George Mason University
College of Education and Human Development
Instructional Design and Technology Program
EDIT 732 Section DL1 – Analysis and Design of Technology-Based Learning Environments
3 Credits, Fall 2020
4:30-7:10 p.m./Wednesdays
Synchronous Meeting Dates: 8/26, 9/9, 9/23, 10/7, 10/21, 11/4, 11/18, 12/9

Faculty

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Prerequisites/Corequisites: EDIT 730 or permission of instructor

University Catalog Course Description

Enables design, implementation, and evaluation of technology-based education and training materials using advanced computer-based authoring tools.

Course Overview

This course will provide students with opportunities to experience the instructional design and user experience design process as applied to the conceptual prototype of a technology-based learning system or interface design. Students may have the opportunity to interact with clients, subject matter experts, target audience members and draft a comprehensive user experience design approach as well as prototype their ideas using selected technology software tools. The course will be focused on facilitating connections between interdisciplinary approaches of user experience prototyping, design and development of teaching and learning systems/interfaces from multiple disciplines including instructional design, computer science, human computer interface and related fields.

Course Delivery Method

This course will be delivered online (100%) using a synchronous (and occasional asynchronous) format via the Blackboard learning management system (LMS) housed in the MyMason portal. Synchronous sessions will be conducted using Zoom and other collaboration tools. You will log in to the Blackboard course site, Zoom using your Mason email name (everything before

@masonlive.gmu.edu) and email password. The course site will be available on August 26, 2020. The first session will begin at 4:30 p.m. that day.

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 will need a headset microphone for use with the Blackboard Collaborate web conferencing tool. [Delete this sentence if not applicable.]
- 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

1. Course Week: This course is an online course which means it encompasses online sessions which may be asynchronous (not in real time) or synchronous (in real time) designated by the instructor.

Asynchronous Sessions: When the course has an asynchronous meeting, the week will **start** on Wednesday, and **finish** on Tuesday.

2. Log-in Frequency: Students must actively check the course Blackboard site, designated collaboration site and their GMU email for communications from the instructor, teammates, class discussions, and/or access to course materials at least 3-4 times per week. In addition, students must log-in for all scheduled online synchronous meetings. Synchronous meetings may be scheduled as a replacement for some face to face or asynchronous classes in certain circumstances. Advanced

notice will be provided by the instructor.

3. 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.

4. 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.

5. Technical Issues: Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

6. 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 and complete the weekly course schedule of topics, readings, activities and assignments due. 5. 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.

7. 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.

8. Accommodations: Online learners who require effective accommodations to ensure 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:

- Experience the process of instructional design and development intersected with user experience design process as applied to a real-world project;
- Apply instructional design, learning theories, user experience design and interdisciplinary design principles to technology prototype development;
- Apply product development and user experience design life cycle methodologies to instructional design and development

- Collect and analyze user data related to iterative instructional design and development and user experience design processes.
- Contribute positively to the team's mission and goals and support of individual members and team members' professional growth and development
- Document individual's contributions to team's mission and goals
- Contribute to project management and accomplishment of goals
- Present a design prototype

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.
- 4 Professional Foundation: Apply data collection and analysis skills in instructional design projects
- 6 Planning & Analysis: Conduct a needs assessment in order to recommend appropriate design solutions and strategies
- 7 Planning & Analysis: Identify and describe target population and environmental characteristics
- 8 Planning & Analysis: Select & use analysis techniques for determining instructional content
- 9 Planning & Analysis: Analyze the characteristics of existing and emerging technologies and their potential use
- 12 Design instructional intervention

Required Texts

1. Stickdorn, M; Lawrence, A; Hormess, M.; and Schneider, J. (2018). This is service design doing: Applying service design thinking in the real world. Sebastopol, CA: O'Reilly Media.
2. Assorted and provided articles

Course Performance Evaluation

Participation/Teamwork Contributions to Group Process (30%)
User Interaction Design and Development (60%)
Mid-semester and End of Semester Reflections (10%)

[Further information regarding specific course assignment submission instructions may be inserted here or in one of the applicable categories below.]

