Pegasus Innovation Lab
DIVISION OF DIGITAL LEARNING
UCF | UNIVERSITY OF CENTRAL FLORIDA

Summative Course Review

Please complete this section and share with your Instructional Designer.

Name: [Faculty Name]

Department: Learning Sciences and Educational Research

College: Community Innovation and Education

Department Chair: [Chair Name]

Course Number: EME6613

Course Title: Instructional Systems Design

Semester to be Taught in New Format: Spring 2019

New Course Modality:

- ☐ Reduced Seat Active (RA)
- ☐ Mixed Mode (M)
- ☒ Fully Online (W)
- ☐ Face-to-Face (P)

Additional Attributes:

- ☒ Personal Adaptive Learning (PAL)
- ☐ Active Learning
- ☐ Open Educational Resources (OER)
- ☒ e-Textbook

Please reflect on how your course redesign will impact student success in 250 words or less. In your explanation please address the following two questions:

1. How did you implement online, blended, adaptive, and/or active learning strategies?

   Ingested the textbook into Realizeit. Redesigned 9 chapters into over 100 Realizeit lessons with close 500 questions. Provided detailed feedback for each question. The Realizeit lessons were connected with a hierarchy sequence. Students have a few interactive case studies in Realizeit for each module.

2. Which of the following goals of the initiative does your new course design address?
   - ❏ Increasing successful completion rates in benchmark courses
   - ✓ Improving student success, retention, and satisfaction

- ❏ Targeting key courses such as success marker, foundation, and STEM
- ❏ Increasing classroom utilization

The textbook is chunked into over 100 mini lessons with quiz questions at the end. To improve mastery, students can practice each lesson as many times as they would like to.

Please describe how your course has changed as a result of the redesign process. If you are redesigning a new M or RA modality, please describe the integration of the online and face-to-face components of your new course design. If you also applied any of the additional attributes (PAL, Active Learning, OER, or e-Textbook), please site those as part of your artifacts. **When explaining your design modifications, please include screenshots and/or direct links to your Webcourse to help illustrate and provide evidence of completion.**

Some technical resources that may help with sharing your artifacts:
- [Link directly to a specific page in your webcourse](#)
- [Taking a screenshot](#)

8 adaptive modules

Adaptive Learning Module 1: Introduction to Instructional Design
Week 1-2 Course Orientation Module | Due Jan 19 at 11:59pm | 10 pts

Email me your SME's contact information
Week 3 - 7 Analysis Stage Module | Due Feb 2 at 11:59pm

Adaptive Learning Module 2: Identify Instructional Goals
Week 3 - 7 Analysis Stage Module | Due Jan 26 at 11:59pm | 25 pts

Adaptive Learning Module 3: Conduct Instructional Analysis
Week 3 - 7 Analysis Stage Module | Due Feb 9 at 11:59pm | 40 pts

Adaptive Learning Module 4: Analyze Learners & Contexts
Week 3 - 7 Analysis Stage Module | Due Feb 16 at 11:59pm | 25 pts

Adaptive Learning Module 5: Write Performance Objectives
Week 8 - 12: Design Stage Module | Due Mar 9 at 11:59pm | 25 pts

Adaptive Learning Module 6: Develop Assessment Instruments
Week 8 - 12: Design Stage Module | Due Mar 16 at 11:59pm | 25 pts

Adaptive Learning Module 7: Develop Instructional Strategy
Week 8 - 12: Design Stage Module | Due Mar 23 at 11:59pm | 40 pts

Adaptive Learning Module 8: Develop Flowcharts & Storyboards
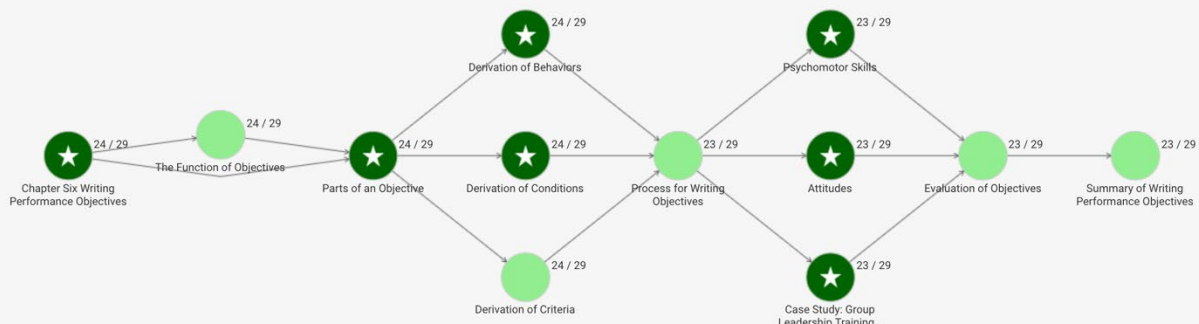Week 13-16: Development Stage Module | Due Apr 13 at 11:59pm | 10 pts

One sample module:
This chapter is divided into 12 lessons with questions at the end of each lesson.

