

Redesign of an Introductory Course in a Master's Program in Instructional Design and Performance Technology

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Abstract: This article examines a systematic approach to redesigning an introductory course in a graduate program in Instructional Design and Performance Technology (IDPT) to produce a more efficient and effective learning environment and to foster persistence in the course and program. The course redesign employed the systematic process of instructional design using the basic phases of the ADDIE process (Analysis, Design, Development, Implementation, and Evaluation). This paper highlights the steps taken to redesign the introductory course, as well as the collaborative approach to developing its instructional materials, course content, and student performance outcomes. The online course was developed in BlueQuill, Franklin University's proprietary learning management system (LMS), and includes several multimedia learning objects developed using Camtasia Studio and Articulate Studio. Results of this redesign are presented.

Keywords: course redesign, ADDIE, instructional design course

Instructional design is the practice of creating "instructional experiences which make the acquisition of knowledge and skill more efficient, effective, and appealing" (Merrill, Drake, Lacy, & Pratt, 1996, p.2). This practice typically includes the use of an instructional design process to guide the creation of these materials. For this course redesign, we followed the ADDIE process, a model with roots in the U.S. Army (Branson, Rayner, Cox, Furman, King, & Hannum, 1975) and a general process for creating instructional materials. ADDIE is based on a systematic product development concept and remains one of the most widely used tools for creating instructional products and materials (Reiser & Dempsey, 2012).

The ADDIE process follows five general phases: analysis, design, development, implementation, and evaluation (Gagné, Wager, Golas, Keller, & Russell, 2005). In the analysis phase, the designer typically identifies the gaps in the knowledge and skills of the learner. In the design phase, the designer plans out the instructional materials to be created. This can include the creation or refinement of learning outcomes, the organization of instructional materials, and a basic design plan for assignments, multimedia, discussions, classroom trainings, and other instructional materials. In the development phase, the instructional materials are fully developed and placed within a content or learning management system. In the implementation phase, the instructional materials are used by the learners. Finally,

in the evaluation phase, the instructional materials are evaluated on their effectiveness and are revised based on the evaluation results.

Process

In this article, we describe the team-based approach used in the redesign of IDPT 600 Principles of Learning Theory, the introductory course in the Instructional Design and Performance Technology (IDPT) program at Franklin University in Columbus, Ohio. We first share the background and context for the redesign of the course. We then describe each phase of the course redesign, including the unique steps taken in each phase. Finally, we share the results of the course redesign.

Background

The IDPT Master's degree program at Franklin University provides students with proven approaches for improving employee and organizational performance (<https://www.franklin.edu/>). This program, which began offering courses in 2010, offers courses in (1) instructional design, and (2) human performance technology. Instructional design encompasses a systematic process utilized in the creation of instructional materials "intended to improve learning and performance in a variety of settings, particularly educational institutions and the workplace" (Reiser & Dempsey, 2012, p. 5). Human performance technology also encompasses a systematic process but focuses on identifying underlying

ing causes of performance problems, linking business goals and strategies with the workforce responsible for achieving the goals, and recommending non-instructional solutions along with instructional solutions (Van Tiem, Moseley, & Dessinger, 2012). The program was designed to equip students with the skills of effectively providing instruction while at the same time implementing additional strategies for increased employee and organizational success. Students are required to complete a total of 37 course credits in this program.

The primary audience of Franklin University has historically been adult learners who attended class at the Columbus, Ohio campus. Over the past several years, Franklin has expanded to offer all of the classes online, as well as at 14 regional locations and 11 global locations. The typical student in the IDPT program is a professional working full-time in a business setting; many are already active in some facet of instructional design and want to obtain the credential that this program provides. The IDPT program offers a centralized curriculum in which all course materials, instructional materials, assignments, and activities are standardized for each section of the course offering.

IDPT 600

IDPT 600 Principles of Learning Theory is the introductory course in the IDPT program. This course is designed to provide students with a foundation of the learning theories influencing the field of instructional design. In addition, the course serves as an introduction to graduate studies and provides students with some of the foundational skills for success in a master's program. The course is six weeks in length.

The Need for Change

Near the end of the first year of the program, we began to realize that there was a potential need to redesign IDPT 600. As the subsequent courses in the IDPT program continued to be developed, we became aware that we should reconfigure the course to provide a more effective foundation for later courses in the program. This awareness, coupled with an informal review of student course evaluations, student evaluations of faculty, and anecdotal feedback from graduate student advisors, warranted further analysis from our design team, which we describe in our process below.

Instructional Design Team

Because of the importance of course design quality, it was critical that we include multiple perspectives on the course redesign team, including students, teaching faculty, instructional design faculty, and program leadership. We employed a team-based approach similar to that described by Hawkes and Coldeway (2002) in which "a team of experts is assembled to plan, design, develop, produce, and eventually deliver the course" (p. 433). This course redesign process was very collaborative in nature and involved the following individuals:

- IDPT Program Chair, led the redesign project and participated heavily in the development of the course materials
- Adjunct Faculty Member, experienced online instructor who had recently taught IDPT 600, who designed the new course structure and assign-

ments and was involved in all other phases

- Two IDPT students, provided insights throughout the redesign process and helped develop and implement the course

Prior to the redesign of the course, the adjunct faculty member taught IDPT 600 for the first time. An experienced instructional designer with over 10 years of online teaching experience, the faculty member identified several issues, and that initial experience formed the foundation for the redesign of the course.

