Appendix A. Students' ID experience, teaching experience, interest, content focus.

Case	N	ID?	Teaching?	Educational Level of Interest	Content Focus
1	13	Yes=1 No=12	Yes=4 No=9	K-8 –2 Middle –1 High school – 4 College –2 Training –4	Consumer –1 Language –2 Math –1 Science & Technology –7 Social studies/geography –1 Training –1
2	22	Yes=5 No=13	Yes=15 No=7	High school – 6 College – 9 Training – 7	Instructional technology – 3 Language – 1 Living skills – 5 Math – 2 Music – 3 Physical Ed./Health – 1 Science & Technology – 3 Social studies/geography – 1 Training –3
3	20	Yes=3 No=17	Yes=15 No=5	Elementary –2 Middle – 3 High school – 4 College – 8 Training – 3	Computing –4 Consumer – 1 Health and Physical Education – 5 History –1 Language –2 Music –1 Science & Technology –1 Special education –5
4	19	Yes=1 No=18	Yes=9 No=10	Elementary –4 Middle –1 High school – 2 College – 6 Training –4 K-12 – 2	Computing –4 Consumer –2 Geography –1 Health & Physical Education –2 Language –4 Mathematics –2 Science & Technology –2 Special Education –2
5	16	Yes=1 No=15	Yes=7 No=9	Elementary –2 Middle –3 High school – 2 College –4 K-12 –4 Training –1	Business Education –1 Computing –3 Geography/Social Studies –2 Health & Physical Education –1 Language –3 Reading –2 Science & Technology –2 Special Education –2
6	23	Yes=0 No=23	Yes=23 No=0	K-8 –8 Middle –7 High school – 8	Consumer –1 Language –5 Library –1 Math –3 Music –1 Reading –2 Science & Technology –4 Social studies/geography –3 Special education –3
	113	Yes=15 No=98	Yes=73 No=40		

Appendix B-1. Syllabus for Case 1, Summer I, 1994.

EDCI 5164 -- Principles of Instructional Design
Summer 1, 1994 Index #0331

General Info:

Instructors:

Dr. Susan G. Magliaro	R. Neal Shambaugh
231-5269 (0); 382-5577 (H)	231-8593 (0)
313 War Memorial Hall	201C Media Building
Office hours: 1:30 - 3:30 MWTh, and by appointment	

Class time: 4:00 - 6:50 p.m. MWTh
Class room: 400 War Memorial Hall (The Gym)

Required Readings:
Shambaugh, R. N. (1994). The Worrier's Guide to Instructional Design.

Supplemental (but VERY helpful) Readings:
Smith, P. L., & Ragan, T. J. (1993). Instructional design. New York: Macmillan.

Articles and handouts distributed in class.

Course Description:

Welcome to Instructional Design! The purpose of this course is to engage you in the study of the logical and empirical foundations for the selection and design of instructional events. This particular session is designed to actively engage you in this exciting enterprise. That is, during these six weeks, we will ALL be doing ID. Our class will be testing out a new design for this course, you will be creating your own project, and we will be (hopefully) stepping back to reflect on how this is all working. The course content focuses on theories of learning, and design methodologies, principles, and instructional strategies. The instructional tasks are designed to help you to clarify your beliefs about learning and instruction, learn the instructional design process, and manage a project that embraces sound design principles. As such, the course is structured to give you practical experience with instructional design and set the stage for the transference of this experience into future design situations. The Worrier's Guide -- a 150-page resource written just for this class -- will serve as the map to help us travel through this adventure. This Guide addresses EDCI 5164 as a set of three interdependent challenges -- personal Beliefs, design Process, and class Project -- and is organized around each phase of the instructional design process.

The Guide attempts to promote self-reflection and self-assessment, design thinking and doing, and provides some direction on negotiating and maximizing the class requirements. Daily handouts and guides for our work will also keep us paced and provide the detail to our map. The course requirements and due dates. in checklist form are:

TASK	Due Date
1. Learning Principles Task	5/25
2. Your Preliminary ID Model	5/26
3. "Final Exam"	6/1
4. Daily Preparation of Design Project	6/1-6/22
5. Substantive Feedback for Peers	5/23-6/30
6. Instructional Strategies Presentation	6/13-6/15
7. ID Project	6/30
8. Your Revised ID Model	6/30
9. 1 -Page Self-Evaluation	6/30
10. Worrier's Guide	6/30

Evaluation Plan:

Given the design of this class during this session, there are three main criteria for your grade:

1. complete all assignments listed above,
2. open yourself to engage in the process (i.e., take risks),
3. do the best you can.

Our stance is that if you participate in this experience in the ways defined above, you have earned an "A". Any reduction in grade will be due to incomplete tasks and/or your own grade assignment. (You are asked to complete a one-page self-evaluation at the end of the course. Specifics will be outlined in class.) The only action that is MANDATORY for your grade is your submission of your edited copy of the Worrier's Guide by June 30. We will not be assigning grades on each task (unless you want some metric), but you will receive extensive feedback on your work on almost a daily basis. We will be asking that you do the same for us, through commentary in the Worrier's Guide, conversations, and perhaps exit slips. We will be using the same criteria listed above to evaluate our own work in this class, and we want your on-going input relative to those (and your own) criteria. In essence, this class is a coparticipatory learning experience. We hope to learn as much from you and the process as you learn from us and the process.

Week	Date	Discussion	Activities		Assignments this Week
1	Mon May 23	Introduction, Syllabus, The Guide	Beliefs, Learning, ID	1	Due Wed, 5/25: 10 Principles, Readings, Ch 1
	Wed May 25	Models of learners: implications for ID	Develop a schema for learning		Due Thu, 5/26: Own draft of ID Model Draft project idea
	Thu May 26	ID tools: Models & Procedures			Due Wed, 6/1: “Final” Exam “Refined” project idea Ch 2-3
2	Mon May 30	**** No Class: Memorial Day ****		2	
	Wed June 1	Review “Final” Needs Assessment (context analysis, learner profile, and content)	Group debrief on Final Exam, share Intent statements Resources & Constraints task, Developing a Learner Profile		Due Thu, 6/2: Needs Assessment Plan Content/draft outline Learner Profile Report on Lit Search Resources/Constraints
	Thu June 2	Goal Identification	Workday		Due Mon, 6/6 Project Goals
3	Mon June	Lesson Sequence, Task/Instructional analysis	Task/Instructional Analysis	3	Due Wed, 6/8 Sequence Plan Task Analysis (draft)
	Wed June 8	Assessment	Generating assessment alternatives: judging quality, esp. in alternative assessment		Due Thu, 6/9: Assessment Plan
	Thu June 9	Events of Instruction, introduction to Models of Teaching	Analyzing a lesson		Due Mon, Wed, 6/13/6/15 1-p summary of your demo Ch 6-13

Week	Date	Discussion	Activities		Assignments this Week
4	Mon June 13	Models of Teaching	Demonstration Lessons	4	
	Wed June 15	Models of Teaching	Demonstration Lessons		Due Thu, 6/16; Summary of your teaching models Ch 14-15
	Thu June 16	Media	Media demonstration		Due Mon, 6/20 Media Plan Ch 16
5	Mon June 20	Program Evaluation	"Evaluation of your graduate program" task	5	Due Wed, 6/22: Program Evaluation Plan Draft
	Wed June 22	Project Help Session	Voluntary help session		Due Thu, 6/23: Revised draft of ID model, Ch 17
	Thu June 23	Your own ID model	Presenting ID models		
6	Mon June 27			6	Due Thu, 6/30; ID model
	Wed June 29	Assessment			Final ID model due Thu, WG
	Thu June 30	"Sigh/Sign of Relief" Day	Debrief on Project, Class, WG		Self-evaluation

EDCI 5164 - Basic Project Outline and Components (Summer I, 1994)

Over the next five weeks, we will be working on our instructional design projects will great vigor. By the end of the five weeks (6/30), the basic outline of the content of your project should be as follows (that is, unless other arrangements have been made on an individual basis,), Please note that the daily task assignment sheet requirements might be slightly different from the final project requirements. This is due to the developmental nature of the work done beginning with your first drafts to "ending" with this "final draft" that you submit by June 30th.

0. Table of contents

1. Project idea or intent statement
   A. General statement of purpose
   B. Time length of event
   C. Any other details needed to set the context

2. Needs assessment (Front-end analysis)
   A. The ideal (based on your beliefs and lit. review with references)
   B. Data summary (collected from field) or plan for data collection
   C. Learner profile with essential and supportive prerequisite skills
   D. Context analysis (resources and constraints)
   E. Project goals including types of learning outcomes -- refer to your preferred and appropriate taxonomy(ies)

3. Lesson sequence: Conceptual titles for each lesson; identify corresponding goals

4. Assessment procedures
   A. The ways participants' learning will be assessed and why
   B. When these assessments will happen (both formative and summative)

5. Model(s) of teaching/instruction
   A. The instructional methods/models used in this project; these models may be formal (a la Joyce & Weil) and/or informal (lecture, etc.)
   B. Prioritization of your models in terms of their relative importance to the learning of the content in your project; include rationales for each model you choose

6. Sample lesson with task and instructional analyses
   A. Description of one lesson and analyze how Gagne's events of instruction fit the activity in the lesson
   B. A task and instructional analyses of an activity within the lesson
   C. Identification of a feature of the lesson that might "go wrong" and description of a Plan B to address the issue.
   D. Brief description of an activity that will assess student learning of the content of lesson.

7. Media
   A. Description of the kinds of media to be used throughout the instruction
   B. Include your rationale(s) for using each medium

8. Program evaluation
   A. Description of the procedures/processes for evaluating the design product, both formative and summative (include a description of the participants, processes and instruments)
   B. Include your rationale for selection of each of the above

9. References

Appendix B-2. Syllabus for Case 2, Fall, 1994.

EDCI 5164 -- Principles of Instructional Design
Fall, 1994 -- Index #5627

General Info:

Instructors:	Dr. Susan G. Magliaro	Neal Shambaugh
	231-8338 (0); 382-5577(H)	231-8593 (0)
	313 War Memorial Hall	201C Media Building
	Office Hours: 1:30 - 5 p.m.	*Office Hours: 1* - 3 p.m.
	Wed. and by appointment	and by appointment

Class time: 7:00 - 9:50 p.m. Wednesdays
Class room: 118 War Memorial Hall (The Gym)

Required Readings:

Shambaugh, N. *(1994). Mastering the possibilities: A tour of instructional design.*
Smith, P. L., & Ragan, T. J. (1993). *Instructional design.* NY: Macmillan.

Articles and handouts distributed in class.

