

**George Mason University
College of Education and Human Development
Learning Design and Technology (LDT)**

EDIT 801 DL1 – Nature and Process of Design

3 Credits, Fall 2021

Meets Totally Online

Synchronous Instructor/Speaker Sessions – August 23, 2021 at 6:00pm and September 13, 2021
at 5:00pm

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 of 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 (and occasional synchronous) format. Synchronous sessions will be conducted using Zoom and will utilize other

collaboration tools. There is one required synchronous session in week one to begin the course. It will be held on the first Monday of the course, August 23, 2021 at 5:30 PM ET and September 13, 2021 at 5:00pm. Any remaining synchronous sessions are optional. All synchronous session will be recorded.

The course will be delivered via the Blackboard learning management system (LMS) housed in the MyMason portal. The course site will be available on Friday, August 20, 2021.

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

Technical Requirements

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

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

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

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

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download or provided links by the instructor:
 - Mural Collaboration Software – link provided by the instructor. This software will provide a digital design studio workspace for remote collaborative or individual idea generation and data analysis work for this course. <https://www.mural.co/>
 - Other optional software may be recommended

Expectations

- Course Week: This course is an online course which means it encompasses online sessions which are asynchronous (not in real time) and occasionally synchronous (in real time) as designated by the instructor. or synchronous (in real time) designated by the instructor. Because asynchronous courses do not have a “fixed” meeting day, our week will start on Monday, and finish on Sunday.
- Log-in Frequency:

Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3-4 times per week

- Participation:

Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.

- Technical Competence:

Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.

- Technical Issues:

Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

- Workload:

Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

- Instructor Support:

Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. 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 the interaction between design team members and how observations of a design team intersect with the theoretical and applied literature with actual design process

- Examine the construct of “design thinking” and its instantiations through qualitative observational research
- Demonstrate a written synthesis of an applied design observation 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, Tk20, 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 are 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 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 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 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 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.

Course Performance Evaluation

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

Class Participation	15%
Design Story Virtual Presentation	15%
Annotated Literature Review	20%
Hybrid Ethnography/Fieldwork Observation/Interview of 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/polices-procedures/>

Course Questions/Instructor Availability

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.

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/> .

Class Schedule

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

Synch – Synchronous class online in real time with instructor and classmate interactions scheduled for Monday August 23, 2021 at 5:00pm and Monday, September 13, 2021 at 5:00pm.

Asynch – Asynchronous class where work or activities and topics are engaged with not in real time, across the week by due date

WEEK	IN CLASS/ONLINE ACTIVITIES AND TOPICS	PREPARATION FOR FOLLOWING CLASS ACTIVITIES
Week 1 Monday Aug 23 (Synch)	<p>6:00pm Synchronous Session – Instructor will email link</p> <p>Overview of Syllabus</p> <p>Intro to Interdisciplinary Design and Design Thinking</p> <p>What is hybrid ethnography in the culture of design?</p> <p>Positioning the Designer</p> <p>Brainstorm design contexts or groups for ethnographic pilot study assignment focus and follow up posting in Design Contexts online discussion.</p>	<ul style="list-style-type: none"> ○ Read Chapters 1 & 2 Crouch & Pearce for next class (Doing Research in Design) ○ Read Przybylski (Hybrid Ethnography) Chapter 1 Introduction for next class ○ 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 or interest for design ethnography
Week 2 Monday Aug 30 (Asynch)	<p>Contribute to Week 2 online discussion on Chapters 1&2 Crouch & Pearce and Chapter 1 Przybylski</p> <p>Continue to brainstorm design contexts or groups for ethnographic pilot study assignment in online discussion</p> <p>Review Institutional Review Board (IRB) Human Subjects Review – Part 1 & 2 recordings and post questions in discussion</p>	<ul style="list-style-type: none"> ○ Work on design story or interest for design ethnography visual presentation for submission 9/19 ○ Read Chapter 3 Crouch & Pearce for next class ○ Read Przybylski (Hybrid Ethnography) Chapter 2 Ethics for next class ○ Review IRB recorded presentation and post related questions before 9/13
Week 3 Monday Sept 6	<p>Labor Day – No Class</p>	<ul style="list-style-type: none"> ○ Narrow down design context or group for study and post selected direction

