

Department of Instructional Technologies

Helping people in education, business, and communities learn

ITEC 894 Creative Work Fall 2005 Syllabus

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We are scheduled for Thursday, 4:10-6:55 in room BH 170. The majority of this course involves you working independently, using me as an information and evaluation resource. As such, on most weeks we do not meet formally, but you should try to schedule time to meet with me one on one as needed. In addition, I hope that you will act as a consultant and “critical friend” to several of your peers who are also completing their 894 project this semester. I will try to encourage this collaborative support in several ways.

The following is a basic outline of your required report, and the date that a complete draft of each section is due to me for evaluation and feedback. The entire (revised) report is due no later than Monday, Dec 5th. This will provide a short period for final faculty review and last-second changes (there is always something to be fixed) before the College of Education turn-in deadline on Dec 9th. Of course, you may turn in your completed report as soon as it is finished.

1.1.1 Introduction

The purpose of the seminar is to provide individual support and mentoring during the process of completing your creative work. Each participant must attend all group sessions and set up a schedule of individual meetings with the creative work supervisor (Dr. Beatty) during the course of the semester.

The progress of your creative work is driven by a series of deadlines. They will govern both the timely completion of your project and the accompanying written documentation of the design and development process. Each semester the seminar participants will review and agree upon a schedule of deadlines. The seminar meetings are based on the deadlines. Preliminary deadlines are included in the outline below.

1.1.2 Course Structure

The first half of the seminar will be devoted toward three collaborative group sessions and individual development. During group sessions, a selected number of students will present their creative work in progress. Those who do not present will review and critique the creative work of their peers.

The last half of the semester will consist of individual meetings at which students will meet with the creative work supervisor (Dr. Beatty) for reviews of the creative work and drafts of the written documentation of the work. At the last meeting of the semester, students will show their projects in final form.

The course structure is flexible and it depends on the projects undertaken by the students. The course attempts to meet the individual needs of the students, while allowing for group communication and reviews.

Preliminary dates for class meetings: Sep 1, Sep 29, Oct 27, and Dec 1. When you need additional time to consult with me, you may schedule time during my office hours or at other times which may be mutually convenient.

1.1.3 Grading

The grade for completion of the creative work is Credit (CR) and for the non-acceptance of the creative work is No Credit (NCR). If you do not complete the creative work in the semester that you enrolled in this seminar, the grade is Report in Progress (RP). The College of Education requires that you enroll in a zero unit course in the subsequent semester so that you can maintain your enrollment. You have seven years from the time you were first admitted to the ITEC Masters program to complete the 894 project.

1.1.4 Course Goal and Objectives

The goal of the course is to have students design and develop a creative work which meets the department's requirements, and as proposed in the Culminating Experience Proposal.

The **content** of the creative work must meet the following specifications:

- The creative work must focus on the design and development of an **instructional** unit, in any medium.
- The instructional unit, especially if it is in an electronic media format, must require at least **one-hour of instructional time** on the part of the users.
- Under no circumstances will an **informational** multimedia piece, website, or video be accepted as a creative work.

The **format** for the creative work is:

- All creative works must be submitted on a CD, hybrid (both platforms), with the written section in both PDF and Word files.
- The written report, in which the instructional design process is specified, should adhere to the guide, "Guidelines for the Written Report", and should be approximately 10-15 pages in a folder, together with the CD.
- The emphasis in your written report of the ID process should focus on the following five major components: Needs Assessment, Background and Purpose, Goals and Objectives, Prototype Design, and Usability Review, concluding with Recommendations and Conclusions.

- Appendices are not part of the written description component. When needed, they are placed on the CD.
- The prototype description in the written report should be primarily an outline and describe only the major components of your instructional unit.

Guidelines for the Written Report

The requirements for the documentation of the Creative Work are outlined in the following document. The report itself may be as short as 15 pages, or may expand as needed to contain your high quality writing and innovative design ideas ☺

GUIDELINES FOR THE WRITTEN REPORT

ABSTRACT (due Dec 6)**

A one-page 250-word summary, using the required University format, which reports the design and development of your creative work.

