

George Mason University
College of Education and Human Development
Learning Technologies Design Research (LTDR) PhD Specialization

EDIT 801 DL1 – Nature and Process of Design
3 Credits, Fall 2023
Meets Totally Online

Faculty

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Prerequisites/Corequisites

None

University Catalog Course Description

Examines multi-disciplinary and cross-disciplinary perspectives on the nature and process of designing and developing learning technologies.

Course Overview

This course focuses on exploring multi- and cross- disciplinary views of design processes to inform and engage students involved in the design and research of learning technologies in the observation and analysis of the process of design and design thinking. The course is designed to provide an opportunity for students to examine the philosophical as well as pragmatic aspects of both systematic and non-systematic approaches to design to promote inquiry, synthesis and action for the purposes of design and research. Multiple domains incorporate design processes and this course will allow students to build a deeper understanding of design as a “generative human agency.” The course will also involve students in observations of a design context, interview or hybrid ethnographic pilot study to permit reflection, generation and individual effort or collaboration toward a draft of a potentially publishable paper related to examining an aspect/context of design through a multi- and cross-disciplinary lens. Participants will share perspectives through on-line virtual discussion of the readings, carry out qualitative observations or interviews related to a design team/context, conduct a literature review on design within a particular discipline and contrast it with other perspectives on design presented by their peers in a cumulative final paper.

Course Delivery Method

This course will be delivered online (100%) using an 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 (everything before

@masonlive.gmu.edu) and email password. The course site will be available on on the first Monday of the course, August 21, 2023 at 9:00 AM ET. Any synchronous sessions are optional to attend.

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/Ultra/Getting_Started/Browser_Support
- 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:
 - 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/
 - Other optional software may be recommended

Expectations

- Course Week: Because asynchronous courses do not have a “fixed” meeting day, our week will start on 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. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. 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:

- Investigate the multidisciplinary nature of design process
- Examine and investigate the design process in various manifestations including potentially the interaction in a design related context, such as between design team members and how observations of a design team or interviews of design professionals intersect with the theoretical and applied literature with actual design process
- Examine the construct of “design” and “design thinking” and its instantiations through qualitative observational research
- Demonstrate a written synthesis of an applied ethnographic design observation, field-based or interview experience grounded in applicable literature on the practice of design

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

- 1 Prof Foundations: Communicate effectively in visual, oral and written form.

- 2 Apply research and theory to the discipline of instructional design
- 4 Professional Foundation: Apply data collection and analysis skills in instructional design projects
- 7 Planning & Analysis: Identify and describe target population and environmental characteristics

Required Texts

Crouch, C. & Pearce, J. (2012). *Doing research in design*. London: Bloomsbury.

Przybylski, L. (2020). *Hybrid ethnography: Online, offline, and in between (Qualitative Research Methods)* (1st ed.). SAGE Publications, Inc.

Other readings and resources will be provided by your instructor in Blackboard

Course Performance Evaluation

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

- **Assignments and/or Examinations**

Design Story Virtual Presentation (15%)

This doctoral seminar course requires exploration into the act of design, which can occur in various contexts and settings. Therefore, creating a 15-20 minute “design story” through investigation and synthesis of a manifestation of the act of design constitutes exploring this construct. This course assumes a broad view of the act of design or interest for design ethnography that may include the following attributes: 1) acting on the physical world; 2) addressing human needs; and 3) generating a built environment. Given this broad definition, many activities may be considered to involve design practice, design culture and design research. This assignment will explore the “...general human process that we use to understand and to shape our world” that constitutes design. Each student will create a virtual story-based presentation related to a design act or process that they have experienced or may be interested in for ethnographic pilot study research. Design stories can encompass personal and synthesized knowledge and experience related to the broad conceptualization of design or the exploration of a new context of design. Expectations for the virtual presentation will include the following (the instructor will provide further resources for guidance on the Blackboard course site):

1. Strive to construct a design story that is emotional, engaging and transactional
 - Introduce setting, characters and conflict
 - Provide resolution for the audience
 - Bring in data, trends, and insights that give your audience context
 - Connect audience to time, place, and circumstances of the story
2. Introduce an individual character

- Broaden the context of your character by relating him or her to a larger group that your audience can identify with
3. Create conflict that escalates as the story unfolds
 - Introduce a series of small challenges that combine to create a much larger conflict
 - When possible, use quantitative data to support the conflict
 4. Provide resolution of your story
 - Bring your characters—and your audience—safely through conflict
 - As you move toward your resolution, share evidence that supports your recommendation and illustrate how things will change for the better
 - Use confident, action-oriented language that grabs your audience’s attention and addresses their concerns
 - Finally, conclude with “next steps” or a call-to-action that moves your audience to a decision

This assignment will be presented virtually and related materials submitted under the designated area in Blackboard.