Assignments

REQUIRED MID-SEMESTER and END of SEMESTER REFLECTION - Intersecting instructional design process with user experience design reflection

Individual Participation/Teamwork Contributions to Group Process		30%
User Interaction Design and Development (Compiled PDF + Part 6 TME)		60%
Part 1: Topic and client selection and product concept statement	5%	
Part 2: Contextual inquiry and analysis	10%	
Part 3: Requirements and modeling	10%	
Part 4: Design	10%	
Part 5: Prototype and pilot test	15%	
Part 6: Revised Prototype, Project presentation and TME	10%	
Mid-Semester – Reflect on informal and formal learning experience		5%
End-of-Semester – Exit survey and reflection on informal and formal learning experience		5%
Total percentage (referred to as points in individual items in rubrics below)		100%

Other Requirements/Instructor Availability

Due to intense nature of this project-based course, the instructor will offer optional Team Meeting Touchpoints on asynchronous days. Any course questions should be posted to the course question section on Blackboard for all class participants to view and benefit from the collaborative responses. The instructor will typically respond to the majority of questions/concerns on the day of the class allocated to that particular topic and remaining responses will likely occur periodically on Monday through Thursday.

Please note: Response to questions/concerns posted on Friday through Sunday will typically require some additional turn-around time.

Attendance

Given the intensity of this course, attendance is CRITICAL. Any students missing 2+ classes will start losing 3% of their grade for each absence. Emergencies and challenges do happen and prior acknowledgement of these can and will be granted on a case by case basis. It is essential, however, that you dedicate yourself to being available every Wednesday from 4:30 – 7:10 each week to this task and prepare your environment for success. If you are having difficulty arranging a space for this block of time, please contact the professor.

Participation

Participation/Group Project Process (30% of grade) for both in-class and online participation and contributions is located in Blackboard and described as:

- **Outstanding contributor/team member**: contributions reflect exceptional preparation and full participation in groups. Ideas offered are always substantive, providing one or more major insights as well as suggestions for group. Attended all group meetings (unless discussed with instructor), demonstrated exceptional effort on individual and lead tasks, exceeded individual contribution requirements and was instrumental in leading the group forward. Respectfully acknowledged and integrated all members' skills in project development process (e.g. according to Edmondson (2013) be accessible, acknowledge your own limits, display your own fallibility, invite others participation, frame failure as learning opportunity, use direct language and set boundaries). Worked as an excellent team group member and contributor. If this person were not a member of the group, the quality of project would be diminished markedly.

- **Good contributor/team member**: contributions reflect good preparation and full participation in groups. Good insights are always offered, providing one or more major ideas as well as suggestions for group. Attended all group meetings, demonstrated good effort on individual and lead tasks, met individual contribution requirements and was valuable in leading the group forward. Respectfully acknowledged and integrated all members' skills in project development process. Worked as a good team group member and contributor. If this person were not a member of the group, the quality of project would be diminished.

- **Adequate contributor/team member**: contributions reflect adequate preparation and adequate participation in groups. Some insights offered are occasionally, providing some ideas as well as suggestions for group. Attended majority of group meetings, demonstrated effort on individual and lead tasks, met individual contribution requirements. Respectfully acknowledged and integrated all members' skills in project development process. Worked as a team group member and contributor. If this person were not a member of the group, the quality of project would be somewhat diminished.

- **Unsatisfactory contributor/team member**: contributions reflect inadequate preparation and adequate participation in groups. There are little insights/contributions offered as well as suggestions for group. Missed a significant amount of group meetings, demonstrated inadequate effort on individual and lead tasks, did not meet individual contribution requirements for group. Did not respectfully interact and acknowledge all members' skills in project development process. Did not work well as a team group member and contributor. If this person were not a member of the group, the quality of project would be unchanged.

Note: Students who do not participate or contribute will receive zero points in the applicable area.

