



Colorado State University  
**GLOBAL CAMPUS**

ISD503: COURSE DEVELOPMENT AND PROJECT EVALUATION

**Credit Hours:** 3

**Contact Hours:** This is a 3-credit course, offered in accelerated format. This means that 16 weeks of material is covered in 8 weeks. The exact number of hours per week that you can expect to spend on each course will vary based upon the weekly coursework, as well as your study style and preferences. You should plan to spend 14-20 hours per week in each course reading material, interacting on the discussion boards, writing papers, completing projects, and doing research.

**Faculty Information:** Faculty contact information and office hours can be found on the faculty profile page.

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## **COURSE DESCRIPTION AND OUTCOMES**

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### **Course Description:**

In this course and associated practicum, you will practice implementing learning tools and technologies, creating engaging and accessible assessments, and evaluating both the effectiveness of a course and the management of the overall project. You will be active members of a design team and relied upon to make sound design and implementation recommendations.

### **Course Overview:**

Welcome to the second internship for your instructional architecture certification. In the next eight weeks you will examine the role of technology in the creation and innovation of learning experiences, evaluate learning management systems, and build your understanding of how technology can support active and constructive learning. You will also explore components of instructional architecture project management from the analysis of client needs, communication, and the ins and outs of project management, through to the closure of the project. Your internship will culminate with your development and implementation of a project management plan to create an online course.

### **Course Learning Outcomes:**

1. Lead the creation of courseware through effective consultation as part of an instructional design team.
2. Assess the effectiveness of instructional content and design based on student achievement of learning outcomes.
3. Participate in the management of a course-based project.
4. Select or design appropriate assessments of learning.
5. Apply project management skills within a simulated experience.
6. Evaluate leadership theories applicable to managing the creation of course content.

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## PARTICIPATION AND ATTENDANCE

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Prompt and consistent attendance in your online courses is essential for your success at CSU-Global Campus. Failure to verify your attendance within the first seven days of this course may result in your withdrawal. If for some reason you would like to drop a course, please contact your advisor.

Online classes have deadlines, assignments, and participation requirements just like on-campus classes. Budget your time carefully and keep an open line of communication with your instructor. If you are having technical problems, problems with your assignments, or other problems that are impeding your progress, let your instructor know as soon as possible.

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## COURSE MATERIALS

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### Required:

Amado, M., Ashton, K., Ashton, S., Bostwick, J., Clements, G., Drysdale, J., Francis, J., Harrison, B., Nan, V., Nisse, A., Randall, D., Rino, J., Robinson, J., Snyder, A., Wiley, D., & Anonymous. (2012). Project management for instructional designers. Retrieved from <http://pm4id.org/>. Licensed under a Creative Commons Attribution NonCommercial ShareAlike (BY-NC-SA) license.

**Note:** All non-textbook required readings and materials necessary to complete assignments, discussions, and/or supplemental or required exercises are provided within the course itself. Please read through each course module carefully.

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## COURSE SCHEDULE

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### Due Dates

The Academic Week at CSU-Global begins on Monday and ends the following Sunday.

- **Discussion Boards:** The original post must be completed by Thursday at 11:59 p.m. MT and peer responses posted by Sunday at 11:59 p.m. MT. Late posts may not be awarded points.
- **Critical Thinking:** Assignments are due Sunday at 11:59 p.m. MT.

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## WEEKLY READING AND ASSIGNMENT DETAILS

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### Module 1

#### Readings

- CSU-Global Internship Handbook pg. 1-12
- Stephenson, T., Mayes, L., Combs, E., & Webber, K. (2015). Developing communication skills of undergraduate students through innovative teaching approaches. *NACTA Journal*, 59(4), 313-318.
- Ryding, M. (2018). From Where I Sit... Effective Client Communication --A Refresher on In-Person Communication. *Journal of Pension Benefits: Issues in Administration*, 25(3), 18–21.

- Oldfield, N. D., & Kushniryk, A. (2017). Building and protecting organizational trust with external publics: Canadian senior executives' perspectives. *Canadian Journal of Communication*, 42(5), 767-784. doi:<http://dx.doi.org.csuglobal.idm.oclc.org/10.22230/cjc.2017v42n5a3076>

### **Discussion (25 points)**

#### **Weekly Hours Log (25 points)**

This week, and every week of the course, complete a copy of the Weekly Internship Hours Log on a daily basis, recording and describing all the hours that you participated in service practice in the internship environment, including time spent meeting with your field supervisor.