Class Participation (15%)

Being an effective class participant is very important in this course because much of what you will learn will be from the other students in class. Effective class participation involves not only preparation and speaking skills, but also listening skills, contributing to course discussions both in-class and online, and commenting on peer contributions both in-class and online. Specifically:

- In-class remote synchronous/asynchronous online discussions: Students must make significant contributions towards building a shared interpretation of the texts and theories being discussed. This includes participation in class and online discussions and in textual analysis of the readings related to individual areas of interest. (5%)
- Contributions to group process: Students must make significant and equal contributions towards any assigned in-class or online group task or assignment. (5%)
- Peer critique: Students must also reflect upon, comment and edit analytic contributions/paper sections that others have written at different intervals of the semester. (5%)

A participation rubric is provided at the end of this syllabus and in Blackboard.

Annotated Literature Review (20%)

Each student will identify at least 10 journal articles related to his or her identified interest in design and theoretical lens for research. Exploring research and theory related to the design constructs in the literature provides a basis for inclusion in the research paper assignment and framing the upcoming observational research. In this assignment, the student will list and briefly annotate in a paragraph or two the key points of each of the journal articles reviewed. An additional paragraph will be submitted describing how these selected articles collectively will inform the upcoming observational research. The key points will subsequently be synthesized into a literature review section of the individual or collaborative paper for submission at the end

of the course. This assignment will be submitted under the designated area in Blackboard. An assessment rubric is provided at the end of this syllabus and in Blackboard.

Hybrid Ethnography/Fieldwork Observation/Interview Pilot Study - Design Context (20%)

Students will (a) identify an existing design act, environment or context (interpreted broadly) to observe or interview design professionals in an educational, organizational, corporate, medical, non-profit, military or other approved setting. Students will operationalize a theoretical lens through which the phenomena (design context) is viewed and analyzed as an interpretive lens. Each student will then collect qualitative data in several sessions in an applied study activity related to the selected identified construct in design process, design context and/or design thinking event or setting. These observations/interviews will be documented on the course site posting samples of raw data, notes, photographs, etc. as evidence of the progressive analysis using qualitative ethnographic or case study methods to inform the writing of a draft analytic paper described below. Each student will be expected to post the progression of their analysis and drafts (either individually or in a collaborative effort) which then will be incorporated into a cohesive qualitative paper. This assignment will be submitted under the designated area in Blackboard. An assessment rubric is provided at the end of this syllabus and in Blackboard.

Individual or Collaborative Research Paper (30%)

Each student will contribute to an individual (approx. 10 pgs.) or collaborative (approx. 20 pgs.) qualitative research paper. This paper will reflect a qualitative analysis of their observations/interviews of the selected design context intersected with the applied and research literature on the act of design, design process or design thinking in a specified context. The student or student dyad has previously identified an important issue or aspect of design or design thinking for observation in an actual design context and has begun to frame this phenomenon in the literature review. This assignment requires a synthesis of emergent and important insights from the observational data analysis related to the constructs of design. The paper will take the form of a pilot ethnographic/case study informed by the literature (other applied research or empirical research methodologies may be considered as well upon discussion with the instructor). If a collaborative paper is selected, each student will be expected to contribute an equal number of references and analysis to write an equivalent individual section of the paper. The evolving individual sections and drafts will be uploaded to Blackboard to show a progression of the collaborative paper as well as provide evidence to designate who contributed what part of the synthesis and writing. The individual research paper should post periodic rough drafts of the paper during the last few weeks to demonstrate progressive improvement of the work.