Analysis

As we approached the redesign of the course, we conducted an analysis to identify what problems or issues existed with the current version of the course. This analysis included the following data sources and analysis strategies:

- *Student course evaluation feedback* – we reviewed student course evaluations for items with low ratings. We also conducted a thematic analysis of student comments to identify potential areas of weakness to address.
- *Faculty member survey* - we sent an informal survey to faculty members who had taught the course to identify issues with the course design, as well as common student concerns and struggles in the course.
- *Design team focus group* – we met as design team to further identify issues and coalesce the findings from other data sources into clear themes.
- *Student success data* – we also reviewed student success data, including final course grades and retention rates 86.8%.

This analysis revealed the following issues which are summarized in the first column in Table 1.

Course Outcomes – Several of the seven course outcomes seemed extraneous or repetitive. To aid in the effective redesign of the course, we determined that combining repetitive outcomes and eliminating extraneous outcomes would help guide the effective redesign of the course.

Number of assignments - Our analysis revealed that students felt overwhelmed with the workload and the number of assignments. In the original course, there were a total of 25 assignments, an average of four assignments per week.

Textbook - The needs analysis revealed that the textbook from the initial IDPT 600 course iteration focused on various adult learning theories rather than on foundational learning theories. In addition, the text did not focus on the application of theory, which did not align with the applied nature of the program.

Misplaced Theoretical Focus - The initial design of the course had a strong focus on many varied adult learning theories. In addition, the focus was on the description of theory and not on the application of that theory. Based on interviews with several faculty in the program who had taught the course, we concluded that this broad approach distracted from the applied nature of design, and we surveyed the teaching faculty in the

Table 1. A summary of key analysis findings, including our designed response to the issues identified.

Problematic Findings	Our Solutions
Repetitive, excessive course outcomes	Revised, clarified, and consolidated outcomes
Textbook misaligned with course purpose	Selected textbook that focused on application of appropriate theories
Misplaced theoretical approach	Identified and focused on key learning theories
Team assignment issues	Eliminated team assignments; enhanced discussions to improve social interaction; added individual application assignments
Need for writing support materials	Utilized university writing support, created supplemental support, embedded writing and writing support into assignments
Need for program introduction	Created video overview of program outcomes, courses and sequence; created video introducing the subsequent course in program
Need for introduction to graduate studies	Created graduate skills for success; created multimedia describing graduate skills for success; created assignment including self-assessment on graduate skills and plan to build those skills

program to have them identify the theories that were most crucial in the field. As a faculty, we separately identified those theories and models which we felt were most critical for our students to learn. We compared our results and found that we were in nearly total alignment. The results of this survey indicated that a shift to focus on a few key learning theories would be more appropriate.

Writing support materials - Based on our interviews with faculty who had taught this course, feedback from graduate advisors, and the students participating in this redesign, we found that some of the students struggled to be effective in their writing. It became clear that student success in 2 key writing assignments was below the required level of performance. In addition, several faculty mentioned that student application of APA was not adequate. Reviewing the grades in previous sections of the course revealed that a team paper and several individual writing assignments presented a challenge for some students. We concluded that students shifting to writing at the graduate level needed extra support, including feedback and guidance on the use of APA formatting.

Need for program introduction - We also found that there was a general lack of introduction to the IDPT Program and its curriculum. This lack of introduction was apparent in the comments of current students in the program who found it difficult to see the big picture of the curriculum. This was critical because this course was the first in the program, and students needed an orientation to what they were learning and how the program functioned as a whole.

Need for introduction to graduate studies - For most of our students, this was their first exposure to graduate studies. We therefore noted a need to aid students in easing into graduate studies, including the skills required for success in graduate studies.

Group project issues - The needs analysis revealed that the team-based project requirement presented several issues for adult students. The time constraints of working in small groups in an online collaborative project was challenging during a six-week intensive course delivery format. In addition, most of our students are working adults and have limited flexibility in schedules due to full-time work and life responsibilities.

Course Redesign

We redesigned the course to address the specific needs identified in the analysis. Our intention was to specifically address these issues by targeting solutions to those problems. We describe these solutions below.

Course Outcomes - As noted above, the course outcomes were revised and consolidated to increase clarity. We made these changes based on feedback from faculty members and based on our analysis of the course needs. The goal was to focus our efforts in design and teaching and to provide the students with clarity on the purpose of the course. Table 2 compares the outcomes with the revised outcomes.

Reduction in number of assignments - To reduce the cognitive load experienced by the students, we clarified instructions in several of the assignments and eliminated several of the extraneous assignments. We reduced the number of assignments from 25 to 13, resulting in an average of two assignments per week, a reduction of almost half. We also worked to focus these assignments more fully on the course outcomes.