Course Description:

Welcome to Instructional Design! The purpose of this course is to engage you in the study of the logical and empirical foundations for the selection and design of instructional events. The course content focuses on theories of learning, design methodologies, principles, and instructional strategies. The instructional tasks are designed to help you to clarify your beliefs about learning and instruction, learn the instructional design process, and manage a project that embraces sound design principles. As such, the course is structured to give you practical experience with instructional design and set the stage for the transference of this experience into future design situations. Specific directions and components for each task will be distributed in handout-form and discussed in class.

In addition to your own project, this particular session is designed to actively engage you in a project-in-action. That is, during this semester, we will ALL be doing ID. Our class will be testing out a new design for this course, you will be creating your own project, and we will all be (hopefully) stepping back to reflect on how this is working. At the center of this reflection-in-action is Neal's *Tour of Instructional Design.* This guide provides us with the cognitive structuring for the complex task of design. We encourage you to use it as a way to think about, mediate, negotiate, and understand our work this semester.

The course requirements, due dates and evaluation plan in checklist form are:

TASK	Due Date	% of Grade
1. Learning Principles Task	8/31	C
2. Your Preliminary ID Model	9/7	C
3. Mission/Beliefs Statement	9/14	15
4. Daily Preparation of Design Project	9/21-11/30	30
5. Substantive Feedback for Peers	8/24-12/7	C
6. Instructional Strategies Presentation	11/2-9	C
7. ID Project	12/7	35
8. Your Revised IID Model	12/7-15	20
9. 1-Page Self-Evaluation	12/8-14	C
10. Neal's *Tour of Instructional Design*	12/8-14	C

Because teaching, and learning, is an interactional, joint venture between students and teachers and a major dimension of this course is your own awareness, confidence and informed knowledge of the ID process, final evaluation for your learning of the ED concepts and processes presented in this course will be a joint venture. That is, based on the relative weightings assigned above, criteria articulated in class, and your level of participation/effort in each task, each of us will contribute to your final grade decision. Task grade percentages denoted by "C" require completion by the due date and will not be major considerations for the final grade. The final "grade" will be based on the quality of work completed with respect to tasks 3, 4, 7, and 8 (outlined above). The quality of work will be first considered independently, with each of us assigning a grade for your performance in this course. Our independent considerations will be discussed in a grading conference to be scheduled December 8 through 14. Discrepancies will be negotiated. You win need to submit your final grade with a rationale and supporting evidence (one-page narrative) at the conference. 1, too, will also bring my written rationale to the conversation.

Tentative Course Schedule

Date	Topics	Homework Due	Readings Due
Aug. 24	Introduction to Instructional Design (ID) Review syllabus and Tour Guide "Needs Assessment"		
Aug. 30	Models of Learners Implications for ID	Learning principles task	SR Ch. 1 TG (T>>2) Articles
Sept. 7	ID Tools: Models and Procedures	Your preliminary ID model	TG (T2) Articles
Sept. 14	Debrief Mission/Beliefs Statement	Mission/Beliefs Draft intent statement	TG (TBA)
Sept. 21	Needs Assessment: The Content, the Learners, and the Context	Intent statement General list of content	SR Ch2-3 TG (T3) Articles
Sept. 28	No class – Individual conferences >>> Sign up in class	Learner and context analyses	TG (TBA) Research
Oct. 5	Goal Identification; Lesson Sequence	Draft goals	SR Ch 4 TG (T4) Research
Oct. 12	Task/Instructional Analyses	Goal identification Lesson sequence	TG (TBA)
Oct. 19	Assessing Learner Performance	Task/instructional analysis (draft)	SR Ch. 5 TG (T5)
Oct. 26	Introduction to Models of Teaching Events of Instruction	Assessment plan	SR Ch. 6-7 TG (T6)
Nov. 2	Demonstration Lessons	1-page summary of your demo	SR Ch. 8-10
Nov. 9	Demonstration Lessons Introduction to Media	Summary of own model(s) of teaching	SR Ch. 11-13 TG (T7)
Nov. 16	Media	Sample lesson	SR Ch. 15 TG (T8)
Nov. 23	**No Class – Thanksgiving Break**		
Nov. 30	Formative/Summative (a.k.a. Program Evaluation)	Media plan	SR Ch. 16 TG (T9)
Dec. 7	Building Your Own Model of ID	Project due	SR Ch. 17 Articles
Dec. 8-14	Individual Evaluation Conferences	Own ID model Self-Evaluation statement Tour Guide	

EDCI 5164 -- Basic Project Outline and Components (Case 2, Fall, 1994)

Over the next eleven weeks, we will be working on our instructional design projects with great vigor. By the end of the eleven weeks (12/7), the basic outline of the content of your project should be as follows (that is, unless other arrangements have been made on an individual basis). Please note that the daily task assignment sheet requirements might be slightly different from the final project requirements. This is due to the developmental nature of the work done beginning with your first drafts to "ending" with this "final draft" that-you submit by December 7th.

O. Table of contents

1. Mission statement of beliefs about learning/learners/instruction
2. Project idea or intent statement
   A. General statement of purpose
   B. Time length of event
   C. Any other details needed to set the context
3. Needs assessment (Front-end analysis)
   A. The ideal (based on your beliefs and lit. review with references)
   B. Data summary (collected from field)
   C. Learner profile with essential and supportive prerequisite skills
   D. Context analysis (resources and constraints) - instructor profile must be included here
   E. Project goals including types of learning outcomes-refer to your taxonomy(ies)
4. Lesson sequence: Conceptual titles for each lesson; identify corresponding goals
5. Assessment procedures
   A. The ways participants' learning will be assessed and why
   B. When these assessments will happen (both formative and summative)
6. Model(s) of teaching/instruction
   A. The instructional methods/models used in this project; these models may be formal (a la Joyce & Weil) and/or informal (lecture, discussion, etc.)
   B. Prioritization of your models in terms of their relative importance to the learning of the content in your project; include rationales for each model you choose
7. Sample lesson with task <u>and</u> instructional analyses
   A. Description of one lesson and analyze how Gagne's events of instruction fit the activity in the lesson
   B. A task and instructional analyses of an activity within the lesson
   C. Identification of a feature of the lesson that might "go wrong" and description of a Plan B to address the issue.
   D. Brief description of the activity that will assess student learning of the content of lesson
8. Media
   A. Description of the kinds of media to be used throughout the instruction
   B. Include your rationale(s) for using each medium
9. Program evaluation
   A. Description of the procedures/processes for evaluating the design product, both formative and summative (include a description of the participants, processes and instruments)
   B. Include your rationale for selection of each of the above
10. References

Appendix B-3. Syllabus for Case 3, Fall, 1995.

EDCI 5164 -- Principles of Instructional Design

Fall, 1995 -- Index #5681

General Information:

Instructors:	Dr. Susan G. Magliaro	Neal Shambaugh
	231-8338 (0); 382-5577 (H)	231-8593 (0)
	email: sumags@vt.edu	email: neals@vt.edu
	313 War Memorial Hall	201C Media Building
	Office Hours: 1:30 - 4 p.m.	*Office Hours:* Tues: 1–2:30,
	Wed. and by appointment	Thus: 11:30 a.m.-12:30
		p.m. and by appointment

Class time: 4:00 - 6:50 p.m. Wednesdays
Class room: 240 McBryde (hopefully to be relocated to WMH)

Required Readings:

Shambaugh, R. N., & Magliaro, S. G. (1995). *Mastering the possibilities: A process approach to instructional design.*

Articles and handouts on Reserve in the Library and distributed in class. The list of books and articles is attached to this syllabus.

Recommended Reading:

Smith, P. L., & Ragan, T. J. (1993). *Instructional design.* NY: Macmillan.

Course Description:

Welcome to Instructional Design! The purpose of this course is to engage you in the study of the logical and empirical foundations for the selection and design of instructional events. The course content focuses on the *process* of instructional design vis-à-vis learning about the theories of learning, design models and methodologies, principles, and instructional strategies. The instructional tasks are designed to help you to clarify your beliefs about learning and instruction, learn the instructional design process, and manage a project that embraces sound design principles. As such, the course is structured to give you practical experience with instructional design and set the stage for the transference of this experience into future design situations. Specific directions and components, and criteria for each task will be distributed in handout-form and discussed in class.

In addition to your own project, this particular session is designed to actively engage you in projects-in-action. That is, during this semester, we will ALL be doing ID on three different levels. First, our class will be testing out a new teaching model and materials for this course. Second, you will be creating your own project, one that will be ready to implement in a real context. And, third, we all be evaluators of each other’s work. At the center of this reflection-in-action is the notion that learning to *do* design is a reflexive, responsive process that is best learned and done collaboratively.

Evaluation Plan:

The course requirements, due dates and grade weightings are:

TASK	Date Due	% of Grade
1. Substantive Peer Feedback	8/23-12/6	C
2. Learning Principles Task	8/30	C
3. Your Preliminary ID Model	9/6	C
4. Mission/Beliefs Statement	9/13	15
5. Weekly Preparation of Design Project	9/13-11/29	30
6. Demonstration Lessons	10/25-11/1	C
7. ID Project	12/6	35
8. Your Revised IID Model	12/7-12	20
9. 1-Page Self-Evaluation	12/7-12	C
10. Course/Materials Evaluation	12/7-12	C

Because teaching, and learning is an interactional, joint venture between students and teachers *and* a major dimension of this course is your own awareness, confidence and informed knowledge of the ID process, final evaluation for your learning of the ED concepts and processes presented in this course will be a joint venture. That is, based on the relative weightings assigned above, criteria articulated in class, and your level of participation/effort in each task, each of us will have input to your final grade decision. Task grade percentages denoted by "C" require completion by the due date and judged on a pass/fail basis. Tasks 3, 4, 7, and 8 (outlined above) will be accompanied by rubrics and rating scales to evaluate quality of the work. Your final grade will be negotiated in a grading conference to be scheduled December 7 through 12. You win need to submit your final grade with a rationale and supporting evidence (one-page narrative) at the conference. 1, too, will also bring my written rationale to the conversation.

Tentative Course Schedule

(NOTE: In the "Readings Due" column, SM denotes the Shambaugh & Magliaro book; SR denotes the Smith & Ragan book.)

