Nova Southeastern University

Abraham S. Fischler School of Education

Syllabus

I.   **COURSE PREFIX, NUMBER, AND TITLE: EDD 8001 Instructional Design (3 credits)**

II.   **INSTRUCTOR/FACULTY MEMBER**

   Instructors, please provide the following contact information to students on the first day of class.

   Name: David Lewis, PhD

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   Telephone: 954-262-8462

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   Office Hours: by appointment only

   Students should contact their instructor for any questions regarding this course.

III. **PROFESSOR/LEAD FACULTY (Responsible for Syllabus):**

   Name: David Lewis, Ph.D.

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   NOTE: To ensure program consistency, all sections of each course in the Fischler School of Education and Human Services, regardless of delivery format, follow the same course requirements as listed in this syllabus that is provided by the Program Professor/Lead Faculty. Instructors may modify readings, topics, or assignments in consultation with the professor/lead faculty listed above.

IV. **COURSE DESCRIPTION**

   A. This course is a practical experience in the systematic design of instruction. Major topics include the assessment and analysis of needs, performance improvement, the systematic design of instructional materials and events, and the formative and summative evaluation of instructional materials. Students will produce and formatively evaluate an instructional unit. **Prerequisite/s: None**

   B. Course Rationale: In the past few years, the focus of instruction has changed from subject matter to be covered to outcomes to be attained. Effective instructional development today requires careful and systematic attention to the intertwined skills and knowledge that are necessary to achieve these outcomes. The systematic design of instruction is a process in which behaviors are analyzed and described so instruction can be based on demonstrable performance outcomes, which allow for verifiable assessment of learning (Dick, Carey, & Carey, 2009). This course provides practical experience in using a basic model of systematic instruction design that applies to a great variety of settings in education and training.

V.   COURSE OBJECTIVES:

Upon completion of EDD 8001 students will be able to:

1) Derive a goal statement.

2) Conduct a goal analysis.

3) Conduct an instructional/task analysis.

4) Conduct a learner analysis.

5) Conduct a performance and learning context analyses.

6) Determine appropriate instructional objectives.

7) Determine instructional assessments.

8) Select an appropriate instructional strategy.

9) Identify appropriate media for instruction.

10) Based on design documents develop efficient and effective student materials.

11) Based on design documents develop efficient and effective student assessments.

12) Develop plan for a formative evaluation for an instructional unit.

13) Perform a formative evaluation for an instructional unit.

VI.   REQUIRED MATERIALS

A. Required Textbook(s):

Dick, W., Carey, L., & Carey, J. O. (2009). *The systematic design of instruction* (7th ed.). New York, NY: Allyn & Bacon.

B. Required Supplemental Materials:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

NOTE: Check the course textbook list for updates. http://www.nsubooks.bkstore.com/

Week	Date	Readings	Assignments	Due Date*
1	May 7	Course Introduction		Login**
2	May 14	Chapter 1 Introduction to Instructional Design	Discussion 1	May 20
3	May 21	Chapter 2 Identifying Instructional Goals Using FEA	Assignment 0 (A0): Goal Statement	May 27
4	May 28	Chapter 3 Conducting a Goal Analysis	A1: Project Proposal	June 3
5	June 4	Chapter 4 Identifying Subordinate and Entry Skills		
6	June 11	Chapter 5 Analyzing Learners and Contexts	A2: Sub/Entry skills diagram	June 17
7	June 18	Chapter 6 Writing Performance Objectives	Discussion 2	June 24
8	June 25	Chapter 7 Developing Assessment Instruments	A3: Perf. Obj. & Assessments	July 1
9	July 2	Chapter 8 Developing an Instructional Strategy	Discussion 3	July 8
10	July 9	Chapter 9 Developing Instructional Materials		
11	July 16	Chapter 10 Designing and Conducting Formative	A4: Design Plan	July 22
12	July 23	Chapter 11 Revising Instructional Materials	A5: Formative Eval. Plan	July 29
13	July 30	Chapter 12 Summative Evaluations	A6: Materials	Aug 5
14	Aug 6	no readings	A7: Formative Evaluation Report	Aug 12

VII.   COURSE CALENDAR

*Major assignments are due by 10:00PM EST
*<u>One</u> late assignment may be accepted (depending on when it is received), but expect to lose at a letter grade <u>or two</u>
**You must login to the course the first week, or you will be dropped from the course

VIII.   DELIVERY FORMAT

This course will be fully-online and web-based, with narrated presentations. No campus-based classroom classes are held, but you are expected to login at least weekly. Course materials will be posted within the Blackboard course website (https://sharklearn.nova.edu). In addition, students are encouraged to participate in the *optional* live (via the Internet), Elluminate sessions. If students miss a live session no reflective assignments are required, but it is expected they view the recordings.

IX.   ASSIGNMENTS & GRADING CRITERIA

Assignment 0 (A0)	The Goal Statement	100 points	5%
Assignment 1 (A1)	Project Proposal	100 points	10%
Assignment 2 (A2)	Sub/Entry-skills Diagram	100 points	10%
Assignment 3 (A3)	Performance Objectives & Assessment	100 points	10%
Assignment 4 (A4)	Design Plan	100 points	10%
Assignment 5 (A5)	Formative Evaluation Plan	100 points	10%
Assignment 6 (A6)	Materials	100 points	15%
Assignment 7 (A7)	Formative Evaluation Report	100 points	10%
Discussion Boards	3 discussion boards	100 points	10%
		Total	100%

In determining the final course grade, the following scale is used:

A	=	91	to	100%
B+	=	86	to	90%
B	=	80	to	85%

X.   DESCRIPTION OF ASSIGNMENTS

In this course, you will concentrate on applying the Dick and Carey instructional design model over a series of assignments. You will design a print, or paper based set of instructional materials. Please work with a subject matter expert (someone else) and: 1) design a set of instructional materials; 2) develop these materials; and 3) evaluate these materials with several learners.