Grading

Your final grade will be based on the following scale:

- A+ = 97-100 percent
- A = 94-96 percent
- A - = 90-93 percent
- B+ = 87-89 percent
- B = 84-86 percent
- B- = 80-83 percent
- C+ = 77-79 percent
- C=74-76 percent
- C=70-74 percent
- F = <70 percent

Professional Dispositions

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

Class Schedule

Meets every other Wednesday - August 24th to December 16th

WEEK	CLASS SCHEDULE	ACTIVITIES & DELIVERABLES (***FOR FOLLOWING CLASS)***
Week 1: AUGUST 26 ZOOM Face to Face Session	**Mission:** Meet and greet • Introduction to the course • Introduce Project Teams and explain how teams were formed • Syllabus Review • Discussion of asynchronous and synchronous course expectations • The Intersections of UX, Service Design, & ISD • Framing Design Problems • Co-creation and Creativity • Design project possibilities • Discuss project ideas and negotiate selection in teams • Schedule and sign up for optional Wednesday design team meetings	**READ:** Preface, Chapter 1 & 2 of Stickdorn et al. (2018) • Why service design? • What is service design? Review Weekly Course Resources **DO:** Submit initial project idea for instructor comment (300 words) Team Norms Document Completion (1 – 2 points Extra Credit)

Week 2: SEPTEMBER 2 Optional Team Meeting with Professor	**Mission:** Define Your Investigation / Tools **In the Optional Team Meeting We May Cover:** • The team norms document • Discuss communication & collaboration Tools • Project ideas	**READ:** Chapter 3 & 5 of Stickdorn et al. (2018) Review Weekly Course Resources **DO:** Discuss topic / client / project with team Conceive initial project ideas (be ready to do an informal presentation to the class the following week Begin initial brainstorming of design problems, access to clients, constraints, and context in design team discussion Team Norms Document Completion (1 – 2 points Extra Credit) Write project (150 word report and broad product concept statement) following guidelines in Blackboard
Week 3: SEPTEMBER 9 ZOOM Face to Face Session	**Mission:** Understand the big picture • Elaborating intersection of UX, Service Design, and ISD • Discussion and Review of Chapters 3 & 5 • Project focus • Lifecycle of a User Experience (UX) Design • Generative Tools / Journey Maps • Use Case of Journey Map in practice • Weekly Deign Team Meeting	**READ:** Reread Chapter 5 Review Weekly Course Resources **DO:** • Come to a consensus on selected design problem, content access, constraints, and context in online design team discussions • Remember to complete and submit **Project 1: Topic and Client Selection and Product Statement** with team contribution form
Week 4: SEPTEMBER 16 Optional Team	**PROJECT 1 Topic and client selection and product statement DUE** (posted online by end of day of class (12pm midnight Sept 16th) with	**READ:** Review Weekly Course resources **DO:** Consider methods of data collection.

Meeting with Professor	completed individual team contribution evaluation form. **Mission:** Delve into your context **In the Optional Team Meeting We May Cover:** • Review Chapter 5 • Overview of methods in design • Planning for your research methods • Example of a research plan • Introduction to Journey Mapping, Analysis, and Planning	Begin to plan and conduct contextual inquiry into design problem/challenge (e.g. field visits and/or interviews) Have some raw data for next class
Week 5: SEPTEMBER 23 ZOOM Face to Face Session	**Mission:** Refine your understanding of your context • Review resources on systems maps • Contextual Inquiry and Analysis • Understanding people and context • User journey/experience mapping • Plan and Collect Contextual Inquiry Data – Come to next class with Data	**READ:** Chapter 6 Stickdorn et al. (2018) **DO:** Analyze raw data in class from contextual inquiry related to design problem/challenge (e.g. field visits and/or interviews) Come to next class with data
Week 6: SEPTEMBER 30 Optional Team Meeting with Professor	**Mission:** Collect, analyze, and dig into your data **In the Optional Team Meeting We May Cover:** • Review Chapter 6 • Resources used for data analysis • Contextual Analysis • Work on Systems map in Class (Required to come to class with Data) • Design Requirements and Modeling	**READ:** Review Weekly Course resources **DO:** Continue to collect and analyze data. Begin to write a report.