Textbook selection - Based on our analysis, the adjunct faculty member recommended that the Driscoll (2005) text *Psychology of Learning for Instruction* be adopted as instructional materials based on her familiarity of the textbook content and first-hand use of the book during her doctoral studies. This text fit our requirement to focus on the use of theory for instruction

Table 2. A comparison of the original and revised course outcomes.

Outcomes Before Redesign	Outcomes After Redesign
Demonstrate an ability to write and communicate at a level consistent with the expectations of a graduate student.	Demonstrate ability to research and write at a level commensurate with graduate student aptitudes and proficiencies.
Research theories, philosophies, and principles of learning by using relevant library databases and other scholarly resources.	Research philosophies, theories, and principles of learning using scholarly resources.
Analyze the impact of theories, philosophies, and principles of learning on the design of learning events.	Analyze how learning theories and principles inform practice (are applied) in learning and performance scenarios.
Evaluate theories, philosophies, and principles of learning, including each philosophy's pedagogical implications.	Identify the pedagogical and andragogical implications of learning theories and principles.
Critique a unit of instruction using applicable learning/instructional theories.	
Implement turnitin.com as a tool to prevent plagiarism.	
Create a learning event that applies learning theory and principles appropriate for the audience.	

and aligned more appropriately with the purpose of our course and with the core theories identified in the analysis.

Theoretical emphasis - As noted in the analysis, there was a need to focus attention on key theories in the field of instructional design. Based on the recommendations of several IDPT faculty members, we determined to focus on behaviorism, cognition, and constructivism, theories which have had great influence on education and learning (Mayer, 1992). This shift in focus was facilitated by the change to Driscoll's (2005) textbook, which gives these theories ample emphasis.

Writing support - As noted above, our analysis revealed a need to provide additional support to aid the students in their initial attempts at graduate-level writing. To do that, we created a three-step process for providing students with feedback on their writing. First, students were required to submit their paper to grammarly.com, an online tool designed to provide grammar and writing feedback. After students received this feedback they were required to submit their paper to the university's writing center for feedback from a live writing tutor. Students were then directed to submit their writing to the instructor for grading and feedback. In this way the students received multiple sources of feedback and could then apply it to improve their writing in subsequent writing assignments.

Core writing assignments - The course redesign included the revision of the writing assignments in the course. In the new course design, students were required to write three papers in which students applied a major theory of learning to an instructional situation. Students first applied behaviorism, then cognition, and finally constructivism to real-world instructional scenarios.

Introduction to IDPT Program - To help students understand the IDPT program more fully, we designed and later developed a multimedia introduction to the program. This video overview shared the outcomes of the IDPT program and previewed each of the courses in

the program, highlighting learning outcomes from each course. In addition, a link to information on the final two courses in the IDPT program—the capstone project course and the portfolio course—was provided at the end of this introductory course to help the students to begin their studies with the end in mind.

Graduate skills for success - We also worked to provide a more robust introduction to graduate studies. To do this, the design team collaborated to identify key skills for success in graduate studies, including the following: research, writing, critical thinking, presentation, technology, accessing Franklin support, communication, and study skills. We developed a multimedia piece that presented a high-level overview of these skills and created an assignment that had students self-evaluate themselves in these areas and develop plans for improving. See *Appendix A* to review the graduate skills for success self-evaluation. At the end of the course, students also created a skills for success self-improvement plan, which was designed to aid them in planning for future self-development and success in graduate studies.

Multimedia - To help students focus on the key concepts, we planned to create multimedia that highlighted and summarized key concepts in the course. We also planned to create multimedia that would introduce students to graduate studies, the IDPT program, and the course following IDPT 600. Examples of these fully-developed multimedia pieces can be found in Figures 1 and 2. Our design plan included the creation of the following multimedia pieces:

- *IDPT Program Overview* – an overview of program outcomes, courses, and key assignments
- *Graduate Skills for Success* – an overview of key graduate skills for success
- *Introduction to Behaviorism* – a description of behaviorism with examples of behaviorism in action
- *Introduction to Cognition* – a description of cognition with examples of cognition in action
- *Introduction to Constructivism* – a description of

constructivism with examples of constructivism in action

- *Looking Ahead to IDPT 610* – a preview of the next course in the curriculum, provided to help students bridge their learning from one course to the next

Developing the Course Materials

The development team consisted of three faculty members and two IDPT students. The overall development was completed primarily by the program chair, who created course content, developed assignment structures and developed multimedia to be used in the course. The course materials were developed over a

three-month period. The development team met bi-monthly to brainstorm ideas and review progress on the development of course materials. A PowerPoint template guided the development of the three learning theory videos, and the program chair developed the multimedia pieces in either Articulate Studio or Camtasia Studio.

Our Development Process

When developing instructional materials, we followed four general steps in the development process, described below. Figure 3 presents a visual representation of these four steps.

Figure 1. A screenshot of the behaviorism multimedia piece developed in Articulate Studio and hosted on Franklin University servers.