A. Assignment Zero (A0): The Goal Statement

This assignment is to define your instructional goal. This goal statement has a specific structure that describes the goal of your instructional materials (Assignment 6). Please read pages 25-26 (the text) which explains the components of a goal statement. Assignment Zero is to write a goal statement and then email it to your instructor. This goal statement should include:

- The learners;
- What learners will be able to do in the performance context;
- The performance context in which the skills will be applied;
- The tools that will be available to the learners in the performance context.

As you decide upon the subject matter for your instructional materials (A6), consider the following criteria:

1. Format**: Your instructional materials will be print-based**. They will be developed in Microsoft Word and the product should be .doc, .docx or PDF file. In this course we want you to focus on the design of the instruction, rather than the technology used to produce it. Assignment 6 will be self-contained, self-instructional, print-based instructional materials that require no facilitation.
2. Time: Select a learner performance that can be accomplished in approximately 30 minutes. This parameter is suggested in order to limit the amount of work you will be required to do in developing, evaluating, and revising the instruction, as well as time required to arrange for students to participate in the formative evaluation process (1 to 2 hours).
3. Subject Matter: Instructional designers work with all sort of content, and typically consult a subject matter expert (SME) to help him or her, with the subject matter. It is suggested that you pick a topic that you do not know! This will require you to seek the support of someone who may be considered an expert. During the last few assignments you will interact with this subject matter expert. Inform this person that you will need to spend 5-10 hours working with them as an expert.
4. Adult learners*: Please develop instruction for adult learners. Note that this means that all of the instruction should be contained within the print materials; *please do not assume lecture, tutoring, group discussions, automatic grading, multimedia, etc*. It expected that the learner will be able to pick up your print-based and accomplish the instructional goal in 30 minutes.

Some examples of projects include:

- How to use Picasa to produce a slideshow;
- Use Audacity to record an MP3 file;
- How to exit an airplane;

The Dick and Carey instructional design model is primarily performance-based. Notice the prevalence of the words "how to" or "use" in the above list. So as you pick a topic, consider a learner performance.

B. Assignment 1 (A1): Project Proposal

For this assignment, you will write a proposal to describe an instructional project that you will produce in assignment 6. *As you consider a topic, think of a procedure with a set of steps that the learner will do, while being guided by your instructional materials.* Remember this is portfolio piece, so pick a professional topic, which you can show off later. It is a good idea to develop several subsections of your proposal based on the rubric below, and please make the goal statement apparent to the reader. Example proposals will be provided.

Assignment 1 Rubric (100 possible points):

Grading Criteria	Absent or lacking 0 points awarded	Needs work 1-7 points awarded	Average 8-9 points awarded	Excellent 10 points awarded	Points Awarded
Purpose	Purpose not present	The document does not describe the performance of those using the instructional materials	The document describes the performance of those using the instructional materials	The document describes the performance (including some of the required steps in the narrative) of those using the instructional materials	/10 pts.
Format	Document does <u>not</u> describe a self-instructional, print-based materials	NA	NA	Document is a set of <u>self-instructional, print</u>-based instructional materials that requires no facilitation.	/10 pts.
Learners (adult learners)	Document does not consider the needs of the learners	The document considers the learners	The document identifies the learners and considers their needs	The document Identifies the learners as adults, and considers their needs (both as how they are and how they should be)	/10 pts.
Narrative description of knowledge and skills	The document doesn't describe what the learners should know and be able to do	The document poorly describes what the learners should know and be able to do	The document attempts to describe what the learners should know and be able to do	Written component clearly describes what the learners should know and/or be able to do (describes either knowledge, or skills, or both)	/10 pts.
Goal statement (note: page 26) (avoid conjunctions or conditional clauses e.g. if- then)	No goal statement	Goal statement provided	Goal statement present but may be missing elements described on page 23	Provides a single simple italicized sentence which includes learners, expected behavior, and performance context	/10 pts.
Learning domain	Does not classify the learning domain	Improperly classifies the learning domain of the instructional goal using Gagné's taxonomy"	Classifies the learning domain of the instructional goal using Gagné's "domains of learning taxonomy" but errors are noted	Properly classifies the learning domain of the instructional goal using Gagné's "domains of learning taxonomy"	/10 pts.
Learning domain explanation	Does not classify the learning domain and/or no explanation given	Written component makes an effort to describe why the learning domain was chosen but choice is incorrect	Written component describes why the learning domain was chosen	Written component cites literature and describes why the learning domain was chosen in terms of Gagné's "domains of learning taxonomy"	/10 pts.
Learning context (Is it different from the perf context?)	The learning context was not present	The learning context was poorly described in the narrative	The learning context was described in the narrative	The conditions surround the learner were described in detail within the narrative	/10 pts.
Performance context (where are learners performing tasks?)	The performance context was not present	The performance context was poorly described	The performance context was described in the narrative	Described the performance context of this performance in detail	/10 pts.
APA format, length, etc.	No APA style	More than one incorrect: APA style; title page length; citations; references	One of the following incorrect: APA style, length, title page, citations; references	APA style, length, title page, citations; references (all correct)	/10 pts.
				Total	/100 pts possible

C. Assignment 2 (A2): Subordinate/Entry skills Analysis Diagram

This assignment is to develop a Sub-skills analysis diagram (an example is shown on page 72 & 81of the textbook). Please be aware that this is <u>not</u> a concept map. The information in these boxes and the relationships between them, are specific to the assignment. Please read chapter 4 for details. It is important to consider all <u>entry skills</u>, and <u>subordinate skills</u>. Also please include arrows to signify the direction of the diagram. Please develop this assignment in Microsoft PowerPoint (either a .ppt or pptx file is expected). A tutorial will be provided.

