

George Mason University
College of Education and Human Development
Learning Design and Technology

EDIT 704 001: Instructional Technology Foundations and Theories of Learning
3 Credits, Spring Semester 2021
Online
March 1 through April 25, 2021

Faculty

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Prerequisites/Corequisites

None

University Catalog Course 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.

Course Overview

This course addresses adult learning theories related to the field of instructional technology and its applicability to the design of instruction and training.

Course Delivery Method

This course will be delivered online using asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name email password. The course site will be available on March 1, 2021.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

To get a list of supported operation systems on different devices see:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download: [Add or delete options, as desire.]
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player: <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week:
Because asynchronous courses do not have a “fixed” meeting day, our week will start on Monday, and finish on Sunday.
- Log-in Frequency:
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3-4 times per week.
- Participation:
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

- Workload:
Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations:
Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

1. Describe the adult learner and the applicability of adult learning theory to instructional systems design and technology
2. Describe how the social context, globalization and technology influence adult learning.
3. Articulate differences between pedagogy and andragogy
4. Identify theorists and theories related to how adults learn
5. Explore concepts from adult learning theory by relating theory to personal life history and professional practice
6. Connect personal learning experiences, plans, goals and career trajectory to adult learning models, theories, practices and strategies
7. Create a personal learning plan according to adult learning principles and concepts
8. Analyze a current adult learning context for the applicability of learning theory, corresponding instructional strategies and operationalized for a learning technology design
9. Reflect on, monitor and revise one's own adult learning design ideas with peer input
10. Respectfully comment on peer's learning design ideas
11. Describe an application of a selected adult learning paradigms/theory in an adult learning context related to the field of Instructional Technology

Professional Standards (International Board of Standards for Training, Performance and Instruction ([IBSTPI](#)))

Upon completion of this course, students will have met the following professional standards:

- Professional Foundations
 - Communicate effectively in written and oral form
 - Apply current research and theory to the discipline of instructional design
 - Update and improve knowledge, skills and attitudes pertaining to the instructional design process and related fields
- Planning and Analysis
 - Identify and describe target population and environmental characteristics
 - Select and use analysis techniques for determining instructional content
 - Analyze the characteristics of existing and emerging technologies and their potential use
- Design and Development
 - Use an instructional design and development process appropriate for a given project
 - Organize instructional programs and/or products to be designed, developed and evaluated
 - Design instructional interventions

Required Texts

- Merriam, S. B., & Baumgartner, L. M. (2020). *Learning in Adulthood: A Comprehensive Guide* (4th ed.). Jossey-Bass. <https://play.google.com/store/books/details?id=59nIDwAAQBAJ>
- Additional articles/readings are available on the class Blackboard site.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Category	Assignment	Weight
1	Activities, Discussions and Peer Feedback	40%
2	Educational Autobiography	15%
3	Individual Learning Plan	15%
4	Design Challenge	30%

- **Assignments**

Educational Autobiography (EA)

Overview

Throughout the first half of this course, you will explore your history of learning from childhood and into adulthood providing insight into the specific sociocultural influences of the time during and across multiple points in your life. This assignment asks you to study the sociohistorical context related to your past learning experiences, explore some positive and negative learning experiences you may have had as a child and as an adult as well as consider how your past experiences may have influenced how you think about learning to this point.

Use the information in this overview to guide your assignment. You will also be prompted to focus specifically on the content and contexts covered each week.

Purpose

The purpose of this assignment is for you to bring together in one place your experience, personal world view, perspective, and beliefs about learning and your journey to become the adult learner you are now.

Instructions

This should be approximately 5-7 pages and provided in APA format.

Using autobiographical writing, narration, journaling, storytelling or other possible creative techniques, elaborate on the notions, thoughts, and opinions you hold about learning and adult learning based on your own unique experiences.

The autobiographical narrative or presentation should address the following key elements and questions to align with adult learning theory and assume a critical reflection role on your past experiences:

- Reflect on both positive and negative learning /teaching experiences.
- Reflect on how the events you have written about shaped and will continue to shape your experiences as a learner and professional practitioner.
- Critically reflect on how others (adults, peers, etc.) shaped and/or influenced you as a learner – teacher – instructional designer.