	• Translating Research into Product Definitions	
Week 7: OCTOBER 7 ZOOM Face to Face Session	**Mission:** Write Requirement and brainstorm designs • Review Prototyping Tools (Part 1) • Interpreting Journey Map Requirements • Writing Requirement Statements • Embedded Device Design • Work in Teams to Analyze Data	**READ:** Chapter 7 & 8 of Stickdorn et. al (2018) **DO:** Continue to collect and analyze data. Begin to write a report. Remember to complete and submit **Project 2: Systems Map & Analysis** with team contribution evaluation form by October 21st before class.
Week 8: OCTOBER 14 – NO MEETING REQUIRED FALL BREAK Optional Team Meeting with Professor	**Mission:** Further refine your map and project scope **In the Optional Team Meeting We May Cover:** • Questions about Chapter 7 & 8 • Feedback on your existing Systems Map and Analysis	No assignments / reading due * Remember to complete and submit **Project 2: Systems Map & Analysis** with team contribution evaluation form by October 21st before class. Be ready for an informal presentation of your systems map for class.
Week 9: OCTOBER 21 ZOOM Face to Face Session	**PROJECT 2: Systems Map & Analysis Due with individual team contribution evaluation form.** **Mission:** Share findings. Dig deeper. • Team discussion and informal presentation of Systems Maps • Review Prototyping Tools (Part 2) • Design Informing Models • User Roles, User Models and Personas • Usage Models, Concerns, Barriers and Use Cases • Examples of Experience/Systems Modeling • Weekly Design Team Meeting	**READ:** Chapter 9, 10, and 11 of Stickdorn et. al (2018) **DO:** Requirements and modeling exercise

Week 10: OCTOBER 28 Optional Team Meeting with Professor	**Mission:** Further refine your requirements and project scope **In the Optional Team Meeting We May Cover:** • Requirements and modeling exercise feedback • Design Thinking, Ideation and Sketching • Continuing to draft requirement statements and modeling	**READ:** Revisit chapter on Ideation Weekly Resources **DO:** Complete and submit **PROJECT 3: Requirements and modeling** with team contribution evaluation form by November 4th before class.
Week 11: NOVEMBER 4 ZOOM Face to Face Session	**PROJECT 3: Requirements and modeling DUE** with individual team contribution evaluation form. **Mission:** Continue to ideate and prototype • Team Discussion and informal presentation of Requirements and Modeling Assignment • Mental Models and Conceptual Design • Responsive and Responsible Design • The Functional, Configuration and Navigation/Policy Layers and architecture • In-class design session.	**READ:** Weekly resources **DO:** Complete and submit **mid-semester reflection** by November 11th before class.
Week 12: NOVEMBER 11 Optional Team Meeting with Professor	**MID-SEMESTER REFLECTION DUE** **Mission:** Prototype, wireframe, and design. **In the Optional Team Meeting We May Cover:** • Personas and Conceptual Design • Prototyping and Wireframing Feedback and Tips	**READ:** Weekly resources **DO:** Complete and submit **Project 4: Design** with individual team contribution evaluation form

Week 13: NOVEMBER 18 ZOOM Face to Face Session	**PROJECT 4: Design DUE** with individual team contribution evaluation form. **Mission:** Plan research into how you might build upon your project. • Team Discussion and informal presentation of Design • Iterative Design: Prototyping and Learning • Conceptual Design in Context and Methodology • User Research in Design	**READ:** Chapter 12 **DO:** Work on your Project Prototype and Pilot Test and presentation
Week 14: NOVEMBER 25	HAPPY THANKSGIVING!	No assignments / reading due
Week 15: DECEMBER 2 Optional Team Meeting with Professor	**Mission:** Implement user research plan and prepare prersentation **In the Optional Team Meeting We May Cover:** • Best practices in user research • Feedback on your research plan • Navigation, Conceptual elements and Detailed Design • Document Design Process • Collect anecdotal feedback for pilot test with potential user(s) • Finalize Prototype, Presentation	• Finalize Prototype Design • Practice Presentation **DO:** Complete and submit **Project 5: Prototype and Pilot Test, Project 6: Presentation, and Final Reflections (DUE FRIDAY)**
Week 16: DECEMBER 9 ZOOM Face to Face Session	**PROJECT 5: Prototype and Pilot Test DUE and PROJECT 6: Presentation DUE** with individual team contribution evaluation form **FINAL PRESENTATIONS**	CONGRATULATIONS!