Assignment 2 Rubric (100 possible points):

Grading Criteria	Absent or lacking 0 pts awarded	Needs work 1-7 points	Average 8-9 points	Excellent 10 points	Points Awarded
Goal statement (note format on: page 26)	No goal statement	Goal statement provided	Goal statement includes learners, and behavior expected of learners	Goal statement includes learners, behavior expected of learners, and performance context	/10 pts.
Subordinate skills and knowledge (not all projects will have both)	Diagram does not identify required information	Does not identify either subordinate skills or knowledge	Has identified several subordinate skills or knowledge	All Identified Subordinate skills or knowledge make sense given goal	/10 pts.
Entry level skills (required)	Does not identifies entry skills	Identifies one or more entry <u>skills</u> with incorrect verb; not described as performance-based skills	Identifies <u>multiple</u> entry skills in diagram (w/ dotted line) but not all are described with performance-based verbs	Identifies <u>multiple</u> entry skills in diagram (w/ dotted line) and all are described as performance based skills	/10 pts.
Relationships among skills and knowledge (note example on page 72)	Relationships among skills and knowledge not present	Relationships among skills and knowledge either are not logical or well defined	Relationships among skills and knowledge are logical and defined in diagram	Relationships among skills and knowledge are logical and clearly defined in diagram	/10 pts.
Verbal information (Only use if necessary)	Diagram does not identify required verbal information	Diagram misidentifies or misuses verbal information symbol on multiple occasions	Diagram misidentifies or misuses verbal information symbol	Uses verbal information symbol correctly; If not required and not present you will receive full credit	/10 pts.
Measureable verbs (use the "hey mom" test)	Subordinate skills not present	Some verbs are a not overt measureable performances	Most verbs are overt measureable performances	All verbs are overt measureable performances	/10 pts.
Numbering (note example on page 81)	No numbering present	Both Subskills & entry skills numbered incorrectly	Either Subskills & entry skills not numbered correctly	All Subskills & entry skills numbered correctly	/10 pts.
Direction or flow	No flow or direction noted within the diagram	Directions or flow within the diagram is somewhat erratic or confusing	Flow of the diagram is generally correct (from left to right)	Flow of the diagram is from left to right ending with the stated goal completed	/10 pts.
Use of Lines and Arrows	No arrows or lines present	Arrows or lines missing, at odd angles, incorrect direction, or not present	Lines or arrows used but some mistakes noted within the diagram	Uses arrows to signify direction within the diagram	/10 pts.
Structure or neatness	Not discernable structure noted	The diagram is poorly structured and confusing	The diagram is somewhat ill-structure or confusing	The diagram is well organized and structure in a way that is visually appealing	/10 pts.
				Total	/100 possible

D. Assignment 3 (A3): Performance Objectives & Assessment

In this assignment you will develop a series of instructional objectives from the subordinate skills and entry level skills that were identified in Assignment 2. Then you will develop some sort of assessment to measure those objectives. So for each item (sub skills or entry skills) in your hierarchical analysis, write one performance objective. Also please write one assessment item, for each of the objectives. With procedures it is often best to develop a checklist, but other forms of assessment are useful too. Consider re-reading chapter 7.

Assignment 3 Rubric (100 possible points):

Criteria	Absent or lacking 0 points	Needs work 1-7 points	Accomplished 8-9 points	Exemplary 10 points	Points Awarded
Terminal Objective (rewrite the goal statement as an objective)	Missing or not apparent	The terminal objective is missing more than one of the following: audience, behavior, condition and degree.	The terminal objective is missing one of the following: audience, behavior, condition and degree.	The terminal objective is written using an audience, behavior, condition and degree.	/10 pts.
Entry-level skills defined as objectives (please label)	No objectives	Some prerequisite entry-level behaviors are included in very few objectives	Prerequisite entry-level behaviors are included in few objectives	Prerequisite entry-level behaviors are labeled and described in all entry level objectives (one per entry skill)	/10 pts.
Audience	No objectives	Audience described within very few objectives	Audience described within some objectives	Audience described within all objectives	/10 pts.
Behavioral Verb The objectives all pass the "Hey Mom, watch me..." test	No objectives	Covert verbs used (e.g. explain as a verb)	Some covert verbs used	Behaviors are measurable (overt verbs)	/10 pts.
Conditions	No objectives	Most objectives lacking conditions	Conditions are described in some objectives	Condition described in all objectives	/10 pts.
Degree	No objectives	Degree is missing or inappropriate for context	Degree described, and appropriate in most objectives	Degree described in all objectives and appropriate for context for all objectives	/10 pts.
Compound objectives (avoid)	No objectives	Several objectives contain more than one verb and used a conjunction	Most objectives contain one verb and do not use a conjunction	All objectives contain one verb and do not use a conjunction	/10 pts.
Overt Actions (avoid verbs like "think" or "understand")	No objectives	Several verbs are not actions that can be undertaken by a single non-facilitated learner	Most verbs describe actions that are doable by a single non-facilitated learner (overt verbs)	Behavioral verbs describe actions that are doable by a single non-facilitated learner (overt verbs)	/10 pts.
Assessment methods	No assessment items	Assessment methods described are inappropriate for context and objectives.	Assessment methods described	Assessment methods are appropriate for context and objectives.	/10 pts
Assessment matches objectives	No assessment items	Assessment items do not match behaviors, conditions, and degree.	Some assessment items do not behaviors, conditions, and degree of the associated objectives.	Assessment items match (align with) behaviors, conditions, and degree.	/10 pts
				Total	/100 possible