Date	Topics	Homework Due	Readings Due
Aug. 23	Introduction to Instructional Design (ID) Review syllabus and Tour Guide "Needs Assessment"		
Aug. 30	Models of Learners Implications for ID	Learning principles task	SM (1>2) S$ (1) Articles
Sept. 6	ID Tools: Models and Procedures Intro to Media and Formative Evaluation	Your preliminary ID model	SM (2) Articles
Sept. 13	Needs Assessment: The Content, the Learners, and the Context	Mission/Beliefs Draft intent statement	SM (3) SR (2>3)
Sept. 20	No class – Individual conferences	Intent statement List of data sources	SR (3) Research/ Articles
Sept. 27	Debrief on Needs Assessment Goal Identification	Learner and context analyses Draft goals	SM (4) SR (4) Research
Oct. 4	Lesson Sequence Task/Instructional Analyses	Needs assessment Goals	Research
Oct. 11	Assessing Learner Performance	Lesson sequence Task/instructional analysis (draft)	Articles SM (5) SR (5)
Oct. 18	Models of Teaching/Instructional Strategies	Assessment plan	SM (6) SR (6>14)
Oct. 25	Demonstration Lessons	1-page summary of your demo	Articles
Nov. 1	Demonstration Lessons	1-page summary of your demo	Articles
Nov. 8	Media Sample Lesson Events of Instruction	Summary of own model(s) of teaching	SM (7>8) SR (15)
Nov. 15	Program Evaluation	Media plan Sample lesson/prototype	SM (9) SR (16)
Nov. 22	**No Class – Thanksgiving Break**		
Nov. 29	Summary and In-class Evaluation of Draft Projects	Draft project due	SM (10) SR (17)
Dec. 6	Building Your Own Model of ID	Final Project due	Articles
Dec. 7-12	Individual Evaluation Conferences	Own ID model Self-Evaluation statement Course evaluation	

EDCI 5164 -- Basic Project Outline and Components (Case 3, Fall, 1995)

Over the next eleven weeks, we will be working on our instructional design projects with great vigor. By the end of the eleven weeks (12/6), the basic outline of the content of your project should be as follows (that is, unless other arrangements have been made on an individual basis). Please note that the daily task assignment sheet requirements might be slightly different from the final project requirements. This is due to the developmental nature of the work done beginning with your first drafts to "ending" with this "final draft" that-you submit by December 6th.

O. Table of contents

1. Mission statement of beliefs about learning/learners/instruction
2. Project idea or intent statement
   - A. General statement of purpose
   - B. Time length of event
   - C. Any other details needed to set the context
3. Needs assessment (Front-end analysis)
   - A. The ideal (based on your beliefs and lit. review with references)
   - B. Data summary (collected from field)
   - C. Learner profile with essential and supportive prerequisite skills
   - D. Context analysis (resources and constraints) - instructor profile must be included here
   - E. Project goals including types of learning outcomes-refer to your taxonomy(ies)
4. Lesson sequence: Conceptual titles for each lesson; identify corresponding goals
5. Assessment procedures
   - A. The ways participants' learning will be assessed and why
   - B. When these assessments will happen (both formative and summative)
6. Model(s) of teaching/instruction
   - A. The instructional methods/models used in this project; these models may be formal (e.g., a la Joyce & Weil) and/or informal (lecture, discussion, etc.)
   - B. Prioritization of your models in terms of their relative importance to the learning of the content in your project; include rationales for each model you choose
7. Sample lesson with task <u>and</u> instructional analyses
   - A. Description of one lesson and analyze how Gagné's events of instruction fit the activity in the lesson
   - B. A task and instructional analyses of an activity within the lesson
   - C. Identification of a feature of the lesson that might "go wrong" and description of a Plan B to address the issue.
   - D. Brief description of the activity that will assess student learning of the content of lesson.
8. Media
   - A. Description of the kinds of media to be used throughout the instruction
   - B. Include your rationale(s) for using each medium
9. Program evaluation
   - A. Description of the procedures/processes for evaluating the design product, both formative and summative (include a description of the participants, processes and instruments)
   - B. Include your rationale for selection of each of the above
10. References
11. Appendices

Appendix B-4. Syllabus for Case 4, Fall, 1996.

EDCI 5164 -- Principles of Instructional Design

Fall, 1996 -- Index #5491

General Information:

Instructors: Dr. Susan G. Magliaro
(O) 231-8338; (H) 382-5577
e-mail: sumags@vt.edu
313 War Memorial Hall
Office Hours: 1:30 - 3:30 p.m. Wed. and by appointment

Neal Shambaugh
(O) 231-8593
e-mail: neals@vt.edu
201C Media Building
Office Hours: by appointment

Class time: 4:00 - 6:50 p.m. Wednesdays

Class room: 126 War Memorial Hall

Required Readings:

Shambaugh, R. N., & Magliaro, S. G. (in press). *Mastering the possibilities: A process approach to instructional design.* Boston: Allyn & Bacon.

Articles and handouts on Reserve in the Library and distributed in class. The list of the books and articles on Reserve is attached to this syllabus.

Recommended Reading:

Smith, P. L., & Ragan, T. J. (1993). *Instructional design.* New York: Macmillan.

Course Description:

Welcome to Instructional Design! The purpose of this course is to engage you in the study of the logical and empirical foundations for the selection and design of instructional events. The course content focuses on the *process* of instructional design vis-à-vis learning about the theories of learning, design models and methodologies, principles, and instructional strategies. The instructional tasks are designed to help you to clarify your beliefs about learning and instruction, learn the instructional design process, and manage a project that embraces sound design principles. As such, the course is structured to give you practical experience with instructional design and set the stage for the transference of this experience into future design situations. Specific directions, components, and criteria for each task will be distributed in handout-form and discussed in class.

In addition to your own project, this particular session is designed to actively engage you in projects-in-action. That is, during this semester, we will ALL be doing ID on three different levels. First, our class will be field-testing our new book. Second, you will be creating your own project, one that will be ready to implement in a real context. And, third, we will all be evaluators of each other's work. At the center of this reflection-in-action is the notion that learning to *do* design is a reflexive, responsive process that is best learned and done collaboratively.

Evaluation Plan:

TASK	Due Date	Percent of Final Grade
1. Weekly Preparation of Your Design Project	Weekly from 9/11 - 12/4	30
2. Your ID Project	12/11/96	35
3. Your Personal ID Definition and Model	12/11/96	20
4. Miscellaneous, but Integral, Tasks (MIT's) • Preliminary Self-Evaluation • Learning Principles Task • Your Preliminary ID Definition and Model • Demonstration Lessons • Final Self-Evaluation	* Throughout the Semester * 9/4/96 9/4/96 9/18/96 10/30/96 - 11/6/96 12/11/96	15 Total: 100%

Tentative Course Schedule:

Date	Topic	Assignment Due	Task	Readings Due This Week
August 28	Introductions and Overview Design a Lesson Task What is Learning? Task			
September 4	Learning Theories -- Developing Our Own Model of a Learner	*MIT* - Learning Principles Task *MIT* - Preliminary Self-Evaluation		Shambaugh/Magliaro - Ch. 1 Articles/chapters distributed in class: • Behavioral Views • Cognitive Views • Social Constructivist articles (Thomas; Tharp & Gallimore • APA Guidelines
September 11	Design Models	* Draft Mission and Intent Statements *MIT* - Preliminary ID Definition & Model		S/M - Chapter 2 Rowland et al. article Nelson et al. article
September 18	Needs Assessment	* Revised Mission and Intent Statements		S/M - Chapter 3 S/R - Chapter 2-3 Brophy/Alleman article

September 25	Individual Conferences	* Needs Assessment Strategy * Draft Curriculum		
October 2	Goal Identification	* Learner Profile * Context Analysis * Draft Goals		Tessmer article
October 9	Sequencing: taxonomies, task and instructional analysis	* Final Needs Assessment Plan * Project Goals		S/M - Chapter 4 S/R - Chapter 3-4 Taxonomy Tables
October 16	Assessment of Learning Performance	* Lesson Sequence * Task/Instructional Analysis		S/M - Chapter 5 S/R - Chapter 5 Portfolio article Chittenden article
October 23	Instructional Frameworks	* Assessment Plan		S/M - Chapter 6 S/R - Chapter 6-14 Bilson article Wilson & Cole article Billson et al. article Newman article
October 30	Demonstration Lessons	*MIT* - Prepare for own lesson, with a 1-page handout of the Process * Give feedback to others		
November 6	Demonstration Lessons	Same as above		
November 13	Prototype: Instructional media and instructional events	* Instructional Framework		S/M - Chapters 7 & 8 S/R - Chapter 15
November 20	Individual Conferences	* Draft Project incl. Prototype Lesson		
November 27	**Thanksgiving Break**			
December 4	Program Evaluation	* Draft Program Evaluation Plan		S/M - Chapter 9 S/R - Chapter 16 Chinien & Hlynka article
December 11	Personal ID Definition & Model Course Summary	**ID Project, Personal ID Def/ ID Model, Self-evaluation, and Course evaluation**		S/M - Chapter 10 S/R - Chapter 17

Appendix B-5. Syllabus for Case 5, Fall, 1997

EDCI 5164 -- Principles of Instructional Design

Fall, 1997 -- Index #5514

General Information:

Instructors:	Dr. Susan G. Magliaro (O) 231-8338; (H) 382-5577 e-mail: sumags@vt.edu 313 War Memorial Hall *Office Hours*: 1:00 - 3:30 p.m. Wed., and by appointment	Neal Shambaugh (O) 231-8593 e-mail: neals@vt.edu 201C Media Building *Office Hours*: 2-5 p.m. Tues., and by appointment

Class time: 4:00 - 6:50 p.m. Wednesdays

Class room: 126 War Memorial Hall

Required Readings:

Shambaugh, R. N., & Magliaro, S. G. (1997). *Mastering the possibilities: A process approach to instructional design.* Boston: Allyn & Bacon.

Supporting Materials:

We are in the process of putting all supporting materials on a web page. Soon, you will find class articles (.PDF and HTML), resources, links, and web chat on course web site: URL = [ ]. Until the site is operable, or in those cases where specific materials are not yet available electronically, we will bring paper handouts to class. We also have a listserv (design@listserv.vt.edu) for posting of class agendas, notes, discussion, and reminders, automatically subscribes students who are on the official class roll. This is presently operable!

Course Description:

Welcome to Instructional Design! The purpose of this course is to engage you in the study of the logical and empirical foundations for the selection and design of instructional events (i.e., courses, workshops, web pages). The course content focuses on the *process* of instructional design vis-à-vis learning about the theories of learning, design models and methodologies, principles, and instructional strategies. The instructional tasks are designed to help you to clarify your beliefs about learning and instruction, learn the instructional design (ID) process, and manage a project that embraces sound design principles. As such, the course is structured to give you practical experience with instructional design and set the stage for the transference of this experience into future design situations. Specific directions, components, and criteria for each task will be distributed in handout-form and discussed in class.

In addition to your own project, this particular session is designed to actively engage you in projects-in-action. That is, during this semester, we will ALL be doing ID on three different levels. First, our class will be field-testing our new book published by Allyn & Bacon. Second, you will be creating your own project, one that will be ready to implement in a real context. And, third, we will all be evaluators of each other's work. At the center of this reflection-in-action is the notion that learning to *do* design is a reflexive, responsive process that is best learned and done collaboratively.