Before the end of the workday on Friday, submit a copy of the Hours Log to your field supervisor and ask him or her to sign the form electronically and return it to you before Sunday of this week via an email message that is copied to your ISD503 instructor. Accordingly, you will have to provide your instructor's email address to your field supervisor and make sure he or she returns the completed Hours Log before Sunday of this week.

Submit a completed copy of the Hours Log from the Submissions link in this assignment before 11:59 p.m. MT on Sunday.

You are required to spend and record 10 hours of service practice in the internship environment during each of the eight weeks of the course, including a one hour meeting with the field supervisor. Note this exception to the 10-hours-per-week minimum: You may work as little as eight hours in any given week so long as you obtain the field supervisor's approval (certified by his/her submission of a signed Hours Log) and complete the required 80 hours total over the eight weeks of the course.

#### **Weekly Reflective Journal (15 points)**

This week, and every week of the course, keep a record of your observations and reflections on the internship experience in a Weekly Reflective Journal.

Describe the activities and job duties you completed, the stakeholders served, and skills gained because of your internship experience this week. Explain how you are integrating your prior learning with newly acquired knowledge.

## **Module 2**

### **Readings**

- Crompton, H., & Burke, D. (2018). The use of mobile learning in higher education: A systematic review. *Computers & Education*, 123, 53-64.
- Noonan, M., Richter, G., Durham, L., & Pierce, E. (2017). Learning and the digital workplace: What? so what? now what? *Strategic HR Review*, 16(6), 267-273.
- Von Ins, C. (2016, February 17). 66% of organizations aren't using mobile learning...yet. *Association of Training Development*. Retrieved from <https://www.td.org/insights/66-of-organizations-arent-using-mobile-learning-yet>

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## **Module 3**

### **Readings**

- Chapter 9 in *Project Management for Instructional Designers*
- Alabbasi, D. (2017). Exploring graduate students' perspectives towards using gamification techniques in online learning. *Online Journal of Distance Education (TOJDE)*, 18(3), 180-196. Retrieved from <https://eric.ed.gov/?id=EJ1147594>
- Cilliers, L. (2017). Evaluation of information ethical issues among undergraduate students: An exploratory study. *South African Journal of Information Management*, 19(1) doi:<http://dx.doi.org.csuglobal.idm.oclc.org/10.4102/sajim.v19i1.767>
- Gray, C. M., & Boling, E. (2016). Inscribing ethics and values in designs for learning: A problematic. *Educational Technology, Research and Development*, 64(5), 969-1001. doi:<http://dx.doi.org.csuglobal.idm.oclc.org/10.1007/s11423-016-9478-x>
- Leonardo Caporarello, Massimo Magni, & Ferdinando Pennarola. (2017). Learning and gamification: A possible relationship? *EAI Endorsed Transactions on E-Learning*, 4(16), 1-8. Retrieved from <https://doaj.org/article/69e7ca62fea34c4fac88e289168675c0>

- Pechenkina, E., Laurence, D., Oates, G., Eldridge, D., & Hunter, D. (2017). Using a gamified mobile app to increase student engagement, retention and academic achievement. *International Journal of Educational Technology in Higher Education*, 14(1). Retrieved from <http://educationaltechnologyjournal.springeropen.com/articles/10.1186/s41239-017-0069-7>

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## **Module 4**

### **Readings**

- Bağrıaçık Yılmaz, A., Ünal, M., & Çakır, H. (2017). Evaluating MOOCs according to instructional design principles. *Journal Of Learning And Teaching In Digital Age (JOLTIDA)*, 2(2), 26-35. Retrieved from <http://joltida.org/index.php/joltida/article/view/31/96>
- Bigatel, P. M., & Edel-Malizia, S. (2018). Using the "Indicators of engaged learning online" framework to evaluate online course quality. *TechTrends*, 62(1), 58-70. doi:<http://dx.doi.org.csuglobal.idm.oclc.org/10.1007/s11528-017-0239-4>

- Putra, A. T. A. (2016). Evaluation of learning and training of language: By ROI evaluation model. *Langkawi: Journal of The Association for Arabic and English*, 2(2), 173-186. Retrieved from <https://doaj.org/article/ba64b9456cac452689c7926dc55f407d>

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#### **Weekly Reflective Journal (15 points)**

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Describe the activities and job duties you completed, the stakeholders served, and skills gained because of your internship experience this week. Explain how you are integrating your prior learning with newly acquired knowledge.