E. Assignment 4 (A4): Design Plan

Many Instructional designers must develop a blueprint for the instruction, called a Design Plan so they can communicate to a group of developers. In this assignment you'll write a brief narrative (~1200 words) which describes your proposed instructional materials in detail (as if someone else were going to develop them). You'll use paragraphs to describe your reasoning but also instructions for the learner. *Use the five "learning components" (in chapter 8) as subheadings.* Think of it as a set of design specifications for your Instructional developer(s), not as a lesson plan. *A learner will literally be able to pick up your print-based materials, and do what is requested, without instructor facilitation.* Remember this is the plan *not* the product (that's Assignment 6). Finally, graphics (screen shots, sketches or photos) and tables are helpful to guide both your developers, and the learners.

Assignment 4 Rubric (100 possible points):

Criteria	Absent or lacking 0 pts	Needs work 1-7 pts	Accomplished 8-9 pts	Exemplary 10 pts	Points Awarded
Media selection (Print-based materials for all components)	Does not describe self-instructional, print-based materials requiring no facilitation.	Document describes instruction that is either requires facilitation (e.g. lecture) or is not print based	Document describes a self-instructional, print-based set of instructional materials	All components are self-instructional, print-based materials which require no facilitation.	/10 pts
Sequenced	No sequence	Instructional materials are presented in a sequence	Instructional materials are sequenced in a logical fashion but seems somewhat confusing	Instructional materials are in a logical step-wise sequence	/10 pts
Level of Detail	Narrative not present or not detailed	Materials are not described in detail	Materials are somewhat unclear but someone else could still develop the materials given some guidance	Document is written for instructional developer and describes materials in enough detail, to allow a developer to easily develop the instruction	/10 pts
Design Criteria (for the instructional developer)	No design specifications provided to the developer	Little in the way of design specifications or descriptions of materials provided	Some specifications provided	A variety of design specification provided (e.g. describes graphics, materials, tools, etc).	/10 pts
Format	unprofessional	Materials are unclear, unprofessional, or not well formatted	Fails one of the following: clarity, professionalism, and well-formatted	Materials are clear, professional, and well-formatted	/10 pts
Pre-instructional activities	Narrative description of Pre-instructional activities absent	Does one of the following: considers motivational factors; lists objectives or describes entry skills	Does two of the following: considers motivational factors; lists the objectives; or entry skills	Considers motivational factors; lists the objectives; and describes entry skills	/10 pts
Content Presentation	Substantial portions of the narrative absent or missing	Narrative provides little guidance	Narrative description of content presentation provides some guidance	Provides a narrative description of content presentation that provides ample learner guidance	/10 pts
Learner Participation	Description of learner participation absent	Practice activities are described	Activities are described which provide some assistance	A means of practice or activities are described which provide assistance and allow guided practice	/10 pts
Assessment (Self-assessment is a valid option; describe it!)	Assessment items absent	Assessment items do not match instructional conditions	Some assessment items do not match instructional conditions	Method of assessment matches instructional conditions	/10 pts
Follow-through Activities	Follow-through activities absent	Description present, but either does not provide support for retention or transfer	Provides either memory aids or techniques for promoting transfer	Provides both memory aids for retention, and describes techniques for promoting transfer	/10 pts

F. Assignment 5 (A5): Formative Evaluation Plan

While you are completing the draft instructional materials for the unit, you will plan a formative evaluation with a subject matter expert (SME) and representatives of the target population.

> Note: Assignment 5 is the project plan and includes a schedule of activities. In Assignment 7 you will actually report the results of your formative evaluation plan (A5), so plan accordingly: Contact and schedule time with a subject matter expert SME and target several learners. The idea is you will test your instructional materials (A6) with these individuals.

Assignment 5 Rubric (100 possible points):

Criteria	Needs work 0 pts awarded	Average 1-15 points	Accomplished 16-19 points	Excellent 20 points	Points Awarded
Overview	Does not provide an overview section	Provides overview	Provides overview noting the instructional purpose	Provides clear and concise overview noting the instructional purpose, audience, and context	/20
Plan	Does not provide a clear detailed plan	Provides a plan for formatively evaluating the instruction, but does not include several of the following: phase/method, targeted evaluators, approximate dates, specific targets and instruments	Provides plan for formatively evaluating the instruction, but does not include one of the following: phase/method, targeted evaluators, approximate dates, specific targets and instruments	Provides a complete plan for formatively evaluating the instruction: phase/method, targeted evaluators, approximate dates, specific targets and instruments	/20
Methods	Does not provide methods	Provides description of methods	Provides description of methods planned to formatively evaluate instructional unit & includes some of the following: subjects, design, instruments, and procedures	Provides clear and concise description of actual methods planned to formatively evaluate instructional unit including actual subjects, design, instruments, and procedures	/20
Data Collection Instruments	Does not provide instruments	Provides instruments used to formatively evaluate the instruction.	Provides instruments used to formatively evaluate the instruction. All instruments are address purpose of each related evaluation	Provides all instruments used to formatively evaluate the instruction in appendix. All instruments are well-designed and clearly address purpose of each related evaluation	/20
Protocols (in appendix)	Does not provide formative evaluation protocols	Provides evaluation protocols	Provides formative evaluation protocols	Provides specific, detailed formative evaluation protocols in appendix	/20
				Total	/100 pts possible