- **Grading**

Class Participation	15%
Design Story Virtual Presentation	15%
Annotated Literature Review	20%
Hybrid Ethnography/Fieldwork Observation/Interview - Design Context	20%

Individual or Collaborative Research Paper	30%
Total percentage	100%

Your final grade will be based on the following scale:

A=94%-100%
 A-=90%-93%
 B+=86%-89%
 B=83%-85%
 B-=80%-82%
 C=70%-79%
 F=,70%

Professional Dispositions

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

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

- Support for submission of assignments to VIA should be directed to viahelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- 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, sexual harassment, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, 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 or support measures 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/>.

Class Schedule

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

WEEK	ONLINE ACTIVITIES AND TOPICS ALIGNED WITH THIS WEEK'S CLASS	PREPARATION FOR THE FOLLOWING WEEK'S CLASS
Week 1 Monday Aug 21	Review Course Introduction Video <ul style="list-style-type: none"> • Introduction to content and assignments Review Week 1 Lecture Video – What is Design? Begin to brainstorm topics for your design story Contribute to Week 1 online discussions	<ul style="list-style-type: none"> ○ Read Chapters 1 & 2 Crouch & Pearce (Doing Research in Design) ○ Read Przybylski (Hybrid Ethnography) Chapter 1 Introduction ○ Read Stefanik provided book chapter - Ethnographic Consideration within Instructional Design Research Practices – under Course Readings link in Bb ○ Describe your own experiences as a designer/innovator/design thinker/problem solver/design researcher in the Week 1 online discussion ○ Review examples of design stories on the course website and begin working on your own design story context and thinking about your interest or direction for your design ethnography paper
Week 2 Monday Aug 28	Review Week 2 Lecture Video – Intersecting Design and Research Review Introduction to Ethnographic Research Materials Contribute to Week 2 online discussion Begin to brainstorm design contexts for ethnographic pilot study assignment in Week 2 online discussion OPTIONAL: If considering publication or presentation based on your work in this course: Review Institutional Review Board (IRB) Human Subjects Review – Part 1 & 2 recordings *Your application would need to be submitted to irb.net by at least October 4 th in order to be approved and collect data in late October or early November for this course.	<ul style="list-style-type: none"> ○ Work on design story visual presentation ○ Read Chapter 3 Crouch & Pearce ○ Read Przybylski (Hybrid Ethnography) Chapter 2 Ethics ○ Post ideas for potential design questions, design-related problem and/or design context for ethnographic pilot study direction

Week 3 Monday Sept 4	Labor Day – No Class	
Week 4 Sept 11	Review Week 4 Lecture Video - Practice and Praxis, Reflection and Reflexivity Contribute to Week 4 online discussion Complete and Post Design Story <i>Complete design story virtual presentation and upload to Bb by midnight (11:59pm) 09/17</i>	<ul style="list-style-type: none"> ○ Read Chapter 4 Crouch & Pearce ○ Read Przybylski (Hybrid Ethnography) Chapter 3 Grounding ○ Review peer design stories online and provide comments ○ Begin to explore and review related literature to your selected context and participants for ethnographic research pilot study
Week 5 Sept 18	Review Week 5 Lecture Video – Thinking about Research in Design: Methodologies Contribute to Week 5 online discussion Work on literature search for annotated bibliography	<ul style="list-style-type: none"> ○ Read Chapters 5 & 6 Crouch & Pearce for next class ○ Read Przybylski (Hybrid Ethnography) Chapter 5 Participation, Observation and Interpretation
Week 6 Sept 25	Review Week 6 Lecture Video - Research Purpose and Methodological Frameworks Ethnography & Observation Contribute to Week 6 online discussion Work toward clearly stating research/design problem and clarifying research questions	<ul style="list-style-type: none"> ○ Read Chapter 7 Crouch & Pearce for next class ○ Read Przybylski (Hybrid Ethnography) Chapter 6 Photography and Recordings in the Hybrid Field for next class ○ Continue to review literature in area of interest related to design
Week 7 Oct 2	Review Week 7 Lecture Video – Narratives and Ethnographic Documentation Annotate at least 10 identified related journal articles and begin to synthesize this literature Solidify the design context you wish to study Begin to plan pilot study and make arrangements for the successful execution of the work	<ul style="list-style-type: none"> ○ Read Chapter 8 Crouch & Pearce for next class ○ Read Przybylski (Hybrid Ethnography) Chapter 7 Interviews and Surveys for next class