#### **Midterm Evaluation (75 points)**

Provide the Midterm Evaluation of Student Performance form to your field supervisor before the end of the workday on Monday of this week. Make sure that he or she completes the form and returns it to you before the end of the week via an email message that is copied to your ISD503 instructor. Accordingly, you will have to provide your instructor's email address to your field supervisor and make sure he or she returns the completed evaluation before 11:59 p.m. MT on Sunday of this week.

Be sure to submit a copy of the completed Midterm Evaluation of Student Performance form from this assignment in the Module 4 folder.

Finally, contact your instructor and field supervisor to schedule a 30-minute to one-hour telephone

conference during Week 5 to review and interpret your midterm evaluation. See the Midterm Evaluation Conference assignment in the Module 5 folder for details. You are required to arrange the scheduling of this call before the end of the workday on Friday of this week. It might be a good idea to create a calendar invite for both parties.

## **Module 5**

### **Readings**

- Chapter 11 in *Project Management for Instructional Designers*
- Loeckx, J. (2016). Blurring boundaries in education: Context and impact of MOOCs. *International Review of Research in Open and Distributed Learning*, 17(3), 92-121.
- Luskin, B. J. (2016, November). Converging advances in online learning: OTT, OER and OEI. *Psychology Today*.
- Soylev, A. (2017). MOOCs 2.0: The social era of education. *Turkish Online Journal of Distance Education (TOJDE)*, 18(2), 56-67.

### **Discussion (25 points)**

#### **Weekly Hours Log (25 points)**

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### **Midterm Evaluation Conference (75 points)**

Participate in a 30-minute to one-hour telephone or video conference with your instructor and field supervisor to review and interpret your Midterm Evaluation of Student Performance and formulate a strategy to integrate the field supervisor's feedback during the remainder of the internship. During this conference, you will also be called upon to demonstrate that you have met the requirements of the internship during Weeks 1-4 as specified in the Learning Agreement.

You should have scheduled this call during Week 4.

## **Module 6**

### **Readings**

- Authors, M., & Open Textbook Library distributor. (2012). Project Management for Instructional Designers (Open Textbook Library). Minneapolis: Independent. Ch 5 pg. 163-216.
- Calabuig, V., Olcina, G., & Panebianco, F. (2018). Culture and team production. *Journal of Economic Behavior & Organization*, 149, 32-45.
- Gapinski, A. J. (2017). Trust in project management. *Journal of Management & Engineering Integration*, 10(2), 1-11.
- Johnsson, M. (2017). Creating high-performing innovation teams. *Journal of Innovation Management*, 5(4), 23-47.

### **Discussion (25 points)**

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## **Module 7**

### **Readings**

- Chapter 12, pg. 535-553 in *Project Management for Instructional Designers*
- Brian, L. (2016). Effective leadership today – character not just competence. *Strategy & Leadership*, (1), 20. doi:10.1108/SL-11-2015-0081
- Grandy, G., & Sliwa, M. (2017). Contemplative Leadership: The Possibilities for the Ethics of Leadership Theory and Practice. *Journal of Business Ethics*, 143(3), 423-440. doi:10.1007/s10551-015-2802-2
- Rudolph, C. W., Rauvola, R. S., & Zacher, H. (2017). Leadership and generations at work: A critical review. *The Leadership Quarterly*.

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## **Module 8**

### **Readings**

- Bigatel, P. M., & Edel-Malizia, S. (2018). Using the "indicators of engaged learning online" framework to evaluate online course quality. *TechTrends: Linking Research and Practice to Improve Learning*, 62(1), 58-70.
- Ueda, H., & Nakamura, M. (2017). Data analysis for evaluation on course design and improvement of "cyberethics" moodle online courses. *Procedia Computer Science*, 112, 2345-2353.

