Your competence will be assessed as you complete the JPT2 performance assessment for this course of study. This course of study may take up to 5 weeks to complete.

Introduction

Overview
Welcome to Instructional Design Production. In this domain, you will acquire competence in the systematic design of instruction so that your teaching and learning efforts will be optimized. Effective instruction today requires careful attention to the problem or need being addressed, the characteristics of the target population of students, the use of technology to support learning, and the design of effective research-based instructional strategies. In this course of study you will apply a systematic process of instructional design, namely the concepts and procedure for analyzing, designing, developing, and evaluating successful instruction. You will employ instructional strategies to gain learner attention, confidence, and satisfaction.

Learning theory supports the importance of building in activities to gain the learner's interest and curiosity, thus building connections between new information and the students' prior knowledge. Acquiring the instructional design knowledge and skills in this unit will change the way you design and develop your curriculum and instruction.

Review of the Systematic Process of Instructional Design and Your Instructional Unit
Instructional systems development (ISD) is traditionally taught as a process, an orderly set of activities that one performs to develop an instructional unit, curriculum, or program. Although there are many ISD models, they all possess far more similarities than differences. For example, all models follow a "systematic approach" to designing performance-based instruction and the collection of data from students to revise the instruction.

The ISD model consists of five phases:

1. analysis
2. design
3. development
4. implementation
5. evaluation

The instructional design domain at Western Governors University emphasizes analysis, design development, and evaluation. The analysis phase of instructional design provides important information that will guide the development process to help ensure effective and efficient instruction.

The analysis phase of the ID process consists of three processes:

- Needs Analysis
- Learner Analysis
- Task Analysis
The design phase consists of the following processes:

- identification of instructional goals
- goal or task analysis to determine what content knowledge and skills students will need to accomplish the goal of instruction
- performance objective writing (Performance objectives are the statements of learning that must occur in order to accomplish the goal and make the problem better. Lessons are built around teaching and learning of these objectives.)
- creation of assessments to measure learning of the objectives
- identification of instructional strategies based on sound theories of learning

The development phase consists of creating the instructional lesson and assessments. This course of study will support you in the development of an instructional component. The evaluation phase consists of formatively evaluating the instructional unit for effectiveness and areas to improve. You will be introduced to formative evaluation in this course of study. After your unit of instruction has been completed, you will have someone such as a content expert evaluate your unit to provide feedback for any revisions.

Watch the following video for an introduction to this course:

Note: View the video in full screen at 720p for best results.

Outcomes and Evaluation
There are 5 competencies covered by this course of study; they are listed in the "Competencies for Instructional Design Production (JPT2)" page.

Teaching Dispositions Statement
Please review the Statement of Teaching Dispositions.

You will complete the following assessments as you work through the course of study.

Performance Assessment
You will complete the following performance assessment in TaskStream:

- JPT2

Previews of task instructions and rubrics for this assessment are available in via the "Assessment Preparation" box in the online course of study.

Preparing for Success

The information in this section is provided to help you become ready to complete this course of study. As you proceed, you will need to be organized in your studies in order to gain competency in the indicated areas and prepare yourself to pass the final assessments.

Your Learning Resources
Enroll in or order the learning resources for this course as early as possible so as to give them time to arrive and give you enough time to become familiar with them.

**Enroll in Learning Resources**

You will need to enroll in or subscribe to additional learning resources as a part of this course of study.

You may already have enrolled in these resources for other courses. Please check the "Learning Resources" tab and verify that you have access to the following learning resources. If you do not currently have access, please enroll or renew your enrollment at this time.

*Note: For instructions on how to enroll in or subscribe to learning resources through the "Learning Resources" tab, please see the "Acquiring Your Learning Resources" page.*

**Automatically Enrolled Learning Resources**

You will be automatically enrolled at the activity level for the following learning resources. Simply click on the links provided in the activities to access the learning materials.

**VitalSource E-Texts**

The following textbooks are available to you as e-texts within this course of study. You will be directly linked to the specific readings required within the activities that follow.


**eBrary E-Texts**

The following textbooks are available to you as e-texts within this course of study. You will be directly linked to the specific readings required within the activities that follow.


