EDIT 752 Section DL1: Analysis and Design of Technology-Based Learning Environments
3 Credits Spring 2014
Wednesday 7:20 – 10:00 pm
Fairfax Campus – Exploratory Hall ALT Classroom*

PROFESSOR(S):
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COURSE DESCRIPTION

1. **Prerequisites –** EDIT 732 or permission of instructor

2. **Course description from the University Catalog:** Students design and produce multimedia/hypermedia applications based on current theory and research in instructional design and cognitive science. Examines user needs, information models, structure, and media selection and uses to inform design and production of final project.

COURSE DELIVERY/DESCRIPTION

This course will provide students with face-to-face and online learning opportunities to apply principles of instructional design, design research, user research, usability and evaluation and revision techniques to a real world learning technology design project. Students will work intensively in a team-based setting to collaboratively and thoroughly design/re-design, produce, collect, evaluate, and analyze data related to the design and/or implementation of a real-world technology solution prototype geared toward a specific instructional or performance problem. The outcome of the course will be a viable and implemented user research plan that allows for several rounds of applied data collection, analysis and revision of a technology-based prototype project.

TECHNICAL REQUIREMENTS:

To participate in this course, students will need the following resources:
- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox. Opera and Safari are not compatible with Blackboard;
- 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 the course requirements.

The following software for Pcs and Macs respectively, available for use with arrangements with this company:

http://www.userzoom.com/

https://manager.userzoom.com/login.aspx

EXPECTATIONS:
- **Course Week:** Refer to the asynchronous bullet below if your course is asynchronous or the synchronous bullet if your course is synchronous.
  - Asynchronous: Because asynchronous courses do not have a "fixed" meeting day, our week will **start** on Wednesday, and **finish** on Tuesday.
- **Log-in Frequency**: Refer to the asynchronous bullet below if your course is asynchronous or the synchronous bullet if your course is synchronous.
  - Asynchronous: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, at a minimum this should be 3-4 times per week.
  - Synchronous: Students must log-in for all scheduled online synchronous meetings. In addition, students must actively check the course Blackboard site and their GMU email for communications from the instructor, at a minimum this should be 3-4 times per week.
- **Participation**: Students are expected to actively engage in all course activities throughout the semester, which include viewing of 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 are expected to seek assistance if they are struggling with technical components of the course.
- **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.
- **Workload**: Expect to log in to this course **at least 4-5 times a week** to read announcements, participate in the discussions, and work on team/course materials. Remember, this course is **not** self-paced. There are **specific deadlines** and **due dates** listed in the **CLASS SCHEDULE** section of this syllabus to which you are expected to adhere. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- **Advising:** If you would like to schedule a one-on-one meeting to discuss course requirements, content or other course-related issues, and you are unable to come to the Mason campus, we can meet via telephone or web conference. Send me an email to schedule your one-on-one session and include your preferred meeting method and suggested dates/times.
- **Netiquette:** Our goal is to be **collaborative**, not combative. Experience shows that even an innocent remark in the online environment can be misconstrued. I suggest that you always re-read your responses carefully before you post them to encourage others from taking them as personal attacks. **Be positive in your approach to others and diplomatic with your words.** I will do the same. Remember, you are not competing with each other but sharing information and learning from one another as well as from the instructor.

LEARNER OUTCOMES

This course is designed to enable students to:

1. understand the process of instructional design and development as applied to a User Experience (UX) real-world project;

2. apply instructional design, UX design, learning theories and interdisciplinary design principles to technology prototype development;

3. apply product development, evaluation, research and design research methodologies to instructional design and development

4. collect and analyze user data related to iterative instructional design and development

5. contribute positively to the team's mission and goals and support of individual members and team members' professional growth and development

6. document individual's contributions to team's mission and goals

7. contribute to project management and accomplishment of goals

8. write research management plan

9. implement cycles of rapid evaluation of technology-based prototype and revisions and present results

PROFESSIONAL STANDARDS:

This course adheres to the following Instructional Designer Competencies by the International Board of Standards for Training, Performance and Instruction.

