

## IDE 737 ADVANCED INSTRUCTIONAL DESIGN

### Storyboard Checklist and Project Rubrics

#### Storyboard Checklist

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##### Final Storyboard Checklist

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Set includes	<input checked="" type="checkbox"/> Narrative
Three sections	<input checked="" type="checkbox"/> Flow chart
	<input checked="" type="checkbox"/> Storyboard screens
Narrative (1-2 pages/slides)	<input checked="" type="checkbox"/> brief description of performance problem
	<input checked="" type="checkbox"/> brief high-level overview description of proposed instructional solution
	<input checked="" type="checkbox"/> includes title, purpose, estimated time to complete instruction
	<input checked="" type="checkbox"/> includes context of performance, high level overview of instruction
	<input checked="" type="checkbox"/> includes list of major objectives (may have sub-objectives on storyboard screens)
	<input checked="" type="checkbox"/> list of resources, description of facilities, description of stakeholders
Flow chart (1-2 pages/slides)	<input checked="" type="checkbox"/> brief description of performance problem
	<input checked="" type="checkbox"/> brief description of proposed instructional solution
	<input checked="" type="checkbox"/> includes title, purpose, estimated time to complete instruction
	<input checked="" type="checkbox"/> graphic that visualizes the flow of events in entire instructional solution
	<input checked="" type="checkbox"/> each event is labeled and includes an estimated time to complete
	<input checked="" type="checkbox"/> each event includes list of key activities within the event
	<input checked="" type="checkbox"/> at a minimum events include intro to content, practice, assessments, debriefs
	<input checked="" type="checkbox"/> OVERALL... each event aligns with overall goal to close the performance gap
Storyboards (multiple screens/ event)	<input checked="" type="checkbox"/> 1 to 2 screens per event (e.g., lecture, discussions, group activity, activity debrief, etc.)
	<input checked="" type="checkbox"/> each screen includes course title, activity title, estimated time to complete
	<input checked="" type="checkbox"/> graphic (upper left visual box in template) representing the event/activity
	<input checked="" type="checkbox"/> short description (bullet list) of instructional activity
	<input checked="" type="checkbox"/> list of activity deliverables (what is produced during this section of instruction)
	<input checked="" type="checkbox"/> list of resources and materials required for this section of instruction
	<input checked="" type="checkbox"/> list of key learning objectives or sub-objectives for this section
	<input checked="" type="checkbox"/> list of key content points for this section of the instruction
	<input checked="" type="checkbox"/> notes to clarify activities, describe teaching ideas, emphasize key points, etc.
	<input checked="" type="checkbox"/> OVERALL... content/activities align with overall goal to close a performance gap
Formatting	<input checked="" type="checkbox"/> all sections are written in a professional manner
	<input checked="" type="checkbox"/> graphics and/or diagrams are used effectively
	<input checked="" type="checkbox"/> grammar, spelling are accurate
Overall Storyboard	<input checked="" type="checkbox"/> performance problem is clearly described
	<input checked="" type="checkbox"/> performance problem is clearly addressed by events of instruction
	<input checked="" type="checkbox"/> content to resolve performance problem is clearly evident
	<input checked="" type="checkbox"/> events (content delivery/practice) prompt audience to interact physically with content
	<input checked="" type="checkbox"/> events (practices/summaries) prompt audience to think about (engage with) content
	<input checked="" type="checkbox"/> events (assessments) help instructor and audience see learning progress
	<input checked="" type="checkbox"/> events (practices/assessments) prompt audience to reflect on content they learned
	<input checked="" type="checkbox"/> resources and materials selected/noted are supportive of content learning
	<input checked="" type="checkbox"/> flow of instruction makes sense and builds toward deeper content understanding
	<input checked="" type="checkbox"/> entire proposed instructional solution is clearly presented
	<input checked="" type="checkbox"/> entire proposed instructional solution appears to address the performance problem

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## ADVANCED INSTRUCTIONAL DESIGN RUBRICS

### LEARNING DESIGN RUBRIC

Instruction Title: Developing Physical Readiness Training Plans Component type: \_\_\_\_\_