**Additional eBrary Resources for Special Topics and Interests**

These texts are supplemental and will not be linked specifically in any of the activities, but you have access to this resource in e-text form by clicking the linked title provided below. Choose one of the following:


*Note: These e-texts are available to you as part of your program tuition and fees, but you may purchase hard copies at your own expense through a retailer of your choice. If you choose to do so, please use the ISBN listed to ensure that you receive the correct edition.*

**Additional Preparation**

There are many different learning tools available to you within your course of study in addition to the learning resources already discussed. Take the time to familiarize yourself with them and determine how best to fit them into your learning process.

**The WGU Central Library**

The [WGU Central Library](#) is available online to WGU students 24 hours a day. The library offers access to a number of resources, including over 60,000 full-text e-books; articles from journals, magazines, and newspapers; course e-reserves; and tutorials on how to use these resources and the library. The library also includes a reference service for help with research questions or navigating the library.

For more information about using the WGU Library, view the "WGU Library: Finding Articles, Books & E-Reserves" video in the Student Resources section of [The WGU Channel](#).

**Center for Writing Excellence: The WGU Writing Center**

If you need help with any part of the writing or revision process, contact the Center for Writing Excellence (CWE). Whatever your needs—writing anxiety, grammar, general college writing concerns, or even ESL language-related writing issues—the CWE is available to help you. The CWE offers personalized individual sessions and weekly group webinars. For an appointment, please e-mail [writingcenter@wgu.edu](mailto:writingcenter@wgu.edu).

**Course Mentor Assistance**

Course mentors are available to help you. Their job is to aid understanding in areas where you need to improve and to guide you to learning resources. Request their help as needed when preparing for assessments.

Course mentors cannot provide reviews of entire assessments. If you fail assessment attempts, review the provided feedback first, then ask the course mentor specific questions about what you can do to meet the competency standard. Request course mentor assistance as necessary in preparing for second attempts at objective assessments or performance task revisions. Mentors cannot guarantee you pass as they do not evaluate assessments; however, they can provide the assistance and advice necessary to help you succeed.

**Message Boards, FAQs, Note-Taking Tool**

Message boards, FAQs, and a note-taking tool are available in every course of study.

Use the "Additional Learning Tools" page to review these tools.

**Designing Your Instructional Unit Part 1: Conducting the**
Goal Analysis

In this section, you will do an instructional analysis, also called a task or goal analysis. The major purpose of this instructional analysis is to identify knowledge and skills that should be included in the instructional unit to accomplish the goal of instruction (the desired state) and to make the problem better. Remember, the task analysis identifies what students will be taught, NOT what they will do.

Dick and Carey point out that the goal analysis is not the only way to identify instructional content, but is considered to be the most effective way to ensure accomplishment of the goal of instruction (Dick and Carey, 2009). For the purpose of the competencies at WGU, this approach should be used, since students are asked to begin with a problem that they believe instruction or training will help to improve.

Competencies covered by this subject
505.2.1 - Scope and Sequence
The graduate develops a logical scope and sequence for an education program and formulates appropriate and measurable program objectives.

Conducting a Goal or Task Analysis: Step One
This section will begin the discussion on the topic of task analysis. You will identify the goal of instruction and describe the step-by-step process of the learner.

Activity: Begin Goal Analysis

The instructional analysis is a complex process and is divided into a few major steps (Dick and Carey, 2009).

Conduct a goal analysis using the following steps:

- Step 1: Determine the major components of the instructional goal.
- Step 2: Determine everything that students will need to be able to do or will need to know in order to accomplish the goal of instruction.
- Step 3: Determine what type of learning this is categorized as.
- Step 4: Identify all of the knowledge or skills the target population will need to be able to do to accomplish the goal.

Content Presentation: Conducting a Goal or Task Analysis

Read the following chapter in The Systematic Design of Instruction:

- chapter 4 ("Identifying Subordinate and Entry Skills")

Review the following narrated multimedia presentation on task analysis:

- Goal or Task Analysis

Designing Your Instructional Unit Part 2: Identifying the
Scope and Sequence of the Goal Analysis

In this section, you will continue to do an instructional analysis (also called task analysis or goal analysis). You have just learned the procedure for carrying out a goal analysis. You will now identify the order for this information to be taught to students and then place this information into the correct sequence for learning.

Competencies covered by this subject
505.2.1 - Scope and Sequence
The graduate develops a logical scope and sequence for an education program and formulates appropriate and measurable program objectives.

Conducting a Goal or Task Analysis: Step Two

This section will continue to discuss the topic of task analysis. You have identified the goal of instruction and described the step-by-step process of the learner. Now you will complete the task analysis by identifying its scope and sequence.

Activity: Finalize Scope and Sequence of Goal Analysis

Complete your goal analysis, using the following steps:

- Step 1: You have identified all of the knowledge and skills (or what students need to learn). Now organize this knowledge into steps of what needs to be taught.
- Step 2: Identify the subordinate skills that need to be taught for each major step or task. Use the hierarchical analysis approach to analyze individual steps (Dick & Carey 2009, pp 60-66)
- Step 3: Determine entry level skills that learners will already have to know before beginning the instruction (Dick & Carey 2009, pp. 70-71)
- Step 4: Determine if these entry skills are to be measured by a test or how you will know that learners have these requisite skills.
- Step 5: Write your goal analysis using hierarchical numbering. Example:

  Task 1
  1.1
  1.2
  1.3

  Task 2
  2.1
  2.2

  Task 3
  3.1
  etc.

One-to-One Interaction With the Course Mentor

Receive feedback on your task analysis by submitting it to the message board in this course of study or sending it to the course mentor via e-mail.
Pre-Instructional Activity: Conducting a Goal or Task Analysis: Step Two

Review the goal analysis that you completed in the previous subject section. Review the steps that you identified as necessary to accomplish the goal.

**Designing Your Instructional Unit Part 3: Performance Objectives**

After the goal analysis has been completed, the next step is to write performance objectives for each learning task and subtask identified in the goal/task analysis. These objectives are statements of learning that need to occur in order to accomplish the goal of instruction. The lessons are then built around these performance objectives.

Competencies covered by this subject
505.2.1 - Scope and Sequence
The graduate develops a logical scope and sequence for an education program and formulates appropriate and measurable program objectives.

**Design of Instruction: Writing Performance Objectives**

The performance objective is a detailed description of what students will be able to do when they complete a unit of instruction. The performance objectives are derived from the knowledge and skills identified in the task or instructional analysis.

The need for these clear and precise statements is often attributed to Robert Mager, who has greatly influenced the educational community with his work on objectives and their relationship to assessment. Mager's model for an objective contains these three major components: action/behavior, condition, and criteria. All of the objectives in your work must follow the Mager model.

Your performance objectives will identify the conditions under which the task or skill must be performed, the performance/skill to be learned, and the criteria for successful performance.

**Learning Activity: Writing Performance Objectives**

Complete the following table. Refer to chapter 6 (pp. 114–120) of *The Systematic Design of Instruction*.

<table>
<thead>
<tr>
<th>Task or Subtask in Task Analysis (IET1 - Task Analysis)</th>
<th>Performance</th>
<th>Conditions</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
Step 1: Identify the Desired Performance
Select a verb for performing the learning task (see list of verbs following Bloom's Taxonomy on page 2 of "A Quick Guide to Writing Learning Objectives"). Determine if the verb you have chosen best describes the type of behavior that the learners need to display after instruction.

Background of the Different Types of Verbs for Learning - Bloom's Taxonomy
As teachers teach, they generally ask questions to see if students have learned the information presented. All questions can be classified according to level of difficulty by using Bloom's Cognitive Taxonomy.

There are six levels in the taxonomy, ranging from knowledge (simplest) to evaluation (most difficult). Teachers need to realize that their questions reflect different taxonomy levels.

- knowledge: ability to remember previously learned materials
- comprehension: ability to grasp the meaning of material
- application: ability to use learned material in new and concrete situations
- analysis: ability to break down material into its component parts so that its organizational structure may be understood
- synthesis: ability to put parts together to form a new whole
- evaluation: ability to judge the value of material for a given purpose

Note: A performance objective can only have one measurable performance (verb) in each objective. Each objective will have one assessment measure to evaluate the learning of one task.

Step 2: Determine Under What Conditions the Task Must Be Performed
What will you give the learner to use to perform the task?

Step 3: Determine What Criterion or Standard You Will Use to Evaluate the Mastery of the Objective
How well must the student perform the skill described in the objective on the assessments you provide?

To evaluate your objectives, use the rubric on page 127 of The Systematic Design of Instruction.

Have you written quality objectives to measure learning of your tasks? Will the learning of all of your objectives lead to your goal of instruction being met?