	FINAL REFLECTION DUE (FRIDAY) **Mission:** Complete the course!	

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

- 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, 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/ .

Assessment & Rubrics:

User Interaction Design and Development Project Rubric – Performance-Based Assessment (60%):

Criteria	IBSTPI Standard	Does not Meet Standards (-20%)	Meets Standards (-10%)	Exceeds Standards (-0%)
Part 1: Topic and client selection and product concept statement **(Total possible points – 5)**				
Topic negotiated and agreed on with team and approved by instructor (1)	1 Prof Foundations: Communicate effectively in visual, oral and written form.	No or limited evidence of negotiation and agreement process without approval	Evidence of negotiation and agreement process with approval	Clear evidence of outstanding teamwork, negotiation and agreement process with timely submission and approval
Accessible client identified with contact name (0)	1 Prof Foundations: Communicate effectively in visual, oral and written form.	Not evident or limited evidence of client contact or attempts but not confirmed by deadline	Evidence of established client contact but not confirmed by deadline	Client contact identified and established by deadline

Description of group/persons to serve as clients and/or participants in user experience design process (1)	1 Prof Foundations: Communicate effectively in visual, oral and written form.	No evidence or limited description of clients and participants	Description of clients and participants with some roles described	Concise, informative description of clients and participants, roles in user experience design process
Proposal written in future tense, approximately 150 words, with name and description of organization/context, statement of what it will do, problem it will solve, if design or redesign, usefulness, users, etc. (2)	1 Prof Foundations: Communicate effectively in visual, oral and written form.	No evidence or limited proposal submitted with concept statement	Adequate proposal submitted with what system will do, problem will solve, design vision, emotional impact goals	Outstanding proposal submitted with clear and specific system concept statement with what system will do, problem will solve, design vision, emotional impact goals
Topic connected to principles in instructional design (e.g. learning or training need established) (1)	1 Prof Foundations: Communicate effectively in visual, oral and written form.	No connection or limited evidence or thought of ID process or principles	Evidence or thought of ID process or principles intersected with user experience design process	High level of evidence or thought of ID process or principles intersected with user experience design process
Part 1: Points				
Part 2: Contextual inquiry and analysis (Total possible points – 10)				
Prepared for field visits and interviews (2)	4 Professional Foundation: Apply data collection and analysis skills in instructional design projects	No evidence or limited evidence of preparation	Evidence of planning and preparation with posted documentation of data collection protocol	Outstanding, detailed evidence of planning and preparation with posted documentation of data collection protocol
Field visits and interviews professionally carried out and methodology reported (2)	6 Planning & Analysis: Conduct a needs assessment in order to recommend appropriate design solutions and strategies	No evidence or limited evidence of implementation of field visit and interviews	Evidence of field visits and interviews through process and methodology reported	Outstanding and thorough documentation of field visit and interview process, methods and reporting
Raw data collected, posted and organized (2)	4 Professional Foundation: Apply data collection and analysis skills in	No evidence or limited raw data not well-organized	Evidence of clear data collection methods and organization	Outstanding evidence of data collection, posting of process of collection and