SECTION 1. BACKGROUND INFORMATION (due Sep 1)**

In this section you report the why of the project: the reasons you decided to conduct the creative work. Possible subsections include:

- **Introduction** This section gives an overview and short summary of the project.
- **Background:** how did the need or rationale for the project evolve, how did the project arise, what did you hope to achieve in undertaking the project. You can also mention about your background why you are interested in doing this project.
- **Purpose:** include your goals, justification, and interests. In short, why you considered that the pursuit of the project was worthwhile.
- **Significance:** what might be the impact of the project on your organization, your personal development, and your target learners. Describe the use of learning theory and/or instructional design principles.

SECTION 2. FRONT-END ANALYSIS (due Sep 29)**

In this section you describe how you designed the project in terms of the instructional systems design model. The sections that you should include are:

- **Introduction (and abbreviated Literature Review if needed).** This section gives an overview and short summary of the project. It should also include the learning theory or conceptual framework that guided your design effort. (What learning principles did you follow?) Cite (follow APA format) and comment upon any research, readings, instructional models, exemplary software, or mentoring that helped you complete your creative work.
- **Needs Assessment** is the systematic process of determining goals, identifying discrepancies between actual and desired conditions, and determines that the discrepancies can be corrected with instruction.
 - **Present Conditions:** Identify the root causes of the expressed need by
 - Identify required knowledge and skills (the desired goals)
 - Identify the current knowledge and skills that the learner has (Present condition)
 - Determine the discrepancies between the goal and the present condition
 - **Potential Solution:** How the instructional problem can be solved? Mention potential delivery formats.
 - **Recommendation:** Which instructional method or format are you recommending to achieve the desired goal and why?
 - **Data Collection method:** In order to determine that there is an instructional need, how did you gather information?
- **Content or Task Analysis.** How did you select and prioritize the content you chose to meet the needs, which the project tried to answer through instruction? What means did you use to find, choose, and finally determine the content or tasks that would comprise the instruction? You should also document the process: what steps or cycles you went through to finally arrive at the content of your project

- **Learner Analysis.** What information did you find necessary and gather to understand your target audience? You should answer such questions: Does your audience have the prerequisite skills or knowledge to benefit from the instruction? What is their motivation for participating in the instruction? This section reports on the targeted learners for whom the instruction is intended and the data-gathering means you used to find out about them.
- **Instructional Goals and Objectives.** This section states and describes the instructional goals and objectives of your field study. What should the learners know or be able to do once they've completed the instruction. Again, this process might have been an iterative one, and you should describe the preliminary steps you went through to arrive at the final objectives.
- **Media Selection.** This section documents the process and decisions you made about delivering the instruction – why you chose the medium (or media) you used as a means of communicating with learners.

SECTION 3. DESIGN AND DEVELOPMENT (due Oct 27)**prepare to show your work project in progress

This section describes the process you went through to build the instructional prototype – in effect, it is your design document. It details your development and production process and typically might include:

- **Instructional Strategy**
- **Development Process**
- **Content Outline**

SECTION 4. FORMATIVE EVALUATION (due Dec 1)**

This section ends the report of your instructional design and development process. In this section you describe your formative evaluation process and summarize the data and findings you collected about the instructional and motivational effects of your instruction. It should follow the standard 894 formative evaluation process.

- **Expert review.** You should try to answer the following questions: What mentors or experts did you use to review the content and design of your project? What information did they give you about the project? What revisions did you make based on their feedback?
- **One on one review.** Did you try out your prototype on several learners before the field test? Did you use any individuals – two or three– who represent the target group? Did you use interviews or surveys to assess their reactions and learning? What revisions did you make based on their assessments.
- **Field or Pilot Test.** Your report of the pilot-run of the instructional materials, in which you try out the materials with a small, representative sample of your target audience. It should include the post-instruction survey, interviews, focus groups, or any other means that you used to gather information about the effects and attitudes of the sample learners toward the instruction. In an ideal setting, you should have conducted a pre- and post-test to measure the learning gains made by the learners.