Receive feedback on your performance objectives by posting them in the course of study message board.

Examples: Writing Performance Objectives

Refer to chapter 6 ("Writing Performance Objectives") in The Systematic Design of Instruction and reflect on the examples of objectives for the different domains of learning. Please note the example specific to each learning domain.
Reflection: Writing Performance Objectives

The performance objectives begin the design phase of the instructional systematic design model. Think about the following questions and write down your responses in your study notebook:

- Why is it important to have three components of a performance objective?
- How do the performance objectives relate to the goal of instruction?
- What is the relationship between the performance objective and the assessment?

Content Presentation: Writing Performance Objectives

Read the following chapter from *The Systematic Design of Instruction*:

- **chapter 6 ("Writing Performance Objectives")**

Visit and read the following website:

- **Mager's Tips on Instructional Objectives**

Review the following resources:

- Bloom's Taxonomy information on page 2 of "A Quick Guide to Writing Learning Objectives"
- **Principles of Writing Course Objectives** document

Designing Your Instructional Unit Part 4: Assessment

After the performance objectives have been written, the next step is to write an assessment to measure the learning of this objective. The criterion measure that was identified when writing the objectives is the level of mastery that needs to be achieved. If students do not achieve this criterion measure then the designer needs to consider revisions to the instructional unit (formative evaluation).

**EXAMPLE**: For this performance objective students need to achieve 100% mastery

Given a set of data, whether raw data or data obtained from a lab, students will choose an appropriate graph type for display of the information **100% of the time**.

Competencies covered by this subject
505.2.5 - Learning Assessment

The graduate facilitates the development of a variety of techniques, including technology, to assess learning.

**Developing Assessment Instruments**

In this unit of instruction you will learn about learner-centered assessments. Learner- centered assessments are linked to the instructional goal and performance objectives and are congruent with traditional criterion-referenced assessments. This type of testing indicates to the teacher exactly how well the learners were able to achieve the performance objectives and they indicate to the designer exactly which components of instruction were effective and which ones need to
Learning Activities: Developing Assessment Instruments

Make a rubric for evaluating the criterion-reference assessments for this notebook assignment 2. Refer to the rubric in chapter 7 on page 158 in *The Systematic Design of Instruction* as a model.

Complete the table below in your notebook.

<table>
<thead>
<tr>
<th>Performance Objective</th>
<th>Type of Assessment to Evaluate Learning of the Objective</th>
<th>How will you Score this Assessment Item</th>
<th>Write the Assessment for this Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Objective 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performance Objective 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performance Objective 3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

You will evaluate your assessments using the rubric you created based on the rubric in *The Systematic Design of Instruction*.

Receive feedback on your performance objectives by also posting them in the course of study message board.

**Examples: Developing Assessment Instruments**

Refer to the case study "Group Leadership Training" in chapter 7 of *The Systematic Design of Instruction* for examples of how test items have been written for performance objectives.

Refer to Table 7.4 for test item examples for verbal information and intellectual skills.

**Reflection: Developing Assessment Instruments**

Reflect on the following questions in your study notes.

- Reflect on the importance of using performance objectives as the starting point for writing criterion-referenced tests.
Reflect how the conditions, behavior, and criterion will help you determine the assessment for each performance objective.

Reflect on how the results of these criterion-referenced assessments can provide information on how well the learners were able to master the learning as defined in the performance objective.

Content Presentation: Developing Assessment Instruments

Read the following chapter from *The Systematic Design of Instruction*:

- chapter 7 ("Designing Assessment Instruments")

Designing Your Instructional Unit Part 5: Selection of Instructional Strategies

In this unit of instruction you will learn about important strategies to be used when designing instruction to help ensure that learning occurs.

Competencies covered by this subject

505.2.1 - Scope and Sequence
The graduate develops a logical scope and sequence for an education program and formulates appropriate and measurable program objectives.

505.2.2 - Learning Theories
The graduate understands different learning theories and their applications in instructional settings.

505.2.3 - Instructional Strategies
The graduate applies knowledge of learning theories when selecting instructional strategies that will best assist in the learning process.

