**GEORGE MASON UNIVERSITY**
**COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT**
**GRADUATE SCHOOL OF EDUCATION**
**Instructional Design and Technology (IDT)**

EDIT 704 001: Instructional Technology Foundations and Theories of Learning
3 Credits, Spring 2016
4:30-7:10 PM/Thursdays Thompson Hall L014

**PROFESSOR**:
Name: Dr. Karen E. Gardner
Office hours: By Appointment (*If you need to see me, please make prior arrangements for a conversation before or after class*)
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**COURSE DESCRIPTION**:
   **A. Prerequisites/Co-requisites**
     None
   **B. University Catalog Description**
     Reviews practical and pedagogical issues related to design and development of technological instruction. Emphasizes investigating instructional design as a field and community of practice, and reviewing core learning theory constructs applicable to design of instructional technology.
   **C. Expanded Course Description**
     Not Applicable

**LEARNER OUTCOMES OR OBJECTIVES**:
By the end of this course, students will be able to:
- Identify the underlying principles for each of the learning paradigms/theories discussed in this course;
- Describe the general characteristics of each of the learning paradigms/theories and their impact on knowledge acquisition;
- Compare and contrast the three learning paradigms and their ensuing theories from a cognitive perspective;
- Identify descriptive and prescriptive learning theories;
- Describe the relationship between learning theory, instructional theory, and the practice of instructional design;
- Identify instructional theories, models, and strategies that are suited for each of the learning paradigms/theories;
- Identify instructional applications for each of the learning paradigms/theories discussed in this course;

- Describe the advantages and disadvantages of each of the learning paradigms/theories from an instructional perspective;
- Identify practical applications of each of the learning paradigms/theories in the field of Instructional Technology;
- Describe the implementation of each of the learning paradigms/theories from an Instructional Design perspective.

**PROFESSIONAL STANDARDS (International Board of Standards for Training, Performance and Instruction (IBSTPI) :**
- Professional Foundations
  1. Communicate effectively in written and oral form
  2. Apply current research and theory to the discipline of instructional design

- Design and Development
  10. Use an instructional design and development process appropriate for a given project
  11. Organize instructional programs and/or products to be designed, developed, and evaluated
  12. Design instructional interventions
  13. Plan non-instructional interventions
  14. Select or modify existing instructional materials
  15. Develop instructional materials
  16. Design learning assessment

**REQUIRED TEXTS**:
- Schunk, D. (2012). Learning Theories an Educational Perspective, Seventh Edition. Pearson: Boston, MA.
- Additional articles/readings are available on the class Blackboard site or from the instructor.

Please note the Schunk text is an academic text; it is not an easy read and that's why each class starts with a discussion of the reading, which I expect you to have done prior to class, so you can participate in the discussion.  You will read and we will discuss the chapters in this order:

| | |
|---|---|
| Chapter One | Introduction to the Study of Learning |
| Chapter Two | Neuroscience of Learning (skim; no in-depth discussion) |
| Chapter Three | Behaviorism (skim pages 78-102) |
| Chapter Four | Social Cognitive Theory |
| Chapter Five | Information Processing Theory |
| Chapter Eight | Motivation |
| Chapter Seven | Cognitive Learning Processes |
| Chapter Nine | Self-Regulation |
| Chapter Six | Constructivism |
| Chapter Ten | Development (read only pages 477-478 unless you have a personal interest in child development) |

In the class schedule I provide week-by-week guidance as to what to skim and what to pay attention to in each chapter.  I also recommend reading the chapter summary first as the summaries provide a high-level overview of what to expect in the readings.

**COURSE ASSIGNMENTS AND EXAMINATIONS**:
Please read and internalize my policy on assignments.
- Assignments are due in class on the day shown on the Course Schedule. If you e-mail me reflections prior to noon on the day they are due, I will have feedback for you in class that evening. Assignments submitted after noon on the day they are due are not late; I may or may not have time to provide feedback based on my schedule at work.
- You are working on a master's degree. Please put your name on your work!
- Assignments may be turned in up to one week late with a 10% grade deduction.
- No late assignments will be accepted beyond one week after the due date. **Exception: The Classroom Teaching/Theorist Presentation and Abstract assignment must be completed as scheduled; no late credit will be given for this assignment.**

**ASSIGNMENT DESCRIPTIONS**

*"What I Believe" Part One*

Using bullets, identify 15 notions, thoughts, and opinions you hold about adult learning and learning theory. These should be characteristics and/or behaviors of adult learners, or elements or characteristics of what you believe to be good instructional design. No references are required. The purpose of this assignment is for you to bring together in one place your personal beliefs.
Here's an example: "I believe the learning environment affects adult learners."

*Weekly Reflections*

Throughout this course you will be encouraged to reflect on your thoughts, your actions, your teaching, the class, reading assignments, and the instructor. The purpose for this is to strengthen and reinforce learning. As Saphier and Gower point out "To summarize in your own words what you have learned in a given experience is a complex cognitive act; it causes search and retrieval of memory, organization of ideas, and summoning of language to recast the meaning in your own terms. It is logical that this complex set of cognitive acts would create neural networks and deepen memory traces." (p. 254) Reflection #1 is a series of structured questions, which you are asked to complete before the second class. The rest of the weekly reflections are a combination of topics you choose and topics assigned by the instructor. One former student called his reflections "rants." He used this weekly writing assignment to express opinions and even to daydream. I share this experience to demonstrate that reflections are NOT scholarly or academic work. Reflections are:

- A self-reflection of your own teaching
- A critique of an instructor in a class in which you are currently a student (e.g., What are your thoughts about the class? What was done well? What could have been done better? What would you have done differently?)
- Your reaction or analysis of the required reading
- They should be no less and no more than one page in length
- All reflections will be read and commented on by the instructor

- They will be returned to you at the beginning of the next class

Reflections are limited to one (1) page. I won't read or provide feedback beyond the first page.

*Instructor Guide*

Develop a curriculum based on the theories and strategies learned in class. The curriculum must use these six major components of the behavior modeling methodology:
- Prescribed critical steps/behavior
- Credible model
- Skill practice exercises
- Specific feedback and social reinforcement
- Transfer strategies
- On-the-job reinforcement

Your final instructor guide must address these six components; if you don't include these six components and describe how they are applied in your guide/lesson, it is an automatic 50 point reduction in the score.

Prepare a "package" (one- stop shopping) for an instructor to plan and deliver a lesson. At a minimum, identify the:
- Objective(s)
- Materials and resources. You can't just say "video" or "supplemental materials." You have to develop and include the materials or include the link, length and the actual materials
- Clear instructions for all activities
- Instructor scripting (if appropriate)
- Sequence of instruction
- How learning will be assessed
- Strategy for learning to transfer
- Summary and lesson conclusion

In addition to the lesson, develop a one- to two-page explanation to include a brief synopsis of the learning theory and model/strategy used, and explanation for why the particular model/strategy is appropriate for the topic, and a short description of how the lesson reflects learning theory. This two-page summary is an excellent way to "frame" your instructor guide. If you use power point, prepare one word document with the power point slides "pasted" in the appropriate place in the lesson. I will only review one self-contained document

An example of prior student work will be provided by the instructor as well as a grading rubric, which is attached to this syllabus.

### Classroom Teaching/Theorist Presentation and Abstract

Students are asked to conduct scholarly research of a theory/theorist or "thinker" in learning theory. You will select your theorist from a sign-up sheet during our second class session. Please check out http://learning-theories.com for brief reviews of the theorists to determine which one may interest you. In a short presentation to the other learners in EDIT 704, provide an overview of the theory, similar or related theories, identify the contribution this "thinker" made to the field of learning theory, and identify four (4) particularly relevant points regarding teaching/learning of adults and the design of instruction for adults. Prepare for our learning community an abstract, one-page front and back, covering the same topics as the presentation. Bring enough copies to share with your fellow learners. Include your references. I will provide a sample abstract.

These are the theorists we will cover this semester: Robert Sternberg, Robert Gagne, Benjamin Bloom, Ruth Colvin-Clark, Dick & Carey, Chris Argyris, Jerome Bruner, David Ausubel, William Perry, , Howard Gardner, Malcolm Knowles, John Dewey, and Jack Mezirow.

### "What I Believe" Part Two

In a more scholarly paper, re-visit your beliefs from "What I Believe Part One." Using those original 15 bullets, revise, reject or validate your original thoughts and notions in the Part One paper. For each belief, cite references in APA format to support the characteristics and behaviors of adult learners or effective practices in teaching adult learners. Use a minimum of six (6) professional literature sources, including the textbooks, to reaffirm or modify your original 15 beliefs, citing a specific source for each belief. Substantial points are reduced if you just list the citations on a list at the end of the paper; I want the bullet, discussion, and then citation.

Here's an example: "The learning environment affects adult learners."