	Contribute to Week 7 online discussion	
Week 8 Oct 9	<p>Review Week 8 Lecture Video - Case Studies and Mixed Methods in Design</p> <p>Synthesize the identified literature providing a framing for the research problem and your study in outline or writing (becomes a draft of the beginning of your final paper)</p> <p>Complete and post annotated literature review</p> <p>Plan and begin to conduct your pilot study of design context</p>	<ul style="list-style-type: none"> ○ Read Chapter 9 Crouch & Pearce for next class ○ Continue to review and begin synthesis of literature in design area of interest <p><i>Annotated literature reviews (10 journal articles) due by midnight (11:59pm) 10/11</i></p>
Week 9 Oct 16	<p>Review Week 9 Lecture Video - Action Research and Educational Design Research</p> <p>Conduct pilot study of design context</p>	<ul style="list-style-type: none"> ○ Read Przybylski (Hybrid Ethnography) Chapter 8 Hybrid Fieldwork Analysis ○ Keeping notes from readings, from data collection, about context, recording information related to what you are investigating ○ Begin to analyze pilot data and post it notes, data or emerging data analysis
Week 10 Oct 23	<p>Review Resources related to Interviews, Grounded Theory and Analysis of Data</p> <p>Conduct pilot study of design context and post data/emerging analysis</p>	<ul style="list-style-type: none"> ○ Analyze pilot data and post drafts of emerging analysis ○ Keeping notes from readings, from data collection, about context, recording information related to what you are investigating
Week 11 Oct 30	<p>Collection and Analysis of Data</p> <p>Leveraging annotated bibliography, begin to write literature review (e.g introduction of the research problem, questions and context building on your prior synthesis and post drafts or outlines in Bb)</p>	<ul style="list-style-type: none"> ○ Read Chapter 10 Crouch & Pearce for next class ○ Analyze pilot data and post drafts of literature review synthesis and/or outlines
Week 12 Nov 6	<p>Collection and Analysis of Data/Writing paper draft</p>	<ul style="list-style-type: none"> ○ Read Przybylski (Hybrid Ethnography) Chapter 9 Sharing Research Results ○ Draft literature review/methods sections

		<ul style="list-style-type: none"> ○ Continue analysis
Week 13 Nov 13	Analysis of Data/Writing paper draft	<ul style="list-style-type: none"> ○ Read Przybylski (Hybrid Ethnography) Chapter 10 Remaining Nimble in a Changing Field ○ Draft analysis sections ○ Work on final paper/research report
Week 14 Nov 20	<p>Analysis of Data/Writing/Revising your final paper/research report</p> <p>Post your draft of final paper/research report for peer review</p>	<ul style="list-style-type: none"> ○ Work on final paper/research report ○ Review peer pilot study to provide feedback <p><i>Post Draft of Pilot Study Research Paper/Report by midnight (11:59pm) 11/20</i></p>
Week 15 Nov 27	<p>Provide peer feedback/constructive critique and suggestions on peer paper drafts</p> <p>Revise final paper/research report</p>	<ul style="list-style-type: none"> ○ Work on revising final paper/research report
Week 16 Dec 4	Final Paper DUE by midnight (11:59pm) 12/10 in designated area in Bb	<ul style="list-style-type: none"> ○ <i>Submit final paper/report of exploratory pilot study by midnight (11:59pm) 12/10</i>

Assessment & Rubrics:

Class Participation (15%)