Building Theory Into Design
An important component of the design process is to consider how instruction will be sequenced and presented to the learner. The use of instructional strategies includes a variety of teaching/learning activities that will be included within a lesson to help ensure that students
These strategies are referred to as micro-strategies and are a part of an overall macro-strategy. The macro-strategy is the total delivery of the instruction and is usually created by and delivered by a teacher or instructor. Macro-strategies include multiple components such as all of the following:

- defining the performance objectives,
- writing of lesson plans and tests,
- motivating the learners,
- presenting the content,
- engaging the student in learning, and
- administrating the assessments.

The first step in developing an instructional strategy is to identify the sequencing of the content as identified in the instructional analysis.

The second step involves determining how much information will be presented in a unit.

The third step involves careful consideration of learner characteristics and entry level skills to determine what you will do before the content is presented, how it will be presented, and what the learners will do with the content.

The concept of instructional strategy originated with Robert Gagne's (1985) Nine Events of Instruction. For Gagne, the nine events represented external instructional activities that supported cognitive processing of new information. Gagne's nine events include:

1. gain learner attention
2. motivate learner
3. stimulate recall of prior knowledge or past experiences
4. provide overview of lesson informing learner of objectives
5. present, explain or demonstrate knowledge and skills
6. practice with supervision
7. summarize information to be learned
8. assess learning providing feedback and performance correctness
9. enhance retention and transfer

A few modifications and enhancements have been made throughout time. More recently, in *The Systematic Design of Instruction*, Dick and Carey have organized Gagne's events into five major learning components that are grounded in learning theory and are purposeful and prescriptive. The Dick and Carey model is constructivist in its approach of being more student-centered than teacher-centered. The five major learning components of the Dick and Carey model include:

1. pre-instructional activities: motivate and arouse interest, establish purpose, gain attention, stimulate prior knowledge
2. content presentation: discovery, exploration, lecture, and examples
3. learner participation: meaningful interaction with new knowledge and skills, feedback, and interaction
4. assessment
5. follow-through activities: enhance retention and transfer of learning

In this unit you will learn about developing instructional strategies and the use of different strategies for different types of learning. Additionally, you will learn about Keller's motivational Attention, Relevance, Confidence, and Satisfaction (ARCS) model and its relationship to the five major learning components.

**Notebook Assignment: Content Presentation: Building Theory Into Design**

Read the following chapter from *The Systematic Design of Instruction*:

- chapter 8 ("Developing an Instructional Strategy")

Also read Research-Based Strategies to Ignite Student Learning.

Visit the following websites:

- Motivation Design
- ARCS Model of Motivational Design (Keller)
- Multiple Intelligences

**Notebook Assignment: Learning Activities: Building Theory Into Design**

Refer to the "Rubric for Evaluating an Instructional Strategy" on page 216 of chapter 8 ("Developing an Instructional Strategy") in *The Systematic Design of Instruction* and make a Job Aid for the instructional strategy design in your notebook. Complete the table using all of your performance objectives from your previous study notebook assignment.

*Note: If you plan to incorporate multiple intelligence theory or other instructional strategies, build these activities into the following framework from the Dick and Carey five instructional component model. They fit very nicely into any of these components.*

<table>
<thead>
<tr>
<th>Performance Objective</th>
<th>Preinstructional Activity</th>
<th>Content Presentation</th>
<th>Learner Participation and Feedback</th>
<th>Assessment</th>
<th>Follow-Through Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Objective 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performance Objective 2</td>
<td></td>
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</tr>
</tbody>
</table>

Evaluate your instructional strategy with the rubric in chapter 8 ("Developing an Instructional Strategy") on page 216–217 of *The Systematic Design of Instruction.*
Notebook Assignment: Examples: Building Theory Into Design

Refer to the examples in chapter 8 ("Developing an Instructional Strategy") of The Systematic Design of Instruction that demonstrate instructional strategies for the five major learning components.

Notebook Assignment: Pre-Instructional Activity: Building Theory Into Design

Make a list in your study notebook of unique characteristics of your learner population that might include the following:

- age
- ability level, maturity
- special needs students
- small number of students (Special Education: at least 2 students; Masters of Education: at least 5 students)
- classroom environment for learning

Development of Instruction Part 1: Writing Lessons

With your instructional strategies designed, you are now ready to develop your instructional unit.

Develop your instructional unit using the following steps:

1. Determine how much time a unit of instruction will be.
2. Next review your task analysis of what your target population will be taught.
3. Identify which objectives will be able to be taught that correspond with the tasks in the task analysis.
4. Determine how the content will be sequenced and clustered. Refer to Dick and Carey chapter 8.
5. Use the Template for Lesson Development to create each lesson based on the time for a class period and what you can teach during that time. This template incorporates the Dick and Carey five instructional component model (instructional strategy based on learning theories) into each lesson.