G. Assignment 6 (A6): Print-Based Instructional Materials

The assignment is produce a self-contained module or unit of instruction based on the topic provided in Assignment 1. As you should be fully aware by now, that the required format for this assignment is a self-contained set of self-instructional, print-based *instructional materials*. Base the design of these materials on the blueprint developed in Assignment 4. The expected format is a Microsoft word document – .doc or .docx.

Include an additional "One pager" that provides: goal statement, objectives, & learning components. Please consider the following rubric for further detail.

Assignment 6 Rubric (100 possible points):

Criteria	Missing or absent 0 points	Needs work 1-7pts	Accomplished 8-9pts	Exemplary 10 pts	Points
"One pager" (Supplementary documentation)	does not includes one page document	Includes one page document does not include two of the following: goal statement, provide objectives, describes the learning components	One page document does not include one of the following: goal statement, provide objectives, describes the Learning Components	Includes a one page document that includes: goal statement, provide objectives, describes the Learning Components	/10
Required print format	Materials are not the required format	[requires facilitation (lecture or otherwise instructor facilitated)], or is not print-based	NA	All components are self-instructional, print-based (.doc or .docx), and requires no facilitation.	/10
Goal	Instructional Goal unapparent	Learners using this instruction may or may not attain the goal	Goal stated; Learners using this instruction should attain the stated goal	Goal is stated and clarified; Learners using this instruction will attain the stated goal	/10
Learning Components (chapter 8)	Learning components not apparent	Learning Components are not apparent or are out of order	Learning Components are somewhat apparent	Learning Components follow the intent of the 5 components in the textbook	/10
Level of Detail	Narrative not present or not detailed	Materials are not described in detail	Materials have a reasonable amount of detail, but may be somewhat unclear to the learner	Document describes materials in sufficient detail for the learner to follow the procedures unaided	/10
Format	Materials are either not present or formatted	Materials or graphic elements are not well-formatted	Materials and graphic elements have some minor formatting issues	Formatting and graphic elements are well-designed and directly contribute to learning	/10
Self-contained	Materials make us of external materials	The materials do not require external elements (videos, presentations, etc.)	NA	The materials do NOT require external elements (videos, presentations, etc.)	/10
Professionalism	Materials are incoherent and confusing	Materials seem poorly thought out or developed in a hurried manner	Materials have minor issues	Materials use appropriate (not superfluous) graphics; appears professional	/10
Design (based on Assignment 4)	Instructional materials are not based on design documents	Instructional materials are based on a unsubstantiated or new design	Instructional materials are based on original design but have strayed somewhat	Instructional materials are based on design documents	/10
Completeness	The submission is missing key components, severely lacking and/or incomplete	The submission does not include components necessary for the completion of the module/unit.	The submission includes most of the components necessary for completion of the module/unit.	Submission includes all components necessary for completion of the module/unit.	/10

H. Assignment 7 (A7): Formative Evaluation Report

The purpose of this assignment is for you to reflect on your work and the instructional materials you have developed. Plan to work with a subject matter expert and 2-3 learners. Then you'll take the evaluation plan (A5) reorganize and edit it describing everything in past tense, so *please edit the tense of your verbs* (e.g. will discuss to discussed). Next you'll need to add **two** new sections: results and discussion. The results section should describe the findings and what happened during the formative evaluation. Then in a separate section the discussion should be an evaluation based upon your results so please describe a set of revisions to your materials. Finally please place the appendices at the end of the revised report.

The point of this assignment is for you to actually evaluate your instructional materials (Assignment 6) and **determine *a set of proposed revisions* (a formative evaluation).**

Assignment 7 Rubric (100 points):

Criteria	Absent or missing 0 points	Needs work 1-17 points	Good 18-19 points	Excellent 20 points	Points awarded
Format	Multiple issues or no format included	Multiple issues	Formatted with few to no formatting or grammatical errors	Uses headings, and is formatted well, with no formatting or grammatical errors	/20 pts
Comments of others (in the results)	No comments included	Does not describes the comments of the SME or learners in detail	Describes the comments of the SME or learners	Describes the comments of the SME and learners in detail	/20 pts
Results section	No description of results	Poor description of results	Reports results of formative evaluation	Reports the results in clear and concise manner. Makes use of tables/graphs to display findings.	/20 pts
Discussion section	Does not discuss the implications	Poorly describes the implications of formative evaluation results	Discusses the results	Provides an analysis of the results. Discusses the implications of the results.	/20 pts
Recommended revisions (only in the Discussion section)	Does not discuss revisions	Poorly describes revisions	Lists recommended revisions	Lists recommended revisions to instructional unit that are clearly linked to and based on formative evaluation results.	/20 pts
				total	/100 points

I. Discussion Board Postings

Questions will be posted using the Blackboard Discussion board. These questions will reference the readings and it is expected that you have thoroughly read the readings for that week. Each discussion board <u>will last one week</u>.

- Number of posts: You must submit multiple posts per discussion (at *least* 2 posts in EACH discussion).

- Post length requirement: Each posting must be at least 50 words.