← EME6613 Chapter Six

Experienced: 89%   23/29 Students

Need To Know   **Learning Map**   Students   Analytics

24 / 29
Derivation of Behaviors

23 / 29
Psychomotor Skills

24 / 29
The Function of Objectives

24 / 29
Chapter Six Writing
Performance Objectives

24 / 29
Parts of an Objective

24 / 29
Derivation of Conditions

23 / 29
Process for Writing
Objectives

23 / 29
Attitudes

23 / 29
Evaluation of Objectives

23 / 29
Summary of Writing
Performance Objectives

24 / 29
Derivation of Criteria

23 / 29
Case Study: Group
Leadership Training...

Provided detailed feedback for each question:
Students learn through detailed feedback

Select the statement that best describes a condition.

🔵 When given a group of spelling words the students will be able to put them in alphabetical order.

⚪ Fifth grade students will be able to state the six state capitals with 100% accuracy.

Solution

Correct choice(s):

When given a group of spelling words the students will be able to put them in alphabetical order. This tells the learner that a group of spelling words are going to be given to them. They are not expected to decide what the spelling words are. You remembered that the condition states what the learner will be allowed to use.

Incorrect choice(s):

Fifth grade students will be able to state the six state capitals with 100% accuracy. "Be able to state" is a behavior not a condition. It is important to remember that when we are dealing with a condition. The condition states the available resources. The correct answer would have been: "When given a group of spelling words…" The resources here are the spelling words. The student is told that they will be given the resources and will not have to decide what the spelling words are. A condition can state the situation and setting for the performance to take place. Remember that the condition can tell the cue or stimulus used in a performance objective. The condition states what the learner will be allowed to use.

✅ Correct   📷 Hide solution

Each lesson consists of readings, interactive questions and a quiz that takes students 15-30 minutes to complete.

Lesson path

1. Condition ✓

2. Purposes of Conditions ✓

3. Specifying Conditions ✓

4. Questions

Questions

1

Question 1

Select the statement that best describes a condition.

○ Students will be able to summarize those tasks reported as critical.

○ Given a neighborhood map containing no more than six designated places, . . .

☐ I don't know   One attempt

You answered 0 out of 0 correctly. Asking up to 3.

Submit answer   **Exit**

There are a couple of interactive case studies in most modules

Case Study Group Leadership Training

We pick up the case study again with examples of objectives for verbal information and intellectual skills. Only selected objectives are included here, but a complete ID process includes one or more objectives for each of the subskills identified in the instructional analysis. The conditions are again highlighted using the letters CN, the behaviors identified with a B, and the criteria indicated using the letters CR. As before, ordinarily, these letters are not included in your objectives. A brief discussion follows each set of examples to point out important features of the objectives.

Please describe any outstanding tasks that must be completed before teaching this course in the new format.
The newly redesigned course was delivered in spring 2019.

Please describe any future tasks that may need to be done after teaching this course in the new format.

Additional Comments:

> Upon completion of this section, please contact your instructional designer to schedule a consultation for Part II. Please provide a copy of your new syllabus that reflects your redesign changes with this form when you meet with your instructional designer.

Part II. ID Review and Consultation

To be completed by instructional designer prior to submission to the review committee.

Instructional Designer: [Name]

Date of final ID consultation: [Date]

In our consultation we:
- ☒ Reviewed Part 1 of this form for completeness and accuracy:
- ☒ Course Items Reviewed:
    - ✓ Course content is in alignment with the learning objectives
    - ✓ Course assessments align with the learning objectives
    - ✓ Course has clear interaction and engagement strategies
    - ✓ Course has a clear structure & directions
    - ✓ A UDoIt report was run and accessibility issues were addressed
    - ✓ Copyright best practices implemented
- ☒ Provided feedback on course content changes or suggestions
- ☒ Confirmed plan for addressing any outstanding tasks
- ☒ Discussed potential for Quality Review (for W courses)
- ☒ Reviewed course for emphasis on student success
- ☒ Discussed research opportunities
- ☒ Discussed ongoing support and resources for course development

☒ Confirmed course redesign aligns with goals of the DL CRI

☒ **Confirmed course is ready to be taught in the semester identified in Part 1**

Comments (optional):

[Instructor name] and I met on [date] to discuss her CRI process. Everything that she has done has met the goals of this project and I feel that she has completed everything successfully.

Instructional designer, please notify the iLab that Part II is complete and forward this form and new syllabus to iLab@ucf.edu for the committee to approve.

Part III. Review Committee Approval

The Review Committee met on _____ and ☐ Approved ☐ Conditionally Approved ☐ Did Not Approve the disbursement of funds at this time.

Comments: