will find the necessary information to login to our Course Management System and complete the activity in which we are assessing.

It is anticipated that this process will take you approximately one hour to complete. Please complete the activity and submit the web-based survey to me, Kevin Johnson via email at [kejohns@uillinois.edu](mailto:kejohns@uillinois.edu) by December 12.

Again, thank you for your valuable time and efforts. They are greatly appreciated.

Have a GREAT day!  
Kevin ☺

<b>Login Information</b>	URL: <a href="http://d2l.global.uillinois.edu">http://d2l.global.uillinois.edu</a> Login: Eval.Student (fake account) Password: evalpass123 (fake password)
<b>Navigate to Course/Activity</b>	<ol style="list-style-type: none"> <li>1. Locate Course Listing (Center, Underneath Banner)</li> <li>2. Click the ICC100 Test link to navigate to the course's home page</li> <li>3. From the Course Home Page, Click the Content link in the Course Navigation Bar</li> <li>4. Scroll to Module 3 and Read and Complete the following topics within the module:             <ol style="list-style-type: none"> <li>a. Module Overview</li> <li>b. Lesson</li> <li>c. Student Feedback Activity</li> </ol> </li> </ol>
<b>Complete Evaluation Survey &amp; Return</b>	<ol style="list-style-type: none"> <li>1. Complete the web-based survey by 5:00 p.m. on December 12             <ol style="list-style-type: none"> <li>a. URL.</li> </ol> </li> <li>2. Sit back, relax, and enjoy knowing that you have contributed to the future success of organization. ☺</li> </ol>

## Appendix C: Evaluation Survey

Participant,

Thank you for participating in our formative evaluation process. Your feedback is vital to the success of our course evaluation and update process. Please take a moment to complete the survey and clicking the Submit Survey.

Again, thank you for your valuable time and efforts. They are greatly appreciated.

Have a GREAT day!

Kevin ☺

<b>General Information Questions</b>	<ol style="list-style-type: none"> <li>1. Name</li> <li>2. Date</li> </ol>
<b>Activity Navigation</b>	<p><i>Please use the following likert scale to rate the given questions.</i></p> <ul style="list-style-type: none"> <li>5 – Extremely Satisfied</li> <li>4 – Satisfied</li> <li>3 – Undecided</li> <li>2 – Dissatisfied</li> <li>1 – Extremely Dissatisfied</li> </ul> <ol style="list-style-type: none"> <li>3. The activity was easy to navigate to.</li> <li>4. The navigational instructions within the activity were easy to follow.</li> <li>5. The navigational instructions matched the environment.</li> </ol>
<b>Activity Objectives</b>	<ol style="list-style-type: none"> <li>6. The activity’s objectives were clearly presented.</li> <li>7. The activity’s objectives provided purpose for the activity.</li> <li>8. I was able to successfully accomplish the learning objectives by completing this activity.</li> </ol>
<b>Comments</b>	<ol style="list-style-type: none"> <li>9. Please provide comments specific to areas needing more clarity for this assignment.</li> <li>10. Please provide comments on how we can improve this activity.</li> </ol>

### Appendix D: Evaluation Interview (SME Only)

The following interview questions will be used to interview the course's Subject Matter Expert (SME) after reviewing the activity within the context of its implementation.

<b>General Information Questions</b>	<ol style="list-style-type: none"> <li>1. Name</li> <li>2. Date</li> </ol>
<b>Areas of Weakness</b>	<ol style="list-style-type: none"> <li>3. <i>Based on your survey, the following questions were marked less than Extremely Satisfied. (List Survey Results). Let's talk about each one and how you will we can improve in that area.</i></li> </ol>
<b>Areas of Strength</b>	<ol style="list-style-type: none"> <li>4. <i>Based on your survey, the following questions were marked as Extremely Satisfied. (List Survey Results). Let's talk about each one and see what made each one successful and whether or not we can still improve in that area or transfer the same concepts to another area.</i></li> </ol>
<b>Comments</b>	<ol style="list-style-type: none"> <li>5. Do you have any other suggestion for improvement with this activity and/or its implementation?</li> </ol>

**Appendix E: Evaluation Reflection Activity**

The following activity will be used in the course at end of each module. The instructor is usually the only one who sees the students' responses to this activity. However, due to the nature of this process, the results from this activity in January, specific to this activity, will be extracted and summarized by the instructor and provided to the Instructional Designer.

**Link to Activity**[Reflection Activity](#)

## Formative Evaluation Results

**Evaluation Survey Results From Instructional Designer and Subject Matter Expert (SME)**

Please find below the results from the survey when completed by both the instructional designer and subject matter expert after completing the activating within context in which the activity will be provided to students.

