

	Element / Criteria	Instructor Feedback:
5/6	<p>Project Overview: provides basic information regarding the topic and a clear identification of the need the module will address. Includes:</p> <ul style="list-style-type: none"> • General overview of the project • Gap Analysis Diagram • Identification of the approach used to create the goal 	<p>The information in Actual Status in the Goal Diagram is comprehensive and detailed. However, it would be better if you could discuss them in the project overview.</p> <p>The gap analysis diagram illustrates the three elements of a gap analysis equation but in the Need section, it is better to mention an interactive tutorial could address the gap identified.</p> <p>You shared that the SME approach was used to identify your instructional goal. This approach fits well with the proposed training and your background.</p>
5/5	<p>Identification of Goal: Goal statement is based upon the behaviors of the learner at the end of the learning module. Includes:</p> <ul style="list-style-type: none"> ○ The learners ○ What learners will be able to do in the Performance Context ○ The Performance Context in which the skills will be applied ○ The tools that will be available to the learners in the Performance Context 	<p>All elements of a goal statement are clear in your goal.</p>
5/6	<p>Creation of a Goal Analysis Diagram: Diagram clearly organizes the main steps of the goal, the subordinate skills, and the entry skills.</p>	<p>You have a good start to your goal analysis diagram. You include valid and essential prerequisite skills. However, pay attention to the direction of sub-steps under the main steps, and the action verbs you used to acquire a skill.</p>

		The diagram will “evolve” over the course of the project, especially for DD2.
3/3	IDer Reflection: Addresses <u>ALL</u> prompts in a professional and reflective manner.	Your reflection addresses all reflection questions. Your reflection illustrates the type of thinking IDs engage in during the initial phase of the ID process. Good to see you have a relevant project that you intend to implement. It’s clear you are embracing and applying peer feedback. It’s great to read how the feedback process was beneficial to you. ID work is rarely done in isolation and the feedback experience helps illustrate why this is so 😊
TOTAL: 18/20	OVERALL FEEDBACK: You’ve done some good work on this first assignment! I already see the thinking of an ID in your DD. It’s exciting to think about where you’ll take this project and to watch your ID talent advance through the course. For submission of DD2 if you make any changes or edits to DD1, please use the highlighter tool to indicate the change. Each DD document is a “living” document and often changes due to new information shared in subsequent DDs. Thus, it’s important to develop a communication strategy for the changes you are making throughout the DD documents. WJY	

4/6	<p>Learner Analysis: provides thorough description of the characteristics of the learners. Data were used to determine the unique traits for this population. An effort was made to find sources that best match the target audience.</p>	<p>The data collection method is not clearly identified. The purpose of data collection is to identify the general characteristics of the learners, therefore, you could design a course to meet their needs.</p> <p>The report uses future tense implying data are to be gathered. For the Analysis phase, data should already be gathered and reported. The data are used to inform design decisions. Revisit the textbook and my course announcements on conducting an analysis on the various contexts.</p> <p>Add a description of learner analysis to the narrative before the table.</p> <p>See specific comments in your DD. Also review the student DD samples in the course.</p>
1/2	<p>Performance Context: A clear description of the context where the goal will be performed has been provided. Data were used to confirm the unique details of this context.</p>	<p>There is a difference between the performance and learning context. Learning context refers to the place where this learning takes place. In your case, it is Zoom. Performance context is where the skills can be used after the students take your class. Edit this part and add a description of the performance context to the narrative before the table.</p> <p>The write-up uses the future tense. The data should have been gathered to complete this section of the assignment. The analysis table will need to be revised.</p> <p>See the suggested edit in the DD. Also review the student DD samples in the course.</p>
1/2	<p>Learning Context: A clear description of the context where the learning will occur has been provided. Data were used to confirm the unique details of this context.</p>	<p>The Data Source table will need to be updated. The write up uses the present tense; data should already have been gathered. Add a description of learning context to the narrative before the table.</p>