Evaluation Plan:

TASK	Due Date	Percent of Final Grade
1. Weekly Preparation of Your Design Project	Weekly from 9/10 - 12/3/97	35
2. Your ID Project	12/10/97	35
3. Your Personal ID Definition and Model	12/10/97	15
4. Miscellaneous, but Integral, Tasks (MIT's) • Weekly Feedback on Class/Text • Preliminary Self-Evaluation • Learning Principles Task • Your Preliminary ID Definition and Model • Demonstration Lessons • Final Self-Evaluation	* Throughout the Semester * 8/27/97 - 12/10/97 9/3/97 9/3/97 9/17/97 10/29/97 - 11/5/97 12/10/97	15 Total: 100%

Tentative Course Schedule: DA = Design Activity (found in text and on WWW)

Class # - Date	Topic	Assignment Due	Task •	Readings Due This Week
1 August 27	Introductions and Overview Design a Lesson Task (DA1) What is Learning? Task (DA2)			
2 September 3	Learning Theories -- Developing Our Own Model of a Learner	*MIT* - Learning Principles Task *MIT* - Preliminary Self-Evaluation (DA6)		Chapter 1 Rothstein chapters 6 & 7 Fosnot chapter 2 APA Guidelines Mayer article and chart
3 September 10	Design Models Sign up for Conference week of 9-24	* Draft Mission and Intent Statements (DA 3, 7) *MIT* - Preliminary ID Definition & Model (DA 5)		Chapter 2 Rowland et al. article Nelson et al. article
4 September 17	Needs Assessment	* Revised Mission and Intent Statements (DA 3, 7)		Chapter 3, 7 (Instr. Media) Brophy/Alleman article Other Curriculum article TBA

5 September 24	Individual Conferences	* Needs Assessment Strategy (DA8) * Draft Curriculum		
6 October 1	Goal Identification	* Learner Profile (DA9) * Context Analysis (DA10) * Draft Goals (DA11, 12)		Tessmer article Tessmer and Richey article
7 October 8	Sequencing: taxonomies, task and instructional analysis	* Final Needs Assessment Plan * Project Goals (DA11)		Chapter 4 Taxonomy Tables
8 October 15	Assessment of Learning Performance	* Lesson Sequence (DA13) * Task/Instructional Analysis (DA14)		Chapter 5 Portfolio article Chittenden article
9 October 22	Instructional Frameworks	* Assessment Plan (DA 15, 16, 17)		Chapter 6 Articles TBA
10 October 29	Demonstration Lessons	*MIT* - Prepare for own lesson, with a 1-page handout of the Process * Give feedback to others		
11 November 5	Demonstration Lessons	Same as above		
12 November 12	Prototype: Instructional media and instructional events	* Instructional Framework (DA 18, 19, 20, 21, 22)		Chapters 7 & 8 Articles TBA
13 November 19	Individual Conferences	* Draft Project including Prototype Lesson (DA 23, 24, 25)		
November 26	**Thanksgiving Break**			
14 December 3	Program Evaluation	* Draft Program Evaluation Plan (DA 26, 27)		Chapter 9 Chinien & Hlynka article
15 December 10	Personal ID Definition & Model Course Summary	**>ID Project** **>Personal ID Definition and ID Model (DA 28)** **>Self-Evaluation (DA 29)** **>Course Evaluation (DA 30)**		Chapter 10

Appendix B-6. Syllabus for Case 6, Spring, 1998

EDCI 5164 -- Principles of Instructional Design

Spring, 1998 -- Index #6308

General Information:

Instructors: Dr. Susan G. Magliaro
(O) 231-8338; (H) 382-5577
e-mail: sumags@vt.edu
313 War Memorial Hall
Blacksburg, VA 24061-0313

Neal Shambaugh
(O) 231-8593
e-mail: neals@vt.edu
201C Media Building
Blacksburg, VA 24061-0133

Class time: 4:00 - 7:00 p.m. Thursdays

Class room: Rockbridge County High School

Required Readings:

Shambaugh, R. N., & Magliaro, S. G. (1997). *Mastering the possibilities: A process approach to instructional design.* Boston: Allyn & Bacon.

Other Resources:

- class listserv: id-rock@listserv.vt.edu
- website: link through http://www.chre.vt.edu/Projects/RockbridgeCo/
- articles packet: distributed in class; readings noted in the schedule are required, other readings are supplementary; please feel free to bring in articles/handouts to share with colleagues

Course Description:

Welcome to Instructional Design! The purpose of this course is to engage you in the study of the logical and empirical foundations for the selection and design of instructional events (i.e., courses, workshops, web pages), through the examination of your own teaching practices. The course content focuses on the *process* of instructional design vis-à-vis learning about the theories of learning, design models and methodologies, principles, and instructional strategies. The instructional tasks are designed to help you to clarify your beliefs about learning and instruction, learn the instructional design (ID) process, and manage a project that embraces sound design principles and integrates technology in reasonable and exciting ways. As such, the course is structured to enable you to design a project that will work for you in your classroom (potentially in the fall). Specific directions, components, and criteria for each task will be available on the website and discussed in class.

In addition to your own project, this particular session is designed to actively engage you in projects-in-action. That is, during this semester, we will ALL be doing ID on three different levels. First, our class will be field-testing our new book published by Allyn & Bacon, and this course design. Second, you will be creating your own project, one that will be ready to implement in your classroom. And, third, we will all be evaluators of each other's work. At the center of this reflection-in-action is the notion that learning to *do* design is a reflexive, responsive process that is best learned and done collaboratively.

Evaluation Plan:

TASK	Due Date	Percent of Final Grade
1. Weekly Preparation and Submission of Your Design Project Components	Weekly from 2/5/98-4/30/98	35
2. Your ID Project	4/30/98	35
3. Your Personal ID Definition and Model	5/4/98	15
4. Miscellaneous, but Integral, Tasks (MIT's) • Preliminary Self-Evaluation • Your Preliminary ID Definition and Model • Demonstration/Prototype Lessons • Final Self-Evaluation	* Throughout the Semester * 1/22/98 1/22/98 4/2-9/98 4/30/98	15 Total: 100%

Tentative Course Schedule: DA = Design Activity (found in text and on WWW)

Class # - Date	Topic	Assignment Due	Readings Due This Week
1 January 15	• Introductions and Registration • Debrief on Teaching Analysis and Final Reflection Paper > Your Definition of Learning (DA 2) • Debrief on Presentation and Class Evaluations from Last Semester • Syllabus • Introduction to ID > Self-Evaluation (DA 6) - Take home > Design a Lesson Task (DA 1)	* Teaching Analysis Draft * Final Reflection Paper	
2 January 22	• Sharing Your Own ID Model • Examining Other ID Models • What "Drives" Your and Other Models?	* *MIT* - Your Preliminary ID Definition and Model (DA 5) * *MIT* - Preliminary Self-Evaluation (DA 6)	Chapter 1 & 2 Nelson et al article Rowland et al article
3 January 29	• Mission Statement Workshop	* Revisit and bring in your Final	

	> Mission Statement of Learning Beliefs (DA 3) • Overview of Intent Statement	Reflection Paper	
4 February 5	• Peer Review/Show and Tell Mission Statements • Project Tour • Role of Technology; Techonology Possibilities • Project Outline • Overview of Needs Assessment/KWL	* Mission Statement and Draft Intent Statements (DA 3, 7)	Chapter 3, 7 (Instr. Media) Peruse Technology articles
5 February 12	• KWL for Needs Assessment • Curriculum • Learners • Context • Technology Update	* KWL: What Do you need to know about your project and/or the technology you want to use in your project? * Needs Assessment Strategy (DA 8) * Draft Curriculum	Eisner article Connelly & Clandinin article Tessmer article Tessmer & Richey article
6 February 19	**No Class: All Individual Conferences Done by This Week**	* Learner Profile (DA 9) * Context Analysis (DA 10) * Draft Goals (DA 11, 12)	
7 February 26	• Share Final Goals • Formative Evaluation • Technology Update	* Final Intent Statement * Final KWL (with L complete) * Project Goals (DA 11)	Chapter 9 Chinien & Hlynka article
8 March 5	• Sequencing: Taxonomies, task and instructional analysis > Content/Lesson Outline (DA 13) • Technology Update	* Revisit Teaching Analysis Paper: What is to be learned?	Chapter 4 Domains of Learning Dimensions of Learning
9 March 12	**No Class - VT Spring Break**		
10 March 19	• Instructional Frameworks • Other Media Possibilities > Identify Media Possibilities (DA 21) • Technology Update	* Revisit Teaching Analysis Paper: Ways to assist performance? * Lesson sequence due	Chapters 6 & 7 Joyce & Weil Table of Contents Newmann et al article Zemelman et al article
11 March 26	• Assessment	* Teaching demonstration plan	Chapter 5

	> Your Assessment Purposes (DA 15) • Grading • Technology Update		Code Marzano & Pickering article Guskey chapters
12 April 2	• Teaching Demonstrations • Formative Program Evaluation	* Teaching demos * Instructional framework (DA 19) * Media plan (DA 22) * Assessment plan (DA 17)	
13 April 8	• Teaching Demonstrations • Formative Program Evaluation	* Teaching demos * Prototype lesson (DA 24)	
14 April 16	**No Class - Rockbridge Spring Break**		
15 April 23	• Program Evaluation	* Draft Formative and Summative Evaluation Plans (DA 26 & 27)	Chapter 9
16 April 30	• Revised Own ID Model and Definition • Technology Integration Reflections • Final Self-Evaluation • Course Evaluation	* **Project Due** * Revised ID Model and Definition * Final Self-Evaluation	Chapter 10

QUICK MIT/PROJECT CHECKLIST

•	DATE	COMPONENT
	January 22	Preliminary ID Def.; Model, Self-Eval.
	February 5	Mission Statement; Draft Intent Statement
	February 12	KWL; Needs Assessment Strategy; Draft Curriculum
	February 19	Learner Profile; Context Analysis; and Draft Goals Must Have Ind./Group Conferences Done
	February 26	Final Intent and KWL with Project Goals
	March 19	Lesson Sequence
	March 26	Teaching demo plan
	April 2	Teachings demos Instructional framework; Media plan; Assessment plan
	April 8	Teaching demos; Prototype lesson
	April 23	Draft Formative & Summative Eval. plan
	April 30	**Project due; Revised ID Model & Definition.; Final Self-Evaluation**

Case 6, Spring, 1996 Basic Project Outline and Components

Over the next fifteen weeks, we will be working on our instructional design projects with great vigor. By the end of the fifteen weeks (4/30/98), the basic outline of the content of your project should be as follows (that is, unless other arrangements have been made on an individual basis). Please note that the daily task assignment sheet requirements might be slightly different from the final project requirements. This is due to the developmental nature of the work done beginning with your first drafts to "ending" with this "final draft" that you submit by April 30th.