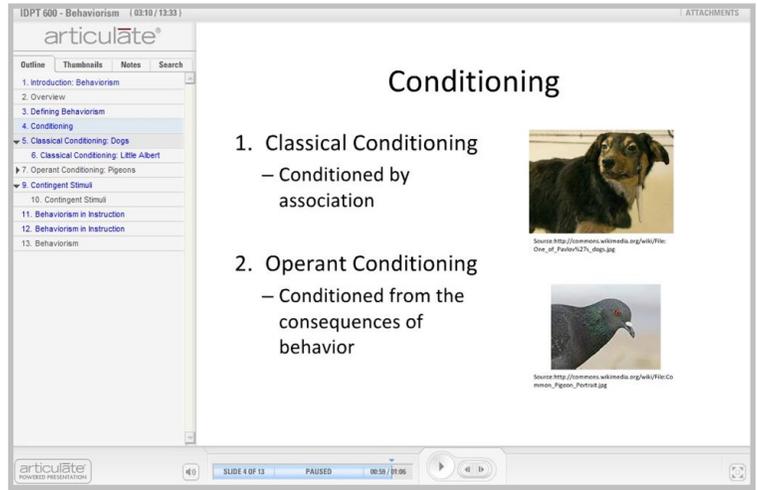


Figure 2. A screenshot of the graduate skills for success multimedia piece developed in Camtasia and hosted on YouTube.



Figure 3. The Team-based development process used to develop instructional materials.

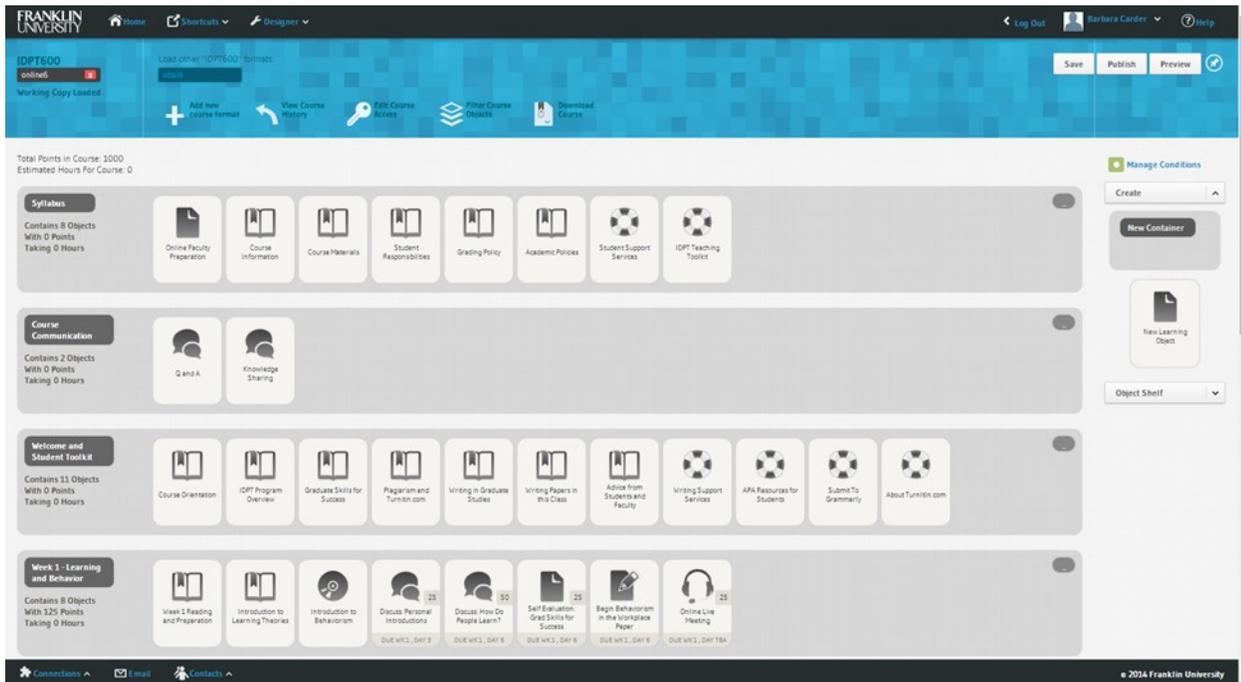


Figure 4. The visual layout of IDPT 600 within the BlueQuill learning management system.

Gather Team Insights - We first gathered insights from members of the design team on key design issues. This typically involved short surveys, interviews, or focus groups to gather insight and form consensus on how to move forward in the development. For example, the previous analysis identified a need to help students gain graduate skills for success. To understand what these skills are, we surveyed the design team and several additional IDPT faculty members. This survey provided excellent insights and helped us frame the graduate skills out more effectively, and the program chair compiled a list of graduate skills with descriptions of those skills. The list was reviewed and critiqued by several design team members and was refined based on feedback. We summarize our design solutions in the second column of Table 1.

Develop Instructional Materials – After the insights were gathered, one of the team members developed the assignment or instructional materials. In our graduate

skills example, the adjunct faculty member developed the graduate skills for success self-assessment, which included the descriptions noted above.

Team Formative Feedback – The prototype was then reviewed and critiqued by members of the design team. For example, the graduate skills for success self-assessment was reviewed and approved by the members of the design team.

Finalize and Integrate– The prototype was then refined and finalized by the team members. In our graduate skills example, the self-assessment was revised based on any feedback received and was then uploaded to the LMS.