Professional Foundations:

- Communicate effectively in written & oral form
- Apply data collection & analysis skills to instructional design projects

Design & Development:

- Use an instructional design and development process appropriate for a given project
- Organize instructional programs and/or products to be designed, developed, and evaluated

Evaluation & Implementation:

- Evaluate instructional & non-instructional interventions
- Revise instructional & non-instructional solutions based on data
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Management:

- Manage partnerships & collaborative relationships
- Plan and manage instructional design projects.

REQUIRED TEXTS:

1) Hartson, R. & Pyla, P.S. (2012) *The UX Book: Process and guidelines for ensuring a quality user experience.* Waltham, MA:Elsevier.

2) Sharon, T. (2012). It's our research: Getting stakeholder buy-in for user experience research projects. Morgan Kaufman

3) Bolt, N. & Tulathimutte, T. (2013). Remote research: Real users, real time, real research.

COURSE ASSIGNMENT AND EVALUATION

 A. Assignment Descriptions

1. **Individual Team Member Evaluation (TME) Participation/Contributions to Group Project Process (30%)** - This course requires significant online asynchronous, synchronous and face-to-face participation and interaction. Each member of small teams (5-6 people) will interact to conduct UX research, analyze results and revise a prototype of a technology-based learning environment. Each student will be expected to participate and contribute to each assignment in a self-selected, rotating role with each student taking leadership on one designated assignment (co-leadership can be facilitated if necessary to evenly distribute tasks). However, each student is also expected to individually contribute to all project deliverables and document their own and others contribution in the Team Member Evaluation (TME) form provided by the instructor. Successful collaboration and respectful, professional interaction among team members is a core competency of this course and will be facilitated by team meetings through Blackboard Collaborate or another selected form of online and off-line interaction. Student design teams must schedule at least one group meeting per week. Students may elect to use Blackboard Collaborate **or another tool but should capture and post some evidence of their meeting (e.g. meeting notes, document sharing link, video or audio with a trail of communication accessible to the instructor) to provide evidence of participation in the UX research process.** Student design team members may elect to assign rotating roles for each project deliverable assignment.

   As part of this course, students are expected to find ways to work online and face-to-face respectfully and successfully in their teams as would be expected in a consulting or professional position. Each student will complete an individual team member evaluation for each assignment commenting on their own and their team members' contribution to the assignments. This information is one of many points of data considered and triangulated by the instructor along with individual online presence and interaction surrounding each team deliverable that will comprise individual grades.

2. **Research Management Plan (10%)** – Each team member will contribute to the conceptualization, drafting and implementation of a research management plan for the semester that includes further development of the prototype, selection of UX research methods (related to rapid evaluation methods) and implementation of at least two UX research evaluation cycles (referred to as round 1 and round 2 UX research cycles). **The research management plan will include background on the UX project, as well as for each of the two rounds of research: 1) study goals; 2) research questions; methodology(ies); participants; 4)schedule and; 5)sample protocol or script.** Implementation of these two UX research evaluation cycles will uncover problems with the prototype through group implementation of selected data-driven, rapid evaluation techniques and analysis that will feed into progression and revision of prototype (see assignments 4 & 5). Each student will work with his or her team to successfully break down tasks in a plan to accomplish these objectives across the semester

that will be carried out by all team members who each will assume lead on one deliverable and will be posted to the course online system early in the semester.

4. **Progression and Revision of Prototype (10%)** - Collectively and individually, students will continue to contribute to progressing toward quality UX design, re-design through rapid UX evaluation and iterative cycles for the established project prototype. The first iterative production and revision cycle will be based on revisiting the prototype and feedback from last semester as well as reviewed design implications. The second iteration will occur after the first round of data collection and analysis (described below). If time permits, a final round of improvement or iteration of the prototype will occur after round two data collection and analysis (if not possible, then changes should be mocked up in the presentation of the prototype or at the very least described and listed as recommendations). Major changes to the prototype should be directly linked to analytic findings and posted on the course online system with designation of lead group member and other members' contributions and activity related to the progression and revision of the prototype.