What I've learned in this course validates my original belief. Albert Bandura's Social Learning Theory explains the causal relationship between behavior, environment and an individual. In a learning context, the behavior of an individual is linked to that individual's response to the environment.

Merriam, S., Caffarella, R.S. & Baumgartner, L. (2007). Learning in Adulthood: A comprehensive guide. (3rd ed.) New York: John Wiley & Sons, Inc.

**ASSIGNMENT AND EXAMINATION WEIGHTING**:

- **What I Believe Part 1** (25 pts)

- **Weekly Reflections** (200 pts, 20 pts each for 10 reflections)

- **Instructor Guide** (300 pts)

- **Classroom Teaching/Theorist Presentation and Abstract** (200 pts total, 100 pts for presentation, 100 for abstract)

- **Class Participation/In-class assignments** (150 pts)

- **What I Believe Part 2 Essay** (125 pts)

**GRADING POLICIES**:
Your final grade will be based on the following scale:

| | |
|---|---|
| A | 930 – 1000 pts |
| A- | 900 – 929 pts |
| B+ | 870 – 899 pts |
| B | 820 – 869 pts |
| C | 750 – 819 pts |
| F | 749 pts or lower |

An Incomplete (IN) is a rarely used grade that indicates a contract between instructor and student to complete class work after the end of the term. The University Catalog states, "The grade of IN may be given to a student who is passing a course but who may be unable to complete scheduled course work for a cause beyond reasonable control." Because I have a demanding full-time job and teach as an adjunct, I don't have time to supervise the work out of the classroom required after giving an Incomplete.

**OTHER EXPECTATIONS**:
**Plagiarism** is the intentional or unintentional use of other's ideas, words, data, figures, pictures, sequence of ideas, or arrangement of materials without clearly acknowledging the source (based on Mason Honor Code online at http://mason.gmu.edu/~montecin/plagiarism.htm). This statement is from the Honor Code:
B. Plagiarism encompasses the following:
1. Presenting as one's own the words, the work, or the opinions of someone else without proper acknowledgment.
2. Borrowing the sequence of ideas, the arrangement of material, or the pattern of thought of someone else without proper acknowledgment.

In this class, any plagiarized work will earn a "0" for the entire assignment. To discourage plagiarism, you may be required to turn it some assignments in both electronic and in hard copy versions so I have the option to use SafeAssign (GMU's plagiarism prevention program).

**My Philosophy**. It is my philosophy that the best learning occurs when you, the learner, are the architect of your own learning activities. Common sense tells me the most relevant approach to learning in a graduate program occurs when learners direct their own learning. My experience, however, suggests this can be disconcerting for adult learners. I see my role as evolving from an "information giver" to a "facilitator of learning activities." For this to occur, you as adult learners must take an active role in order to be a truly educated person.

## TK20 PERFORMANCE-BASED ASSESSMENT SUBMISSION REQUIREMENT

Every student registered for any Graduate School of Education, Instructional Design and Technology (IDT) Program course with a required performance-based assessment is required to submit this assessment, Instructor Guide, to Tk20 through Blackboard (regardless of whether the student is taking the courses as an elective, a one-time course or as part of an undergraduate major). For **EDIT 704**, the assessment is the **Instructor Guide**. Evaluation of this performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

## GMU POLICIES AND RESOURCES FOR STUDENTS

a. Students must adhere to the guidelines of the George Mason University Honor Code (See http://oai.gmu.edu/the-mason-honor**-code/**).

b. Students must follow the university policy for Responsible Use of Computing (See **http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/**).

c. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.

d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (See **http://caps.gmu.edu/**).

e. Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services and inform their instructor, in writing, as soon as possible. Approved accommodations will begin at the time the

written letter from Disability Services is received by the instructor (See **http://ods.gmu.edu/**).

f.  Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (See **http://writingcenter.gmu.edu/**).

## PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times.

## CORE VALUES COMMITMENT

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: **http://cehd.gmu.edu/values/**.