<p>Week 4 Sept 13 (Synch)</p>	<p>5:00pm Synchronous Session - Overview Q&A of IRB and human subjects review; Katherine Brooks M.Ed. M.A. CIP, Senior IRB Specialist, Biomedical Research Office of Research, Integrity, and Assurance Research Hall, Room 141 (MS 6D5) Telephone: (703) 993-4121 will provide a Q&A session</p> <p>6:30pm Overview of Library Support – Ann Melville</p> <p>Discuss and select design context or group for ethnographic research</p> <p>Begin to identify literature related to your focus and potential research problem/questions</p> <p>Begin annotating identified articles in selected area of interest</p> <p>Contribute to Week 4 online discussion on Chapter 4 Crouch & Pearce and Przybylski Chapter 3</p>	<ul style="list-style-type: none"> ○ Read Chapter 4 Crouch & Pearce for next class ○ Read Przybylski (Hybrid Ethnography) Chapter 3 Grounding for next class ○ Review design stories online and provide feedback to peers ○ Review related literature to determine context and participants for ethnographic research ○ Write and post drafts of HSRB application ○ Begin to plan exploratory pilot study with participants ○ Begin to write up protocol for qualitative pilot study <p><i>Complete design story virtual presentation and upload to Bb by midnight (11:59) 09/19</i></p>
<p>Week 5 Sept 20 (Asynch)</p>	<p>Research Methodologies</p> <p>Literature synthesis; Annotated Bibliography</p> <p>Write HSRB for ORIA-Office of Research Integrity and Assurance submission</p>	<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 for next class ○ <i>Finalize and submit HSRB for ethnographic pilot study by 09/26</i>
<p>Week 6 Sept 27 (Asynch)</p>	<p>Methods; Research Questions</p> <p>Ethnography & Observation</p> <p>Contribute to Week 6 online discussion on Chapters 5 & 6 Crouch & Pearce and Przybylski Chapter 5 in online discussion</p>	<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 design area of interest
<p>Week 7 Oct 4 (Asynch)</p>	<p>Narratives</p> <p>Synthesize literature</p> <p>Plan pilot study</p> <p>Contribute to Week 7 online discussion on Ch. 7 Crouch & Pearce and Przybylski Ch. 6</p>	<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

Week 8 Oct 11 (Asynch)	Case Studies; Mixed Methods Conduct pilot study of design context Synthesize literature	<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 (11:59) 10/17</i></p>
Week 9 Oct 18 (Asynch)	Action Research Conduct pilot study of design context Contribute to Week 9 online discussion Chapters 9 Crouch & Pearce	<ul style="list-style-type: none"> ○ Read Przybylski (Hybrid Ethnography) Chapter 8 Hybrid Fieldwork Analysis ○ Analyze pilot data and post beginning analysis
Week 10 Oct 25 (Asynch)	Analysis of Data Conduct pilot study of design context and post data/analysis	<ul style="list-style-type: none"> ○ Analyze pilot data and post drafts of analysis
Week 11 Nov 1 (Asynch)	Analysis of Data Leveraging annotated bibliography, begin to draft literature review and post drafts/outline in Bb	<ul style="list-style-type: none"> ○ Read Chapter 10 Crouch & Pearce for next class ○ Analyze pilot data and post drafts of literature review and outlines
Week 12 Nov 8 (Asynch)	Analysis of Data/Writing paper draft	<ul style="list-style-type: none"> ○ Read Przybylski (Hybrid Ethnography) Chapter 9 Sharing Research Results ○ Draft literature review/methods sections
Week 13 Nov 15 (Asynch)	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
Week 14 Nov 22 (Asynch)	Analysis of Data Writing Paper	<ul style="list-style-type: none"> ○ Work on final paper <p><i>Post Draft of Ethnographic Pilot Study by midnight (11:59) 11/22</i></p>
Week 15 Nov 29 (Asynch)	Discuss Week 14 readings in class Analysis of Data/Writing Paper	<ul style="list-style-type: none"> ○ Work on final paper
Week 16 Dec 6 (Asynch)	Final Paper DUE by midnight (11:59) 12/06 in designated area in Bb	<ul style="list-style-type: none"> ○ Submit final paper in Blackboard Assignments AND post in Week 16 Discussion

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