Combine the experiences and insights into a reflective narrative, journal, or presentation:

- Begin with statement introducing your educational autobiography
- Using chronological writing or a visual timeline is recommended
- Place reflections in the contexts of the sociocultural context such as the social, political and cultural events of the time you are writing about and the demographic/global/technological trends of the time.
- Provide critical reflection on your past experiences (see below)

The Educational Autobiography may also address questions such as:

- What has occurred in my life in terms of learning, technology and instructional experiences?
- What social, cultural, political and economic events or demographic, global and technology trends might have shaped my learning experiences?
- What ideological and philosophical constructs might have shaped the way I experience learning and instruction as an adult?
- What contributed to my deciding to study instructional design and technology?
- Who am I as an adult learner? How would I describe myself related to what I know at this point about adult learning and theory?
- What are some of my positive and negative experiences in learning as an adult?
- What is my “learning story” illustrated with some key events? How did some of my experiences as a child contribute to my learning experiences as an adult?
- What role has technology had in my learning story?
- What could I have done differently? What could others have done differently in some of these key events?
- What could have been different in the learning environment, process, or content?
- What do I think works for me in an adult learning context? What does not work? Why do I think this is the case?
- Connect these insights to why you have chosen to join the instructional design and technology field

Individualized Learning Plan (ILP)

Overview

This assignment asks you to create an individual learning plan for your future development that is aligned with adult learning principles and theories explored this week as well as trends in the field.

This assignment also aligns with the Educational Autobiography. As you look back at your prior and up to current day experiences as an adult learner, the next step is to project into the future to try to think deeply about your own individual future learning path and to also relate this to adult learning theory and practice.

Use the information in this overview to guide your assignment. You will also be prompted to focus specifically on the content and contexts covered each week.

Purpose

The purpose of this assignment is for you to describe your goals and learning trajectory in the field of instructional design and technology or related areas.

Instructions

This should be approximately 5-7 pages and provided in APA format.

Describe your goals and learning trajectory in the field of instructional design and technology.

- What is your learning plan or professional development plan for the future?
- Where do you hope to be in five years?

- Explore resources in our field that define competencies and skills related to instructional design, our professional foundations, adult learning and learning technologies to inform your plan. For example, what specific areas of our field are you interested in?
- What was the foundation of this part of our field and how did it emerge?
- What do you need to learn, know and do to progress in the field?
- Where are gaps in your knowledge and skills?
- How does this integrate with your current knowledge, skills and learning contexts to apply these new areas to your professional development?
- How might adult learning theory and principles inform your learning plan?
- What are your educational and learning goals for the next year? The next two years? In five years?
- How will you assess, evaluate and monitor your goals as an adult learner?

According to the adult learning literature, the Individualized Learning Plan should include:

- **Learning Objectives** – the content (the knowledge, skills, attitudes, etc.) that will be learned and developed by the learners to complete the tasks for their goals
- **Learning Resources and Strategies** – the methods, strategies, activities and resources that will be used to learn the content to accomplish the learning objectives
- **Timelines** – the target date(s) for the various learning accomplishments
- **Learning Demonstration** – what “evidence” will demonstrate that the objectives have been met
- **Validation** – how this “evidence” will be assessed and by whom

This assignment implements an approach grounded in adult learning theory allowing you to explore concepts that are personally relevant by relating theory to your personal life history, plans for the future and professional practice. Your plan should integrate theoretical perspectives, characteristics and/or behaviors evidencing adult learning principles or combined multiple principles regarding how adults learn (e.g. learning from experience, self-directed learning, motivation, transformative learning, etc.) based on research into Individualized Learning Plans in the workplace (ILP). An ILP is a self-directed adult learning strategy created by the learner and may encompass multiple different goals, plans to achieve these goals, and outcome measures used to determine when the goal has been met. Your ILP is your action plan to direct learning from this point on in your graduate studies. Goals must also include a plan in place to meet the goal.

Design Challenge Brief and Video Presentation

Overview

The design challenge is the culminating performance-based assessment in this course. For the adult learning design challenge, you will select an adult learning context that incorporates some form of instructional technology to describe and apply concepts from adult learning theory to an identified instructional problem or situation.