		See suggested edit in the DD. Also review the student DD samples in the course.
4/6	Performance Objectives: Objectives have been provided for each step and subordinate skill identified in the Goal Analysis. An ACTION VERB has been used to indicate the measurable/observable behavior associated with each objective.	You are a little confused about the main step and its performance objective and subordinate skills with their subordinate objectives. When writing the POs use the information from the Goal Analysis to develop the POs. Review the specific feedback in the DD to update some objectives and to ensure a 1:1 match with the Goal Analysis Diagram.
1.5/2	Assessment Plan: Clear consideration of the role and purpose of each type of test has been reported.	You offer an overview of the various assessments. Think carefully whether all assessments are necessary. The post-test strategy appears to match with the skills to be learned (as stated in the TO).
2/2	IDer Reflection: Addresses all prompts in a professional and reflective manner.	The reflection addresses all prompts and offers insights on challenges you've experienced as well as benefits gained from peer feedback.

Overall Comments:

You have a clear sense of your learner and the learning context. Revise the write up of the analyses to support the fact that the data were already gathered. Also, revise the performance context to demonstrate your understanding of this context.

You've done some foundational work on the performance objectives. I can see your effort to focus on measurable skills in the objectives. There are some edits needed to the sub-skills and sub-objective. Before editing the objectives go back to the Goal Analysis diagram. Each step in the Diagram should become an objective. Once the objectives are drafted, essentially you should see a 1:1 connection between each box in the Diagram and each objective.

Review the table above for other edits to be made for submission of DD3. For DD3, use yellow highlights to indicate edits made to DD1 and DD2.

While revision can be an arduous task, your efforts are moving you toward a complete learning module.

WJY

Design Document Part 3: Grading Checklist 17.5/20 Points

6/7	<p>Design Evaluation Chart: provides a clear connection between each the steps, objectives, and assessment strategies. The test items are parallel to the verb of the objective.</p>	<p>The design evaluation chart communicates connections between the objectives and assessment strategies. Overall, you've included valid strategies that match the expected skills/performances. However, pay attention to the use of survey and differentiate it based on testing purpose or collecting data on feedback purpose. See comments in the DD.</p>
7/7	<p>Instructional Strategy Alignment: An effort was made to find relevant content and engaging instructional strategies that best match the target audience, objectives, and context constraints. An emphasis has been placed upon the ACTIVE ENGAGEMENT of the learner. It is clear that the ARCS Model has been infused within each cluster.</p>	<p>The selected strategies fit the training topic. You have integrated a variety of activities to promote engagement and motivation. The ARCS Model is evident in your planning.</p>
1.5/2	<p>Implementation Plan: A clear plan has been established for pilot testing the completed module.</p>	<p>You've selected individuals for pilot testing who match the target audience and have varied skill/experience. But you said you would give the pilot testers a note pad, I am confused about whether you will pilot your lesson online or in person.</p>
1/2	<p>Evaluation Plan: A clear plan has been established for collecting formative evaluation data from the pilot test.</p>	<p>Revise the evaluation plan so that the information includes a valid and comprehensive strategy for the formative evaluation. The evaluation essentially occurs during the pilot test.</p> <p>Include guiding questions that will provide important/useful data. In addition, you need to specify how you will collect the feedback: survey, questionnaire,</p>

		interviews, focus group. Check the definition of rubrics, survey and questionnaire, handout, worksheet to learn the differences. See comments in the DD.
2/2	IDer Reflection: Addresses all prompts in a professional and reflective manner.	From your highlighted information and reflection, it's clear you have circled back to previous steps in the ID process to ensure a cohesive project. Your ID skills are showing 😊
Total: 17.5/20	<p>You've done some great work on this final aspect of the design process. Your instructional strategies and assessments fit well with the training topic. You have also done a great job connecting all elements of the complete design document to ensure a comprehensive, cohesive design document. I am impressed by your effort. You should be proud of your accomplishment!</p> <p>One area for further work is how you will gather evaluation data from the pilot test. These data will inform you of changes to be made to the training module. One more area is to specify the testing strategies.</p> <p>For edits needed in DD3, continue to use yellow highlighting to indicate changes made.</p> <p>Once the course is complete, you'll likely use your DD to complete challenges in the competency courses, so it's best to have a "clean," revised document.</p> <p>WJY</p>	