	NA	Needs Improvement – 1	2	On the Right Track – 3	4	Ready To Go – 5	Comments for Rating
<b>Learning expectations defined</b>	<input type="checkbox"/>	<input type="checkbox"/> Not clearly stated, no clear learning intent	<input type="checkbox"/>	<input type="checkbox"/> Stated, not necessarily related to overall course	<input type="checkbox"/>	<input checked="" type="checkbox"/> Clearly stated, clear intent, related well to component and overall instruction	Although this was achieved, after reading the required articles, I also concluded I did not specify in the notes section to address the learning objectives upfront. This was achieved in my enhance version.
<b>Activity relatedness to learning</b>	<input type="checkbox"/>	<input type="checkbox"/> Unrelated to type / level of learning	<input type="checkbox"/>	<input type="checkbox"/> Activity related to level of learning	<input type="checkbox"/>	<input checked="" type="checkbox"/> Activity related to level of learning and supports transfer	After completing the readings, decided to include a video that aligns with the performance problem (real-world). Pre-quiz added to activate prior knowledge and advance organizer provided to assist with note taking. Instruction was developed using Merrill's First Principle.
<b>Level of Generative / Developmental Engagement</b>	<input type="checkbox"/>	<input type="checkbox"/> Little or no generative activity	<input type="checkbox"/>	<input type="checkbox"/> Generative activity, lacks developmental feedback	<input type="checkbox"/>	<input checked="" type="checkbox"/> Engaging in generative and knowledge organization, ample developmental feedback	Throughout instructional unit, the facilitator asks questions to prompt learning and thinking. Opportunities provided after each activity to reflect on material and summarize content in own words to enhance retainability.
<b>Presence of formative / developmental feedback</b>	<input type="checkbox"/>	<input type="checkbox"/> Little or no feedback within activity	<input type="checkbox"/>	<input type="checkbox"/> Feedback opportunities, correct/incorrect, not formative or developmental	<input type="checkbox"/>	<input checked="" type="checkbox"/> Feedback formative, multiple types support progression in learning, critical thinking	According to the readings, reflective questions will be asked between activities and learners will be required to summarize content in own words.
<b>Impact of activity on learning</b>	<input type="checkbox"/>	<input type="checkbox"/> No display of learning required	<input type="checkbox"/>	<input type="checkbox"/> Learning display prompted, related to expected outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/> Learning display required higher level thinking, creative responses	Opportunity to allow the learners to summarize content in their own words enhances reflection and retainability. Additionally, providing an opportunity for the learner to practice and create a plan is in line with Merrill's First Principle. Putting the learner in a higher level of thinking.
<b>Activity outcomes / products</b>	<input type="checkbox"/>	<input type="checkbox"/> Not clearly defined	<input type="checkbox"/>	<input type="checkbox"/> Traditional outcomes defined, e.g., paper, drawing, etc.	<input type="checkbox"/>	<input checked="" type="checkbox"/> Prompts learner to produce meaningful representations of their own learning	Reflective questions asked during debrief section Opportunities provided after each activity to reflect on material and summarize content in own words to enhance retainability.
<b>Graphics and images</b>	<input type="checkbox"/>	<input type="checkbox"/> Do not prompt learning of content	<input type="checkbox"/>	<input type="checkbox"/> Support learning process	<input type="checkbox"/>	<input checked="" type="checkbox"/> Engage learners deeply in content (prompt critical, deep thinking)	Graphics used to enhance instructional unit, examples used are advance organizers and concept maps to assist in note taking, developing mental models and visual images.

## ADVANCED INSTRUCTIONAL DESIGN RUBRICS

	NA	Needs Improvement – 1	2	On the Right Track – 3	4	Ready To Go – 5	Comments for Rating
<b>Overall Learning Design</b>	<input type="checkbox"/>	<input type="checkbox"/> Lack creativity in engaging learners in multiple ways	<input type="checkbox"/>	<input type="checkbox"/> Engages learners in multiple way with content	<input type="checkbox"/>	<input checked="" type="checkbox"/> Prompts learners to engage in traditional and new ways, make own choices	Design of the instructional unit allows learners with several opportunities to decide how they want to learn. Examples are summarizing content after each activity, advance organizer to assist with note taking, and creating own training plan.
<b>Instruction</b>	<input type="checkbox"/>	<input type="checkbox"/> Lacks clear instruction	<input type="checkbox"/>	<input type="checkbox"/> Provides instruction, no prompting for exploration beyond instruction	<input type="checkbox"/>	<input checked="" type="checkbox"/> Clear instructions, prompts for further exploration of content	Questions asked during each activity and in the debrief section allows for discussions and desire for futher exploration of content. Activities are strategically placed to enhance learning.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**Score Awarded Points:** \_\_\_\_\_ **Possible Points:** \_\_\_\_\_

### Final comments based on LEARNING DESIGN RUBRIC:

Instructional unit includes several activities and questions that enage and prompt students in learning. After completing the readings, I have documented in my reflective journal some additional learning strategies that can enhance my instructional unit.

Additionally, I have made modifications to the instructional unit based off the comments and feedback I recieved from other professionals, which include the professor, classmates, peers, other instructional designers, and instructors.