**For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website** http://gse.gmu.edu/.

**COURSE SCHEDULE**:

| Week | Date | Class Topics and Readings Due | Assignments Due |
|---|---|---|---|
| 1 | 1/21 | Introductions, Course Overview, Discussion of Assignments and Expectations | In-Class Review of Assignments, Syllabus and Schedule |
| 2 | 1/28 | Introduction to Learning Theories Learning Paradigms<br>• Chapter 1 The Study of Learning (28 pages)<br>• Ertmer, P.A. & Newby, T.J. (1993). Behaviorism, cognitivism, constructivism: Comparing critical features from an instructional design perspective | Reflection #1 (Introduction) Quiz on Syllabus (group work) |
| 3 | 2/4 | Neuroscience of Learning<br>• Chapter 2 Neuroscience of Learning (40 pages). Skim; there will be no in-depth discussion of this material other than addressing questions you have after the reading | Reflection #2 (Learning on Their Own Terms) |
| 4 | 2/11 | Behaviorist Models and Strategies<br>• Chapter 3 Behaviorism (45 pages).<br>• Skim "classical conditioning" pages 78-84 and "contiguous conditioning" pages 84-88.<br>• Skim "operant conditioning" pages 88-102.<br>• Pay close attention to Instructional Applications pages 102-115. | Two Classroom Teaching/Theorists Presentations TBD<br>**What I Believe Part 1**<br>Reflection #3 (Behaviorism) |
| 5 | 2/18 | Social Cognitive Theory<br>• Chapter 4 Social Cognitive Theory (45 pages)<br>• For class discussion, think about the notion that people can learn new actions merely by observing others perform them (pg. 118). Do you agree? | Reflection #4 (Cognitive Information Processing)<br>Two Classroom Teaching/Theorists Presentations TBD |
| 6 | 2/25 | Cognitive Information Processing<br>• Chapter 5 Information Processing Theory (64 pages)<br>• For class discussion, pick one "tidbit" or concept that holds particularly true for you, and come ready to discuss in class. | Reflection #5 (Open Topic) Two Classroom Teaching/Theorists Presentations TBD |

| Week | Date | Class Topics and Readings Due | Assignments Due |
|---|---|---|---|
| 7 | 3/3 | Motivation<br>• Chapter 8 Motivation (53 pages) | Reflection #6 Library Instruction Anne Driscoll, GMU Librarian |
| | 3/10 | SPRING BREAK, NO CLASSES | |
| 8 | 3/17 | Cognitive Learning Processes<br>• Chapter 7 Cognitive Learning Processes (66 pages) | Two Classroom Teaching/Theorists Presentations TBD Reflection #7 (Minds on Fire) |
| 9 | 3/24 | Self-Regulation<br>• Chapter 9 Self Regulation (44 pages) | Two Classroom Teaching/Theorists Presentations TBD Reflection #8 (Open Topic) |
| 10 | 3/31 | Constructivism<br>• Chapter 6 Constructivism (48 pages) | |
| 11 | 4/7 | Development<br>• Chapter 6 Constructivism (48 pages) | Autopsy of the Instructor Guide Reflection #9 (Constructivism) |
| 12 | 4/14 | Adult Learning Theory Part 1<br>• Instructor Provided Supplemental Reading Chapter Four What is Andragogy?Knowles, M. (1980). The Modern Practice of Adult Education. (2nd ed). New York: Association Press.<br>From this article, pick out one quotation and be prepared to share/discuss in class. | Reflection #10 (Adult Learning) **What I Believe Part 2** |
| 13 | 4/21 | NO FORMAL CLASS – WORK TIME FOR INSTRUCTOR GUIDE | |
| 14 | 4/28 | NO FORMAL CLASS – WORK TIME FOR INSTRUCTOR GUIDE **Instructor Guide is due at 4:30 p.m**. | |

# ASSESSMENT RUBRIC FOR THE INSTRUCTOR GUIDE

| IBSTPI Competencies | Criteria | Exceeds Standards | Meets Standards | Does Not Meet Standards |
|---|---|---|---|---|
| 1, 7, 10, 16 | Purpose and Learning Objectives<br><br>50 points | All key elements of the purpose and learning objectives are included and effectively described, and align with the characteristics of behaviorism Pedagogical model is identified<br><br>• Authentic learning problem is described and aligns with the characteristics of the selected pedagogical model<br>• Target audience is described<br>• General knowledge domain or topic of instruction is described<br>• Complex learning outcomes are presented<br>• Learning activities are described<br>• Assessment is described<br>• Objectives prepared for each major task<br>• Objectives are appropriate and measurable<br>• Instructional strategy addresses each objective | Most key elements of the purpose and learning objectives are included and effectively described OR the purpose and learning objectives are covered, but the alignment across the elements is not clear<br>• Pedagogical model is identified<br>• Authentic learning problem is described and aligns with the characteristics of the selected pedagogical model<br>• Target audience is described<br>• General knowledge domain or topic of instruction is described<br>• Complex learning outcomes are presented<br>• Learning activities are described<br>• Assessment is described<br>• Objectives prepared for each major task<br>• Objectives are appropriate and measurable<br>• Instructional strategy addresses each objective | Key elements of the purpose and learning objectives are missing OR the purpose and learning objectives are not described effectively or do not align with behaviorism<br><br>• Pedagogical model is identified<br>• Authentic learning problem is described and aligns with the characteristics of the selected pedagogical model<br>• Target audience is described<br>• General knowledge domain or topic of instruction is described<br>• Complex learning outcomes are presented<br>• Learning activities are described<br>• Assessment is described<br>• Objectives prepared for each major task<br>• Objectives are appropriate and measurable<br>• Instructional strategy addresses each objective |