Competencies covered by this subject
505.3.1 - Design of Curriculum Unit
The graduate designs an appropriate unit of instruction.

Building Theory Into Design

In this topic, you will begin the development stage by creating instructional materials.

Content Presentation: Instructional Materials and Strategy

Read the following chapters from The Systematic Design of Instruction:

- chapter 8 ("Developing an Instructional Strategy")
- chapter 9 ("Developing Instructional Materials")

Read the following chapter from Integrating Educational Technology into Teaching:
• chapter 3 ("Learning Theories and Integration Models")

Review your reading of Judy Willis's Research-Based Strategies to Ignite Student Learning on development of instruction.

Complete the following steps on the development of instruction in your study notebook. The development process follows the Dick and Carey 5 instructional component model based on Gagne’s nine events of instruction. By using this process, you are guided to consider instructional strategies based on learning theories for each performance objective and lesson. These strategies take into account unique learner differences and help to promote effective learning.

As you complete the following steps, refer to the Template for Lesson Development. Each lesson plan should follow this template.

Step 1: Pre-Instructional Activities
This should include activities done prior to the lesson to accomplish any of the following:

- Gaining the learner's attention. If you do not have the learner's attention, no information will come into the mind and learning will not occur.
- Motivation of the learner.
- Help build a bridge (cognitivism) between prior knowledge and new knowledge.
- Helps the learner find relevance and meaning by building a relationship between what they are to learn and what they already know or may be interested in.

Step 2: Content Presentation
Discuss your strategies for presenting content. Again refer to Dick and Carey. Have you considered new ways for the content to be presented?

Step 3: Learner Participation
One of the most important components of learning is practice with feedback. What learning theory supports practice with feedback and why? Many times students complete activities but do not learn the information correctly. This is why opportunities for interaction and feedback are essential when creating effective instruction. Discuss how you will provide opportunities to correct incorrect thinking.

Step 4: Assessment
Chapter 7 ("Developing Assessment Instruments") in The Systematic Design of Instruction discusses three basic criterion-referenced tests: entry behavior tests, pretests, and posttests.

As an educator you must decide:

1. Will I test entry behaviors? When will the assessment be administered? What will occur if students do not pass the entry behavior assessment?
2. Will I have a pretest over the skills to be taught? When will it be administered? What skills will be assessed?
3. How and when will the posttest be administered?

**Step 5: Follow-Through Activities**
This final instructional strategy deals with transfer of learning to new and different performance contexts.

1. How will students need to transfer this new information to other environments?
2. How different will the performance context be from the learning context?
3. What activities will you use to help students transfer this new information to different performance contexts?

Complete all of the learning activities, assessments and scoring guides for assessments.

**Development of Instruction Part 2: Evaluating the Unit**

Studies have shown that trying out instructional materials with a single learner and revising the materials based on that data can make a significant difference in the effectiveness of the course materials. Formative evaluation is the process that designers use to obtain data for revising instruction to make it more effective and efficient. Formative evaluation consists of the following phases:

- subject matter expert review
- one-to-one
- small group
- field trial

You will now select one of the phases and do a formative evaluation of your instructional materials.

Competencies covered by this subject
507.3.1 - Design of Curriculum Unit
The graduate designs an appropriate unit of instruction.

**Formative Evaluation of Instructional Unit**

Formative evaluation should be conducted on newly developed materials to determine the effectiveness of the materials and the need to revise them. The evaluation should be designed to produce information that pinpoints specific areas where the instruction needs to be revised and, if possible, how it should be revised.

**Review of Instructional Materials by a Subject-Matter or Content Specialist**

Read the following chapter in *The Systematic Design of Instruction*:

- chapter 10 ("Designing and Conducting Formative Evaluations")

The purpose of the formative evaluation is to find errors in the materials and correct them. Use the following steps to evaluate your instructional materials. You will interview a subject-matter expert as you conduct your formative evaluation.
Step 1: Determine questions you would like to have your subject-matter (content) expert answer, such as:

- Are the materials appropriate for the goal of instruction?
- Do the materials cover adequate instruction on each of the performance objectives?
- Are the instructional materials clear and easy to understand?
- Do the assessments adequately measure the learning of the performance objectives?
- What is the motivational value of the materials? Do the learners find the materials relevant to their needs and interests?