## ADVANCED INSTRUCTIONAL DESIGN RUBRICS

### INSTRUCTION AND MESSAGE DESIGN RUBRIC

Instruction Title: Developing Physical Readiness Training Plans Component Type: \_\_\_\_\_

	NA	Needs Improvement – 1	2	On the Right Track – 3	4	Ready To Go – 5	Comments for Rating
<b>Content presentation</b>	<input type="checkbox"/>	<input type="checkbox"/> No clear organization, disjointed, no logical order	<input type="checkbox"/>	<input type="checkbox"/> Basic organization with logical progression	<input type="checkbox"/>	<input checked="" type="checkbox"/> Completely organized, many connections and interconnections, enhances the message.	Content is well organized and each activity is interconnected with the next activity.
<b>Topic / Activity Focus</b>	<input type="checkbox"/>	<input type="checkbox"/> No clear focus; message / activity is confusing	<input type="checkbox"/>	<input type="checkbox"/> Message / activity is focused with a clear message	<input type="checkbox"/>	<input checked="" type="checkbox"/> Message / activity is complex, each aspect clear, contributes to overall message	Each activity is placed in a specific place to assist the learner throughout the course. Resources are used (advance organizers, concept maps, pre-quiz, etc.) to prompt the learner's thinking and activating prior knowledge.
<b>Quality of information</b>	<input type="checkbox"/>	<input type="checkbox"/> Inaccurate content, uninformative, uninteresting	<input type="checkbox"/>	<input type="checkbox"/> Content accurate, adds new knowledge	<input type="checkbox"/>	<input checked="" type="checkbox"/> Content accurate, easy to understand, complex info, expands knowledge	Several examples given and demonstrations assist learner with the new information
<b>Citations (images, web sites, books)</b>	<input type="checkbox"/>	<input type="checkbox"/> Does not credit sources correctly	<input type="checkbox"/>	<input type="checkbox"/> Includes most credits	<input type="checkbox"/>	<input checked="" type="checkbox"/> Includes credits in correct format	Need to ensure reference sheet is added at the end of storyboard for graphics, books, and articles References included in enhanced version.
<b>Quantity of information</b>	<input type="checkbox"/>	<input type="checkbox"/> Some information that does not promote message / activity	<input type="checkbox"/>	<input type="checkbox"/> Enough basic information to cover the message / activity	<input type="checkbox"/>	<input checked="" type="checkbox"/> Significant amount of info, connections make message / activity very informative	Enough activities included within instructional unit. Can add additional learning designs to enhance instruction. Several activities and learning strategies used throughout instructional unit. Activities are well connected and flow is logical.
<b>Clarity of information</b>	<input type="checkbox"/>	<input type="checkbox"/> Spelling, grammatical errors inappropriate language	<input type="checkbox"/>	<input type="checkbox"/> Few spelling, grammar errors, appropriate use of language	<input type="checkbox"/>	<input checked="" type="checkbox"/> Message well scripted, significantly improves the message	Message flows and easy to follow.
<b>Impact of message / level of activity</b>	<input type="checkbox"/>	<input type="checkbox"/> Passive. Little thought or activity required	<input type="checkbox"/>	<input type="checkbox"/> Engaging. Some thought about the message required.	<input type="checkbox"/>	<input checked="" type="checkbox"/> Very engaging, requires in-depth reflection	Reflection activities between activities will be included as mentioned in the first rubric. Additionally, included opportunity for the learner to summarize content in own words at the conclusion of each activity.

## ADVANCED INSTRUCTIONAL DESIGN RUBRICS

	NA	Needs Improvement – 1	2	On the Right Track – 3	4	Ready To Go – 5	Comments for Rating
<b>Graphics and images</b>	<input type="checkbox"/>	<input type="checkbox"/> Not related to message, not related, distracting	<input type="checkbox"/>	<input type="checkbox"/> Related to message / activity, poor position	<input type="checkbox"/>	<input checked="" type="checkbox"/> Depicts message beyond text	Great use of graphics, positive comments and feedback recieved.
<b>Overall use of colors</b>	<input type="checkbox"/>	<input type="checkbox"/> None or too many, no purpose, distracting	<input type="checkbox"/>	<input type="checkbox"/> Suggests purpose or organization	<input type="checkbox"/>	<input checked="" type="checkbox"/> Adds depth to message beyond text	Good use of colors, helps with providing value to the message/content.
<b>Message Organization</b>	<input type="checkbox"/>	<input type="checkbox"/> Titles, graphics, audio, video, transitions, etc. detract from message	<input type="checkbox"/>	<input type="checkbox"/> Titles, graphics, audio, video, transitions, etc. appropriate for message	<input type="checkbox"/>	<input checked="" type="checkbox"/> Titles, graphics, audio, video, transitions, etc. enhance message	Activities are placed in logical order, graphics and resources used to ehcnace instructional unit, transition from one acitivity to the next flows well.
<b>Text / Font</b>	<input type="checkbox"/>	<input type="checkbox"/> Font type, size, color difficult to read, many changes, distracting	<input type="checkbox"/>	<input type="checkbox"/> Font type, size, color easy to read, organized use of fonts	<input type="checkbox"/>	<input checked="" type="checkbox"/> Font type, size, color, etc. emphasize points, relationships, etc.	Good use of font/colors, helps with providing value to the message/content.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**Score Awarded Points: \_\_\_\_\_ Possible Points: \_\_\_\_\_**