Criteria	IBSTPI Standard	Does not Meet Standards	Meets Standards	Exceeds Standards
Includes elements such as: Points In-Class <u>Remote Synchronous or Asynchronous Online Discussions, Group Process, and Peer Critique</u> - 15% of grade (Total possible points – 15)				
Participation Assignments (10)	1 Prof Foundations: Communicate effectively in visual, oral and written form.	Minimum assignment requirements are not met. Content lacks organization and/or is difficult to understand. Writing is unstructured, and/or hard to follow. Writing lacks clarity and suffers from excessive grammar, language, and punctuation errors or overall errors that significantly affect clarity. Assignment is delayed and no coordination with the instructor is made prior to the due date.	All required elements of the assignment are fully complete. Content is presented in an organized and easy to understand method. Writing is generally clear with minimal errors in grammar, language, and punctuation that do not affect clarity. Assignment is completed on time or may be slightly delayed as long as it is coordinated with the instructor well in advance of the due date.	All required elements of the assignment are fully complete, and student may go beyond the minimum requirements where appropriate (i.e., greater than minimum response posts). Content is well-organized and easy to understand. Writing is clear and easy to follow with few or no grammar, language, or punctuation errors. Assignment is completed on time.
Total Points (In-Class <u>Remote Synchronous or Asynchronous Online Discussions, Group Process, and Peer Critique</u>) 15% of grade				

Design Story Virtual Presentation (Total possible points 15)

Criteria	IBSTPI Standard	Does not Meet Standards	Meets Standards	Exceeds Standards
Structured story with setting, characters and conflict Bring in data, trends, and insights that provides context	1 Prof Foundations: Communicate effectively in visual, oral and written form.	No or limited evidence of structured story with setting, characters and conflict No evidence or limited evidence of data, trends and/or insights 0 - 3.99 pts.	Evidence of structured story with setting, characters and conflict Some evidence of data, trends and/or insights providing context 4 - 4.4 pts.	Clear evidence of structured story with setting, characters, and conflict Clear evidence of data, trends and/or insights providing rich context 4.5 -5 pts.

Broaden context relating character to larger group Create conflict that escalates as the story unfolds	1 Prof Foundations: Communicate effectively in visual, oral and written form.	No evidence or relating character to larger group No evidence of escalating conflict 0 - 3.99 pts	Evidence of relating character to larger group Evidence of escalating conflict 4 - 4.4 pts.	Clear evidence of relating character to larger group Clear evidence of escalating conflict 4.5 -5 pts.
Provide resolution to your story Conclude with next steps or a call to action that moves your audience to a decision	1 Prof Foundations: Communicate effectively in visual, oral and written form.	No evidence of a resolution to your story No evidence of a recommendation of how things can change for the better in your design story with a call to action 0 - 3.99 pts	Evidence of a resolution to your story Evidence of a recommendation of how things can change for the better in your design story with a call to action 4 - 4.4 pts.	Clear evidence of a resolution to your story Clear evidence of a recommendation of how things can change for the better in your design story with a call to action 4.5 -5 pts.
Total Points		0-11.97	12-13.2	14-15

Annotated literature review (Total possible points – 20)

Criteria	IBSTPI Standard	Does not Meet Standards	Meets Standards	Exceeds Standards
Identify 10 journal articles related to the design phenomena of interest	2 Apply research and theory to the discipline of instructional design	No evidence or limited evidence of relevant journal articles related to the design phenomena of interest 0 - 3.99 pts	Most journal articles are related to the design phenomena of interest 4 - 4.4 pts.	Highly relevant journal articles related to the design phenomena of interest are listed 4.5 -5 pts.
Interest in design and theoretical lens for research	2 Apply research and theory to the discipline of instructional design	Little or not identified interest in a specific design context and theoretical lens to frame observational research evident 0 - 3.99 pts	Interest in a specific design context and theoretical lens to frame observational research 4 - 4.4 pts.	Clear interest in a specific design context and theoretical lens to frame observational research 4.5 -5 pts.
Annotate key points of each journal article	2 Apply research and theory to the discipline of instructional design	No evidence or limited evidence of thoughtful review of each journal article with key points abstracted and annotated 0 - 3.99 pts.	Review of each journal article with key points abstracted and annotated 4 - 4.4 pts.	Thorough review of each journal article with key points abstracted and annotated 4.5 -5 pts
Framing observational research	2 Apply research and theory to the discipline of instructional design	No analysis or limited analysis of data with limited interpretation, organization and communication evident	Synthesis and indication of how the articles collectively will inform the	Excellent synthesis and indication of how the articles collectively will inform the

		0 - 3.99 pts.	observational research	observational research
			4 - 4.4 pts.	4.5 -5 pts
Total Points		0 - 15.96	16 – 17.6	18 - 20