You will:

1. **Identify an instructional or training problem**
2. **Conceptualize a high-level instructional design approach in an adult learning context**
 - a. This could be an informal or formal learning context you are already familiar with
 - b. Observe and analyze this learning context to begin to generate ideas about a new or modified instructional or training approach that considers what you are learning about adult learning theory
 - c. Be very specific about the adult learners, the context and the learning goal as well as the technology you plan to integrate which will make it easier to generate a conceptual design for your adult learners (see examples)
3. **Incorporate technology**
 - a. Apply a new or improved technology system to adult learning or training setting or problem
4. **Connect adult learning principles and theories to your conceptual design**
 - a. *Generate ideas about how to connect adult learning theories, principles or models to a conceptual instructional design approach (see examples)*
 - b. *Align these ideas with adult learning principles or models as instructional strategies*
 - c. Think about how to deliver this instruction or training with your selected technology-based instructional system
 - d. **Describe and visually represent** core parts or aspects of a potential technology-based learning/training intervention for your selected audience and learning goal (e.g. this can be a part of an experience, lesson, app, training, system or curriculum, etc.) based on what you have learned in this course.
 - e. Articulate how your technology-based learning/training intervention may impact adult learning through your selected instructional strategies.
5. **Represent these ideas initially in an outline form, then a 2-page design brief, and a 10-minute narrated presentation to share with the class.**
 - a. See the required elements and instructional below

Outline

Description of your adult learning context and purpose of design challenge - instructional or training problem, setting, learners, learning goals

Design Brief Checklist - 2 pages

- Description of your adult learning context and purpose of design challenge - instructional or training problem, setting, learners, learning goals
- Reasons you selected this design challenge
- Brief description of your observation and analysis of the context
 - How you analyzed the context and learned more about this design challenge through observation, design inquiry, literature, etc.
- Articulate the learning goals of your training/instruction (MUST be related to learning/performance) – for example to inform, to perform procedures or to perform strategic tasks, to think critically, etc. about specific content, problem, task, situation, etc.
- Describe any prior knowledge of your learners
- What broad level steps/behavior/knowledge/skills/performance are necessary to learn this information or process?

- Generate ideas about a technology-based intervention that could teach this information or process in your design challenge
- Describe how adult learning theory, principles, or models would inform your design challenge approach also connecting to core learning constructs such as memory, building schema, or enhanced information processing (see chapters 13 & 14)
- Identify two journal articles that support your adult learning theory, principles, or model approach and provide 3 citations in APA format

Narrated Presentation Checklist - 7-10 minutes

- Provide a concise 7-10 minute narrated presentation to share with peers and instructor review
- Describe your instructional approach or strategy grounded in adult learning theory and how it provides enhanced information processing (based on chapters 13 & 14).
 - Translate the adult learning approach into a well-described instructional strategy for your design challenge context
 - Illustrate what practice or exercises might be needed
- Describe how your instructional strategy will be delivered in a learning technology delivery system
- Provide some rationale as to why this technology delivery format might be appropriate to address the challenge
- Visually represent, mock-up and/or describe a few key parts of the learning technology intervention or system evidencing your instructional strategy
- Provide some ideas of how you will provide feedback on the target audience learning or how to reinforce their learning
- Provide some ideas for how you might implement, assess and evaluate the instruction or training

- **Grading**

Grading Scale

A = 94-100; A - = 90-93; B+ = 86-89; B = 83-85; B- = 80-82; C = 70-79; F = 69 and below

Professional Dispositions

See <https://cehd.gmu.edu/students/polices-procedures/>

Class Schedule

There are additional required reading included in the course in Blackboard.

Week	Dates	Textbook Readings	Assignments Due
1	3/1	Merriam, Chapters 1 and 2	<ul style="list-style-type: none"> • W1 Discussion • Educational Autobiography – part 1 • Individual Learning Plan – part 1

2	3/8	Merriam, Chapters 3 and 4	<ul style="list-style-type: none"> • W2 Discussion • Educational Autobiography – part 2 • Individual Learning Plan – part 2
3	3/15	Merriam, Chapters 5 and 6	<ul style="list-style-type: none"> • Week 3 Activity - McClusky's Theory of Margin • Week 3 Discussion • Week 3 Activity – Self-directed Learning • Educational Autobiography – Part 3 • Individual Learning Plan – Part 3
4	3/22	Merriam, Chapters 7 and 8	<ul style="list-style-type: none"> • Week 4 Activity - Transformative Learning through Storytelling • Week 4 Discussion • Educational Autobiography – Final • Individual Learning Plan – Part 4
5	3/29	Merriam, Chapters 9	<ul style="list-style-type: none"> • Week 5 Discussion • Choose a Design Challenge Topic • Individual Learning Plan – Final
6	4/5	Merriam, Chapters 12 and 13	<ul style="list-style-type: none"> • Week 6 Activity • Week 6 Discussion • Design Challenge Peer Feedback
7	4/12	Merriam, Chapters 14 and 15	<ul style="list-style-type: none"> • Week 7 Discussion
8	4/19	Merriam, Chapter 16	<ul style="list-style-type: none"> • Week 8 Discussion • Week 8 Design Challenge and Presentation • Week 8 Discussion – Share and Discuss your Design Challenge

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Core Values Commitment

The College of Education and 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/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason 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.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/> .