**Final comments based on INSTRUCTION AND MESSAGE DESIGN RUBRIC:**

ADVANCED INSTRUCTIONAL DESIGN  
RUBRICS

**DESIGNING AND ENHANCING INSTRUCTION FROM MULTIPLE PERSPECTIVES:**

**Thinking like... instructional designer, instructor, and learner**

Instructional Designer	No	Partly	Yes
<b>For each unit...</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
do instructional goals, learning objectives, pedagogical strategies, technology tools, and assessments align with each other?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
do instructions/guidelines clearly describe assignments (e.g., introduce, explain goals of activities, describe how to complete the assignment, provide learning outcomes, describe how learning will be assessed)?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
do assignments include a summary/debrief to help learners reflect on new content?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
is there integration of communications among instructor, peers, and/or others?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
are there grading guidelines or rubrics to support each assignment?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
do resources (e.g., readings, graphics, presentations) support (focus on) expected learning?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
is it organized in a logical order that supports learner navigation through the content presentation, assignments, activities, and assessments? (identify key tasks, resources, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
are graphics, motivational features, interactive events, resources purposefully integrated?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>For resources, do they...</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
engage the learner with the content/subject matter to be learned?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
prompt the learner to think or act in a variety of different ways with the content?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
prompt the learner to reflect on knowledge and application of content?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
prompt the learner at an appropriate level of expected learning outcome (e.g., recall, comprehension, problem solving)?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
have clear instructions on how they should be used?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
provide learner with multiple ways to demonstrate content learning, share understanding, and extend content learning within and beyond the unit?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Instructor ...</b>			
<b>Planning...</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
optimal digital/non digital tools and online/offline strategies are selected to support <i>instructional</i> activity?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
optimal digital/non-digital tools and online/offline strategies are selected to support <i>learning</i> activities?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
optimal digital/non-digital tools and online/offline strategies are selected to support <i>assessments</i> ?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
resources are selected (or developed) that exemplify key content, examples, illustrative stories, necessary data, etc.?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
learning environment is organized to ensure learners can find, access, and use resources?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
learning environment effectively integrates tools, strategies and resources?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>While facilitating learning you are...</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
engaging (e.g., facilitate, motivate, question, summarize, debrief) learners in content?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
engaging learners with multiple pedagogical strategies (e.g., individual, collaborative, social, field work) as they align with expected learning outcomes?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
engaging learners with multiple types of tools and resources, aligned with pedagogy?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
using a variety of tools to monitor group dynamics and learning?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
adapting the environment, resources, and activities as necessary?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
employing a variety of appropriate digital/non-digital tools and online/offline strategies to engage learners in applying new knowledge and skills?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

## ADVANCED INSTRUCTIONAL DESIGN RUBRICS

<b>Learner</b>	<b>No</b>	<b>Partly</b>	<b>Yes</b>
<b>Learning environment supports learners' needs to ...</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
develop realistic expectation for working and learning online and in classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
maintain determination of achieving learning goals (commit to one's self)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
manage challenges of learning (organize, adhere to instructions, meet deadlines, adjusts to or resolve problems)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
manage time to meet own expectations and course expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
follow academic, ethical, legal standards (course requirements/deadlines, intellectual property, confidentiality, respect)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
use technology proficiently (use tools effectively, explore digital capabilities, manage digital data, seek tech problem solutions)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Instruction prompts students to...</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
be active (interacts frequently, throughout instruction)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
be resourceful (uses resources or finds additional resources to support learning)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
be reflective (thinks about learning, application to instruction, application beyond)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
be self-monitoring (keep track of and manage learning and study time and activities)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
apply and extend learning (within and outside of instructional contexts)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Engage effectively in online/offline communication, interactions, and collaborative work	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

### **Final comments based on DESIGNING AND ENHANCING INSTRUCTION FROM MULTIPLE PERSPECTIVES:**

There were a few areas that were rated as "Partly" in my initial critique, but with the revisions/enhancements, these areas were changed to "yes".

These questions are designed to help you think about how your instruction meets minimal design and technology principles, instructor planning and facilitation activities, and learner support mechanisms. It is not intended as a full list of all aspects for designing instruction, as instruction should be purposeful, consider technological pedagogical content knowledge principles, and follow accessibility guidelines. All of this should be considered as you strive to better understand instructional and learning environments and features, and digital/non-digital tools available for instruction.