This development process was followed in the development of each major component of the redesigned IDPT 600 course. Multimedia pieces, instructional materials, course assignments, and course development within the LMS were all developed using this approach.



Figure 5. The visual layout of a week within the BlueQuill LMS in IDPT 600.

This course was developed in BlueQuill, Franklin University's proprietary learning management system. This learning management system uses what might be called an object-based approach to the visual layout of the course. Figure 4 demonstrates the visual layout of IDPT 600 within BlueQuill.

From a design perspective, containers are used to organize the course. A container can house one or more objects, which include instructional materials such as assignments, course content, discussions, and multimedia. See Figure 5 for an example of a container in IDPT 600. The week 1 container in Figure 5 includes all of the assignments and instructional materials to be completed by students in week 1.

Implementation

The revised six-week course was first implemented and taught in both online and face-to-face formats, with 13 students in the online section and 4 students in the face-to-face section. Thereafter, the course continued to run on a bi-annual basis, though we ceased offering the face-to-face option due to low enrollment.

Evaluation

Formative Evaluation

After we ran the redesigned course in three successive trimesters, we gathered the student responses to the course and faculty survey. We reviewed survey results and conducted a thematic analysis of the student comments in the survey to identify the strengths and weaknesses students identified. We summarize these themes below.

Strengths – Student comments noted that they learned a lot from the course and indicated that they liked the textbook and felt it gave a great theoretical foundation. For example, one student wrote, “The course is useful in providing background knowledge in instructional design and educational psychology principles.” Another student wrote, “... I see how helpful it is to learn about different learning and teaching styles.” Finally, a third student wrote, “I feel I was able to master the subject matter because of the readings and examples provided.”

Other students noted appreciation for the weekly discussions in which they applied their theory to a real world example. One student wrote, “The discussions with peers also helped a lot to enhance (my) understanding.”

Some student comments also noted that the weekly online meet sessions helped enhance understanding and build a sense of community. One student wrote, “I really enjoyed our weekly online meetings, they made me feel like ‘I’m not in this alone’... (They) introduced additional thoughts to the content and gave me a feeling

of inclusion.”

Suggestions for improvement –Informal students comments to faculty members included suggestions for fine-tuning some of the assignments in the course, such as explicitly linking back to readings and making action items more explicit. They gave suggestions for refining the writing assignment template and also suggested the creation of a community of practice.

It was also apparent in student comments that this course created a very high cognitive load for the learners. Students struggled to keep up with the materials, and one student mentioned that he just didn't have time to access and use all of the learning materials. Another student wrote, “I believe three papers within a 6 week course is a lot, on top of the rest of the assignments... A six week course goes really fast and trying to fully grasp all of the information in a short amount of time can be challenging.” We are keenly aware of this problem and are continuously working to balance the cognitive load while still maintaining a rigorous graduate-level course.

Student Evaluation Results

After two years, we made a comparison between students' course evaluations before and after the course was redesigned. The course evaluation completed by students asked for the student to rate their level of agreement to statements such as the following: “The graded assignments in this course assisted me in learning the course content,” and “The classroom activities in the course assisted me in learning the course content,” and “The classroom activities in this course encouraged me to engage with my classmates.” Students were given four options when rating these items: Strongly Agree, Agree, Disagree, and Strongly Disagree.

Graded Assignments Assisted in Learning – Student responses to the statement “The graded assignments in this course assisted me in learning the course content” showed an increase in the number of “Strongly Agree” responses and a decrease in “Disagree” responses. See Figure 6. These responses were analyzed using a *t* test. Results indicated that students rated the course significantly higher after the course redesign ($p = 0.016$).

Students Recommending Course - Student responses to the question “Would you recommend this course to other students?” were analyzed. Student recommends increased from 83% before the redesign to 100% after. See Figure 7. These responses were analyzed using chi-square to determine if there were significant differences in student response between course designs. Students recommended the course significantly more after the course redesign $\chi^2 (2, N= 84) = 0.014$.

Course Student Retention. Based on the available data, student retention in this course was increased from 86.8% before the redesign to 96.2% after the redesign.