0. Table of contents

1. Mission statement of beliefs about learning/learners/instruction

2. Project idea or intent statement
   A. General statement of purpose
   B. Time length of event
   C. Any other details needed to set the context

3. Needs assessment (Front-end analysis)
   A. KWL Summary: Brief literature review and data summary. Include methods with results
   B. Curriculum ideology and outline
   C. Learner profile with essential and supportive prerequisite skills
   D. Context analysis (resources and constraints) instructor profile included here
   E. Project goals including types of learning outcomes -- refer to your preferred and appropriate taxonomy(ies)

4. Content/Lesson outline: Conceptual titles for each lesson; identify corresponding goals

5. Assessment plan
   A. Assessment purposes and tools
   B. Assessment schedule (both formative and summative)

6. Instructional framework
   A. The instructional methods/models used in this project; these models may be formal (e.g., à la Joyce & Weil) and/or informal (lecture, discussion, etc.)
   B. Summary of the ways these models meet the goals for your design

7. Instructional media
   A. Description of the kinds of media to be used throughout the instruction
   B. Summary of the ways these media meet the goals for your design

8. Prototype lesson with task and instructional analyses
   A. Description of one lesson and analyze how Gagné's events of instruction fit the activity in the lesson
   B. A task and instructional analyses of an activity within the lesson
   C. Identification of a feature of the lesson that might "go wrong" and description of a Plan B to address the issue.
   D. Brief description of supporting materials, media, and assessment use in this lesson.

9. Program evaluation
   A. Description of your formative evaluation plan including participants, processes, and instruments
   B. Description of your summative evaluation plan including participants, processes, and instruments

10. References

11. Appendices

Appendix C. Descriptions of data sources.

Data Source	**Description of Data Source** and *Intention of Learning Activity*
Working log	Written notes made by instructor during or after class sessions, informal discussions with students via telephone or electronic mail. *What adjustments need to be made for subsequent classes? Are there individuals who require assistance via prompting or information sources? What is being learned from presentations or group sessions?*
Email Began with C3 (Fall 1995)	Electronic communications between instructors and Listserv communications to and from students. *Inform students of next meeting's agenda, reminders of tasks due, current events, additional assistance not mentioned in class.*
Learning Principles	A written list of the top ten learning beliefs important to an individual. First out-of-class task assigned during the first class. Written feedback provided. *Assessing the consistency and range of one's beliefs about learning.*
Mission Statement * Introduced in C2 (Fall 1994)	A written statement that communicates a novice designer's important learning beliefs in the context of an instructional problem (design project). Written feedback provided throughout course. *Are one's learning beliefs as they relate to a proposed instructional problem consistent, appropriate, and adequately communicated?*
Preliminary and Revised Instructional Design Models	A written and visual depiction of a novice designer's model of instructional design. Explained by student in class and in final personal conference. Written feedback provided for preliminary model. *Transformation of design process features into personalized model through metaphor and narrative.*
Weekly submissions	Periodic written submission of in-progress design project phases. Written feedback provided. *Personal design decisions that meet design process component requirements, with adequate detail to cover implications of design features and consistency of learning beliefs in design feature.*
ID Project	A written and/or a media-based instructional design report that addresses an instructional problem. Written feedback provided during the final personal conference. *Have design requirements been met? Does the design exhibit a consistency of beliefs as expressed in the Mission Statement in design features? Are the design objectives and intent clearly communicated?*

Personal Conferences * Introduced in C2 (Fall 1994)	Two personal conferences scheduled pre-design phase and at completion of class to provide feedback on questions and concerns. Notes made by instructors. Early Conference: *Evaluate the feasibility of one's idea for a project (Intent Statement); Scrutinize the consistency of one's beliefs in a Mission Statement; assess a needs assessment strategy.* Final Conference: *final Mission statement, Revised Design Models, Design Project, Self-Evaluation.*
Self-Evaluation	A student's written and personal summary of the experiences from the design course; one's personal designing strengths and weaknesses; and one's class grade with explanation. Notes made by instructors on responses in final personal conference. *Self-assessment on paper and in person of one's performance from course activities.*
Student Guide Questions	Written responses to questions contained in a student guide to the course handed in periodically and/or at the end of the course. Questions were found at the end of each chapter and at the end of the Guide. Chapter sheets handed in during class also function as Exit Slips for problems and issues to be addressed by next class meeting. *Giving students practice in self-reflection and self-assessment.*

Appendix D. Inventory of data sources.

D-1. Working log indexes

Log #	Pages	Dates	Major Content
		Student Logs	
S1	1-123	08-26-92 – 10-14-92	Introductions – Assessment
S2	1-44	10-21-92 – 12-02-92	Teaching models – last class
		Course Logs	
WL1	1-151	02-??-94 -- 05-15-94	Worrier's Guide
WL2	1-162	03-29-94 -- 06-16-94	C1 - Summer 1994
WL3	163-326	06-15-94 -- 08-06-94	C1 (cont.), Tour Guide Notes
WL4	327-489	08-07-94 -- 10-20-94	Tour Guide, AERA paper, C2 prep, C2
WL5	490-689	10-23-95 -- 12-21-95	mid-course C2
WL6	690-826	12-22-94 -- 06-23-95	Tour Guide revisions, EERA/AERA
WL7	827-992	06-23-95 -- 09-02-95	Course planning, Guide, ETR&D, AERA-96
WL8	993-1132	08-20-95 -- 01-05-96	C3
WL9	1133-1298	01-07-96 -- 03-27-96	EERA/AERA-96 papers
WL10	1299-1462	03-13-96 -- 06-12-96	Guide 4
WL11	1463-1617	06-13-96 -- 09-26-96	Book, NRC/NRRC, C4 Fall 1996
WL12	1623-1782	09-28-96 -- 12-13-96	NRRC/NRC, S4 (cont.), Book, EERA/AERA-97
WL13	1784-1977	03-28-96 – 05-22-97	ID, NRRC, AERA 97/98, ETR&D, NRC-97
WL14	1978-2140	05-22-97 – 09-10-97	AERA-98, Dissertation, Working Paper, C5
WL15	2141-2296	09-10-97 – 04-02-98	C5, C6
WL16	2297-2322	04-09-98 -- 04-30-90	C6
		Dissertation Log	
D1	1-154		Early writing – prospectus document
D2	155-328	04-03-98 – 06-20-98	Prospectus revisions – Dissertation writing
D3	329-	06-24-98	Dissertation writing

D-2. Summary of instructional text development

V1 = Summer 1994, Worrier's Guide to Instructional Design

V2 = Fall 1994, Mastering the Possibilities: Touring Instructional Guide

V3 = Fall 1995, Mastering the Possibilities: A Process Approach to Instructional Design

V4 = Fall 1996, Mastering the Possibilities: A Process Approach to Instructional Design

V5 = Fall 1997, Spring 1998 Shambaugh, R. N., & Magliaro, S. G. (1997) *Mastering the Possibilities: A Process Approach to Instructional Design.* Boston, MA: Allyn & Bacon/Instructor's Guide, Overhead transparency masters, Design Activity Forms.

Appendix E. Learning task criteria for ID project and ID models.

Learning Task: Instructional Design Project

Phase 1: Learning Beliefs

1-1. Articulation of beliefs/principles in Mission Statement (MS)
1-2. Clear connections of beliefs/principles to content, context, learners in MS
1-3. References consulted and cited in project's reference list.

Phase 2: Design Tools

2-1. Clear statement of project purpose in Intent Statement (IS)
2-2. Clear delineation of target audience (IS)
2-3. Clear delineation of time length (IS)
2-4. Clear description of context of instructional event

Phase 3: Needs Assessment

Curriculum/Content
3-1. Identify and describe curriculum model
3-2. Reconciliation of ideal with field data
3-3. Outline of proposed content
Learners
3-4. Identify range of learners
3-5. Identify essential and supportive prerequisite skills/knowledge
Context
3-6. Outline resources and constraints
3-7. Explain how resources/constraints will be addressed
Goals
3-8. Validate instructional problem
3-9. Articulate goals for project
3-10. Identify learning types for each goal
Design Thinking
3-11. Iteration of MS, IS, Goals
3-12. Identify data sources

Phase 4: Lesson Sequence

4-1. Specify "lesson" sequence
4-2. Match sequence pieces with goals
4-3. Revisions of previous components

Phase 5: Assessment

5-1. Identify purpose(s) to assessment
5-2. Provide rationales for assessment tools
5-3. Provide timeline for each tools
5-4. Match of tools to goals

Phase 6: Teaching Models

6-1. Description of teaching model(s)
6-2. Rationale behind choices
6-3. Match of models to goals, learning types, assessment tools

Phase 7: Media

7-1. Description of media to be used
7-2. Rationale for media choices

Phase 8: Sample Lesson

8-1. Choice of a lesson or activity
8-2. Analyze lesson/activity using instructional events
8-3. Conduct task and learner requirement analysis of lesson or activity
8-4. Provide Plan B description
8-5. Describe assessment activity
8-6. Match of lesson with Mission, Goals, Teaching models, media.

Phase 9: Program Evaluation

9-1. Describe purposes to evaluation
9-2. Specify program evaluation plan (who evaluates, when will evaluation be conducted, what tools to use/rationale for tools)
9-3. Match between evaluation features and original MS and goals

Learning Task: Instructional Design Model

Preliminary Design Model

PDM-1. Construct an ID model that depicts and describes how you design instructional events.
PDM-2. Explain relationships between features.

Revised Design Model

RDM-1. Revision of PDM or submission of new model (visual and narrative)
RDM-2. Explain relationships between features.
RDM-3. Describe changed or evolved features based on what you have learned.

Appendix F. ID projects analyzed.