Discussion, Peer Review – Rubric

Discussion and Peer Review assignments are worth 10 points each

Does Not Meet Standards (0-7.9)	Meets Standards (8-9.4)	Exceeds Standards (9.5-10)
<p>The specific details of the assignment are addressed; and aspects of the readings and personal experience/knowledge are incorporated into the assignment. Citations from the readings are incorporated. Assignment completion demonstrates thorough understanding of the concepts and synthesis of ideas being discussed or analyzed.</p> <ul style="list-style-type: none"> • Discussion: Less than three posts are produced and/or those provided lack depth or simply restate concepts without deep synthesis. • Peer review: Comments lack depth, provide general statements not connected to the specific details of the paper reviewed and/or fail to provide constructive comments. <p>Contains multiple errors in spelling, grammar, or syntax.</p> <p>Significant delays in assignment submission, without coordination with the instructor.</p>	<p>The specific details of the assignment are addressed; and aspects of the readings and personal experience/knowledge are incorporated into the assignment. Readings are referenced, but no direct citations. Assignment completion demonstrates good understanding of the concepts and synthesis of ideas being discussed or analyzed.</p> <ul style="list-style-type: none"> • Discussion: Three posts are produced incorporating concepts, readings and experience to delve deeply into the concepts. • Peer review: Constructive comments were made that can help guide your peers’ work forward and concrete examples. These reviews may be somewhat succinct but are still detailed. <p>Contains writing which is generally well-organized, but may contain 1-2 grammatical/spelling errors.</p> <p>Some components of the assignment may be slightly delayed, but in coordination with the instructor.</p>	<p>The specific details of the assignment are clearly addressed; and aspects of the readings and personal experience/knowledge are incorporated into the assignment. Citations from the readings are incorporated. Assignment completion demonstrates thorough understanding of the concepts and synthesis of ideas being discussed or analyzed.</p> <ul style="list-style-type: none"> • Discussion: Three or more posts are produced incorporating concepts, readings and experience to delve deeply into the concepts. Responses to peers advance the conversation and exploration of the content and post additional questions. • Peer review: Substantive and constructive comments are made that can help guide your peers’ work forward and concrete examples and suggestions are provided. <p>Contains writing which is clear, concise, and well-organized with excellent sentence/paragraph</p>

Educational Autobiography (EA) – Rubric

This assignment is worth 30 points spread evenly across the categories (10 points maximum per category)

Criteria	Does Not Meet Standards (0-23.9)	Meets Standards (24-28.4)	Exceeds Standards (28.5-30)
Completeness	One or more of the key elements of the assignment is missing, remainder covered superficially; provides little evidence of critical thinking or integration of ideas related to adult learning; includes little or no reflection in the contexts of social, political and cultural events of the time	All key elements of the assignment are present but only some covered in a substantial way; includes evidence of critical thinking and integration of ideas related to adult learning as well as reflection in the contexts of social, political and cultural events of the time	All key elements of the assignment are present and covered in a substantial way; includes evidence of <i>deep</i> critical thinking and integration of ideas related to adult learning as well as <i>comprehensive</i> reflection in the contexts of social, political and cultural events of the time
Clarity	Major points are not clearly stated, little or no specific details, examples or analysis	Major points are stated clearly, some supported with specific details, examples or analyses	Major points are stated clearly, supported by specific details, examples or analyses
Presentation/Writing	Presentation or writing is unstructured, hard to follow and not within the time frame/space requirements	Presentation or writing is generally clear, there is a moderate structure and it's within the time frame/space requirements	Presentation or writing is clear and easy to follow, and is within the time frame/space requirements

Individual Learning Plan (ILP) – Rubric

This assignment is worth 30 points spread evenly across the categories (10 points maximum per category)

Criteria	Does Not Meet Standards (0-23.9)	Meets Standards (24-28.4)	Exceeds Standards (28.5-30)
Completeness	One or more of the key elements of the assignment is missing, remainder covered superficially (goals and objectives, resources, strategies, timeline, learning demonstration, etc.)	All key elements of the assignment are present but only some covered in a substantial way (goals and objectives, resources, strategies, timeline, learning demonstration, etc.)	All key elements of the assignment are present and covered in a substantial way (goals and objectives, resources, strategies, timeline, learning demonstration, etc.)