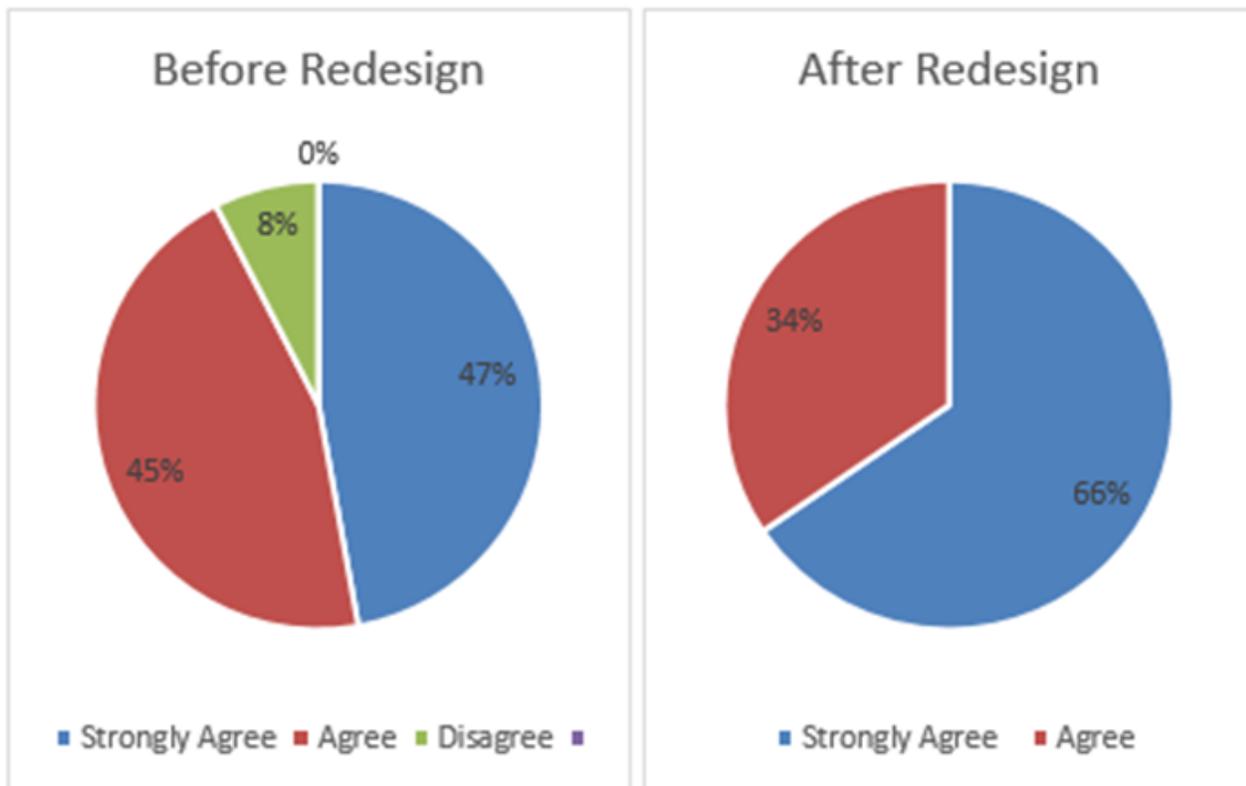


Figure 6. Student responses to the item “The graded assignments in this course assisted me in learning the course content.”

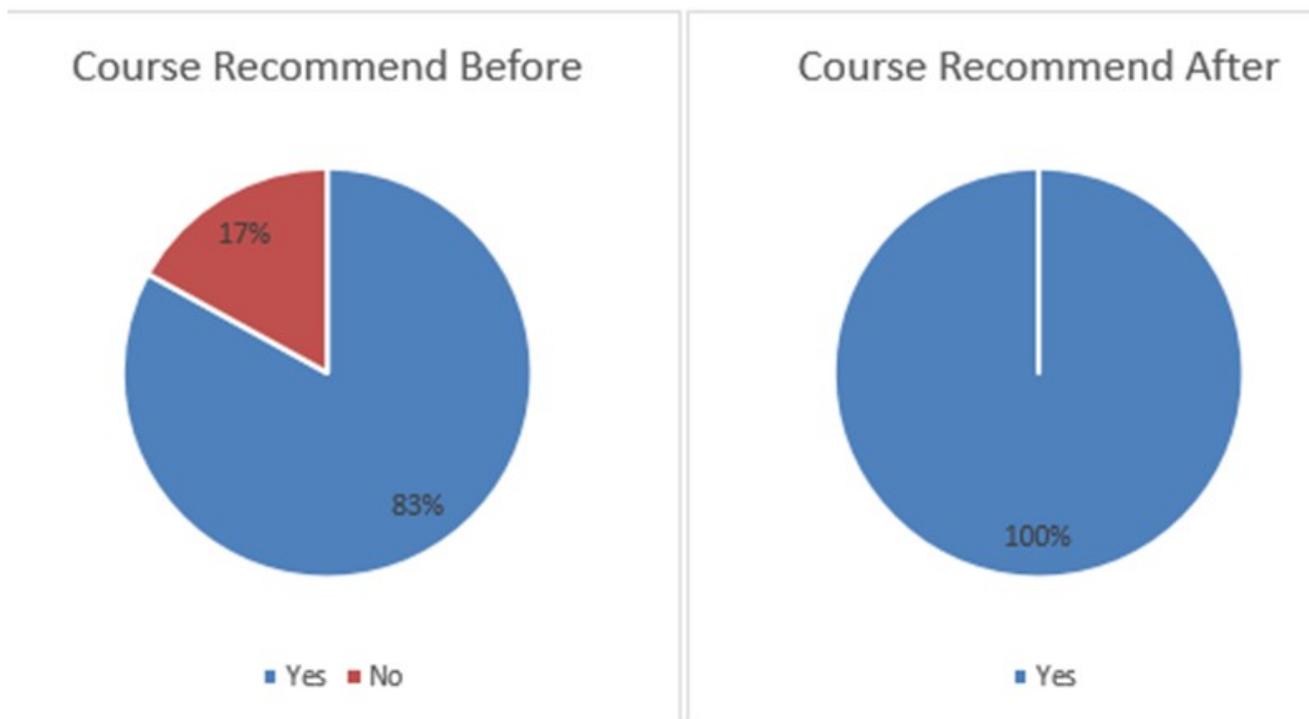


Figure 7. Student responses to the question “Would you recommend this course to other students?”