	instructional design projects			clearly organized for analysis
Analysis of work activity data through interpretation, consolidation and communication (2)	4 Professional Foundation: Apply data collection and analysis skills in instructional design projects	No analysis or limited analysis of data with limited interpretation, organization and communication evident	Analysis evident with some interpretation, consolidation and communication	Outstanding, in-depth analysis with interpretation, consolidation and clear communication of synthesis of information for design purposes
Work activity affinity diagram with roles and/or workflow model or equivalent posted (2)	4 Professional Foundation: Apply data collection and analysis skills in instructional design projects	No evidence or a limited diagram, workflow or equivalent posted	Beginning diagram, workflow or equivalent posted	Clear and thorough diagram, workflow or equivalent posted. Clear relationship to data collected and analyzed
Part 2: Points				
Part 3: Requirements and modeling (Total possible points – 10)				
Interaction design requirements extracted, scoped and written as statements (5)	8 Planning & Analysis: Select & use analysis techniques for determining instructional content	No requirement or limited requirements with little evidence of scoping and statements	Evidence of scoping and requirement statements established	Excellent evidence of process of scoping and well-written requirement statements and documentation of process
Draft and progressive refinement of design-informing models (5)	8 Planning & Analysis: Select & use analysis techniques for determining instructional content	No evidence or little evidence of modeling implemented	Evidence of design-informing models implemented connected to contextual data	Excellent documentation of design informing models progression and evolution directly connected to contextual data
Part 3: Points				
Part 4: Design (Total possible points – 10)				
Creation of personas that demonstrate sensitivity to varying audience and contextual needs for interface/learning design (3)	7 Planning & Analysis: Identify and describe target population and environmental characteristics	No personas or limited personas drafted that are vague and not connected to user goals	Beginning level personas established and connected to contextual data	Excellent personas identified, written and aligned with user goals, roles or class, etc.
Progression of ideation documented and demonstrate iteration (2)	12 Design instructional intervention	No evidence or little ideation documented and no evidence of	Adequate level of ideation, documented	Outstanding level of ideation documented with progression of

		iteration of the design idea	with evidence of some iteration	iterations clearly demonstrated
Sketching demonstrated as visual exploration of ideas (2)	12 Design instructional intervention	None or little evidence of sketching of design ideas for conversation and creativity	Evidence of sketching of design ideas facilitating conversation and creative choices	Outstanding evidence of sketching of multiple design ideas, enhancing conversation and demonstrating creativity of group
Annotated storyboards, Wireframes, and/or scenarios drafted to represent screens and navigation in detailed design (3)	12 Design instructional intervention	None or little evidence of detailed design documentation	Evidence of annotated design documentation	Outstanding evidence of detailed design documentation with annotated storyboards, wireframes and detailed navigation represented and described
Part 4: Total points				
Part 5: Prototype and Pilot Test (Total possible points – 15)				
Determine and create highest level of fidelity of prototype and interactivity possible to best demonstrate design to users (5)	12 Design instructional intervention	No evidence or limited prototype with limited representation of functionality	Adequate prototype with representation of functionality for testing by users	Excellent prototype with high level of functionality for testing with users
Pilot test design with users and report results (10)	9 Planning & Analysis: Analyze the characteristics of existing and emerging technologies and their potential use	No pilot test or limited pilot testing with a single user	Pilot testing completed with more than one user and reported results	Thoughtful pilot testing with more than one user and thorough results reported with excellent insights for iterative design or redesign
Part 5: Points				
Part 6: Revised Prototype and Project Presentation (Total possible points – 10)				
Professional presentation (5)	1 Professional Foundations: Communicate effectively in written and oral form	No evidence or little evidence of preparation or organization in delivery of presentation	Evidence of preparation, organization and practiced delivery of presentation	Excellent presentation evidenced by organized, practiced, professional delivery of presentation
Timely, informative presentation detailing design	1 Professional Foundations:	Presentation does not adhere	Presentation mostly adheres	Informative presentation

process and progression of prototype (5)	Communicate effectively in written and oral form	to established timeframe, and/or does not state clearly design process and progression of prototype.	to established timeframe, states design process and progression of prototype	adhering to established timeframe; well-articulates design process and progression of prototype design
Cited Works of Reference	1 Professional Foundations: Communicate effectively in written and oral form	Presentation does not include any cited references	Presentation includes 2 - 3 references from course readings	Presentation includes a robust assortment of references from course readings
Part 6: Points				
Total Points Across Parts 1-6 (Total				