ID	Project Title	Case	Level	Event	Content Area
10	Ecological Analysis	C1	Middle	Unit	Geography
5	Lesson in Structured Programming	C1	HS	Unit	Computing
6	Design of a Meteorology Unit for Earth Science	C1	Middle	Unit	Science
7	Summer Science Discovery Program	C1	Elementary	Field Study	Science
8	Whole Language Beginning Spanish Class	C1	College	Course	Language
9	Summer Plan for Children	C1	Elementary	Field Study	Science
2	International Graduate Student's Survival Guide	C2	College	WWW	Multicultural
3	Bibliographic Input Standards	C2	Training	Workshop	Library
4	Designing for Success: College Success Strategies	C2	College	Course	Study Skills
1	Exploring Geometry Using the Geometer's Sketchpad	C2	HS	Software	Math
50	Word Processing Component for Computer Literacy Lab Class	C3	College	Course	Technology
16	Multi-Medium Fashion Illustration	C3	College	Course	Fashion Design
15	Basic Theory of Traditional Chinese Medicine	C3	College	Course	Medicine
14	Teachers as Learners: An Organic Program of Staff Dev. Implementing Block	C3	K12	Workshop	Staff Development
13	Using Video: An In-Service Workshop for K12 Teachers in Roa.City Public Schools	C3	K12	Workshop	IT
11	Summer Workshop for High School Choral Students	C3	HS	Workshop	Music
47	Collaborative Workshop: Staff Training for Inclusion	C3	Middle	Workshop	Special Ed
48	Faculty Training in Accommodations for College Students-S1 Disabilities-student1	C3	College	Workshop	Special Ed
49	Faculty Training in Accommodations for College Students-S2 Disabilities-student2	C3	College	Workshop	Special Ed
17	Program for Alumni Chapter Web Liaisons	C4	Training	Program	IT
18	Get Psyched to Bike	C4	Elementary	WWW	Safety
19	ABC's of Technology Education	C4	Elementary	Module	Technology
20	Explorations of the History of Wise County, VA: An Interactive Journey on the WWW	C4	K12	WWW	History
21	Advance Communicational English Course for Police Officers of Republic of Seychelles	C4	Training	Course	Language
22	English I for English Speaking Tour Guides in Korea	C4	Training	Course	Language
26	Invitational Web-Based Graduate Math Course	C5	College	WWW	Math
32	Nurturing a Connection Between Girls and Science	C5	Middle	WWW	Science
24	Making the Connection: Early Intervention-to-Preschool Transition	C5	Elementary	Workshop	Special Ed
23	Advanced Placement Language and Composite Website Research Project	C5	HS	WWW	Language

ID	Project Title	Case	Level	Event	Content Area
33	MAPS	C5	K12	Workshop	Special Ed
31	Nurturing Lifetime Readers and Writers	C5	Middle	Workshop	Language
30	Following the Path of Good and Evil: A Personal Look at the Civil War	C5	Middle	Unit	History
29	Teaching of Design and Drafting Skills for Middle School	C5	Middle	Unit	Technology
28	Becoming More Reflective and Effective in School Environments: A Deweyan	C5	College	Course	Teacher Ed.
27	Care and Prevention of Athletic Injuries/Illnesses	C5	College	Course	HPE
25	Introduction to the Internet in Education	C5	K12	Course	IT
34	On Track with Geography	C5	College	Field Study	Geography
35	Using the Franklin Audio Spellchecker in the Special Ed. Resource Classroom	C6	Middle	Software	Special Ed
42	Comparing Sunrise and Sunset in the America's	C6	Elementary	Unit	Geography
46	PLC Applications	C6	HS	Unit	Technology
45	An Author Study of Jan Brett	C6	Elementary	Unit	Reading
44	Linear equations and graphing calculators	C6	Middle	Unit	Math
43	Flight Unit	C6	Middle	Unit	Technology
41	Using the TI-83 Graphing Calculator with Mild Handicapped Students	C6	Middle	Workshop	Special Ed
40	Freshman Orientation Media Presentation	C6	HS	Orientation	Youth
39	Horticulture: Floral Arranging	C6	HS	Unit	Vocational
38	Space Exploration: Past, Present, Future	C6	Middle	Unit	Science
36	Ellis Island Immigration Unit	C6	Middle	Unit	History
37	Incorporating Lego's into a Science Unit on Simple Machines	C6	Elementary	Unit	Science

Appendix G. ID course project outline.

Over the next fifteen weeks, we will be working on our instructional design projects with great vigor. By the end of the fifteen weeks, the basic outline of the content of your project should be as follows (that is, unless other arrangements have been made on an individual basis). Please note that the daily task assignment sheet requirements might be slightly different from the final project requirements. This is due to the developmental nature of the work done beginning with your first drafts to "ending" with this "final draft" that you submit by [date].

0. Table of contents

1. Mission statement of beliefs about learning/learners/instruction

2. Project idea or intent statement

A. General statement of purpose
B. Time length of event
C. Any other details needed to set the context

3. Needs assessment (Front-end analysis)

A. Brief literature review (based on your beliefs and references)
B. Data summary (collected from field) -- include methods with results
C. Learner profile with essential and supportive prerequisite skills
D. Context analysis (resources and constraints) -- instructor profile must be included here
E. Project goals including types of learning outcomes -- refer to your preferred and appropriate taxonomy(ies)

4. Content/Lesson outline: Conceptual titles for lessons; identify corresponding goals

5. Assessment plan

A. Assessment purposes and tools
B. Assessment schedule (both formative and summative)

6. Instructional framework

A. The instructional methods/models used in this project; these models may be formal (e.g., à la Joyce & Weil) and/or informal (lecture, discussion, etc.)
B. Summary of the ways these models meet the goals for your design

7. Instructional media

A. Description of the kinds of media to be used throughout the instruction
B. Summary of the ways these media meet the goals for your design

8. Prototype lesson with task and instructional analyses

A. Description of one lesson; analyze how Gagné's events of instruction fit the lesson's activity
B. A task and instructional analyses of an activity within the lesson
C. Identification of a feature of the lesson that might "go wrong" and description of a Plan B to address the issue.
D. Brief description of supporting materials, media, and assessment use in this lesson.

9. Program evaluation

A. Description of your formative evaluation plan (participants, processes, and instruments)
B. Description of your summative evaluation plan (participants, processes, and instruments)

10. References

11. Appendices

Appendix H. University course evaluation (OPSCAN).

HOW I RATE THE INSTRUCTOR COMPARED WITH OTHERS I HAVE HAD HERE?

1. Apparent knowledge of subject matter.	P	F	G	E	NA
2. Success in communicating or explaining subject matter.	P	F	G	E	NA
3. Degree to which subject matter was made stimulating or relevant.	P	F	G	E	NA
4. Concern and respect for students as individuals.	P	F	G	E	NA
5. Fairness in assigning grades.	P	F	G	E	NA
6. Administration of the class and organization of materials.	P	F	G	E	NA
7. Overall rating of this instructor.	P	F	G	E	NA

HOW DO I RATE OR DESCRIBE THIS COURSE COMPRED WITH OTHERS I HAVE TAKEN?

8. Adequacy of textbook and other study materials.	P	F	G	E	NA
9. Educational value of out-of-class assignments.	P	F	G	E	NA

10. Time and effort required.	LESS THAN AVERAGE	
	AVERAGE	NA
	MORE THAN AVERAGE	

HOW I RATE OR DESCRIBE MY OWN SITUATION AND OUTCOME FOR THIS COURSE:

11. For this course was:
- a. A required course in my major field.
- b. A required course outside my major field. NA
- c. An elective to fulfill a requirement.
- d. A free elective in my major field.
- e. A free elective outside my major field

12. My academic level is

a. Freshman	d. Senior	
b. Sophomore	e. Masters	NA
c. Junior	f. Doctoral	

13. The grade I expect in this course is:

F D C B A P NA

14. I would rate my gains in this course compared with similar courses as follows:

a. Knowledge of principles, theories, techniques.	LESS THAN AVERAGE	
	AVERAGE	NA
	MORE THAN AVERAGE	
b. Logical thinking and problem solving ability.	LESS THAN AVERAGE	
	AVERAGE	NA
	MORE THAN AVERAGE	
c. Appreciation of subject matter and discipline field.	LESS THAN AVERAGE	
	AVERAGE	NA
	MORE THAN AVERAGE	

Appendix I. Course evaluation supplementary questions.

Intent: The purpose of this formative evaluation is to evaluate the instructors, instruction, and materials used in this course. We would appreciate your responses to the following questions in the planning of future classes.

Directions: Please rate each of the following aspects of the course, with 1=POOR or WORTHLESS to 5= GREAT or EXTREMELY BENEFICIAL. Record your choices on LIST 1 of the section of the OP-SCAN form labeled SUPPLEMENTARY QUESTIONS. *Please write any comments on the back of this sheet.*

1. Organization of course content (learning theories, ID model development, project, etc.)	1. Poor 1 --- 2 --- 3 --- 4 --- 5 --- Great
2. Learning Principles Task	2. Poor 1 --- 2 --- 3 --- 4 --- 5 --- Great
3. Mission Statement Task	3. Poor 1 --- 2 --- 3 --- 4 --- 5 --- Great
4. Preliminary ID Model	4. Poor 1 --- 2 --- 3 --- 4 --- 5 --- Great
5. Design Project	5. Poor 1 --- 2 --- 3 --- 4 --- 5 --- Great
6. Individual Conferences	6. Poor 1 --- 2 --- 3 --- 4 --- 5 --- Great
7. Teaching Model Presentation	7. Poor 1 --- 2 --- 3 --- 4 --- 5 --- Great
8. Revised ID Model	8. Poor 1 --- 2 --- 3 --- 4 --- 5 --- Great
9. Self-Evaluation	9. Poor 1 --- 2 --- 3 --- 4 --- 5 --- Great
10. Final Conference	10. Poor 1 --- 2 --- 3 --- 4 --- 5 --- Great
11. Handouts & Overheads	11. Poor 1 --- 2 --- 3 --- 4 --- 5 --- Great
12. Buff Sheets/criteria	12. Poor 1 --- 2 --- 3 --- 4 --- 5 --- Great
13. <u>Instructional Design</u> textbook	13. Poor 1 --- 2 --- 3 --- 4 --- 5 --- Great
14. <u>Mastering the Possibilities</u> guide (overall)	14. Poor 1 --- 2 --- 3 --- 4 --- 5 --- Great
15. Guide: Content sections	15. Poor 1 --- 2 --- 3 --- 4 --- 5 --- Great
16. Guide: Project Example sections	16. Poor 1 --- 2 --- 3 --- 4 --- 5 --- Great
17. Guide: Stories	17. Poor 1 --- 2 --- 3 --- 4 --- 5 --- Great
18. Guide: KWL Charts	18. Poor 1 --- 2 --- 3 --- 4 --- 5 --- Great
19. Guide: Margins for questions and comments.	19. Poor 1 --- 2 --- 3 --- 4 --- 5 --- Great
20. Guide: Introductory sections: “How to Use This Guide,” “What is Instructional Design?”	20. Poor 1 --- 2 --- 3 --- 4 --- 5 --- Great

Appendix J. Data reduction frames for Cases 1-6 data reduction notebooks.