| IBSTPI Competencies | Criteria | Exceeds Standards | Meets Standards | Does Not Meet Standards |
|---|---|---|---|---|
| 2, 11 | Meaningful Organization of Topics<br><br>25 points | All key elements of the guide are meaningful and organized in a substantive way<br><br>- Key sections are included<br>- Rules of grammar, spelling, usage and punctuation are adhered to<br>- APA style is applied correctly and consistently across all areas of the paper<br>- Class readings are synthesized effectively to support the points made in the paper<br>- Appropriate use of references<br>- Page length is adhered to<br>- Paper presents a substantiated introduction to behaviorism and its implication for teaching and learning<br>- Paper presents a substantiated description of the behaviorist pedagogical model, including its principles, characteristics, theoretical grounding, and application | Most key elements of the guide are meaningful and organized OR all key elements are covered but not substantively<br><br>- Key sections are included<br>- Rules of grammar, spelling, usage and punctuation are adhered to<br>- APA style is applied correctly and consistently across all areas of the paper<br>- Class readings are synthesized effectively to support the points made in the paper<br>- Appropriate use of references<br>- Page length is adhered to<br>- Paper presents a substantiated introduction to behaviorism and its implication for teaching and learning<br>- Paper presents a substantiated description of the behaviorist pedagogical model, including its principles, characteristics, theoretical grounding, and application | Several elements of the paper are missing, not supported substantively, or not adhered to<br><br>- Key sections are included<br>- Rules of grammar, spelling, usage and punctuation are adhered to<br>- APA style is applied correctly and consistently across all areas of the paper<br>- Class readings are synthesized effectively to support the points made in the paper<br>- Appropriate use of references<br>- Page length is adhered to<br>- Paper presents a substantiated introduction to behaviorism and its implication for teaching and learning<br>- Paper presents a substantiated description of the behaviorist pedagogical model, including its principles, characteristics, theoretical grounding, and application |

| IBSTPI Competencies | Criteria | Exceeds Standards | Meets Standards | Does Not Meet Standards |
|---|---|---|---|---|
| 1, 4, 8, 10, 11 12, 13, 14, 15, 16, 17 | Instructor and/or Student Guidelines<br><br>25 points | All key elements of the guide are provided and adhered to<br><br>• Background / introduction<br>• Six major components of behavior modeling<br>• Critical steps and behaviors prescribed<br>• Skills practice is specified<br>• Feedback and social reinforcement specified<br>• Transfer strategy articulated<br>• On-the-job reinforcement identified<br>• Instruction timing, materials, resources, visuals and scripting (if appropriate) are set forth<br>• Writing style appropriate for the primary "reader" | Most key elements of the guide are provided and adhered to<br><br>• Background / introduction<br>• Six major components of behavior modeling<br>• Critical steps and behaviors prescribed<br>• Skills practice is specified<br>• Feedback and social reinforcement specified<br>• Transfer strategy articulated<br>• On-the-job reinforcement identified<br>• Instruction timing, materials, resources, visuals and scripting (if appropriate) are set forth<br>• Writing style appropriate for the primary "reader" | Several key elements of the guide are missing OR not adhered to<br><br>• Background / introduction<br>• Six major components of behavior modeling<br>• Critical steps and behaviors prescribed<br>• Skills practice is specified<br>• Feedback and social reinforcement specified<br>• Transfer strategy articulated<br>• On-the-job reinforcement identified<br>• Instruction timing, materials, resources, visuals and scripting (if appropriate) are set forth<br>• Writing style appropriate for the primary "reader" |