5. **Round 1 Data Collection and Analysis (20%)** – Collectively, each student will contribute to conducting two rounds of UX research cycles (selected from rapid evaluation and other methods reviewed in course), analysis and appropriate revisions to the prototype. Groups will implement the two rounds of UX research, analyze the data between each round and make corresponding targeted revisions to the prototype based on the analysis. The two rounds of data collection and analysis that may include any (or a combination) of the following rapid evaluation methods: cognitive walk-throughs, expert evaluation, heuristic evaluation, focus groups, field observations, diary studies, usability tests, video observation, remote research techniques, etc. There will be two separate rounds of data (Round 1 and Round 2) and separate analyses that with reported results collection (due dates indicated on schedule) with resulting, identified logical and carried out revisions to the prototype between rounds. Each round will be summarized in a report or briefing and described or illustrated changes to the prototype submitted on the course system with designation of lead group member and contributions of other group members. The report, outline or briefing will include the following components: 1) background and description of the product; 2)goals of the testing; 3) description or map of participants; 4) research questions; 5) protocol and/or; 6) task; 7) methods; 8) data collection; 9) results, participant quotes, or themes; 10) artifacts such as photographs, videos, graphics, etc. Each student will **also post a brief reflection on their experience at each round in their TME and online discussion** about implementing their selected research method (e.g. lessons learned, what they wished they would have done differently after each implemented round of data collection and analysis, what worked well in their selected methodology and what did not, etc.).

6. **Round 2 Data Collection and Analysis (20%).** See above description.

7. **User Experience Research Presentation (10%)** - Each group will present their initial revisions to prototype, UX research cycles, their data collection, analyses and corresponding prototype revisions from rounds 1 and 2 for the class and clients, if available. Each presentation will consist of an overview of initial revisions, two rounds of evaluation, results, analysis and associated revisions (screen shots) to prototype and highlight the group's process/accomplishments and progress in user research throughout the semester.

CRITERIA FOR EVALUATION

Performance-Based Assessments - This course includes multiple performance-based assessments with allocated percentages and corresponding point values (listed in rubric at end of syllabus):

Individual Team Member Evaluation (TME) Participation/Contributions to Group Project Process	30%

UX Research, Revision and Presentation of Prototype		70%
Research Management Plan	10%	
Progression and Revision of Prototype	10%	
Round 1 Data Collection and Analysis	20%	
Round 2 Data Collection and Analysis	20%	
User Experience Research Presentation	10%	
Total percentage (referred to as points in individual items in rubrics below)		100%

A. Grading scale: A = 94-100; A - = 90-93; B+ = 86-89; B = 83-85; B- = 80-82; C = 70-79;   F = <70

B. Course Content Availability/Instructor Availability

Due to intense nature of this primarily online course, the instructor will release content progressively in the Blackboard course site typically the day of the course session (e.g. by Wednesday 4:30pm of specific class session content or sometimes earlier). 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-Thursday. Response to questions/concerns posted on Thursday-Sunday will typically require some additional turn-around time.

C. Blackboard Support

This course intensively implements Blackboard (for asynchronous sessions) and Blackboard Collaborate (for synchronous sessions). Beyond the introduction to these tools in class, students can access the following support resources:

1) GMU Course Support for Blackboard in General
   https://mymasonportal.gmu.edu/webapps/portal/frameset.jsp?tab_tab_group_id=_230_1
2) GMU Top Questions and Additional Tools for Blackboard Mobile and Collaborate
   http://coursessupport.gmu.edu/
3) GMU Course Support form for problems
   http://coursessupport.gmu.edu/contactus.cfm
4) Blackboard Collaborate Support
   http://support.blackboardcollaborate.com/ics/support/default.asp?deptID=8336

TK20 PERFORMANCE-BASED ASSESSMENT SUBMISSION REQUIREMENT

Every student registered for any Instructional Design & Technology course with a required performance-based assessment is required to submit this assessment, Individual Team Member Evaluation (TME) Participation/Contributions to Group Project Process to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

GMU POLICIES AND RESOURCES FOR STUDENTS

a. Students must adhere to the guidelines of the George Mason University Honor Code (See **http://oai.gmu.edu/the-mason-honor-code/**).

b. Students must follow the university policy for Responsible Use of Computing (See **http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/**).

c. Students are responsible for the content of university communications sent to their George Mason University 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.

d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (See **http://caps.gmu.edu/**).

e. Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services and inform their instructor, in writing, as soon as possible. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (See **http://ods.gmu.edu/**).

f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (See **http://writingcenter.gmu.edu/**).

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT

The College of Education & 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/**.

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website http://gse.gmu.edu/.

PROPOSED CLASS SCHEDULE

*Due to the fluid, real-world and dynamic nature of the design process/context, the instructor reserves the right to change the syllabus/schedule during the course if needed based on project needs/requirements. Every effort will be made to keep students abreast of changes as soon as possible if required.

WEEK	IN CLASS ACTIVITIES	PREPARATION FOR FOLLOWING CLASS ACTIVITIES
1 Jan 20 **(F to F)**	Overview of Syllabus: Schedule and Requirements Introduction to UX Research Meet as groups, revisit and identify issues and questions with prototype, draft goals to progress prototype based on last semester input	- Read Sharon, Prolouge and Chapters 1-2 - Read Hartson & Pyla, Chapters 20 -22 - Review Hartson & Pyla Chapter 23 - Review Online Resources - As a group, re-examine prototype, feedback from last semester and draft some revision and research goals for prototype for the next month - Begin to think about and plan for connecting with target audience members related to UX research cycles - Review examples of user research/project management plans and presentations from last year
2 Jan 27 (Asynch)	Cognitive Affordances and Interactions UX Mobile Design When to Use UX Research	- Read Sharon, Chapter 3 - Read Hartson & Pyla, Chapters 12-13 - Read Bolt & Tulathimutte, Chapter 1 - Review Online Resources - Revisit the design of your prototype identifying affordances and interactions their implications for design as grist for redesign - Review UX interaction design principles to apply to progressively improving your prototype - Begin to implement any changes to prototype based on feedback from last semester and prepare prototype for initial research cycle - Begin thinking about UX research management plan and post initial *drafts* of potential research

		goals and questions in group area - Determine accessible target audience and begin to recruit audience members
3 Feb 3 (Asynch)	UX Research Questions and Methods Overview of Traditional Metrics and Methods Overview of Rapid Evaluation Methods Brief Introduction to Remote Research UX Research Planning	- Read Sharon, Chapter 4 - Read Hartson & Pyla, Chapters 14-15 - Review Online Resources - **Revise posted initial user research goals and research questions for review by instructor** - **Associate goal/questions with potential UX research method** - Continue to work on revising, progressing and fleshing out prototype based on last semester feedback to prepare for UX research cycles - Determine accessible target audience and begin to recruit audience members
4 Feb 10 **(F-to-F)**	**Draft Research Questions Posted by Feb 8th** **Derek DeBellis Introduction to UserZoom Tools** Rapid UX Evaluation Methods Examples of UX Research Approach and Strategy Sharing preparation and plans at this point	- Read Bolt & Tulathimutte, Chapters 2-5 - Review Online Resources - Continue work on revisions to production prototype - Collaboratively work on UX research management plan - Identify and recruit target audience members

5 Feb 17 (Asynch)	Remote Research Sharing preparation and plans at this point	- Read Bolt & Tulathimutte, Chapter 6 and 8 - Review Online Resources - Collaboratively work on UX research management plan - Continue work on prototype to get in shape for further research and evaluation - Identify and recruit target audience members
6 Feb 24 (Asynch)	**Research Management Plan DUE** Tools for Remote Research	- Read Bolt & Tulathimutte, Chapters 7 - Review Online Resources - pilot test materials for research sessions - Confirm recruitment of target audience members and prepare materials for user research sessions
7 Mar 2 **(F-to-F)**	Introduction to Analysis Design/Cognitive Walkthroughs, Expert/Heuristic Evaluations, Focus groups, Usability Studies Round 1: Data Collection Sharing Opportunity on Upcoming Research Cycle	- Read Hartson & Pyla, Chapters 16 - Review Online Resources - Implement User Research Plan - Begin data collection and analysis - Report results and related prototype revisions on online system - Cycle of development/revision of prototype based on analyzed results begins

8 Mar 9	*SPRING BREAK*	*SPRING BREAK*
9 Mar 16 (Asynch)	**Initial Revisions to Prototype DUE on course site** Round 1: Data Collection and Analysis begins Field Observations, Video observation, Diary Studies Analysis Methods	- Review Online Resources - Read Hartman & Pyla, Chapter 17 - Read Sharon, Chapter 5
10 Mar 23 (Asynch)	Round 1: Data Collection and Analysis Communicating Results Draft Report Results in Briefing	- Read Hartman & Pyla, Chapter 18 - Read Sharon, Chapter 6 - Review Online Resources - Round 1: Data Analysis and Revisions to Prototype
11 Mar 30 (Asynch)	**Reported Results Briefing on Round 1 and Associated Revisions DUE** Round 2: Data Collection begins Overview of Analytics	- Review Online Resources - Begin to Prepare for Round 2: Data Collection - Recruit and implement data collection
12 April 6 **(F-to-F)**	Round 2: Data Collection begins Overview of Agile, Lean (and other various terms about)development Sharing Opportunity on Research Cycle	- Review Online Resources

13 Apr 13 (Asynch)	Round 2: Data Collection and Analysis Groupwork in Data Analysis and Identified Revisions of Protoype	- Round 2: Data Analysis and Revisions to Prototype Round 2: Data Analysis and Identified Revisions to Prototype
14 Apr 20 (Asynch)	Round 2: Data Collection and Analysis Groupwork in Data Analysis and Identified Revisions of Protoype Prepare for final presentation of user research	- Round 2: Data Analysis and Implemented Revisions to Prototype - Work on Reporting Results from Round 2 - Work on Final Presentation
15 Apr 27 (Asynch)	**Reported Results Briefing on Round 2 and Associated Revisions DUE** Prepare for final presentation of user research	- Work on Final Presentation
16 May 4 **(F to F)**	**FINAL Presentation DUE** **Compiled Individual Team Member Evaluations (TMEs) Participation/Contributions to Group Project Process DUE**	**Congratulations!**

ASSESSMENT RUBRIC(S):

The Compiled Individual Team Member Evaluations (TME) Participation/Contributions to Group Project Process Rubric (30%) is the cumulative individual performance-based assessment for this course. After the submission of each team deliverable, each person in the course will submit the TME to assess their own and their peers performance and contribution to each team deliverable. At the end of the course, each

student will also submit a Compiled Individual Team Member Evaluation that <u>compiles all their TMEs across the semester into one document</u> with the comprehensive ratings across all team deliverables in the course (see Table 1 below). **The Compiled Individual Team Member Evaluations MUST BE SUBMITTED to the TK-20 required assessment under the assessment folder in Blackboard.**

- o Exceeds standards: contributions and meeting evidence 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. 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.

- o Meets standards: contributions and meeting evidence 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.

- o Does not meet standards: contributions and meeting evidence 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. Or demonstrated no participation or contribution to team effort on deliverable

Table 1 Compiled Individual Team Member Evaluation (TME) Participation/Contributions to Group Project Process Rubric (30%)

CRITERIA	Not Meet Standards	Meets Standards	Exceeds Standards
TME- Research Management Plan	0-3	4	5
TME- Profession and Revision of Prototype	0-3	4	5
TME-Round 1 Data Collection	0-3	4	5

and Analysis				
TME-Round 2 Data Collection and Analysis	0-3		4	5
TME-User Experience Research Presentation	8 or below		9	10
Score				

Individual Team Member Evaluations (Total 30 points) – on Major Team Deliverables of Research Management Plan, Progression and Revision, Round 1 and Round 2 Data Collection, User Experience Research Presentation (Total 70 points) :

IBSTPI Competency	Criteria		Does Not Meet Standards	Meets Standards	Exceeds Standards
Research Management Plan (Total possible points – 10)					
Evaluation & Implementation: Evaluate instructional & non-instructional intervention. Management: Plan and manage instructional design projects.	Research management plan includes plans for further development of prototype, description of two research cycles that will be implemented across the semester.		Limited evidence of preparation (3 or less points)	Evidence of planning and preparation with posted documentation of data collection protocol (4 points)	Outstanding, detailed evidence of planning and preparation with posted documentation of data collection protocol (5 points)
Evaluation & Implementation: Evaluate instructional & non-instructional intervention. Management: Plan and manage instructional design projects.	Description of research cycles include elements listed in assignment description for two rounds of research		Limited description of research cycles presented (3 or less points)	Description of research cycles included with some elements (4 points)	Thorough description of research cycles with all elements included and a clear representation of activities and logical plan. (5 points)

	Individual Team Member Evaluation - Research Management Plan **(Total possible points – 5)**			
	Total points			
	Progression and Revision of Prototype (Total possible points – 10)			
Design & Development: Use an instructional design and development process appropriate for a given project; Organize instructional programs and/or products to be designed, developed, and evaluated	Evidence of cycles of iterative progression and revision of prototype.	Limited evidence of progression and revision of prototype (3 or less points)	Evidence of evidence of progression and iterative revision of prototype (4 points)	E evidence of excellent progression and multiple revisions of prototype (5 points)
Evaluation & Implementation: Revise instructional & Non-instructional solution based on data.	Progression and revisions are based on and directly linked to research analysis findings.	Little evidence of progression and revision linked to research analysis findings. (3 or less points)	Evidence of progression and revision linked to research analysis findings. (4 points)	Evidence of excellent level of progression and targeted revision directly linked to research analysis findings. (5 points)
	Individual Team Member Evaluation - Progression and Revision of Prototype (Total possible points – 5)			
	Total points			
	Round 1 Data Collection and Analysis (Total possible points – 20)			
Professional Foundations: Apply data collection & analysis skills to instructional design projects Evaluation & Implementation: Revise instructional	Conduct or implement (2) cycles or round(s) of research, analyze data and identify corresponding revisions to prototype based on data	Limited evidence of implementation of round of research, little analysis and identified prototype revisions (6 or less points)	Evidence of implementation of round of research, some analysis and identified prototype revisions (7-8 points)	Excellent evidence of implementation of round of research, excellent analysis and identified prototype revisions (9-10 points)

& Non-instructional solution based on data.	analysis.			
Management: Plan and manage instructional design projects.	Professionally presented report submitted after round of research and analysis	Incomplete research report submitted (6 or less points)	Research report submitted with some description of components (7-8 points)	Professional presented research report submitted with well-described procedures and components (9-10 points)
	Individual Team Member Evaluation - Round 1 Data Collection and Analysis (Total possible points – 5)			
	Round 2 Data Collection and Analysis (Total possible points – 20)			
Professional Foundations: Apply data collection & analysis skills to instructional design projects Evaluation & Implementation : Revise instructional & Non-instructional solution based on data.	Conduct or implement (2) cycles or round(s) of research, analyze data and identify corresponding revisions to prototype based on data analysis.	Limited evidence of implementation of round of research, little analysis and identified prototype revisions (6 or less points)	Evidence of implementation of round of research, some analysis and identified prototype revisions (7-8 points)	Excellent evidence of implementation of round of research, excellent analysis and identified prototype revisions (9-10 points)
Management: Plan and manage instructional design projects.	Professionally presented report submitted after round of research and analysis	Incomplete research report brief submitted (6 or less points)	Research report brief submitted with some description of components (7-8 points)	Professional presented research report brief submitted with well-described procedures and components (9-10 points)
	Individual Team Member Evaluation - Round 2 Data Collection and Analysis (Total possible points – 5)			
	Total points			
	User Experience Research Presentation (Total possible points – 10)			
Management: Plan and manage instructional design	Professional presentation or walkthrough of progression and revision of	Little evidence of preparation or organization in delivery of presentation with	Evidence of preparation, organization and practiced delivery of	Excellent presentation evidenced by organized, practiced, professional delivery of presentation with outstanding

projects. Professional Foundations: Communicate effectively in written & oral form	prototype based on cycles of research	little evidence of progression or revision of prototype based on cycles of research (6 or less points)	presentation with evidence of progression or revision of prototype based on cycles of research (7-8 points)	evidence of progression or revision of prototype based on cycles of research (9-10 points)
	Total points			
	Individual Team Member Evaluation - User Experience Research Presentation (Total possible points – 10)			
	Total Points Across Assignments			