DRN for Case 1, Summer, 1994	**Data Source**	**Data Reduction "Frame"**
Design decisions	Working logs 1-3	Transcribed entries of design decisions
	Syllabus	Original
Model implementation	Working logs 1-3	Transcribed entries for Weeks 1-5
	Draft ID project	[none]
	Conference	[none]
Model evaluation	Course evaluation: OPSCAN	Mean scores, Appendix K-1; transcribed comments on worksheet
	Course evaluation: suppl. questions	Mean scores, Appendix K-1; transcribed comments from Q12 on worksheet
	Self evaluation	Table: instruction, materials, learning tasks
	Self evaluation: student guide Qs	Worksheet of responses for 4 questions
	ID models	Table: preliminary model-ID components, metaphor, influences
	ID projects	Table: completeness, consistency, coherence, comments

DRN for Case 2, Fall, 1994	**Data Source**	**Data Reduction "Frame"**
Design decisions	Working logs 4-5	Transcribed entries of design decisions
	Syllabus	Original
Model implementation	Working logs 4-5	Transcribed entries for Weeks 1-15
	Draft ID projects (mission statement only)	Chart listing learning principles alongside mission statement statements; summary of student performance and usefulness of learning task
Model evaluation	Course evaluation: OPSCAN	Mean scores, Appendix K-2; transcribed comments on worksheet
	Course evaluation: suppl. questions	Student responses of 4 questions.
	Self Evaluation	Coded transcript of comments labeled by: course, project, beliefs, ID model, and mission statement
	Conference 2	From working log notes, table labeled with: learning beliefs, mission statements, ID model, ID project, and course feedback
	ID projects	Table: completeness, consistency, coherence, comments

DRN for Case 3, Fall, 1995	Data Source	Data Reduction "Frame"
Design decisions	Working logs 6-9	Transcribed entries of design decisions
	Email	Transcribed entries of design decisions
	Syllabus	Original
Model implementation	Working logs 6-9	Transcribed entries for Weeks 1-15
	Email	Transcribed entries for Weeks 1-15
	Conference 1	Transcribed comments from Working Logs coded for learning tasks and course concerns
	Draft ID projects	Table with column 1 listing task criteria and column 2 listing student performance; narrative summary
Model evaluation	Course evaluation: OPSCAN	Mean scores, Appendix K-3; transcribed comments on worksheet
	Course evaluation: supplementary questions	Mean scores, Appendix K-3
	Self-evaluation	Worksheet: instructors, instruction, instructional materials, learning tasks
	Conference 2	Transcribed comments coded for ID project, self assessment of learning, course perceptions
	ID projects	Table: completeness, consistency, coherence, comments

DRN for Case 4, Fall, 1996	Data Source	Data Reduction "Frame"
Design decisions	Working log 10-13	Transcribed entries of design decisions
	Email	Transcribed entries of design decisions
	Syllabus	Original
Model implementation	Working log 10-13	Transcribed entries for Weeks 1-15
	Email	Transcribed entries for Weeks 1-15
	Conference 1	Transcribed comments from Working Logs coded for learning tasks and course concerns
	Draft ID projects	Table with column 1 listing task criteria and column 2 listing student performance; narrative summary
Model evaluation	Course evaluation: OPSCAN	Mean scores, Appendix K-4; transcribed comments on worksheet
	Course evaluation: suppl. questions	Mean scores, Appendix K-4
	Self-evaluation	Worksheet: instructors, instruction, instructional materials, learning tasks
	Conference 2	Transcribed comments coded for ID project, self assessment of learning, course perceptions
	ID projects	Table: completeness, consistency, coherence

DRN for Case 5, Fall, 1997	Data Source	Data Reduction “Frame”
Design decisions	Working log 15-16	Transcribed entries of design decisions
	Email	Transcribed entries of design decisions
	Syllabus	Original
Model implementation	Working log 15-16	Transcribed entries for Weeks 1-15
	Email	Transcribed entries for Weeks 1-15
	Conference 1	Transcribed comments from Working Logs coded for learning tasks and course concerns
	Draft ID projects	10-15-97 work only
Model evaluation	Course evaluation: OPSCAN	Mean scores, Appendix K-5; transcribed comments on worksheet
	Course evaluation: suppl. questions	Text chapter questions: coded worksheet
	Course evaluation: PMI task and Questions	Table for PMI: +, -, next time; worksheet of coded similarities; Worksheet for questions
	Self-evaluation	Worksheet categories of ID project, perceptions of learning, perceptions of course
	Conference 2	Transcribed comments coded for ID project, self assessment of learning, course perceptions
	ID projects	Table: completeness, consistency, coherence, comments

DRN for Case 6, Spring 1998	Data Source	Data Reduction “Frame”
Design decisions	Working log 15-16	Transcribed entries of design decisions
	Email	Transcribed entries of design decisions
	Syllabus	Original
Model implementation	Working log 15-16	Transcribed entries for Weeks 1-15
	Email	Transcribed entries for Weeks 1-15
	Conference	Transcriptions and coded entries
	Draft ID projects	[none]
Model evaluation	Course evaluation: OPSCAN	Mean scores, Appendix K-6; transcribed comments on worksheet
	Course evaluation: suppl. questions	Mean scores, Appendix K-6
	Course evaluation: PMI task	Table for PMI: +, -, next time; worksheet of coded similarities
	ID projects	Table: completeness, consistency, coherence, comments, IT integration

Appendix K-1. Course evaluation results, OPSCAN, for Case 1, Summer I, 1994.

Instructors

Questions	Frequency	Respondents	
Q1: Knowledge of subject	4.0	10	1 = poor 2 = fair
Q2: Success communicating	3.8	10	3 = good 4 = exlt
Q3: Subject stimulating	3.9	10	
Q4: Concern and respect	4.0	10	
Q5: Grading fairness	4.0	8	
Q6: Class administration	3.7	10	
Q7: Overall rating	4.0	10	

Materials

Q8: Adequacy of textbook, mat.	3.6	10	1 = poor 2 = fair 3 = good 4 = exlt

Instruction

Q9: Value of assignments	3.9	9	1 = poor 2 = fair 3 = good 4 = exlt
Q10: Effort required	3.0	10	1 = LT Avg 2 = Avg 3 = GT Avg

Q11: Why course taken	Reqd Major = 2	Reqd Nonmajor = 0	Elective to fulfill req.= 3	Free elective in major = 4	Free elective not in major = 1

Q12: Academic level	Masters = 9	Doctoral = 1

Appendix K-2. Course evaluation results, OPSCAN, for Case 2, Fall, 1994.

Instructors

Questions	Frequency	Respondents	
Q1: Knowledge of subject	4.0	15	1 = poor 2 = fair
Q2: Success communicating	3.9	15	3 = good 4 = exlt
Q3: Subject stimulating	3.9	15	
Q4: Concern and respect	4.0	15	
Q5: Grading fairness	4.0	10	
Q6: Class administration	4.0	15	
Q7: Overall rating	4.0	15	

Materials

Q8: Adequacy of textbook, mat.	3.8	15	1 = poor 2 = fair 3 = good 4 = exlt

Instruction

Q9: Value of assignments	4.0	15	1 = poor 2 = fair 3 = good 4 = exlt
Q10: Effort required	2.7	15	1 = LT Avg 2 = Avg 3 = GT Avg

Q11: Why course taken	Reqd Major = 6	Reqd Nonmajor = 0	Elective to fulfill req.= 3	Free elective in major = 6	Free elective not in major = 0

Q12: Academic level	Masters = 9	Doctoral = 6

Student Learning

Q13: Expected grade	3.9	14	
Q14a: Gains in knowledge and theories	2.7	15	1 = LT Avg 2 = Avg
Q14b: Gains in problem solving ability	2.6	15	3 = GT Avg
Q14c: Gains in appreciation of subject	2.9	15	

Appendix K-3. Course evaluation results, OPSCAN, for Case 3, Fall, 1995.

Instructors

Questions	Frequency	Respondents	
Q1: Knowledge of subject	3.9	15	1 = poor 2 = fair
Q2: Success communicating	3.7	15	3 = good 4 = exlt
Q3: Subject stimulating	3.7	15	
Q4: Concern and respect	4.0	15	
Q5: Grading fairness	3.8	11	
Q6: Class administration	3.9	15	
Q7: Overall rating	3.9	15	

Materials

Q8: Adequacy of textbook, mat.	3.7	15	1 = poor 2 = fair 3 = good 4 = exlt

Instruction

Q9: Value of assignments	3.7	15	1 = poor 2 = fair 3 = good 4 = exlt
Q10: Effort required	3.6	15	1 = LT Avg 2 = Avg 3 = GT Avg

Q11: Why course taken	Reqd Major = 6	Reqd Nonmajor = 2	Elective to fulfill req.= 4	Free elective in major = 3	Free elective not in major = 0

Q12: Academic level	Masters = 7	Doctoral = 8

Student Learning

Q13: Expected grade	3.9	14	
Q14a: Gains in knowledge and theories	2.9	15	1 = LT Avg 2 = Avg
Q14b: Gains in problem solving ability	2.7	15	3 = GT Avg
Q14c: Gains in appreciation of subject	2.7	15	

Supplementary Questions

Q1: Organization of course content	3.7	12	1 = poor … 5 = great
Q2: Learning principles task	4.6	12	
Q3: Mission statement task	4.3	12	
Q4: Preliminary ID model	3.6	12	
Q5: Design project	4.4	12	
Q6: Individual conferences	4.6	12	
Q7: Teaching model presentation	4.2	12	
Q8: Revised ID model	4.3	12	
Q9 Self-evaluation	4.3	12	
Q10: Final conference	4.5	10	
Q11: Handouts and overheads	4.4	12	
Q12: Task sheets/criteria	4.6	12	
Q13: Text: Smith & Ragan	4.4	11	
Q14: Text: Shambaugh & Magliaro	4.2	11	
Q15: Guide: content sections	4.3	12	
Q16: Guide: project example sections	4.3	12	
Q17: Guide: stories	3.6	12	
Q18: Guide: KWL charts	2.9	12	
Q19: Guide: margins for comments	4.1	12	
Q20: Guide: Introductory sections	4.6	12	

Appendix K-4. Course evaluation results, OPSCAN, for Case 4, Fall, 1996.