SECTION 5. SUMMARY AND CONCLUSIONS (due Dec 1)**

This section concludes the reporting sections of your field study. It is the section in which you reflect upon the design and development process, its meaning to you, and the effects of your prototype. It is comprised of two sections:

- **Summary.** You also draw conclusions about the product you achieved: and its effectiveness: what revisions and changes you might make to develop a more effective product
- **Conclusions.** In this section you assess and reflect upon the overall instructional design process, how it worked in your particular situation, what you learned during the completion of the field study, and what you might do differently.

SECTION 6. BIBLIOGRAPHY (due Dec 6)**

This section lists all the materials, reference, and sources you used for your creative work, including the literature review, if completed. Follow the American Psychological Association (APA) format.

American Psychological Association (2001). Publication Manual of the American Psychological Association, 5th edition. Washington, DC: American Psychological Association.

American Psychological Association. (2003). Electronic References. Washington, DC: American Psychological Association. Retrieved October 16, 2003 from <http://www.apastyle.org/elecref.html>

SECTION 7. INSTRUCTIONAL MATERIALS (due Dec 1) Prepare to show the completed project. Bring two copies of abstract, report of completion form, acceptance page. Be prepared to make minor changes to your report and print/submit the final version.**

In this section you provide the instructional materials you developed. If they are in print form, the version should be the one that you field-tested and should be complete. Print two copies of your documentation, and also include the documentation file in PDF and MS Word format with your final project.

SECTION 8. APPENDICES (due Dec 6)**

The appendices include any design documents (memos, storyboards, scripts, preliminary drafts) that you wish to include to document your ID and production process. They should also include any data-gathering instruments you used during the ID process, especially the formative evaluation phase. In effect, the appendices are used to document both the ID process and formative evaluation through all their phases.

Turn in your completed 894 project by Dec 6, 2005.

**** Materials due at the beginning of class meeting these dates.**

CERTIFICATE OF APPROVAL

I certify that I have supervised the creative work, "Title of Creative Work" by Student Name and that in my opinion it meets the criteria for approving a culminating study submitted in partial fulfillment of requirements for the Master of Arts Degree at San Francisco State University.

Dr. Brian Beatty, Assistant Professor
Department of Instructional Technologies

Dr. Second Reader, Professor
Department of Instructional Technologies

Approved by COE Graduate Committee

Abstract (2 copies)

Title

{{Student Name}}

San Francisco State University

[Describe your project in 150-200 words] Sample: The purpose of this project was to develop a job aid for course developers at XXXXXXXX Software Corporation to provide guidelines and examples for applying reusable content course development strategies. The job aid provided guidelines for developing instructional text, graphics, and interactivity elements that can be used in both instructor-led classroom-based training courses and self-paced, Web-based training courses. The design and development of the job aid involved outlining development guidelines, creating graphics to illustrate key concepts, and developing examples to illustrate the principles. Content was developed from XXXXXXXX course developer interviews, course content analysis, and existing research on classroom-to-Web course conversion. The job aid was evaluated through expert reviews, one-on-one learner validation, and a pilot test. Data of the usefulness of the job aid was collected through interviews and surveys. The result of the evaluation indicated that this job aid was an effective tool for helping course developers to apply basic principals of reusable content course development to XXXXXXXX Software training courses.

I certify that the Abstract is a correct representation of the content of this creative work.

Chair, Thesis Committee

Date

1 SAMPLE TITLE PAGE

(Follow the format below for the title page of
Your Field Study Project) Please include **2**
copies

(Insert title of the field study in CAPITAL letters. Single space if more than one line)

A Creative Work Report

Submitted as a Partial fulfillment of the requirements for

MASTER OF ARTS DEGREE IN EDUCATION

With concentration in Instructional Technologies

By

FULL NAME OF CANDIDATE IN CAPITAL LETTERS

San Francisco, California
Date