Step 2: Create a checklist based on the questions you would like to have the subject-matter expert answer.

Step 3: Create an interview instrument that you will use when talking with the subject-matter expert following their review of your instructional materials.

Step 4: Conduct the formative evaluation with the subject-matter expert using the checklist and follow-up interview.

Step 5: Write up the findings from the subject-matter expert review.

Step 6: Include your two instruments in the appendix of your document.

Technology Curriculum Planning

This subject will provide you with the knowledge and skills to analyze and evaluate specific technology tools or resources to complete the following:

- inform the design of instruction,
- discuss how the technology content of the integrated unit is appropriate for the intended audience,
- model technology integration using resources that reflect specified content standards, and
- identify through analysis methods or software applications commonly used as teaching tools of computer-assisted instruction.

Competencies covered by this subject

507.2.1 - Media and Technology Foundations
The graduate describes the use of media and technology for learning and is able to evaluate the environment for the implementation of technology.

507.2.4 - Technology Integration
The graduate integrates appropriate instructional uses of productivity and research applications into the learning environment.

Integrating Technology

Integration of technology is an essential aspect of teaching. It is the capability to apply and use the technology that has been developed for the benefit of students. Without the integration, the technology alone fails to benefit. In these activities you will not only learn the importance of
integration, but how to integrate it into teaching.

You will analyze different technologies that you can integrate into the plan for instruction. Important questions to consider are:

- What resources will you use?
- How will you evaluate them?
- How can you be sure you know how to use them appropriately?

**Atomic Learning Terms**

Review lesson accelerators from the [Atomic Learning website](https://www.atomiclearning.com) to find new ideas to integrate technology into instruction. Click on "Resources" and type in a keyword search for the following terms:

- blogging
- podcasting
- moodle
- photostory
- roboLab
- SMART Boards

Take notes in your study notebook on the features you like and consider how you might either include or adapt them in your content area.

**Review of the Instructional Design Domain**

This concludes the Instructional Design Domain. Please review what you have learned. Instructional systems development (ISD) is traditionally taught as a process, an orderly set of activities that one performs to develop an instructional program. Although there are many ISD models, they all possess far more similarities than differences. For example, all models follow a "systematic approach" to designing performance-based instruction and the collection of data from students to revise the instruction.

The ISD model consists of five phases:

1. Analysis-you have done this.
2. Design-you have done this.
3. Development-you have done this.
4. Implementation-you will not do this.
5. Evaluation-M.Ed. students will do this in the measurement and evaluation domain.
JPT Task 1 Performance Task

Complete the following task in TaskStream:

- JPT2: JPT Task 1

For directions on how to receive access to performance assessments, see the "Accessing Performance Assessments" page.

Read Integrating Educational Technology Into Teaching

Read the following chapter in *Integrating Educational Technology into Teaching*. Pay particular attention to the concepts of constructivism, direct learning approaches, and essential conditions for technology integration.

- chapter 2 ("Theory and Practice: Foundations for Effective Technology Integration")

Also read the appropriate chapters from *Integrating Educational Technology into Teaching*, depending on your curriculum area, in order to provide discipline-specific information:

- chapter 9 ("Technology in English and Language Arts Instruction")
- chapter 10 ("Technology in Foreign and Second Language Instruction")
- chapter 11 ("Technology in Mathematics and Science Instruction")
- chapter 12 ("Technology in Social Studies Instruction")
- chapter 13 ("Technology in Music and Art Instruction")
- chapter 14 ("Technology in Physical Education and Health Education")

Final Steps

Congratulations on completing the activities for this course of study! This section will guide you through the assessment process.
Assessment Information
This will guide you as you complete the JPT2 performance assessment. If you have not already completed the assessment, you will do so now.

Accessing Performance Assessments

You should have completed the following tasks as you worked through this course of study. If you have not completed the tasks in TaskStream, do so now.

- JPT2: JPT Task 1

For directions on how to receive access to performance assessments, see the "Accessing Performance Assessments" page.

Feedback

WGU values your input! If you have comments, concerns, or suggestions for improvement of this course, please submit your feedback using the following form:

- Course Feedback

ADA Requirements
Please review the University ADA Policy.