**General Information Questions**

1. Name  
Kevin Johnson, Instructional Designer  
Dr. Susan Manning, SME & Instructor
2. Date  
Monday, December 01, 2008  
Tuesday, December 02, 2008

**Activity Navigation**

*Please use the following likert scale to rate the given questions.*

- 5 – Extremely Satisfied  
4 – Satisfied  
3 – Undecided  
2 – Dissatisfied  
1 – Extremely Dissatisfied

3. The activity was easy to navigate to.

5	4	3	2	1
2				

4. The navigational instructions within the activity were easy to follow.

5	4	3	2	1
2				

5. The navigational instructions matched the environment.

5	4	3	2	1
2				

<b>Activity Objectives</b>	<p>6. The activity's objectives were clearly presented.</p> <table border="1" data-bbox="560 331 1425 441"> <tr> <td style="text-align: center;"><b>5</b></td> <td style="text-align: center;"><b>4</b></td> <td style="text-align: center;"><b>3</b></td> <td style="text-align: center;"><b>2</b></td> <td style="text-align: center;"><b>1</b></td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">1</td> <td></td> <td></td> <td></td> </tr> </table> <p>7. The activity's objectives provided purpose for the activity.</p> <table border="1" data-bbox="560 556 1425 665"> <tr> <td style="text-align: center;"><b>5</b></td> <td style="text-align: center;"><b>4</b></td> <td style="text-align: center;"><b>3</b></td> <td style="text-align: center;"><b>2</b></td> <td style="text-align: center;"><b>1</b></td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">1</td> <td></td> <td></td> <td></td> </tr> </table> <p>8. I was able to successfully accomplish the learning objectives by completing this activity.</p> <table border="1" data-bbox="560 823 1425 932"> <tr> <td style="text-align: center;"><b>5</b></td> <td style="text-align: center;"><b>4</b></td> <td style="text-align: center;"><b>3</b></td> <td style="text-align: center;"><b>2</b></td> <td style="text-align: center;"><b>1</b></td> </tr> <tr> <td style="text-align: center;">2</td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	1	1				<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	1	1				<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	2				
<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>																											
1	1																														
<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>																											
1	1																														
<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>																											
2																															
<b>Comments</b>	<p>9. Please provide comments specific to areas needing more clarity for this assignment.</p> <p>Kevin - I feel that the purpose of the activity is clear, but there may be more direct connection to the organization's policy. May a quick sentence with a link to the Policies/Procedures Manual.</p> <p>Susan - This activity requires our participants to comment on a completed assignment that may not be specific to their field of expertise. Using language that focusing more on the process rather than the quality of comments may need to be added.</p> <p>10. Please provide comments on how we can improve this activity.</p> <p>Kevin - None provided</p> <p>Susan - None provided</p>																														

<b>Interpretation and Changes based on information</b>	Comments and suggestions by the instructional designer are easy to change and could add clarity and additional purpose to the activity by reminding participants that this activity directly supports a policy required by the organization. This change will be made before moving
--	---



### Evaluation Interview Results with SME

The following interview questions were used to interview the course's Subject Matter Expert (SME) after reviewing the activity within the context of its implementation and completing the evaluation survey.

<b>General Information Questions</b>	<p>1. Name Susan Manning</p> <p>2. Date December 3, 2008</p>
<b>Areas of Weakness</b>	<p>3. <i>Based on your survey, the following questions were marked less than Extremely Satisfied. (List Survey Results). Let's talk about each one and how you will we can improve in that area.</i></p> <p><b>The activity's objectives were clearly presented.</b></p> <p>During our interview, Susan mentioned that she has had experiences with past participants more focusing on the product of the activity rather than the process. Because participants from a variety of backgrounds are enrolled in the course together, participants sometimes take the activities too literal and feel out of their element. Susan suggested we add language in other places of the course that address these issues. For example, the course welcome message, syllabus, and Module 1 Overview.</p>
<b>Areas of Strength</b>	<p>4. <i>Based on your survey, the following questions were marked as Extremely Satisfied. (List Survey Results). Let's talk about each one and see what made each one successful and whether or not we can still improve in that area or transfer the same concepts to another area.</i></p> <p>All questions except for the one above.</p> <p>Expanding our her prior comments, Susan suggested we think about and consider asking participants to share assignments from their class and comments they have provided to their students as a way to accomplish this activity. She admits that the logistics of this idea might be difficult, but finding a way to ask students their thoughts on making this assignment more content relative to them might not be a bad thing.</p>

<b>Comments</b>	5. Do you have any other suggestion for improvement with this activity and/or its implementation?  None provided.

## References

- Dick, W., Carey, L., & Carey, J. (2005). *The systematic design of instruction* (6th ed.). Boston: Pearson.
- Robinson, D.G. & Robins, J.C. (1995). *Performance consulting: Moving beyond training*. San Francisco: Berrett-Koehler Publishers.
- University of Illinois Global Campus. (2007). *The University of Illinois Global Campus instructor policies and procedures manual*. Champaign, IL: Author.