| IBSTPI Competencies | Criteria | Exceeds Standards | Meets Standards | Does Not Meet Standards |
|---|---|---|---|---|
| 8, 9, 14, 15 | Supporting Materials<br><br>50 points | Supporting materials use appropriate technologies to demonstrate all aspects of the guide that are applicable or available to the learner and the facilitator<br><br><ul><li>Clear demonstration of the behaviorist instructional approach depicted in the selected pedagogical model</li><li>Anchoring scenario or learning challenge clearly demonstrated in the guide</li><li>Explicit demonstration of the instructional strategies, learning activities, and assessment outlined in the guide</li><li>Selected media are innovative, yet appropriate for the chosen strategies</li></ul> | Most aspects of the supporting materials use appropriate technologies OR all aspects of the guide are included but not effectively demonstrated<br><br><ul><li>Clear demonstration of the behaviorist instructional approach depicted in the selected pedagogical model</li><li>Anchoring scenario or learning challenge clearly demonstrated in the guide</li><li>Explicit demonstration of the instructional strategies, learning activities, and assessment outlined in the guide</li><li>Selected media are innovative, yet appropriate for the chosen strategies</li></ul> | Several aspects of the supporting materials are missing OR are not demonstrated effectively and consistently<br><br><ul><li>Clear demonstration of the behaviorist instructional approach depicted in the selected pedagogical model</li><li>Anchoring scenario or learning challenge clearly demonstrated in the guide</li><li>Explicit demonstration of the instructional strategies, learning activities, and assessment outlined in the guide</li><li>Selected media are innovative, yet appropriate for the chosen strategies</li></ul> |

| IBSTPI Competencies | Criteria | Exceeds Standards | Meets Standards | Does Not Meet Standards |
|---|---|---|---|---|
| 2, 11 | Layout<br><br>25 points | The layout of the guide is clear, easy to follow and flows in a logical sequence way<br><br>- Photographs, icons and clip art follow a theme and are appropriate<br>- Text is easy to read, spaced and is aligned; backgrounds enhance layout<br>- Two-page explanation is included and describes how the lesson reflects learning theory | Most aspects of the layout of the guide are clear, easy to follow and flow in a logical way<br><br>- Photographs, icons and clip art follow a theme and are appropriate<br>- Text is easy to read, spaced and is aligned; backgrounds enhance layout<br>- Two-page explanation is included and describes how the lesson reflects learning theory | Several aspects of the layout of the guide are NOT clear, incomplete or lacks enough detail for someone else to deliver<br><br>- Photographs, icons and clip art follow a theme and are appropriate<br>- Text is easy to read, spaced and is aligned; backgrounds enhance layout<br>- Two-page explanation is included and describes how the lesson reflects learning theory |
| 1, 2, 10, 12, 13, 14, 15, 19, 22 | Applied Strategy to Lesson Design<br><br>100 points | All key elements of the guide are included and pedagogically aligned<br><br>- Learning outcomes are representative of learning in behaviorist learning environments<br>- Instructional characteristics of the pedagogical model selected are identified and aligned with instructional strategies and learning outcomes<br>- Learning activities are identified and aligned with the instructional strategies and learning outcomes<br>- Assessment activities or criteria are identified and aligned with the instructional strategies and learning outcomes | Most key elements of the guide are included and pedagogically aligned OR all key elements of the design table are included but not pedagogically aligned<br><br>- Learning outcomes are representative of learning in behaviorist learning environments<br>- Instructional characteristics of the pedagogical model selected are identified and aligned with instructional strategies and learning outcomes<br>- Learning activities are indentified and aligned with the instructional strategies and learning outcomes<br>Assessment activities or criteria are identified and aligned with the instructional strategies and learning outcomes | Several elements of the guide are missing or not pedagogically aligned<br><br>- Learning outcomes are representative of learning in behaviorist learning environments<br>- Instructional characteristics of the pedagogical model selected are identified and aligned with instructional strategies and learning outcomes<br>- Learning activities are indentified and aligned with the instructional strategies and learning outcomes<br>- Assessment activities or criteria are identified and aligned with the instructional strategies and learning outcomes |

| 1, 10, 20, 22 | Summarized Lesson and Explained Strategy<br><br>25 points | All key elements of the lesson were summarized; instructional strategy thoroughly explained<br><br>• Instructional product is complete and detailed enough for anyone to deliver the instruction<br>  • Guide contains all required content | Most key elements of the lesson were summarized; most of the instructional strategy thoroughly explained<br><br>• Instructional product is complete and detailed enough for anyone to deliver the instruction<br>  • Guide contains all required content | Several elements of the lesson were NOT summarized; instructional strategy lack thorough explanation<br><br>• Instructional product is complete and detailed enough for anyone to deliver the instruction<br>  • Guide contains all required content |
| --- | --- | --- | --- | --- |