Assignment 3: Hybrid Ethnography/Fieldwork Observation/Interview - Pilot Study of design context (Total possible points – 20)

Criteria	IBSTPI Standard	Does not Meet Standards	Meets Standards	Exceeds Standards
Operationalize theoretical lens for data collection and analysis of observational research data	2 Apply research and theory to the discipline of instructional design	No requirement or limited evidence of theoretical lens framing data collection and analysis 0 - 3.99 pts	Evidence of evidence of theoretical lens framing data collection and analysis 4 - 4.4 pts.	Excellent evidence of theoretical lens framing data collection and analysis 4.5 -5 pts
Collect ethnographic data across two or more sessions in applied design context	4 Apply data collection and analysis skills in instructional design projects	No evidence or little evidence of ethnographic data 0 - 3.99 pts	Evidence of the collection of ethnographic data 4 - 4.4 pts.	Outstanding organized evidence of ethnographic data 4.5 -5 pts
Documentation of data collection and emergent analysis	4 Apply data collection and analysis skills in instructional design projects	No evidence or little documentation of the collection and emergent analysis of ethnographic data 0 - 3.99 pts	Documentation of the collection and emergent analysis of ethnographic data 4 - 4.4 pts.	Excellent documentation of the collection and emergent analysis of ethnographic data 4.5 -5 pts
Progressive analysis of case study	4 Apply data collection and analysis skills in instructional design projects	No evidence or little analysis of qualitative case study represented by documentation of participants, data collection protocol, methods, sources of data and analysis 0 - 3.99 pts	Progressive analysis of qualitative case study represented by documentation of participants, data collection protocol, methods, sources of data and analysis 4 - 4.4 pts.	Excellent progressive analysis of qualitative case study represented by documentation of participants, data collection protocol, methods, sources of data and analysis 4.5 -5 pts
Total Points		0 - 15.96	16 – 17.6	18 - 20

Individual or Collaborative Research Paper (Total possible points – 30)

Criteria	IBSTPI Standard	Does not Meet Standards	Meets Standards	Exceeds Standards
Topic and design context addressed. Relevance and significance to the	2 Apply research and theory to the discipline of instructional design	Topic is tangentially or not related to design or does not address an articulated gap in the	Topic is relevant to design through addressing an articulated gap in the	Topic is highly relevant to design through addressing an articulated gap

study of the act of design or design thinking		literature and/or significance of the research problem 0 – 4.7 pts	literature and/or significance of the research problem 4.8 - 5.3 pts	in the literature and/or significance of the research problem 5.4 -6 pts
Literature review	2 Apply research and theory to the discipline of instructional design	No evidence or little synthesis of relevant sources describing the context, background of the research problem/question and how previous research has addressed it 0 – 4.7 pts	Synthesis of relevant sources describing the context, background of the research problem/question and how previous research has addressed it 4.8 - 5.3 pts	Excellent synthesis of relevant sources describing the context, background of the research problem/question and how previous research has addressed it 5.4 -6 pts
Methodology and Protocol	4 Apply data collection and analysis skills in instructional design projects	None or little description of methodology and data collection protocol 0 – 4.7 pts	Description of methodology and data collection protocol is evident 4.8 - 5.3 pts	Excellent description of methodology and data collection protocol 5.4 -6 pts
Analysis and insights from observational data	4 Apply data collection and analysis skills in instructional design projects	No or little evidence, synthesis and reasoning with little insights emerging from data analysis 0 – 4.7 pts	Evidence, synthesis and reasoning providing insights emerging from data analysis 4.8- 5.3 pts	Outstanding evidence, synthesis and reasoning providing important insights emerging from data analysis 5.4 -6 pts
Thesis formatting		Little or no following of formatting of: abstract, research question/problem, background, literature review, theoretical perspective, methodology, results and findings with APA 0 – 4.7 pts	Following of formatting of: abstract, research question/problem, background, literature review, theoretical perspective, methodology, results and findings with APA 4.8 - 5.3 pts	Excellent following of formatting of: abstract, research question/problem, background, literature review, theoretical perspective, methodology, results and findings with APA 5.4 -6 pts
Total points		0-23.5	24-26.5	27-30