While this results is encouraging, our analysis indicates that this increase in student retention was not statistically significant $\chi^2(2, N=92) = 0.092$.

Discussion and Conclusion

In this section, we conclude our article with reflections on our experience in this course redesign.

Working as a Student-Faculty Team

While complexities and interpersonal issues can sometimes make a team-based approach difficult (Hawkes & Coldeway, 2002), we had a very positive experience as a student-faculty team. All team members were responsive and made substantial contributions to the project. During design sessions, all contributions were accepted and considered. All members of the design team felt comfortable offering ideas and making suggestions during all phases of this project. As experienced designers and professionals, we believe that this positive, collaborative approach actually enhances our ability to design creatively and effectively. Like Hawkes and Coldeway (2002), we found that the team approach enabled us to identify potential problems and

correct them before running the course.

Our approach most closely resembled the Interdisciplinary Team Model (Care & Scanlon, 2001), in which “participants met as a team on a regular basis to develop the course, problem solve, and discuss issues as course development unfolded” (p. 1). Based on our experience and the valuable contribution of all team members, we believe that there is validity in Caplan’s (2004) assertion that “Quality courseware production requires a highly organized, concerted effort from many players” (p. 186).

Student Contribution

From a faculty perspective, it was very insightful to have two conscientious students on the team. The insights and contributions offered by the students on the design team was particularly valuable as they had completed the course within the previous year and were enthusiastic about implementing numerous design ideas learned in subsequent courses in the IDPT program. Working on the redesign provided the student team members the opportunity to participate in the design process and provided insights into the creativity, com-