Clarity	Major points are not clearly stated, little or no specific details, examples or analysis	Major points are stated clearly, some supported with specific details, examples or analyses	Major points are stated clearly, supported by specific details, examples or analyses
Writing	Writing is unstructured, hard to follow and not within the time frame/space requirements	Writing is generally clear, there is a moderate structure and it's within the time frame/space requirements	Writing is clear and easy to follow, and is within the time frame/space requirements

Design Challenge Brief and Video Assignment Grading Rubric

This assignment is worth 90 points spread evenly across the categories (10 points maximum per category)

IBSTPI Competencies	Criteria/Assignment	Does Not Meet Standards (0-71.9)	Meets Standards (72-85.4)	Exceeds Standards (85.5-90)
1 Professional Foundations: Communicate effectively in visual, oral and written form.	Outline: General description	Brief statement overview of design challenge not clear	Brief statement overview of design challenge clearly stated	Brief statement overview of design challenge clearly and concisely stated
2 Professional Foundations: Apply research and theory to the discipline of instructional design.	Design Brief: Context and Importance	No or little description of instructional context, setting and learners; No stated importance of the design challenge and why it was selected.	Limited description of instructional context, setting and learners; Stated importance of the design challenge and why it was selected.	Description of instructional context supported by details about setting and learners; Clearly stated importance of the design challenge to you and why it was selected.

<p>4 Professional Foundations: Apply data collection and analysis skills in instructional design projects.</p>	<p>Design Brief: Analysis</p>	<p>No or little observation and analysis of adult learning context and identification of instructional or training challenge.</p>	<p>Observation and analysis of adult learning context and identification of instructional or training challenge.</p>	<p>Detailed observation and analysis of adult learning context and identification of instructional or training challenge.</p>
<p>2 Professional Foundations: Apply research and theory to the discipline of instructional design.</p>	<p>Design Brief: Learning Goals</p>	<p>Learning goals are not stated or not clearly stated for selected instructional intervention.</p>	<p>Learning goals are stated for selected instructional intervention.</p>	<p>Learning goals are clearly articulated for selected instructional intervention.</p>
<p>7 Planning and Analysis: Identify and describe target population and environmental characteristics.</p>	<p>Design Brief: Prior Knowledge</p>	<p>The target audience or learners' prior knowledge is not described or not clearly described and not linked to analysis.</p>	<p>The target audience or learners' prior knowledge is partially described based on analysis.</p>	<p>Assessment of the target audience or learners' prior knowledge related to the learning goal is described based on analysis.</p>
<p>8 Planning and Analysis: Select and use analysis techniques for determining</p>	<p>Design Brief: Incorporates Critical Components and is Technology-based</p>	<p>Limited or no outline and breakdown of critical steps, behavior, knowledge, skill, performance, etc. is delineated; Solution incorporates technology-based delivery with</p>	<p>A outline and breakdown of critical steps, behavior, knowledge, skill, performance, etc. is delineated; Solution incorporates technology-based</p>	<p>Clear outline and breakdown of critical steps, behavior, knowledge, skill, performance, etc. is delineated; Solution incorporates technology-based delivery with logical rationale for selection of this technology</p>

instructional content.		rationale for selection of this technology	delivery with rationale for selection of this technology	
2 Professional Foundations: Apply research and theory to the discipline of instructional design.	Design Brief: Adult Learning Theory and Literature citations	No or limited incorporation of adult learning theory and corresponding instructional strategies; Literature support with fewer than 3; professional literature sources is not provided	Incorporating adult learning theory and corresponding instructional strategies; Literature support with at least 3 professional literature sources is provided	Clear evidence of incorporating adult learning theory and corresponding instructional strategies; Literature support is well synthesized, aligned with selected strategies with 3 or more professional literature sources
12 Design and Development: Use an instructional design and development process appropriate for a given project.	Video Presentation: Described instructional strategy	No or limited description of instructional strategy, practice strategy, exercises, etc.	Described instructional strategy, practices, exercises, etc.	Well described instructional strategy, practices, exercises, etc.
9 Analyze the characteristics of existing and emerging	Video Presentation: Visual representation of	No or limited visual representation of the system/solution communicating the design idea provided	Visual representation, mock up or key parts of the system/solution represented communicating the design idea	Appropriate visual representation, mock up or key parts of the system/solution represented communicating the design idea

technologies and their potential use.	design challenge system/solution			
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