- Number of comments: It is expected that you comment on the posts of others. Comments may be shorter in length but, comments like "I agree!" or "Great!" are insufficient and will not be awarded points.

- It is expected that you will integrate information from the readings.

Discussion Board Rubric (3 Discussion boards)

	Absent or missing 0 points	Needs work 1-17 points	Good 18-19 points	Excellent 20 points	Points awarded
Content	Does not address content of readings.	Covers content of reading. Little or no analysis of topic under consideration.	Some analysis of the readings with some level of focus on the topic under consideration; Some mention of outside resources; Content somewhat focused and cogent	Analyzes the content of readings; focuses on topic of the week; incorporates articles or information from sources outside those assigned; presents content in a focused, cogent and effective manner.	/ 20pts
Timeliness initial post is made by Friday Night	Posts were late or absent	Post(s) were not posted in time for others to read	Post(s) were usually posted in time for others to read and comment on	Posts were distributed throughout the week and always posted in time for others to read and comment on.	/ 20pts
Application	Does not contain application	Post(s) briefly address personal or professional examples.	Post(s) briefly address professional and personal examples. Somewhat relates to the topic under consideration.	Posts apply information from professional and personal examples in clear, focused and concise manner as it relates to the topic under consideration.	/ 20pts
APA Style	numerous errors	More than one of the following incorrect: length, references; grammatical, syntactical, or other errors	one of the following incorrect: length, references	APA style citations & references when appropriate, length correct; No grammatical, syntactical, or other errors.	/ 20pts
Comments	May or may not comment on other's posting.	Feedback is non-reflective	Adds ideas; Feedback is specific and detailed.	Adds ideas; feedback is specific and detailed, and on topic. Asks reflective questions.	/ 20pts
				Total points	/ 100 pts

XI. CLASS POLICIES

A. Attendance:

EDD8001 is a fully online course, so you are not expected to attend classroom-based sessions. However several synchronous sessions may be offered from within the online environment. These are at the discretion of the instructor. Synchronous sessions will be at a scheduled time, and will be optional. All times and dates for these synchronous sessions will be posted on the on-line course.

B. Last Day to Withdraw from Course

In order to withdraw from a course it is NOT enough to stop attending class or to inform the instructor of your intention to withdraw.

Refer to the refund section of the Graduate catalog:
http://www.schoolofed.nova.edu/fgshome/catalog/student_policies_procedures.pdf

For further assistance, contact your Academic Advisor.

C. Plagiarism

Students should assume that all documents submitted as assignments will be analyzed for originality with Turnitin.com. Turnitin.com checks for plagiarism by comparing the student's text to other sources. It is important to remember that plagiarism is NOT just copying another's work, but it also occurs if you paraphrase and do not cite the original work.

It is best to take notes and then summarize your notes in your own words. This not only helps to prevent plagiarism, but also demonstrates to the instructor that you understand the information. For more information refer to the Graduate catalog.

A NOTE ON SELF-PLAGIARISM: It is possible to plagiarize yourself! Work you submitted in prior courses CANNOT be submitted in this course (in part or in full). This type of plagiarism is just as serious as plagiarizing from other sources.

D. Grades of Incomplete

A request for an incomplete may be accepted. However this will only be accepted in accordance with university policy. Incomplete grades will not be automatically awarded if the coursework is not completed within the time frame established for the course. When an assignment cannot be completed due to serious circumstances, expect to provide documentation.

A grade of "I" may not be granted to a student whose work has been unsatisfactory or who has failed to submit a majority of the assignments (i.e., postings, responses, written assignments, references, etc.) by the end of the course. For more information seek the advice of a doctoral enrollment counselor [call (800) 986-3223 or email one of them].

XII. LIST OF SUGGESTED RESOURCES

Gagne, R.M., Wager, W.W., Golas, K., & Keller, J.M. (2004). *Principles of Instructional Design*. (5th ed.).

Belmont, CA: Wadsworth Publishing.

Mager, R. F. (1997). *The new Mager six-pack*. Atlanta, GA: Center for Effective Performance, Inc.

Rossett, A. & Schafer, L. (2007). *Job aids and performance support: Moving from knowledge in the*

classroom to knowledge everywhere. San Francisco, CA: Pfeiffer.

FISCHLER SCHOOL OF EDUCATION AND HUMAN SERVICES ACADEMIC POLICIES AND REGULATIONS

Academic Misconduct

The following acts violate the academic honesty standards and will result in a finding of Academic Misconduct:

1. **Cheating in any Form**: intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise, or having others complete work or exams and representing it as one's own.
2. **Fabrication**: intentional and unauthorized falsification or invention of any information or citation in an academic exercise
3. **Facilitating Academic Dishonesty**: intentionally or knowingly helping or attempting to help another to violate any provision of this code
4. **Plagiarism**: The adoption or reproduction of ideas, words, or statements of another person as one's own without proper acknowledgment.
5. **Conspiracy to commit academic dishonesty**: Assisting others to commit acts of Academic Misconduct
6. **Misrepresentation**: intentionally making false statements or omissions of facts in a contract. Examples include, but are not limited to portfolios, cover sheets, and clinic, training station, and practicum agreements.
7. **Bribery**: Offering of goods, services, property or money in an attempt to gain an academic advantage
8. **Forging or altering documents or credentials**: Examples include, but are not limited to signatures, dates and other information on portfolios, cover sheets, and clinic, training station, and practicum agreements.
9. **Knowingly furnishing false information to the institution**

A. Plagiarism

Students are expected to submit tests and assignments that they have completed without aid or assistance from other sources. Using sources to provide information without giving credit to the original source is dishonest. Students should avoid any impropriety or the appearance thereof in taking examinations or completing work in pursuance of their educational goals. Students are expected to comply with the following academic standards:

1. Original Work

Assignments such as course preparations, exams, texts, projects, term papers, practicum, etc., must be the original work of the student. Original work may include the thoughts and words of another author if properly cited. Entire thoughts or words of another author should be identified using quotation marks. At all times, students are expected to comply with the recognized form and style manual and accepted citation practice and policy of the Fischler School of Education and Human Services [FSEHS].