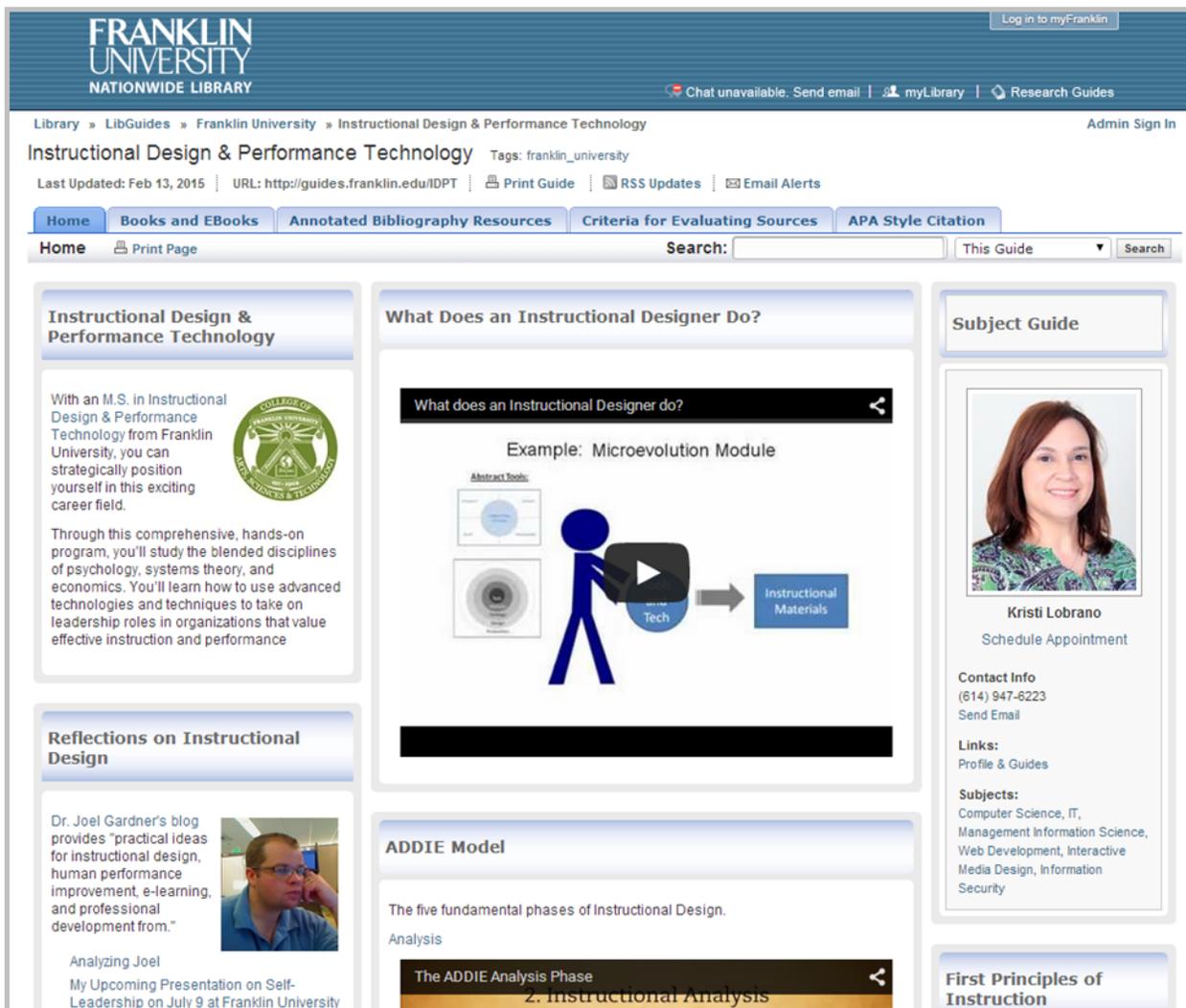


Figure 8. The Library Guide for the IDPT Program.

promise, flexibility, and energy that goes into the design process from start to finish. The students suggested creating a library guide for IDPT students to help guide them to available resources. See Figure 8. The students developed PowerPoint manuscripts used as the basis for two of the three theory videos created for the course. They also made recommendations related to specific assignments and provided their insight on how long assignments take students to complete. Both students felt that they were able to make a solid contribution to the redesign of this introductory course, critically important for the success of the students in the IDPT program.

Working Toward the Ideal

As with all instructional design projects, we found ourselves working under constraints such as limited time and human resources for the development of the course. We realize that there is seldom an ideal set of resources or a perfect course design, and we determined to move toward the ideal as much as possible in this course redesign. We employed a disciplined, creative effort to develop the course into "something that more closely resembles the desired state" (McDonald, 2011, p. 54). The increase in student retention and apparent student satisfaction with the course seems to demonstrate that our efforts were fruitful. However, we realize that future enhancements to this course and the other courses in the IDPT program are inevitable, and that plan to continue to do the best work possible in all of our course redesigns.

The flexibility of ADDIE. It is important to note that during this redesign process our team moved back and forth among the phases of the ADDIE process (Branson, et al., 1975). We found that we were often doing analysis, design, and development activities simultaneously and iteratively, reflecting the flexible nature of the ADDIE process. We agree with Reiser and Dempsey (2012) that the iterative and self-correcting nature of the instructional design process emerges as one of its greatest strengths.

Future activities. Overall, we are pleased with the redesign of IDPT 600. In the future, we plan to continue to revise and improve IDPT 600 based on formative feedback from students and faculty. Our hope is to conscientiously develop an introductory course that enables students to gain a foundation upon which they can build their expertise as learning and performance professionals.

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Appendix A: Graduate Skills for Success Self-evaluation

The following skills, abilities, and resources will help foster your progression in the IDPT program. Experience has shown that developing and using these skills and resources will lead you towards being successful in your graduate studies at Franklin University.

INSTRUCTIONS: Self-assess your skills and abilities for the following criteria (see pages 1 and 2) using the **3-point Likert Scale** below.

3-Point Likert Scale

Self-Assessment	Rating
Poor	1
Satisfactory	2
Excellent	3

You will use the results to identify your strengths and weaknesses, to formulate an action plan for improvement to bridge the weaknesses, to develop a PowerPoint Presentation (PPT), and to present your results to your classmates in the Module 4 online session, along with sharing strategies for success with your classmates to partially fulfill the requirements in the IDPT600 Principles of Learning Theory course.

Research Skills

Criteria	Self-Assessment	Rating
My ability to read and interpret academic articles is		
My ability to perform a literature review is		
My ability to use library resources is		

Writing Skills

Criteria	Self-Assessment	Rating
My ability to structure an academic paper is		
My ability to use proper grammar and sentence structure is		
My ability to use APA style effectively, including paper formatting, citations, and references is		
My ability to use technologies to facilitate use of APA (Library reference creator, Zotero, Mandalay) is		

Critical Thinking Skills

Critical thinking is defined as questioning one's own assumptions, being open to new perspectives and using evidence to make decision.



Criteria	Self-Assessment	Rating
My ability to think critically about the evidence and the information available is		

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My ability to reflect on my experiences and adapt to new ways of thinking is		
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Presenting Skills

Criteria	Self-Assessment	Rating
My ability to deliver effective, professional presentations in a face-to-face (f2f) environment is		
My ability to deliver effective, professional presentations in a virtual (web-based) environment is		

Technology Skills

Criteria	Self-Assessment	Rating
My ability to effectively use the Franklin University Learning Management System (LMS) course room technology is		
My ability to effectively use the online meet tool synchronous delivery platform is		

Abilities to Access Franklin Support Resources

Criteria	Self-Assessment	Rating
My ability to access the Student Learning Center (SLC) writing support is		
My ability to access HelpDesk technology support is		

Communication and Study Skills

Criteria	Self-Assessment	Rating
My ability to professionally interact with peers and faculty is		
My ability to practice effective time management is		
My ability to study effectively by submitting paper drafts into the SLC is		
My ability to study effectively by submitting assignments and discussions on time is		
My ability to consistently read (textbook, journal articles, etc.) before performing the course work is		

Chosen Skill

In the space below, write down which skills you would like to work on to improve.