### **Discussion (25 points)**

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#### **Final Evaluation (150 points)**

Before the end of the day Monday of this week, schedule a 30-minute to one-hour telephone or video conference with your instructor to discuss the progress you have made since your Midterm Evaluation of Student Performance and the expectations for the final evaluation, which are described below. Then,

follow through and participate in this call before the end of the week. During the telephone conference with the instructor, you will review and evaluate your performance during the eight weeks of the internship in an effort to confirm that you have met the requirements of the internship during Weeks 5-8, as specified in the Learning Agreement.

Provide the Final Evaluation of Student Performance form to your field supervisor by end of workday Monday of this week and make sure that he or she completes the form and returns it to you before 11:59 p.m. MT on Sunday of this week via an email message that is copied to your ISD503 instructor. Accordingly, you will have to provide your instructor's email address to your field supervisor and make sure he or she returns the completed evaluation by that Sunday deadline.

Be sure to submit a copy of the completed Final Evaluation of Student Performance form from this assignment in the Module 8 folder.

### **Portfolio Project (180 points)**

The final Portfolio Project represents a compilation of your work from ISD502 and ISD503. The Portfolio Project requires that you create and submit a course that meets stakeholder expectations.

Your course should include the following based on your data analysis:

1. Course goals
2. Course learning modules with titles
3. Module learning objectives
4. Lecture content aligned with learning objectives and designed in accordance with Universal Design for Learning and Accessibility standards
5. Learning resources
6. Learning activities

Please provide either access to your course or screenshots capturing the work you have done to present to your instructor for your portfolio assignment.

Your well-written project should meet the following requirements:

- The project must conform to the CSU-Global Guide to Writing & APA.
- All tables and figures must have appropriate captions.
- Include at least three references in addition to the course textbook. The CSU-Global Library is a good place to find these references.

Grading Scale	
A	95.0 – 100

A-	90.0 – 94.9
B+	86.7 – 89.9
B	83.3 – 86.6
B-	80.0 – 83.2
C+	75.0 – 79.9
C	70.0 – 74.9
D	60.0 – 69.9
F	59.9 or below

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## COURSE POLICIES

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### Course Grading

20% Discussion Participation  
 20% Weekly Hours Logs  
 12% Weekly Reflective Journal  
 30% Evaluation and Performance  
 18% Final Portfolio Project

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## IN-CLASSROOM POLICIES

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For information on late work and incomplete grade policies, please refer to our [In-Classroom Student Policies and Guidelines](#) or the Academic Catalog for comprehensive documentation of CSU-Global institutional policies.

### **Academic Integrity**

Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Academic dishonesty includes cheating, fabrication, facilitating academic dishonesty, plagiarism, reusing/repurposing your own work (see the CSU-Global Guide to Writing & APA for percentage of repurposed work that can be used in an assignment), unauthorized possession of academic materials, and unauthorized collaboration. The CSU-Global Library provides information on how students can avoid plagiarism by understanding what it is and how to use the library and internet resources.

### **Citing Sources with APA Style**

All students are expected to follow the CSU-Global Guide to Writing & APA when citing in APA (based on the most recent APA style manual) for all assignments. A link to this guide should also be provided within most assignment descriptions in your course.

### **Disability Services Statement**

CSU-Global is committed to providing reasonable accommodations for all persons with disabilities. Any student with a documented disability requesting academic accommodations should contact the Disability Resource Coordinator at 720-279-0650 and/or email [ada@CSUGlobal.edu](mailto:ada@CSUGlobal.edu) for additional information to coordinate reasonable accommodations.

### **Netiquette**

Respect the diversity of opinions among the instructor and classmates and engage with them in a courteous, respectful, and professional manner. All posts and classroom communication must be conducted in accordance with the student code of conduct. Think before you push the Send button. Did you say just what you meant? How will the person on the other end read the words?

Maintain an environment free of harassment, stalking, threats, abuse, insults, or humiliation toward the instructor and classmates. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, age, disability, sexist (or sexual orientation), or racist nature; and the unwanted sexual advances or intimidations by email, or on discussion boards and other postings within or connected to the online classroom. If you have concerns about something that has been said, please let your instructor know.