Instructors

Questions	Frequency	Respondents	
Q1: Knowledge of subject	3.9	20	1 = poor 2 = fair
Q2: Success communicating	3.8	20	3 = good 4 = exlt
Q3: Subject stimulating	3.8	20	
Q4: Concern and respect	3.9	20	
Q5: Grading fairness	3.7	12	
Q6: Class administration	3.9	19	
Q7: Overall rating	3.9	20	

Materials

Q8: Adequacy of textbook, mat.	3.6	20	1 = poor 2 = fair 3 = good 4 = exlt

Instruction

Q9: Value of assignments	3.8	20	1 = poor 2 = fair 3 = good 4 = exlt
Q10: Effort required	2.9	20	1 = LT Avg 2 = Avg 3 = GT Avg

Q11: Why course taken	Reqd Major = 4	Reqd Nonmajor = 2	Elective to fulfill req.= 6	Free elective in major = 3	Free elective not in major = 4

Q12: Academic level	Masters = 10	Doctoral = 9

Student Learning

Q13: Expected grade	3.9	19	
Q14a: Gains in knowledge and theories	2.9	20	1 = LT Avg 2 = Avg
Q14b: Gains in problem solving ability	2.8	20	3 = GT Avg
Q14c: Gains in appreciation of subject	2.8	20	

Supplementary Questions

Q1: Organization of course content	4.6	20	1 = poor … 5 = great
Q2: Grouping practices	4.4	20	
Q3: Learning principles task	4.65	20	
Q4: Mission statement task	4.25	20	
Q5: Preliminary ID model	4.1	20	
Q6: Revised ID model	4.5	20	
Q7: Design project	4.65	20	
Q8: Individual conferences	4.5	20	
Q9 Teaching model presentation	4.4	20	
Q10: Self-evaluation	4.06	10	
Q11: Handouts and overheads	4.2	20	
Q12: Task sheets/criteria	4.5	20	
Q13: Text: Smith & Ragan	3.56	18	
Q14: Text: Shambaugh & Magliaro	4.3	19	
Q15: Guide: overall content	4.15	20	
Q16: Guide: Design activities	4.5	20	
Q17: Guide: Margin space	4.3	20	
Q18: Guide: Stories	3.74	19	
Q19: Guide: Glossary/Index	4.1	20	
Q20: Guide: Forms package	4.35	17	

Appendix K-5. Course evaluation results, OPSCAN, for Case 5, Fall, 1997.

Instructors

Questions	Frequency	Respondents	
Q1: Knowledge of subject	4.0	15	1 = poor 2 = fair
Q2: Success communicating	3.6	15	3 = good 4 = exlt
Q3: Subject stimulating	3.6	15	
Q4: Concern and respect	3.8	15	
Q5: Grading fairness	3.9	11	
Q6: Class administration	3.5	15	
Q7: Overall rating	3.9	15	

Materials

Q8: Adequacy of textbook, mat.	3.5	15	1 = poor 2 = fair 3 = good 4 = exlt

Instruction

Q9: Value of assignments	3.8	14	1 = poor 2 = fair 3 = good 4 = exlt
Q10: Effort required	2.9	15	1 = LT Avg 2 = Avg 3 = GT Avg

Q11: Why course taken	Reqd Major = 8	Reqd Nonmajor = 1	Elective to fulfill req.= 4	Free elective in major = 1	Free elective not in major = 1

Q12: Academic level	Masters = 7	Doctoral = 7

Student Learning

Q13: Expected grade	3.9	13	
Q14a: Gains in knowledge and theories	2.7	15	1 = LT Avg 2 = Avg
Q14b: Gains in problem solving ability	2.4	15	3 = GT Avg
Q14c: Gains in appreciation of subject	2.6	15	

Appendix K-6. Course evaluation results, OPSCAN, for Case 6, Spring, 1998.

Instructors

Questions	Frequency	Respondents	
Q1: Knowledge of subject	4.0	22	1 = poor 2 = fair
Q2: Success communicating	3.6	22	3 = good 4 = exlt
Q3: Subject stimulating	3.5	22	
Q4: Concern and respect	4.0	22	
Q5: Grading fairness	4.0	22	
Q6: Class administration	3.5	22	
Q7: Overall rating	3.9	22	

Materials

Q8: Adequacy of textbook, mat.	3.5	22	1 = poor 2 = fair 3 = good 4 = exlt

Instruction

Q9: Value of assignments	3.4	22	1 = poor 2 = fair 3 = good 4 = exlt
Q10: Effort required	2.4	22	1 = LT Avg 2 = Avg 3 = GT Avg

Q11: Why course taken	Reqd Major = 18	Reqd Nonmajor = 0	Elective to fulfill req.= 0	Free elective in major = 0	Free elective not in major = 0

Q12: Academic level	Masters = 20	Doctoral = 0

Student Learning

Q13: Expected grade	4.0	21	
Q14a: Gains in knowledge and theories	2.5	22	1 = LT Avg 2 = Avg
Q14b: Gains in problem solving ability	2.4	22	3 = GT Avg
Q14c: Gains in appreciation of subject	Not avail.	--	

Supplementary Questions

Q1: Organization of course content	5.3	21	1 = poor … 6 = great
Q2: Coherence of activities/content	5.1	21	
Q3: Learning principles task	5.2	21	
Q4: Mission statement task	5.5	21	
Q5: Preliminary ID model	5.4	21	
Q6: Revised ID model	5.4	21	
Q7: Design project	5.4	21	
Q8: Individual conference	5.2	21	
Q9 Demonstration lessons	5.2	21	
Q10: Self-evaluation	4.6	19	
Q11: Handouts and overheads	5.1	21	
Q12: Task sheets/criteria	4.9	20	
Q13: Web site	5.2	20	
Q14: Text: overall appeal	5.3	20	
Q15: Text: support of your learning	5.3	20	
Q16: Test: design activities	5.2	20	
Q17: Text: readability of text	5.6	20	
Q18: Text: tone of writing	5.4	20	
Q19: Text: glossary/Index	5.4	18	
Q20: Text: stories	4.7	17	

Appendix L. Curriculum Vitae.
R. Neal Shambaugh

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Education

Virginia Tech (June, 1995 - February 1999)

Degree:	Ph. D., Curriculum and Instruction - Instructional Systems Design
Chair:	Dr. Susan G. Magliaro
Cognate	Family & Child Development
Dissertation:	*Development of a Co-participatory and Reflexive Approach to Teaching and Learning Instructional Design*

Virginia Tech (January, 1992 - May, 1995)

Degree:	M. A., Curriculum and Instruction -Instructional Technology
Advisor:	Dr. Tom Sherman
Exam:	*Teaching Instructional Design as a Reflective Process*

Virginia Tech (September, 1984 - May, 1991)

Degree:	B. S., Management Science - Decision Support Systems
Project:	*Systems Description: An Intelligent Teaching Assistant*
Advisor:	Dr. Loren Rees

Publications

Shambaugh, R. N. (1995). The cognitive potentials of visual constructions. *Journal of the International Visual Literacy Association*, *15*(1), 7-24.

Shambaugh, R. N., & Magliaro, S. G. (1997). *Mastering the possibilities: A process approach to instructional design*. Boston, MA: Allyn & Bacon.

Magliaro, S. G., & Shambaugh, R. N. (1997). *Instructor's Guide to mastering the possibilities: A process approach to instructional design*. Boston, MA: Allyn & Bacon.

Conference Presentations

Shambaugh, R. N., & Magliaro, S. G. (1998, December). *Media & Representations: Media Agendas*. Alternative session presentation. 1998 National Reading Conference, Austin, TX.

Shambaugh, R. N., & Magliaro, S. G. (1998, December). *Media & Representations: Critical Voices & Inquiry: Instructional design as a critical entry point*. Alternative session presentation. 1998 National Reading Conference, Austin, TX.

Shambaugh, R. N. (1998, October). *Visual design of a learner-centered instructional text*. Paper presented at the 29th Annual Conference of the International Visual Literacy Association, Athens, GA.

Shambaugh, R. N. (1998, April). *Reframing doctoral programs: A program of human inquiry*. Roundtable presentation for Division J, at the Annual Meeting of the American Educational Research Association, San Diego, CA.

Shambaugh, R. N. (1997, December). *What have we written? Use of speech genres to analyze the significance of writing cognitive artifacts*. Roundtable presentation at the 1997 National Reading Conference, Scottsdale, AZ.

Shambaugh, R. N. (1996, October). *Transforming readers and writers: Prospects of an electronic learner-centered textbook*. Paper presented at The National Reading Research Center Conference on Literacy and Technology for the 21st Century, Atlanta, GA.

Shambaugh, R. N. (1996, December). *Evolution of a cognitive artifact*. Paper presented at a roundtable of the 1996 National Reading Conference, Charleston, SC.

Shambaugh, R. N., & Magliaro, S. G. (1996, April). *Teaching instructional design in a constructivist learning environment: Lessons learned*. In “Unpacking the knowledge construction: What learners Learn in constructivist Learning Environments," a roundtable at the annual meeting of the American Educational Research Association, New York.

Shambaugh, R. N., & Magliaro, S. G. (1995, April). *Teaching instructional design as a reflective process: A structured framework for promoting infinite play*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.

Shambaugh, R. N., & Magliaro, S. G. (1996, February). *Case studies in the development of formal design expertise.* Paper presented at the annual meeting of the Eastern Educational Research Association, Boston.

Shambaugh, R. N., & Magliaro, S. G. (1995, March). *Teaching instructional design as a reflective process: A structured framework for mastering the possibilities.* Paper presented at the annual meeting of the Eastern Educational Research Association, Hilton Head, SC.

Shambaugh, R. N. (1995, February). *Cognitive potentials of visual notetaking*. Paper presented at the annual meeting of the Eastern Educational Research Association, Sarasota, Florida.

Shambaugh, R. N. (1994, October). *Timeless Images: Creating personalized meanings with visual constructions*. Proceedings of the 26th Annual Conference of the International Visual Literacy Association, Tempe, AZ.

Higher Education Teaching Experience

Fall, 1998: Instructor for master's level instructional design course: Principles of Instructional Design. Blacksburg, VA: VPI&SU.

Summer, 1998: Co-instructor, instructional design course, WWW-delivery, for Master's cohort in Health & Physical Education. Blacksburg, VA: VPI&SU.

Spring, 1998: Co-instructor, instructional design course for K-12 teachers, Rockbridge County Master's Program, Spring 1998. Blacksburg, VA: VPI&SU.

Summer, 1994, Fall 1994, 1995, 1996, 1997: Co-instructor, instructional design course: Principles of Instructional Design. Blacksburg, VA: VPI&SU.

Grants & Scholarly Service:

Collaborative Working Grants (1996-1997—*College of Human Resources & Education*) *Positive Parenting Practices: Use of Mass Media to Communicate Parenting Skills*. Barbara Carlisle, Theater Arts; Janet Sawyers, Family & Child Development, R. Neal Shambaugh, Tom Sherman, Teaching & Learning. Provost's Office, VPI&SU. $4,500.

Participated in study group Media Literacy, 1997 National Reading Conference, to develop presentation for 1998 NRC: "Media & Representations: Critical Voices & Inquiry."

Committee member, Graduate representative, Joint Undergraduate-Graduate Curriculum Committee, College of Human Resources & Education, Virginia Tech, 1995-1997.

Member and report writer, Innovations in Teaching: Curriculum Committee, Virginia Tech, 1992.

Organizations

American Educational Research Association (AERA)
Association for Educational Communications & Technology (AECT)
Eastern Educational Research Association (EERA)
International Society for Technology in Education (ISTE)
International Visual Literacy Association (IVLA)
Invisible College (Institute for Research on Teaching, Michigan State University)
National Reading Conference (NRC)
Phi Delta Kappa
Phi Kappa Phi