Work is not original when it has been submitted previously by the author or by anyone else for academic credit. Work is not original when it has been copied or partially copied from any other source, including another student, unless such copying is acknowledged by the person submitting the work for the credit at the time the work is being submitted, or unless copying, sharing, or joint authorship is an express part of the assignment. Exams and tests are original work when no unauthorized aid is given, received, or used before or during the course of the examination, re-examination, and/or remediation.

2. Referencing the Works of Another Author

All academic work submitted for credit or as partial fulfillment of course requirements must adhere to the FSEHS specific accepted reference manuals and rules of documentation. Standards of scholarship require that the writer give proper acknowledgment when the thoughts and words of another author are used. Students' work must comport with the adopted citation manual for the FSEHS.

At Nova Southeastern University, it is plagiarism to represent another person's work, words, or ideas as one's own without use of a center-recognized method of citation. Deviating from center standards (see above) are considered plagiarism at Nova Southeastern University. If a finding of Academic Misconduct is determined, the following disciplinary action will ensue:

For all courses other than Practicum and Dissertation component courses:

Initial Finding of Academic Misconduct: Failing grade ("F") for the course. [* See Note Below]

Any Subsequent Finding of Academic Misconduct: Failing grade ("F") for the course [* See Note Below] and dismissal from the program; ineligible to return to the Fischler School of Education and Human Services at any time in the future.

Any finding of Academic Misconduct on a Practicum, Dissertation or other program capstone component, including the concept paper, proposal, and/or final report: Initial Finding of Academic Misconduct: Immediate dismissal from the program; ineligible to return to the Fischler School of Education and Human Services at any time in the future.

*Note: If a charge of Academic Misconduct is determined in a course, any student initiated course withdrawal for that course will be administratively reversed and a grade of F will be entered on the student's transcript for that course.

Sources: Fischler School of Education and Human Services catalog and student handbook 2009-2010, pages 208-209. Retrieved August 20, 2009, from
http://www.schoolofed.nova.edu/fgshome/catalog/FSEHSCatalog2009-2010.pdf

Nova Southeastern University student handbook 2009-2010, pages 24-27. Retrieved August 20, 2009, and modified to reflect FSEHS standards from
http://www.nova.edu/cwis/studentaffairs/forms/ustudenthandbook.pdf

B. Americans with Disabilities Act
- Nova Southeastern University complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 by providing reasonable accommodations for qualified individuals with a disability.
- The Fischler School's ADA Policies and Procedures, and the necessary forms for requesting disability-related accommodations, can be obtained by contacting the

FSEHS Office of Student Judicial Affairs at 954-262-8617 or 1-800-986-3223, ext. 8617, or via e-mail at osja@nova.edu.

- To ensure that reasonable accommodations can be provided in a timely manner, all forms and documentation must be completed and on file a minimum of four (4) weeks prior to the commencement of classes for any given semester. Certain accommodations may involve other professionals and specialists, and therefore, may require considerable time to implement.

C. Course/Instructor Evaluation

- It is expected that all students will participate in the online Course/Instructor Evaluation at or near the end of the course.
- Notices of Course/Instructor Evaluation access are sent to registered students by NSU email.

D. The current edition of the FSEHS Catalog and Student Handbook is available on the Academic Affairs website at http://www.schoolofed.nova.edu/oaa/fgs_catalogs.htm. This document provides extensive information on University and FSEHS policies, regulations and procedures.

ABRAHAM S. FISCHLER SCHOOL OF EDUCATION
ACADEMIC POLICIES AND REGULATIONS

A. Academic Misconduct

The University, as a community of scholars, embraces the free expression of ideas in furthering the acquisition of knowledge, while upholding the principles of trust, responsibility, honor, integrity, and ethical behavior in meeting program and degree requirements. As such, students are expected to adhere to a standard of academic honesty in all work submitted. Violations of academic honesty standards constitute academic misconduct, and violate the NSU Code of Student Conduct and Academic Responsibility, available online at *http://www.nova.edu/cwis/studentaffairs/forms/ustudenthandbook.pdf*.

The following acts violate the academic honesty standards and will result in a finding of academic misconduct:

1. **Cheating in any form**: intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise, or having others complete work or exams and representing it as one's own.

2. **Fabrication**: intentional and unauthorized falsification or invention of any information or citation in an academic exercise.

3. **Facilitating academic dishonesty**: intentionally or knowingly helping or attempting to help another to violate any provision of this code.

4. **Plagiarism**: the adoption or reproduction of ideas, words, or statements of another person as one's own without proper acknowledgment. (See Academic Honesty Standards.)

5. **Conspiracy to commit academic dishonesty**: assisting others to commit acts of academic misconduct

6. **Misrepresentation**: intentionally making false statements or omissions of facts in a contract. Examples include, but are not limited to portfolios, cover sheets, and clinic, training station, and practicum agreements.

7. **Bribery**: offering of goods, services, property or money in an attempt to gain an academic advantage.

8. **Forging or altering documents or credentials**: examples include, but are not limited to signatures, dates and other information on portfolios, cover sheets, and clinic, training station, and practicum agreements.

9. **Knowingly furnishing false information to the institution.**

Penalties for academic misconduct can range from reduced grades on assignments or in courses, to failing grades on assignments or in courses, as determined by the course professor. Academic misconduct may also result in dismissal
from the Abraham S. Fischler School of Education without the possibility of re-enrolling at any time. Students may not withdraw from a course in progress to avoid a failing grade upon receiving notice that academic misconduct may have occurred.

Note: If a charge of academic misconduct is determined in a course, any student initiated withdrawal for that course will be administratively reversed and a grade of F will be entered on the student's transcript for that course.

Source: *2011-2012 Abraham S. Fischler School of Education Catalog and Student Handbook* (2011). Retrieved from
http://www.fischlerschool.nova.edu/Resources/uploads/app/28/files/PDF/FSEHSCatalog2011-2012.pdf , 225.

B. Plagiarism

Work that is submitted for credit must be the original work of the student. Any assignment that is not the original work of the student is considered plagiarized and in violation of the Code of Student Conduct and Academic Responsibility.

Plagiarism occurs when another person's work, words, or ideas are represented as one's own without the use of a school recognized method of citation (e.g., copied from another source such as an author or another student without properly acknowledging the actual writer/author) or when another person's work is copied or otherwise duplicated for academic credit. Plagiarism also occurs when knowingly giving or allowing one's own work to be copied or otherwise duplicated by another for academic credit, or when resubmitting one's own work for academic credit (i.e., work that has previously been submitted for academic credit). Cutting and pasting from online sources on the Internet without proper acknowledgment and citation of primary and secondary sources (e.g., writers/authors/organizations) also constitutes plagiarism.

Penalties for plagiarism can range from reduced grades on assignments or in courses, to failing grades on assignments or in courses, as determined by the course professor. A subsequent occurrence of plagiarism in a future course (i.e., a second violation) results in immediate dismissal from the Abraham S. Fischler School of Education without the possibility of re-enrolling at any time.

Any occurrence of plagiarism on a practicum or an applied dissertation (concept paper, proposal, final report), as determined by the practicum advisor or applied dissertation committee chair, also results in immediate dismissal from the Abraham S. Fischler School of Education without the possibility of re-enrolling at any time.

Course assignments, practicums, and applied dissertations submitted in partial fulfillment of degree requirements may be randomly checked for plagiarism. *Students may not withdraw from*

a course in progress to avoid a failing grade or other consequence upon receiving notice that plagiarism may have occurred. If a charge of plagiarism is determined in a course, any student initiated course withdrawal for that course will be administratively reversed and a grade of F will be entered on the student's transcript for that course [see Academic Misconduct]. Student access to online courses, and attendance at site-based courses, will be discontinued following a determination of plagiarism that results in an "F" for the course.

Source: ***2011-2012 Abraham S. Fischler School of Education Catalog and Student Handbook*** (2011). Retrieved from http://www.fischlerschool.nova.edu/Resources/uploads/app/28/files/PDF/FSEHSCatalog2011-2012.pdf , 229-230.

C. Americans with Disabilities Act (ADA)

Nova Southeastern University complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with
Disabilities Act (ADA) of 1990. No qualified individual with a disability shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in any activity, service, or program of the university solely by reason of his or her disability. Each qualified individual with a disability who meets the academic and technical standards required to enroll in and participate in Nova Southeastern University's programs shall be provided with equal access to educational programs in the most integrated setting appropriate to that person's needs through reasonable accommodation.

At the postsecondary level, it is the student's responsibility to initiate the process for disability services. The process for obtaining a reasonable accommodation is an interactive one that begins with the student's disclosure of disability and a request for a reasonable accommodation. The student has the responsibility to provide Nova Southeastern University with proper documentation of disability from a qualified physician or clinician who diagnoses disabilities and sets forth the recommended accommodations.

The Abraham S. Fischler School of Education's ADA Policies and Procedures, and the necessary forms for requesting disability-related accommodations, can be obtained by contacting the FSE Office of Student Judicial Affairs at (954) 262-8617 or 800-986-3223, ext. 28617, or via e-mail at *seldines@nsu.nova.edu*. Undergraduate students should contact the Director of Student Disability Services at (954) 262-7189 or 800-986-3223, ext. 27189, or visit the Web site at *http://www.nova.edu/disabilityservices*.

To ensure that reasonable accommodations can be provided in a timely manner, all forms and documentation must be completed and on file in the FSE Office of Student Judicial Affairs a minimum of four (4) weeks prior to the commencement of classes for any given semester

Source: ***2011-2012 Abraham S. Fischler School of Education Catalog and Student Handbook*** (2011). Retrieved from

http://www.fischlerschool.nova.edu/Resources/uploads/app/28/files/PDF/FSEHSCatalog2011-2012.pdf , 227.

D. Course/Instructor Evaluation
- It is expected that all students will participate in the online Course/Instructor Evaluation at or near the end of the course.
- Notices of Course/Instructor Evaluation access are sent to registered students by NSU email.

E. The current edition of the FSEHS Catalog and Student Handbook is available on the
- Academic Affairs website at http://www.fischlerschool.nova.edu/current-students/studentcataloghandbook . This document provides extensive information on University and FSEHS policies, regulations and procedures.

Updated August, 2011